

## **Adoption of Innovative ELT Strategies by English Language Teachers in Rural Laos**

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### **Abstract**

This research project explored the factors affecting the adoption of an innovative and active English language teaching (ELT) strategy by Lao teachers. It also investigated why many teachers found it difficult to adopt the strategy and how an understanding of this difficulty resulted in the creation of an in-service teacher training program. Qualitative data were collected in two time ranges, the first in 2009-2013 obtained from 84 Lao English language teachers, and the second in Summer 2023 consisting of an audio interview with the first author which was an update on what had occurred 10 years after the original data collection. Findings from the first dataset indicated that teachers' internal realities, specifically socio-economic standing, locus of control, self-efficacy, and problem-solving bent, mediated their responses to external realities, namely poverty and limitations in teacher training, student attainment, testing and resources, and the culture-infused school code. These internal and external realities functioned as barriers to the adoption of innovative ELT strategies. Applications of these findings resulted in the creation of a culturally relevant in-service teacher training program, one that incorporated an awareness of these internal and external realities. which then enabled Lao teachers to implement innovative ELT strategies. This paper aims to demonstrate what successful culturally relevant in-service teacher training looks like in rural Laos.

*Keywords:* rural Laos, barriers and solutions, innovative ELT strategies, Southeast Asia

Laos, or the Lao People's Democratic Republic, is situated within the Southeast Asian peninsula. Its people consist of the Lao-Tai, Mon-Khmer, Hmong-Yao, and Tibeto-Burman (Ministry of Planning and Investment, 2016), among others, are collectivist in nature (Hofstede et al., 2010), and practice Theravada Buddhism (Sorensen & Nielsen, 2018). Educationally, nearly 40 percent of its students enter first grade being taught in a language that is not their home language (Noonan & Phommalangsy, 2020). Multiple factors, including political instability, poverty, and cultural and linguistic diversity, have impacted the current education system (Dorner & Gorman, 2011; Phonesavanh, 2009). Furthermore, because 62 percent of Laos is rural (The World Bank, 2022), it could be intimated that much of rural Laos – that is the remote, isolated, and mountainous areas – is poor. As such, it is not surprising that “[i]n order for Laos to catch up with other countries, both socially and economically, and to rise in position from the least developed country in the world, the government considers education as the most important factor for Laos to help meet its social-economic development targets in the future” (Phonesavanh, 2009, p. 3), particularly in view of its goal to exit the least developed country designation by 2025 (Onphanhdala & Philavong, 2022).

This research project consisted of two parts. The original doctoral dissertation study (Doeden, 2014), henceforth referred to as the original study, explored factors affecting the adoption of an innovative and active English language teaching (ELT) strategy by primary to tertiary level Lao English language teachers. The strategy in question was that of an inside-outside circle game, which consisted of a configuration of students making up a circle within-and-facing an outside circle of students for face-to-face oral production of English while at the same time making learning English fun. This strategy was intended to encourage engaging, collaborative, and active learning in the various domains of English; increase student talk time and peer teaching; and was especially effective in multi-leveled classrooms. This project then went on to provide an update obtained 10 years later that looked at applications of the original study's findings.

## Literature Review

### Diffusion of Innovations (DOI)

The first area of the literature review focuses on Rogers' (2003) Diffusion of Innovations (DOI) model, which proposed five categories of adopters: innovators, early adopters, early majority, late majority, and laggards. In the original study (Doeden, 2014), an example of incomplete diffusion, only two categories emerged: Emergent Adopters (EAs) and Non-Adopters (NAs). Rogers (2003) did offer examples of innovations that failed to diffuse broadly due to worldview differences, and the original study (Doeden, 2014) added a new piece to the puzzle, namely external realities primarily caused by poverty that impeded the dispersion of an innovation.

Henrichsen (1989) stressed that to reach DOI when attempting cross-cultural ELT innovations, a more thorough analysis of antecedents was required. He suggested a thorough and careful analysis of historical and socio-cultural forces that had potential to impact ELT reform. More specifically, Henrichsen (1989) advanced the necessity to understand more deeply the culture

of the schools where innovation was planned, the “invisible aspects” (p. 9) or complexities the change agent never envisioned.

### **Culture’s Impact on Teacher Cognition**

Early researchers in cognition, such as Piaget (1936), submitted that all humans went through the same stages of cognitive development. In the early 20th century, anthropologists began noticing differences in cognition from one culture to another. Now, it is an accepted fact that differing cognitions arise from differing cultural milieu, as indicated by participants’ socio-economic standing in the original study (Doeden, 2014).

Empirical analysis by Oettingen (1995) of the link between culture and self-efficacy indicated that countries that reflected strong collectivism, high power distance, and strong uncertainty avoidance along with an emphasis on social comparison, like Laos, also demonstrated pessimistic self-beliefs. In contrast, countries that reflected an individualist, weak uncertainty avoidance, and a less conformity-driven environment, such as the United States (US), exhibited more optimistic self-possession beliefs. Oettingen (1995) suggested that low efficacy beliefs undermined motivation and impaired cognitive functioning. Additionally, people with low self-esteem gave up more readily in the face of difficulties. In contrast, people with strong self-confidence demonstrated greater persistence in addressing challenges, had less fear of failure, and exhibited improved problem-focused analytic thinking.

Nisbett (2003) advanced that people apprehended the world differently due to varying ecologies, societal structures, and educational systems. Specifically, Nisbett and Miyamoto (2005) investigated holistic/concrete versus analytic/abstract reasoning in diverse cultures and life-situations. Nisbett and associates submitted that differences in cognition development, specifically thinking and problem-solving skills, had an ecocultural basis, as demonstrated by the original study’s (Doeden, 2014) proposition that the life-situation, namely struggle versus ease, was the substratum from which cognitions were forged.

### **Reconciliation of Beliefs to Promote Change**

In order to optimize rather than preserve one’s learning and teaching preferences, Song et al. (2007) suggested that both teacher and student made assumptions known, honed the ability to detect teaching-learning misalignment, and were willing to adapt strategies accordingly. This model may have limitations in Laos where the teacher, according to culture, is always right. A mutually beneficial interaction where both teacher and student express feelings of dissonance and then seek to understand each other’s beliefs regarding education with the purpose of reconciliation is well outside their norm.

DeCapua and Marshall’s (2023) Mutually Adaptive Learning Paradigm (MALP) model stressed that teachers had the responsibility to notice student dissonance during the learning process and thereafter to adjust their strategies to fit their students’ learning needs. MALP recognized that the students for which it was developed came from mostly traditional societies

and would never dream of approaching the teacher with issues they were having. In light of MALP's emphasis on the teacher moving toward the learner, the original findings (Doeden, 2014) regarding external experiences and internal particulars become significant for anyone involved in educational reform in Laos.

