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TAYLOR

Facilitating *English  
language learners* in  
*English-medium  
instruction* classrooms  
in the Thai school context  
(ep.2)

# Agenda

1. A Quick recap from last session
2. Academic language functions and varied English language needs
3. How to deal with varied language needs
4. Sheltered instruction vs differentiated instruction
5. Q&A

Interactive activities

Quiz (Google Form) & Giveaways

# What is your context?

**Content**



**English**

A science teacher in an EP school

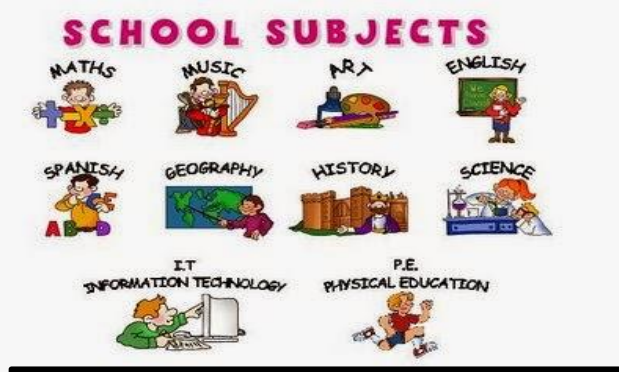
An English language teacher

# How to teach content in English effectively

**Content and Language Integrated Learning (CLIL)**

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1)  
content

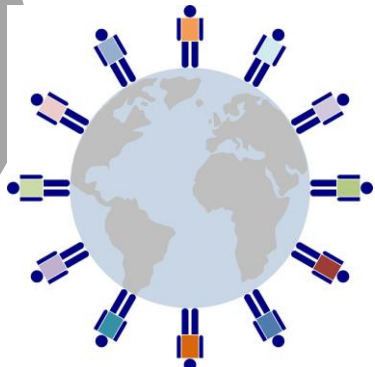


Progression in new knowledge, skills and understanding

2)  
Cognition

CLIL's  
4Cs

4)  
Culture



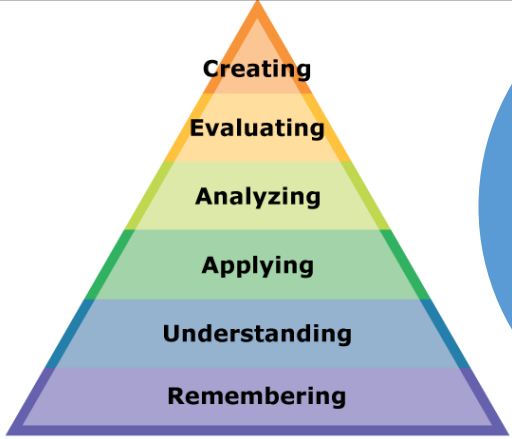
'Self' and 'other' awareness, identity, citizenship, and progression towards pluricultural understanding.

3)  
Communication



Interaction, progression in language using and learning.

Engagement in higher-order thinking and understanding, problem solving, and accepting challenges and reflecting on them.

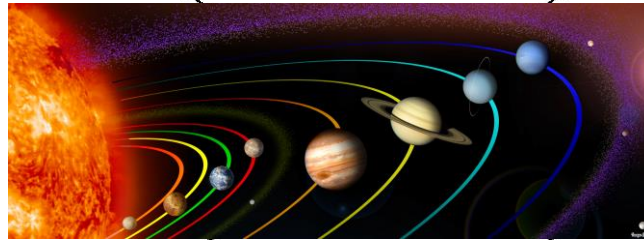


# CLIL mindmap

## In a nutshell:

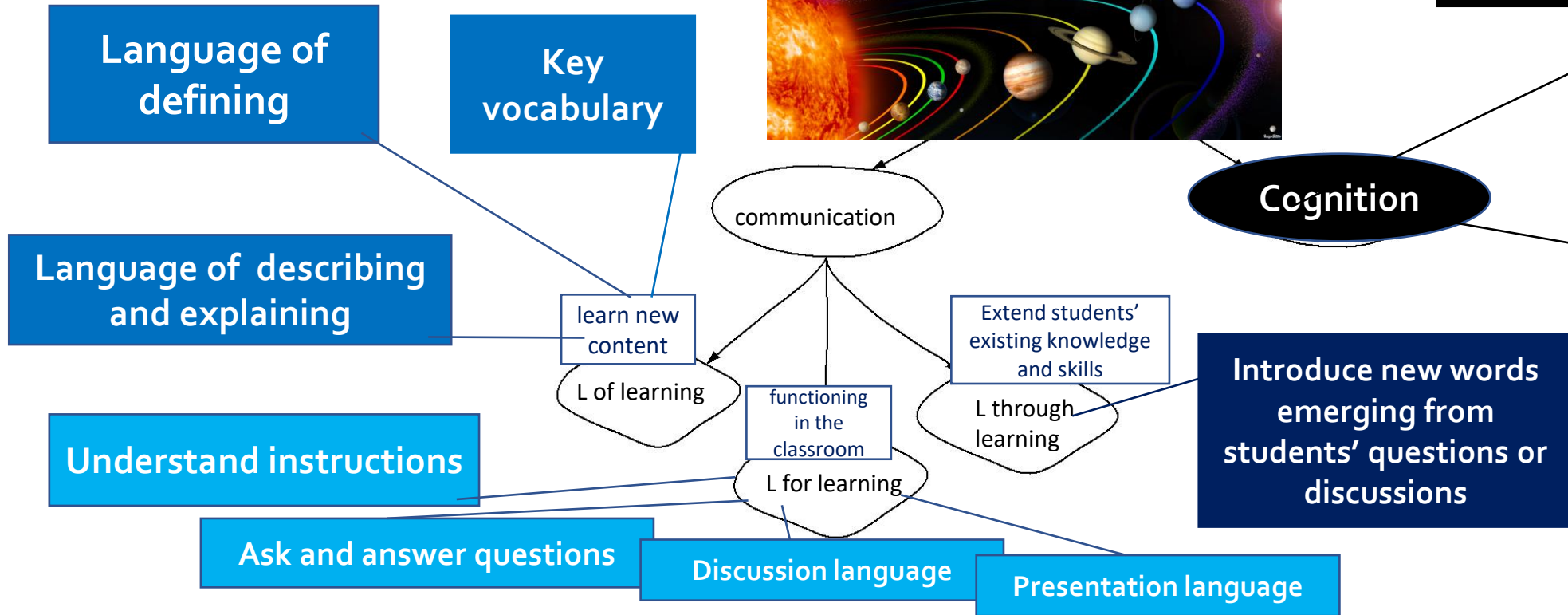
Students *can talk* or *write* about the solar system using *language of defining, describing, explaining*, and *key vocabulary* learned in class.

## Language Functions



Recognise planets in the solar system based on size and order

Explain the role of gravity in the solar system

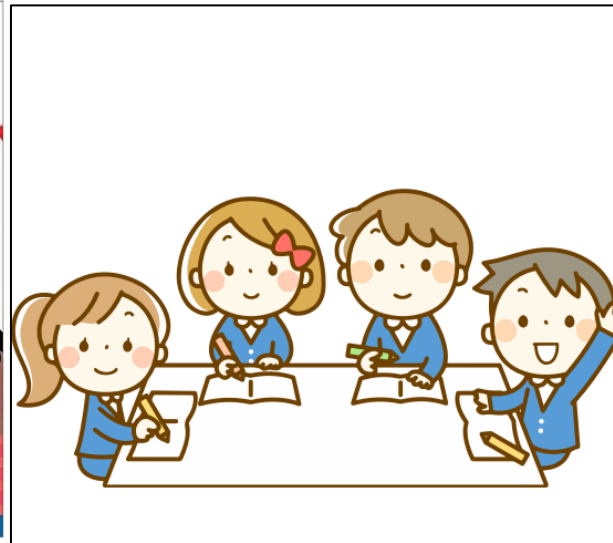


# What are academic language functions?

Academic language functions are the *tasks* that language users must be able to *perform* in the different *content areas*.

Different from social language functions

- Greeting and addressing another person



- identifying and describing content information
- explaining a process
- analyzing and synthesizing concepts
- justifying opinions
- evaluating knowledge

# 11

## academic language functions

What do your students need in your content subject?



# 11 academic language functions

## 1) seeking Information

### Language of Inquiry/Seeking Information

I wonder why . . .

How does . . . work?

I'd like to ask you about . . .

Am I correct in assuming that . . . ?

Could you expand a little bit on what you said about . . . ?

Could you be more specific about . . . ?

Something else I'd like to know is . . .

If I have understood you correctly, your point is that . . .

I didn't understand what you said about . . .

I'm sorry, could you repeat what you said about . . . ?

Sorry, but I'm not quite clear on . . .



use **who, what, when, where, which, how**

# 11 academic language functions

## 2) Informing

used to identify, to report, or to describe information

(e.g. recount information presented by teacher or text, retell a story or personal experience)

### Language of Summarizing

On the whole...

Basically he/she is saying that...

In this text, the author argues that...

To support the main claim, the author provides evidence that suggests that...

### Reporting a Partner's [or anyone's] Idea\*

\_\_\_\_\_ indicated that...

\_\_\_\_\_ pointed out to me that...

\_\_\_\_\_ emphasized that...

\_\_\_\_\_ concluded that...

SUMMARY



# 11 academic language functions

## 3) comparing/contrasting

### Language of Comparing & Contrasting

One similarity/difference between [subject 1] and [subject 2] is ....

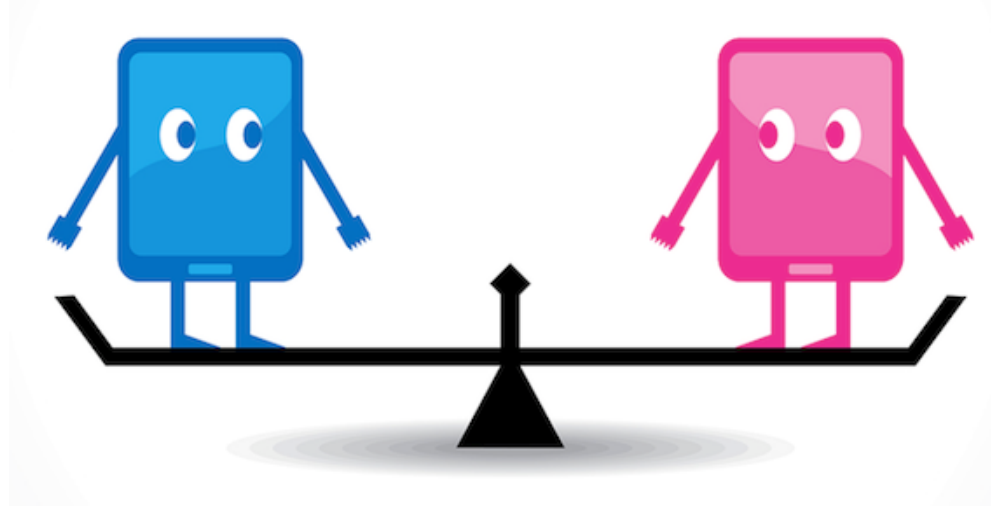
[Subject 1] and [subject 2] are similar because they both...

[Subject 1] and [subject 2] are rather different because while

[subject 1] has \_\_\_\_\_, [subject 2] has \_\_\_\_\_.

Whereas [subject 1] is ... , [subject 2] is ...

[Subject 1] is ... Similarly / In contrast, [subject 2] is ...



# 11 academic language functions

## 4) sequencing

### Language of Sequencing

First, ... and second, ...

Meanwhile, the \_\_\_ appeared to be ...

While [subject 1] was ..., [subject 2] was simultaneously/concurrently...

Finally \_\_\_ proceeded to...

Consequently the \_\_\_\_\_ began to ...

Previously, \_\_\_\_\_ had decided to ...

Following this event, ...

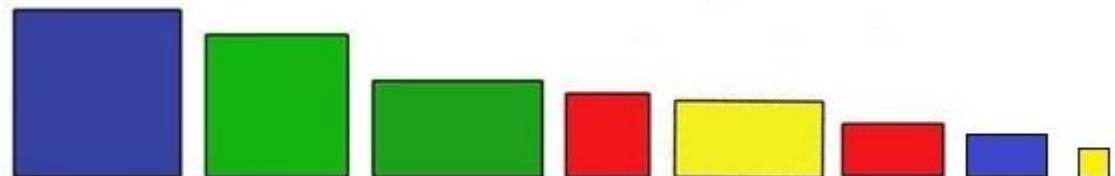
Initially ... Some time later....

After ... the next step is/was to...

What occurred/happened prior to... was that...

In the first stage/phase, ...

The transition between stages \_\_\_ and \_\_\_ can be described as....



# 11 academic language functions

## 5) classifying

### Language of Classifying

\_\_\_\_\_ consists of [quantity] categories.

The [quantity] categories of \_\_\_\_\_ are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

We can classify \_\_\_\_\_ according to...

