

Carla B. de Herrera

*How to Unlock Some of the
Secret Reading Troubles in....*

Shuck

Loves

Chirley

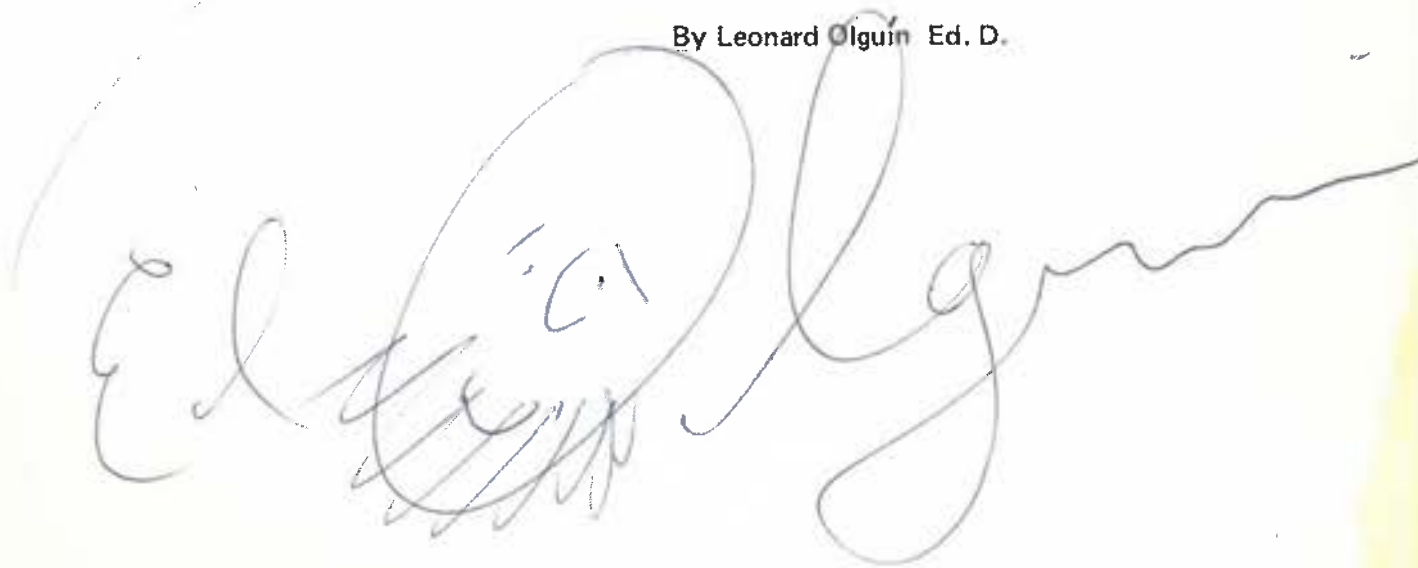


Con mil cariños,
y millones de
Amores

"SHUCK LOVES CHIRLEY"

A Non-technical Teaching Aid For Teachers
of Bilingual Children

By Leonard Olguín Ed. D.

A large, stylized handwritten signature in dark ink, which appears to read "Leonard Olguín". The signature is written in a cursive style with large loops and flourishes.

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FOREWORD

This guide, written by a teacher for teachers, should be of value to anyone in the position of trying to enhance communication between Spanish speaking and English speaking people. The reader will find the book is written in a straightforward manner and in "plain English."

The author, Mr. Leonard Olguin, is uniquely qualified to approach the subject, having lived through the following experiences:

- * Began life in a poor family;
- * Entered first grade speaking only Spanish;
- * Dropped out of high school to help support family;
- * Attended continuation high school;
- * Completed regular high school at age 21;
- * Entered college at age 29.

After earning his college degree and teaching credential, he accepted a teaching position in a California school with a large school population of Mexican-American children. Notwithstanding the fact that he had contemplated and come to understand his own background, as Mr. Olguin attempted to teach English to these Spanish speaking children, he became aware again of the overwhelming communication problems that existed. He reasoned: "If a well educated Mexican-American has difficulty teaching English to Mexican children, then to Anglo teachers the task would be almost insurmountable." Olguin began looking for answers.

For several years the author worked at identifying and classifying communication problems. He then developed teaching programs, testing Mexican-American children to determine whether or not the new teaching strategies made a difference. The answer was an unqualified "yes". The children learned to listen, read, write and speak more accurately and quickly. The answers Mr. Olguin found are in this book.

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The guide presents an almost too obvious concept: A child cannot read what he cannot hear. The author discusses how the sounds of Spanish interfere with and impede the acquisition of English. A diagnostic test provides identification of the sound problems which individual children need to overcome. The final section offers sample lessons with suggestions for the teacher in assisting Mexican-American children to hear English sounds.

Economic and social opportunities for the Mexican-American in our culture are largely dependent upon the effective use of English. The major issues and problems of the Western hemisphere to be solved in the years ahead will demand articulate bilingual Americans in significant leadership roles. The ideas found in this book should make an important contribution to solving these problems.

Glenn W. Hoffmann

GLENN W. HOFFMANN
 Superintendent
 Santa Clara County Schools

GWH:vb

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INTRODUCTION

TO MY FELLOW TEACHERS:

This handbook represents a monumental effort on my part to stick to the subject. I found the distractors to be almost irresistible.

It wasn't until it was quite clear to me that the learning problems of the Spanish language oriented child were many phased, and that attempts to formulate solutions to the phases shouldn't be treated simultaneously, that I was finally able to describe this piece of the puzzle.

I recognize that the following factors, along with others, must be carefully defined in order to contribute to the massive multi-phased solutions needed to lessen learning difficulties felt by the Spanish-language-oriented child:

1. calibre and degree of Spanish used in the home
2. amount of formal education in Spanish
3. immigrant and age upon entry to U.S.A.
4. U.S.A. born, urban or rural
5. migrant family
6. parental attitude toward school
7. attitude of local school personnel toward teaching such children
8. breaking stereotype of a person of Mexican ancestry
9. socio-economic standing
10. factors of the English language not covered in this work.

A look at only ten distractors makes it easy to understand

why I had many false starts in getting these particular ideas down.

I could have handled the material on much more technical terms, but reasoned that I was not trying to teach a technical discipline but rather, was trying to share a concept and discuss some of its practical applications.

The lessons included in this handbook are intended to demonstrate the application of the concept presented in the body of the book. This work is not intended to serve as a teaching text, nor are the lessons pointed at any one grade level.

For many teachers it will immediately unlock countless new uses of existent materials. For others, it will provide new insight into old problems but may also present them with a need for special materials.

For the latter, I am presently preparing multi-media "sound kits" which will be pointed directly toward installing troublesome English sounds into the hearing systems of Spanish-language-oriented pupils.

Leonard Olguin

THE PREMISE

As teachers, we must agree that much of the formal education a child receives must be acquired through reading. We must agree that writing is an abstract form of talking, and that reading is an abstract form of hearing and understanding what is "heard" through the eyes. We must agree that a child cannot read what he cannot hear.

The child with a Spanish language background has a specific set of language skills which serve him in Spanish-speaking environs, but which often turn into language problems in English-speaking surroundings.






The auditory discrimination and speaking habits--- mouth muscles, tone, word order, breath control--- of Spanish impede his acquisition of the English language. The interesting idea is that the limitations or impediments are identifiable, predictable, testable, and therefore vulnerable to skillful teaching.

I

THE "UH" SOUND ("schwa")

I point out to teachers that in hearing Spanish with a Spanish hearing system, a child never hears an "uh" sound. This means that there is no place for this sound to register in his audio mind when he is first subjected to it. Usually, he doesn't have the skills to produce or hear this sound. And is only tuned to the five clear vowel sounds of Spanish.

Here are some pictures taken during a conversation with a person recently from Mexico. The mouth positions clearly illustrate the muscle activity involved in producing the Spanish vowels.

	Vowel	Lips	Tongue	Jaw
	i (ee as in feet)	Very broad smile	Forward & flat	Nearly closed
	e (e as in hen)	Broad smile	Front & flat	Slightly open
	a (as in saw)	Smile	Slightly back	Open
	o (as in no)	Forward & in "o" shape	Back	Open
	u (as in boot)	Forward & in "u" position	Way back	Slightly open

The following is a picture of a [?]boy who is English language oriented. He was photographed saying the word "hut". The picture clearly shows the mouth activities involved in the production of the schwa sounding "u".



Vowel	Lips	Tongue	Jaw
u	Open	Neutral	Barely Open

If you compare his mouth with the girl's mouth, you will see that no like mouth positions can be found. Consequently, the "uh" sound is elusive to the Spanish ear. Also, the mouth activities required to make such a sound are totally absent in the articulation repertoire of the Spanish Speaker.

When an "uh" sound is spoken, it rattles his "ah" record. This means that when someone says "fun" he hears "fawn". This is as close as he can get. The task for us, then, seems obvious:

a. We must teach him to hear "uh"; practice with him until he never confuses "uh" with "ah".

b. We must use flashcards with pictures and words to help impress this new sound, i.e., hut, run, bun, bus, etc.

c. Tape recorded lists of words containing "uh's" will allow the child to listen to models. Listening to the model and recording his own responses will help him a great deal.

The manner in which the schwa is installed is secondary; the idea that he has no schwa is primary.

Two relative key factors regarding the installation of schwa must be borne in mind.

1. IN SPANISH:

THE "UH" SOUND IS NEVER USED.

2. IN ENGLISH:

THE "UH" SOUND IS USED MORE THAN ANY OTHER SOUND.

II

THIRTY DEMONS

In hearing Spanish, a child becomes thoroughly conditioned to hearing words end mainly in only ten different ways, which are: a, e, i, o, u, l, r, n, s, and a very quiet d. The problems these ten endings cause him in English stem from the fact that English words end mainly in forty ways. This means when he is subjected to words which end in any of the thirty ways he is not conditioned to hear, a potential hearing problem exists. He does not hear nor say the other thirty endings. And further, when he attempts to read them, there is very poor correlation between what he sees and hears, and

what is written. Unless one of the endings he knows is uttered, he doesn't hear it, causing what was said to be strung together the way he hears it. For example, if he is asked to say "I don't want to", he would hear and say, "Ahroguanu". Because the final "t" in the words "don't" and "want" do not register, the entire sentence is perceived as one utterance.

The severity of this problem is most felt when teachers do not understand why he cannot read what he can say. (He has never said it!)

The course for the teacher seem obvious:

a. Test the child to see which English word endings are giving him trouble.*

b. Group the children with common problems.

c. Collect words, poems, and phrases that will help to install and reinforce the word endings that the various groups need. No new material is needed; only a new look at what is available.

d. As teachers we must beware of our own hearing habits. Unless we really listen to what the child is truly saying, we will supply final sounds that the children start to make but do not complete.

