

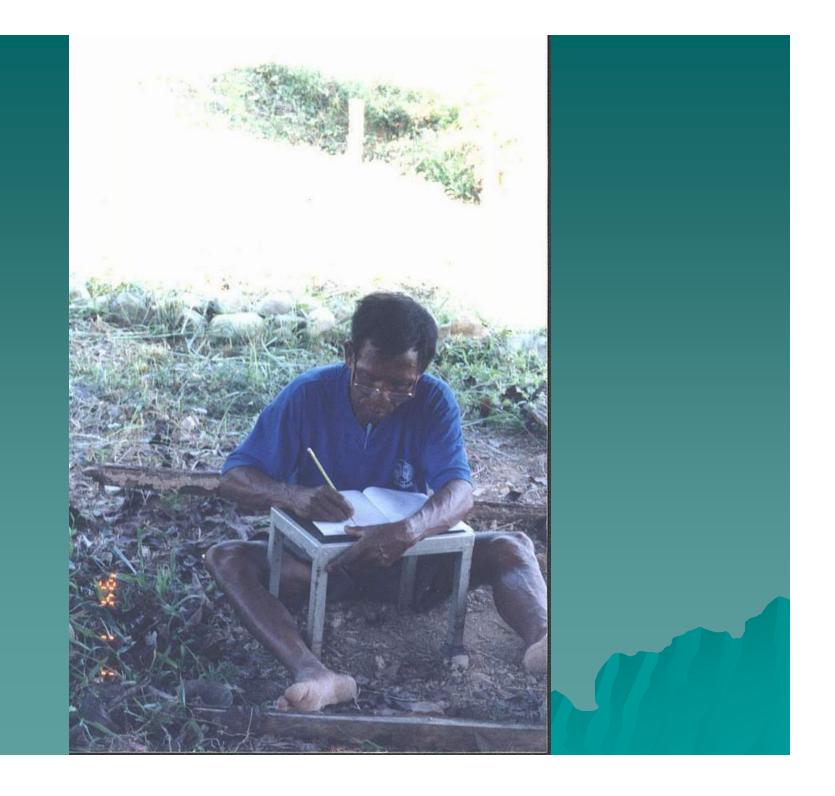


#### Result of the test

- The Chong orthography was readable.
- The problem are with those who have either limited Thai reading skill or limited knowledge of Chong language.

#### Literature Production

- Story writing (different levels)
- Editing (story writing, language)
- Illustrating
- Book binding







#### **Curriculum Development**

- Teaching Chong as a second language
  - Students be able to use Chong as well as Thai (official language)
  - Enjoyable atmosphere
  - Proud of their part in CLRP
- Preparation of teaching materials
  - In accord with cultural calendar
  - Localized contents

### Curriculum Development (cont.)

- Total Physical Response (TPR)
- Shared Reading (with Big Books)
- Cultural Activities (cooking, bush walking, rice harvesting, etc.), Songs and Dances
- Transfer Primer (with ILCRD, SIL)
- TPR-Storytelling











# Teaching Chong in School as a Subject

- Teacher selection criteria
  - Good pronunciation of Chong
  - Dedicated to the CLRP
  - Accepted by the Chong community

#### **Teacher Training**

- Teachers learn TPR
- Teachers learn Shared Reading
- Teachers learn to teach Transfer Primer
- Individual reading time
- Cultural activity time
- TPR-Storytelling





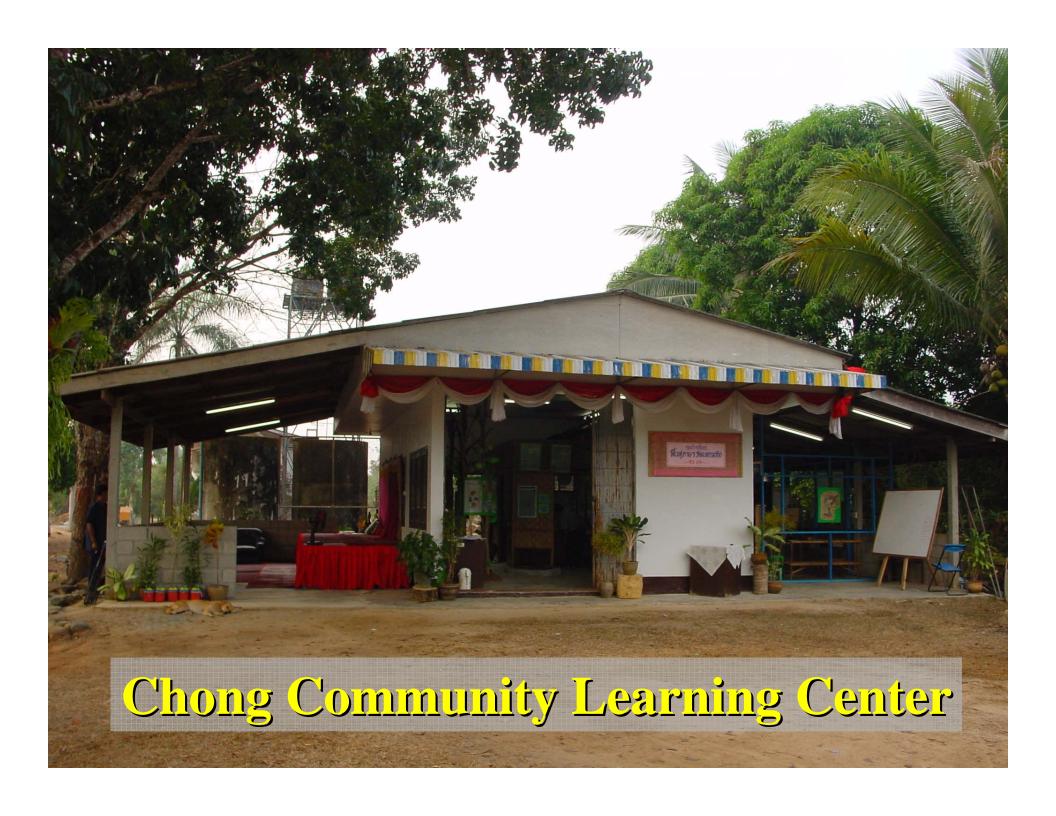


#### Children reading stories in their own language



## Chong Community Learning Center

- Supplementary language activities for students and adults
- Information about the CLRP, the Chong people, language & culture
- A meeting place for the Chong language committee, writers workshops
- A site for cultural activities and a local museum





#### Impact of CLRP

- Community empowerment
  - Self confidence & self esteem
- Promotion of minority language education in school
- A model for other struggling endangered groups
- Students could pass the National Standard
  Test in Thai and math for the first time
- Reconsideration of language policy in education

### อาคารภาษาและวัฒนธรรมสยามบรมราชกุม

สถาบันวิจัยภาษาและวัฒนธรรมเพื่อพัฒนาชนบท มหาวิทยาลัยมหิดล

