

BY DR. PIMSIRI
TAYLOR

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

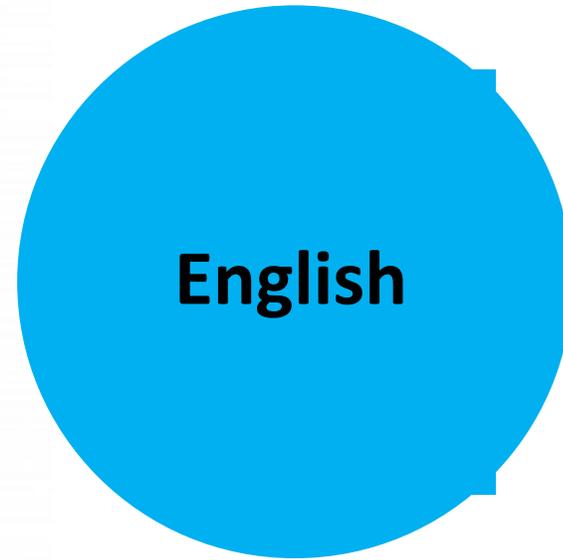
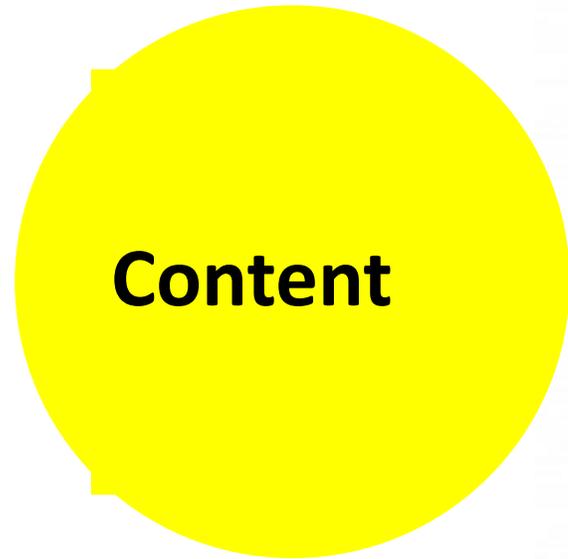
Agenda

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?



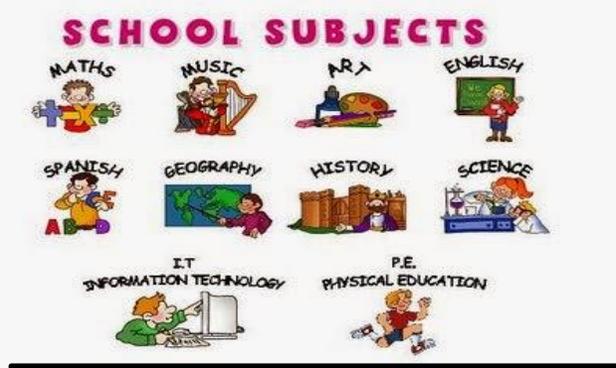
A science teacher in an EP school

An English language teacher

How to teach content in English effectively

Content and Language Integrated Learning (CLIL)

1)
content

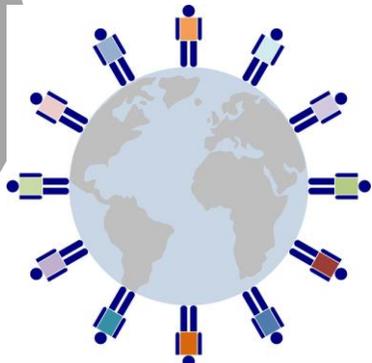


Progression in new knowledge, skills and understanding

2)
Cognition

CLIL's
4Cs

4)
Culture



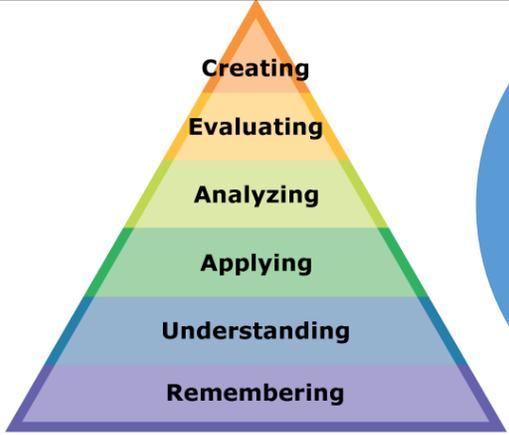
'Self' and 'other' awareness, identity, citizenship, and progression towards pluricultural understanding.

3)
Communi
Cation



Interaction, progression in language using and learning.

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

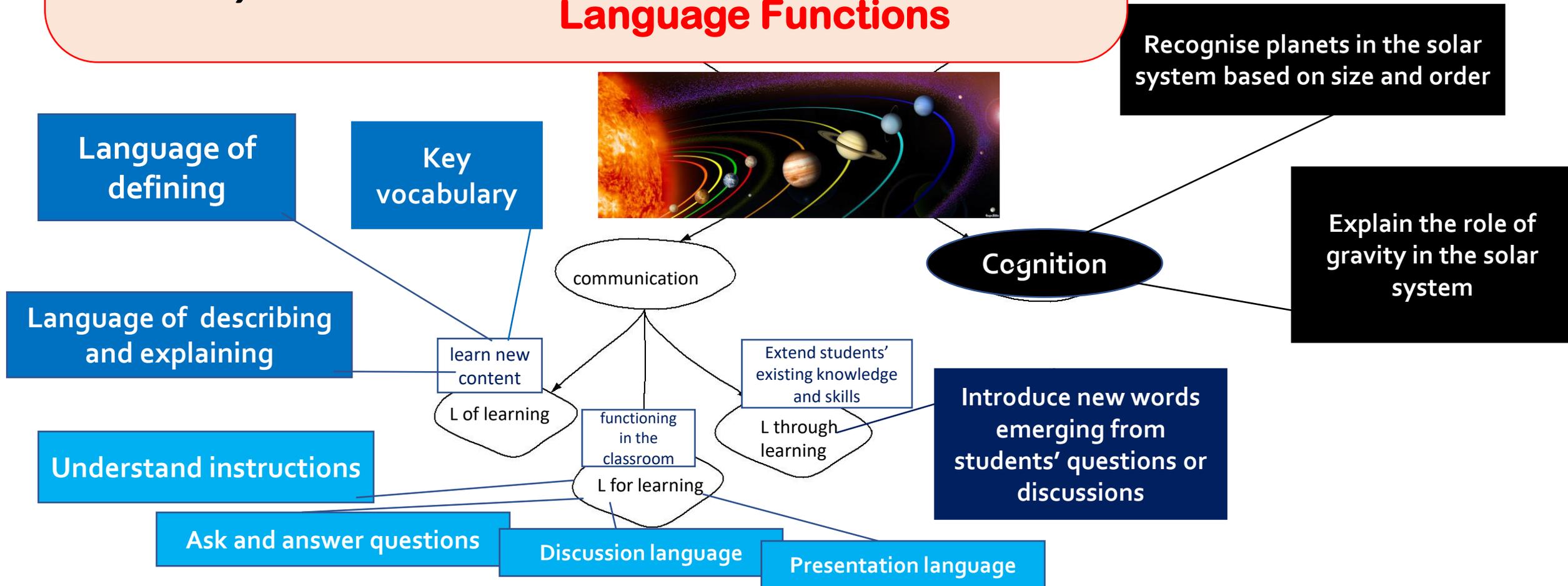


CLIL mindmap

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

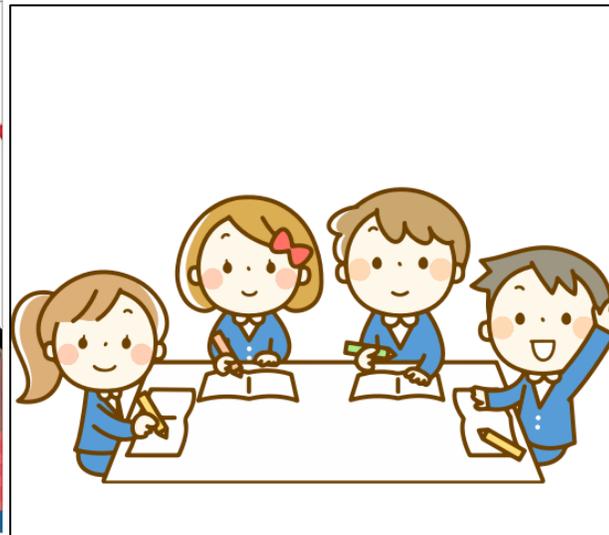


What are academic language functions?

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

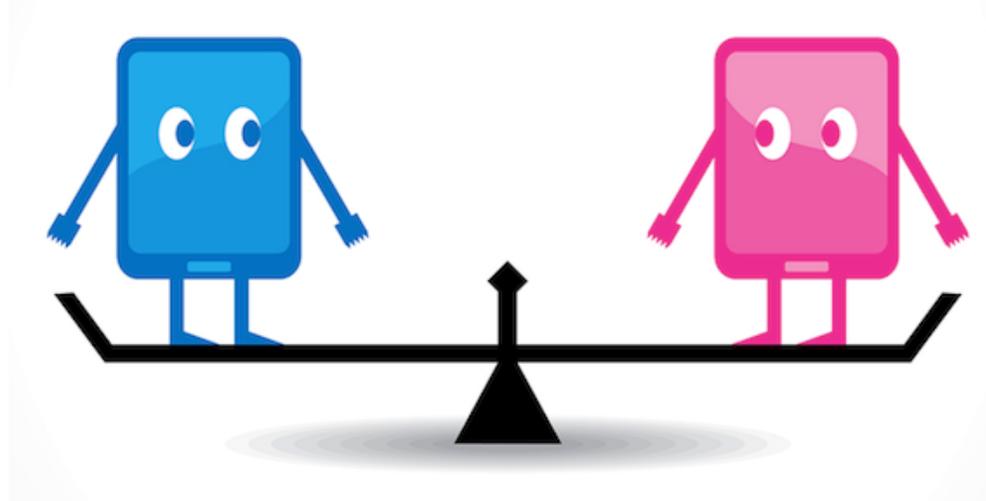
One similarity/difference between [subject 1] and [subject 2] is

[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, ...

