Conducting One Day English Camps in Thailand

Utilizing Phonetics

by

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Abstract

Understanding segmental and suprasegmental aspects of English pronunciation are necessary in the production of speech patterns in English to increase intelligibility. Thai English language learners need to resolve the conflict with mastering segmentals and suprasegmentals by learning how and where English sounds are made with mouth exercises and demonstrations. An overview of the language of Thai culture that facilitates cross-cultural understanding, the history of Teaching English as a Foreign Language in Thailand, a cursory overview of the International Phonetic Alphabet, and the current trends in teaching pronunciation form a basis for the methods used in this study. With information based on existing data and observations while conducting English Camps with over 1,000 students in five schools in Surin Province, Thailand, I developed lesson plans that can be utilized by English as Foreign Language teachers, students, or lay people who wish to have background knowledge and tools to conduct English Camp trainings in Thailand.

Keywords: English as a foreign language, EFL, EFL in Thailand, English as a second language, ESL, English camps, English pronunciation, intelligibility, International Phonetic Alphabet, IPA, teaching English as a foreign language, TOEFL, Total Physical Response method, TPR
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Introduction

The need for effective pronunciation of the integral sounds of English is necessary for intelligibility across cultures. According to Yong Zhao (2009) of the Global Language and Culture Institute, globalization, technology and education are key components of future prosperity. It is imperative that countries such as Thailand rise to the task of providing English as Foreign Language (EFL) education that produces better results than are currently achieved, to enable the country to compete in the technological and world marketplace of the 21st century (Baker, 2008; Hallinger, 2004). The Association of Southeast Asian Nations (ASEAN) Economic Community will ‘open its gates’ in 2015 to allow free trade across country borders in Southeast Asia. Those countries that are proficient in English will benefit the most (Fry & Bi, 2013).

Research shows that Thai students and teachers may study English for many years and remain deficient in their pronunciation and use of the language (Ruhasken & Harris, 2009; Potcharapanpong, 2010). The current state mandated programs are not successful in rural regions, especially in the Northeast (Fry & Bi, 2013). The rural regions of Surin Province, Thailand are deficient in communicative intelligibility in all grade levels at the five schools where I conducted English Camps in June, 2011. One of the essential reasons is a lack of intelligibility in native Thai EFL teachers. There are very few opportunities to speak or practice with a native English speaker (Potcharapanpong, 2010). Most rural Thai EFL teachers and their students lack confidence in their English speaking capabilities.
Many teachers in the rural regions of Thailand are placed in the role of EFL teacher with very little training in second language learning and acquisition (Potcharapanpong, 2010). They are given only cursory training with no overview or understanding of (1) how speech is made, (2) why the methods taught are useful, (3) how to modify those that do not work, or (4) how to positively engage students in the process of learning English (Potcharapanpong, 2010). Instead of providing a more thorough training to native Thai EFL teachers, there has been an increase in the practice of hiring native English speakers to teach EFL in rural schools (Kitjaroonchai, 2012).

In an effort to increase English Language Learner (ELL) proficiency and provide cross-cultural understanding, a foreign exchange of students and instructors between North Coast Performing Arts Academy (NPA) in Arcata, California and Prasatwittayakarn School (PWK), in Prasat, Surin Province, Thailand that was established in 2007. This exchange program allows Thai students to interact with native English speaking peers.

I developed a one year course for high school students at NPA that gave an overview of Thai culture through the lens of language, some of the phonetic differences between the Thai language and English, and applied linguistics. The course culminated in a trip to Thailand with four students from NPA to conduct English Camps at five schools in Surin Province- (PWK), Takongwittaya Ratchamangkhlapisek School, Kapchoenhwittaya School, Sangkha School, and Tabaowittaya School.

When we arrived in Surin Province, Thailand, it was understood that I would conduct English Camps with the higher level ELLs to engage students in listening to and
speaking English. After the first day of English Camp at PWK, it was evident that the upper level students were at a rudimentary level in their ELL. I observed that after many years of EFL learning, Thai ELLs could not count to ten in English or complete a simple interrogative conversation.

Out of the five schools where I conducted English Camps, none of the foreign native English speaking instructors were trained to be teachers or EFL teachers. The teachers had training in business education, music, and other fields that did not apply to EFL. I found that the norm was to simply ‘turn the page’ in EFL textbooks each day, whether or not the class being taught had any understanding of the previous lessons. The foreign and native Thai EFL teachers were frustrated at the lack of successful students, yet very few had strategies to encourage success. Thai EFL students are ‘passed’ to the next level each year without accomplishing the necessary benchmarks. As each year passes, the Thai EFL student becomes more discouraged with their ability to learn English (Fry & Bi, 2013).

In this thesis, I address the need to improve intelligibility in Thai English language learners and TEFL instructors. I discuss Thai language through the lens of its culture, how the International Phonetic Alphabet can be used as a tool to understand the differences between languages, and propose lesson plans that can be utilized to conduct further English Camps in Thailand.
Review of Literature

Language as a cultural lens

Language is built of frames and frames are built of language. According to Lakoff (2008), frames are the mental filters through which we interpret the world around us. These filters consist of the stereotypes, belief systems and cultural practices that are part of the enculturation process. They are the reference points based on culture and the language used to describe it. According to Roy D’Andrade (1992) who studies culture and cognition, culture is the “learned and shared systems of meaning and understanding, communicated primarily by means of natural language”. These frames do not reside in a central space but activate all the regions and senses of the brain. When viewed through this framework, the frame of a sociocentric culture like Thailand can be revealed in its language.

Sociocentric (interdependent) and egocentric (independent) cultures will view Western emotion constructs differently (Thomas, 1999). Frames or constructs that indicate an egocentric viewpoint are not readily understood, especially in the rural regions of Thailand where Western influences are not prevalent outside of the internet. Consider the terms- jealous and envious. They are not constructs valued or utilized in a sociocentric culture in the same manner as they are in the U.S. or other Western cultures (Paez & Vergara, 1995). These individualistic values are not reinforced, but instead the desire for the common good of all is commended.
The sociocentric nature of Thai culture influences the development and interpretation of Thai language. Thailand is 95% Buddhist with Buddhism as the state religion, and this religion permeates Thai language (Smalley, 1994). For example, when discussing something as ephemeral as the soul there are many different ways according to different cultures to view or attribute meaning to the concept (Thomas, 1999). Monotheistic religions tend to view the soul as that is integrated with only one body and when that body dies the soul moves to a new ephemeral home however, Buddhists understand the soul differently.

The lack of plurals and articles in Thai reflect the idea that there is nothing truly separate enough to be distinguished as singular. In Thailand, especially in rural areas, animism is practiced alongside Buddhism (Kapir-Fic, 1998). Animists believe everything is imbued with spirit or soul. Spirit houses (miniature shrines to spirits) which are found on virtually every property in Thailand and the beliefs that go with them are rooted in animism (Tambiah, 1970). Buddhist and animist culture permeates every aspect of Thai life. It is important to be respectful at all times of the local beliefs. In Thailand, the animist Buddhist culture teaches the soul inhabits more than one body through reincarnation (Tambiah, 1970). Differences in deep rooted beliefs about the soul can lead to great misunderstandings across language, cultures and societies.

These belief systems are the basis for how students interact with teachers in the classroom and how teachers interact with their superiors. Typically, Thai students are reserved in the classroom, unlike students in Western classrooms. They do not ask many questions, do not speak out of turn and are often uncomfortable practicing the sounds of
English out loud or in front of the class (Baker, 2008). In Thai culture, Buddhist values dictate a respect for those of higher status. Students defer to authority and do not question, but instead passively accept the instruction they receive and do not ask for help if they are failing (Baker, 2008).

Sociocentric values are exhibited through language. In the native Thai language, there are no articles or plurals. This is a consistent EFL error. Using the ideas put forth by Lakoff (2008), it is clear that in conceptualizing something like plurals, they have a different relevance in Thailand where the good of all, ‘saving face’, etc. outweighs the individual. To be successful in Thai culture is to be selfless. The same goes for the use of articles. Differentiation with “A”, “An”, “The”, etc. gives more importance to one over the other. “Dog” is simply “dog”- one dog, two dog, etc. Everything is imbued with the same spirit.

**History of Teaching English as a Foreign Language (TEFL) in Thailand**

Thailand is one of the few countries in Southeast Asia to never be colonized by any Western power (Fry & Bi, 2013). This allowed the country to stay sheltered from learning another language for centuries (Kapir-Fic, 1998). King Rama III (r. 1824-1851) was an early proponent of the idea of educational learning using a Western approach to Thailand (Baker, 2008). Rama IV (r.1851-1868), known in the West as King Mongkut of Siam, recognized the importance of English Language Learning in the mid-1800’s. He hired foreigners to work, live and teach at court, including Anna Leonowens who is
depicted in the movie and play *The King and I* (Leonowens, 1988). Nobles and royalty studied the English language and culture to communicate and do business with the West.

Anna Leonowens is said to have had a great influence on King Mongkut’s son, Chulalongkorn (r. 1868-1910), who encouraged the royal court to learn more about the West including the English language (Baker & Phongpaichit, 2014). He realized that in learning to communicate with Western countries, trade and commerce could be greatly increased. He believed that rural areas needed better educational opportunities, including English skills. Some of the early schools had instruction for a half day in English (Fry & Bi, 2013). His son, King Vijiravudh (r. 1910-1925), founded the Chulalongkorn University system which is the oldest in Thailand. All of its campuses began with and still have EFL programs. By 1921, TEFL was a part of the national curriculum (Baker, 2008).

Additionally, American missionaries set up English programs in the more rural areas of Thailand in the early 1900’s. As the main focus was to communicate with rural communities to spread the Christian religion, less time was spent teaching English to the local population by the missionaries. The missionaries usually learned Thai instead (Cohen, 1990).

According to MacKenzie (2011), in 1932 a constitutional monarchy was put in place and Thailand enacted the National Education Scheme which focused on four cultural aspects:

1. Puttisuksa (Intellectual Education)
2. Chariyasuksa (Moral education)
3. Palasuksa (Physical Education)  
4. Hattasuksa (Practical Education)  

After the end of World War I in the early 1940s, the country came under Thai military rule and a new emphasis was placed on re-structuring the Thai educational system. The importance of learning English was included in this reformation (Baker, 2008; MacKenzie, 2011; Fry and Bi, 2013). For the next forty years, under oppressive military rule, individuals could not gather in groups to discuss the state of the country or other political subjects. This finally led to a large student uprising in October of 1973 which resulted in King Bhumibol (r. 1946-present) forcing the end of the military leadership and a push toward a more democratically run government and major reforms in education (Fry & Bi, 2013). These reforms focused on (1) the inequalities between urban and rural areas, (2) expanding educational opportunities for the poor, (3) research supporting positive changes in learning, and (4) the development of the Office of the National Primary Education Commission (ONEC) (Fry & Bi, 2013).  

In 1995, it was mandated that EFL would begin in Grade 1 instead of Grade 4, ostensibly adding four more years of learning time (MacKenzie, 2011). By 1996, a draft of what would become the Basic Education Curriculum (BEC) was distributed to some schools and officials to be studied. The National Reform Act (NEA) of B.E. 2542 was enacted in 1999. The Basic Education Curriculum B.E. 2544 (2001) was finalized and began to be piloted in 2002. It contained guidelines for education that could be applied to TEFL but did not give concrete help (Fry & Bi, 2013). In 2003, all educational
administrations were merged together to form the Ministry of Education (Fry & Bi, 2013). The Ministry of Education created a more detailed guidebook for education.

With all of the reforms of the previous one hundred years, education in Thailand’s rural regions has still suffered. There are still great regional disparities in ELL (Fry & Bi, 2013). Northeastern Thailand, including Surin Province, has the lowest EFL scores, their schools receive the lowest subsidies, and their dropout rate is the highest (Fry & Bi, 2013.)

In 2005, it was noted in international Teaching English as Foreign Language (TOEFL) league scoring that Thailand still ranked near the bottom (Baker, 2008; MacKenzie, 2011; National Report of Thailand, 2008). This led to a review of the BEC and its guidelines (MacKenzie, 2011). According to the 2011-2012 Global Competitiveness Report, Thailand still ranks 54 out of 56 countries ranked for English proficiency. There is ongoing criticism of the lack of intelligible English usage by members of the Thai government (Kaewmala, 2011).

Even though English has been a core subject in Thailand for decades, the success of English acquisition is dismal (Baker, 2008; Mackenzie, 2011; Fry & Bi, 2013). English as a subject is the least successful course of study being taught in Thailand. The culture and lack of good teacher training in many districts has led to a crisis in learning (Baker, 2008; Fry & Bi, 2013). EFL Teachers in Surin Province often feel that they are forced to pass students for fear of losing their jobs. Many of the EFL teachers do not feel confident in their own ability to speak English well enough to teach it. This is especially true in rural regions where funding is scarce and limited access to native English speakers allows
for very little practice outside of the classroom (Fry & Bi, 2013; Potchaparapanpong, 2010).

With increased competition for investment by businesses in Southeast Asian countries and the formation of the ASEAN in 1967, those nations in the group that have English skills for business and technology are advancing economically at a fast pace (Khoman, 1992).

In 2014, with Thailand once more under military rule, many reforms are on hold. As the country struggles for its place in the world economy while in the midst of its shifting political structure, ELL and general education have lost an important central focus.

**International Phonetic Alphabet**

The International Phonetic Alphabet was created by the International Phonetic Association in 1886 (International Phonetic Association, 1999). Its origins lie in the Latin alphabet with revisions over time to include more sounds as they were recorded in different languages with the latest revision in 2005 (Appendix A). There are 107 symbols that represent the segmental sounds made in human speech as well as 31 diacritics that modify the sounds. Nineteen symbols represent suprasegmentals. “Segments are the discrete units of the speech stream” that include vowel sounds and consonantal sounds and suprasegmentals are the tones, stresses and intonations applied to segmentals (Bergmann, Hall, & Ross, 2077). The Linguistics Department at University of Alberta in British Columbia, Canada has developed a site where each symbol on the IPA chart is accompanied by a recording of its corresponding sound
The IPA was developed for use by anthropologists, linguists and language teachers for just this purpose. One can use the IPA to transcribe the oral sounds that humans make in any language. After recording the speech, comparisons can be made between languages with regard to sounds, syllables, words, and tones.

It is important to have an understanding of the sounds different languages make. Taking the time to study the native language of an EFL learner is essential to understanding what sounds are lacking that can impede in an ELL’s intelligibility (Bergmann, Hall & Ross, 2007). One can also listen to EFL speakers before meeting them or teaching EFL in many countries and regions by going to online sites such as The Speech Accent Archive developed by George Mason University (Speech Accent Archive, 2013). This website has recordings created by English as Second Language (ESL) and EFL speakers from all over the world. The Speech accent Archive is a useful guide that includes the geographical area the speaker is from to help determine the accent and first language of the speaker. A standardized phrase that focuses on important sounds is recorded by each speaker and the segments and suprasegmentals is phonetically transcribed using the IPA. For example, there are thirteen different Thai accents speaking English from different regions across Thailand. By listening to these files and transcribing them using the International Phonetic Alphabet (IPA) or reading the IPA transcription that is included with each recording, it can be determined what sounds are lacking in a learner’s native language, such as the [th] and [v] sounds found in English that are not found in Thai (Defense Language Institute, 1974; Hancin-Bhatt, 2000).
Thai is a tonal language which sounds very different than English and uses different parts of the mouth (Kanokpermpoon, 2013). When referring to a language as tonal it means that a vowel will change its ‘direction’ in speech from high to low or vice versa. This is one of the suprasegmentals that can be addressed when working with a native Thai speaking ELL. In English, the question and tone lets someone know that a question is being asked (Bergmann, Hall & Ross, 2007). Not only is the IPA useful for determining the differences in segmental and suprasegmental sounds between languages, it also distinguishes where the sounds are made and what structures of the mouth are used (International Phonetic Association, 1999).

**Teaching practices in TEFL- pronunciation instruction and Total Physical Response Method (TPR)**

From the late 1800s until the 1970s, the different methods of TEFL placed a crucial focus on pronunciation (Hismanoglu, 2010; Jones, 1997). As the English language has spread across the world, the idea that there is no significant difference between accent and intelligibility has led to decreased instruction in teaching pronunciation for EFL teachers (Burgess, 2000; Derwing & Munro, 2005; Hismanoglu, 2010). Research on the effectiveness of teaching how segmentals are produced has diminished across the field of applied linguistics in the last twenty years (Derwing & Munro, 2005; Munro & Derwing, 2006).

Current methods and practices in teaching pronunciation skills to EFL teachers are lacking across the educational field (Derwing & Munro, 2005). Many EFL teachers
find it problematic to teach components of pronunciation as they do not understand how the sounds are produced (Hismanoglu, 2010). Most teachers are left to rely on their own commonsense and ideas to try to figure out how to teach segmentals and suprasegmentals to their students, often with little awareness of the articulators involved or how the sounds are made (Derwing & Munro, 2005; Munro & Derwing, 2006).

The Total Physical Response Method (TPR) was developed by Dr. James Asher in the 1970s (Asher & Adamsky, 1982). It is based on observations of children learning their first language. They use listening and gesturing to acquire speech. Motor skills in conjunction with speech form a more permanent pathway in the brain by engaging both the right and left hemispheres of the brain. When adapting this approach to teaching ELLs, studies have shown that students in the beginning stages of second language acquisition felt less anxiety and their willingness to communicate increased (Brown, 2007). TPR can be used in teaching ESL through song with accompanying gestures. “One reason for this retention is doubtless that poetry and song are highly rhythmical” (Rivers, 1987). TPR engages the instructor and the student in a positive learning experience which can improve the ELLs retention (Rivers, 1987).
Methods

Upon arriving in Prasat, Surin Province, Thailand, I was introduced to the Foreign Language Faculty of Prasatwittayakarn School. I was informed that I would have 400 students from that school participate in an English Camp and 1000 more from four different rural schools across Surin Province.

I was given three days to work with the students of PWK School before conducting one day English Camps in rural regions. With little time to create a profound change or increase the level of English language learning, the focus was to increase simple intelligibility by utilizing phonetics. Two phonemes, [th] and [v], were chosen to increase pronunciation skills and intelligibility. Research has shown that [th] and [v] are difficult sounds to produce for Thai EFL learners because they do not occur in the Thai language (Kanokpermpoon, 2007).

I developed the first day of lesson plans based on what the faculty suggested. (Appendix B, Day One Schedule). This included greetings, simple interrogatives and songs using the TPR method. At the end of the first day of English Camp, I met with school administrators and the EFL teachers to discuss my observations. I found that there was a very low level of ability in ELL speech from all students regardless of grade level. I also discussed with the faculty the lack of intelligibility for the EFL teachers as well. It was determined that we would build on the work that had been done in the first day of English Camp with a new approach.

Lesson plans for Day Two of English Camp were developed with an emphasis placed on group activities that would increase EFL teachers and students understanding
of the articulators of the mouth that created the [th] and [v] phonemes. Demonstrations and one-on-one practice in creating these phonemes was added as a part of break out group practice (Appendix B, Day Two Schedule).

Day Three lesson plans reviewed greetings, interrogatives, and the phonemes practiced in Day Two’s lessons. The irregular plurals for personal pronouns were introduced. “Is” and “are” were described to the students (Appendix B, Day Three Schedule). At the end of the third day of lessons, a performance was given by the students for faculty, administrators and government officials.

Upon completing the three day English Camp, the NPA high school students and I conducted four one day English camps across Surin Province. The focus of the one day camps included simple songs utilizing TPR as well as instruction and demonstrations in articulating the [th] and [v] phonemes, particularly with the EFL teachers of those school (Appendix C).
Results

When given such a short time frame to promote change and progress in EFL learners, I found it to be productive to focus on integral sounds that improved communication. As the students and faculty learned the proper positioning of the mouth to create segmentals that are not found in their native language they visibly became more self-assured and intelligible. I observed that the use of TPR- incorporating hand gestures and singing- proved to be effective in teaching simple phrases and songs. This led to increased confidence and improved the relationship many of the students had with the foreign language learning process. The final performances at each of the five schools where English Camps were conducted illustrated a positive engagement with the English language.

Utilizing the Total Physical Response Method (TPR) and live demonstrations of the articulators of speech with each ELL, each student was able to create a phonemic equivalent of [th] and [v] that was understandable. Native Thai EFL teachers at all five schools also improved in their intelligibility.

After discussions with school administrators and EFL teachers, I developed lesson plans that focused on specific phonemes that are problematic for the native Thai speaker, simple interrogatives and phrases, as well as introducing irregular or mutating plurals. I observed that, with only a few hours of directed practice, EFL teachers and students intelligibility improved. More importantly, I witnessed an increase in their confidence level. Each mistake on the way to phonemic accuracy was met with laughter and encouragement by students, group leaders and EFL teachers alike until every single
participant was able to use their articulators to create the desired phoneme. Passive learners became active and inquisitive.
Discussion

After only one day of concentrated effort, observations showed that students and teachers exhibit marked improvement in their ability to create [th] and [v] sounds that previously proved difficult. This significantly improved their intelligibility and confidence in making English sounds. With improved intelligibility comes greater confidence for students and teachers alike to speak English in different contexts outside the educational environment. Through the use of the TPR Method which included songs with hand gestures to designate certain words, students were able to engage in performances that increased their positive relationship with the English language.