## Methodology

### Researchers' Roles

The first author was born and raised in a small town in the United States and works for a non-governmental organization (NGO), having been immersed in the Lao educational system since 1998, first as a university professor and then as an in-service teacher trainer. The second author was born and raised in the capital city of Malaysia, has lived in the US since 2000, is a Teaching English to Speakers of Other Languages (TESOL) professor at a university in the US, and participated in a three-week teacher training program with the NGO in Laos in Summer 2023.

### Participants, Data Collection, and Data Analysis

Data were collected in two time ranges, the first from 2009 to 2013, and the second in 2023. In the original study's 2009-2013 dataset, the participants consisted of 84 English language instructors in institutions ranging from the primary to tertiary levels, as shown in Table 1 below:

**Table 1**  
*Study Participants in the 2009-2013 Dataset*

	Study Participants		Totals
	2009/2010	2010-2011; 2013	
Teachers	40 centrally located original in-service teachers	15 in-service teachers in the north	55
Undergraduate students	13 practicing teacher university students		13
Professors	7 professors at a teacher training college	9 professors at two universities	16
			84

The core of the data came from the 40 centrally located original in-service teachers. This data, consisting of seven months of non-participant observation, interviews and focus groups, were collected in fall and winter of 2009/2010 by Manivanh, the first author's former university student and research assistant: "I realized that she would likely obtain better data than most anyone I could envision. She was trusted in her community and school as well as throughout the district. She would be able to act in culturally appropriate ways, establish trust in the local language, know when to pursue further questioning, when to cease, and the like." (Doeden, 2014, p. 75). All but four of the interviews were conducted in Lao. The rest of the data,

collected in December 2010 to January 2011 and in spring 2013, served to extend and confirm the original study's (Doeden, 2014) findings.

Lao field notes or recordings were transcribed, translated, and checked by Lao nationals for subtleties and nuances. Data coding and analysis, using NVivo 9, included initial open coding (Charmaz, 2014), axial coding of emergent themes (Creswell & Poth, 2024), selective coding to tell the story, and memo writing.

In 2023, the second author interviewed the first author to obtain an update on what had occurred in the setting 10 years after the original data collection. With regards to ethical considerations, there were negligible foreseeable ethical risks for this research.

### **Research Questions**

As such, the research questions were:

1. Based on the original doctoral dissertation study's 2009-2013 dataset, what factors affected teachers' capacity to adopt an innovative ELT strategy to which they were recently exposed?
2. Based on the 2023 dataset, what had changed 10 years after the original data collection? What practical and culturally relevant applications arose out of the findings of the previous dataset?

### **Discussion**

In answer to the first research question, based on the original study's 2009-2013 dataset, teachers' abilities to implement an innovative ELT strategy could be analyzed from the perspectives of external realities, consisting of systemic challenges and the school code, and internal teacher factors, comprising socio-economic standing and cognitive propensities. More specifically, the central understanding to emerge from the original study (Doeden, 2014) was that teachers' capacity to cope with tension – strengthened or weakened by the completeness of their “package” of internal particulars (Chua & Rubenfeld, 2014) – governed the influence of certain external realities that functioned as barriers to the adoption of the innovative ELT strategy. While all teachers encountered the same external realities, their internal characteristics mediated their experience of those realities, which in turn governed their ability to cope with and adopt the strategy. Of the 40 in-service teachers mentioned above, there were seven EAs and 33 NAs, illustrating a partial demonstration of Rogers' (2003) continuum of innovators, early adopters, early majority, late majority, and laggards.

## **External Realities: Systemic Challenges**

### ***Teacher Training Processes***

The first systemic challenge related to teacher training, which according to Kongsy and Bounchanh (2011), “does not seem to make much of a difference in the professional practices of teachers” (p. 44). Reasons were three-fold. The first reason was the incomplete melding, because of insufficient funds, between government expectations of the teacher training programs, what those programs could actually achieve, and the needs of the schools where newly certified teachers were sent (Professor Fong). The second reason pertained to the low quality of certified and teacher graduates (Gutiérrez-Colón & Somsivilay, 2021). This was especially true of rural teachers, bearing in mind that 62 percent of Laos is rural (The World Bank, 2022). Professor Jai commented, “To speak frankly, a number of English education students graduate from here who still can’t read from A to Z correctly ... If it’s like that, how can they go on to develop anything at their locations? ... They’ll just go along with the conditions around them [i.e., cease active teaching strategies learned at college]. They’ll teach without any creativity. I think this happens to a large percent.”. Indeed, the teachers’ low English language proficiency and pedagogical aptitude lowered their self-esteem, and hence their teaching effectiveness (Rotter, 1990). The third reason was ill-prepared teacher training program entrants (Macalister & Phonekeo, 2022). These three reasons caused a vicious cycle that resulted in persisting teacher training inadequacies.

### ***Systematic Low Student Attainment***

The second systemic challenge was that of systematic below average student attainment, particularly in English language ability, caused by the large numbers of minority students, the low value of education, and the irrelevancy and lack of interest in English (Xaypanya et al., 2017). Illiteracy, malnutrition, and deplorable learning environments were also suggested as possible causes of widespread unsatisfactory student attainment.

### ***Testing Ineffectiveness***

The third educational system challenge was that of testing ineffectiveness. Anecdotally, one of the most widespread testing issues was cheating, with the main concerns being “passing students on” even though they were not learning (Huijsmans & Piti, 2021). Indeed, both authors had experienced teachers cheating, whereby the practice was not considered to be wrong. The practice of cheating occurred because processes and resources were still insufficient to ensure that students passed the tests, including the lack of teachers, lack of funds, one book per class, no remedial system, inadequately prepared teachers and students, and language minority students who could not speak the national language.

### ***Resource Limitations***

The fourth systemic challenge was that of resource limitations. Pervasive poverty, livelihood issues and low teacher salaries (Benveniste et al., 2007) required that most teachers supplement their salaries with various livelihood activities (Huijsmans & Piti, 2021). Non-adopter (NA) Khamphanh, as a half-teacher/half farmer, explained: “During harvest time, we get up really early to harvest the rice before work hours, and then when it is time to come to teach, I quickly take a bath and come teach, after I finish teaching I go back to work in the fields like before. That is the time that I am really busy and life is complicated .... Usually I don’t teach quite 100%, because it is so busy.” Related to the issue of low teacher salaries was that of permanent civil servant status. When there is a lack of funding, first year teachers in Laos are sometimes hired on as volunteers with an expectation that they will teach full schedules without receiving permanent civil servant teacher salaries, and even then a new teacher with a BA only earns approximately 2,400,000 kip or \$120 per month (Doeden, personal communication, September 20, 2023). Structural and material resource limitations also emerged in the form of the lack of books and teaching materials, poor classroom construction and furniture, and the large number of students per class (Macalister & Phonekeo, 2022). For the most part, only the teacher had a book, and students per class ranged from 35-90, with the most common numbers being 45-50 students per class. Concerning the human aspect and resource limitations, one of the main challenges related to the number of students per class, which in turn was related to priorities and funding at the central government, district and village levels.