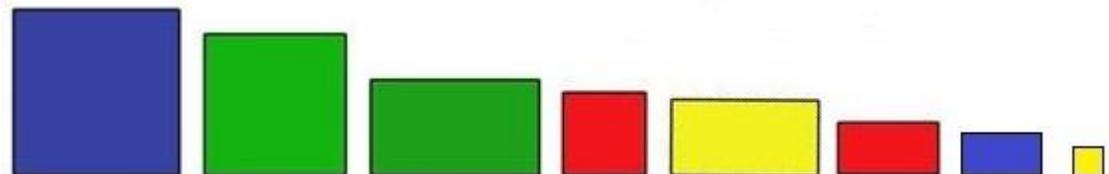
Initially ... Some time later....

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...

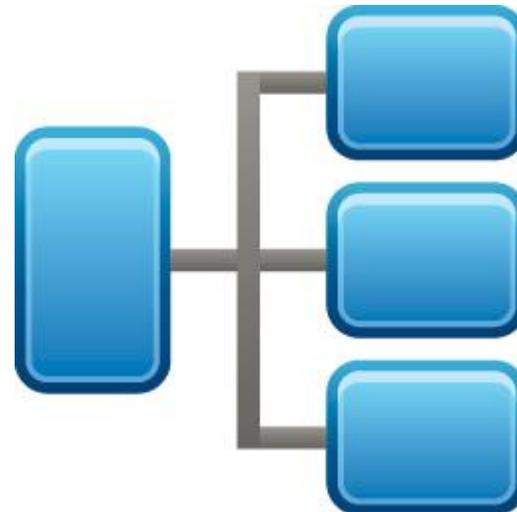
_____ and _____ are types of ... because....

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...

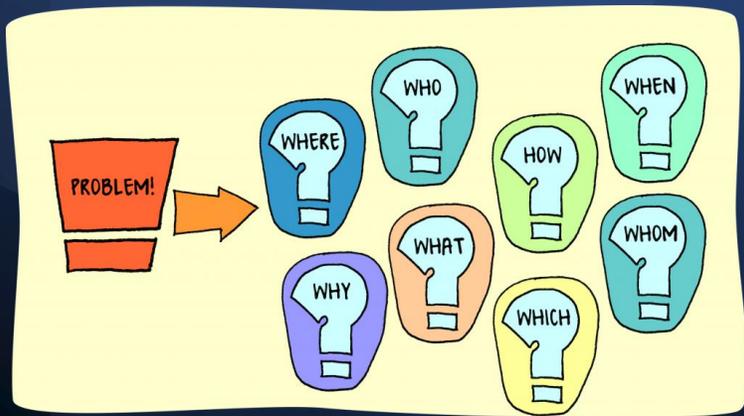
The advantages of _____ outweigh the disadvantages of _____ insofar as...

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

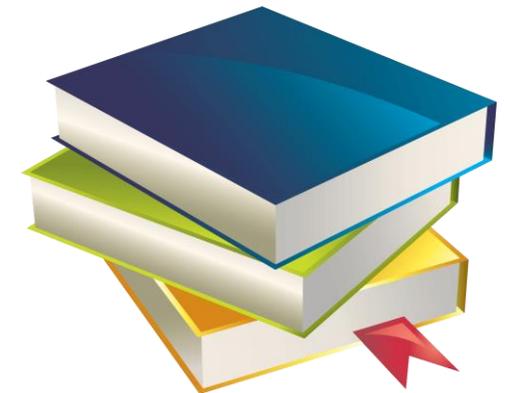
(7) inferring, predicting & hypothesizing

(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

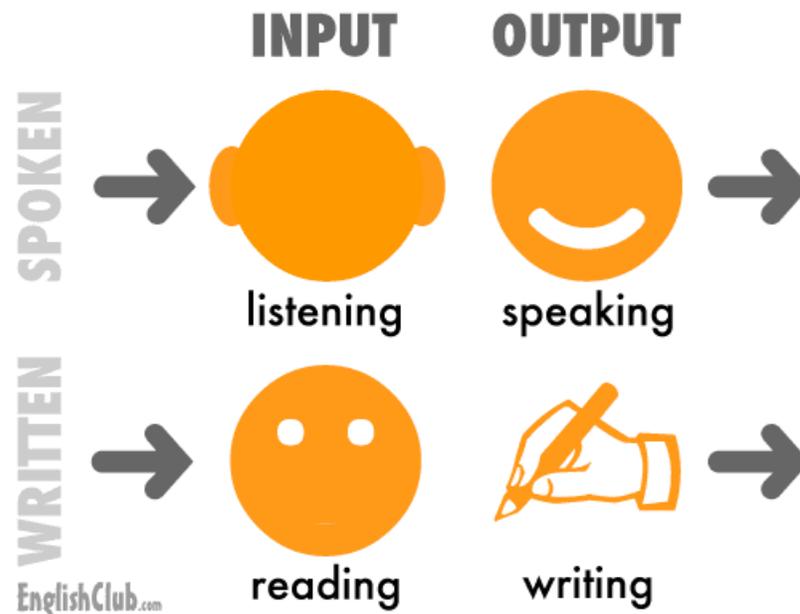
Differentiated instruction

Facilitating students' English language needs

1) Discourse/ Language Input adaptations

content

keep



language

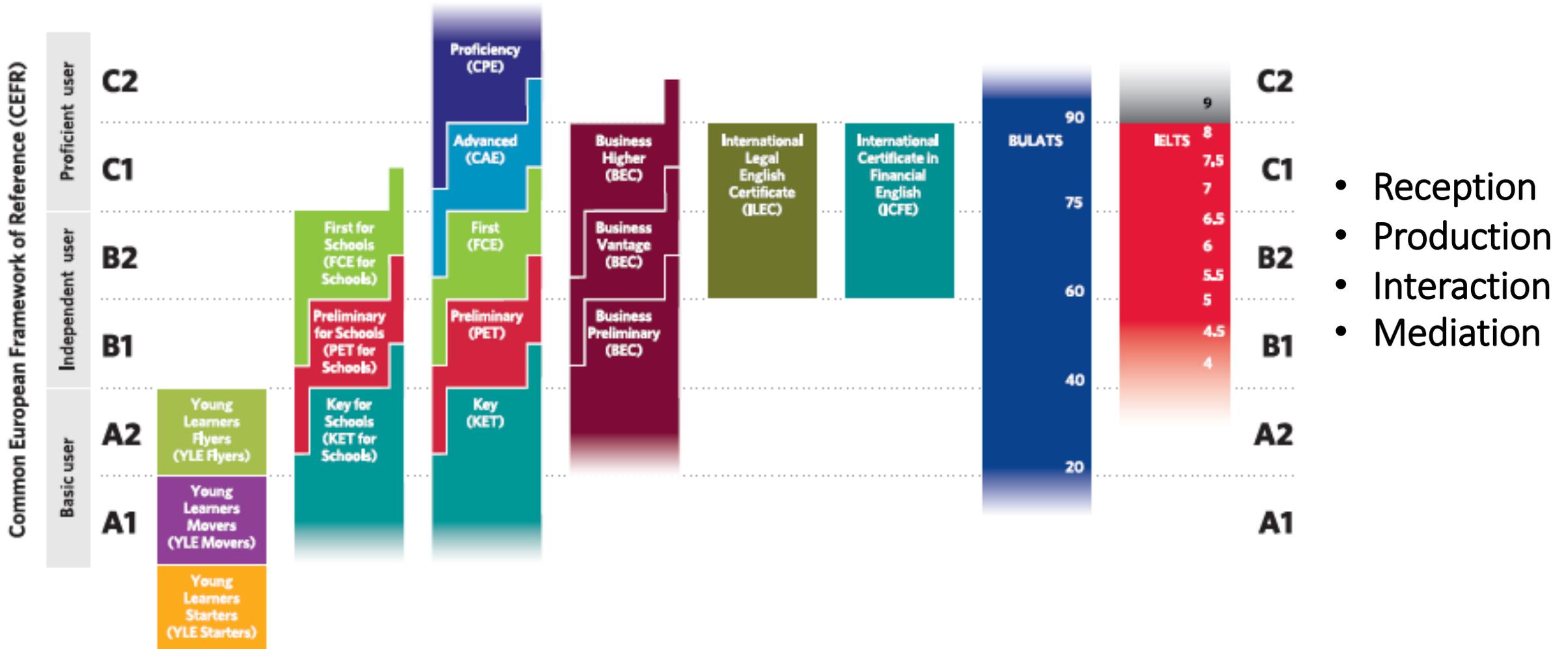
adjust

HOW?

**Know your students'
language needs**

Evaluation of students' level of English?

- CEFR scales



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 **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?

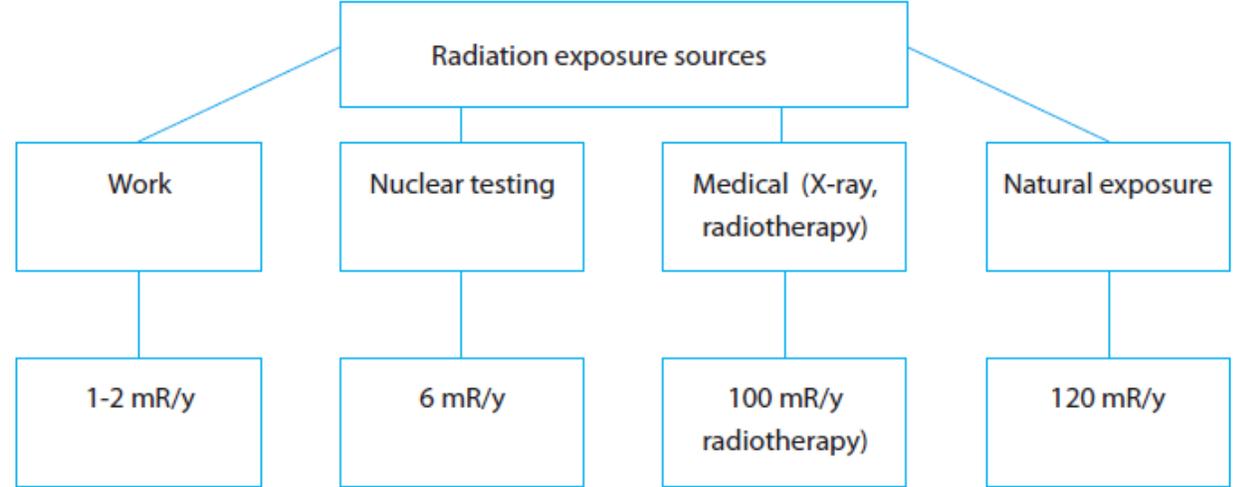
Radiation exposure is how much radiation a person receives.

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

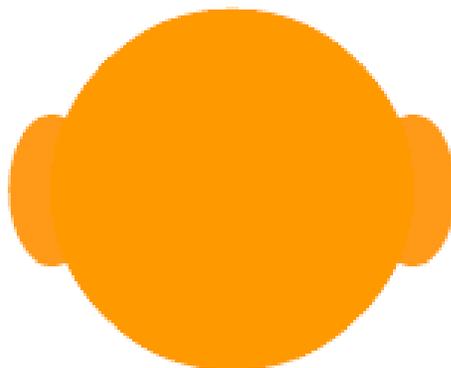
- Simpler sentences
- Simpler vocabulary (non-target words)
- Chunks of information
- Organization of text (main idea first, often definition of something)
- Simpler grammar

Right length, Right time (both reading and listening)

WRITTEN **SPOKEN**

INPUT

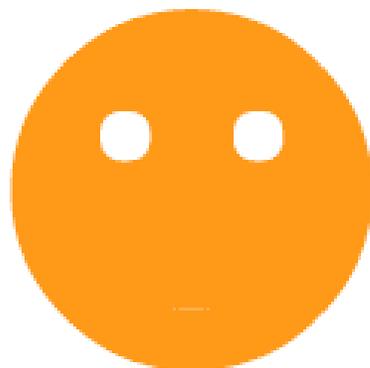
OUTPUT



listening



speaking

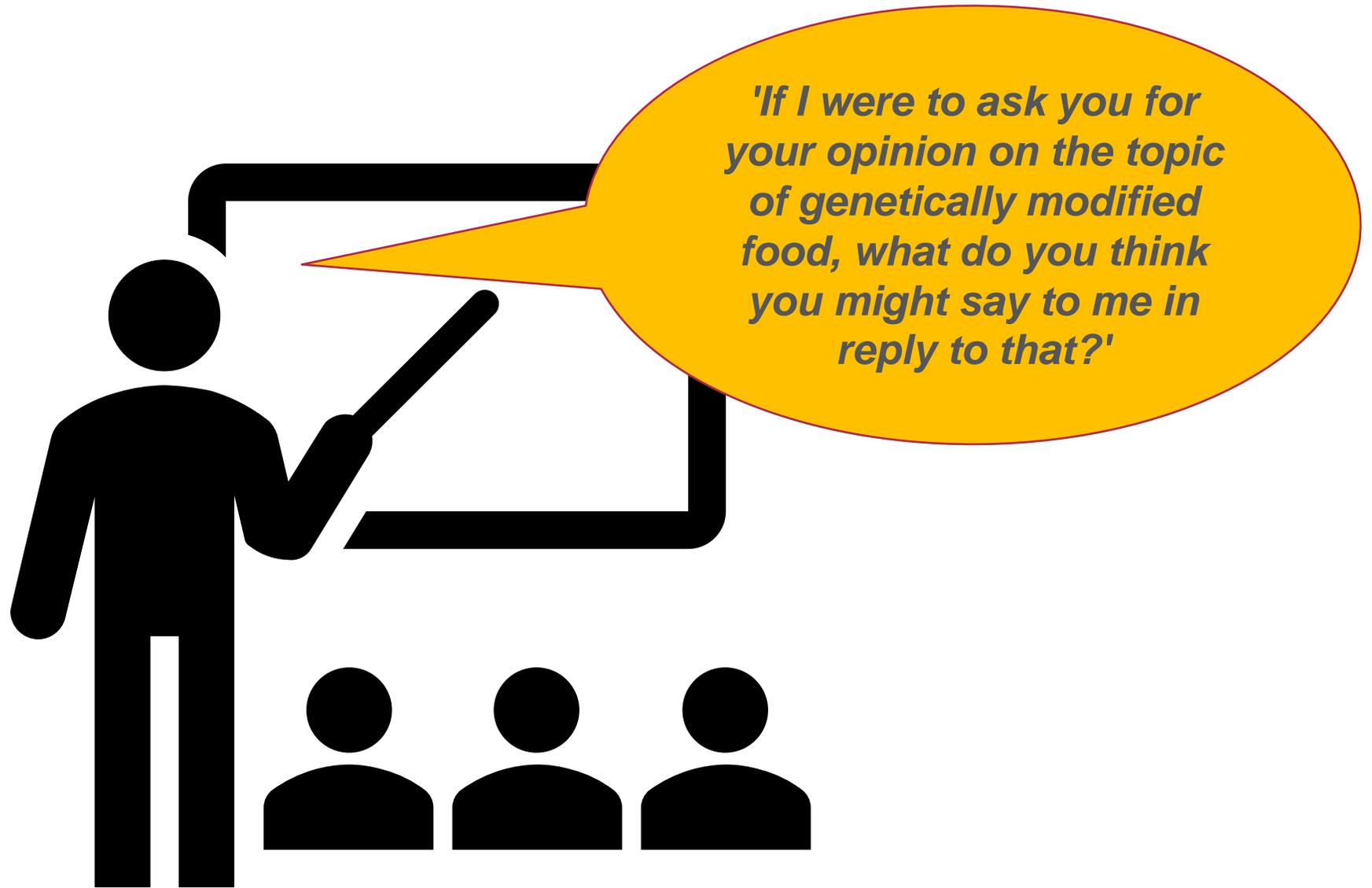


reading



writing





If your class needs differentiated instruction...

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

Sources of Radiation

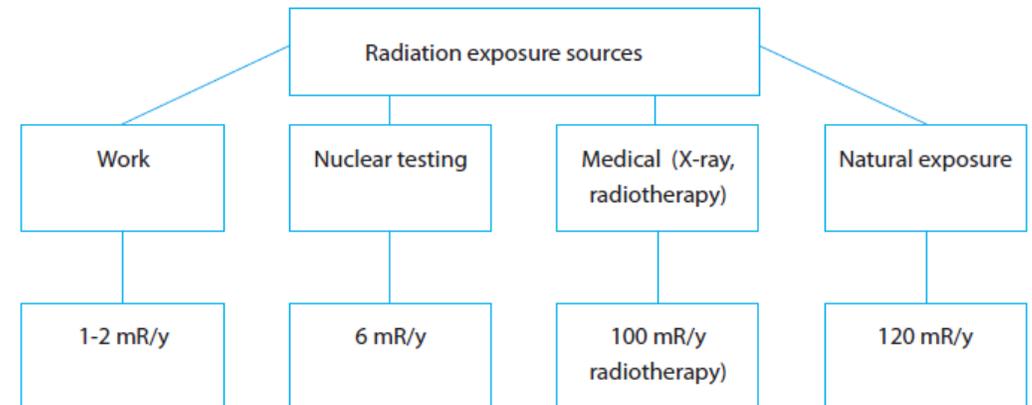
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Where does radiation come from?

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...