III

INITIAL "S" PROBLEMS

The Spanish listener is subjected to words beginning with "s" in five ways; "sa", "se", "si", "so", "su". English not only has an overwhelming variety of vowels following the

*See Test on Page 37

initial "s", but also has words that begin with:

A. eight "s" plus-consonant blends

1. scan
2. sphere (f sound)
3. slim
4. small
5. snail
6. speak
7. stick
8. svelte

B. four triple consonant blends beginning with "s"

1. scream
2. splash
3. spring
4. string

and,

C. the digraph "sh" --- representing a sound that does not exist in the Spanish sound system.

His hearing habits have never had to handle "s" in the ways listed, causing static or blank spots in the English spoken to him. For "stick" he will hear and say, "esteek"; for "stop", "estop". (Both produced with incomplete final sounds).

The teacher needs to arrange practice lists and/or sentences loaded with initial "s" plus-consonant blends.

THE AIR BUBBLE

In speaking Spanish, the volume of air utilized in producing sounds is very low. Visualize, before the Spanish speaking mouth, a small bubble of air about the size of a tennis ball. The speaking breath rarely travels any further.

In producing English, a much larger air bubble exists, generally about the size of a volley ball.

To illustrate the presence of the air bubble, hold a lighted match about three inches in front of the mouth of a native speaker of Spanish and have him speak. The flame will waver little. Next, hold another burning match before the mouth of a native speaker of English and have him speak. It will be noted that the match will waver wildly and soon be put out.

The effects of the difference in the volume of air utilized in producing speech in these two languages is troublesome for the learner of either language. Because of the small quantity of air supplied in producing these sounds, the Spanish speaker will sound different when producing: b, c, d, f, g, h, j, k, m, n, p, q, s, t, v, x, and z. The English speaker will have parallel problems with Spanish.

The most notorious of the problems caused by the small Spanish air bubble in speaking English is the effects it has on producing the two digraphs "ch" and "sh".

The Spanish speaking child has the "ch" in his sound system, (although it never appears at the end of a word).

This "ch" is produced with a very small amount of air. When he uses this low pressure sound in speaking to someone who is accustomed to hearing this "ch" produced with a blast, the hearer will perceive an "sh". This phenomenon occurs not because the speaker produced an "sh", but because he didn't produce a customary "ch"! The hearer, unable to perceive a "ch" produced with the Spanish air bubble unconsciously fits this sound into the closest possible sound receptor, the "sh".

When the Spanish speaker is taught to produce an "sh", he will do it with a low exhalation level. This sound will inevitably record in the mind of the English speaker as a "ch". Again, this happens because the speaker did not make a breathy "sh", not because he did produce a "ch".

It is said that the Spanish-speaking child reverses the "sh" and "ch" sounds. The fact of the matter is, that, the production of "ch" and "sh" sounds with a low breath level makes a sound somewhere between a breathy English "sh" and an explosive English "ch". When the Spanish-speaker utters this sound the reversals take place in the hearing system of the English-language-oriented listener.

In addition to the problem caused by the low breath level, many children coming from homes of a Spanish language background do learn to produce the "ch" and "sh" sound of English, but become confused as to when to use them.

TH

The combination of the fact that there is no voiceless

"th" sound in Western Hemispheric Spanish, with the fact of the high breath level of such a sound in English presents a double-edged sound problem to the Spanish-language-oriented student of English. Instead of "Thank you", he may hear and say either "Tank you" or "Sank you".

Teachers armed with the knowledge that the Spanish hearers have never had to hear such a sound, plus the fact that the Spanish mouth muscles have never had to make such a sound, would be prepared to put forth a super imaginative effort to install this new sound, then reinforce it, and make it grow into a permanent tool of English speech. Resourceful teachers will devise practices for the child which teach him to utilize this sound in all possible positions within words.

WH

The digraph "wh" represents another sound that does not exist in the Spanish sound system. It also presents the problem that the air level is high.

Upon hearing "why", "what", or "where", the Spanish speaker will hear "gwaí", "gwhat", "gwear".

He must be taught the mouth and throat muscle activities involved in producing "wh".

Again, teachers must employ all means possible to install this new sound.

V

SPANISH SMOOTHNESS or VOWEL POWER

It has often been said that "Spanish is such a smooth-flowing language". This happens to be true. Spanish has

smoothness built into it. Unfortunately, the "smootheners" carry over into English and make it rough.

The Spanish mouth is trained to make easy transitions from one sound to the next in a number of ways:

a. The mouth is constantly preparing itself, positionally for the sound upcoming. For example, if a person is going to say "sí" he positions his mouth for the "í" before he turns on his voice. The mouth is still there when the voice is turned off. "Sí" produced like this has a short, crisp, sharp, clear sound.

For the sake of comparison, consider the English word "sea":

1. the lips are opened
2. the breathy "s" is begun
3. the voice turns on as the corners of the mouth are pulled back slightly
4. the mouth comes back while the voice is still on, causing a slight glide-off sound at the end. ("Sí" and "sea" are two very different sounds.)

b. The sounds of "b" and "v", "d" and "g" are governed by whether or not they are preceded and followed by vowels. If they are, they are softened to make the utterance smooth.

1. Example for "b": la bota - in producing "b" the vowel lips barely come together and the "b" is buzzed. The voice is never turned off and

this kind of "b" does not break the flow of sound.

If a "b" should not be preceded by a vowel, or if it is the initial sound, it is produced like the "b" in boy.

2. Example for "v": la vaca-
 ^ ^
 vowel
Exactly the same sound for this "v" between vowels as for the "b" between vowels. This is often difficult to accept since many Spanish speaking people have acquired the use of an English "v".

Whenever "v" is an initial sound, it is pronounced as the "b" in boy, i.e.: ¿Vas tú? sounds much like "Boss two?"

3. Example for "d":

A "d" between vowels is made to sound like the th in "the". Sample: nada = Nahthah.

A word beginning with "d" sounds nearly like an English "d". An ending "d" is made by placing the tongue in the th position, but not making any sound.

4. Example for "g":

A "g" between vowels is produced in the same area of the throat that a hard "g" is, except that it is kind of garbled or rasped with the voice on.

If the succeeding vowel is an "i" or an "e", the "g" is produced as a heavy, throat-constricted "h".

c. To further smoothen the flow of speech, the latter "n" is spoken as an "m" whenever it appears before a letter that employs both lips together, such as: "b" and "v", "m" and "p".

Example:

un beso = um beso
un veliz = um veliz
tan mercado = tam mercado
tan poquito = tam poquito

This characteristic will make a Spanish-speaking child say: KMBC instead of KNBC ... or, "What a beautiful sun bonnet" instead of sun bonnet.

These built-in speaking mechanisms make Spanish flow smoothly but interfere with English. Knowledge of these mechanisms make it possible for teachers to re-see available materials, and use them with this newly acquired information.

All of us teaching the Spanish-language-oriented child must familiarize ourselves with the precise language problems facing this child as he begins to learn English.

We must realize that the learner of English has new sounds to assimilate, new positions in which to place sounds he already knows, and a whole new way of saying things.

QUICK REFERENCE SECTIONS

The following two sections are like two small dictionaries, each containing a different type of information. The first section presents a condensed "comparison and discussion" of English and Spanish alphabet sounds. The second section contains a discussion of letters that present problems to the Spanish-language-oriented because of their position within a word or utterance.

As a teacher become more and more aware of the sounds that are being produced by the Spanish mouth, the use of these two quick reference sections will become more meaningful.

PART 1

COMPARISON OF SPANISH AND ENGLISH ALPHABET SOUNDS AND DISCUSSION OF PROBLEMS ENCOUNTERED BY THE SPANISH - LANGUAGE-ORIENTED LEARNER

ENGLISH

SPANISH

DISCUSSION

A

There are eight basic ways to pronounce "a" in Webster's Dictionary not counting when it is silent as in "each".

There is one way to pronounce an "a". It is best produced by making the "a" sound in "ha, ha, ha" with a broad, flat smile.

The Spanish ear and mouth has the most difficulty with the schwa "a" of the variety of ways to pronounce "a" in English. The short "a" also gives much trouble.

B

The sound of "b" in English is characteristically the same.

In Spanish, there are two sounds to "b" and two identical sounds to "v". Sometimes the sound is a clear "b" as in "boy"; other times the sound is a buzzing sound produced by both lips. (bilabial voiced fricative).

The buzzing sound of these two letters made in Spanish does not exist in English. It is quite like an English "v". The Spanish-oriented ear has no difficulty in learning the English "v" sound, but has many English problems in choosing between uttering a "v" or a "b". The untrained teacher will hear an English "v" when the Spanish mouth utters the bilabial voiced fricative sound for the Spanish "v" and "b". ("b" and "v" problems are clarified in Part II - Positional Problems.)

C

The "c" in English functions mainly in three sounds. It has "s" characteristics before "i", "y" or "e"; "k" characteristics before "a", "o", "u" and consonants; and in part of the digraph "ch".

The Spanish "c" functions very similarly to the English "c".

People who learn Castillian Spanish are apt to have a "th" sound, as the "th" in thanks, for "c's" that appear before "i" and "e". This sound variance should be regarded as a regional dialect and is generally not taught, though understood and recognized, in Western Hemispheric Spanish.

CH

The letters "c" and "h" when written together are called a digraph in English because they together represent one sound.

In Spanish "ch" is regarded as one letter which stands for one sound; that of the "ch" in champion. It has a separate entry in the Spanish dictionary.

Spanish has a low breath level "ch" in it which offers no problem-- until the high breath level English "sh" is encountered. Upon first hearing the "sh" the hearer fits the new sound into the "ch" auditory record he has. He later produces an "sh" but at a very low breath level.

The English oriented ear upon hearing both the "ch" and "sh" produced with such a low breath level cannot clearly perceive these peculiar pronunciations since he has no receptors for such sounds.

Let's suppose a Spanish-speaking child uttered the word "choose". It would not come out with a clear "ch" sound, therefore the English hearer would hear "shoes". Inverse-

D

Generally three sounds are attached to this symbol; the "d" as in dog, the "t" sound of "d" as in walked; also the "j" sound of "d" when it appears in soldier and edge.

In Spanish there are three sounds for a "d". One is like the "th" sound in "the"; another is close to the English "d" sound with the difference being that in Spanish the top of the tongue is placed closer to the front of the mouth-- touching the back of the upper teeth; the third is produced by shutting off air and sound from the mouth by sticking out the tongue slightly and biting entire rim of tongue simultaneously, but gingerly.

ly, if the Spanish speaker uttered "shoes", the English hearer would hear "choose".

The Spanish oriented speaker has no problem with the enunciation of "d" -- his problem is in avoiding interference of the "th" sounding "d" and the quiet tongue and teeth "d". The occurrences of interference are predictable and are discussed in Part II.

E

There are six ways to pronounce an "e" in English.

There is basically one way to pronounce an "e" in Spanish. It is like the "e" in end. The mouth must be smiling broadly to produce the Spanish sounding "e".

No significant problems are encountered in learning the sounds of "e". (except for the schwa "e".)

F

The sound for "f" is represented mainly as the "f" in "fish", but also occurs as a "v" sounding "f" as in of.

There is only one sound for "f" in Spanish, and that is the sound of the "f" in fish.

No problems.

G

There is the "j" sounding "g" before "i", "e" or "y" and the hard sounding "g" as in "ground" in English.

In Spanish "g" has a hard sound similar to the one in English, but instead of a "j" sound before "i", "e" or "y", a Spanish "g" takes on a raspy "h" characteristic.

It is easy for the young Spanish mouth to learn the English "g".

H

There are three ways to respond to "h" in English:

1. The silent "h" in honest
2. The aspirant "h" in how
3. The aspirant "h" in what

In Spanish the "h" is always silent.

There are no problems with the silent "h". The aspirant "h", in Spanish, is rasped at the throat. Therefore, practice in producing the un-rasped "h" of English is necessary. The sound of "wh" must be practiced extensively because it does not exist in Spanish.

I

There are four sounds in English for the sound of "i".

There is one sound in Spanish for the symbol "i". It is like the "i" in police. A smile position of the mouth is necessary to make the Spanish sounding "i".

It is very difficult for the Spanish oriented ear to learn to say the short English "i" as in ill. The Spanish speaker will generally say "ell", or "eel" for ill. The schwa "i" is also a problem.

J

In English "j" generally represents one sound, although other symbols such as "g" as in gentle and "dg" as in "edge" produce the "j" sound.

In Spanish the "j" symbol always represents one sound; that is the rasped "h" sound.

Children of pre-school and primary grade age have no special difficulty in learning the English "j". Attention must be given to adequate voicing.

K

Sounds for "k" in English are represented by "k", "c", "ck", "ch" and "qu".

"k" sounds are represented by "c" and "qu". The symbol "k" is not used in Spanish unless it occurs in a borrowed word.

No enunciatory problems.

Basically, one sound in English.

One sound in Spanish.

The "l" sound in Spanish is crisper and sharper than the sound of the English "l". The Spanish oriented hearer has difficulty perceiving the lazy "l" of English.

Ll

Basically, one sound in English.

Although this symbol has all the appearances of a double "l", it is not regarded as such in Spanish. It is a separate symbol which represents a distinct strong "y" sound, almost to the point of an English "j".

In Spain this symbol is sounded somewhat like the "ll" in million, and like the "ly" in halyard. In Argentina and in other countries of Iberoamerica, the "ll" has definite "j" characteristics. It is often heard as a "j" by English language ears.

M

One sound in English.

One sound in Spanish.

No enunciatory problems.

N

One sound in English.

Generally sounds like English "n"; changes to "m" under conditions to be explained in part II.

No enunciatory problems.

O

There are ten entries for the pronunciation of "o" in Webster's Dictionary.

There is one way to pronounce "o" in Spanish.

Enunciatory problems not difficult to overcome. (except for the schwa "o").

P

One sound in English.

One sound in Spanish.

The Spanish "p" is not as heavily aspirated as the English one. Because of this, it often sounds like a "b" to English oriented ears. The Spanish oriented ear must be trained to hear and repeat the aspirated "p".

Q

"q" has "k" sound.

Has "k" sound.

No enunciatory problems.

R

"r" has one sound in English, except for regional dialect influences, where it appears to be dropped.

The Spanish "r" is unlike the English "r". It is produced by tapping the tongue lightly on the alveolar ridge, very close to the top row of teeth. An equivalent sound in English is found in the two "t's" of butter, or Betty.

No serious enunciatory problems. Spanish speakers must learn the semi-vowel "r" of English.

RR

The "rr" is a single symbol in Spanish which has no counterpart in English.

Spanish speakers must learn to "untrill" the Spanish "rr".

S

"s" has an "s" sound and a "z" sound.

Has an "s" and "z" sound.

No enunciatory problems.

T

"t" has three sounds; one as the "t" in two, one as part of the digraph "th" in the and thin and the "ch" sound in venture.

Has one sound, as the "t" in to.

The "t" in Spanish is barely aspirated. To the English ear it often sounds like a "d". The Spanish speaker must learn to raise the explosion level of the "t".

U

"u" has seven sounds.

In Spanish "u" has one sound. It is like the "u" in rude.

Schwa "u" is a problem.

V

"v" has one sound in English.

Same as "b".

See explanation under B.

W

"w" has one main sound as in "were". It is also part of the digraph "wh" as in why.

"w" is not used in Spanish except in borrowed words, e.g., Washington.

A "w" spoken by a Spanish speaker will sometimes take on the sound of a hard "g" i.e., "Guashington".

X

Has one main sound in English as in extra, plus the "g" sound as in examine.

Has same main sound as in English plus raspy "h" sound in some Spanish words.

No enunciatory problems.

Y

Has "y" sound as in young, and long "e" sound as in funny and long "i" sound as in shy.

Has "y" sound as in young.

Children who speak Spanish, predominantly, will give the "y" a "j" sound.

Z

Has one sound as in hazy.

Has "z" and "s" characteristics.

In Spain, the "z" has "th" characteristics as the "th" in thanks.

PART II

POSITIONAL PROBLEMS

A quick reference of some letters that cause pronunciation problems in Spanish because of their position in words or sentences.

LETTER

PROBLEM

DISCUSSION OF POSSIBLE TRAINING PROCEDURE

A

(Degree of individual problems vary)

Exercises with schwa "a's" need to be designed to combat problems in discrimination as in: fun - fawn, shut - shot, color - collar.

The schwa ("uh" sound) of "a" is difficult for the Spanish ear.

B

Because words rarely end with a "b" in Spanish, it is neither heard nor reproduced by the Spanish speaker. In Spanish, when a "b" or a "v" appears between vowels, it is sounded as a bilabial voiced fricative (both lips buzz). This carried over into English and causes pronunciation problems.

Games, poems, stories, and exercises selected with many words ending with "b" and having "b" and "v" between vowels are needed. Teacher must exaggerate pronunciation of "b" and "v" sound in both positions.

C (K&QU)

"c's" are unaspirated in Spanish. This carries over into English and causes pronunciation problems.

The untrained ear (teacher) will not notice that final "c" sounds are being omitted. Because the teacher expects the productions of the final sound, it is often heard. Many materials carefully selected (or devised) must be used to help children develop the auditory perception of "c's" (and other "k" sounds) and their proper production.

D

In Spanish: (1) initial "d's" or "d's" following

Many materials selected or devised are needed to work

a consonant are pronounced very much like the English "d" in dog, except that the tongue touches further forward on the alveolar ridge; (2) intervocalic "d's" are pronounced as the "th" in the; (3) final "d's" are (silently) produced by protruding the tongue and closing off sound by biting the tongue gingerly. The problems of "d" have a very strong carry-over into English and cause many problems in pronunciation and understanding.

E

When schwa sound is made for "e", the Spanish ear has trouble.

F

Final "f" must be taught.

G

The inter-vocalic (between vowels) "g" in Spanish has raspy "h" characteristics. This carries over into English causing pronunciation problems. Since Spanish words rarely end in "g", the Spanish speaker doesn't hear or reproduce final "g's" properly. The tendency is to start the "g" but fail to aspirate or voice it at the end of its production.

H

Before vowels "i", "e", and "y", takes on characteristics of Spanish "g".

on alleviation of this problem. A thorough understanding of the nature of the problem is necessary in order to work against it successfully. The teacher must be tuned in acutely to the production of the "d" sound.

Teacher must be aware that unstressed "e's" are generally schwa sounding.

Low breath level must be increased in production of "f".

Many exercises must be designed to practice "g" in all positions; initial, medial, final, intervocalic and blends. Thorough knowledge of types of errors that can be anticipated is vital.

Develop method to teach child to produce the breathy English "h". Not a serious problem.

I

None

None

J

The "j" sound must be installed.

The lesson for "j" included provides practice on how to install the sound of "j".

In cases where a child comes from a Spanish-speaking country, he may have no "j" sound in his "sound system". Special exercises would need to be developed in order to introduce this sound meaningfully. Learners without this sound will substitute it with a Spanish "ll" which is like a strong "y".

K

Same as "c".

Same as "c".

L

In English many final "l's" are not clearly said. The Spanish ear would neither hear nor repeat this lax "l". If an English mouth would poorly produce the "l's" in the following sentence, "I'll call Paul doll", the Spanish ear would hear, "Ow cow Pow dow".

The child must learn to hear and repeat tall "l" of English. Exercises with many final "l's" are needed.

M

Since there are no words that end in "m" in Spanish, the Spanish speaker will neither hear nor reproduce the final "m". He will generally substitute this letter with an "n" or an "ng".

Exercises, games, etc., need to be selected or devised to train children in this particular problem.

N

Whenever an "n" appears before a bi-labial sound (b, m, p, v) in Spanish, the "n" is pronounced like an "m". This carries over into English causing mispronunciation.

Exercises need to be designed to teach the Spanish speaker to pronounce an "n" as an "n" before bi-labial sounds in English.

O	"o" is a problem when its sound is schwa.	Schwa "o's" occur most often in unstressed syllable.
<u>P</u>	In general "p's" are barely aspirated. Final "p's" rarely occur in Spanish and when they do they are totally unaspirated. It is difficult for the Spanish ear to distinguish the difference between final "p's" and final "b's".	Much practice is needed to learn the final aspirated "p" for the Spanish Language oriented child.
<u>Q</u>	Same as "c".	Same as "c".
<u>R</u>	Only severe cases have a problem with the English "r".	People coming from Mexico or other Spanish speaking countries would need to learn to untrill their "r's". Methods to help them make the new sound would need to be devised.
<u>S</u>	The sound of a Spanish "s" is governed by the succeeding letter. If the letter is a vowel or a voiceless consonant, the "s" has a hissing quality. On the other hand, if the next letter is a voiced consonant, the "s" has "z" characteristics. In Spanish, no words begin with an "s" followed by a consonant. These characteristics of "s" cause many pronunciation problems.	Many exercises built on the ideas of the preceding information must be designed to aid the Spanish speaking person in learning the sounds of "s" in English.
<u>T</u>	In general Spanish, "t's" are only slightly aspirated. Final "t's" rarely occur in Spanish and when they do, they are totally unaspirated.	Exercises for aspirating "t's", as well as exercises having words with final "t's" must be designed to teach the English "t" sound to the Spanish speaking student.

<u>TH</u>	There is no voiceless "th" sound in Western Hemispheric Spanish.	Many exercises must be devised to properly install this sound into the hearing skills of the Mexican-American child.
<u>U</u>	Same as "a".	Same as "a".
<u>V</u>	Same as "b".	Same as "b".
<u>W</u>	None	None
<u>X</u>	None	None
<u>Y</u>	None	None
Z	In order to produce a "z" sound in Spanish, the letter after a "z" (or an "s") must be a voiced consonant, e.g., The maze must be difficult. If it is followed by a vowel or a voiceless consonant, the Spanish ear hears it as a hissed "s".	Exercises need to be designed to teach "z" sounds as they occur in English.

THE DIAGNOSTIC TEST

First of all, this diagnostic test and its results, will be of no value if the purpose of administering it is not clearly understood.

This instrument is designed to discover which of the children tested have which problems in producing particular English sounds.

The use of the results should be utilized to help in grouping children with common difficulties so that teaching efforts can be concentrated.

In order to measure changes, the test should be given again after a reasonable period of teaching.