There is a need to quantify the results of English Camps and other similar intensive EFL programs that strive to increase pronunciation skills and intelligibility in Thailand. By creating a lesson plan and guide that can be systematically applied across the educational system in Thailand, data can be gathered which can improve English Education Programs. This guide can provide lay persons with the ability to volunteer to practice English with EFL learners while in Thailand. As the ASEAN Gate widens its sphere of influence and international investments continue to move into the region, future studies in pronunciation and intelligibility are needed to determine what economic factors may be fostered in the region by increased intelligibility.
References


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# Appendix A

## The International Phonetic Alphabet (revised to 2005)

### Consonants (Pulmonic)

<table>
<thead>
<tr>
<th>Articulator</th>
<th>Bilabial</th>
<th>Labiodental</th>
<th>Dental</th>
<th>Alveolar</th>
<th>Post-alveolar</th>
<th>Retractile</th>
<th>Palatal</th>
<th>Velar</th>
<th>Uvular</th>
<th>Pharyngeal</th>
<th>Glottal</th>
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<tbody>
<tr>
<td>Plosive</td>
<td>p b</td>
<td>t d</td>
<td>t d</td>
<td>d c f j</td>
<td>k g q g</td>
<td>k g</td>
<td>?</td>
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<tr>
<td>Nasal</td>
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<td>Trill</td>
<td>B r</td>
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<td>r r</td>
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<td>r r</td>
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</tr>
<tr>
<td>Tap or Flap</td>
<td>v f</td>
<td>r r</td>
<td>r r</td>
<td>r r</td>
<td>r r</td>
<td>r r</td>
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<tr>
<td>Fricative</td>
<td>φ f b v</td>
<td>θ ð s z f j s 3 s z c j x y x ð h h h h</td>
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<tr>
<td>Lateral</td>
<td>f f j i</td>
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<tr>
<td>Approximant</td>
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<tr>
<td>Lateral</td>
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</tbody>
</table>

Where symbols appear in pairs, the one to the right represents a voiceless consonant. Stressed syllables denote articulations judged impossible.

### Consonants (Non-Pulmonic)

<table>
<thead>
<tr>
<th>Clicks</th>
<th>Voiced Implosives</th>
<th>Ejectives</th>
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</thead>
<tbody>
<tr>
<td>O</td>
<td>Relaxed</td>
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<tr>
<td>I</td>
<td>Dental</td>
<td></td>
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<td>!</td>
<td>Alveolar</td>
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<tr>
<td>+</td>
<td>Alveolar lateral</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>Voiced labio-laryngeal fricative</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Voiced labio-velar ejectives</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Voiced labio-palatal ejectives</td>
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<tr>
<td>Q</td>
<td>Unvoiced labio-palatal fricative</td>
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<tr>
<td>C</td>
<td>Voiced epiglottal fricative</td>
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<tr>
<td>F</td>
<td>Voiced epiglottal fricative</td>
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### Vowels

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<tr>
<td>Close-mid</td>
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<tr>
<td>Open-mid</td>
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<tr>
<td>Open</td>
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</table>

Where symbols appear in pairs, the one to the right represents a rounded vowel.

### Other Symbols

- M: Voiced labio-velar fricative
- W: Voiceless labio-velar fricative
- U: Voiced labio-palatal fricative
- Q: Unvoiced labio-palatal fricative
- C: Voiced epiglottal fricative
- F: Unvoiced epiglottal fricative

### Diaeresis

- Diacritics may be placed above a symbol with a descender, e.g. Ũ

### Tones and Word Accents

- Level
- Tone Group
- High
- Mid
- Low
- Extra High
- Extra Low
- Rising-Falling
- Dissonant
- Global Rise
- Global Fall

### Diacritics

- acute: á, é, í, ó, ú
- grave: à, è, ì, ò, ù
- circumflex: â, ê, î, ô, û
- caron: ă, ę, ĩ, ő, ŭ
- macron: ā, ē, ĩ, ō, ŭ
- acute over long vowel: á, é, í, ó, ú
- grave over long vowel: à, è, ì, ò, ù
- circumflex over long vowel: â, ê, î, ô, û
- caron over long vowel: ă, ę, ĩ, ő, ŭ
- macron over long vowel: ā, ē, ĩ, ō, ŭ

### Tongue Level

- High
- Mid
- Low

### Tongue Root

- Advanced Tongue Root
- Retracted Tongue Root

### Stressed

- Stressed
- High
- Falling High
- Rising High
- Rising-Low
- Falling-Low
- Falling-Falling

### Unstressed

- Unstressed
Appendix B

Three Day English Camp Schedule-Day One

Day One Schedule.

9:00-9:30 Introductions and camp rules explained. Groups created using counting.
   1. Explain that when the teacher raises left hand, they are asking for quiet.
   2. Write “Laughter is required” on the board (unless a sign has been pre-made).
   3. Have the students count off to form groups (depending on how many group leaders we have). Instructor will explain all those with the number 1 will gather together, number 2 will gather and so on. Do not break out into groups at this time.

9:30-10:00 Explain and Practice Greetings.

Notes- Greetings are found in all cultures. This group of greetings will familiarize the student with the most common greeting ritual in English. An explanation to the students will describe how saying “I am fine.” is a normal response to people we are less familiar with. In English, when asking, ‘How are you?’- it is much like just saying, “Hello”. One does not give details about their life. If a friend asks the same question, it is appropriate to tell how one really is feeling.

   1. The lead instructor will explain the greetings as well as the meanings. They will be demonstrated by group leaders. Students will then turn to each other and practice 3 times.
Greetings-

A. Good morning.
B. Good Afternoon.
A. Good Night.
B. How are you?
A. I am fine.
B. What is your name?
A. My name is ____________.
B. Have a good day.

10:00-10:45 Break into groups to practice greetings.

1. Group leaders will pair students with each other to practice greeting dialogues.
2. They will help with proper English pronunciation of words. Special focus placed on the words “have” and “three” as to pre-teach to the [v] and [th] sound.

10:45-11:15 Gather groups back together and begin to learn chorus of song, “The Flower Song.”