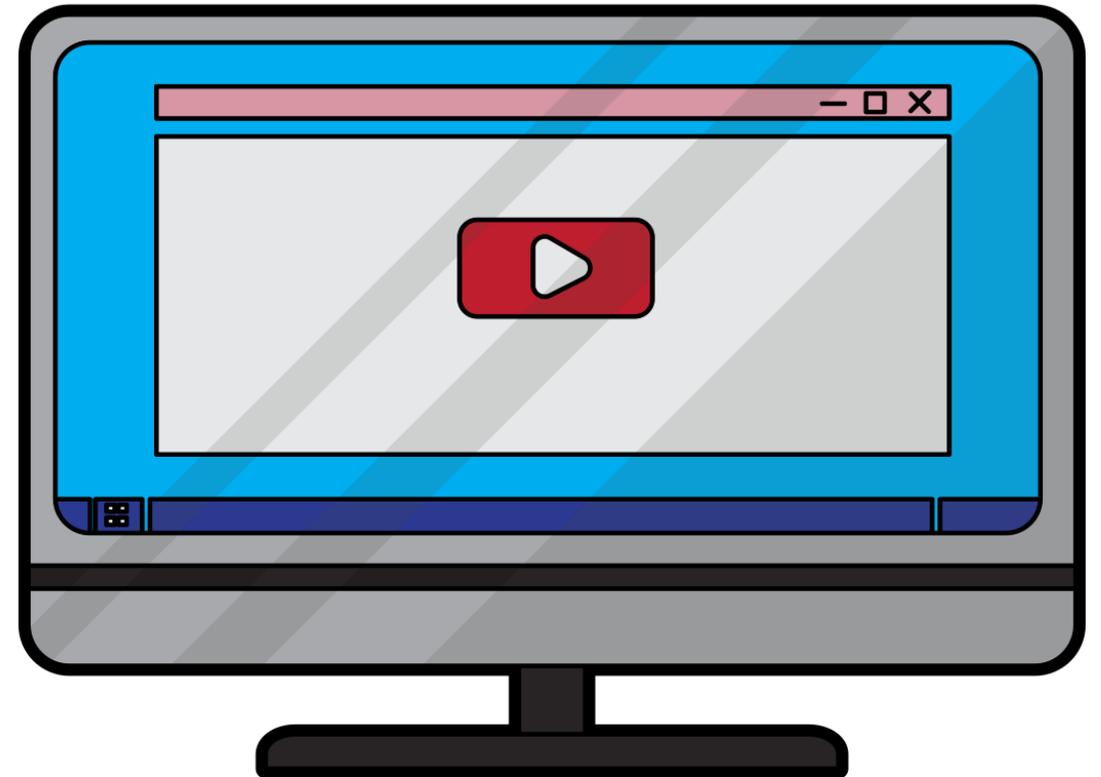
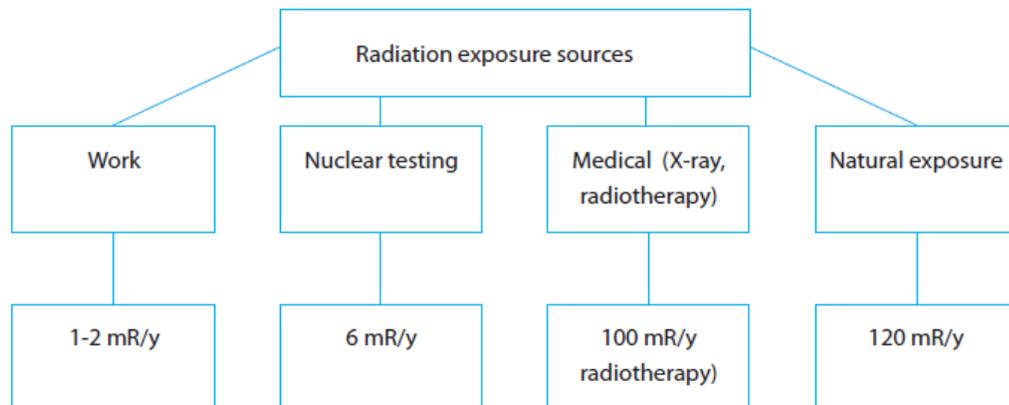
Different types of input

Where does radiation come from?

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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*

You Tube

Habitats

Get transcript to differentiate types of input

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

Live captioning / subtitles

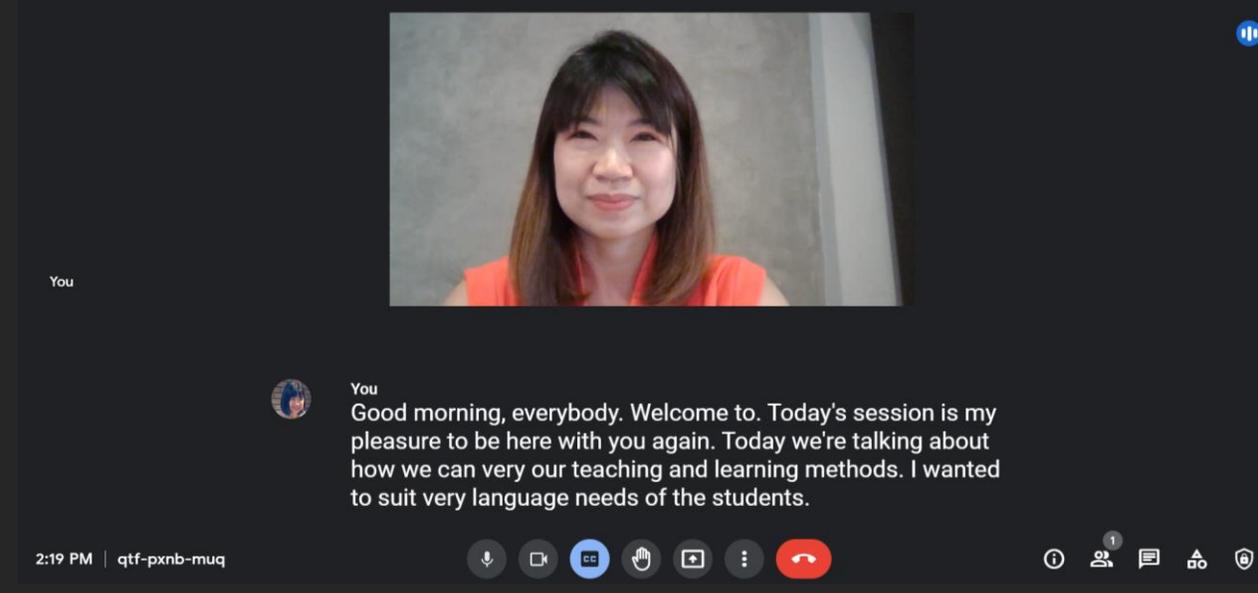
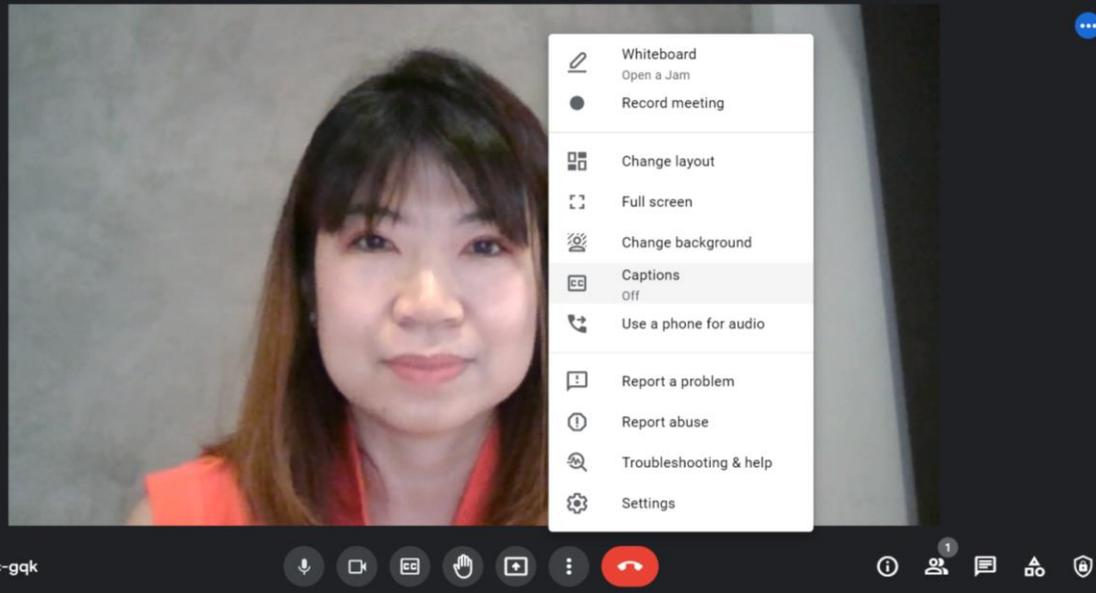


Google Meet

Live captioning



Google Meet



with some limitations, however



Live captioning

The image shows a Zoom meeting interface with a central orange square containing a white letter 'P'. A modal window titled "Assign someone to type" is open, offering two options: "Assign a participant to type" and "I will type". Below this, there is a section titled "Use a 3rd-party CC service" with a "Copy the API token" button and a note: "Copy this token and paste it to a 3rd-party Closed Captioning tool". The bottom toolbar includes icons for Mute, Start Video, Security, Participants (1), Chat, Share Screen, Record, Closed Caption (CC), Breakout Rooms, Reactions, More, and an End button. The name "Pimsiri Taylor" is visible in the top left corner of the toolbar area.

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.

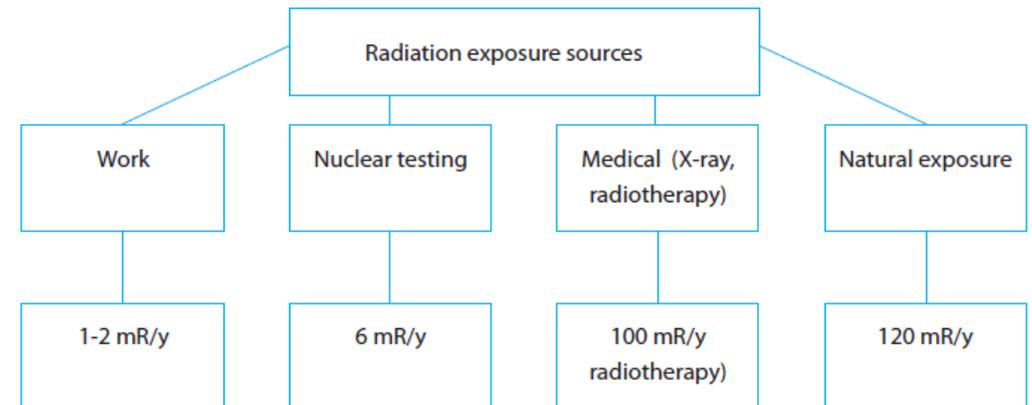
But in reality, especially online learning, students will often go for an easier option...

Where does radiation come from?

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Survey

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Differentiation in the Classroom



Differentiated Instruction

What can we do?