For Part I, a test record has been included using a professionally trained voice. In this manner, it is assured that all the children will be tested in the same way.

The following suggestions are offered to help in setting up the testing situation:

1. Obtain the use of a good tape recorder to tape the responses given by the child.
2. Secure a clear-sounding record player on which to play the test record.
3. Make a set of earphones available to yourself as well as a pair for the child being tested.
4. Administer the test in an area that is reasonably quiet.

Tell the child he is going to hear some sentences which you would like him to repeat. Mention to him that each sentence will be given twice and that he is to repeat after the second time the sentence is given.

The instructions will be reinforced by the voice on the record.

CHECK BELOW			DIAGNOSTIC TEST FOR SOUND PROBLEMS		Name _____
NO PROBLEM	INCONSISTENT	PROBLEM	TESTING FOR THE SOUND OF	PROBABLE PROBLEM	Grade _____ Age _____
					TEST SENTENCE
			1 schwa [ə] (uh)	ah or eh instead of [ə]	Tested by _____
			2 short a	ah or eh instead of ă	Staff position _____
			3 intervocalic b (between vowels)	sounds like v	Date tested _____
			4 final b	unvoiced-unaspirated (not fully produced)	
			5 initial c	unspirated (not enough air)	
			6 intervocalic and final c (or k)	unvoiced-unaspirated	
			7 intervocalic d	will sound like the "th" in the or the "tt" in butter.	
			8 final d	omitted or made as a t	
			9 ch	sounds like sh	
			10 sh	sounds like ch	
			11 hard intervocalic g	becomes glottal fricative (buzzed in the throat)	
			12 final g	unvoiced-unaspirated	
			13 h	becomes glottal fricative	
			14 short i	becomes long or short e	
			15 j	sounds like ch or y	
			16 l	omitted or distorted in final positions	

NO PROBLEM	INCONSISTENT	PROBLEM	TESTING FOR THE SOUND OF PROBABLE PROBLEM	TEST SENTENCE
			17 final m	unvoiced in final position His name is <u>Tom</u> .
			18 ng	says n instead of ng, also low aspiration level He <u>sang</u> a <u>song</u> .
			19 long o (ou)	glide-off sound omitted We go to the <u>show</u> .
			20 initial and inter-vocalic p	unaspirated <u>Puppies</u> are cute.
			21 final p	unsounded It's time for a <u>nap</u> .
			22 r*	distorted weak <u>Run</u> like a <u>rabbit</u> .
			23 voiced intervocalic s ("z" sounding s)	sounds like a "hissed" s The <u>rose</u> is pink.
			24 initial s blends	e is placed before s <u>Snails</u> <u>stroll</u> at night.
			25 all t's	unaspirated or distorted (often sound like d) The <u>water</u> is <u>hot</u> .
			26 voiceless th	becomes s or t or f We <u>thank</u> you.
			27 voiced th	becomes d <u>This</u> is fun.
			28 schwa u (uh) [A]	becomes ah or oh My feet are <u>under</u> the table.
			29 intervocalic v	sounds like soft b I count to <u>eleven</u> .
			30 final v	unvoiced I count to <u>five</u> .
			31 initial w	takes g characteristics <u>We</u> play with toys.
			32 y	takes on j characteristics The <u>yellow</u> bird sings.
			33 z	sound like voiceless s's (unless followed by voiced consonant.) The bees will <u>buzz</u> in the <u>trees</u> .

* Asterisked items do not apply to children grades K-2.

DIAGNOSTIC TEST

PART II

Test for fluency.

1. Select a picture appropriate to grade level.
2. Tell the child you would like him to tell you all about the picture.
3. Show and listen for about a minute.
4. Rate degrees of ability:

	Poor					Good				
	1	2	3	4	5	6	7	8	9	10
Fluency										

5. Other speaking problems noted.

PART III

Comments _____

The teacher using this handbook will find that the internalization of the material will take place gradually. At first a teacher will make frequent references to review what problems some of the sounds cause, as well as how. As time goes on, however, more and more familiarization with the isolated problem-factors will take place. Until such time, it would be advantageous for the teacher to work with only one or two of the sound problems. It would also be advisable to emphasize the following four areas before turning to other details:

1. The acquisition of the schwa sound
2. The acquisition of English word endings
3. The acquisition of "s" plus consonant initial blends
4. The habit of using a breathy English language air bubble -- especially with "sh" and "ch"

Following are exercises for twenty-nine problem areas tested for in the diagnostic test.

It must be remembered that the English language has no reverence for any of the vowels. Any vowel which occurs in an unaccented syllable generally takes the schwa sound.

For initial practice, talk about the sound of schwa. Explain how the lips are opened in a relaxed manner and that the voice is buzzed. Have the children place one hand on their throat to feel the buzz. Have them repeat the following words after you.

<u>initial schwa</u>	<u>medial schwa</u>	<u>final schwa</u>
<u>o</u> ther	bro <u>o</u> ther	camer <u>a</u>
<u>u</u> gly	bu <u>u</u> g	sof <u>a</u>
<u>u</u> ncle	du <u>u</u> ck	banan <u>a</u>
<u>u</u> nder	fun <u>u</u> ny	Glori <u>a</u>
<u>u</u> s	tru <u>u</u> ck	Wand <u>a</u>

Work with the children on the poem "Tugs". Dramatize it, let them draw Tugs.

- TUGS -

TUGS, TUGS, TUGS

TUGS ALL OVER THE BAY.

BIG TUGS, MEDIUM TUGS, LITTLE TUGS,

CHUGGING THE DAY AWAY.

SHIPS COME IN AND SHIPS GO OUT;
 AND WHO MOVES THOSE GIANTS ALL ABOUT?
 TUGS, TUGS, TUGS.
 LOOK AT THE BLACK ONE WITH THE BIG RED STACK;
 HE WORKS VERY HARD TO PUSH THE STEAMSHIPS BACK.

CHUGA CHUG-CHUG!
 CHUGA CHUG-CHUG!
 CHUGA CHUGA CHUGA CHUGA
 CHUGA CHUG-CHUG!

LOOK OVER THERE! - - - - A GREEN TUG,
 A RED TUG, A WHITE TUG,
 A SHORT TUG, A LONG TUG!
 TUGS, TUGS AND MORE TUGS!
 TUGS ALL OVER THE BAY.
 NEW TUGS, OLD TUGS, FUNNY TUGS
 CHUGGING THE DAY AWAY.

L. Olguin

After "Tugs" has been worked over, go back to the practice lists and review. Ask the children to pick out the schwa sounds. Make a new set of lists then see if the children can pick out the schwa's. Be persistent!

LESSON FOR SHORT "Ā" - CĀT

The nearest sound to "a" that the Spanish language has, is like the "e" of hen.

If uncorrected the Spanish oriented child will say "end" for "and", "ect" for "act" and so on.

Talk about the mouth, tongue and throat activities of this sound:

1. Smile.
2. Open your mouth fairly wide.
3. Feel the buzz in your throat.

Practice the following words:

<u>initial a</u>	<u>medial a</u>	
<u>a</u> pple	ca <u>t</u>	Arrange lists
<u>a</u> nt	ba <u>t</u>	to suit grade
<u>a</u> x	sa <u>t</u>	level.
<u>a</u> nkle	ra <u>t</u>	
<u>a</u> t	ma <u>t</u>	

Have the children work this jingle over thoroughly. Then go back and work over some word lists with the ā sound.

The rat and the cat
 And the gnat and the bat
 Decided to play baseball
 But the cat (who was fat!)
 Fell asleep on the bat
 And that was the end of it all.

L. Olguin

LESSON FOR INTERVOCALIC "B"

The severity of this problem varies with the background of the individual. The more refined his Spanish-speaking skills; the greater the difficulty.

Talk about the sound:

1. We buzz our voice for "b".
2. We trap the buzz with our lips for a split second before we let it go.
3. Our lips have a big job with this sound.

Practice words: Exaggerate "b's":

1. baby
2. Bobby
3. maybe
4. liberty
5. Hubbard

Go through "Bubby" and come back to the list. Keep an eye out for other words with intervocalic "b's".

BUBBY

Bubby was a baby bunny
Who thought he was a bear
He loved to bite and nibble honey
What a funny hare!

L. Olguin

LESSON FOR FINAL "B"

The problem the final "b" presents is one in which the lips take the "b" position but fail to complete the sound.

The discussion on producing the final "b" is the same as that of the intervocalic "b".

Practice list: Have the children repeat after you:

- | | |
|-----------------|------------------|
| 1. <u>cr</u> ab | 6. <u>t</u> ub |
| 2. <u>gr</u> ab | 7. <u>bl</u> ab |
| 3. <u>ja</u> b | 8. <u>ga</u> b |
| 4. <u>na</u> b | 9. <u>ri</u> b |
| 5. <u>da</u> b | 10. <u>st</u> ub |

Poem for practice:

The Crab

A little crab will grab and jab
To nab a dab of fish
A little crab will snub a tub
Of any other dish
A little crab will blab and gab
While chewing on a chub
A little crab will gnaw a rib
And turn it to a stub.

L. Olguin

Look through other material that is suitable to your grade level. Underline the final "b's" and practice.

LESSON FOR INITIAL "C", "K", "QU", SOUND
("CI" AND "CE" EXCLUDED)

The difficulty with the initial "c" is minor; it lies in the low breath of its level production.

Before this practice session, prepare small strips of tissue paper, about one inch wide and three inches long.

Talk about the sound you plan to practice:

1. We won't be using our buzzing voice for this sound.
2. The back part of our tongue presses up against the back part of the roof of our mouth.
3. We almost cough up a ball of air.
4. The ball of air should move out of your mouth like a cork out of a pop gun.

Have the children hold a piece of tissue paper about four inches in front of the mouth.

5. (Teacher) "You say the words I say, and make the paper move like this," (demonstrate) "cat"

<u>Teacher</u>	<u>Pupils</u>	check
<u>cowboy</u>	- <u>cowboy</u>	individually
<u>king</u>	- <u>king</u>	to see if the
<u>cookie</u>	- <u>cookie</u>	paper is being
<u>car</u>	- <u>car</u>	moved by the air
<u>curtain</u>	- <u>curtain</u>	from the "c" sound.

Dramatize "Can You?". Exaggerate the initial "c" of

can.

CAN YOU?

Can you jump like a rabbit?

Can you jump like a frog?

Can you walk like a duck?

Can you run like a dog?

Can you fly like a bird?

Can you swim like a fish?

And be still, like a good child

As still as you wish?

Look for other poems and jingles with initial "c", "k" and "qu" sounds and work on them with your pupils.

LESSON FOR FINAL "K", "C", "QU" SOUND

The problem the final "k" sound presents is one in which the Spanish tongue and mouth assume the position to produce a "k" sound but fail to do so.

The discussion before practice is the same as for the initial c, k, qu sound.

Use the tissue paper technique to practice the following words:

<u>Teacher</u>		<u>Class</u>
book	-	book
lake	-	lake
Mike	-	Mike
kick	-	kick
cake	-	cake

Practice "Tick-Tock"

	<u>TICK TOCK</u>
Slowly	TICK! TOCK!
with a	
big voice	
	GOES THE GRAND-
	FATHER CLOCK
Quickly	Tick a tick tick
with a	
little	
voice	
	Goes the teeny weeny click
	In the watch of Uncle Dick!