Using the Total Physical Response Method, the students will engage in hand gestures that help define certain words of the song while singing.

The Flower Song-hand movement instructions

Each of us is a flower growing in life’s garden.

(Hand gestures- hold both hands up near top of head and wiggle to mimic flowers growing while swaying head slightly to the left and right.)
Each of us is a flower beneath the sun and the rain.

(Sun, shine your warmth on me.
(Move arms back up to above head in semi-circle)
Moon; cool me with your night.
(Move hands together palm to palm and rest on left cheek tilting head slightly to signify sleeping.)
Wind, bring your gentle rain.
(With arms bent at elbows, move hands from left to right while wiggling fingers to signify wind then bring hands up above head and wiggle fingers while moving hands downward to signify rain.)
Earth, send my roots down deep. (Stomp ground with feet while emphasizing the word “roots”.
Each of us is a flower growing in life’s garden.
(Hand gestures- hold both hands up near top of head and wiggle to mimic flowers growing while swaying head slightly to the left and right.)
Each of us is a flower beneath the sun and the rain.
(Move hands from ‘flower’ position to create a semi-circle over heads and at top of circle begin wiggling fingers while moving arms down to signify rain.)
Each of us is a flower growing in life’s garden.
(Hand gestures- hold both hands up near top of head and wiggle to mimic flowers growing while swaying head slightly to the left and right.)

*Each of us is a flower beneath the sun and the rain,*

(Move hands from ‘flower’ position to create a semi-circle over heads and at top of circle begin wiggling fingers while moving arms down to signify rain.)

*Beneath the sun and the rain.*

Create a semi-circle over heads and at top of circle begin wiggling fingers while moving arms down to signify rain.)

Write words of chorus to song on board and explain the meanings of the words and how to pronounce them. Group leader will all perform song 3 times and show students the hand gestures that go with the song. Students will then repeat 3 times.

**11:15-12:00** *Break into groups to practice chorus of “The Flower Song.”*

Group leaders will lead students in song rehearsal. They will show the hand gestures and help with pronunciation. They will pair students together to help each other. They will be able to sing the chorus together.

**12:00-1:00** *Lunch*

**1:00-1:30** *Students will practice greetings with each other. Students will sing chorus to “The Flower Song” 2 times.*

Practice Greetings-

See above.
1:30-2:00 Introduce English question words- “what” and “where”

The purpose of this section is to increase the question/answer format and intonation understanding with common phrases.

“What”- a request for information

“Where”- in what place did the action happen

Today’s examples are direct questions. (They are direct and literal.)

Explain and demonstrate how a question sentence ending sounds- the ‘question intonation’. Edge tones are found at the end of sentences. There will be a rising pitch at the end of a question.

Explain that in the question/answer form, we start with the interrogative (question) word normally. We answer with the subject word normally. If necessary- explain what a ‘subject’ is.

Use group leaders to demonstrate with two person role-plays.

Questions:

A. Where did you eat lunch today?
   B. I ate at my school.

A. What did you eat for lunch today?
   B. I ate vegetables.

A. Where do you live?
   B. I live in town (or I live in the countryside.)

A. What do you do after school?
   B. I do my homework.
**2:00-2:45** Break into groups to practice what and where.

Group leaders will pair students to do two person role-play. They will help students with correct English pronunciation.

**2:45-3:00** Students will begin learning “Ten Little Children” song

This song is used to exemplify the use of plurals in nouns in English. Most plurals end in [s]. “Child” as singular and “children” as plural are used as examples in the song of irregular plurals.

Write numbers on board in both numerical and written form. Pick ten students to line up in a row by asking for volunteers. Sing song 3 times while having each step forward.

**Little Children Song**

*(Hold up both hands and as each number is said, hold up another finger to signify each child counted. When counting backward- do the opposite. Start with all ten fingers up and fold one down for each less child.)*

One little, two little,

Three little children.

Four little, five little,

Six little children.

Seven little, eight little,

Nine little children.

Ten little children at play.

Ten little, nine little,

Eight little children.
Seven little, six little,
Five little children.
Four little, three little,
Two little children.
One little child at play.

3:00-3:30 Wind down time. Students will sing chorus to “The Flower song” one more time.
Day Two Schedule.

The purpose of this lesson will be to review Day One Lesson and begin to focus on the two main sounds to be worked on-

Special focus on sounds- [θ] and [v].

9:00-9:45 Review Day One lessons.

Practice greetings from Day One.

Sing “Flower Song” 2 times.

Sing “Little Children Song” 2 times.

9:45-10:30 Lesson on the 5 “W”s and How- Family Questions as examples. Explain plurals. Review Day One’s Question Drills.

Write each word and give examples of its meaning and context.

Discuss the Why-Because relationship.

Review question intonation.

Use group leaders to demonstrate with two person role-plays.

Day One’s Questions:

A. Where did you eat lunch today?
   B. I ate at my school.

A. What did you eat for lunch today?
   B. I ate vegetables.

A. Where do you live?
   B. I live in town (or I live in the countryside.)
A. What do you do after school?
B. I do my homework.

Day Two Questions:

A. Why are you in English Camp?
B. Because I want to learn to speak English.

A. Why are you smiling?
B. Because I am happy.

A. When do you eat breakfast?
B. I eat breakfast in the morning.

A. When do you eat dinner?
B. I eat dinner in the evening.

A. When do you go to sleep?
B. I go to sleep at night.

A. Who lives in your home?
B. My family lives in my home.

A. How many people are in your family?
B. There are ______ people in my family.

A. How many brothers do you have?
B. I have ____ brother(s).

A. How many sisters do you have?
B. I have __________ sister(s).

10:30-11:15 Break into groups to practice 5 “W”s and How Question Drills (Monday’s drill and today’s drills).

Group leaders will pair students with each other to practice Question Drills.

They will identify problem words and help with proper English pronunciation.

11:15-11:45 Gather groups back together to learn “Itsy-Bitsy Spider Song”.

Put words to song on board and explain the meanings of the words and how to pronounce them. Group leaders will all perform song 3 times and show students the hand gestures that go with the song. Students will then repeat 4 times.

**The Itsy-Bitsy Spider**

*The itsy-bitsy spider went up the water spout.* (Place tip of index finger from right hand on tip of thumb of left hand. At the same time put tip of index finger from left hand on tip of thumb from right hand. While turning hands move finger-thumb, finger-thumb in a climbing motion to signify spider.)

*Down came the rain and washed the spider out.* (Place hands at face level and move downward while wiggling fingers to signify rain.)

*Out came the sun and dried up all the rain.* (Make an arc with hands above head opening up to signify sun. As arc is opening, bring hands down while wiggling fingers to signify rain.)

*And the itsy-bitsy spider went up the spout again.* (Repeat spider movement.)

11:45-12:00 Practice “Flower Song”, “Little Children Song”, Itsy-Bitsy Spider Song”
Group leaders will lead students in song rehearsal. They will show the hand gestures and help with proper English pronunciation.

**12:00-1:00 Lunch**

**1:00-1:30 Students will practice greetings with each other. Students will sing “Flower Song” and “Little Children Song” once. They will sing “Itsy-Bitsy Spider Song” twice. Practice question drills with students. Practice pronouncing words that students have difficulty with.**

**1:30-2:00 Students will learn simple directions and animal names. Teach “Old McDonald Song” Ask for animal names and write them in English along with animal sound on overhead.**

**Old McDonald Had a Farm** Use hand gestures for “here”, “there”, and “everywhere.”

Old McDonald had a farm.

EE-I-EE-I-OH.

And on that farm he had a pig.

EE-IEE-I-OH,

With an oink-oink here and an oink-oink there,

Here an oink, there an oink, everywhere an oink-oink.

Old McDonald had a farm.

EE-I-EE-I-OH!

Old McDonald had a farm.

EE-I-EE-I-OH.

And on that farm he had a chicken.
EE-IEE-I-OH.

With a cluck-cluck here and a cluck-cluck there,
Here a cluck, there a cluck, everywhere a cluck-cluck.
Old McDonald had a farm.

EE-I-EE-I-OH!

(For more verses have students name animals and sounds.)

2:00-2:45 Break into groups to practice “Old McDonald Song” and “Itsy-Bitsy Spider Song” for first 15 minutes. Practice Question drills for 15 minutes. Practice all 4 songs in a row for 15 minutes.

Group leaders will identify problem words and help students with correct English pronunciation for words in “Old McDonald Song.”

Group leaders will repeat Question drills with students.

Group leaders will practice all 4 songs as a set.

2:45-3:00 Students will sing all four songs and be given handout to practice at home for Wednesday presentation to School Director.

Group leaders will walk among students as they sing to help with pronunciation.
Day Three Schedule.

9:00-9:30 Review Day Two’s lessons.

Repeat Questions (see below) with students 3 times.

Practice “Old McDonald Song” 3 times focusing on problem lines.

Practice “Itsy-Bitsy Spider Song” 3 times.

Day One’s Questions:

A. Where did you eat lunch today?
   B. I ate at my school.

A. What did you eat for lunch today?
   B. I ate vegetables.

A. Where do you live?
   B. I live in town (or I live in the countryside.)

A. What do you do after school?
   B. I do my homework.

Day Two’s Questions:

A. Why are you in English Camp?
   B. Because I want to learn to speak English.

A. Why are you smiling?
   B. Because I am happy.

A. When do you eat breakfast?
   B. I eat breakfast in the morning.

A. When so you eat lunch?
B. I eat lunch in the afternoon.
A. When do you eat dinner?
B. I eat dinner in the evening.
A. When do you go to sleep?
B. I go to sleep at night.
A. Who lives in your home?
B. My family lives in my home.
A. How many people are in your family?
B. There are ______ people in my family.
A. How many brothers do you have?
B. I have ____ brother(s).
A. How many sisters do you have?
B. I have __________ sister(s).

9:30-10:00 Review Day One’s lessons.

Practice greetings.

Focus on sounds- “th” and “v”

Sing “Flower Song” 2 times.

Sing “Little Children Song” 2 times.

10:00-10:15 Teach irregular personal pronoun plurals for “child”, “woman”, “man.”

Teach “is” and “are”.

Use overhead projector to show difference in spelling and pronunciation.

Today’s Questions:
How many girls are in your home?
There are ________ in my home.
Or- There is one girl in my home.

How many women are in your home?
There are __________ in my home.
Or- There is one woman in my home.

How many boys are in your home?
There are ________ boys in my home.
Or- There is one boy in my home.

How many men are in your home?
There are ______ men in my home.
Or- There is one man in my home.

How many children are in your home?
There are _______ children in my home.
Or- There is one child in my home.

10:15-10:45 Break into groups to review lessons.

Practice today’s questions for 10 minutes. Practice Tuesday’s questions for 10 minutes.

Practice Monday’s questions for 10 minutes. Practice all questions together.

10:45-11:00 Practice 4 songs to perform for Vice-Director and Director of School.

Practice “Old McDonald” and “Itsy-Bitsy Spider” 2 times. Practice “Children Song” and “Flower Song” 1 time. Practice greetings.