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

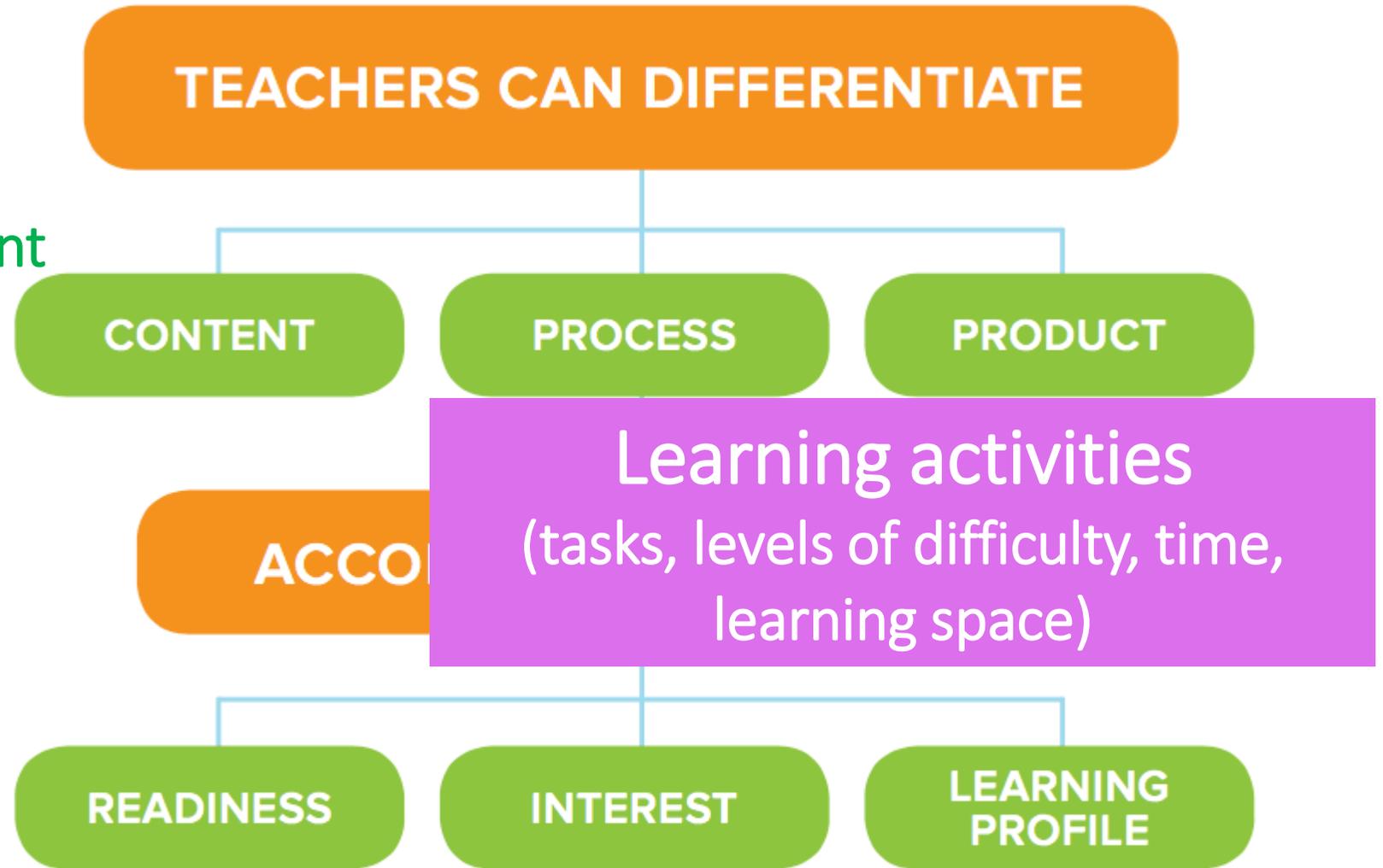


FIGURE 1: DIFFERENTIATED INSTRUCTION GRAPHIC ORGANIZER (TOMLINSON & IMBEAU, 2010)

Sheltered instruction

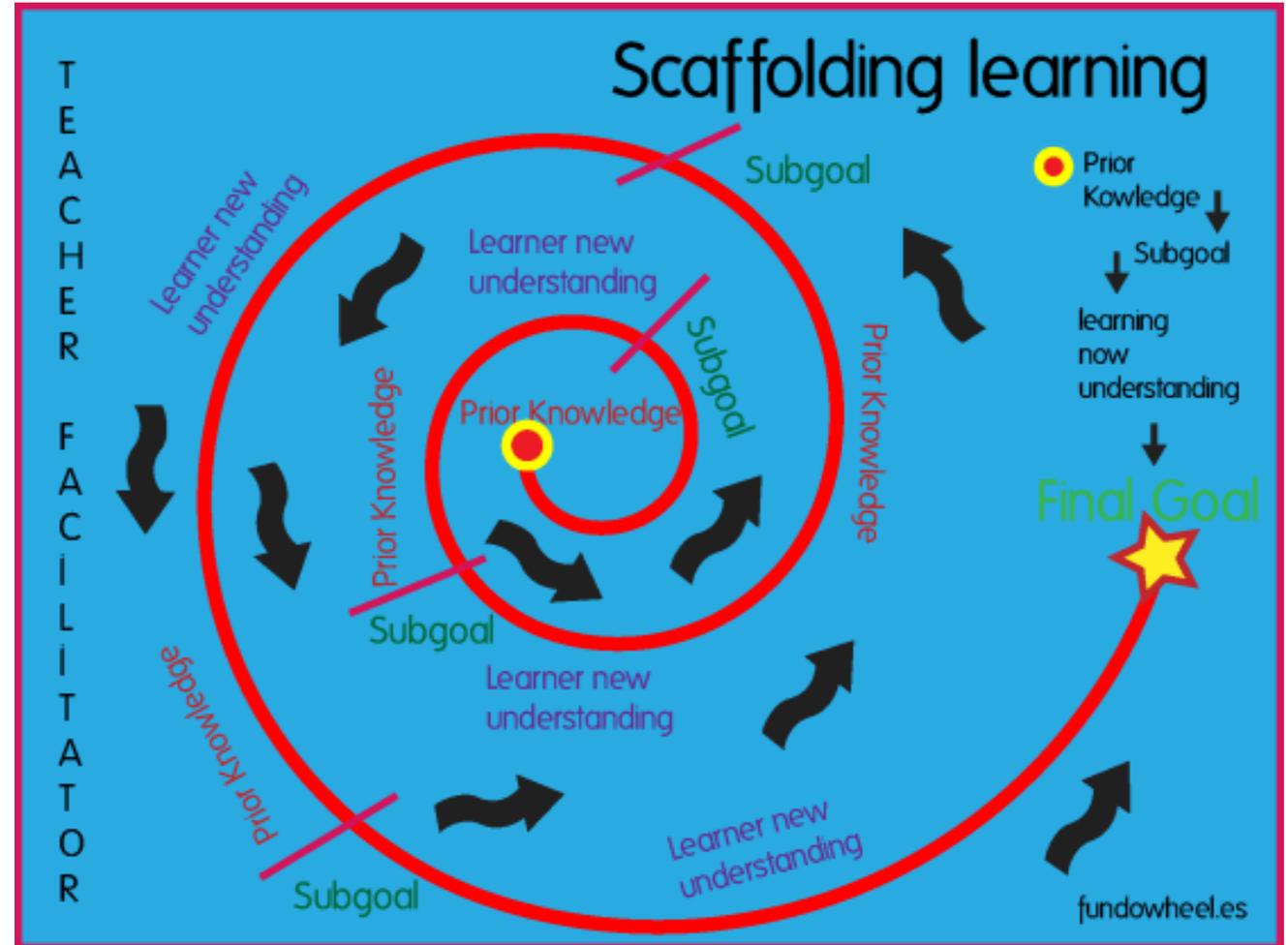
vs

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?

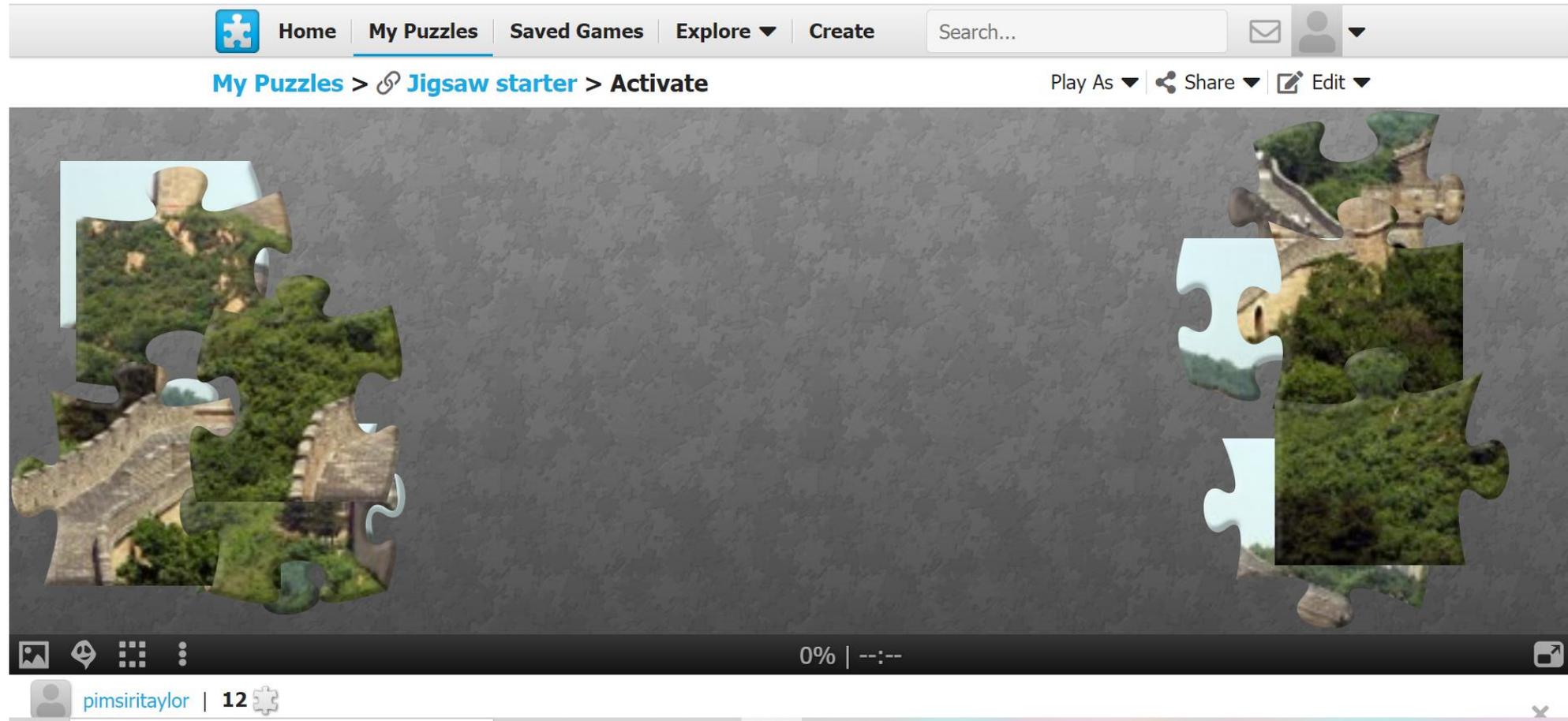
- Help students to recognize what they know and don't know e.g. content and language
- Easier for students to process their learning due to given information before learning the target content in English
- Help teachers to identify students' differences and plan learning activities accordingly
- **Make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

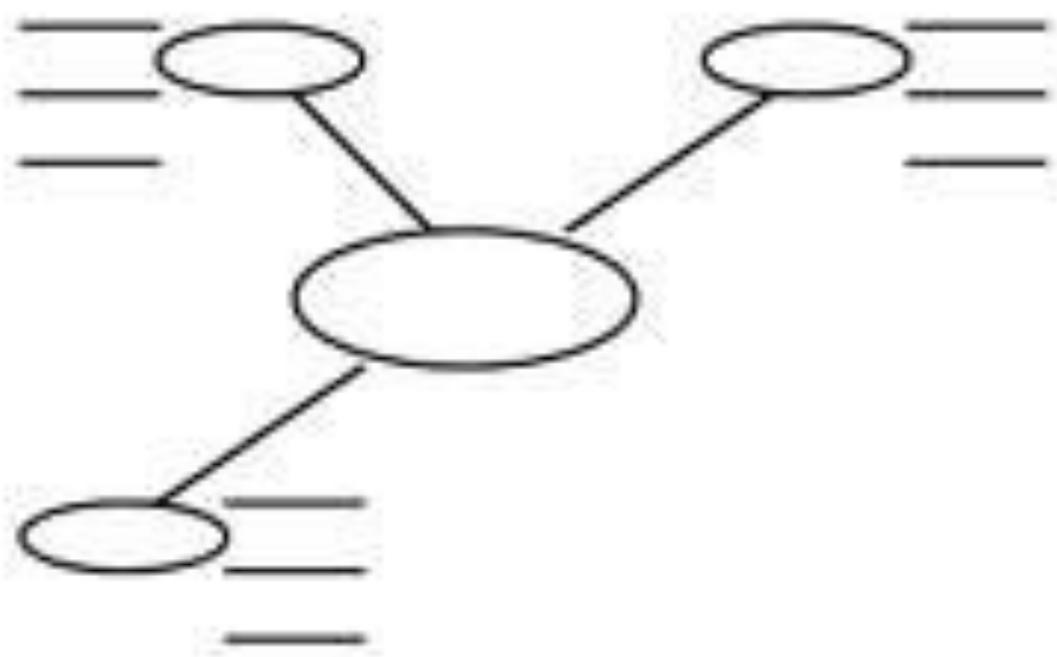
3) Class survey about students' experience related to China



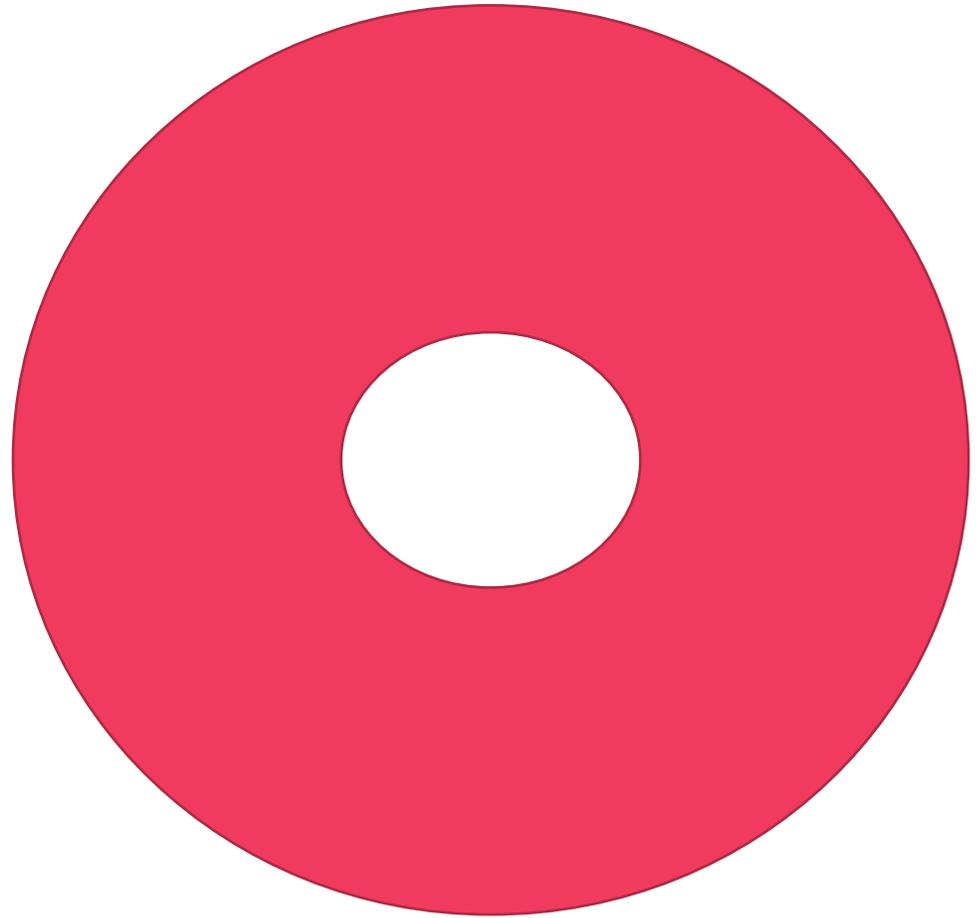
4) Create a table to compare Thailand and China



Word Web



Instead of word web...



Instead of word web



You can also have a class competition

quickest



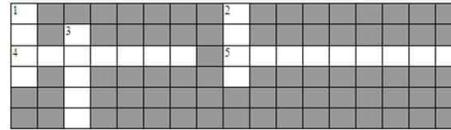
most

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 _____

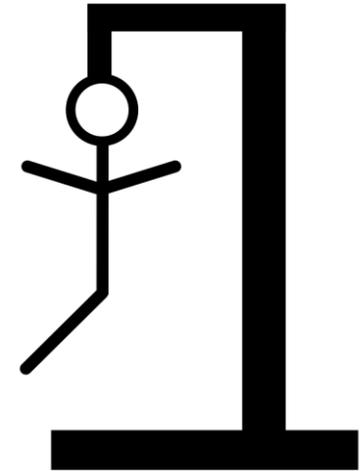
Name: _____

Animal Crossword



Down		Across	
1		4	
2		5	
3			

www.KindergartenTeacherResources.com



<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

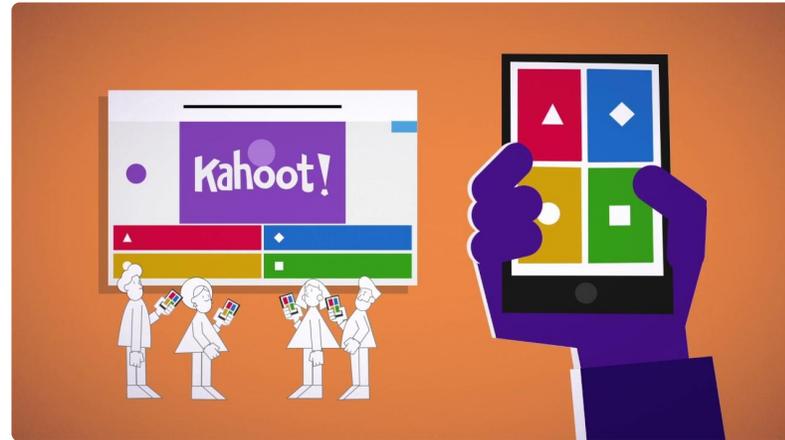
1	2	3	4	5	6	7	8	9
	O		N	T	E		A	
10	11	12	13	14	15	16	17	18
	P					G		

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/

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...