L. Olguin

Find other material with final "k" sounds to work over.

LESSON FOR INTERVOCALIC "D" ("D" BETWEEN VOWELS)

The main problem the intervocalic "d" presents is that it is often produced by the Spanish mouth as a lightly tapped "t". In some instances it sounds like a voiced "th".

Talk about the sound:

1. The "d" in a strong sound.
2. We buzz our voice.
3. Our tongue is pressed against the top of our mouth.
4. We trap the "buzz" then let it go. Demonstrate and have the children repeat after you.

The tendency for the Spanish speaking mouth is to have the tongue too far forward. Walk around as you demonstrate to check tongue position. Mention a word about not having the tongue too far forward.

Practice the following words:

<u>Teacher</u>	<u>Children</u>
lady	lady
shady	shady
daddy	daddy
today	today
ready	ready
spider	spider

This intervocalic "d" sound is difficult for the Spanish language oriented child to learn. It will take much effort to install this sound.

Practice the intervocalic "d" with "Andy Dances".

ANDY DANCES

Andy does a dandy thing,
A dancing do-si-do.
He dips his head
He gives a swing
And taps his little toe.

L. Olguin

Look at other jingles. Underline the "d's" between vowels and practice.

LESSON FOR FINAL "D"

The final "d" is one of the most difficult English sound habits for the Spanish oriented individual to acquire. It will take the highest level of effort possible from each teacher to install this hearing and speaking habit.

The discussion of how a final "d" is produced is the same as that of the intervocalic "d".

Work the following list with your pupils. Remember not to supply the sound (in your mental ear) for him. An exaggeration of the final "d" sound at the beginning is desirable.

<u>Teacher</u>		<u>Pupils</u>		<u>Teacher</u>		<u>Pupils</u>
friend <u>d</u>	-	friend <u>d</u>		bend <u>d</u>	-	bend <u>d</u>
and <u>d</u>	-	and <u>d</u>		sped <u>d</u>	-	sped <u>d</u>
had <u>d</u>	-	had <u>d</u>		road <u>d</u>	-	road <u>d</u>
end <u>d</u>	-	end <u>d</u>		toad <u>d</u>	-	toad <u>d</u>
heed <u>d</u>	-	heed <u>d</u>		did <u>d</u>	-	did <u>d</u>
breed <u>d</u>	-	breed <u>d</u>		attend <u>d</u>	-	attend <u>d</u>
deed <u>d</u>	-	deed <u>d</u>		second <u>d</u>	-	second <u>d</u>
speed <u>d</u>	-	speed <u>d</u>		spend <u>d</u>	-	spend <u>d</u>
penned <u>d</u>	-	penned <u>d</u>				

Work your class with "The Race". Try reading it first while asking the children to count the number of "d's" they hear.

THE RACE

There once was a rabbit
With a turtle for a friendd
And the rabbit hadd a habit

Of a'braggin with no end.

"Take heed, slow breed

Of a deed of great speed

Turtle friend who is penned

In a home that won't bend".

As he spoke to the turtle

He sped down the road

And returned with a hurdle

O'er the home of the toad.

Everyone knows that they had a great race

For all of their friends did attend.

And everyone knows that the one in second place

Was that thumper with the speed he had to spend.

L. Olguin

Be super persistent in installing this sound!

The problem the English "ch" presents to the Spanish mouth stems from the difference in the air supply used to make the sound. The Spanish air level is very low; the English very high.

The acquisition of the higher-breath-level English "ch" comes slowly to the speaker of Spanish. The teacher must draw deeply from the wells of patience and persistence to install this sound.

Talk about the sound:

1. We don't buzz our voice for this sound.
2. Our tongue traps a bubble of air behind it, against the front part of the roof of our mouth.
3. The air squeezes and blasts through.
4. We should be able to feel the blast at four inches away from our mouths.

Demonstrate by holding your hand before your mouth and making a strong "ch" sound. Have the children make "ch" sounds at their own hands.

Practice list: (with hand before mouth)

- | | |
|---------------------|-------------------|
| 1. <u>chocolate</u> | 6. <u>teacher</u> |
| 2. <u>chimney</u> | 7. <u>chair</u> |
| 3. <u>cheese</u> | 8. <u>witch</u> |
| 4. <u>chalk</u> | 9. <u>peach</u> |
| 5. <u>watches</u> | 10. <u>match</u> |

Practice "The Chewy Child".

THE CHEWY CHILD

I know a funny little child
He chews up everything.
He chews up bits of paper,
And he chews up balls of string.
He chews big hunks of chewing gum,
All day I watch him chew.
I'm not surprised that when he talks
He chews his words up too.

Look at existent material. Find some that is appropriate to grade level needed. Underline "ch" sounds, and work out.

LESSON FOR "SH"

The problem "sh" presents stems from the fact that no such sound exists in the Spanish language. The problem is complicated by the fact that "sh" sounds will, at first exposure to the Spanish ear, be perceived as "ch" sounds. When the "sh" is eventually produced by the Spanish mouth, it is done with a very low breath level causing it to be distorted and misperceived by the English-languaged ear.

The "sh"- "ch" problem of the Spanish speaking person is probably the most notorious. A teacher must rise to new pinnacles of skill and determination in order to train the Spanish aural-oral systems in the use of the "sh" sound.

Talk about the sound:

1. Our voices do not buzz.
2. We start by closing our jaws then gently pressing the sides of our tongue against the inside of our top teeth.
3. We purse our lips forward - and
4. Let out a huge, lazy, long stream of air.

Demonstrate then work on the following.

Practice list: (Exaggerate the air flow)

- | | |
|------------------|-----------------|
| 1. <u>shadow</u> | 6. <u>shut</u> |
| 2. <u>shake</u> | 7. <u>dish</u> |
| 3. <u>shop</u> | 8. <u>fish</u> |
| 4. <u>should</u> | 9. <u>wash</u> |
| 5. <u>show</u> | 10. <u>wish</u> |

Workout:

WHEN I GO FISHING

When I go fishing

I'm always wishing
Some fishes I will get;
But while I'm fishing
The fish are wishing
I won't; just harder yet.

And all those wishes,
Of the fishes,
Everyone come true;
So all my wishes
To get fishes
Never, never do.

- Unknown -

LESSON FOR INTERVOCALIC "G"

The problem of the intervocalic "g" stems from the fact that in Spanish, a "g" between vowels is buzzed throughout, while a similarly located "g" in English is momentarily closed off.

It is not a difficult problem to overcome.

Talk about the sound:

1. We buzz our voices for this sound.
2. The buzz is trapped and let go quickly, by our throats, while we make the sound.

Demonstrate a healthy "g" sound and have the pupils repeat.

Practice list:

1. bigger
2. tiger
3. ago
4. begin
5. again
6. wagon

TO MARKET, TO MARKET

To market, to market, to buy a fat pig,
Home again, home again, jiggety-jig;
To market, to market, to buy a fat hog,
Home again, home again, jiggety-jog;
To market, to market, to buy a plum-bun,
Home again, home again, market is done.

Mother Goose

LESSON FOR FINAL "G"

The problem stems from the fact that Spanish words do not end in "g".
The Spanish oriented child must learn to fully produce final "g" sounds.
He tends to begin but never complete them.

This sound problem is not difficult to overcome.

Talk about the sound:

1. We buzz our voices.
2. The buzz is trapped and let go quickly by our throats
as we make the sound.

Practice list:

- | | |
|----------------|-----------------|
| 1. <u>bug</u> | 6. <u>leg</u> |
| 2. <u>dug</u> | 7. <u>big</u> |
| 3. <u>bag</u> | 8. <u>dig</u> |
| 4. <u>brag</u> | 9. <u>wig</u> |
| 5. <u>beg</u> | 10. <u>twig</u> |

Workout:

TINY BUG

There was once a tiny bug
On a teeny-weeny twig,
Who was tumbled by a tug
From a creature that was big.

First, he thought it was a pig,
Then, he thought it was a dog,
Maybe just a falling fig . . .
"Goodness, gracious - T'was a frog!"

He did a quick jig
On the end of the twig
Then he jumped to be snug
In a hole he had dug!

L. Olguin

LESSON FOR "H"

The problem the English "h" sound presents stems from the
fact that the Spanish "h" sound is made with a constricted-
throat action. The learner of English must be taught to let the
air flow out freely for the production of an English "h".

This is not a difficult problem to overcome.

Talk about the sound:

1. Our voices don't buzz.
2. We relax our throats.
3. Much air must be used.

Demonstrate. Exaggerate air supply.

Practice list:

- | | |
|----------------|----------------|
| 1. <u>high</u> | 5. <u>he</u> |
| 2. <u>hide</u> | 6. <u>how</u> |
| 3. <u>her</u> | 7. <u>home</u> |
| 4. <u>him</u> | 8. <u>hole</u> |

Practice with:

MY HOBBY HORSE

I had a little hobby horse,
His name was Tommy Gray,
His head was made of peas straw,
His body made of hay.
I saddled him and bridled him,
And rode him into town,
There came a little puff of wind
And blew him up and down.

Nursery Rhyme

LESSON FOR SHORT "I"

The problem that the short i presents stems from the fact that there is no such sound in Spanish.

It is a very difficult sound to install because understanding suffers greatly and often if the sound is not clear.

Following is a short list of words to exemplify:

For	1. it - eat	6. chip - cheap
the	2. bit - beet	7. mit - meat
teacher	3. hill - heel	8. hit - heat
to note:	4. ship - sheep	9. hip - heap
	5. pit - Pete	10. pill - peal

This author recommends that contrastive practice lists be avoided at early stages of new sound installations.

Talk about the sound:

1. We buzz our voices.
2. Our lips smile a little bit.
3. The middle of our tongue (crossways) almost touches the roof of our mouth near the back.
4. It is a short quick sound.

Demonstrate. Walk among the pupils so they can hear you and watch your mouth at close range.

Practice list:

1. <u>is</u>	6. <u>give</u>
2. <u>his</u>	7. <u>will</u>
3. <u>him</u>	8. <u>pink</u>
4. <u>hit</u>	9. <u>ring</u>
5. <u>sit</u>	10. <u>king</u>

11. city
12. hilly
13. kitty
14. fill
15. pig

Practice the following sentences with your pupils:

1. This is his ring.
2. Give it to him.
3. The pink kitty lives in the city.
4. The pig will sit in his pen.
5. The king is in his hilly village.

Workout:

PUGGY PIG

Puggy is a handsome pig,

His skin is pink and pearly

His legs are short, his eyes are big,

His tail is kind of curly.

Puggy is a tidy pig.

He loves to dust and mop

He is also fond of eating figs,

While in the mud he flops.

S. Olguin

LESSON FOR "J" ("G")

The problem "j" presents stems from the fact that, although there is a written character "j" in Spanish, there is no "j" sound as in English.

