

Facilitating English language learners in English-medium instruction classrooms in the Thai school context

BY DR. PIMSIRI TAYLOR

Abstract

For the past decade, there has been an increasingly growing trend of teaching content through English in Thai schools where students are considered English language learners. Past research has shown that students' English language proficiency has largely affected how they learn content in English-medium instruction or EMI classrooms. Classroom teachers, thus, have an important role in facilitating students' learning, not only in terms of content but also the English language. In this interactive webinar, we will discuss the reality of EMI classrooms in Thai schools, as well as how content teachers and language teachers can balance between varied language needs of the students and learning goals of the subject.

Agenda

1. Learning goals of EMI classrooms: Content and Language
2. Students' **English language proficiency** and **varied language needs** for learning goals
3. How to balance the needs and the goals
4. 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



Do you
think this is
your
classroom?





Introducing the topic



Do you think this is
your classroom?

Are there any
issues you wish to
resolve?



**English Language
proficiency**

**Confidence/
anxiety**

**Attitudes towards
English**

1) Student's English language proficiency

2) Students cannot communicate in English.

3) Students don't want to communicate in English.

4) Student's participation/ low level of engagement

5) Students do not feel confident when speaking English

6) Students lack vocabulary knowledge.

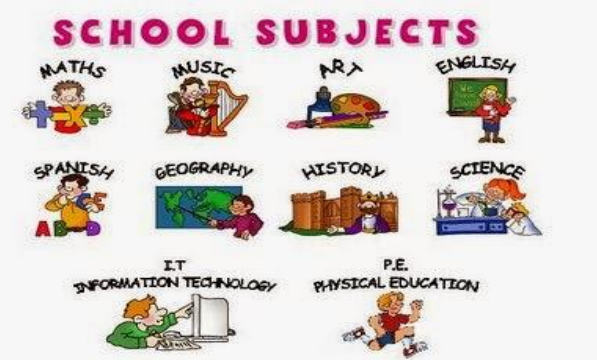
7) Students find it hard to communicate ideas and express their opinions.

8) Teachers must communicate in English only.

How to teach content in English effectively

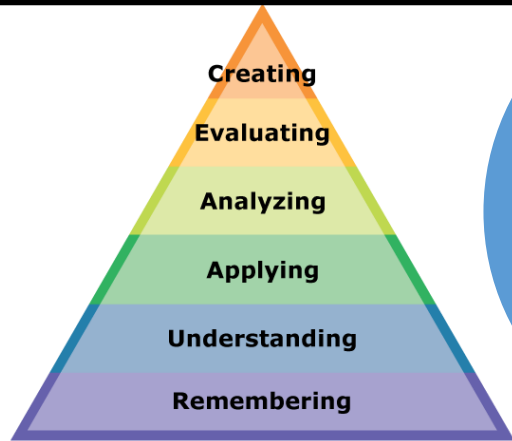
Content and Language Integrated Learning (CLIL)

1)
content



Progression in new knowledge,
skills and understanding

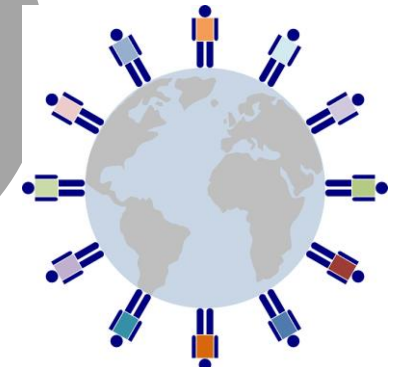
2)
Cognition



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

CLIL's
4Cs

4)
Culture



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

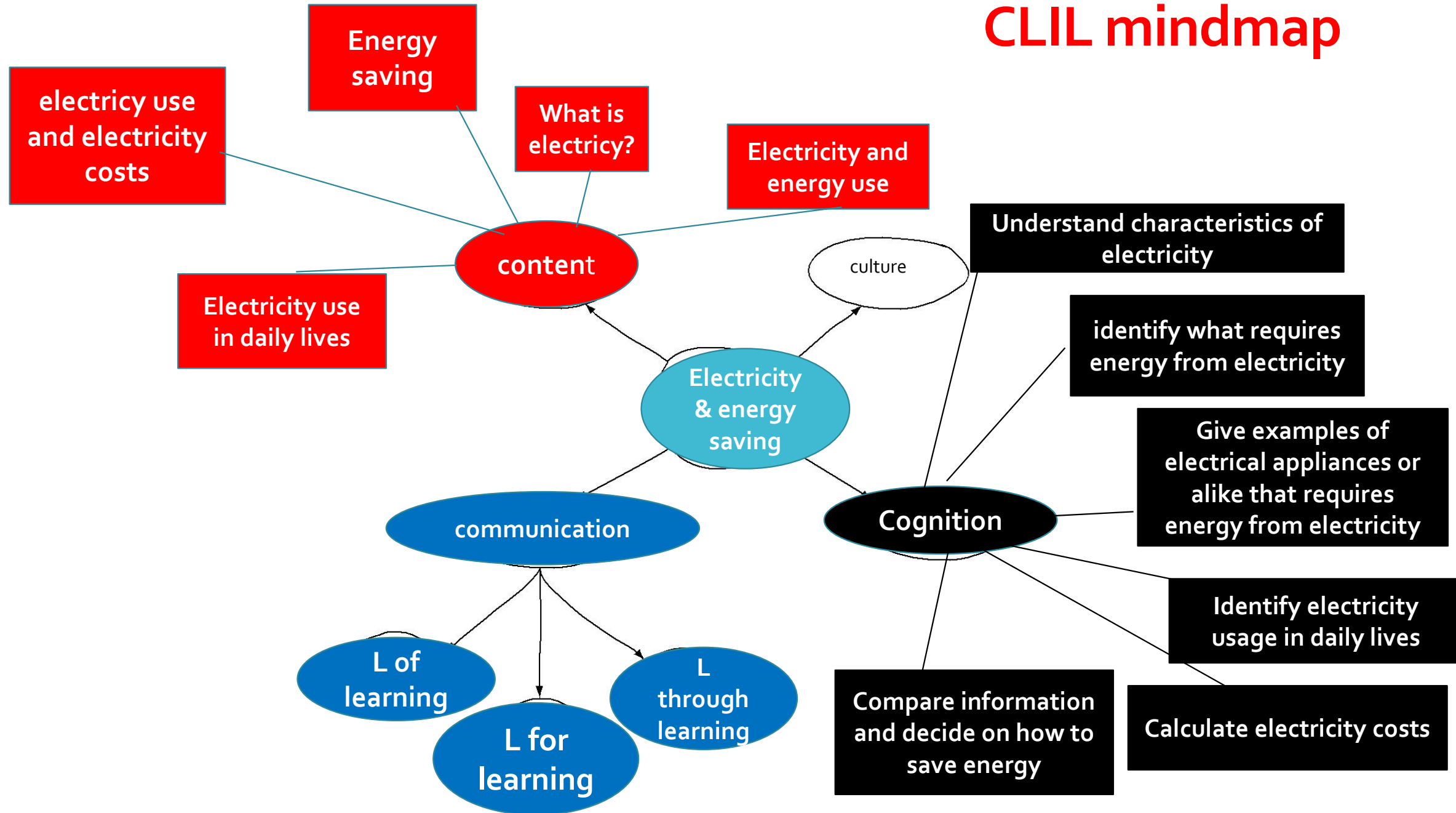
3)
Communi
Cation

你好 HALLO 안녕
CIAO HOLA नमस्ते
ΓΕΙΑ HELLO
こんにちは ПРИВЕТ
BONJOUR مرحبا OLÁ

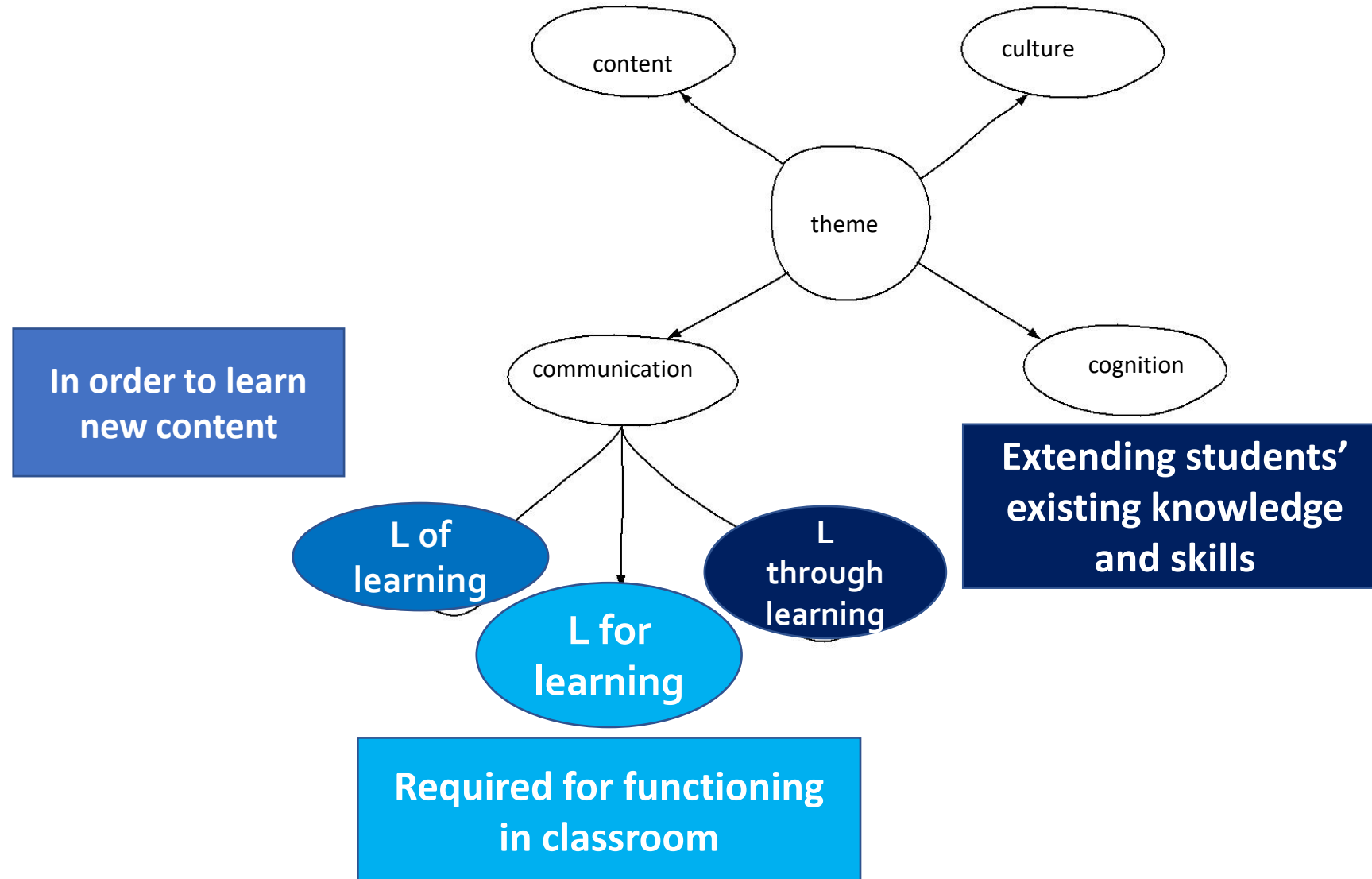
Interaction, progression in
language using and learning.