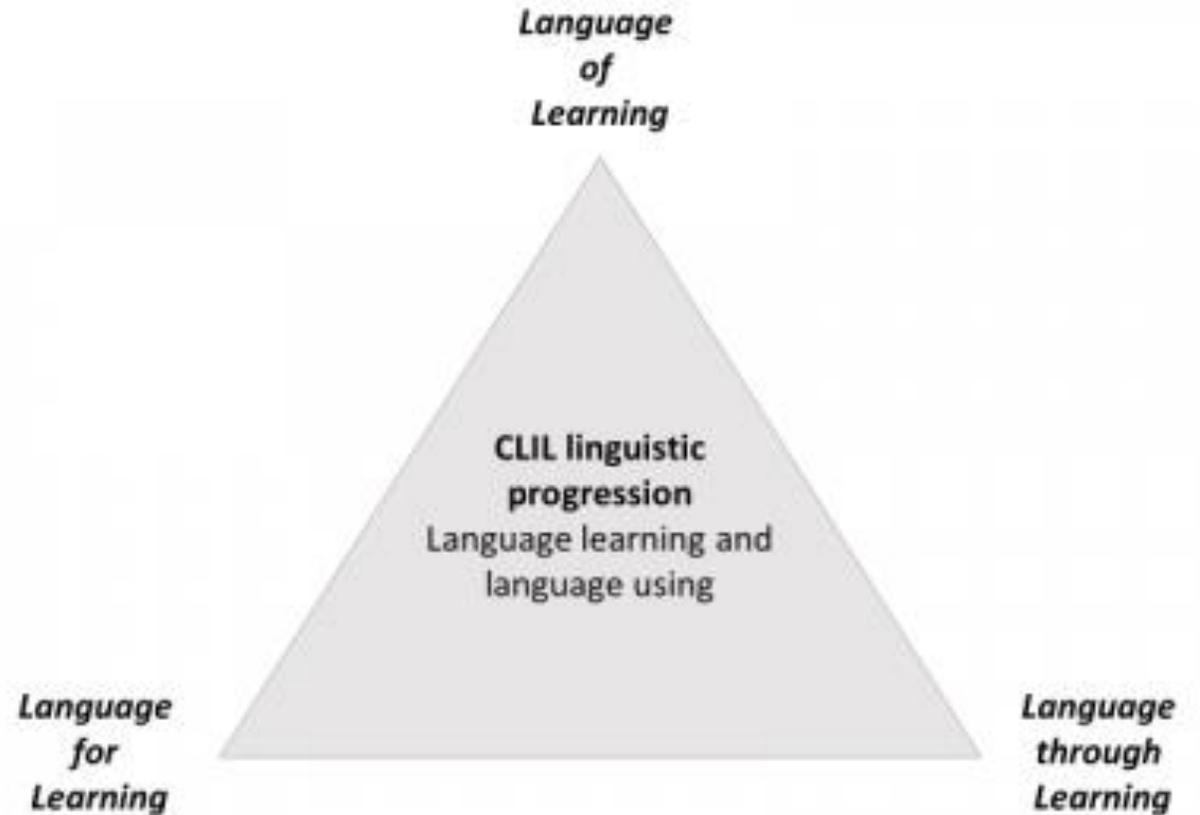
Provide *different tasks* to learn new words



- 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...

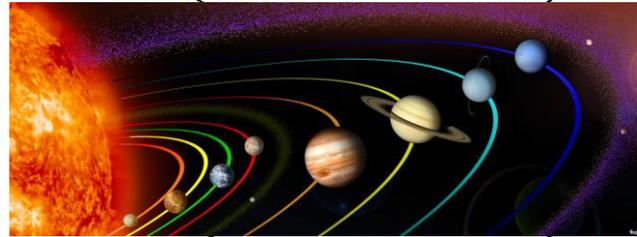


CLIL mindmap

In a nutshell:

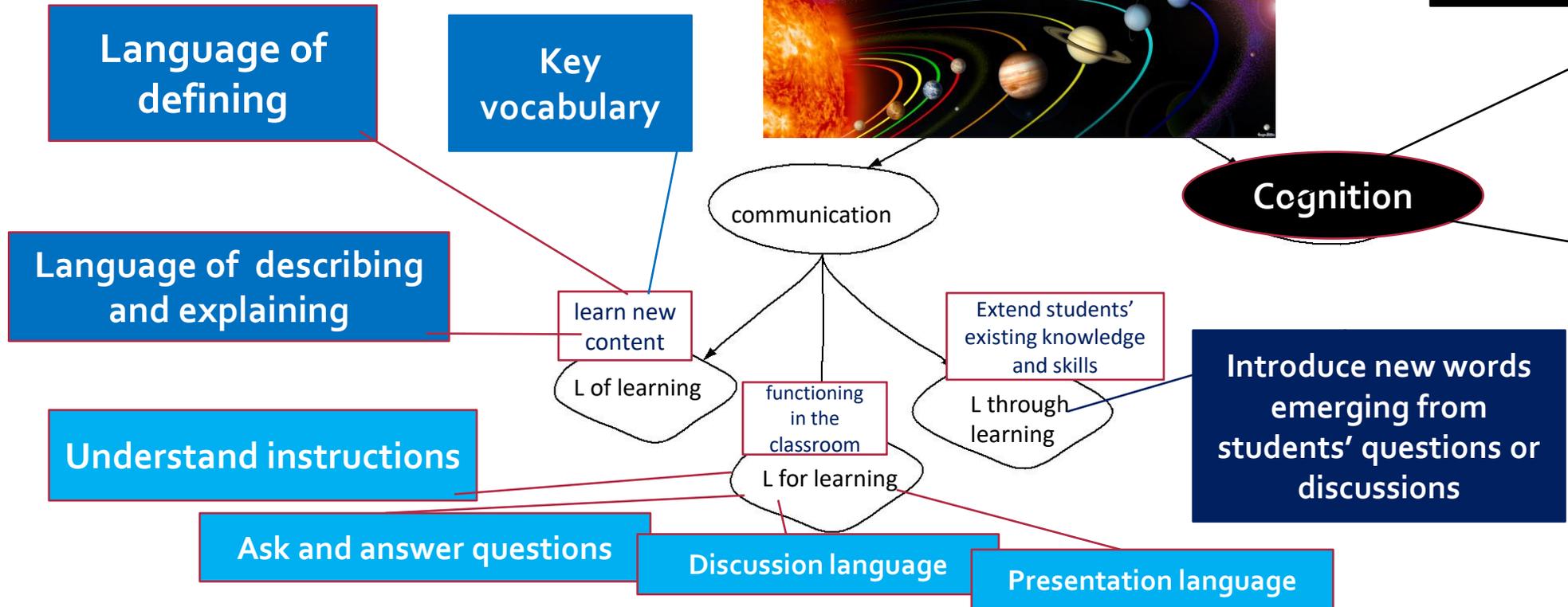
Students *can talk* or *write* about the solar system using *language of defining, describing, explaining*, and *key vocabulary* learned in class.

Language Functions



Recognise planets in the solar system based on size and order

Explain the role of gravity in the solar system



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.

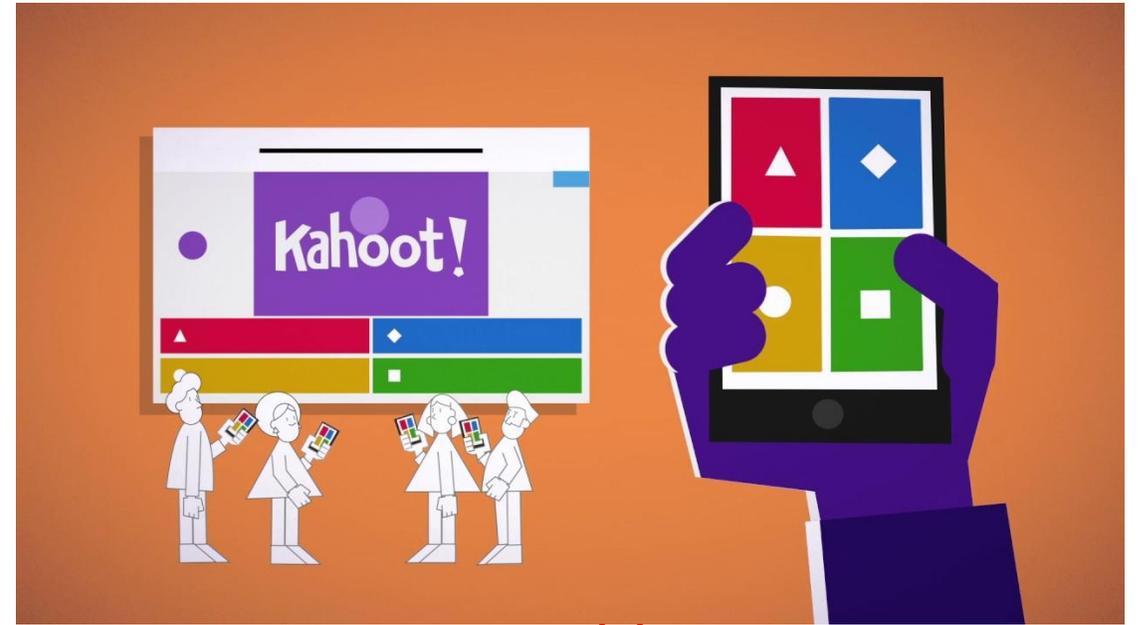
Know

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">• Scrambled sentences• Gap filling• Sentence completion
------------------------------------	--	--------------------------------	--

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		
division	distinguish	scarce		
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