11:00 Performance for School
Three day English Camp songs handout for students of 3 Day English Camps

**Little Children Song**

One little, two little,
Three little children.
Four little, five little,
Six little children.
Seven little, eight little,
Nine little children.
Ten little children at play.
Ten little, nine little,
Eight little children.
Seven little, six little,
Five little children.
Four little, three little,
Two little children.
One little child at play.

**The Flower Song**

Each of us is a flower growing in life’s garden.
Each of us is a flower beneath the sun and the rain.
Sun, shine your warmth on me.
Moon; cool me with your night.
Wind, bring your gentle rain.
Earth, send my roots down deep.
Each of us is a flower growing in life’s garden.
Each of us is a flower beneath the sun and the rain.
Each of us is a flower growing in life’s garden.
Each of us is a flower beneath the sun and the rain,
Beneath the sun and the rain.

**The Itsy-Bitsy Spider**
The itsy-bitsy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain
And the itsy-bitsy spider went up the spout again.

**Old McDonald Had a Farm**
Old McDonald had a farm.
EE-I-EE-I-OH.
And on that farm he had a pig.
EE-IEE-I-OH,
With an oink-oink here and an oink-oink there,
Here an oink, there an oink, everywhere an oink-oink.
Old McDonald had a farm.
EE-I-EE-I-OH!

Old McDonald had a farm.

EE-I-EE-I-OH.

And on that farm he had a chicken.

EE-IEE-I-OH.

With a cluck-cluck here and a cluck-cluck there,

Here a cluck, there a cluck, everywhere a cluck-cluck.

Old McDonald had a farm.

EE-I-EE-I-OH!

(For more verses have students name animals and sounds.)
Question/Response Handout for Students of 3 day English Camps

A. Where did you eat lunch today?
B. I ate at my school.

A. What did you eat for lunch today?
B. I ate vegetables.

A. Where do you live?
B. I live in ____________.

A. What do you do after school?
B. I do my homework.

A. Why are you in English Camp?
B. Because I want to learn to speak English.

A. Why are you smiling?
B. Because I am happy.

A. When do you eat breakfast?
B. I eat breakfast in the morning.

A. When do you eat lunch?
B. I eat dinner in the evening.

A. When do you go to sleep?
B. I go to sleep at night.

A. Who lives in your home?
B. My family lives in my home.
A. How many people are in your family?
B. There are ______ people in my family.

A. How many brothers do you have?
B. I have ____ brother(s).

A. How many sisters do you have?
B. I have __________ sister(s).
Appendix C

One day English camp schedule

9:00-9:15 *Introductions and camp rules explained. (Raising hand as sign to be quiet.)*

*Groups created.*

9:15-9:45 *Explain and Practice Greetings.*

*Greetings-

Good morning.

Good Afternoon.

Good Night.

How are you?

I am fine.

What is your name?

My name is ____________.

9:45-10:15 *Break into groups to practice greetings.*

Group leaders will pair students with each other to practice greeting dialogues.

They will help with clear English pronunciation of words.

10:15-11:00 *Gather groups back together and begin to learn “Little Children Song”*

Write words to song on board and explain the meanings of the words and how to pronounce them. Group leader will all perform song 3 times and show students the hand gestures that go with the song. Students will then repeat 3 times.
**Little Children Song**

*(Hold up both hands and as each number is said, hold up another finger to signify each child counted. When counting backward- do the opposite. Start with all ten fingers up and fold one down for each less child.)*

One little, two little,

Three little children.

Four little, five little,

Six little children.

Seven little, eight little,

Nine little children.

Ten little children at play.

Ten little, nine little,

Eight little children.

Seven little, six little,

Five little children.

Four little, three little,

Two little children.

One little child at play.

**11:00-11:30 Break into groups to practice “Little Children Song”**

Group leaders will lead students in song rehearsal. They will show the hand gestures and help with proper English pronunciation. They will pair students together to help each other. They will be able to sing the song together.
11:30-12:00 Bring group back together to practice song and/or visit with NPA students.

12:00-1:00 Lunch

1:00-1:30 Students will practice greetings with each other. Students will sing chorus to “Little Children Song” 3 times.

Greetings-

See above.

1:30-2:00 Teach “Itsy-Bitsy Spider” Song

Put words to song on board and explain the meanings of the words and how to pronounce them. Group leaders will all perform song 3 times and show students the hand gestures that go with the song. Students will then repeat 4 times.

The Itsy-Bitsy Spider

The itsy-bitsy spider went up the water spout. (Place tip of index finger from right hand on tip of thumb of left hand. At the same time put tip of index finger from left hand on tip of thumb from right hand. While turning hands move finger-thumb, finger-thumb in a climbing motion to signify spider.)

Down came the rain and washed the spider out. (Place hands at face level and move downward while wiggling fingers to signify rain.)

Out came the sun and dried up all the rain. (Make an arc with hands above head opening up to signify sun. As arc is opening, bring hands down while wiggling fingers to signify rain.)

And the itsy-bitsy spider went up the spout again. (Repeat spider movement.)
2:00-2:45 Break into groups to practice “Itsy-Bitsy spider Song” and “Little Children Song”
One day English Camp songs handout for students

**Little Children Song**

One little, two little,
Three little children.
Four little, five little,
Six little children.
Seven little, eight little,
Nine little children.
Ten little children at play.
Ten little, nine little,
Eight little children.
Seven little, six little,
Five little children.
Four little, three little,
Two little children.
One little child at play.

**The Itsy-Bitsy Spider**

The itsy-bitsy spider went up the water spout.
Down came the rain and washed the spider out.
Out came the sun and dried up all the rain
And the itsy-bitsy spider went up the spout again.