CLIL mindmap

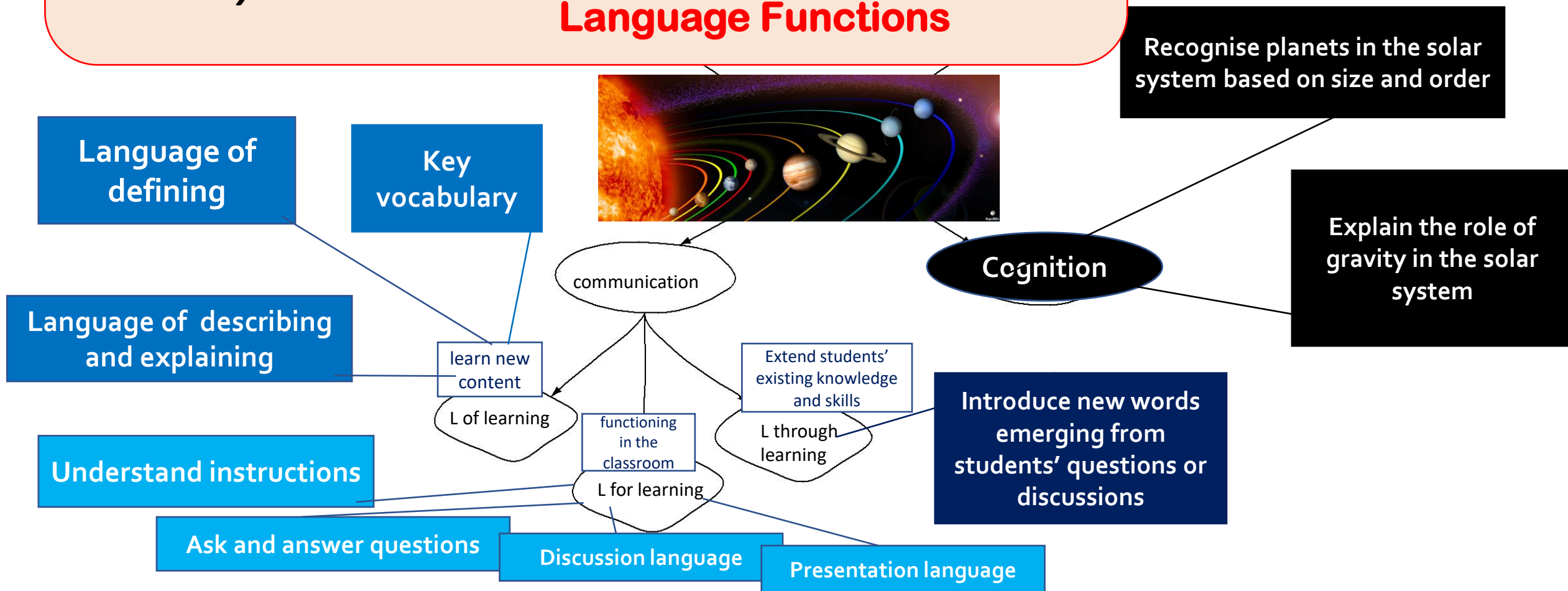


CLIL mindmap



CLIL mindmap

Language Functions

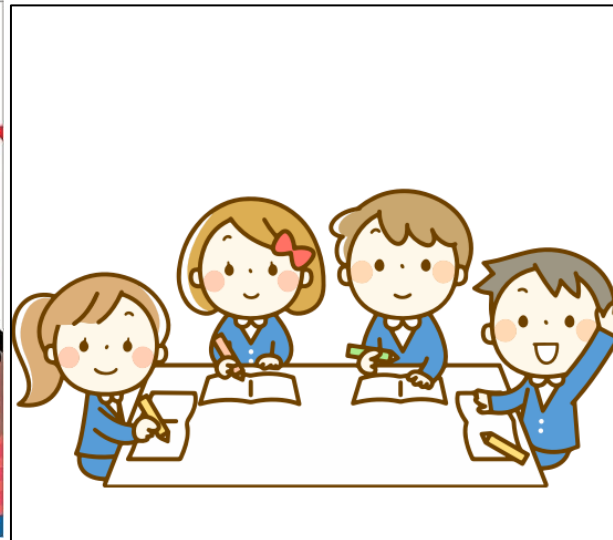


What are academic language functions?

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

In social studies

- Identify pros and cons of types of government
- compare / contrast them with democracy
- Make a conclusion
- Provide reasons



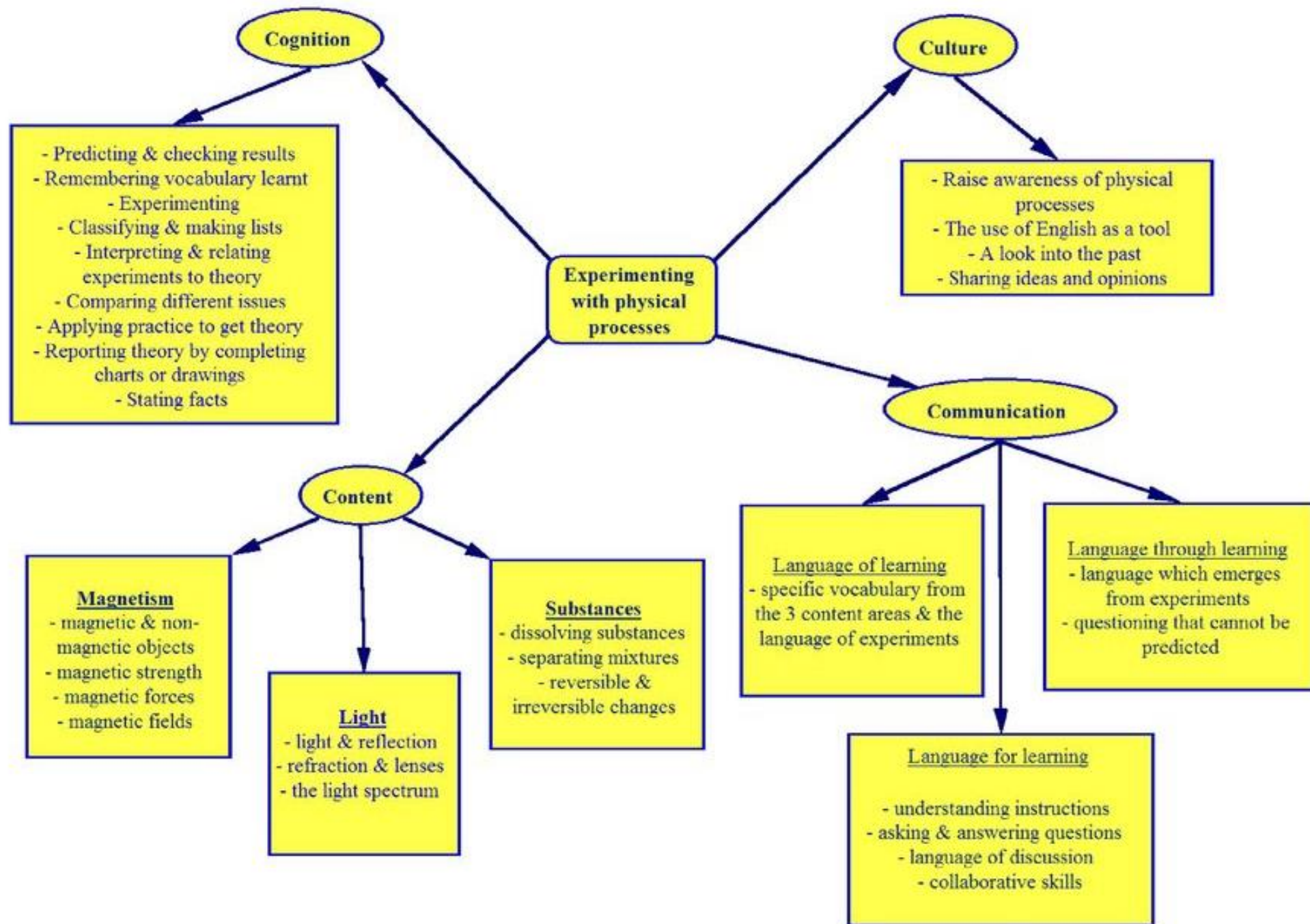
justify a conclusion about the values of democracy as a form of government

In science

- Describe process
- Present results
- Compare / contrast them with hypothesis
- Make a conclusion
- Provide reasons



*justify a
conclusion from
an experiment*



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

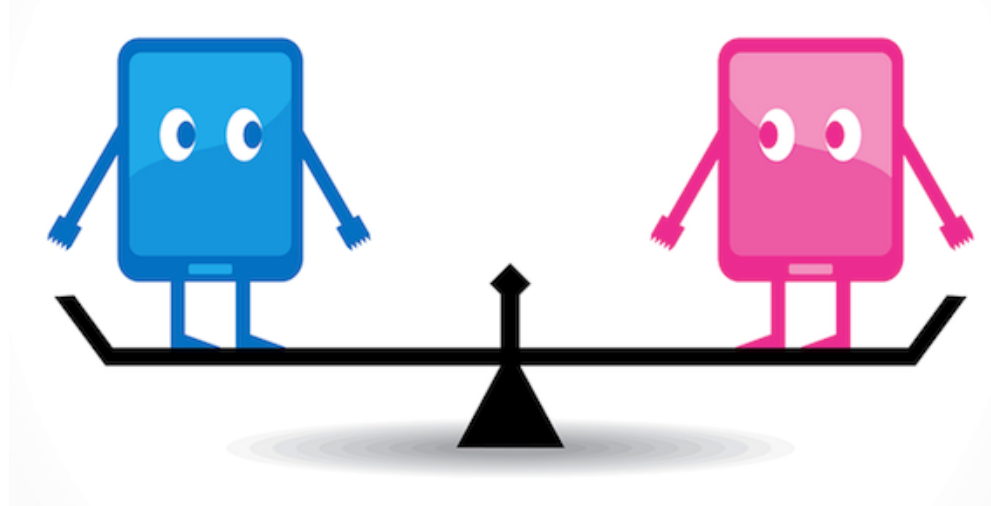
One similarity/difference between [subject 1] and [subject 2] is

[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, ...

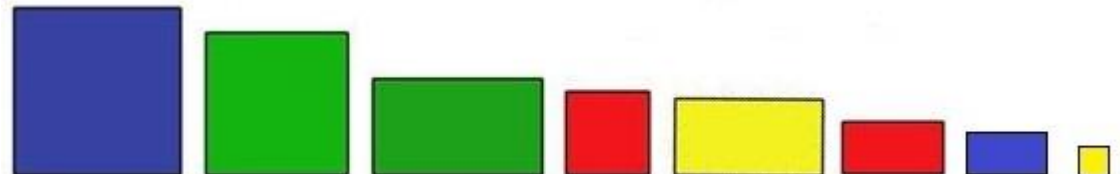
Initially Some time later.....

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...

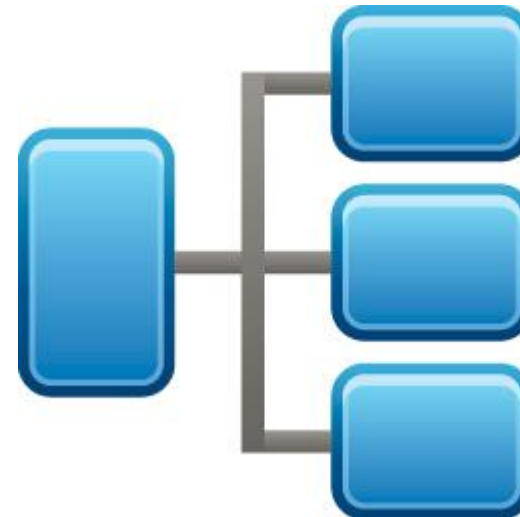
_____ and _____ are types of ... because....

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...

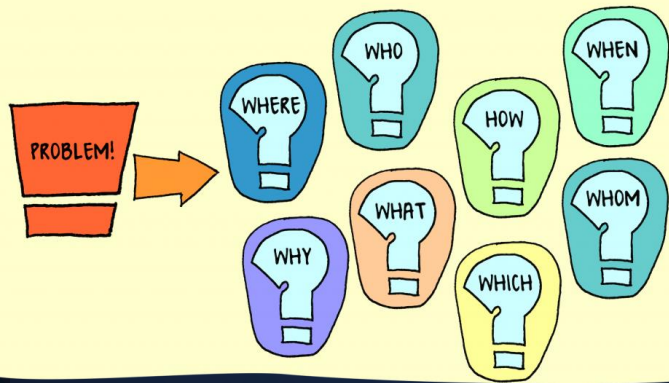
The advantages of _____ outweigh the disadvantages of _____ insofar as...

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

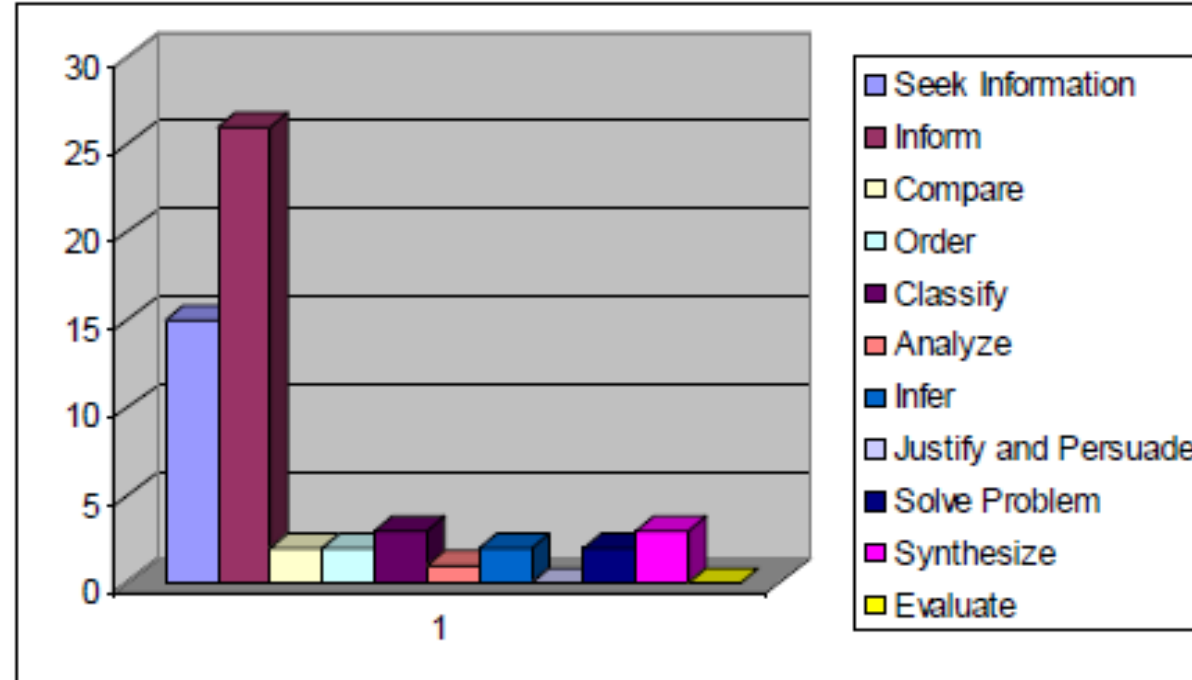
(10) Synthesizing

(1) evaluating



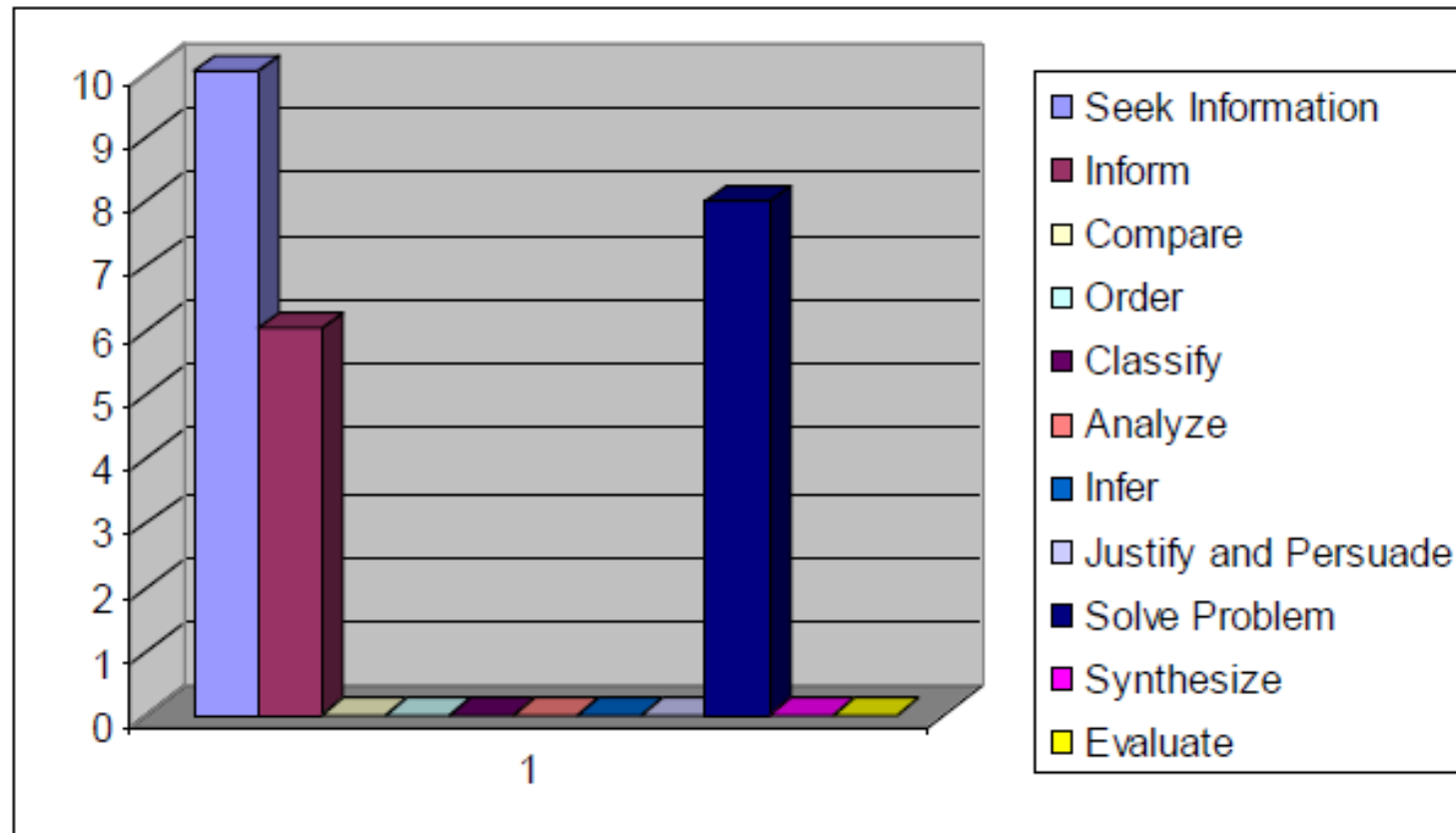
Let's compare...