The teacher must emphasize the strong supply of air needed to produce this sound correctly. It is of medium difficulty for the Spanish-speaking to learn this sound.

Talk about the sound:

1. We must buzz our voices strongly.
2. Our jaw must be closed to start.
3. We press our tongue flatly against the front part of the roof of our mouth.
4. We start the sound but trap it with our tongue (don't let any sound out your nose)
5. We let the sound out over the top of our tongue.

Demonstrate. Make several "juh" sounds as you have the pupils imitate.

Practice list:

- | | |
|-------------------------|---------------------|
| 1. <u>j</u> oke | 6. ca <u>g</u> e |
| 2. <u>j</u> ar | 7. br <u>idg</u> e |
| 3. <u>j</u> ump | 8. ora <u>ng</u> e |
| 4. <u>j</u> ee <u>p</u> | 9. <u>g</u> iant |
| 5. pa <u>j</u> emas | 10. en <u>g</u> ine |

Some sentence study:

1. James jumped as high as the jumping Jack.
2. During June and July orange juice is most popular at the juice stand.

Workout with:

OLD JOE JONES

Old Joe Jones and his old dog Bones
Go jigglety-joggle over the stones,
He sells meat-pies and fishery-fries:
"Heat 'em and eat 'em" all day he cries;
If we don't buy them, he moans and groans
Old Joe Jones and his old dog Bones.

LESSON FOR "L"

The problem stems from the difference between the tall lazy "l" of English, and the short, flat crisp "l" of Spanish.

The greatest difficulty occurs when an English word ends with an "l".

The teacher must help the learner produce tall, easy "l" sounds.

It is of medium difficulty to acquire the English "l".

Talk about the sound:

1. We buzz our voices.
2. We open our jaw, but not too wide.
3. The tip of our tongue touches the front part of the roof of our mouth.
4. The sound comes around both sides of our tongue.

Read the story before you do the practice list.

Practice list: Stress the tall "l"

- | | |
|-------------------|--|
| 1. <u>all</u> | Read the following story to the pupils. Ask them to make a mark on a paper for each time they hear a word that ends with an "l". |
| 2. <u>ball</u> | |
| 3. <u>bell</u> | |
| 4. <u>will</u> | <u>All</u> the boys and girls were running after a |
| 5. <u>fill</u> | <u>ball</u> . A <u>girl</u> caught it and just then the <u>bell</u> |
| 6. <u>fall</u> | rang. Some of the children <u>will</u> stop for a |
| 7. <u>pull</u> | <u>cool</u> drink on the way back to the classroom. |
| 8. <u>call</u> | A boy <u>will</u> probably <u>pull</u> a girl's hair. It |
| 9. <u>girl</u> | is the <u>fall</u> season of the year and <u>school</u> is |
| 10. <u>school</u> | a nice place to be. |

See how many other words your pupils can think of that end with "l".

LESSON FOR FINAL "M"

The problem stems from the fact that in Spanish no words end in "m", while in English many do.

The final "m" is of above average difficulty for the Spanish mouth to acquire. It must be remembered that the Spanish mouth may start to produce a final "m", but fail to complete it.

Talk about the sound:

1. We buzz our voices.
2. Much sound and air comes out of our nose.
3. The sound ends with our lips open.

Demonstrate. Say "muh" and have the children repeat after you. Check the children to see that the sound ends with the lips open.

Practice list:

- | | | |
|-----------------|--------------------|-------------------|
| 1. <u>from</u> | 6. <u>dream</u> | 11. <u>become</u> |
| 2. <u>drum</u> | 7. <u>stream</u> | 12. <u>name</u> |
| 3. <u>plum</u> | 8. <u>storm</u> | 13. <u>them</u> |
| 4. <u>swam</u> | 9. <u>elm</u> | 14. <u>warm</u> |
| 5. <u>bloom</u> | 10. <u>Tom-Tom</u> | 15. <u>some</u> |

Read this story to the pupils.

TOM-TOM

There once was a little Indian boy whose name was Tom-Tom. He was given this name by his mother who was called Spring Bloom.

Tom-Tom was a happy boy. He loved to do all the things that Indian boys did. He swam in the stream near the village. When some of the warriors played their war drums, he would play his little drum.

On warm Summer days he would ask his mother for a plum or two, then he would sit in the shade of a big elm tree and eat the plums. That was his favorite place to dream of how someday he would grow up to become a warrior.

L. Olguin

LESSON FOR FINAL "NG"

The problem stems from there being no final "ng" sound in Spanish. The Spanish oriented mouth will tend to under-produce this sound.

It is of above average difficulty for the Spanish mouth to acquire this sound.

Talk about the sound:

1. We buzz our voices.
2. The back of our tongue presses up against the roof of our mouth.
3. All the sound comes out of our nose while our mouth stays open.

Demonstrate "ng". Have the children repeat after you.

Practice list:

- | | | |
|-----------------|--------------------|----------------------|
| 1. <u>sing</u> | 6. <u>swing</u> | 11. <u>something</u> |
| 2. <u>long</u> | 7. <u>strong</u> | 12. <u>morning</u> |
| 3. <u>wing</u> | 8. <u>coming</u> | 13. <u>evening</u> |
| 4. <u>king</u> | 9. <u>going</u> | 14. <u>ringing</u> |
| 5. <u>young</u> | 10. <u>nothing</u> | 15. <u>walking</u> |

Practice for "ng":

Have the children answer you in full sentences, i.e.;

Teacher: How do birds fly?

Child: Birds fly with their wings.

Have one child supply the answer, then have the entire class say it.

Teacher: 1. What noise does a telephone make?

Child: (A telephone rings.)

Teacher: 2. Who is married to the queen?

Child: (The king is married to the queen.)
 Teacher: 3. When does a rooster start to crow?
 Child: (A rooster starts to crow in the morning.)
 Teacher: 4. What do boys and girls swing in on the playground?
 Child: (Boys and girls swing in the swing.)
 Teacher: 5. What is the noise that guns make?
 Child: (Guns make a bang!)

LESSON FOR SOUNDS OF "P"

The problem the letter "p" presents stems from the low breath level of the Spanish "p" compared with the high breath level of the English "p". An additional problem is presented by the fact that Spanish words generally do not end with the "p".

This is a difficult English sound for the Spanish mouth to master.

Use the technique of making the tissue paper move, or of feeling the pop of the "p" sound on the hand held about four inches before the mouth.

Talk about the sound:

1. Our voices are quiet.
2. It takes a lot of air to make this sound properly.
3. We press our lips together and pop out a big bubble of air.
4. The sound ends with our lips open.

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>p</u> ie	pa <u>p</u> er	u <u>p</u>
<u>p</u> aw	pu <u>p</u> py	cu <u>p</u>
<u>p</u> ay	pa <u>p</u> a	to <u>p</u>
<u>p</u> ass	su <u>p</u> per	ho <u>p</u>
<u>p</u> en	ha <u>p</u> py	la <u>p</u>
<u>p</u> enny	u <u>p</u> on	li <u>p</u>
<u>p</u> et		ke <u>ep</u>
<u>p</u> ink		pee <u>p</u>
<u>p</u> ig		ca <u>p</u>
<u>p</u> ull		pu <u>p</u>

Practice sentences:

1. The puppy put his paw in the pie.
2. You pay a penny for pink bubble gum.
3. Papa reads the paper after supper.

Choral participation and fill-in.

In this kind of practice the teacher speaks a phrase leaving out one or more words, i.e.: "We go up steps from the bottom to the (top)." At this point the teacher may ask for the fill-in word in any of several ways: 1. An individual, 2. A group, 3. All girls simultaneously, 4. The boys, or any other imaginable way. After the answer (if it is correct) the sentence is then said in unison by all, stressing the "p" sound.

The teacher can vary this type of practice in many ways, such as, the children make up sentences.

Dramatize.

1. Papa drinks his coffee from a (cup).
2. The other way from down is (up).
3. Mother holds the baby on her (lap).
4. Small children when they're sleepy need a (nap).
5. A dancer with her tapping shoes will (tap).
6. When a baby learns to walk, it takes a (step).
7. A lion tamer always cracks his (whip).
8. Fishes swim, mothers shop.

Birdies fly, and bunnies (hop).

9. A chickee when it talks will make a (peep).
10. A hill that's hard to climb is (steep).

LESSON FOR "R"

The English "untrilled" "r" presents a problem more for the Spanish-speaking immigrant than for a U.S.A. born Spanish speaker. This sound is of medium difficulty to acquire.

Talk about the sound:

1. We buzz our voices.
2. Our tongue is made into the shape of a spoon.
3. We pull the spoon towards the back of our mouth and let the sound come over the tip of our tongue.

Practice lists:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>ran</u>	<u>very</u>	<u>bear</u>
<u>rat</u>	<u>carry</u>	<u>door</u>
<u>rabbit</u>	<u>story</u>	<u>near</u>
<u>ring</u>	<u>carrot</u>	<u>fire</u>
<u>run</u>	<u>sorry</u>	<u>far</u>
<u>rock</u>	<u>tomorrow</u>	<u>hair</u>
<u>rub</u>	<u>hurry</u>	<u>your</u>

Practice sentences:

1. Rabbits race to eat radishes.
2. A squirrel rested on the rock.
3. The robin near the river was warbling.
4. The ring of the king was the prettiest thing!
5. The red rug was ragged.
6. Fairies are fun in stories.
7. The hair on a bear is very furry.

Choral reading:

(Dramatize)

THE WORLD OF THE FOREST

Read to } If we made ourselves very, very small, even as
the } small as a flea, and climbed upon the back of a bird;
children } think of all the things we would see. Think of the
fun we would have as we would fly through the forest". Our bird
calls out to the other birds, and tells them what he sees. The
other birds always answer back.

To the } I'll be the bird who sees things and you be the
children; } birds answering back:

Teacher: 1. I see rabbits running and running.

Children: I see rabbits running and running.

T 2. There is a toad on the road.

C " " " " " " "

T 3. It might be a frog on a log?

C " " " " " " " "

T 4. I see a terrible bear!

C " " " " " "

T 5. There is a rat hiding from a cat.

C " " " " " " " "

T 6. I hear a car.

C " " " " "

T 7. Look at the fairy!

C " " " " "

T 8. It is carrying a rose.

C " " " " " "

T 9. There is an orange ribbon on the ground.

C " " " " " " " "

T 10. Let us rest by the robin's nest.

C " " " " " " "

Look for other material to help reinforce the sound of "r".

LESSON FOR VOICED INTERVOCALIC OR FINAL "S" OR,

(The "S" That Has "Z" Characteristics Between Vowels and at the end of Words)

The problem stems from the fact that the "s" between vowels in Spanish and final "s's" are always unvoiced, but in English they are often voiced.

The voiced intervocalic "s" of English is extremely difficult for the Spanish mouth to learn.

Talk about the sound:

1. We buzz our voice.
2. We smile a little.
3. Our tongue is brought up against the roof of our mouth and placed near the front.
4. The buzz is pushed out over the tip of our tongue.

Practice list:

- | | |
|--------------|-----------|
| 1. busy | 6. design |
| 2. heads | 7. sails |
| 3. president | 8. boys |
| 4. roses | 9. girls |
| 5. rise | 10. hills |

Practice sentences:

1. The president is busy.
2. He heads our country.
3. His wife loves roses.
4. He rises early every day.
5. He is interested in boys and girls.

Ask the children to see how many "z" sounds they can count in the following story:

THREE OLD HOUSES

There are three old houses

Sitting on a hill.

Three old houses that always

Are so still.

No one knows who lives up there

Those rickety houses give me a scare.

L. Olguin

Be persistent!

LESSON FOR "T"

The problem for the Spanish mouth stems from the low breath level of the Spanish "t" compared with the high breath level of the English "t". A second problem stems from the fact that in Spanish, words rarely end in "t".

This sound is of above average difficulty to acquire.

Talk about the sound:

1. Our voices are quiet.
2. It takes a lot of air to make this sound correctly.
3. Our tongue is pressed against the roof of our mouth just behind our teeth.
4. We press air right to the tip of our tongue, and trap it for a split second, then we let go a small blast of air right over the tip of our tongue.
5. Remember, the sound ends with air coming out your open mouth.

Practice list:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>t</u> o	in <u>t</u> o	<u>t</u>
<u>t</u> oy	af <u>t</u> er	<u>t</u> at
<u>t</u> op	pot <u>t</u> o	cat <u>t</u>
<u>t</u> ime	un <u>t</u> il	cut <u>t</u>
<u>t</u> en	som <u>t</u> ime	not <u>t</u>
<u>t</u> own	val <u>t</u> ine	kite <u>t</u>
<u>t</u> ake	sist <u>t</u> er	gat <u>t</u> e
<u>t</u> ook		lat <u>t</u> e
<u>t</u> ell		foot <u>t</u>

<u>Initial</u>	<u>Final</u>
<u>t</u> all	soft <u>t</u>
<u>t</u> ry	salt <u>t</u>
<u>t</u> ree	want <u>t</u>
<u>t</u> rain	went <u>t</u>
<u>t</u> wenty	

The next group of words with "t's" in them, are some which give only a "tap of the tongue" to the front part of the roof of our mouth with practically no air explosion: (1) butter (2) better (3) letter (4) lettuce (5) city (6) party (7) naughty (8) daughter (9) beautiful (10) dirty

Practice sentences for "t":

1. The soft cat sat on the gate.
2. The kite went high in the sky.
3. The tree is twenty feet tall.
4. A potato is not a fruit.
5. His sister took a trip on a train.
6. It takes time to tell storties.
7. The building was ten storties tall.
8. The kite became tangled in the tree.
9. His top was his favoritte toy.
10. The town is atop a hill.

LITTLE BROWN RABBIT

Little brown rabbit went hippity hop
 Hippity hop, hippity hop.
 Into the garden without any stop
 Hippity hop, hippity hop.

He ate his supper, a fresh carrot to
Hippity hop, hippity hop
Then home went the rabbit without any stop
Hippity hop, hippity hop.

LESSON FOR "S PLUS CONSONANT"

Initial blends, i.e.: sc, sh, sl, sm, etc.

The problem in this initial blend stems from the fact that no such blend occurs in the Spanish sound system. A second factor which intensifies the difficulty is that there are more initial consonant blends of this type than any other kind used in English.

This sound is extremely difficult for the Spanish mouth to acquire.

Talk about the sound:

1. Our voices are quiet.
2. The sound starts with air squeezing out between the tip of our tongue and the back of our top front teeth.
3. Our bottom and top teeth touch as we start this sound.

Practice list:

- | | | |
|--------------------|---------------------|----------------------|
| 1. <u>s</u> ky | 13. <u>s</u> mall | 25. <u>s</u> plendid |
| 2. <u>s</u> kip | 14. <u>s</u> mile | 26. <u>s</u> plit |
| 3. <u>s</u> kate | 15. <u>s</u> mooth | 27. <u>s</u> platter |
| 4. <u>s</u> cooter | 16. <u>s</u> now | 28. <u>s</u> pring |
| 5. <u>s</u> camper | 17. <u>s</u> nake | 29. <u>s</u> pread |
| 6. <u>s</u> cream | 18. <u>s</u> neeze | 30. <u>s</u> prang |
| 7. <u>s</u> cratch | 19. <u>s</u> nailed | 31. <u>s</u> prain |
| 8. <u>s</u> crape | 20. <u>s</u> poon | 32. <u>s</u> tar |
| 9. <u>s</u> low | 21. <u>s</u> peak | 33. <u>s</u> tamp |
| 10. <u>s</u> leepy | 22. <u>s</u> pend | 34. <u>s</u> tair |
| 11. <u>s</u> lide | 23. <u>s</u> parkle | 35. <u>s</u> till |
| 12. <u>s</u> lim | 24. <u>s</u> plash | 36. <u>s</u> trong |

Practice:

Set up the following game:

Teacher: I am thinking of a word that starts with "s". When you think you know what that word is, raise your hand and the rest of us will decide if you have a good answer. Ask for a sentence after the single word response.

<u>Cues</u>		<u>Answer</u>
1. It is way up high.		
It is blue in the daytime.		sky
Clouds are in it.		
At night, stars are in it.		
2. It goes on your feet.		
It is fun to use.		skate
Wheels are on it, etc.		
3. There would be one on almost any playground.		slide
It has steps on it.		
You come down faster than you go up, etc.		

Select pictures of as many items from the list as possible.

Practice, practice, practice.

LESSON FOR VOICELESS "TH" (AS IN THINK)

The problem the voiceless "th" presents to the Spanish mouth stems from the fact that no such sound exists in the Spanish sound system.

This sound is very difficult for the Spanish mouth to acquire.

Talk about the sound:

1. We don't buzz our voices.
2. Our tongue barely peeks out between our teeth.
3. A lot of air is pushed out between the top teeth and the tongue.

Demonstrate. Exaggerate!

Practice: Have the children repeat the following words after you.

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>th</u> ank	no <u>th</u> ing	ear <u>th</u>
<u>th</u> ink	any <u>th</u> ing	nor <u>th</u>
<u>th</u> ick	some <u>th</u> ing	mon <u>th</u>
<u>th</u> in	play <u>th</u> ing	four <u>th</u>
<u>th</u> ing	health <u>th</u> y	wor <u>th</u>
<u>th</u> ousand	birth <u>th</u> day	length <u>th</u>
<u>th</u> ird	Kath <u>th</u> leen	fif <u>th</u>
<u>th</u> irty	Ar <u>th</u> ur	nin <u>th</u>
<u>th</u> umb		eigh <u>th</u>
<u>th</u> ree		tent <u>th</u>

Practice sentences:

1. I think I shall thank Arthur.

2. Kathleen thanked him.
3. It was his birthday.
4. He got playthings worth a thousand dollars!
5. I think, maybe, thirty dollars.
6. A thousand is too much.
7. Was it his eighth or his ninth birthday?
8. I think it was his tenth.
9. Next month, I'll have my birthday.
10. I'll have thirty friends come.

Offer words with voiceless "th" sounds to the pupils.

Ask them to make sentences from them.

LESSON FOR THE VOICED "TH"

The problem that the voiced English "th" presents stems from the fact that a voiced "th" sound is produced in Spanish by a "d" which appears between vowels, i.e. nada= nathah. This causes much confusion because in English a voiced "th" can appear in almost any position within a word.

The Spanish mouth will tend to under-produce this sound.

Talk about the sound:

1. Our voices buzz.
2. We let our tongue peek out between our teeth.
3. The buzz is pushed out with air between the top teeth and the tongue.

Demonstrate. Have the children imitate.

Practice list:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>the</u>	<u>other</u>	<u>with</u>
<u>they</u>	<u>another</u>	<u>smooth</u>
<u>them</u>	<u>mother</u>	<u>bathe</u>
<u>then</u>	<u>brother</u>	<u>breathe</u>
<u>there</u>	<u>father</u>	<u>clothe</u>
<u>though</u>	<u>feather</u>	<u>soothe</u>
<u>this</u>	<u>together</u>	
<u>that</u>	<u>weather</u>	
<u>those</u>	<u>leather</u>	
<u>these</u>	<u>gather</u>	

Practice sentences:

1. His brother found a feather.

2. They went together.
3. Shoe leather is smooth.
4. The weather was neither hot nor cold.
5. His father and mother danced together.

Read the following story to the children. Ask them to keep track of how many voiced "th" sounds they hear.

LEATHERBACKS

There were three little leatherback turtles who would rather swim than do anything else. Every morning they would ask their parents if they could go swimming together. Their parents would scold them for wanting to play all the time, but they really didn't mean it, because they knew that all leatherbacks loved to swim. In fact, they knew that as their babies grew older, they would swim farther and farther away from home. The mother and father leatherback turtles also knew, that one day the three little leatherbacks would swim away and never come back again.

Count to see how many children came up with the same answer. Check to see how many confused the voiceless "th" with the voiced "th".

Practice the following game with the story: (This practice drill can be used with any sound.) The name of this practice game is called "Stop and Go".

The purpose of the game is to improve the ability to discriminate sounds. The operation of this practice game is as follows:

1. Each child has a circle of red paper, and a circle of green paper.

2. The pupils hold up the green circle which indicates to the reader that the reading should begin.
3. Upon hearing the voiced "th" sound, (or whatever sound is being drilled) the pupils hold up the red circle and lower the green. This means "Stop" to the reader.
4. The reader selects someone to say the word in which the sound occurred, and asks the group if the answer is correct.
5. If it is, she asks the class to repeat it after the child.
6. The children may mark down a point if they are keeping score.
7. When the children are ready they will hold up the green circle and the practice continues.

LESSON FOR INTERVOCALIC AND FINAL "V"

The problem stems from the fact that no pure "v" sound exists in the Spanish sound system. It is further complicated by four more factors:

1. In areas where spoken Spanish has been in close contact with English, the English production of "v" has affected the Spanish "v", so that it is sometimes produced like the English "v".
2. The soft, or buzzed, "v" occurs only between vowels.
3. No Spanish words end in "v" and,
4. There is no audible difference between the sounds of "v" and "b" in pure Spanish.

The "v" problems are extremely difficult for students literate in Spanish, and very difficult for those who only speak it.

Talk about the sound:

1. Our voices are buzzed.
2. The top row of teeth are placed on the lower lip.
3. The sound is squeezed out between the teeth and lip.

Practice list:

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>v</u> ery	ev <u>e</u> r	hav <u>e</u>
<u>v</u> isit	nev <u>e</u> r	gav <u>e</u>
<u>v</u> illage	ev <u>e</u> ry	giv <u>e</u>
<u>v</u> iew	ov <u>e</u> r	liv <u>e</u>
<u>v</u> ine	clov <u>e</u> r	lov <u>e</u>
<u>v</u> iolet	riv <u>e</u> r	gl <u>o</u> v <u>e</u>
<u>v</u> alentine	ev <u>e</u> n	abov <u>e</u>
<u>v</u> alley	ev <u>e</u> ning	fi <u>v</u> e

<u>Initial</u>	<u>Medial</u>	<u>Final</u>
<u>v</u> alue	div <u>e</u>	d <u>i</u> v <u>e</u>
<u>v</u> egetable	hev <u>y</u>	mov <u>e</u>
<u>v</u> essel	sev <u>e</u> n	leav <u>e</u>
<u>v</u> oice	velv <u>e</u> t	cav <u>e</u>
<u>v</u> ote	giv <u>e</u> n	brav <u>e</u>
<u>V</u> irginia	sev <u>e</u> nty	stov <u>e</u>
<u>V</u> ein	hev <u>e</u> n	twelv <u>e</u>

Practice sentences:

1. Did you ever visit her village?
2. Virginia will inverite us over.
3. She gave me a violet valentine.
4. I was not brave enough to give her one.
5. If we ever cross the river, I'll give her five valentines.

Practice "v" sound with rhyming words. Instruct the children that you are going to say a "key" word first, followed by three other words. Tell them one of the words in the group of three will sound like the "key" word. Ask them to respond with a full sentence, i.e., Vine rhymes with wine.

Teacher: "The key word is vine."

Children: "The key word is vine."

Teacher: "Does $\left. \begin{array}{l} \text{visit} \\ \text{very or} \\ \text{wine} \end{array} \right\}$ rhyme with vine?"

One child: "Wine rhymes with vine."

Group: "Wine rhymes with vine."

Teacher: 1. "The key word is view."

Children: "The key word is view."

Teacher:

"Does $\left. \begin{matrix} \text{violet} \\ \text{few or} \\ \text{village} \end{matrix} \right\}$ rhyme with view?"

One child: "Few rhymes with view."

Group: "Few rhymes with view."

Teacher: 2. "The key word is valentine."

Children: " " " " "

Teacher:

"Does $\left. \begin{matrix} \text{vegetable} \\ \text{Frankenstein or} \\ \text{valley} \end{matrix} \right\}$ rhyme with valentine?"

One child: "Frankenstein rhymes with valentine."

Group: "Frankenstein rhymes with valentine."

Teacher: 3. "The key word is voice."

Children: " " " " "

Teacher:

"Does $\left. \begin{matrix} \text{choice} \\ \text{vein, or} \\ \text{vote} \end{matrix} \right\}$ rhyme with voice?"

One child: "Choice rhymes with voice."

Group: "Choice rhymes with voice."

4. <u>Key word</u>	<u>rhyming word</u>	8. <u>Key word</u>	<u>rhyming word</u>
<u>ever</u>	over oven never	<u>glove</u>	move love save
5. <u>vest</u>	best valley vessel	9. <u>stove</u>	wave leave wove
6. <u>giver</u>	heavy liver seven	10. <u>wave</u>	dive brave have
7. <u>seven</u>	heaven servant seventy		

Make up some more rhyme practice with the children.

LESSON FOR "w"

The problem stems from the fact that there is no "w" used in Spanish, except in borrowed words.

The problem is not serious because the Spanish mouth easily makes a "w" sound by uttering the Spanish "u" sound. The only time it causes noticeable trouble is when a word begins with "w". The Spanish mouth will tend to utter a "g" and a "w" simultaneously.

Talk about the sound:

1. We buzz our voices.
2. Our throat is open when we start to make a "w".
3. We make our lips like someone does who is whistling.

Demonstrate.

Practice words:

- | | | | |
|----------------|-------------------|------------------|-----------------|
| 1. <u>we</u> | 7. <u>west</u> | 13. <u>with</u> | 19. <u>weak</u> |
| 2. <u>way</u> | 8. <u>went</u> | 14. <u>wish</u> | 20. <u>wait</u> |
| 3. <u>were</u> | 9. <u>web</u> | 15. <u>witch</u> | 21. <u>wake</u> |
| 4. <u>was</u> | 10. <u>wind</u> | 16. <u>work</u> | 22. <u>wear</u> |
| 5. <u>well</u> | 11. <u>window</u> | 17. <u>wood</u> | 23. <u>wore</u> |
| 6. <u>wet</u> | 12. <u>winter</u> | 18. <u>word</u> | 24. <u>wall</u> |

Practice sentences:

1. We went west.
2. There was wind.
3. The wood was weak.
4. We will wear wool.
5. The winter was wet.

Practice with "Game of Opposites":

Instruct the children that you are going to say a word which has an opposite that begins with "w". Choose up sides. Line up the children in two teams. If they come up with a good opposite that begins with "w" they may stay in line, but must go to the back of the line and work their way to the front for another turn, if not, they must be seated.

When you have exhausted your list, the side with the most people still standing wins! (Watch the sound of the "w's!")

- | | |
|----------------------------|--------------------|
| 1. they (we) | 8. loaf (work) |
| 2. dry (wet) | 9. strong (weak) |
| 3. east (west) | 10. sleep (wake) |
| 4. came (went) | 11. lose (win) |
| 5. summer (winter) | 12. cool (warm) |
| 6. without (with) | 13. husband (wife) |
| 7. fairy godmother (witch) | 14. narrow (wide) |
| | 15. peace (war) |

LESSON FOR "Y"

The problem stems from the difference in enunciation between the Spanish "y" and the English "y". The Spanish mouth has "tighter" tongue action, allowing less room for the sound to flow out. When this is done, a "y" will take on "j" characteristics.

This sound is average in difficulty to acquire, but only at the beginning of words.

Talk about the sound:

1. We buzz our voice.
2. Our tongue must be lazy.

Demonstrate:

Practice list:

- | | |
|----------------------|----------------------|
| 1. <u>y</u> ou | 9. <u>y</u> oung |
| 2. <u>y</u> our | 10. <u>y</u> ounger |
| 3. <u>y</u> ear | 11. <u>y</u> oungest |
| 4. <u>y</u> et | 12. <u>y</u> outh |
| 5. <u>y</u> es | 13. <u>y</u> ours |
| 6. <u>y</u> esterday | 14. <u>y</u> acht |
| 7. <u>y</u> ellow | 15. <u>y</u> awn |
| 8. <u>y</u> ard | 16. <u>y</u> arn |

Practice sentences:

1. The yellow yarn is for you.
2. Yesterday, I saw a yacht.
3. The youth was in the yard.
4. I'm young, Bobby is younger, but Jimmy is the youngest.
5. Yes, we saw you yawn on the stage.

6. Last year, yours was the best.

7. The youth hadn't arrived yet.

Practice in sentence building:

Give the children a word and ask them to make a sentence with it. You may remind them of the sound that is being practiced.

Use the list supplied as well as other words beginning with "y" that are suitable.

LESSON FOR "Z"

The problem stems from the fact that in Western Hemispheric Spanish, all "z's" are pronounced as "s's" unless they are followed by a voiced consonant. (b, d, g, l, m, n, v.) Even then, the "z" sound is not very strong.

It is above average in difficulty for the Spanish mouth to acquire this sound.

Talk about the sound:

1. We make an "s" sound but this time we buzz our voice.

Practice list:

- | | |
|----------------|-------------------|
| 1. <u>zoo</u> | 6. <u>buzz</u> |
| 2. <u>zero</u> | 7. <u>buzzing</u> |
| 3. <u>zone</u> | 8. <u>zebra</u> |
| 4. <u>zest</u> | 9. <u>zip</u> |
| 5. <u>lazy</u> | 10. <u>hazy</u> |

Remind the children that many English words have an "s" which makes a "z" sound.

- | | | | |
|------------------------|----------------------------|-------------------------|--------------------------|
| 1. <u>does</u> | 6. <u>choo<u>s</u>e</u> | 11. <u>we<u>s</u>s</u> | 16. <u>hea<u>s</u>ds</u> |
| 2. <u>go<u>s</u></u> | 7. <u>alwa<u>s</u>y</u> | 12. <u>tub<u>s</u></u> | 17. <u>egg<u>s</u></u> |
| 3. <u>tho<u>s</u>e</u> | 8. <u>mu<u>s</u>ic</u> | 13. <u>rub<u>s</u></u> | 18. <u>pi<u>s</u>s</u> |
| 4. <u>the<u>s</u>e</u> | 9. <u>sc<u>s</u>issors</u> | 14. <u>add<u>s</u></u> | 19. <u>dog<u>s</u></u> |
| 5. <u>che<u>s</u>e</u> | 10. <u>vis<u>s</u>it</u> | 15. <u>read<u>s</u></u> | 20. <u>doll<u>s</u></u> |

Practice sentences:

1. We will have fun at the zoo.
2. I want to visit the zebra cage.
3. It's not easy to tame a zebra.
4. Zebra's like to chew on daisies and pansies.

5. Thursday is when we will go.
6. Is there a black stripe or a white stripe on the nose of a zebra?
7. I want to visit the lions.
8. Ooo! Not me. I want to visit the tigers.
9. Do they have dogs in pens at the zoo?
10. No, but they have wolves, and they look kind of like dogs.

Read the sentences again. This time after each sentence, ask the children which words have "z" sounds in them. Drill the words with the class. If your class has fun dramatizing, have ten pupils learn the sentences presented, and have them stage a dialog.

CLOSING COMMENT

If a bilingual child can be taught to hear or speak English unaffectedly, I firmly believe that many self image problems will never arise.

If a bilingual child can learn to hear and speak the general American dialect, I firmly believe that a great, great number of reading problems will never develop.

If a bilingual child can learn to read English effectively, I firmly believe that one large block of the many that impede the educational and socio-economic progress of the Mexican-American, will have been removed!

And five or ten years from now it'll be, "Chuck Loves Shirley" no matter if it is Carlos Gutierrez or Charles Robertson who loves Shirley Almanza or Shirley Wilson.

GLOSSARY

The air bubble - The volume of breath used in producing sounds.

Digraph - Two letters placed together which produce a third sound: i.e. ch, ph, wh, th, sh, etc.

Final - The ending sound of a word.

Glide off sound - When the mouth makes two vowel sounds (one strong and one weak) and when only one vowel is written,

- i.e. 1. no = nou
2. high = ha-ee
3. see = seeuh
- ← glide-off
-
- ```
graph LR; A[1. no = nou] --> B[glide-off]; C[2. high = ha-ee] --> B; D[3. see = seeuh] --> B;
```

Initial - The first sound in a word.

Intervocalic - Between vowels.

Medial - The sound within a word.

Our voices are quiet (voiceless) - When the sound is produced by the combination of air, lips, teeth, throat, and tongue activity.

The schwa - The "uh" sound. Occurs in unaccented syllables regardless of vowels:

- i.e. 1. a house  
2. cement  
3. pencil  
4. lemon  
5. shortcut

Spanish-language-oriented child - Any child that has been subjected to the Spanish language before English, i.e., South American, Puerto Rican, etc.

Spanish mouth - The speaking mouth that is governed by the

muscle activities peculiar to the Spanish language.

Voiced consonants - b, d, g, j, l, m, n, r, v, w, z.

Voiceless consonants - c, f, h, k, p, q, s, t.

We buzz our voices (voiced sound) - When the vocal chords are vibrated.

## BIBLIOGRAPHICAL MATERIALS

The following materials are suggested for the teacher who wishes to find materials with which much meaningful practice can be had.

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