### **External Realities: The School Code**

#### ***Ambient Cultural Norms***

The first aspect of the school code, the Lao ambient culture, could be perceived in three ways. The first had to do with the centrality of society, namely that of adhering to the traditional beliefs and customs of the elders, including traditional teaching methodologies and ideologies. Good persons were ones who were respected in society because they considered societal opinion and acted accordingly. Anything that lessened that respect, for example, attempting to use student-centered teaching methodologies by teachers who lacked the capacity to do so, was subject to rejection (Dorner & Gorman, 2011). The second had to do with the use of shame as a societal management force. Hofstede et al. (2010) stated, “In the collectivist classroom, the virtues of harmony and maintaining face reign[ed] supreme” (p. 118). Doing something bad and being found out or disappointing one’s in-group were very shameful things for a person to bear. This came into play regarding a teacher’s behavior in the classroom. Educators did not want to make others look bad or seem to upset the system by introducing changes that might be perceived as criticism of how things were. The third had to do with the moderation of ambition and the extreme laid-back nature of Lao society, as illustrated by three very popular phrases in the Lao language: *bo pen yang* [“never mind” or “it does not matter”], *jaiyen* [“stay cool – keep a cool heart”], and *sabai sabai* [“relax, do not worry, take it easy – no need to hurry”].



### ***Lao Culture of Learning and the Prescribed Curriculum***

There were two key elements of the school code, the first being the Lao culture of learning, where traditional teaching methods predominated (Scollon et al., 2012), as evidenced by lectures, the teacher as guru, students as passive learners, dictation and rote memorization, imitation and repetition. Teacher Kham concluded: “Now these methods are the laid-back and relaxed *sabai* way to teach! If we teach any other way, for instance, use activities, it would be way too tiring! *man meuay* ... The lecture-format is easy *man ngai* and more manageable.” This teacher used three popular Lao expressions, reminiscent of the Lao ambient culture, to describe the general manner of teaching for most Lao teachers: laid-back or relaxed, not tiring, and easy. The Lao culture of learning was underpinned by educational philosophical ideals (Hofstede et al., 2010) that emphasized: (1) The preeminence of being in control of a quiet learning environment, indicative of high power distance, as opposed to the chaos that ensued in a more active learning environment; (2) Dependent learning where the teacher had to be present, suggestive of uncertainty avoidance rather than peer teaching; and (3) Teacher as second mother or master printer, demonstrating the feminine nature of Lao ambient culture, which discouraged critical thinking (Oettingen, 1995). The second key element of the school code was that of the government prescribed curriculum, which limited the amount of time available to implement active learning activities. The Ministry of Education pointed out that “the strong rule governed curriculum makes it difficult for teachers to become flexible in relation to students’ individual needs” (as cited in Kongsy & Bounchanh, 2011, p. 45).

### **Internal Teacher Particulars: Socio-Economic Standing**

People gained facility in what their situation demanded (Hofstede et al., 2010) – what they thought, attended to, and perceived were partially determined by their environmental influences (Bandura, 1977). In the original study (Doeden, 2014), the socio-economic standing of the teachers could be seen from the perspectives of the EAs’ struggle and independent-based life situation and the NAs’ ease and interdependent-based life situation.

### ***EAs: Struggle and Independent-based Life Situation***

The EAs expressed a struggle and independent-based life that resulted from navigating extreme poverty without a well-developed social web of key people in status positions who could help them attain what was desired in society. They demonstrated unceasing hard work and an attenuated norm attunement, which is a relative freedom to vary from the social norm. This struggle and independent-based life seemed to stem from a *su seevit* or struggle-against-all-odds-to-survive ethos birthed within a life-condition lacking in higher status in-group members who could help in life’s ventures, suggesting that “The ability to improvise with the resources at hand is ... characteristic of resilience” (Gonzalez, 2010, Hardship and Resilience, para 2).

### ***NAs: Ease and Interdependent-based Life Situation***

Three divergent conditions emerged that typified the NA's ease and interdependent-based life experience, namely average economic status, higher status in-group members, and strong norm attunement. The original study's 2009-2013 dataset showed that the NA's ease and interdependent-based life stemmed from a life-condition within a well-established web of relationships. When a need arose, these higher status in-group members helped the person in need attain the desirable benefit. This enabled them to climb the social ladder with more ease while securing greater financial benefits. In such a system, it was vital, at all times, to manage these important relationships. To that end, an ease and interdependent-based person typically expressed strong norm attunement in the form of speaking and behaving along socially accepted lines.

### **Internal Teacher Particulars: Cognitive Propensities**

#### ***Locus of Control: Internal versus External***

Cognitive propensities can firstly be examined from the perspective of locus of control. An internal locus of control is defined as “[t]he degree to which persons expect that a reinforcement or an outcome of their behavior is contingent on their own behavior or personal characteristics” (Rotter, 1990, p. 489) while an external locus of control is defined as “[t]he degree to which persons expect that the reinforcement or outcome is a function of chance, luck, or fate, is under the control of powerful others, or is simply unpredictable” (Rotter, 1990, p. 489). The original study's 2009-2013 dataset showed that EAs strongly evidenced an internal locus of control in contrast to the strong external orientation of most NAs, who prioritized three very important Lao in-group values affecting locus of control. These three values were (1) *bounkhun*, feeling and acting out gratitude to those who had given so much, particularly one's mother; (2) *namjai*, literally “water from the heart,” which referred to showing kindness or helping others even when it was inconvenient, without expecting anything in return; and (3) *gengjai*, not disturbing others, usually one's superiors/elders, even when one needed their help, and not criticizing or correcting others even if one knew they were wrong, especially if one was the subordinate. When discussing a good teacher, five of seven EAs relayed, as Manivanh did, that “If the students are able to learn from us, then that means we teach well.” On the other hand, according to most NAs, “I think that in the end it depends on the students” whether a teacher was good or not. In sum, the data seemed to point to a tendency for the majority of the 40 teachers in this original study (Doeden, 2014) to see life from a more external perspective in contrast with the few, the EAs, who viewed their lives from a more internal perspective.

#### ***Self-efficacy: EAs' Strong versus NAs' Attenuated Self-Efficacy***

As teachers discussed their use or nonuse of the new strategy they had been introduced to, three main themes emerged. The first had to do with perseverance and determination in the face of a challenging task. EAs used the word *ot thon* or “to persevere to the end” to express what it took to implement the strategy and to ensure that students learned while NAs used it to describe

their quests for full-time government status teaching positions. The second theme was that of the teaching task. EAs showed higher levels of confidence, especially in the teaching task; exhibited a more positive and adaptive classroom management style; evidenced innovative teaching strategies in their classrooms, and described adaptations of the learning strategy in which they had been trained. In contrast, NAs practiced the more traditional classroom control style and showed evidence of adapting well in social situations. The third theme pertained to the EA's interest in professional development and openness to new methods. Bandura (1986) advanced that mastery experiences were the main sources of people's development of self-assuredness. The very fact that they adopted the new strategy showed that EAs were not only open to new methods, but also had the efficacy to implement them in extremely challenging situations.