Graph 1 Academic language functions used by Geography teacher



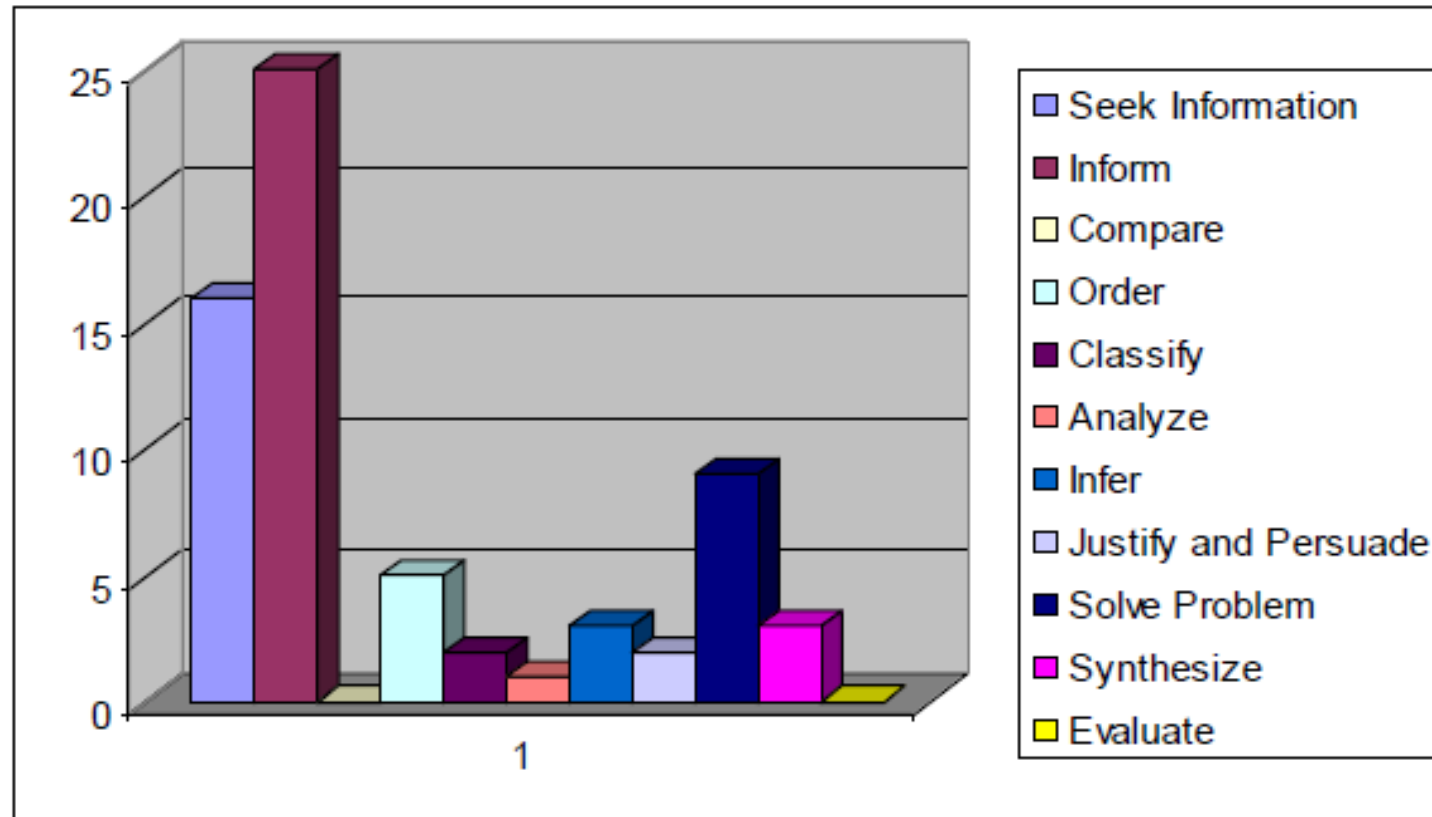
Let's compare...

Graph 2. Academic language functions used by Mathematics teacher



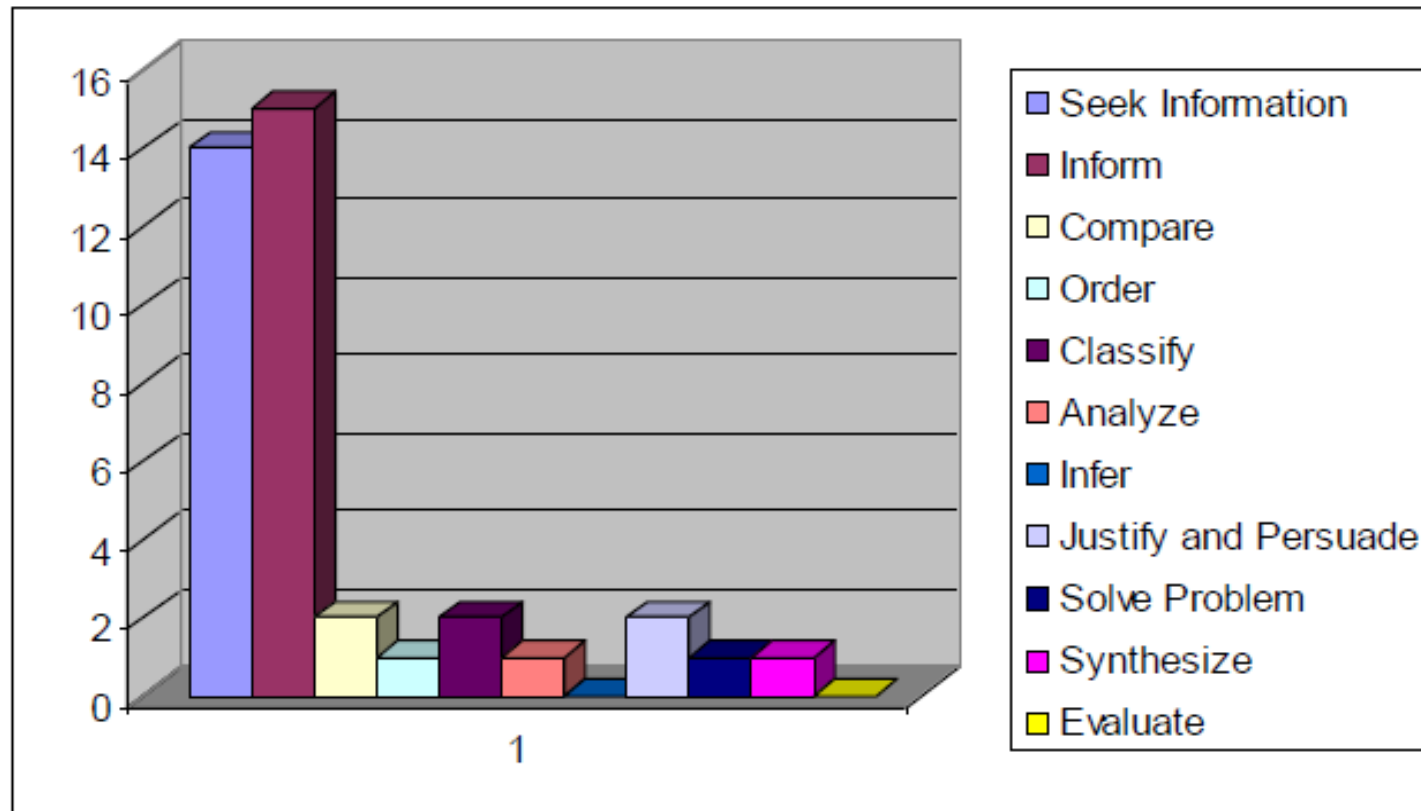
Let's compare...

Graph 3 Academic language functions used by Chemistry teacher



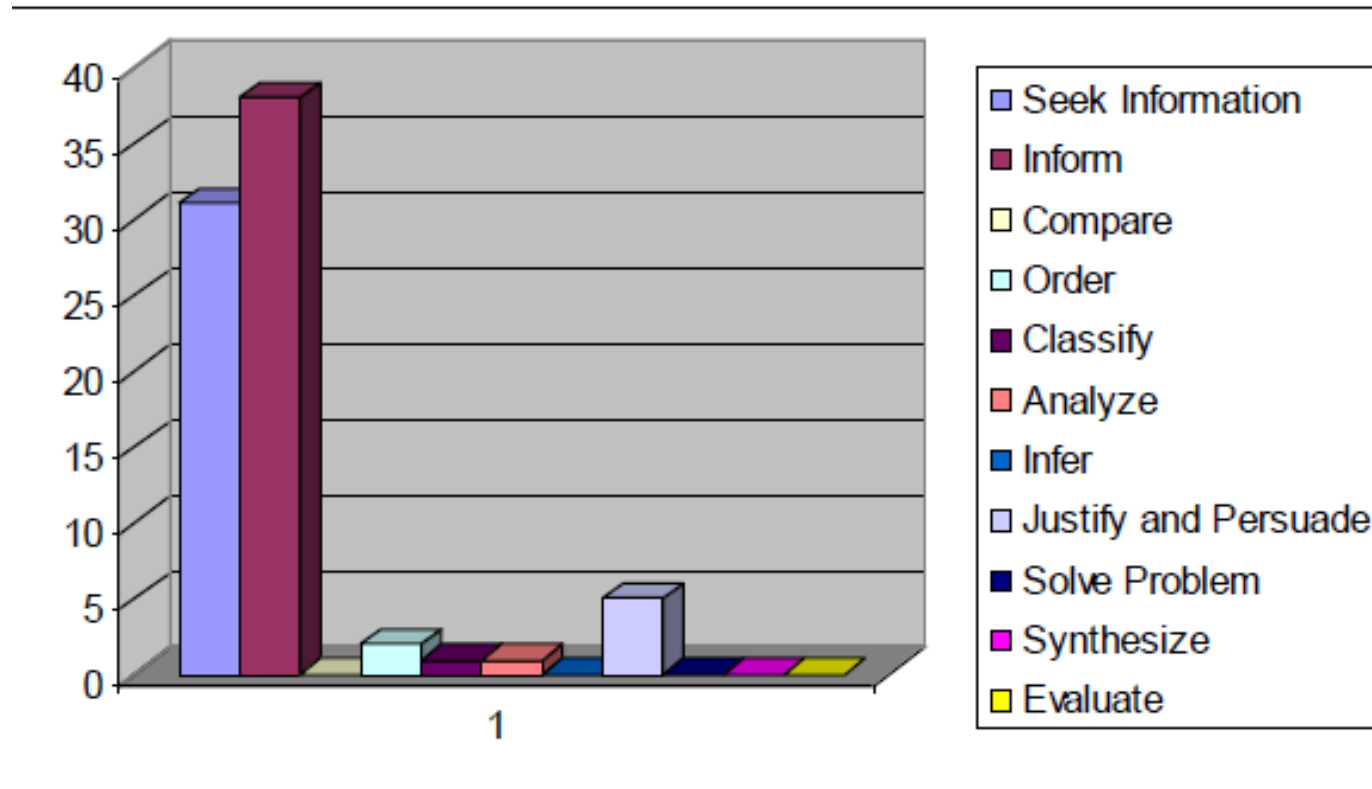
Let's compare...

Graph 4 Academic language functions used by Physics teacher



Let's compare...

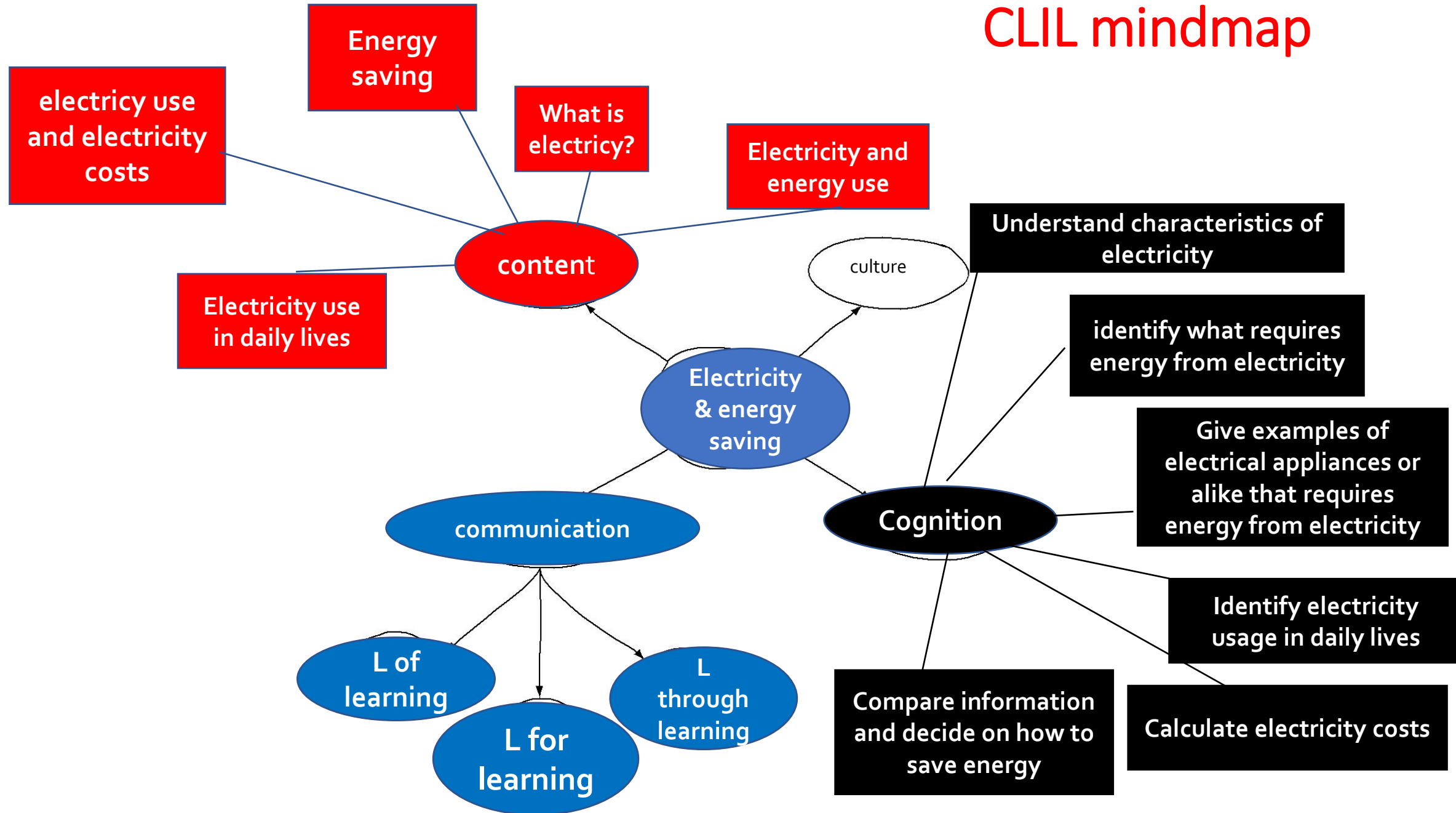
Graph 5 Academic language functions used by Biology teacher



Let's check our understanding

CONTENT AND LANGUAGE FUNCTIONS IN EMI CLASSROOMS

CLIL mindmap

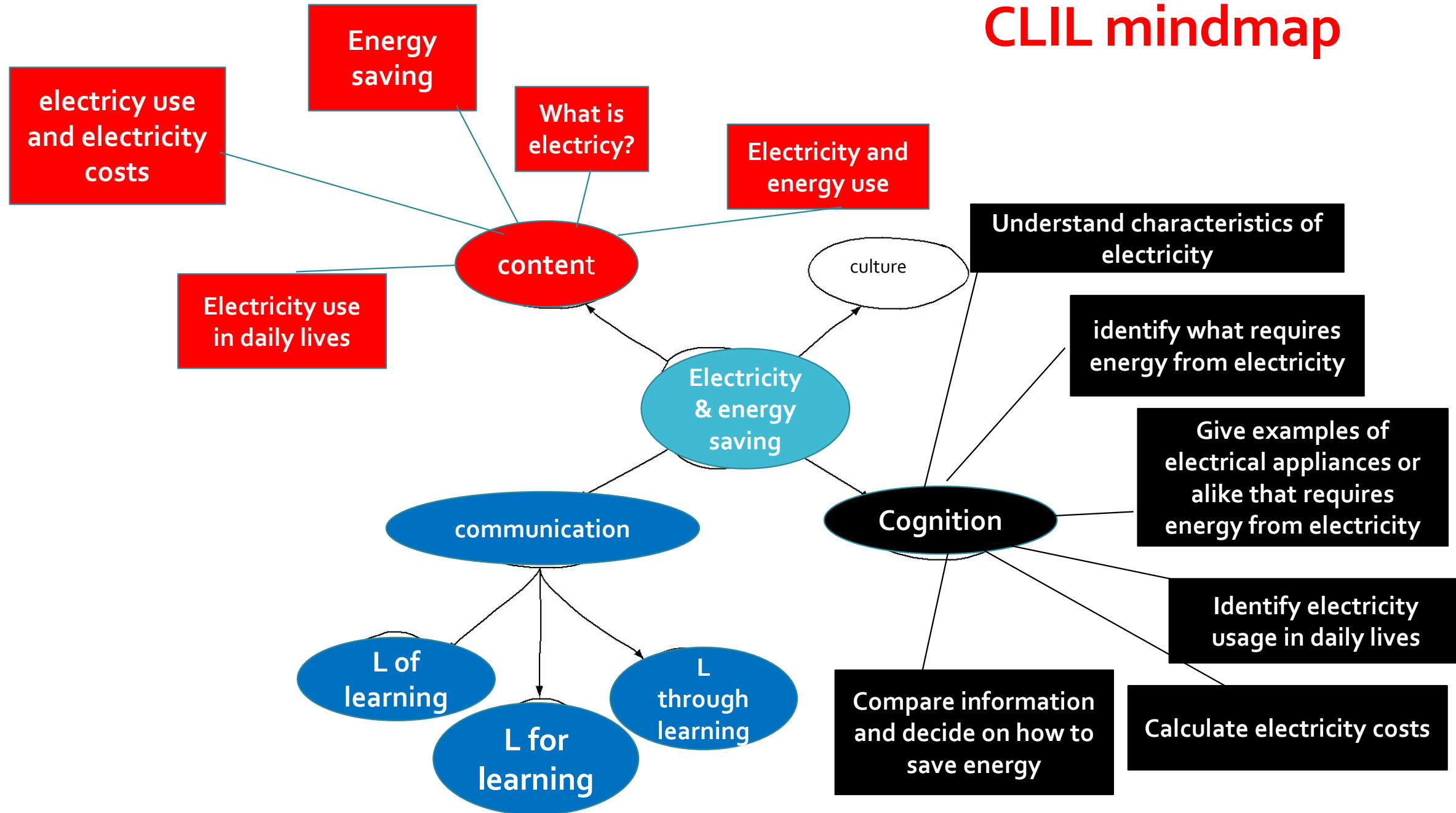


Now let's try....

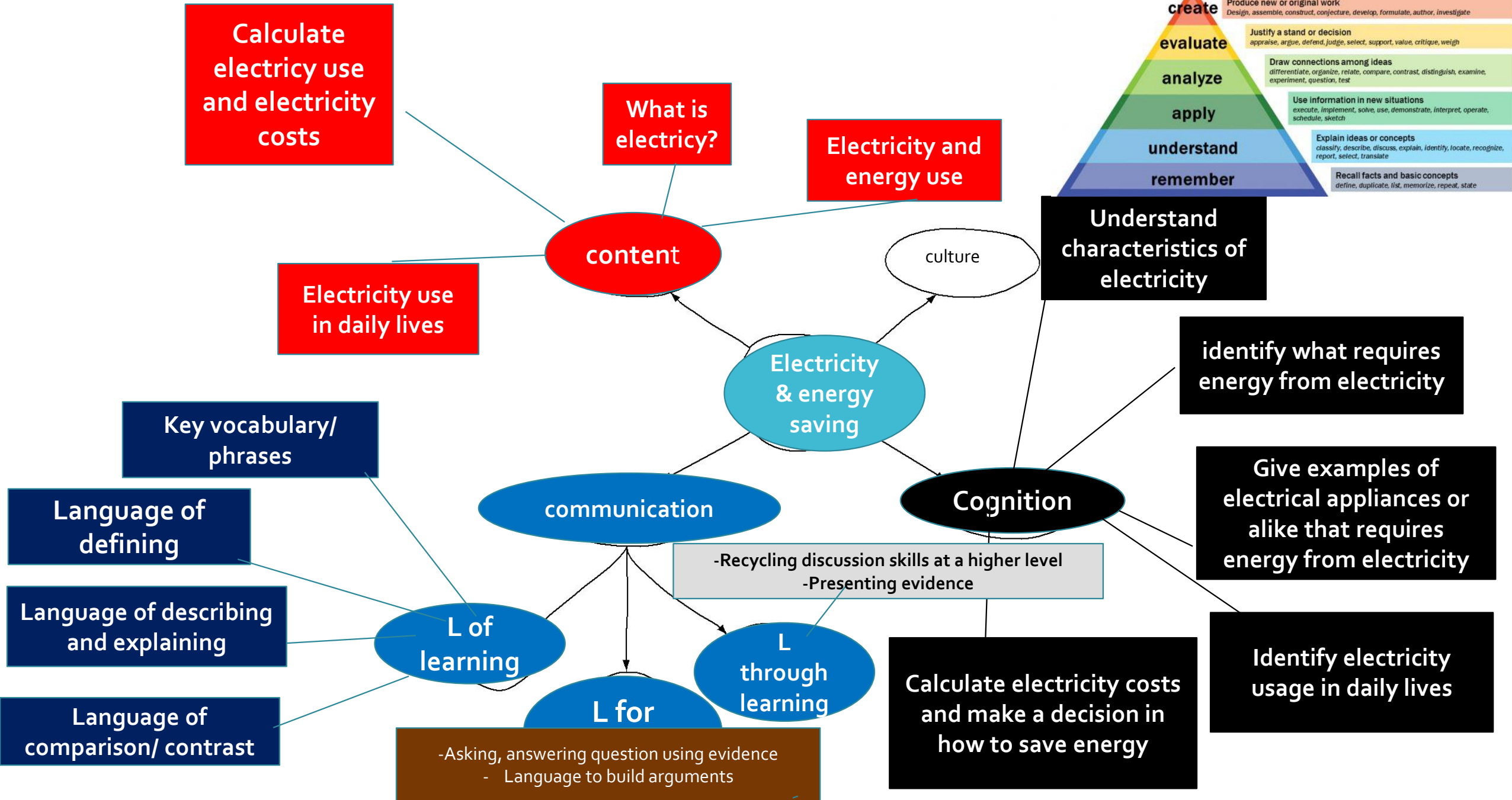
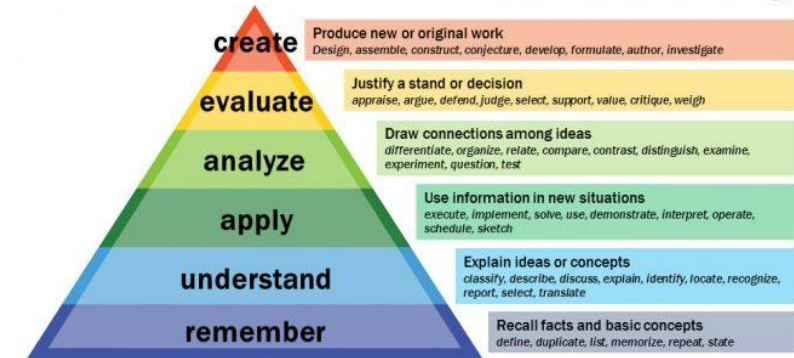


<https://jamboard.google.com/d/1MvomfodcMeLb6MiUUvZSXGFHx76VP17lv-HKcboB8Z8/edit?usp=sharing>


CLIL mindmap



Bloom's Taxonomy



**What does it look like
in a real classroom?**

A photograph of a modern school building with large windows and colorful murals on the lower walls. A group of children, seen from behind, are walking along a paved path in front of the school. They are wearing backpacks and some are pulling small rolling suitcases. The scene is brightly lit, suggesting a sunny day.

Electricity and energy saving Primary School

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?

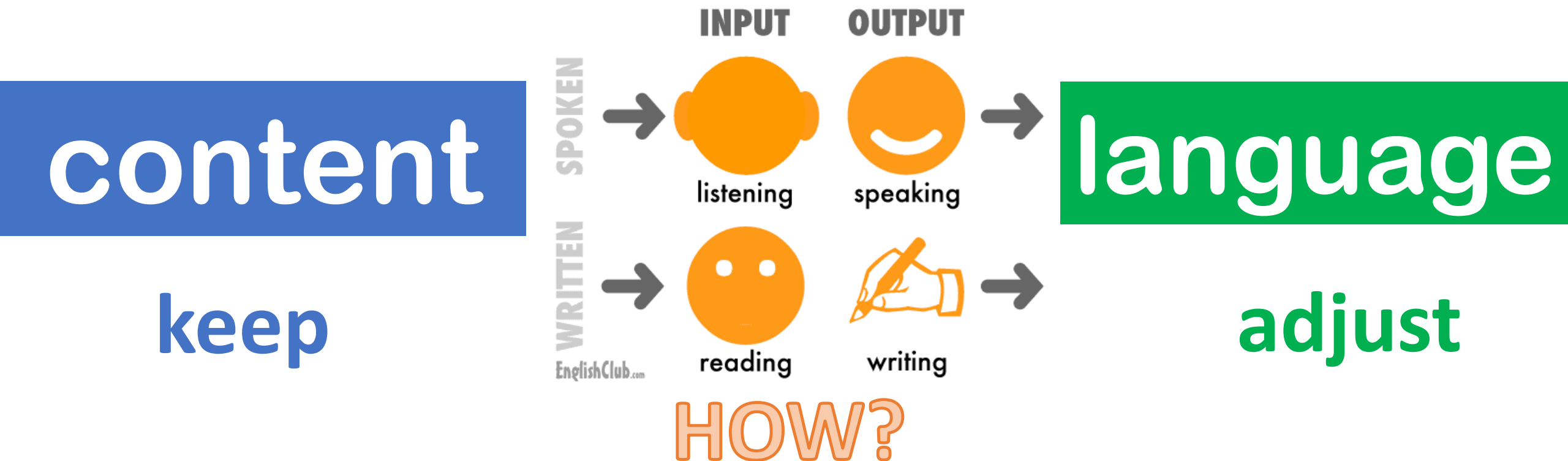
**Keep the content,
Deal with the linguistic limit!**

Sheltered instruction vs Differentiated instruction

Facilitating students' English language needs

[CLILSkills_pdf.pdf](#)

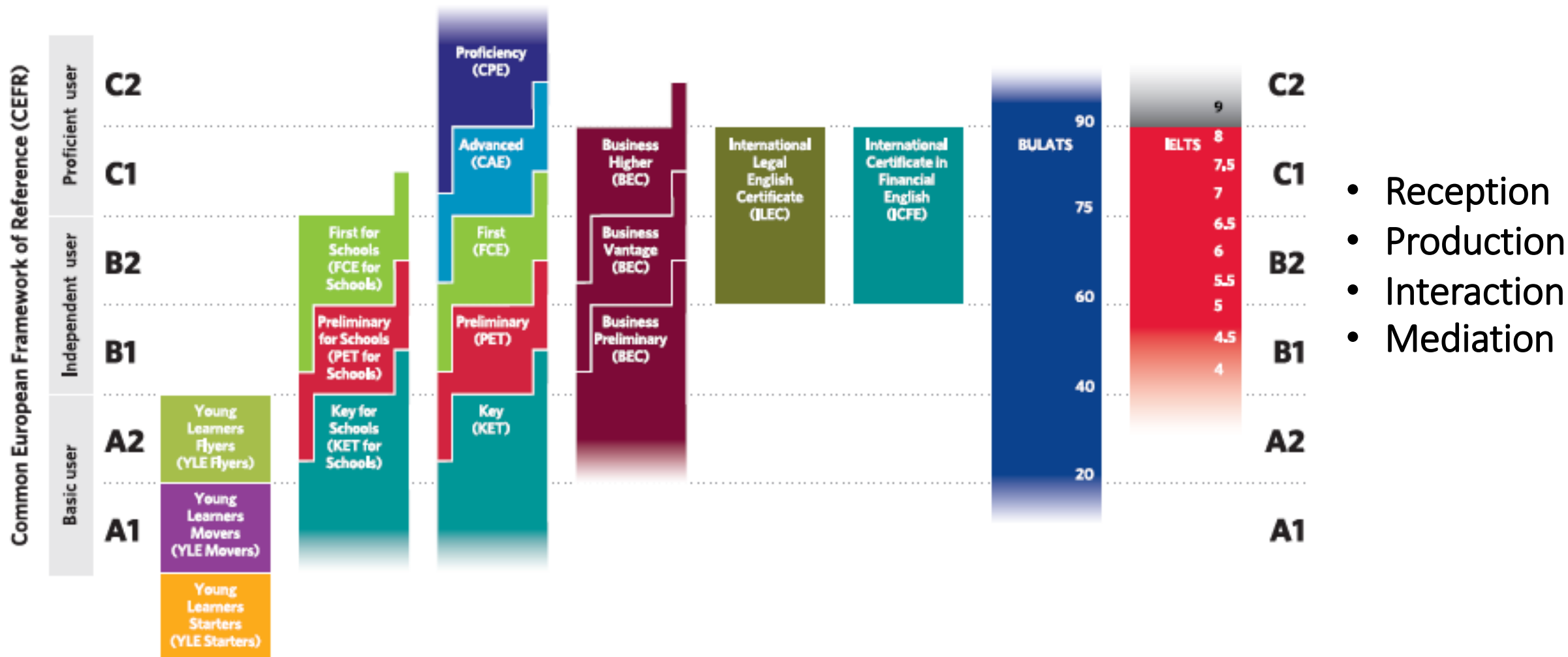
1) Discourse/ Language Input adaptations



**Know your students'
language needs**

Evaluation of students' level of English?

- CEFR scales



2) Language 'FOR' learning

Classroom language for participating in class

1) Language 'OF' learning

Language for learning content

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 **crag**s, 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 visuals 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.

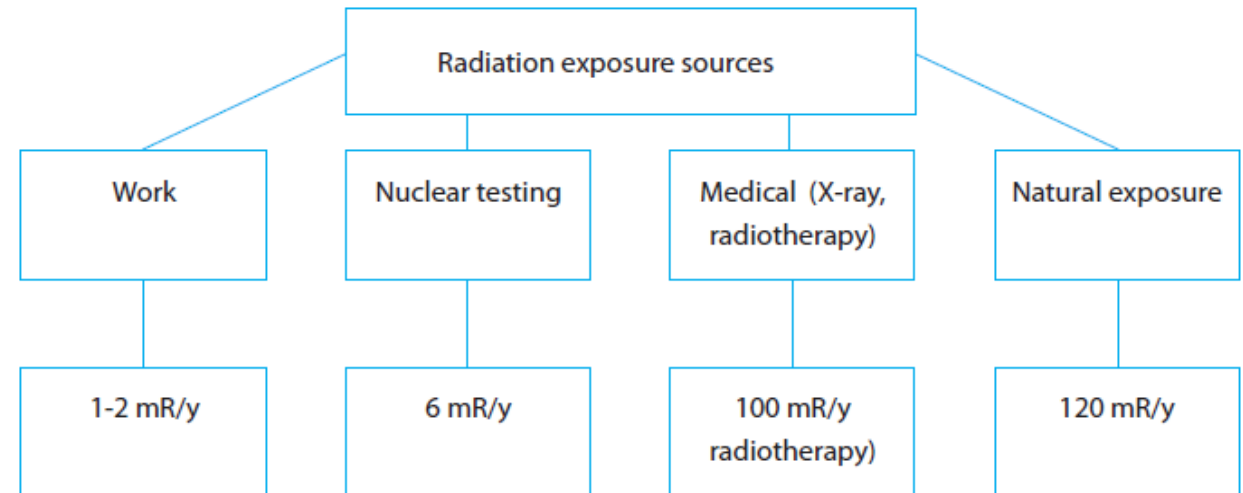
Where does radiation come from?

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:





1

Which one is ‘comprehensible input’?

Sources of Radiation

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Where does radiation come from?

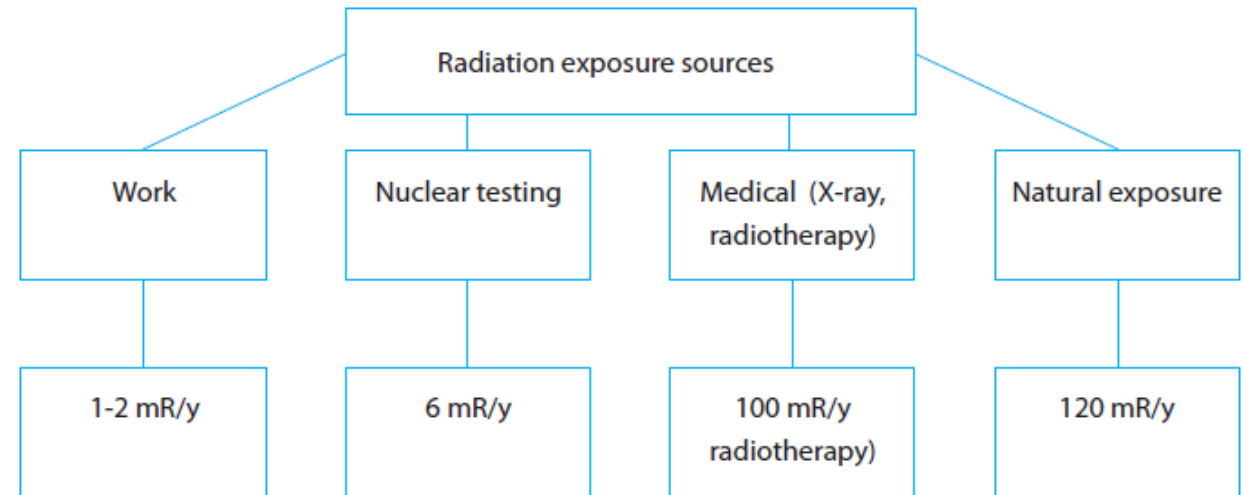
Radiation exposure is how much radiation a person receives.

2



Survey

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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.



How many changes?

1

Sources of Radiation

In 1972 a detailed survey was conducted from various sources. Of course, (remember, some people were good for nearly 100 years) fallout from nuclear tests have not changed much, but there are only two significant sources begs the question of 'extraordinary cases' Chernobyl, it still helps to

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. The survey showed that the average exposure was about 1-2 mR/y; the average background radiation was about 6 mR/y; the background radiation was presented below:

2

GIVEAWAY!

Natural exposure

120 mR/y

significant sources of radiation
'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.



How many changes?

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Sources of Radiation

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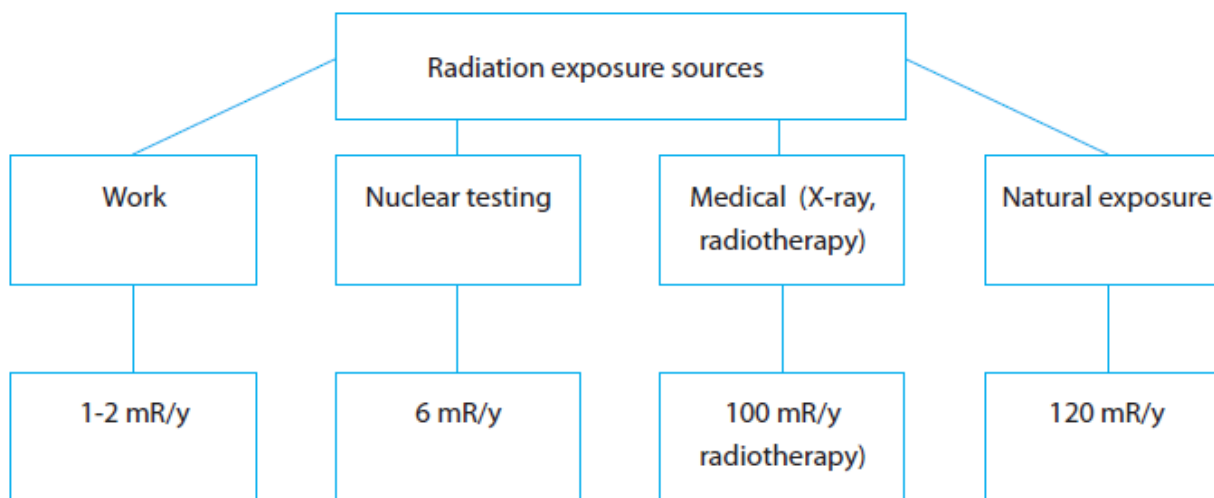
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Method of simplification	Original text	Simplified text
Replace a difficult title with a short, simple title which reflects the contents of the text	Sources of radiation	Where does radiation come from?
Put the main idea at the start of the text and 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!	--

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' ...

The answer is

8

1) Discourse/ Language Input adaptations

language

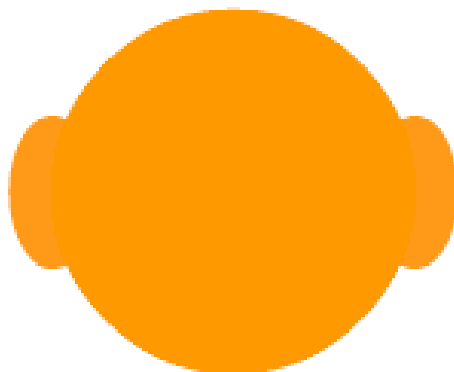
- Simpler sentences
- Simpler vocabulary (non-target words)
- Chunks of information
- Organization of text (main idea first, often definition of something)
- Simpler grammar

Right length, Right time (both reading and listening)

SPOKEN

INPUT

OUTPUT



listening



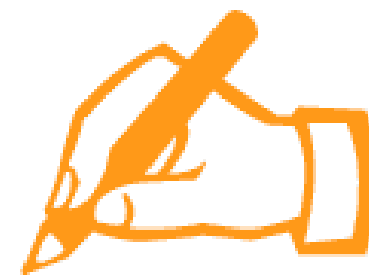
speaking



WRITTEN

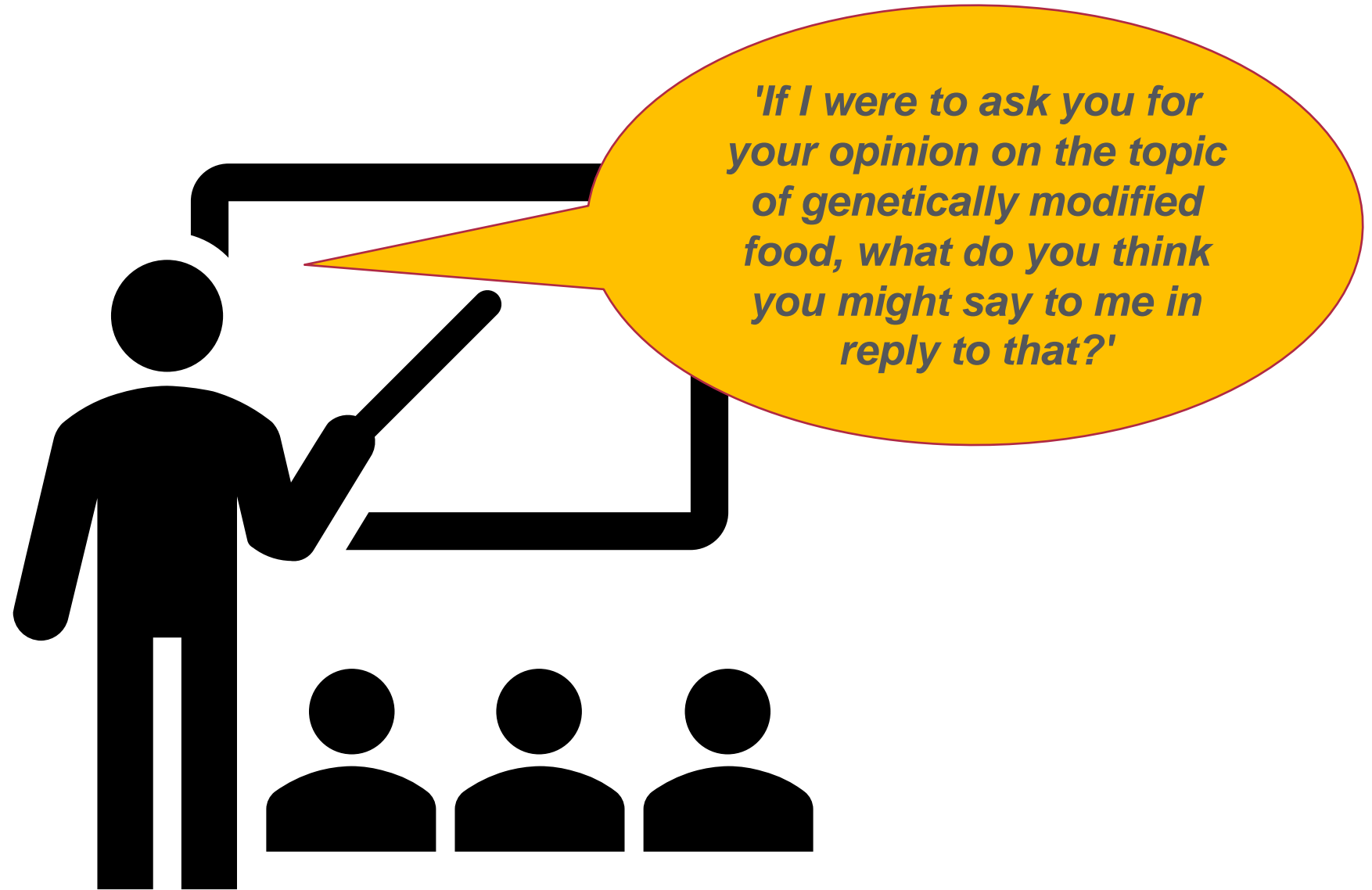


reading



writing





If your class needs differentiated instruction...

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

Sources of Radiation

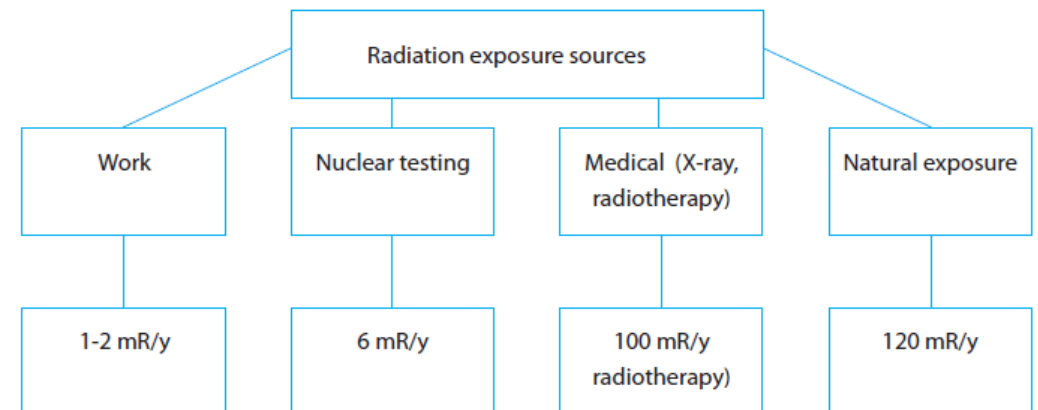
In 1972 a detailed survey was made of average annual whole-body doses to the U.S.A. population from various sources. Occupational and miscellaneous artificial exposures averaged about 1-2 mR/y (remember, some people got enough to make up for the vast majority who got none!); global fallout from nuclear 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...

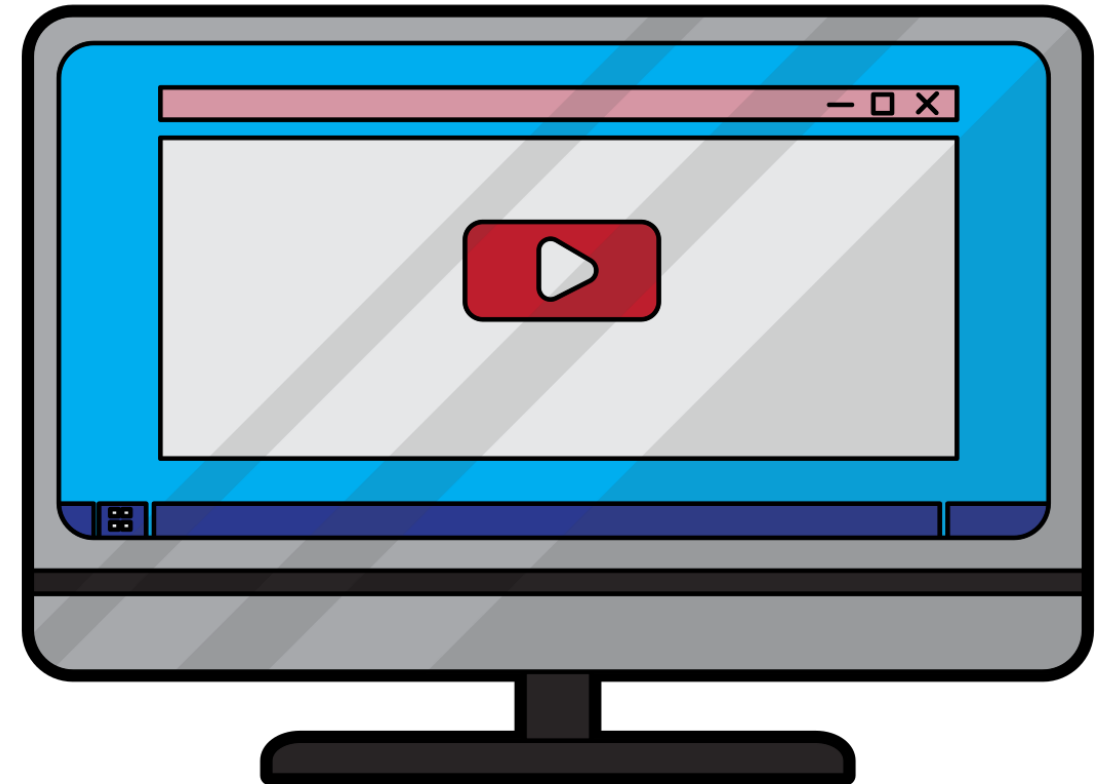
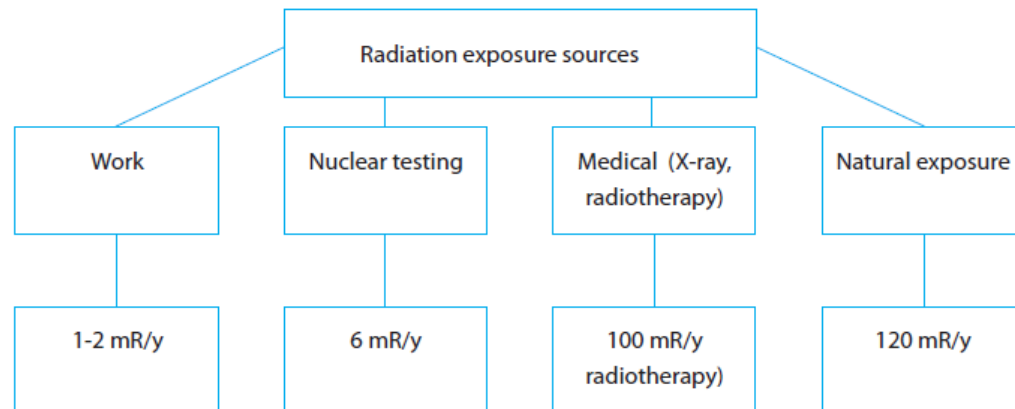
Different types of input

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Next episode....

Sheltered instruction vs differentiated instruction (cont.)

Online and Offline Activities