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Project Title: Herbs and Health

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The target student population

Age/level of education: Post-Secondary

Language (optional): Thai

Proficiency level (see the ACTFL Proficiency Guidelines and Can-do Statements)

1. Rank your students' relative mastery of the three modes of communication (interpersonal, presentational, and interpretive). Assume a "typical" learner profile.
 1. Interpersonal (oral > written)
 2. Interpretive (reading > listening)
 3. Presentational (speaking > writing)

(2) Rank your students' mastery of the four skills (listening, reading, speaking, writing)

- Listening (Intermediate Mid – High)
- Speaking (Intermediate Mid – High)
- Reading (Intermediate Mid – High)
- Writing (Intermediate Mid – High)

Is this a mixed class? Yes. We anticipate that L2 learners will have higher proficiency than HL learners in interpretive reading and presentational writing while HL learners will have higher proficiency in interpersonal and presentational speaking (Advanced Mid – Low) and interpretive listening (Advanced Mid – High).

Theme and problem



1. **The theme of the project:** Food and Health issues that affect Thais and Thai communities here in the US and in Thailand and lack of awareness and knowledge about traditional herbs and spices that have health benefits.
2. **The real-world problem or driving issue being addressed through this project:**
 - How to create educational materials that will help to increase knowledge about medicinal uses of Thai herbs and spices and their cultural significance amongst Thai language students?
 - How to create educational materials that will help raise awareness of traditional and medicinal uses of Thai herbs and spices within the Thai (American) community?

The product(s)

What is/are the products? Is the problem or driving issue addressed by the product(s)?

There are two products: one bilingual infographic and one informational video to present medicinal values and uses of Thai herbs and spices to help with common health issues. The information video can include lessons learned from interview and/or personal experiences and reflections.

What skills and modes of communication does the creation of this product require?

- Speaking (Intermediate Mid to Advanced Mid)
 - Discussing health concerns and interests with classmates (interpersonal)
 - If students wish and if interests are similar, working collaboratively to choose a focus for the project with classmates (interpersonal)
 - Sharing information about one's own work and findings (presentational/ interpersonal)
 - Interviewing Thai community members about their use of Thai herbs and spices (interpersonal)
- Reading (Intermediate High to Advanced Low)
 - Researching information on their chosen health condition and symptoms (interpretive)
 - Selecting diverse and reliable sources online and in print (interpretive)
- Listening (Intermediate High to Advanced High)
 - Watching videos on selected topic (interpretive)
 - Watching classmates' presentations of their findings (interpretive)
- Writing (Intermediate Mid to Advanced Mid)
 - Summarizing interview/research findings from online/print sources (presentational)
 - Creating comprehension check questions for classmates about own findings (presentation)

- Creating infographic on the health benefits and medicinal use of Thai herbs and spices (presentational)

What is/are the proficiency level(s) associated with the product(s)?

- Product 1 (Bilingual Infographic): Intermediate High
- Product 2 (Informational Video): Intermediate High

Are these input oriented products or output oriented products?

The products are output oriented.

Are there authentic models and sources of information in the target language available to students? Are these accessible?

Yes, there are readily available authentic models and sources for students to use. See examples [here](#).

What are some of the main grammar points that learners need to master in order to produce these products? How are these taught?

- Vocabulary related to body parts, illness, health, and treatment
- Learning to produce and communicate and narrate at paragraph level in all major time frames
 - Benefactive and causative ให้
 - Causative เพื่อ
 - Subordinate clauses with ที่ เพราะ and ซึ่ง and quotative ว่า
 - Auxiliary verbs and modals ได้ ควร ต้อง อย่า ช่วย ขึ้น ลง
 - Conjunctions แต่ และ and จึง
 - Comparatives and superlatives
 - Classifiers

These vocab items and grammar points would be taught in lessons prior to PBL project, however some key terms and constructions that are commonly found in texts related to PBL topic will be reinforced through drill sessions and class exercises that use example passages and model texts.

The process

General description of the process:

1. Students discuss known common health issues (related to self or family members)
2. Students choose their topics
3. Students research selected topics on Thai websites, blogs, podcasts etc.,
4. Students interview Thais about their use of traditional herbs and spices and then share and discuss their findings with classmates
5. Students create bilingual infographics to present their information
 - a. For Thai Americans who may have limited abilities to read Thai
 - b. For Thai restaurants to use with their Thai and non-Thai clientele

What does the information-gathering (also called information collecting) stage of your project look like?

Pre-project preparation: students discuss health issues that concern them and their families; ask questions they want to know about chosen topics

Product 1: Bilingual Infographic

Students collect information about chosen health conditions, symptoms, and Thai herbs from a diverse set of sources (at least two websites/blogs and two print media/infographics) in order to answer their own questions. Instructors will also provide examples of infographics for students to use as reference and models.

Product 2: Informational Video

Students find at least two video clips and/or interviews about their chosen topic. Instructors will provide examples of interviews and informational video clips for students to use as reference and models.

Note: see examples [here](#)

- **What does the information processing and information presenting stage for each of your product(s) look like?** (Information processing will take place during Week 1 of 4)
- Interview Thais about their uses of Thai herbs and spices for medicinal purposes

Product 1: Bilingual Infographic

(Days are approximate and flexible, depending on teaching schedule)

Day 1: Preparation phase

- Students discuss health issues that concern them and their families; ask questions they want to know about chosen topics
- Submit chosen topic and questions about topics at the end of class

Homework: Gather information on chosen topic from (at least two examples of websites/blogs and two examples of infographics), using examples and models provided by instructors

Day 2: Information presenting

- Share their findings with classmates
- As a class, assess, summarize, synthesize examples gathered
 1. Each group of students compile useful verbs, expressions, structures, and key terms found in gathered examples
 2. Each group submit their collected lists and glossary

Homework: Create and submit first draft of infographic text about traditional and medicinal uses for Thai herbs and spices

Day 3: Information Sharing

- In-class peer review of first drafts of infographic texts/lists, using models as baseline
- In-class correction of own first drafts

Homework: Submit revisions of infographic text and preliminary artwork

Day 4: Product Dissemination

- Share final product with class for peer review
- In-class activity – research various platforms for product dissemination

Homework: Within one week (or more), submit final copies of infographics and submit evidence of product circulation where they circulate infographic and information via different platforms (online and print) and to different organizations (government, non-gov, non-profit, restaurant, health facilities that serve Thai speakers).

Product 2: Informational Video

Day 1: Preparation phase

- Students watch examples of interviews and informational video in class.
- Discuss questions from the sample videos
- Submit example questions from the sample videos

Homework: Find at least one interview and one informational video on their chosen topic, using examples and models provided by instructors

Day 2: Information presenting

- Share their findings with classmates
- As a class compile examples of stock phrases and glossary for introductions and interviews found in videos (welcome to....; today we'll talk about...)
- Each group submit their collected list and glossary

Homework: Create and submit at least 10 questions for interview

Day 3: Interview Preparation

- In-class peer review of questions, using models as baseline
- In-class mock interview, pairing HL learning with L2 learners
- Finalize interview questions at the end of class with the help of peers and instructor

Homework: Submit a recording or video of an interview with at least one Thai person (depending on Thai population) about their use, experiences, knowledge of traditional herbs and spices

Day 4: Information Sharing

- Share findings and lessons learned from interview process

Exit Card: submit reflections

Homework: Watch classmate's video(s) as assigned (number depending on class size) and answer the following questions

1. What herbs/spices do the interviewee(s) use?
2. For what purpose do(es) the interviewee(s) use the herbs/spices?
3. How do(es) the interviewee(s) use the herbs/spices?

Day 5: Information Preparation

- Prepare video script draft and storyboard for a 3-5 minute video
 - Video can include the following: interview information, personal reflection, etc.

Homework: Create and submit video clip

Day 6: Video Peer Review (the following week)

- Share videos with class for peer review. Give comments/feedback

Homework: Revise and resubmit video clip. Once approved, disseminate video on platform of choice.

Note: see examples of infographics [here](#).

Assessment

How are the intermediate (i.e. non-final) pieces of the product being assessed? (e.g. daily exit cards)

I. Speaking

- a. Discuss health conditions (self or family members) – class participation points and exit card/reflection
- b. Discuss findings with classmates – Product 1 (video presentation)

II. Listening

- a. Watch and summarize videos about selected topic – information summary
- b. Watch classmates' presentations and answer questions – submit answers

III. Reading

- a. Find a list of blogs/websites/print media/videos about food for medicinal purposes and health in Thai – submit at least two Thai language sources
- b. Learn about chosen topic from selected sources – make and submit glossary of key terms

IV. Writing

- a. Submit a list of questions about chosen topic
- b. Submit answers for own questions from selected sources

- c. Submit a list of questions for classmates to answer about own presentation

How is the final product being assessed?

Via a rubric made available for students and on the basis of quality of content, language, and presentation.

How are students held accountable for individual, as well as group work?

- Intermediate pieces are assessed on an individual basis via exit card, in-class participation points, and submission of assignments
- Final product self-assessed as a group or individually (depending on number of students)

Implementation of the Principles of Differentiated Teaching

How is instruction being differentiated to respond to the needs of learners at different levels of readiness or with different interests, needs, and motivations?

- L2 Learners

To prepare for Product 1 (video), L2 students will role play the interview with HLL classmates. This way, L2 can improve their pronunciation, interpersonal language skills, and build their confidence.

- Heritage Learners

To prepare for Product 2 (infographic), HL students will focus on official and formal language that focuses on health and medicine, two domains generally not used in the home with family, especially with the written text.

If this is a mixed class, what is being done to address the needs of both populations (i.e. HLLs and L2Ls)?

L2 and HL learners work together to complement each other's strengths and weaknesses in language skills. There are 2 products, one that focuses on speaking and interpersonal skills while the other focuses on writing and presentational skills.

Students are able to choose their own focus for the project, whether it be personal health or familial health. For the video project, students interview Thais about their use of herbs and spices which can enrich HL learners' experiences as well as provide cultural lessons for L2 learners.

Other uses and adaptations

What are some ways in which this project can be adapted? For example, how can it be used at a different educational level or at other proficiency levels?

Adaptation for Novice level proficiency

- Compile benefits of herbs and spices at word or simple phrases
- Compile food items and dishes that contain or use herbs and spices

Adaptation for Advanced level proficiency

- Prepare video introduction for herbs and spices
- Write blog entry about the benefits and uses of herb and spices
- Prepare pamphlet on traditional uses and benefits of herbs and spices

Adaptation for younger students

- Create photo glossary or collage for Thai herbs and spices
- Compile food items and dishes that contain or use herbs and spices

Example Texts/Media: <https://drive.google.com/drive/folders/15Kte0qGZGGa-kuVm2Vxw1pFSbc5BrUx6?usp=sharing>