### ***Problem-Solving Bent: EA Abstract versus NA Concrete***

The NAs typically envisioned the new learning strategy in the way it had been modeled in training, in the concrete “here and now” (Ylvisaker et al., 2006). Conversely, the EAs, thinking more abstractly, were able to construct bridges of ideas from the concrete “here and now” presentation of the learning strategy back to the real world situation of their classrooms, even in the face of barriers. They were able to piece out the attributes and relationships between the new English language activity and their real situation, analyze them, and if necessary, adapt the form they were trained in to fit their current situation. It should be noted, however, that the reduced self-confidence and concrete bent of the NAs only applied to teaching—they demonstrated a strong self-assurance and abstract bent with regards to the maintenance of in-group relationships and adaptation to social situations, suggesting that self-efficacy and abstraction were characteristics within a person's domain of importance.

### **Practical Applications**

In answer to the second research question, having taken teachers' external and internal realities into consideration as revealed by the findings of the original 2009-2013 dataset (Doeden, 2014), the practical applications as exemplified by the 2023 dataset with participant quotations from the first author, found their greatest benefits in the rural and remote areas of Laos. These practical applications were encapsulated in the three Memoranda of Understanding (MOU) signed with the Ministry of Education and Sports of Laos and implemented in the provinces of Vientiane, Xieng Khouang, and Hua Phan respectively, as indicated in Figure 1 below:

**Figure 1**

*MOU implementations in the Provinces of Vientiane, Xieng Khouang, and Hua Phan*



*Note.* Modified from Provinces of Laos Map, <https://www.worldatlas.com/maps/lao-people-s-democratic-republic>.

Through the MOU, a decree was provided by the Ministry of Education and Sports that was disseminated to the specified provinces, districts, and schools. This decree mandated the attendance of every English teacher at the trainings aimed at improving the pedagogy and English language proficiency of the Lao English language teachers, and their ability to implement the prescribed English curriculum created by the Ministry of Education and Sports.

Since the start of the programs in 2015, approximately 600 teachers have been trained and 490 classes observed. The trainings generally occurred for 10 or 15 days in the summer and consisted of two different programs, the three-, two-, or one-year regular program and the Practicum for Trainers program respectively. In between the summers, all teachers in the regular program were observed in their own classrooms. In a three-year period, these teachers

were observed because, as the first author noted, these observations were the impetus for the implementation and subsequent continuation of the program, without which the teachers might not have been motivated to put into practice what they had been taught.

## **The Programs**

### ***Summer Programs***

In a particular province, over 10 days in the summer, the three-, two- and one-year regular programs were implemented in the poorest and most remote districts, the “medium type” of districts, and the richer districts respectively. In the three-year program, the first summer was devoted to teaching the instructors how to use the 6th-7th grade textbooks, the second summer the 8th-9th grade textbooks, and the third summer the 10th-12th grade textbooks.

For the Practicum for Trainers program, over 15 days in the summer covering five days of orientation (Appendix A) and 10 days of practicum teaching (Appendix B), 5-15 of the best teacher trainees from past regular programs were chosen to train subsequent regular program trainees. Besides having experienced the regular program as trainees and knowing the program well, these trainers were also chosen because, as the first author revealed, “they’re leaders ... We don’t just look at their methodology ... We really need good hearts because a good heart is really important to be a good teacher.” These Lao trainers were assisted by non-Lao English proficient volunteers with teaching experience, who helped with pronunciation, lesson planning, and the mentoring of teacher trainees. In the Summer 2023 session, for example, there were four classes with each class consisting of 3-4 Lao trainers, a foreign trainer, and 25 Lao trainees.

More specifically, during the five days of orientation, trainers experienced model lessons, brainstormed appropriate activities, and taught lessons to their fellow trainers (Appendix A). Then during the 10 days of practicum teaching, the trainers taught model lessons and coached the trainees so that these trainees in teams would themselves then teach lessons (Appendix B). This process functioned well because without such practicum teaching, as the first author shared, the teachers would probably not implement what they learned in their home contexts, while their chances of successfully implementing the techniques they learned would hopefully increase with the practicum teaching.

### ***Between Summers***

During the winter dry season in November and December, when landslides, inaccessible roads and broken bridges in remote areas were no longer a concern, and in March when the roads were the driest they were going to be, trainees were observed in their respective very remote schools.

Three-day workshops were held in each district, most of which had 25-30 teachers. On the first day, a model lesson was taught. Schools with all teachers present were identified and plotted

on a map, taking accessibility of roads and bridges into consideration. The goal was to observe every single teacher at a particular rural school since the school's remoteness precluded being able to return on a different occasion. In the remote schools that were inaccessible to a four-wheel-drive truck, trainees taught a class of students they were unfamiliar with in a central school. Once the observation schedule was set, transportation was arranged for the teachers who needed it, and teacher observers were assigned to classes, or as the first author put it "So you have six teachers at your school, we're going to have three teach at 8:00 simultaneously, so we can divide the district up, so if there's 30 people, there's 10 in this class, 10 in this class, 10 in this class, and there's three of us, so we each observe a class". On the afternoon of the first day, the observed teacher was placed in a group with 2-3 others to plan their lesson so that the NAs would benefit from the higher levels of confidence, effective classroom management style, and innovative teaching strategies of the EAs among them. In the last hour, in what had been called a "mini class in a class," each teacher in the team taught a section of the lesson with the other teachers functioning as students. Doing so also encouraged a sense of communal ownership of the lesson plan, thereby allowing observer teachers to step in to assist during the actual teaching if needed.

On the second day, with the observer- and observed-teachers in their assigned classes, the first author revealed that "we all watch, and they all have the rubric in front of them and they have to fill it out while they're watching and then I'm debriefing quietly in the back ... And then I sit with them and we try to encourage their debriefing skills and we try not to say much, we want them to think, them to get it. ... And so we try to encourage them to discuss amongst themselves while the lesson is in progress ... in Lao or we can speak English sometimes too ... And then at the end if I didn't hear something, ... I'll summarize their debriefing." The rubric can be found in Appendix E.

On the third day, based again on the logistics of traveling from one district to another, all observer teachers returned home and instead of having 30 observers, these trainees would then only have approximately six NGO trainers and government officials observing them.

The success of both Practicum for Trainers and the Summer and Between Summer regular programs were anecdotally related to the first author by a Ministry of Education and Sports official, who stated that when English language testing was first mandated in 2018 for 8th and 12th graders, districts where the programs were implemented scored better than other districts.