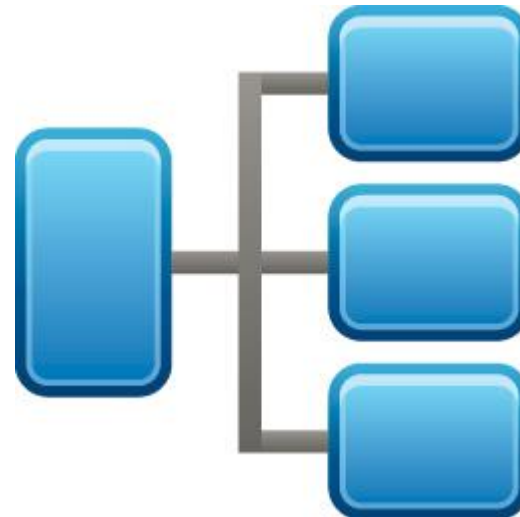
\_\_\_\_\_ and \_\_\_\_\_ are types of ... because....

The most salient characteristic(s) of this group is/are...

An appropriate name for this group is ... owing to the fact that they all...

\_\_\_\_\_ correlates to \_\_\_\_\_ insofar as...

These \_\_\_\_\_ are arranged according to....



# 11 academic language functions

## 6) analyzing

used to separate whole into  
parts; identify relationships and  
patterns

### Language of Analysis

We can interpret \_\_\_\_\_ as ....

Given the evidence, we can deduce that...

\_\_\_\_\_ can be differentiated from \_\_\_\_\_ based on...

After a thorough analysis of the evidence, we conclude that....

This \_\_\_\_\_ is significant because...

After careful examination of... it appears that...

\_\_\_\_\_ is related to \_\_\_\_\_ insofar as....

\_\_\_\_\_ and \_\_\_\_\_ are connected by.... This is important because...

We can draw parallels between \_\_\_\_\_ and the world/other texts/self  
because....



# 11 academic language functions

## 7) Inferring, predicting, hypothesizing

### Language of Prediction and Hypothesis

I predict / imagine that...

Given ..., I hypothesize that ...

If I use ...then I predict...will happen.

Based on past results, I predict...

I deduced .... after analyzing \_\_\_\_\_ further.

I discerned that\_\_\_\_\_ because....

I foresee\_\_\_\_\_ because....

I prognosticate..... because I know.....

### Language of Inference

Based on ... I infer that ...

I infer that... based on...

My conjecture on \_\_\_\_\_ is....

I anticipate that...



# 11 academic language functions

## 8) Justifying & persuading

### Language of Justification

I believe this because...

My primary reason for thinking so is...

Perhaps the most convincing reason for this is...

### Language of Persuasion

Based on the evidence presented so far, I believe that...

Although some people claim that..., opponents argue that....

It is vital to consider...

The advantages of \_\_\_\_\_ outweigh the disadvantages of \_\_\_\_\_ insofar as...

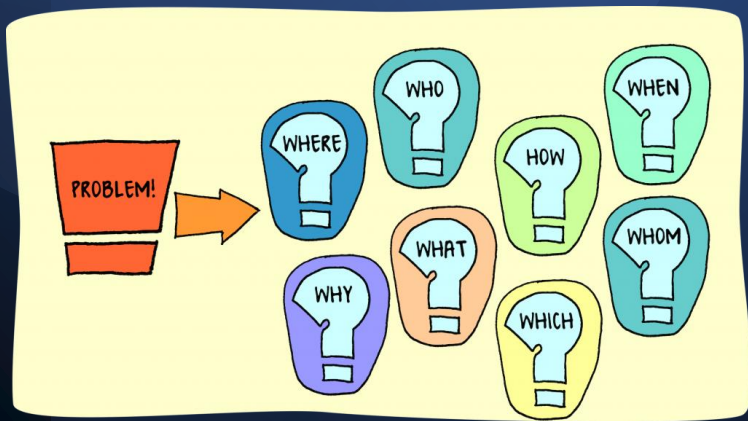
The statistics are misleading because they do/not show...

These [facts/reasons/data] strongly suggest that... Yet some argue strongly that....



# 11 academic language functions

## 9) solving problem



### Language of Describing Problems

A way of thinking about solving this problem is...

In order to solve this problem we must first/  
initially...

This problem is similar to...

We need to identify...

One way to visualize this problem is...

Let's break this into parts. First, ...

Another way of looking at this problem is...

The most important thing to remember in this  
problem is...

### Language of Explaining Solutions

A diagram or symbol that might represent this  
solution is...

We know our solution is correct because...

The solution to this problem is...

I know I have solved the problem because...

The solution to this problem will require....

A critical element of the solution to this problem is...

# 11 academic language functions

## 10) synthesizing

### Language of Synthesizing

The main point(s) is/ are...

The point that \_\_\_\_\_ makes is related to \_\_\_\_\_ in that....

The significance of \_\_\_\_\_ is....

From my perspective, \_\_\_\_\_ means....

The concept of \_\_\_\_\_ can be expressed as....

Our conclusion is a synthesis of \_\_\_\_\_ and \_\_\_\_\_.

I feel that \_\_\_\_\_ and \_\_\_\_\_'s viewpoints are related in that....

My visual represents a synthesis of \_\_\_\_\_ and \_\_\_\_\_ because....

While creating \_\_\_\_\_, I built upon .....



# 11 academic language functions

## 11) evaluating

### Language of Evaluating

Based on ... I determined that...

\_\_\_\_\_ 's judgment of ... was ... because ...

The critique of \_\_\_\_\_ was favorable/unfavorable because ...

We/They judge \_\_\_\_\_ to be \_\_\_\_\_ because ....

We/I evaluated \_\_\_\_\_ on the following criteria ...

I assess that...

After inspecting... I have determined...

After carefully scrutinizing \_\_\_\_\_ I believe that....

My interpretation of \_\_\_\_\_ is...

When ranking its importance, I feel that... because...

### Ranking

①	.....
②	.....
③	.....

# 11 academic language functions

**(1) seeking Information**

**(2) Informing**

**(3) Comparing/ contrasting**

**(4) Sequencing**

**(5) Classifying**

**(6) Analyzing**

**(7) inferring, predicting & hypothesizing**

**(8) justifying & persuading**

**(9) solving problem**

**(10) Synthesizing**

**(1) evaluating**



## Which classroom situation are you in?

Some of my students are really good at English, but some of them can't even speak in conversations.

### **differentiated instruction**

generally tailored to specific subgroups of students rather than the whole class and involves the teacher in creating variations of the main activities of the lesson

But....

Many or most of my students do not have enough English skills to study the content.

### **Sheltered instruction**

whole-class teacher adaptations designed to make content accessible to ELLs and to provide instruction in English language skills.

What should we do?

**Keep the c \_\_\_\_\_,**  
**Deal with the l \_\_\_\_\_ limit!**

# Sheltered instruction

vs

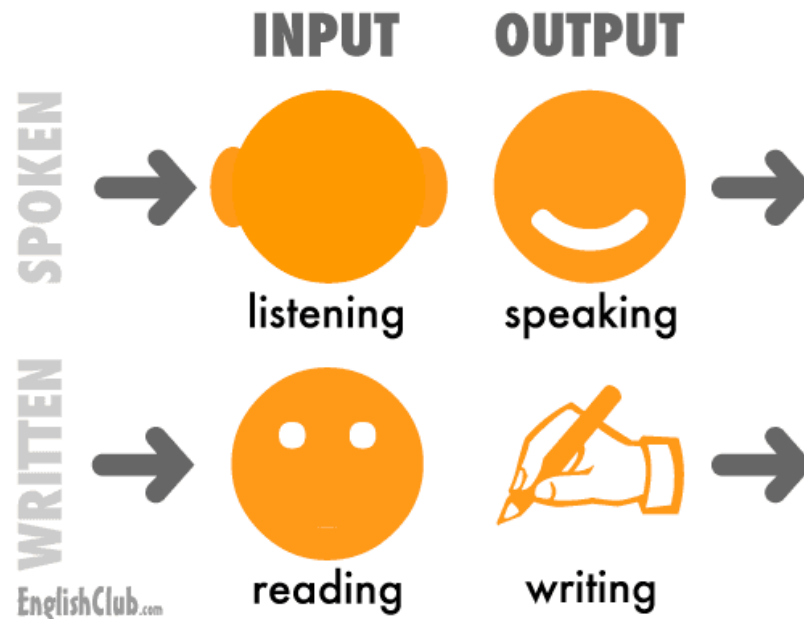
# Differentiated instruction

Facilitating students' English language needs

# 1) Discourse/ Language Input adaptations

content

keep



language

adjust

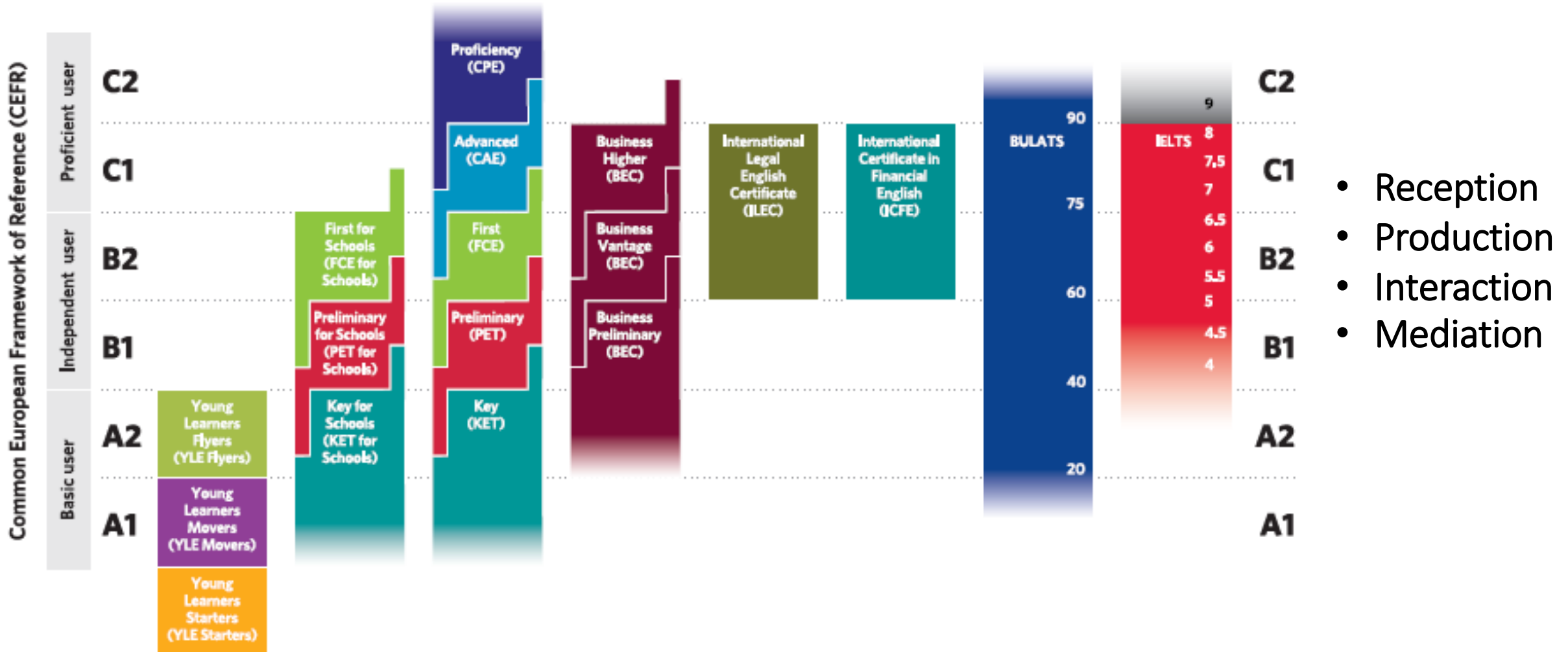
HOW?



**Know your students'  
language needs**

# Evaluation of students' level of English?

- CEFR scales



# 1) Language 'OF' learning

Language for learning content

# 2) Language 'FOR' learning

Classroom language for participating in class

# 3) Language 'THROUGH' learning

Emerging language

Which is needed by your students?



Keep the content

Language 'OF' learning

adjust the language input

## A TALE OF TWO ARCHIPELAGOS

Comparing the five continents of our planet, you can see that Europe is the smallest **by far**. However, if you travel from north to south, or from east to west, you will find enormous differences in **landscape**, climate and culture. Looking at two archipelagos, one off the west coast of central Italy and one off the north coast of Scotland, we can see an excellent example of this diversity: the Arcipelago Toscano and the Shetland Islands.

The Arcipelago Toscano is **made up of** six islands. The biggest and most important is the Isola d'Elba. Geologically, Elba is what remains of a long **stretch** of land which connected Italy and Corsica. The oldest part, 400 million years old, is in the east, where the hills are rich in **iron**, once the **main** resource of the island. The west is the most recent part, and includes the highest mountain, Monte Capanne. In the centre there is a **flat** area where we find the most important towns. The island has a **source** of fresh water named after Napoleone Bonaparte, **exiled** there in 1814. The white sandy beaches, the Mediterranean climate and the delicious local Aleatico wine are irresistible tourist attractions.

The Shetland archipelago is made up of more than a hundred islands, but only fifteen are inhabited. Very few trees grow here because the wind always **blows**. Hills covered in **heather overlook** rocky **crags**, cliffs and **pebble beaches**, where you can see **seals** and **otters**. Fishing has been the main resource of the island for a long time, but the discovery of North Sea **oil** in the 1970s changed the economy. Tourism is also very important and more than half of the population depend on it for their jobs. The **breeding** of Shetland ponies, sheep farming, and the production and transformation of the world-famous Shetland **wool** are other economic activities. The weather is very cold in winter and cool in the summer: the beaches are fabulous, but don't expect to swim there because in the summer the water is only 14°C!