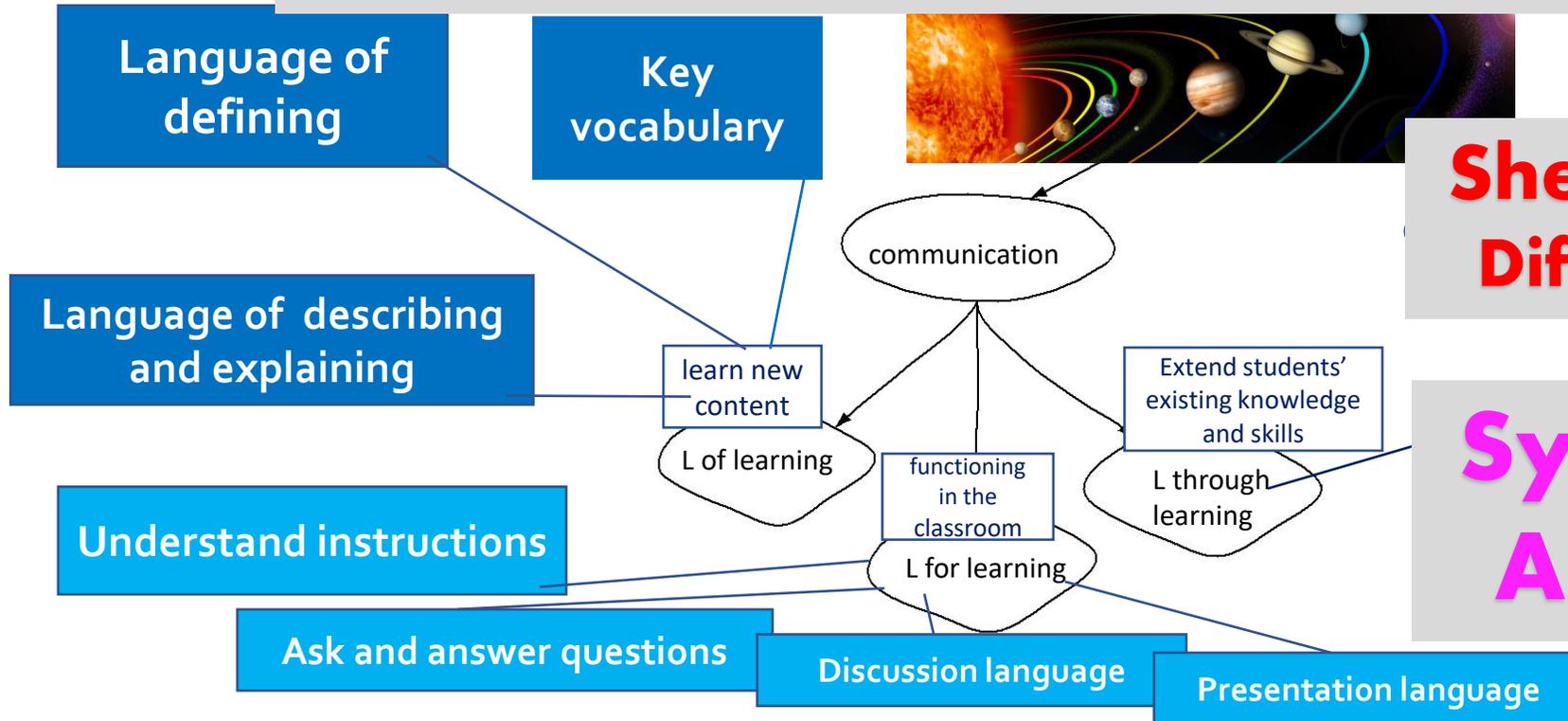
Individual work afterwards



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

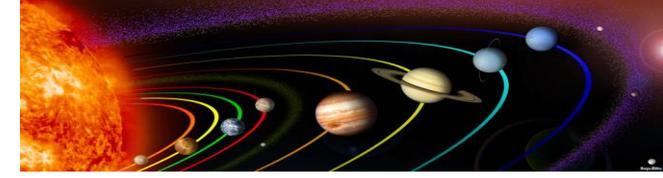
Asynchronous teaching



Google Classroom



Keep the content,
Deal with the linguistic limit!



vocabulary

synchronous

Activate language with pictures

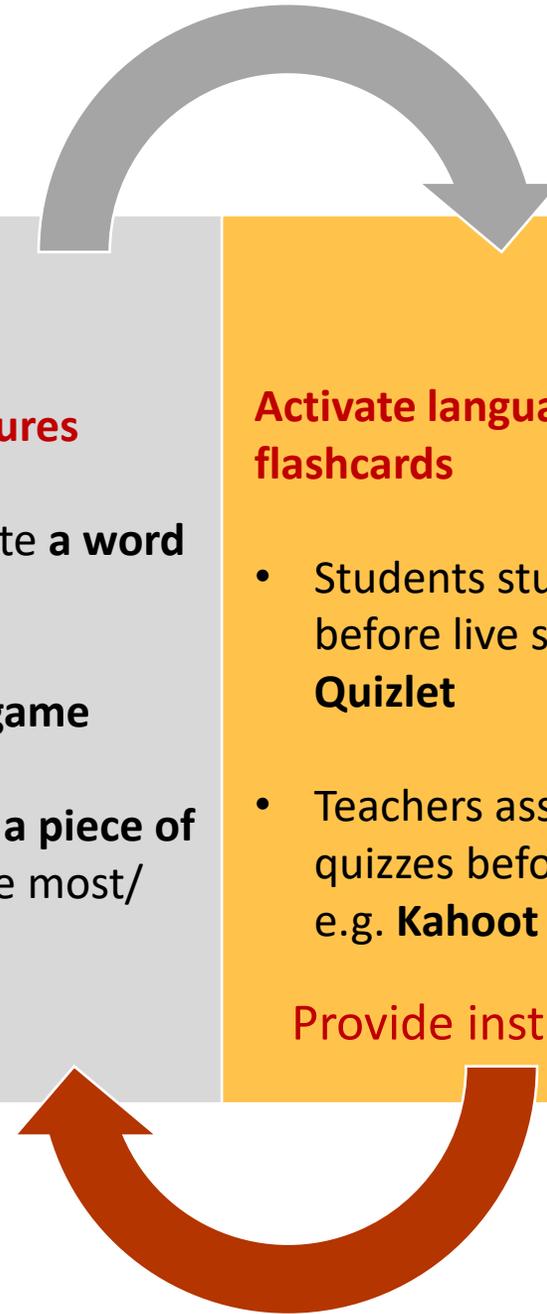
- Students or Teacher create a **word web** with Jamboard
- Teachers use the **donut game**
- Students write words **on a piece of paper** or a **Jamboard** (the most/ the quickest)

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!**



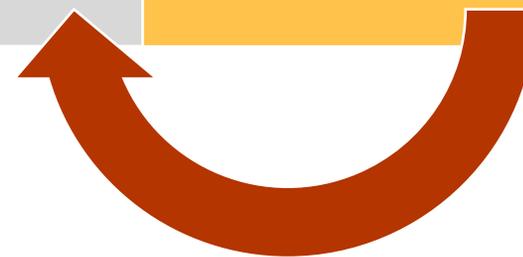
synchronous

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!**



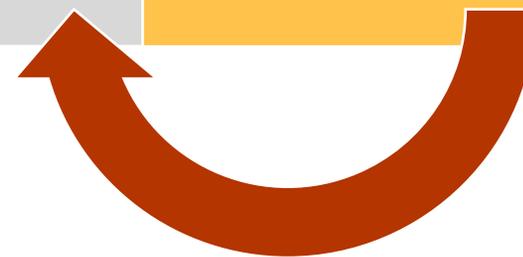
synchronous

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!**

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

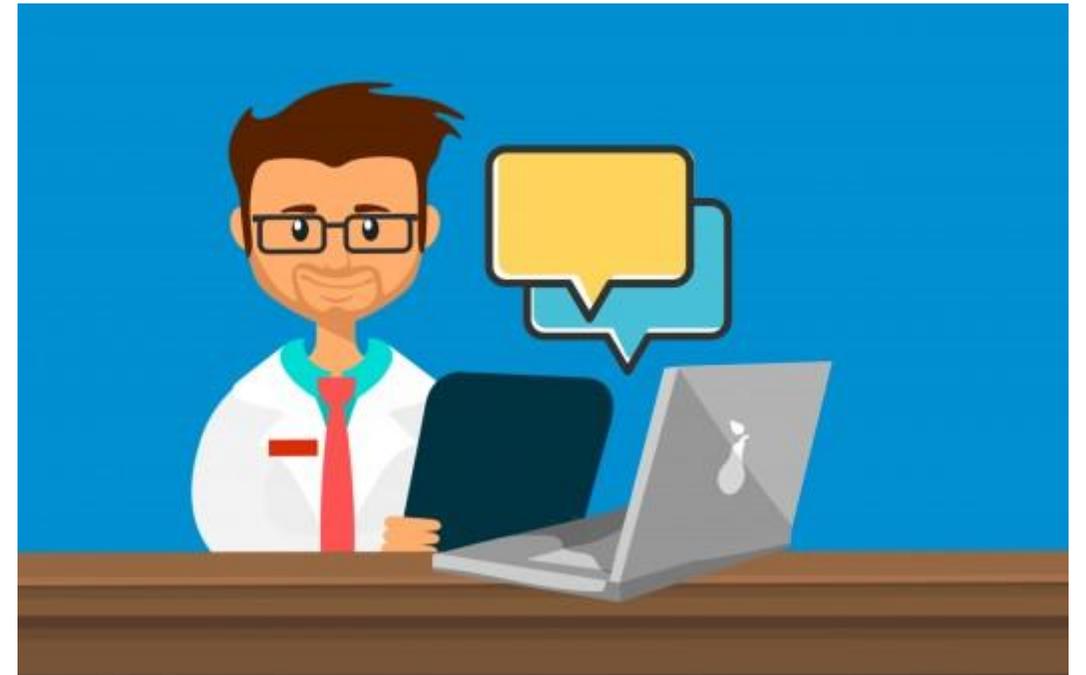
 Pimsiri Taylor
May 23, 8:42 AM

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	Tutorials
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>