## **The Curriculum**

The prescriptive curriculum used in the two programs arose out of a Lao context where there was "no paper, no electricity, mud floors, no walls, animals roaming the schoolyard and between classrooms, many broken desks," as lamented by the first author, and where students recited without comprehension (Zein, 2022), indicative of the low quality of certified and teacher graduates (Gutiérrez-Colón & Somsivilay, 2021), ill-prepared teacher training program entrants (Macalister & Phonekeo, 2022), and systematic low student attainment mentioned

earlier. It was also created in answer to the Ministry of Education and Sports' request that the content be derived entirely from the government-prescribed textbooks.

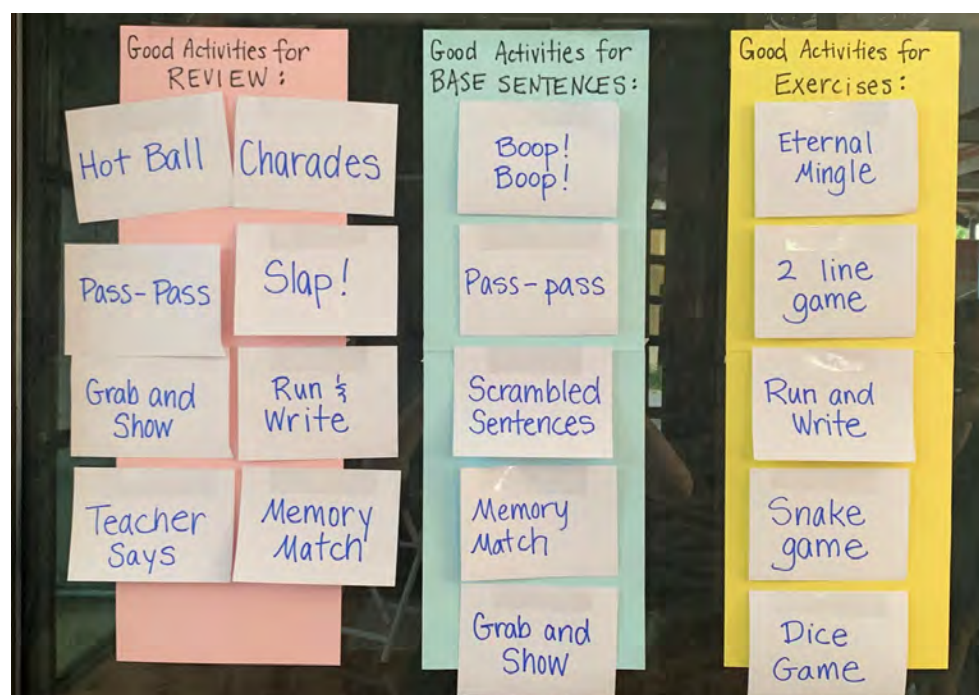
A supplement was created that demonstrated how to teach the textbook according to a five-step framework. For instance, the lesson in the 8th grade textbook and the corresponding supplement shown in Appendixes C and D, M3U8L3, was an 8th grade Unit 8 Lesson 3 lesson; M representing *Matthayom* – “secondary” in Lao – which starts with 6th grade. The lesson was divided into two days, with each day following the five-step framework mentioned above, namely (1) Review, (2) New Vocabulary, (3) Base Sentence, (4) Base Sentence Activity, and (5) Book Exercises. It should be noted that Lao translations were provided for the vocabulary of focus (Appendix C), and that the supplement provided a simplified text as well (Appendix D). A rubric demonstrating what an excellent lesson looks like can be found in Appendix E, the same rubric that the observer-teachers used when observing their fellow trainees. It should be reiterated that these textbook and supplement lessons were exactly what was first modeled to the trainers, taught by the trainers, and who in turn led their trainees in teaching these lessons. These would also be the lessons the trainees would teach their own students in their home contexts.

### The Methodology for Teacher Training and Orientation

The lessons were meant to be taught using a methodology which encouraged engaging, collaborative, and active learning, and increased student talk time and peer teaching. To this end, a Language Activities Booklet was created so that the teachers would have access to good activities for review, base sentences, and exercises, as shown in Figure 2 below:

**Figure 2**

*A poster showing potential Language Activities*



In addition to language activities, teachers were also taught classroom management strategies: “All of a sudden, the class is running around and talking, it’s educational and they’re using the language, but the teacher doesn’t know techniques appropriate for an active learning classroom, so we have to teach them that too. Teachers have never been taught the techniques to quiet students down. ... We just do this [raise one hand and place other hand’s forefinger to lips] and in ten seconds they’re all quiet.” (first author). The strategy above demonstrated that a high power distance (Oettingen, 1995) controlled learning environment was still implementable with an active learning methodology. The Supplements and Language Activities Booklet can be found at <https://elttp.org/>.

## **The Culture**

As indicated above, all English teachers in a particular district were trained together, or as the first author shared: “Our mantra is 100% of the people’s participation at 100% of the time. ... We’re all going to learn together. We’re going to change together. We’re going to grow together as a district. ... The reason why is because we’re going to encourage them to teach in very unfamiliar and difficult ways. It can be embarrassing. Face loss is likely. ... Training together throughout the year provides a space for them to learn to love one another, care for one another, and they learn to help each other.” This practice prioritized “the virtues of harmony and maintaining face” of the collectivist classroom (Hofstede et al., 2010, p. 118).

In addition, with all teachers being trained together, there was the opportunity for English proficiency improvement, especially in the face of their low level of English proficiency (Zein 2022) since teachers would be required to teach at the lowest level – out of the 6th-7th grade textbook – in the first summer, not just through the increase in actual English practice, but also through the implementation of good methodology, “you can be really weak in English and still if you use good methods, you can teach at the level of your textbook. Even if you can only speak 6th grade language ... you’re a good teacher because you just have to teach at the 6th grade level ... You just teach what’s in the book with excellent methods!” (first author). Having just a rudimentary knowledge of English and incorporating interactive rather than traditional methods which took into consideration their resource limitations like paper, electricity, or books, the Lao English language teachers were able to improve their own language proficiency as they taught their students English.

Another application of culture in the program was the fact that both trainers and trainees would, as the first author revealed, “jump in and change the lesson ... because they love each other so much, they want to protect that person from losing face.” Also, as suggested by NAs’ concrete problem-solving bent, this “jumping in” would allow the NAs to connect in that moment the problem faced, and the solution afforded by their peers.



## Conclusion

The original study (Doeden, 2014) indicated that teachers' internal particulars (Chua & Rubinfeld, 2014) mediated the influence of external realities that functioned as barriers to the adoption of the innovative ELT strategy. While all teachers experienced the same external realities, namely (1) the systemic challenges of teacher training processes, systematic low student attainment, testing ineffectiveness, and resource limitations, and (2) the school code in the forms of the ambient cultural norms, and the Lao culture of learning and prescribed curriculum, the teachers' internal factors determined whether they successfully adopted the innovative ELT strategy. The Emergent Adopters' (EAs) internal factors included a struggle and independent-based life situation, an internal locus of control, a strong self-belief, and an abstract problem-solving bent. The Non-Adopters (NAs), on the other hand, demonstrated an ease and interdependent-based life situation, an external locus of control, a diminished self-efficacy, and a concrete problem-solving bent.