Shetland Islands



Arcipelago Toscano

**Glossary:** hill – *collina* cliff – *scogliera*  
stream – *ruscello* surrounded – *circondato*  
rock – *roccia* side – *lato* surface – *superficie*  
covered – *ricoperta* lake – *lago*  
comparing – *confrontando* by far – *di gran lunga*  
landscape – *paesaggio* made up of – *composto di*  
stretch – *distesa* iron – *ferro* main – *principale*  
flat – *pianeggiante, basso* source – *sorgente*  
exiled – *esiliato* blows – *soffia*  
heather – *erica* overlook – *sovrastano*  
crag – *dirupo* pebble beaches – *spiagge di sassolini*  
seal – *foca* otter – *lontra* oil – *petrolio*  
breeding – *allevamento* wool – *lana*

Teach the target words

Explain in simplified language

Create another input to support this such as visual organizers



# Which one is “comprehensible input”?

# 1

## Sources of Radiation

In 1972 a detailed survey was made of average annual whole-body doses to the U.S.A. population from various sources. Occupational and miscellaneous artificial exposures averaged about 1-2  $mR/y$  (remember, some people got enough to make up for the vast majority who got none!); global fallout from nuclear testing made up about 6  $mR/y$ ; medical exposures (X-rays, radiotherapy, etc.) were good for nearly 100  $mR/y$ ; and natural background averaged about 120  $mR/y$ . The numbers have not changed much in the intervening years. One must conclude that for the average person there are only two significant sources of radiation exposure: medical and natural. Although this begs the question of ‘extraordinary cases’ who receive larger exposures in accidents such as Chernobyl, it still helps to set perspectives for those examples.

## Where does radiation come from?

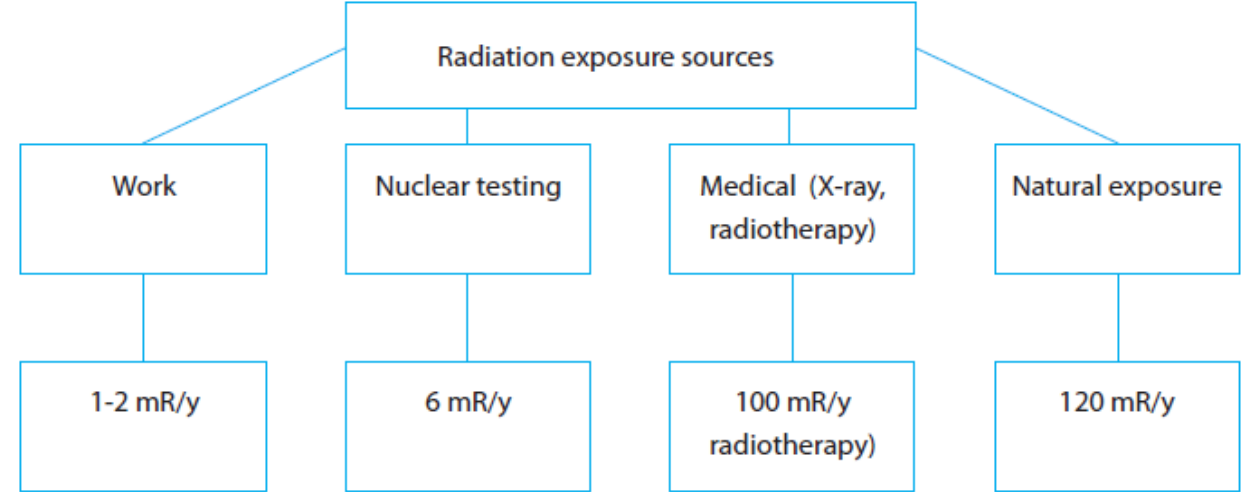
Radiation exposure is how much radiation a person receives.

# 2



## Survey

In 1972, a survey in the U.S.A. looked at the average amount of radiation that people received in a year from various sources. This was measured in  $mR/y$ , milliRöntgen per year. The survey showed that the average radiation exposure at work and from other various sources about 1-2  $mR/y$  (milliRöntgen per year); the radiation from the fallout from nuclear testing was about 6  $mR/y$ ; medical exposure (X-rays, radiotherapy) was nearly 100  $mR/y$  and natural background radiation was about 120  $mR/y$ . This information is still true today. The survey results are presented below:



## Conclusion

We must conclude that for the average person there are only two significant sources of radiation exposure: medical and natural. This may lead us to ask: what about ‘extraordinary cases’ who receive a lot of radiation exposure, in accidents such as in the nuclear plant at Chernobyl? These cases should be put in the right perspective, and this conclusion helps us to do it.

Method of simplification	Original text	Simplified text
Replace a difficult title with a short, simple title which reflects the contents of the text	Sources of radiation	Where does radiation come from?
Put the main idea at the start of the text and each paragraph	In 1972 a detailed survey was made of average annual whole-body doses to the U.S.A. population from various sources.	Radiation exposure is how much radiation a person receives
Add paragraph subtitles	No subtitles	Survey Conclusion
Remove unnecessary words or information	remember, some people got enough to make up for the vast majority who got none!	--

Method of simplification	Original text	Simplified text
Divide long, compound sentences into two or more, and make short sentences which include only one idea (10-15 words maximum) and a simple sentence structure: verb + subject + high frequency words	Occupational and miscellaneous artificial exposures averaged about 1-2 <i>mR/y</i> (...) global fallout from nuclear testing made up about 6 <i>mR/y</i> ; medical exposures (X-rays, radiotherapy, etc.) were good for nearly 100 <i>mR/y</i> ; and natural background averaged about 120 <i>mR/y</i> .	The survey showed that the average radiation exposure at work and from other various sources about 1-2 <i>mR/y</i> (milliRöntgen per year). The radiation from the fallout from nuclear testing was about 6 <i>mR/y</i> . Medical exposure (X-rays, radiotherapy) was nearly 100 <i>mR/y</i> and natural background radiation was about 120 <i>mR/y</i> .
Change passive tenses into active ones	a detailed survey was made	a survey in the U.S.A. looked at
Change phrasal verbs to simpler ones	global fallout from nuclear testing made up about 6 <i>mR/y</i>	the fallout from nuclear testing was about 6 <i>mR/y</i>
Replace metaphors or idiomatic language with more concrete language	Although this begs the question of 'extraordinary cases'...	This may lead us to ask: what about 'extraordinary cases' ...

# 1) Discourse/ Language Input adaptations

language

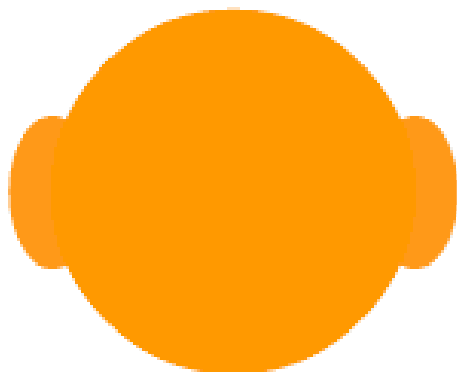
- **Simpler sentences**
- **Simpler vocabulary** (non-target words)
- **Chunks of information**
- **Organization of text** (main idea first, often definition of something)
- **Simpler grammar**

Right length, Right time (both reading and listening)

**WRITTEN**   **SPOKEN**

**INPUT**

**OUTPUT**



listening



speaking



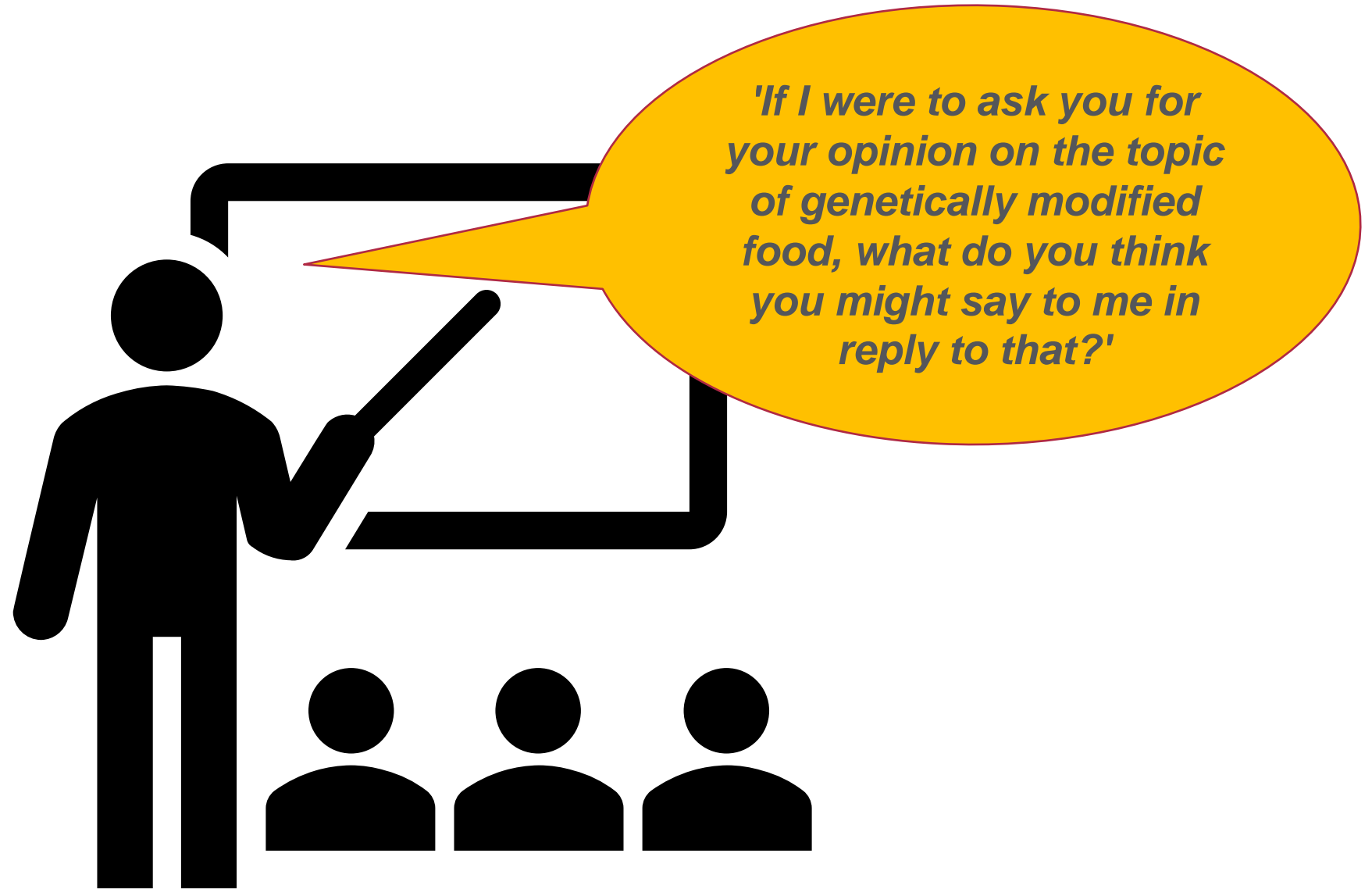
reading



writing







# If your class needs differentiated instruction...

differentiated input such as different reading materials for stronger groups and weaker groups

## Sources of Radiation

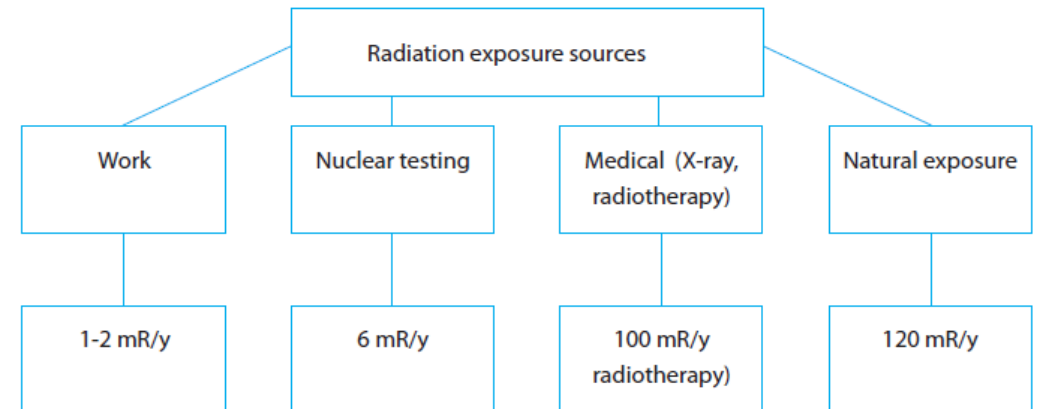
In 1972 a detailed survey was made of average annual whole-body doses to the U.S.A. population from various sources. Occupational and miscellaneous artificial exposures averaged about 1-2  $mR/y$  (remember, some people got enough to make up for the vast majority who got none!); global fallout from nuclear testing made up about 6  $mR/y$ ; medical exposures (X-rays, radiotherapy, etc.) were good for nearly 100  $mR/y$ ; and natural background averaged about 120  $mR/y$ . The numbers have not changed much in the intervening years. One must conclude that for the average person there are only two significant sources of radiation exposure: medical and natural. Although this begs the question of 'extraordinary cases' who receive larger exposures in accidents such as Chernobyl, it still helps to set perspectives for those examples.

## Where does radiation come from?

Radiation exposure is how much radiation a person receives.

## Survey

In 1972, a survey in the U.S.A. looked at the average amount of radiation that people received in a year from various sources. This was measured in  $mR/y$ , milliRöntgen per year. The survey showed that the average radiation exposure at work and from other various sources about 1-2  $mR/y$  (milliRöntgen per year); the radiation from the fallout from nuclear testing was about 6  $mR/y$ ; medical exposure (X-rays, radiotherapy) was nearly 100  $mR/y$  and natural background radiation was about 120  $mR/y$ . This information is still true today. The survey results are presented below:



# If your class needs differentiated instruction...

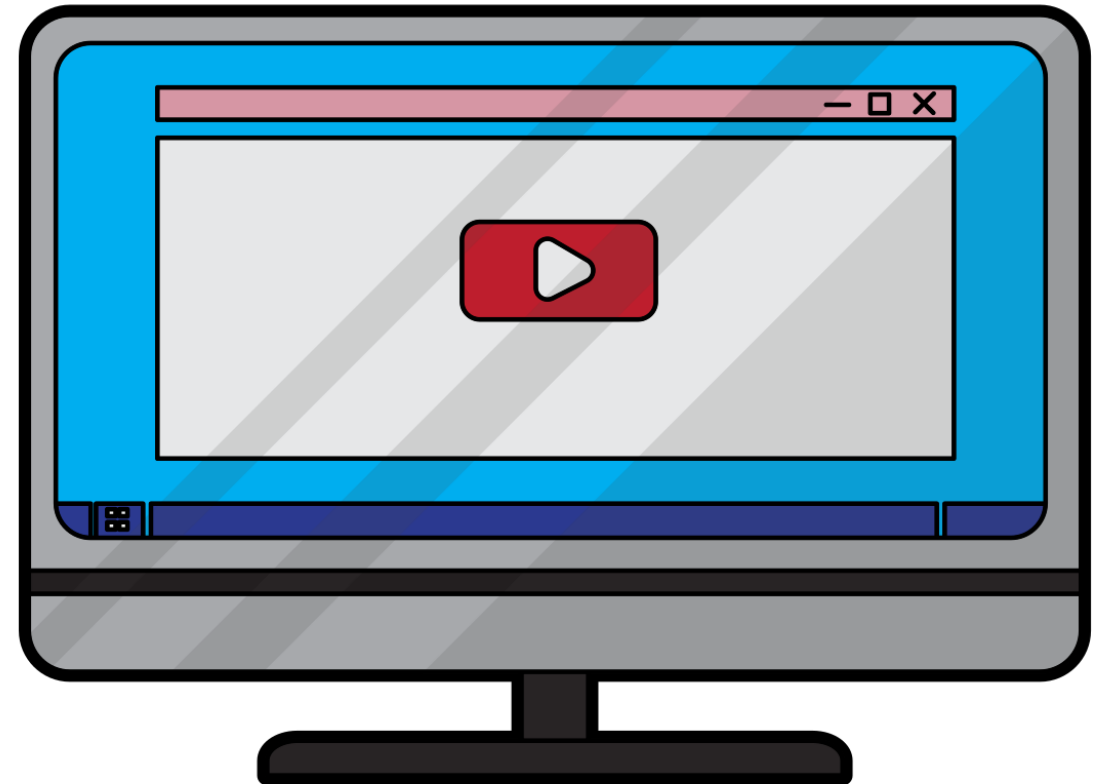
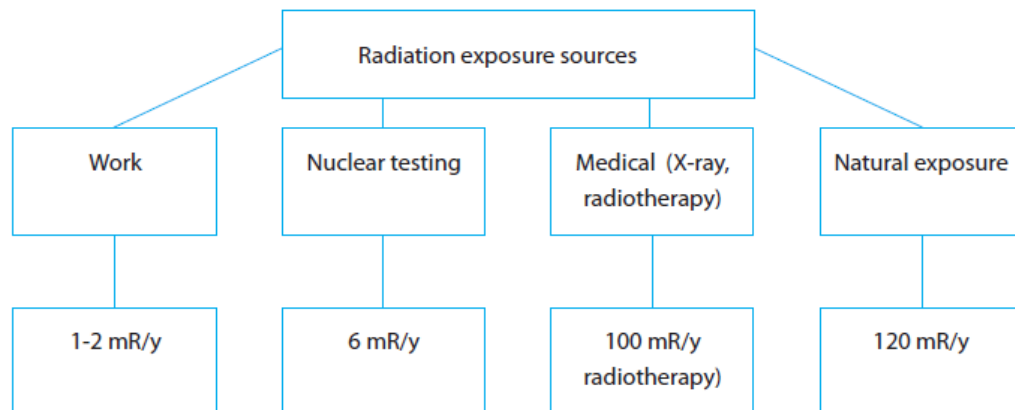
## Different types of input

### Where does radiation come from?

Radiation exposure is how much radiation a person receives.

### Survey

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Next episode....

Sheltered instruction vs differentiated instruction (cont.)

Online and Offline Activities

Add *visuals* to texts

Add *audio* to texts

## 2) **Print modifications**

Texts *read aloud*

YouTube

# Habitats

Get transcript to differentiate types of input

<https://www.youtube.com/watch?v=x7jwJ2bl9Lg&t=74s>

# Live captioning / subtitles

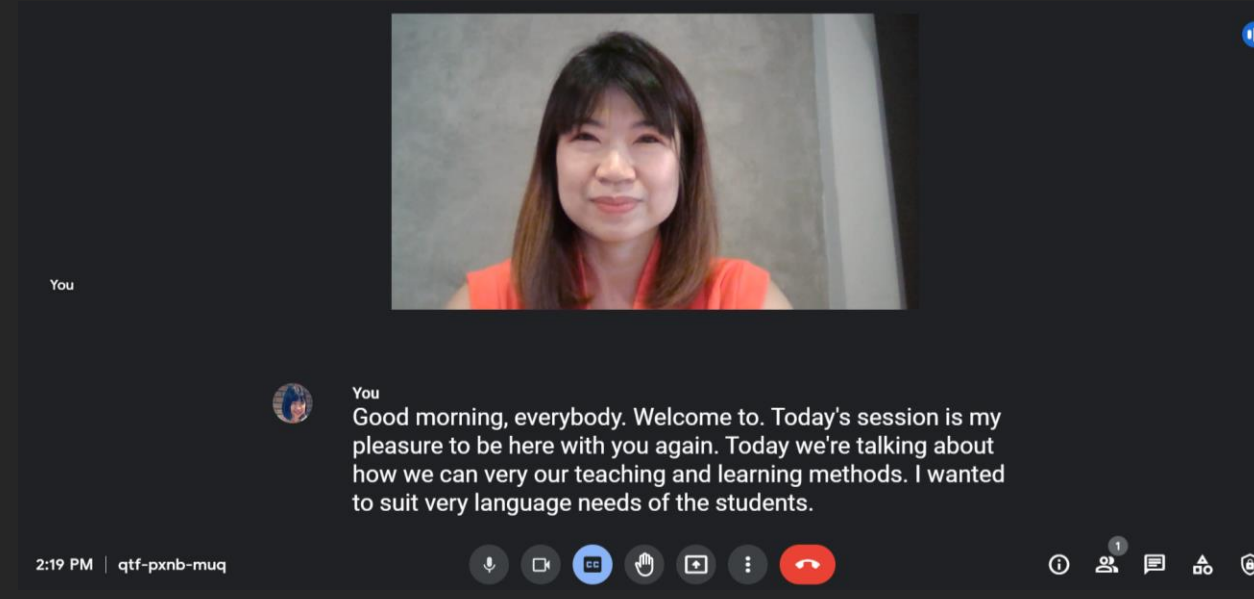
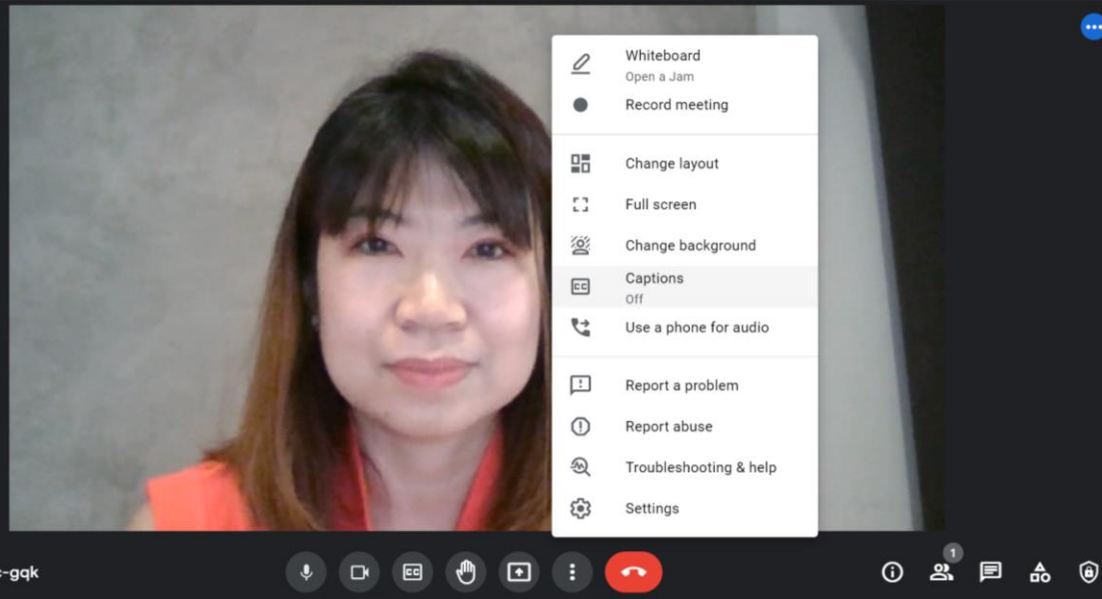


Google Meet

# Live captioning



Google Meet



with some limitations, however





# Live captioning

The image shows a Zoom meeting interface with a dark background. In the center, there is a large orange square with a white letter 'P'. A modal window is open in the bottom right corner, titled 'Assign someone to type' with a close button (X) in the top right. The modal contains two sections: 'Assign someone to type' with two buttons: 'Assign a participant to type' and 'I will type'; and 'Use a 3rd-party CC service' with a button 'Copy the API token' and a note: 'Copy this token and paste it to a 3rd-party Closed Captioning tool'. At the bottom of the screen is the Zoom control bar. From left to right, it includes: a name tag for 'Pimsiri Taylor', 'Mute' (muted), 'Start Video' (video off), 'Security' (shield icon), 'Participants' (1), 'Chat' (speech bubble), 'Share Screen' (green up arrow), 'Record' (circle with slash), 'Closed Caption' (CC icon), 'Breakout Rooms' (grid icon), 'Reactions' (smiley face), 'More' (three dots), and a red 'End' button.

with some limitations, however

# Reading aloud

## WHAT IS THE SOLAR SYSTEM?

Our solar system **consists** of our star, the Sun, and everything bound to it by gravity. Eight giant planets, smaller dwarf planets, and millions of pieces of rocks and ice orbit the Sun. Moons can also be found within the solar system; they are held in orbit around planets by gravity.

*To better understand the solar system...*



**LET'S BREAK IT DOWN!**

<https://www.generationgenius.com/solar-system-reading-material-grades-6-8/>

# If your class needs differentiated instruction...

Visuals and audios for weaker groups and  
Texts for stronger groups

## Sources of Radiation

In 1972 a detailed survey was made of average annual whole-body doses to the U.S.A. population from various sources. Occupational and miscellaneous artificial exposures averaged about 1-2  $mR/y$  (remember, some people got enough to make up for the vast majority who got none!); global fallout from nuclear testing made up about 6  $mR/y$ ; medical exposures (X-rays, radiotherapy, etc.) were good for nearly 100  $mR/y$ ; and natural background averaged about 120  $mR/y$ . The numbers have not changed much in the intervening years. One must conclude that for the average person there are only two significant sources of radiation exposure: medical and natural. Although this begs the question of 'extraordinary cases' who receive larger exposures in accidents such as Chernobyl, it still helps to set perspectives for those examples.

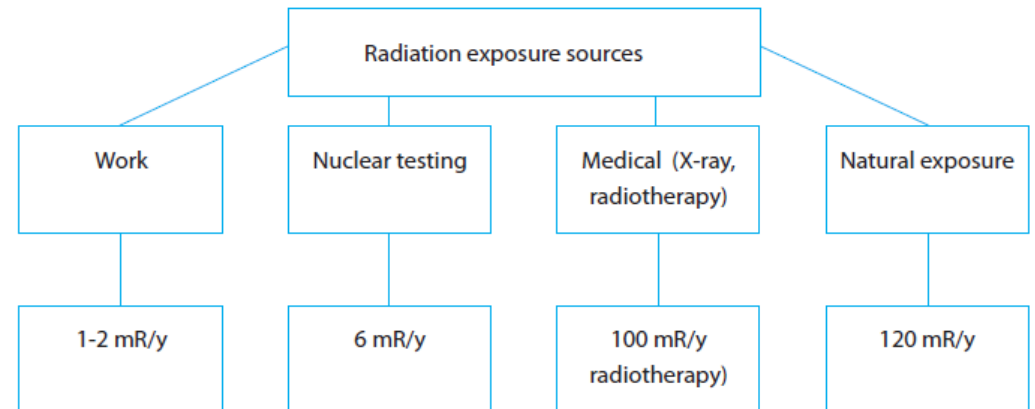
But in reality, especially online learning, students will often go for an easier option...

## Where does radiation come from?

Radiation exposure is how much radiation a person receives.

## Survey

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# Differentiation in the Classroom



## Differentiated Instruction

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What can we do?

- Keep the subject content
- Adjust linguistic input (language input adaptations, print modifications)

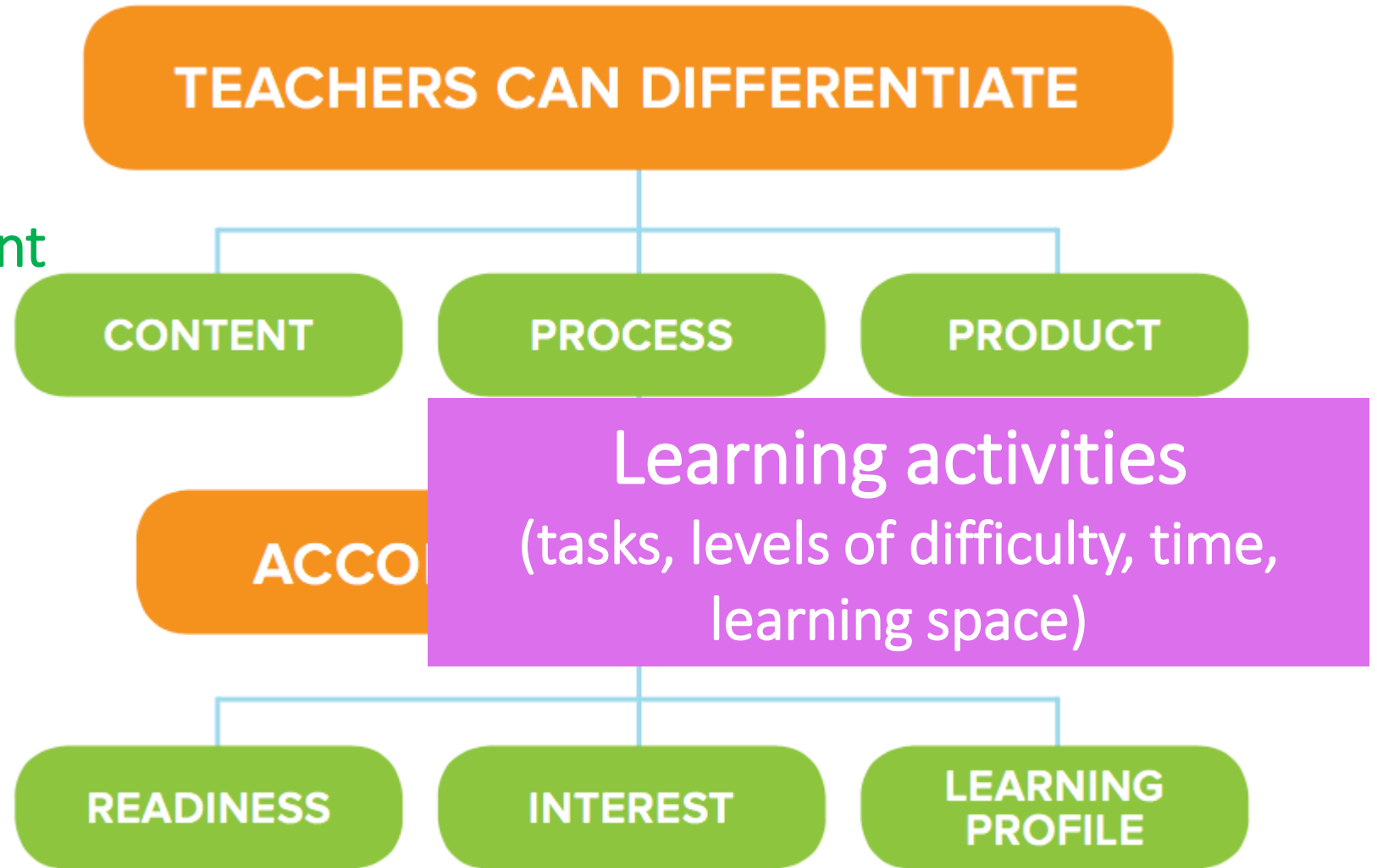


FIGURE 1: DIFFERENTIATED INSTRUCTION GRAPHIC ORGANIZER (TOMLINSON & IMBEAU, 2010)

# Sheltered instruction

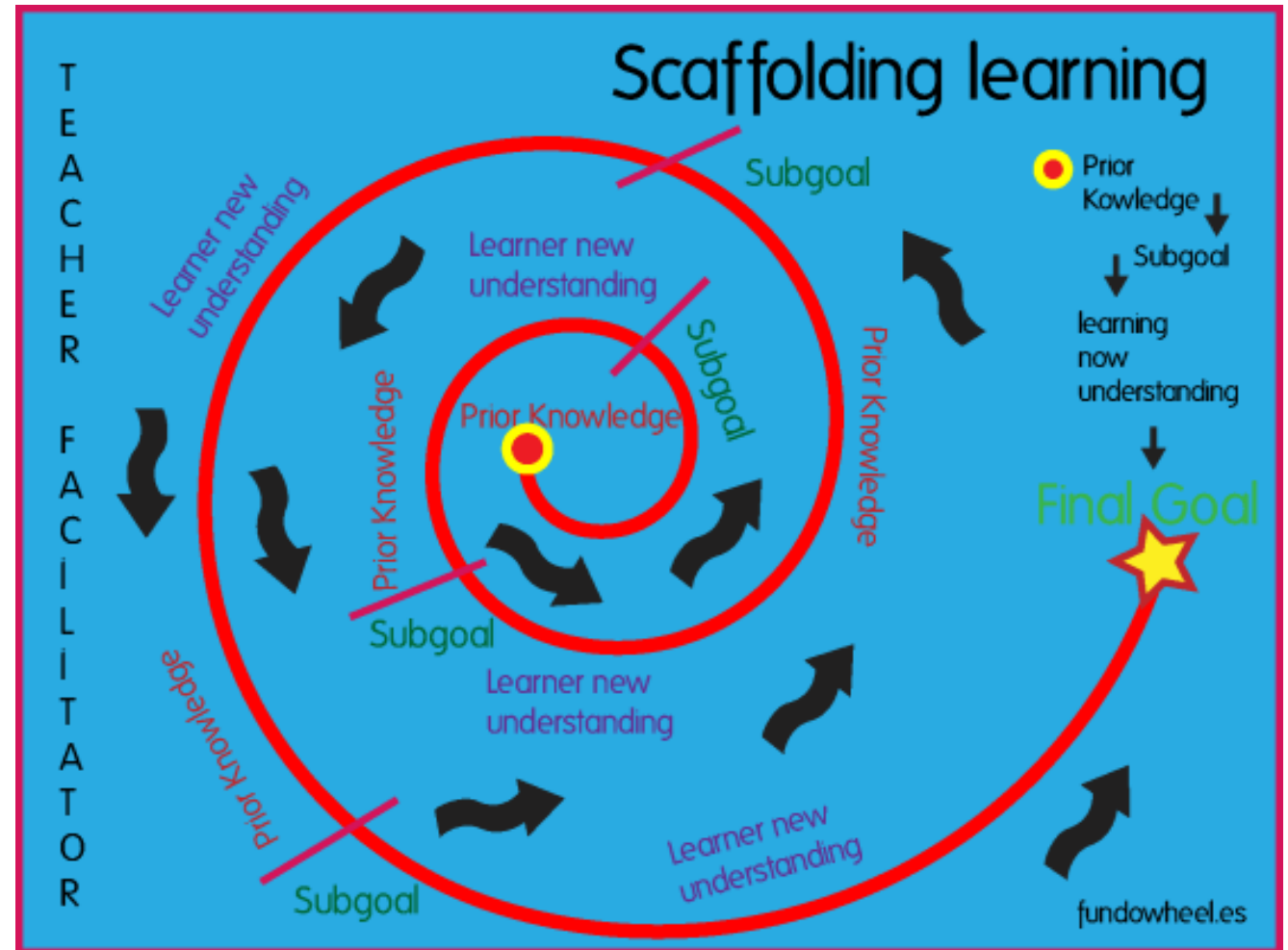
vs

# Differentiated instruction

- 1) Discourse/ Language input adaptations
- 2) Print modifications

### 3) Scaffolding student activities

an instructional method that *progressively moves students* toward greater independence and understanding during the learning process



What is scaffolding in teaching?



Activate background knowledge and link with new vocabulary, new concept, new language functions

Pair work/ group work

### **3) Scaffolding student activities**

modeling

Individual work afterwards



# Activating background knowledge, experience and language

## Why activate?

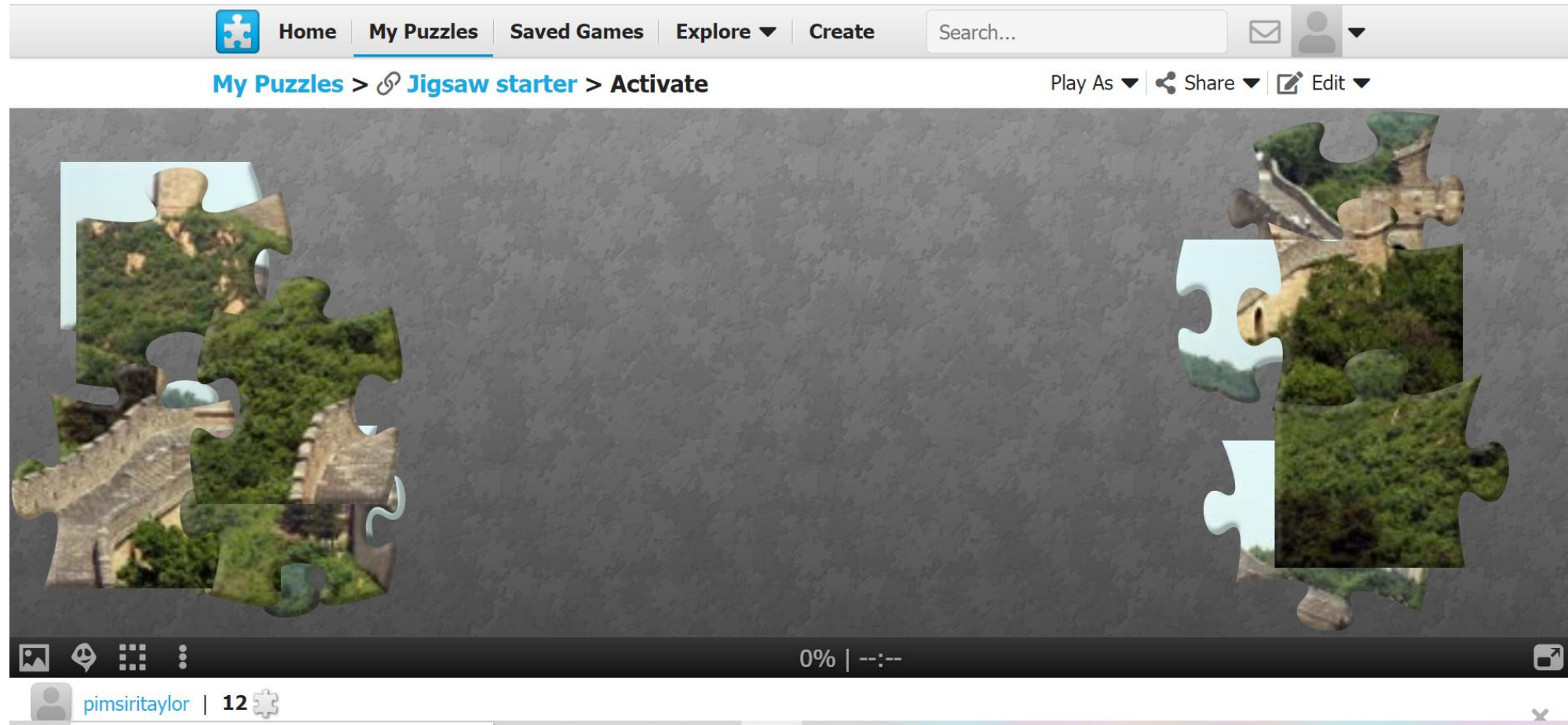
- Help students to recognize what they know and don't know e.g. content and language
- Easier for students to process their learning due to given information before learning the target content in English
- Help teachers to identify students' differences and plan learning activities accordingly
- **Make learning more effective**



Teachers can deal with one or more of the following aspects of a topic:

- language
- knowledge
- experience
- thinking

# Let's start with pictures!



<https://www.jigsawplanet.com/?rc=play&pid=212804b8675b>

<https://www.jigsawplanet.com/>

1) Make the word web with CHINA in the middle



2) Class discussion about students' experience related to China



## Which is activating 'language'?

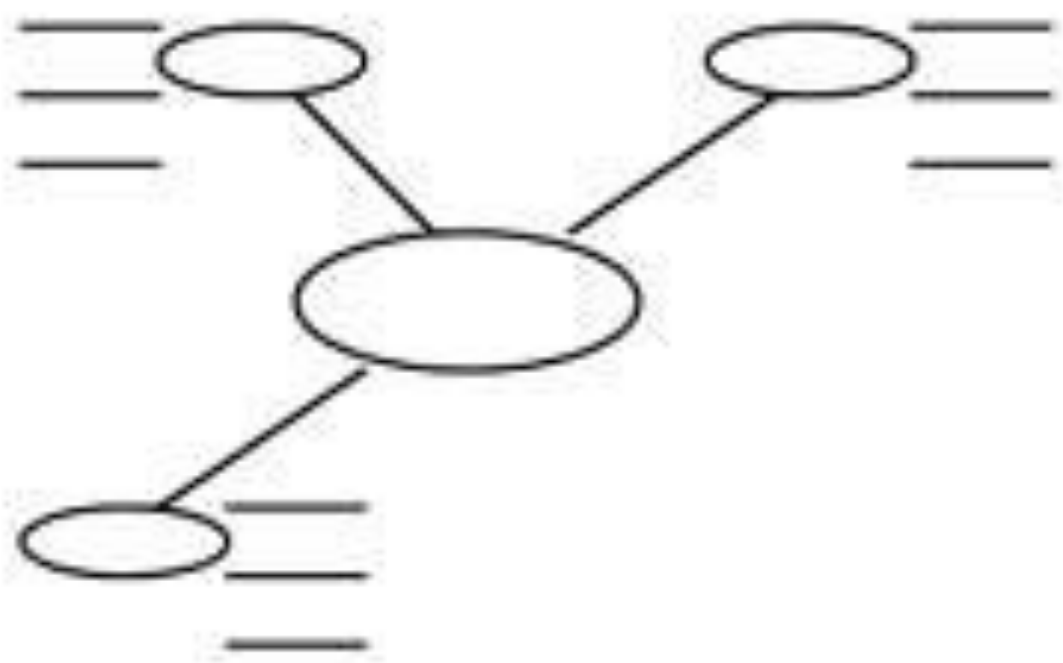
3) Class survey about students' experience related to China



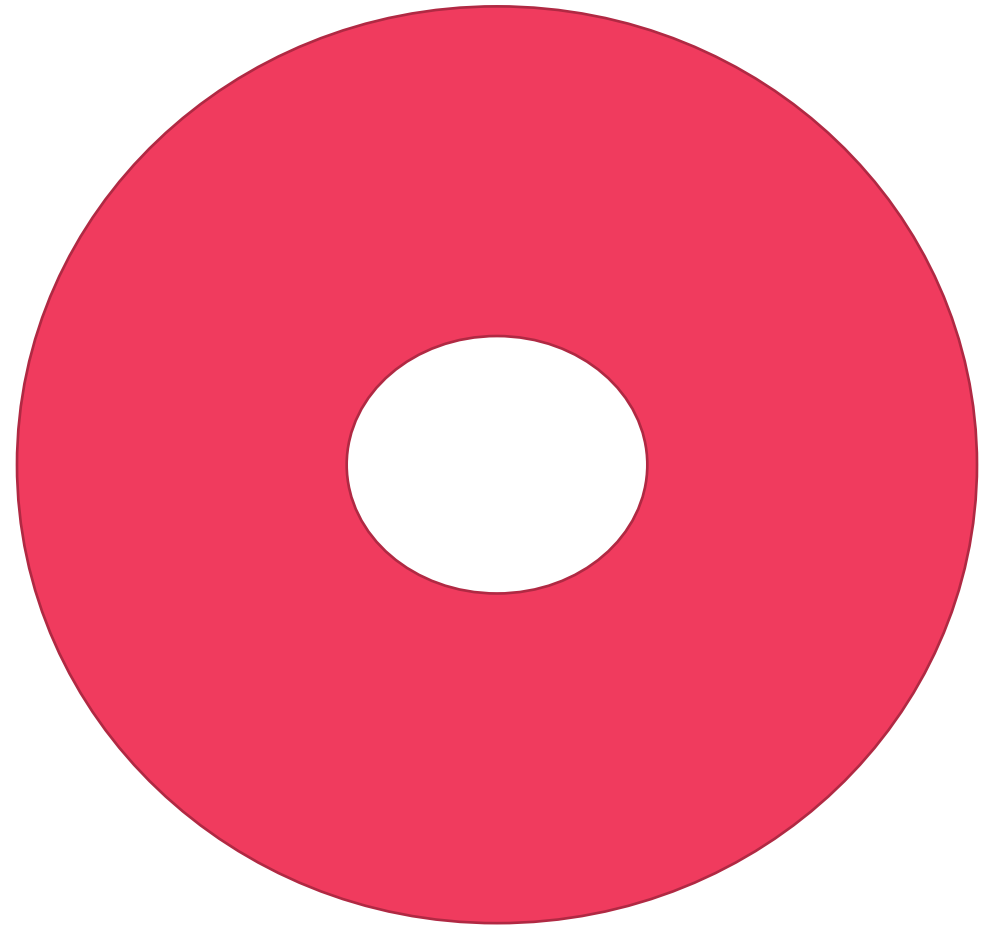
4) Create a table to compare Thailand and China



# Word Web



Instead of word web...



Instead of word web



You can also have a class competition

quickest



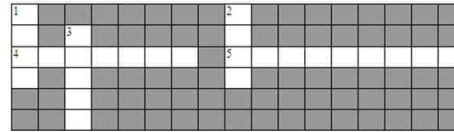
most






# Activating language: Focus on Vocabulary

1. DZEEBEE \_\_\_\_\_
2. TPASMIB \_\_\_\_\_
3. TAINNGDIN \_\_\_\_\_
4. PLIDSRHO \_\_\_\_\_
5. ATOYRHITU \_\_\_\_\_
6. ETRGA \_\_\_\_\_
7. ENRSTAV \_\_\_\_\_
8. EISBMTRAU \_\_\_\_\_
9. AZENRTAH \_\_\_\_\_
10. HLAIED \_\_\_\_\_

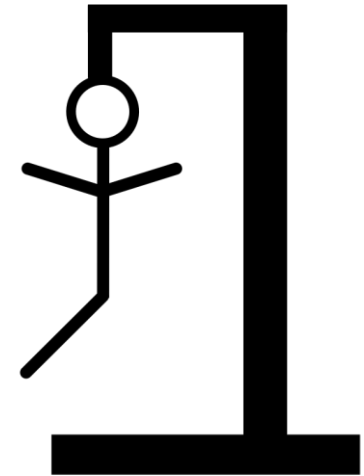
Name: \_\_\_\_\_

## Animal Crossword



Down		Across	
1		4	
2		5	
3			

[www.KindergartenTeacherResources.com](http://www.KindergartenTeacherResources.com)



<https://www.hangmanwords.com/create>



## What is a Business?

A	N		O			A	N		A	T		O	N		E	T	
8	4		2	10	16	8	4	12	9	8	5	12	2	4	9	6	5
	P		T	O		P		O		T	A						
17	11		5	2		11	10	2	18	12	5	8	15	7	13		
	A	T						T					N	T			
9	8	5	12	9	18	13		5	3	6		14	8	4	5	9	
A	N			N	E	E			O			P	E	O	P		E
8	4	1		4	6	6	1	9	2	18		11	6	2	11	7	6

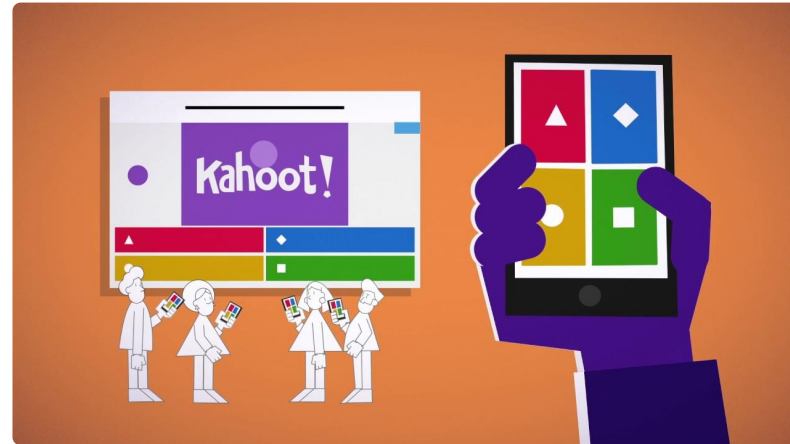
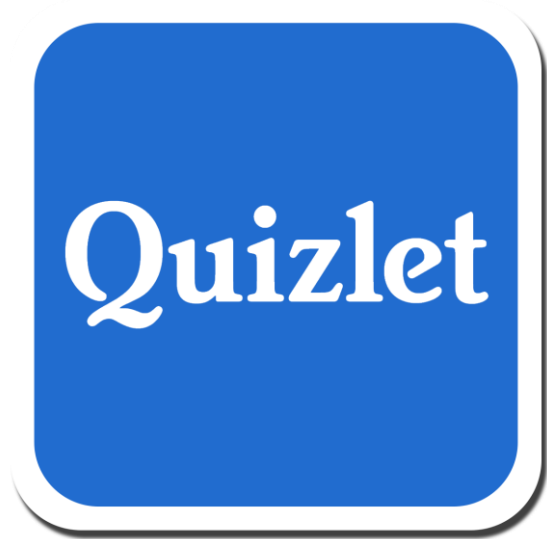
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
	O		N	T	E		A	
<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>
	P					G		

A	N		O	R	G	A	N	I	S	A	T	I	O	N		S	E	T	
8	4		2	10	16	8	4	12	9	8	5	12	2	4		9	6	5	
U	P		T	O		P	R	O	F	I	T	A	B	L	Y				
17	11		5	2		11	10	2	18	12	5	8	15	7	13				
S	A	T	I	S	F	Y		T	H	E		W	A	N	T	S			
9	8	5	12	9	18	13		5	3	6		14	8	4	5	9			
A	N	D		N	E	E	D	S		O	F		P	E	O	P	L	E	
8	4	1		4	6	6	1	9		2	18		11	6	2	11	7	6	

1	2	3	4	5	6	7	8	9
D	O	H	N	T	E	L	A	S
10	11	12	13	14	15	16	17	18
R	P	I	Y	W	B	G	U	F



# Activating language: Focus on Vocabulary



<https://quizlet.com/310787978/food-preservation-flash-cards/>

[https://busyteacher.org/teaching\\_ideas\\_and\\_techniques/flashcards/](https://busyteacher.org/teaching_ideas_and_techniques/flashcards/)

# If your class needs differentiated instruction...

## Word Scrambler

	Scramble	Answer
1	istranrtaaniOChog	O_____ C_____
2	hrHeiacyr	H_____y

mild

	Scramble	Answer
1	istranrtaaniOChog	
2	hrHeiacyr	

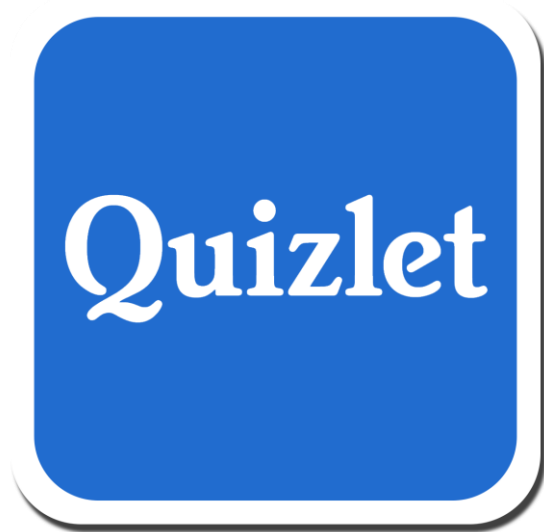
spicy

	Scramble	Answer
1	istranrtaaniochog	
2	hrheiacyr	

hot

# If your class needs differentiated instruction...

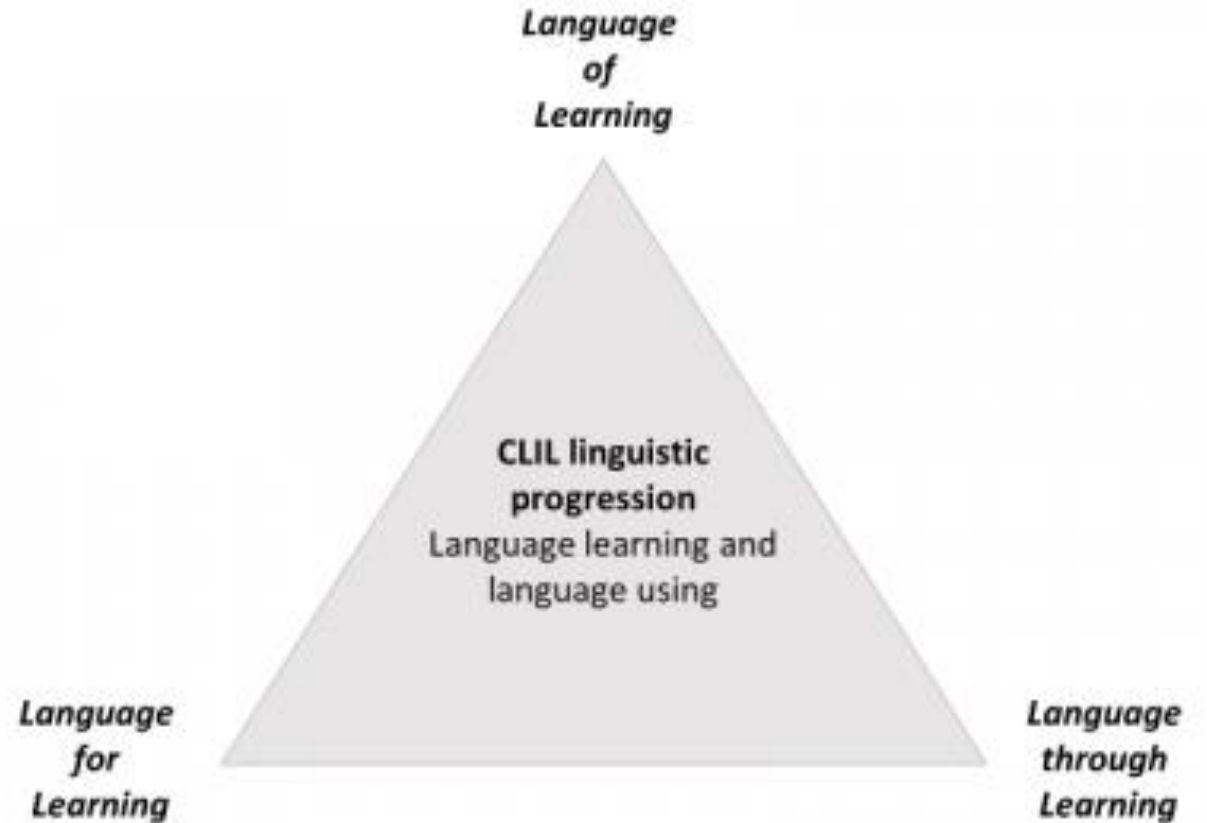
Provide *different tasks* to learn new words



- Match words
- Write a word
- Write a synonym
- Write a definition
- True/False

<https://quizlet.com/310787978/food-preservation-flash-cards/>

But  
remember  
varied  
language  
needs...

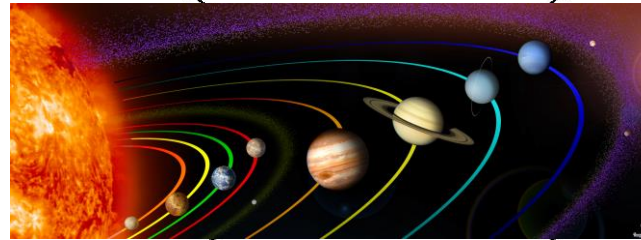


# CLIL mindmap

In a nutshell:

Students *can talk* or *write* about the solar system using *language of defining, describing, explaining*, and *key vocabulary* learned in class.

## Language Functions



Recognise planets in the solar system based on size and order

Explain the role of gravity in the solar system

Cognition

Language of defining

Key vocabulary

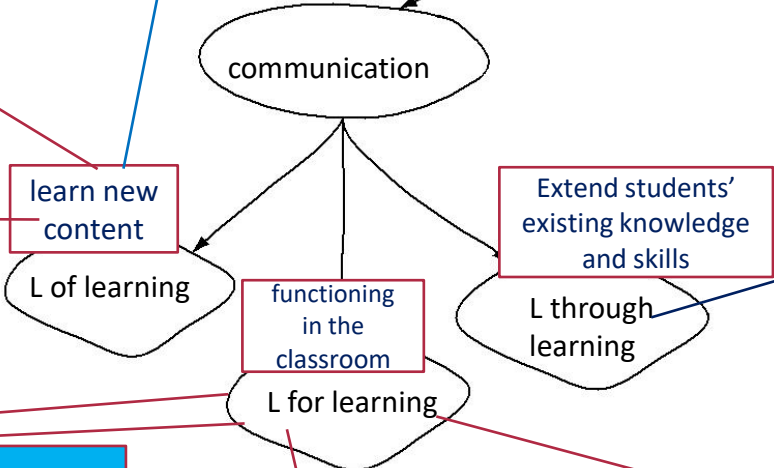
Language of describing and explaining

Understand instructions

Ask and answer questions

Discussion language

Presentation language



# 11 academic language functions

(1) seeking Information

(2) Informing

(3) Comparing/ contrasting

(4) Sequencing

(5) Classifying

(6) Analyzing

(7) inferring, predicting & hypothesizing

(8) justifying & persuading

(9) solving problem

(10) Synthesizing

(1) evaluating

Which one is the most needed?







# Seeking questions

Academic language function in EMI classrooms



# TOPIC: Hurricanes



Name

**Directions:** Complete the below chart by writing what you know and want to know about today's topic. Then when completed this topic write what you have learnt.

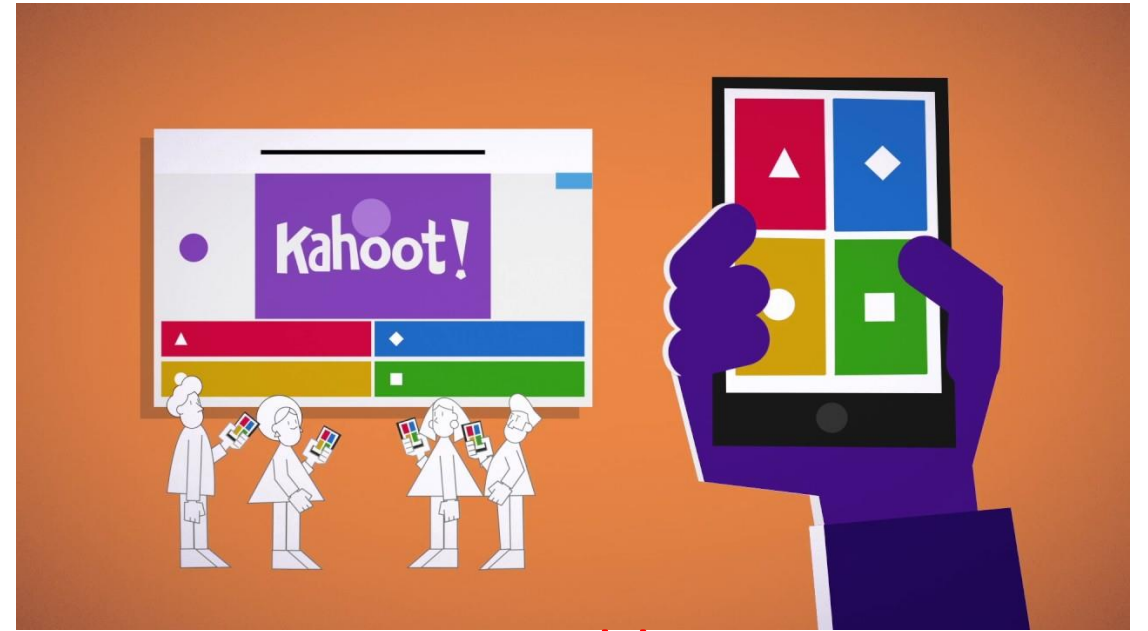
Know

Want to know

Learnt

?

modeling



jumble

# Scrambled Sentence

# If your class needs differentiated instruction...

- Vary the level of difficulty but expect the same outcome



Nuclear the energy. means	environmentally power  friendly	is most of generating	<ul style="list-style-type: none"><li>• <b>Scrambled sentences</b></li><li>• <b>Gap filling</b></li><li>• <b>Sentence completion</b></li></ul>
------------------------------------	--	--------------------------------	--

energy. Nuclear power is the most \_\_\_\_\_ means of \_\_\_\_\_

Nuclear power is .....



If your class  
needs  
differentiated  
instruction...

 **TOPIC:** Hurricanes  Name

**Directions:** Complete the below chart by writing what you know and want to know about today's topic. Then when completed this topic write what you have learnt.

Know	Want to know	Learnt
------	--------------	--------

- **Scrambled sentences**
- **Gap filling**
- **Sentence completion**
- **Free writing**

# EXAMPLE

noun	verb	adjective	adverb	VOCABULARY from last week
application	Achieve	applied	mutually	
attempt	attempt	beneficial		
benefit	compensate for	mutual		
consumer	exchange	practical		
<b>division</b>	distinguish	<b>scarce</b>		
exchange	interact			
government	interconnect			
limitation				
producer				

Topic sentence

**Economics is ..... The two major .... of economics are .....**

Supporting details

**The first major ..... is..... It is .....**

**On the other hand, the second major ....., ....., looks at .....**

Concluding sentence

**Although economics can be divided into branches, it generally ..... to answer economic questions of how to ..... mutually ..... exchanges among all parties involved, and how to ..... the limitations of the market.**

Activate background knowledge and link with new vocabulary, new concept, new language functions

Pair work/ group work

### **3) Scaffolding student activities**

modeling

Individual work afterwards

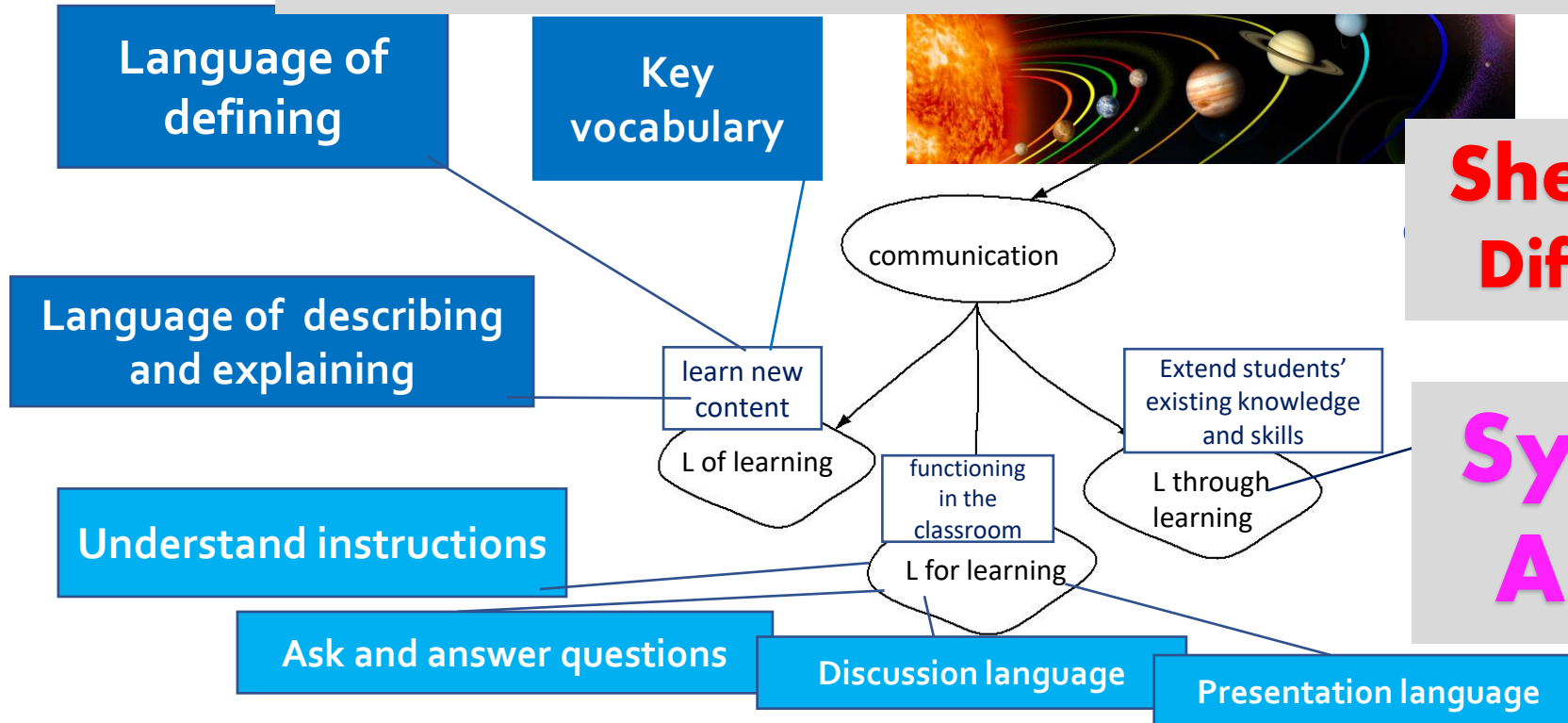


# What should we do for online learning?

Sheltered instruction vs differentiated instruction



# Keep the content, Deal with the linguistic limit!



**Sheltered instruction vs  
Differentiated instruction**

**Synchronously vs  
Asynchronously**

# Modes of teaching

## Synchronous teaching

## Asynchronous teaching



Google Classroom



Keep the content,  
Deal with the linguistic limit!



vocabulary

### synchronous

#### Activate language with pictures

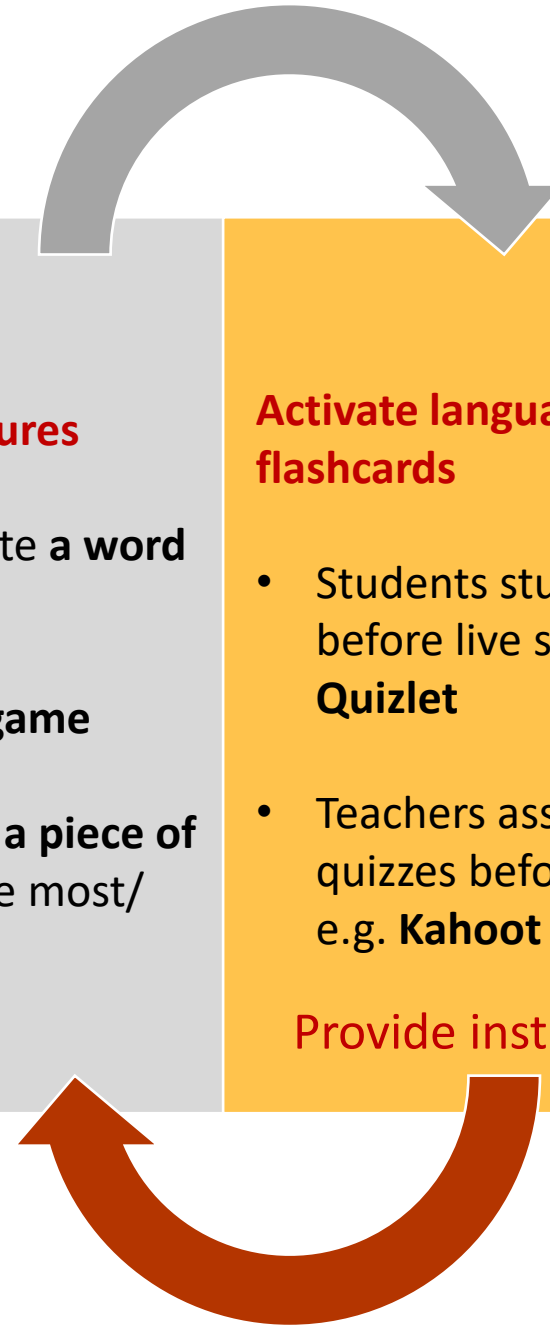
- Students or Teacher create a **word web** with Jamboard
- Teachers use the **donut game**
- Students write words **on a piece of paper** or a **Jamboard** (the most/ the quickest)

### asynchronous

#### Activate language with flashcards

- Students study flashcards before live sessions e.g. **Quizlet**
- Teachers assign online quizzes before live sessions e.g. **Kahoot**

Provide instruction videos



**Keep the content,  
Deal with the linguistic limit!**



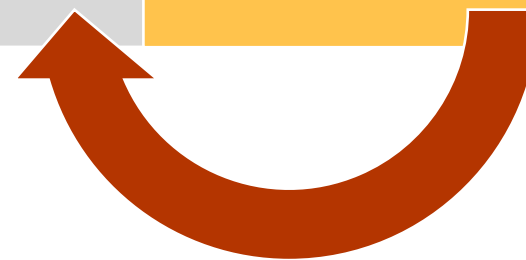
### synchronous

#### Activate language functions

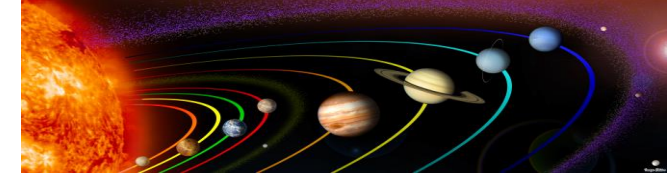
- modeling
- Students practice making questions on worksheets or quizzes e.g. **Kahoot**
- Students fill in **KWL chart** on a shared document e.g. **Jamboard, Google sheets, Google Docs**

### asynchronous

**Instruction video**



**Keep the content,  
Deal with the linguistic limit!**



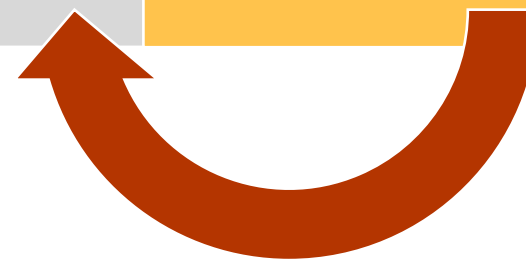
**synchronous**

**Learn the content**

- Ask students to **read a passage/ watch a video**
- Students fill in **answers** on a shared document e.g. **Jamboard, Google sheets, Google Docs** or in the **book**.
- **Groupwork in breakout rooms**
- Students answer questions (**e.g. Google forms**)

**asynchronous**

**Instruction video**



**Whatever you do, remember to ...**

**Give feedback!!**



**YOUR  
FEEDBACK  
MATTERS!**

# Check answers in live sessions

### Race to the End of the Earth

1. **Wanted by Amundsen.** Two groups of explorers struggled over a South Pole triumph in 1911. **The Norwegian explorer Roald Amundsen led one group. Explorer Robert Falcon Scott led the other group.** Both wanted to be the first to reach the South Pole. Who would win?

**Reaching the South Pole Was Very Difficult**

2. Explorers had reached the South Pole in 1910, but **reaching the South Pole was much more difficult** in the deep winter months. All but a tiny portion of Amundsen's crew died by the September last day in -147°F (-104°C) in winds and snow which blew across the plateau. A large, flat open area. **Winter darkness** last 4 months. **Whichever could endure the winter** would return successfully home and victorious.

**Difficult Preparations**

Although both **expeditions** had to be prepared for the race to the South Pole, each did it in a different way. **Amundsen had spent months in the far north, and he planned to rely on sled dogs** that were used to the cold. **Scott's dogs?** Scott's dogs were not used and special equipment. Although he brought some dogs to Antarctica, he mostly wanted to use **20 polarized lenses** and **special sleds** at each stop. **His plan was to be back to "base camp," or camp, their supplies along the final portion of the route.** The two expeditions had different ideas about what **supplies** would only be used when the **expeditions** were back in better source of vitamin C, which prevents scurvy, a painful and sometimes deadly disease.

3. **After making long ice bridges from George, Scott and Amundsen set up base camps on opposite sides of the base for Scott.** Both had mapped out a different route for reaching the South Pole from the base camp. **Amundsen's route of 1,700 miles was shorter than Scott's route of 2,000 miles.** Amundsen left base camp on October 20, 1911, with a party of **five men** and **dogs accompanied by a sledge of supplies.** He got from his camp a few miles. One of his team mates had already gone ahead on the snow-covered sledges.





**Scott's Problems**

4. Things were wrong for Scott from the beginning. **The weather always blew snow and the dogs had to struggle** through. **Scott's men had to fight across weather conditions.** **Amundsen struck and found animal tracks** into Antarctica. **Scott's people were a poor choice** for the Antarctic travel as well. **They became weak** deep into the snow, and their progress was slow as their bodies became caked in ice. **By the end of the journey, they had lost 11 of their men.** Scott's men had to carry the rest of the supplies the rest of the way to the Pole and back.

5. **The last and the most, the journey was long and brutal.** In some only 20 miles (30 kilometers) each day, the men **hauled** the dogs—the dogs they no longer had. Food and fuel were in short supply, so the men lacked the energy they needed for such a difficult task.

**Amundsen Was a Better Trip**

6. By comparison, Amundsen had a much easier journey. Amundsen's team crossed under mountains, then began to travel over a plateau. They later passed the Scott's footprints. **By the end of the trip,** Amundsen and his men were across the plateau. The going was smooth for them, and the weather was fine. **All three attacks on December 14, Amundsen stopped to look at his navigation instruments.** The men at the base camp were still waiting for Amundsen's return. Amundsen's team had returned to the base camp on December 18, 1911. Scott's team had not returned to the base camp by December 22, 1911. Scott's team had not returned to the base camp by December 22, 1911. Scott's team had not returned to the base camp by December 22, 1911.

	Amundsen's Expedition	Scott's Expedition
Diet	plenty of fresh seal meat	canned meat
Animals and equipment	sled dogs and skin	dogs and ponies and gas-powered sledges
Number of men on the team	5	14
Weather conditions	harsh	harsh
Method of transportation	sledging, skiing	walking
Return trip	easy	difficult







# Provide comments online e.g. Google classroom, Seesaw

China's dominant global trade. Although China already has the world's largest banking assets of \$42 trillion and China is the world's largest economy. As can be seen they are also the world's largest producer and consumer of many key industrial and agricultural products, including steel, cement, coal, fertilizers, cotton and rapeseeds, etc., but they weren't enough to make China dominate global trade. Due to China's regime, it has caused China to conflict with superpowers, even though this controversy did not create a battle but it has put tensions to many countries due to the contraction of the economy. Moreover, as we know, China is ruled by Communist regime so the democratic countries do not have much of a good relationship and make a counterbalance between superpowers at all times such as economic, social, political or other aspects. However, there are many other countries that **support China as well.**

If China dominates global trade, it will have an impact on this global trade dominant. Firstly, if China really can dominate this global trade, it might affect countries that trade in industrial goods and services because China's main export product is electrical machinery, furniture and bedding, textile products, ready-made garments and plastics. If China can control the industrial market, They will also can control costs and sell products at a lower price than other countries. Secondly, many governments will continue to worry about IT contracts with Chinese companies supplying telcos with equipment which could potentially be hijacked by Chinese government for spying for other hostile purposes. Therefore, it is not a good idea if people let China dominate global trade because China might be a competitor for the main markets that each country exports their products to others and **many governments are going to worry about the security of important national information in their country.**

 Pimsiri Taylor  
8:18 AM May 23 Resolve

trade with

 Pimsiri Taylor  
8:19 AM May 23 Resolve

concluding sentence?



## Files

Turned in on May 15, 11:58 PM  
[See history](#)

 NATTACHA JANT...




## Grade

7/10



## Private comments

 Pimsiri Taylor  
May 23, 8:42 AM

Here is your score for the writing assignment on China's global trade domination. Comments are also provided i

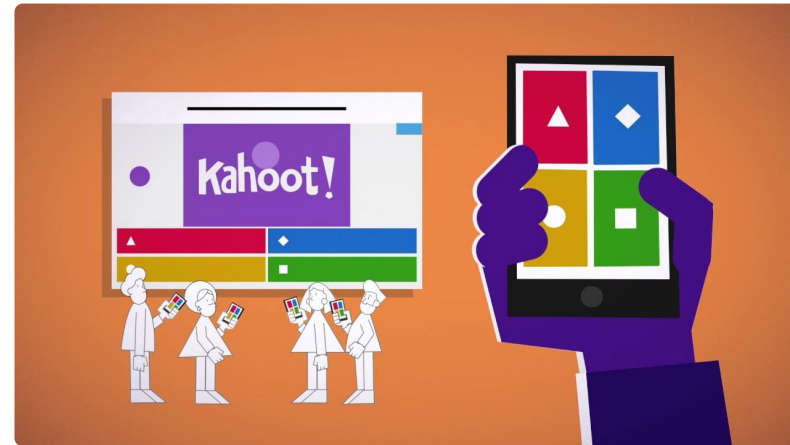
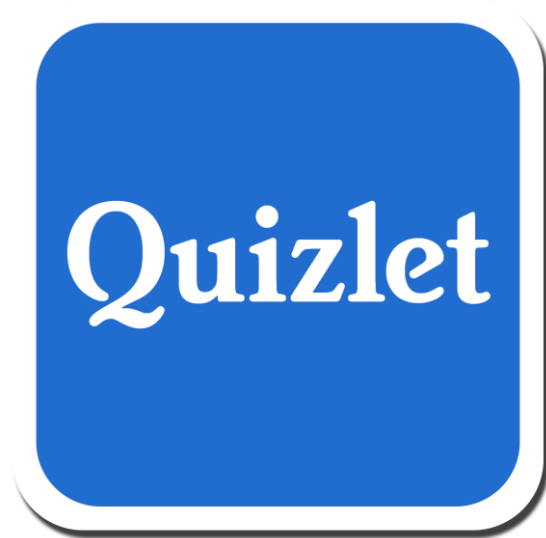


# Tutorials

Week	Contents
1	Live session + breakout rooms At-home assignment
2	Check assignment in class More practice and discussion At-home quizz
3	Check quiz answers in class Formative assessment --- live quiz Assign group projects
4	<b>Tutorials</b>
5	Live Presentation



# Provide extra quizzes/ exercises



## DECIMAL REFLECTION

Complete the chart.

	I feel good!	I'm having some trouble.	I need more practice.
I can estimate sums of decimals.			
I can add decimals.			
I can solve single-step word problems involving adding decimals.			
I can solve multistep word problems involving adding decimals.			

# Students reflection

# To conclude

- Each classroom is different.
- Know your class and your students' varied language needs.
- Keep the content, and deal with varied language needs.
- Use sheltered instruction or differentiated instruction depending on how varied your students are (language input, print modifications, scaffolding activities)
- Consider both synchronous and asynchronous teaching
- Focus on students' talk time.
- Provide students with feedback.



10 multiple choice  
questions

- Google Form
- 5 Winners with Top Scores
- Lucky Draw

<https://forms.gle/yE3CDWzVafck6ocV7>