From the 2023 dataset, it can be seen that the applications of the findings of the original study (Doeden, 2014) took Laos' collectivist and large power distance culture (Oettingen, 1995) into consideration, for example, by training all teachers in a district aimed at improving their pedagogy and English language proficiency and ability to implement the prescribed English curriculum; incorporating a train-the-trainers program; modelling the innovation in teachers' real and concrete contexts, and requiring a practicum for all teachers, using their own students if possible, and a debriefing thereafter; providing teachers with opportunity to, as a collective, devise strategies that worked for them in their contexts on their terms, thereby ensuring that face was maintained throughout (Hofstede et al., 2010); incorporating training in classroom management strategies; and including administrators and government officials to ensure teachers were supported.

Besides the principles espoused in the Summer and Between-Summer programs, concrete materials were also produced in the form of a five-step framework Supplement and Rubric. Additionally, a Language Activities Booklet that provided ideas to enhance teachers' professional development, resources, and language proficiency was made available.

Indeed, these applications would be relevant not just to the Laos rural context but to both rural and urban contexts in countries that reflect strong collectivism, high power distance, strong uncertainty avoidance along with an emphasis on social comparison (Oettingen, 1995), as is the case with many Asian countries for whom English is an additional language (Cuong, 2021).

While it is certainly beneficial to be able to observe the applications of the findings of the original study (Doeden, 2014), there are still limitations to the current research project. For example, practical applications data were obtained from the first author alone, in the form of an interview. For this reason, there are still avenues for future research, for instance, by obtaining the perceptions of the teachers in the in-service teacher training program and the learning outcomes of their students; collecting observation data of the in-service teachers teaching in their home contexts; and expanding the concepts of the training into pre-service

teacher training, especially those that include “collaboration with foreign parties such as the British Council, Southeast Asian Ministers of Education Organization Regional Language Center (SEAMEO RELC), Southeast Asian Ministers of Education Organization Regional Open Learning Center (SEAMO LEC), the US State Department Teaching Fellow and Association of Southeast Asian Teacher Education Network (ASTEN)” (Zein, 2022, p. 48) since these are the contexts within which attention to successful culturally relevant training is particularly necessary.

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## Appendix A

### Five days of orientation for the Practicum for Trainers program

	Wednesday July 19	Thursday July 20	Friday July 21	Saturday July 22	Sunday July 23	Monday July 24
8:00 AM	Heart Training	Heart Training	Heart Training	Heart Training	<b>Team Lunch Outing</b>	<b>DAY 1</b>  Prepare all things! Get tests Class lists Final planning
9:00 AM	Model Lesson Day 1 (9:00-10:15) Break after	Mini Lesson Training from the Supplement	Mini Lesson Training from the Supplement	Mini Lesson Training from the Supplement		
9:30-10:00 AM	Break	Break	Break	Break		
10:00 AM	Model Lesson Day 2 (10:45-12:00)	Lesson Presentation	Lesson Presentation	TBA		
12:00 PM	LUNCH	LUNCH	LUNCH	LUNCH		
1:00 PM	Brainstorming which Activities go well with Review, Base Sentence Activities and Book Exercises Assign teaching teams Mini – Lesson Pronunciation with Native Speaker	Lesson Presentation	Lesson Presentation	Prep Time	<b>Day1 MUST DO Tasks:</b> *How to do Clear Roll-Call - ✓ Present - 0 absent *Discuss MUST be Present for \$ *Certificate CORRECT Name List * ..... * .....	
3:00 PM	Final Thoughts for the Day	Final Thoughts for the Day	Final Thoughts for the Day	Final Remarks		
4:00 PM	DONE for the DAY	DONE for the DAY	DONE for the DAY	DONE for the DAY		
5:00 PM						
6:00 PM	6:00 pm – Team Welcome Dinner	Dinner/Free Time	Dinner/Free Time	Dinner/Free Time	Dinner/Free Time	Dinner/Free Time

## Appendix B

### 10 days of practicum teaching for the Practicum for Trainers program

**Houaphan Intensive English Training #2 – M3-4/Summer 2023**

Day/ Time	Monday July 24 Day 1	Tuesday July 25 Day 2	Wednesday July 26 Day 3	Thursday July 27 Day 4	Friday July 28 Day 5	Saturday July 29 Day 6	Sunday July 30
8:00 am- 10:00 am	Opening Ceremony  Hand out materials	M3U2L3 Day 1 & 2	M3U4L1 Day 1 & 2	M3U6L2 Day 1 & 2	Rebecca Workshop Group 1 M3U9L3 Day 1 & 2 Group 2 M3U8L3 Day 1 & 2	M4U1L1 Day 1 & 2	REST
10:00 am- 10:30 am	Break	Break	Break	Break	Break	Break	
10:30am- 12:15 pm	M3U1L2 Day 1 & 2	M3U3L2 Day 1 & 2	M3U6L1 Day 1 & 2	M3U7L1 Day 1 & 2	Rebecca Workshop Group 2 M3U9L3 Day 1 & 2 Group 1 M3U8L3 Day 1 & 2	M4U2L3 Day 1 & 2	
12:15pm- 2:00 pm	Free	Free	Free	Free	Free	Free	
2:00 pm- 4:00 pm	M3U2L2 Day 1 & 2	<b>2:00-3:00 Practicum Preparation</b> 1. Choose members for 5 groups 2. Choose lesson to teach 3. Began planning <b>3:00-4:00 Pre-Test</b> Grade as soon as possible and scores to Ann or Linda	<b>Practicum Preparation</b>  Planning time with group for presentations	M3U8L1 Day 1 & 2	M3U10L2 Day 1 & 2	TBA	

**Houaphan Intensive English Training #2 – M3-4/Summer 2023**

Day/ Time	Monday July 31 Day 7	Tuesday August 1 Day 8	Wednesday August 2 Day 9	Thursday August 3 Day 10	Friday August 4
8:00 am- 9:45 am	M4U3L1 Day 1 & 2	M4U6L1 Day 1 & 2	M4U7L2 Day 1 & 2	M4U10L1 Day 1 & 2	8-10:00 Practice for Performance
9:45am- 10:15 am	Break	Break	Break	Break	Break
10:15am- 12:15 pm	M4U3L3 Day 1 & 2	M4U6L3 Day 1 & 2	M4U7L3 Day 1 & 2	TBA	10:30 Closing Ceremony  Luncheon 12:00  Trainees and Trainers return home
12:15pm- 2:00 pm	Free	Free	Free	Free	
2:00 pm- 4:00 pm	M4U4L1 Day 1 & 2	M4U7L1 Day 1 & 2	M4U8L3 Day 1 & 2	<b>Review</b>  <b>45 min Post-Test</b>  Grade as soon as possible and scores to Ann or Linda	

NOTE: First 5 min of 8:00 and 10:30 session –phonics sounds – NO MORE THAN 5 Minutes!!

First 15 minutes of 2:00 session – phonics mini lesson and activity – NO MORE THAN 15 minutes!!!



## Appendix C

### A lesson in the 8th grade textbook

### Lesson 3 Christmas

In this lesson students use the present simple tense for description, and learn about Christmas.

#### 1. Vocabulary

Read and remember the meaning of the following words and expression.

Christmas card	ບັດອວຍພອນວັນຄຣິສມາສ	guest	ແຂກ
Christmas carol	ເພງຄຣິສມາສ	have a nap	ນອນພັກຜ່ອນ
Christmas Day	ວັນຄຣິສມາສ	plum pudding	ເຂົ້າໜົມ
Christmas tree	ຕົ້ນຄຣິສມາສ	present	ຂອງຂວັນ
Father Christmas	ພໍ່ເຖົ້າຄຣິສມາສ	turkey	ໄກ່ງວງ

#### 2. Listen and repeat

Listen and repeat the words above after the teacher.

#### 3. Look and write

Look at the pictures and write the words given in the box under each picture.

Christmas carol	plum pudding	Father Christmas
Christmas tree	presents	Christmas cards
Christmas Day	turkey	



1. ....



2. ....





3. ....



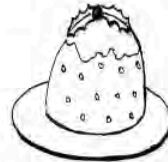
4. ....



5. ....



6. ....



7. ....



8. ....

**4. Point and say**

Take turns to point and say about the pictures in Exercise 3.

**Example:**

Student A: points at picture 6

Student B: Christmas carols.

**5. Listen and complete**

Listen to the teacher and write the missing words.



On Christmas Eve, children are very excited when they go to bed because (1) \_\_\_\_\_ will visit their house and leave (2) \_\_\_\_\_ under the Christmas tree. All children wake up very (3) \_\_\_\_\_ on Christmas morning, often (4) \_\_\_\_\_ it is still dark.

They want everyone to get out of (5) \_\_\_\_\_ so that they can open their (6) \_\_\_\_\_ presents. In our house we have a rule— (7) \_\_\_\_\_ the kids can open one present as soon as they get up, but then we (8) \_\_\_\_\_ wait until everyone is out of bed before we open the rest. On Christmas morning, children (9) \_\_\_\_\_ very happy, playing with their (10) \_\_\_\_\_ toys and wearing their new (11) \_\_\_\_\_. Some families go to church on Christmas morning. In my family we spend the morning (12) \_\_\_\_\_ for Christmas lunch. My father always does most of the (13) \_\_\_\_\_ at Christmas time. We usually have a lot of guests for Christmas (14) \_\_\_\_\_ and we always have the traditional turkey and plum pudding. My grandparents and other (15) \_\_\_\_\_ come over late in the morning. My sister and I wait impatiently for them to (16) \_\_\_\_\_ because we know they will bring us more (17) \_\_\_\_\_. Everyone eats and drinks (18) \_\_\_\_\_ much on Christmas day. The adults often have a nap in the (19) \_\_\_\_\_. In the evening, my family usually (20) \_\_\_\_\_ some friends. While the adults talk and tell the same old (21) \_\_\_\_\_ every year, the children watch videos or (22) \_\_\_\_\_ with some of their presents. Sometimes we sing some Christmas carols. I usually feel like going to bed (23) \_\_\_\_\_ on Christmas night. It has been an exciting (24) \_\_\_\_\_, lots of friends, food and happiness. In bed, on Christmas night, I often (25) \_\_\_\_\_ about how lucky I am to spend such happy Christmas days.

## 6. Read and say

Read the text in Exercise 5 and give your opinions.

If a sentence is **correct**, say: *Yes, that's right.*

If a sentence is **incorrect**, say: *No, I don't think so.*

If you **don't know**, say: *I'm not sure about that.*

### Example:

A: Christmas day is on the 25<sup>th</sup> of December.

B: *Yes, that's right.*

A: Cheese is a traditional Christmas food.

B: *No, I don't think so. Plum pudding is a traditional Christmas food.*

1. Christmas day is on the 25<sup>th</sup> of December.

2. Cheese is a traditional Christmas food.

3. People find presents under the Christmas tree on Christmas morning.

**Appendix D**  
Supplement for the 8th grade lesson

**M3, Unit 8 (Festivals and Celebrations), Lesson 3 (Christmas)**

**Day 1**

<b>1. Review</b>	
<p><b>Q: What do people do on Lao holidays?</b></p> <p><b>A: They _____.</b> <i>(verb/verb phrase)</i></p>	<p style="text-align: center;"><b>Verbs and Verb Phrases</b></p> <p>dance eat and drink laugh sing talk give presents</p>
<b>2. New Vocabulary</b>	
<b>Christmas Words</b>	
Christmas card carol	tree cookie sweets
<b>3. Base Sentence</b>	
<b>Base Sentence 1</b>	
<p><b>Before Christmas Day, people _____.</b> <i>(verb phrase)</i></p>	<div style="border: 1px solid gray; background-color: #f0f0f0; padding: 5px;"> <p style="text-align: center; margin: 0;"><b>Verb Phrases:</b></p> <p>give Christmas cards go shopping play Christmas music sing Christmas carols decorate a Christmas tree decorate Christmas cookies eat sweets have parties</p> </div>
<b>4. Base Sentence Activity</b>	
Choose an activity for the base sentence from the Language Activities Booklet. Sing “We Wish You a Merry Christmas Song” from Song List attached.	
<b>5. Book Exercises</b>	
Do Exercises 1, 2, 3, 4, and 8 from the book.	

## M3, Unit 8 (Festivals and Celebrations), Lesson 3 (Christmas)

### Day 2

1. Review		
<p><b>Do you remember what happens at Christmas?</b>  <b>Complete each sentence with a Christmas item.</b></p> <ol style="list-style-type: none"> <li>1. People buy _____. (presents)</li> <li>2. People make _____. (cookies)</li> <li>3. People decorate a _____. (Christmas tree)</li> <li>4. People eat _____. (sweets)</li> <li>5. People send _____. (Christmas cards)</li> <li>6. People sing _____. (Christmas carols)</li> <li>7. People play _____. (Christmas music)</li> </ol>	<p><b>Christmas Items</b></p> <p>Christmas cards                  Christmas carols                  Christmas music                  Christmas tree                  presents                  sweets                  cookies</p>	
2. New Vocabulary		
<b>Other Words</b>		
eve	excited	toy
early	plum pudding	guest
Father Christmas (Santa Claus)	turkey	nap
3. Base Sentence		
<b>Base Sentence 4</b>		
<p>On Christmas Day, people _____.                  (verb phrase)</p>	<p><b>Verb Phrases:</b></p> <p>are excited                  get up early                  open presents                  play with new toys                  go to church                  visit family                  eat turkey                  eat plum pudding                  eat sweets                  play Christmas music</p>	
4. Base Sentence Activity		
Choose an activity for the base sentence from the Language Activities Booklet.		
5. Book Exercises		
Do Exercises 5, 6, 7, and 8 from the book.		

**Exercise 5 Christmas**

**Less Difficult Text:**

On Christmas Eve, children are very excited when they go to bed because (1) \_\_\_\_\_ will visit their house and leave (2) \_\_\_\_\_ under the Christmas tree.

All children wake up very (3) \_\_\_\_\_ on Christmas morning. They want everyone to get out of (4) \_\_\_\_\_ so that they can open their new (5) \_\_\_\_\_. On Christmas morning, children (6) \_\_\_\_\_ very happy, playing with their (7) \_\_\_\_\_ toys and wearing their new (8) \_\_\_\_\_.

Some families go to church on Christmas morning. In my family, we spend the morning (9) \_\_\_\_\_ for Christmas lunch. We usually have a lot of guests for Christmas (10) \_\_\_\_\_ and we have the traditional turkey and plum pudding. My grandparents and other (11) \_\_\_\_\_ come over late in the morning. My sister and I wait for them to (12) \_\_\_\_\_ because we know they will bring us more (13) \_\_\_\_\_. Everyone eats and drinks (14) \_\_\_\_\_ much on Christmas day. The adults often have a nap.

Sometimes we sing some Christmas carols. I usually feel like going to bed (15) \_\_\_\_\_ on Christmas night. It has been an exciting (16) \_\_\_\_\_, lots of friends, food, and happiness. In bed, on Christmas night, I often (17) \_\_\_\_\_ about how lucky I am to spend such happy Christmas days.

**Answer Key:**

1. Father Christmas	5. toys	9. cooking	12. come	15. early
2. presents	6. are	10. Day	13. presents	16. day
3. early	7. new	11. family	14. too	17. think
4. bed	8. clothes			

**Original Text with Changes:**

On Christmas Eve, children are very excited when they go to bed because (1) \_\_\_\_\_ will visit their house and leave (2) \_\_\_\_\_ under the Christmas tree. All children wake up very (3) \_\_\_\_\_ on Christmas morning, ~~often (4) \_\_\_\_\_ it is still dark.~~

They want everyone to get out of (5) \_\_\_\_\_ so that they can open their (6) \_\_\_\_\_ presents. ~~In our house, we have a rule – (7) \_\_\_\_\_ the kids can open one present as soon as they get up, but then we (8) \_\_\_\_\_ wait until everyone is out of bed before we open the rest.~~ On Christmas morning, children (9) \_\_\_\_\_ very happy, playing with their (10) \_\_\_\_\_ toys and wearing their new (11) \_\_\_\_\_. Some families go to church on Christmas morning. In my family, we spend the morning (12) \_\_\_\_\_ for Christmas lunch. ~~My father always does most of the (13) \_\_\_\_\_ at Christmas time.~~ We usually have a lot of guests for Christmas (14) \_\_\_\_\_ and we ~~always~~ have the traditional turkey and plum pudding. My grandparents and other (15) \_\_\_\_\_ come over late in the morning. My sister and I wait ~~impatiently~~ for them to (16) \_\_\_\_\_ because we know they will bring us more (17) \_\_\_\_\_. Everyone eats and drinks (18) \_\_\_\_\_ much on Christmas day. The adults often have a nap ~~in the (19) \_\_\_\_\_.~~ ~~In the evening, my family usually (20) \_\_\_\_\_ some friends. While the adults talk and tell the same old (21) \_\_\_\_\_ every year, the children watch videos or (22) \_\_\_\_\_ with some of their presents.~~ Sometimes we sing some Christmas carols. I usually feel like going to bed (23) \_\_\_\_\_ on Christmas night. It has been an exciting (24) \_\_\_\_\_, lots of friends, food, and happiness. In bed, on Christmas night, I often (25) \_\_\_\_\_ about how lucky I am to spend such happy Christmas days.

## Appendix E

### Rubric for an excellent lesson

#### Five-Star Lesson Rubric

*Use the rubric below to evaluate another teacher's lesson*

1 star = Beginning    2 stars = Developing    3 stars = Good    4 stars = Very Good    5 stars = Excellent

Classroom Teacher's Name: \_\_\_\_\_ Book: \_\_\_\_\_ Unit: \_\_\_\_\_ Lesson: \_\_\_\_\_

Review	Vocabulary	Base Sentence	Language Activity to Practice the Base Sentence	Activities from the Book
☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆	☆☆☆☆☆
<p><b>How many stars is the Review?</b></p> <p><i>Check (✓) what you see as you watch the lesson.</i></p> <p><b>A 5-star Review:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Is short</li> <li><input type="checkbox"/> Reviews a Base Sentence and/or old vocabulary</li> <li><input type="checkbox"/> Prepares students for this lesson</li> </ul>	<p><b>How many stars is the Vocabulary?</b></p> <p><i>Check (✓) what you see as you watch the lesson.</i></p> <p><b>5-star Vocabulary:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher says: What is this in Lao?</li> <li><input type="checkbox"/> Teacher says: In English we say _____. (Say the word two or three times.)</li> <li><input type="checkbox"/> Teacher writes new vocabulary on the board – spelling at the same time</li> <li><input type="checkbox"/> Teacher walks around the class saying the word</li> <li><input type="checkbox"/> Teacher makes sure students are writing the English and Lao in their notebooks</li> <li><input type="checkbox"/> Teacher reviews new vocabulary</li> </ul>	<p><b>How many stars is the Base Sentence?</b></p> <p><i>Check (✓) what you see as you watch the lesson.</i></p> <p><b>A 5-star Base Sentence:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher explains the sentence</li> <li><input type="checkbox"/> Teacher substitutes vocabulary</li> <li><input type="checkbox"/> Teacher introduces the sentence to the whole class</li> <li><input type="checkbox"/> Teacher practices the sentence as half class &amp; half class or with other groupings (students in the front &amp; students in the back, these tables &amp; those tables, boys &amp; girls, etc.)</li> </ul>	<p><b>How many stars is the Language Activity?</b></p> <p><i>Check (✓) what you see as you watch the lesson.</i></p> <p><b>A 5-star Language Activity:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher builds understanding</li> <li><input type="checkbox"/> There is 100% class participation in the language activity</li> </ul>	<p><b>How many stars are the Book Activities?</b></p> <p><i>Check (✓) what you see as you watch the lesson.</i></p> <p><b>5-star Book Activities:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> There is 100% class participation in each book activity</li> </ul>

**What new ideas or techniques did you see in this lesson?**  
Write them here: