

Wissenschaftliche Hausarbeit  
SoSe 2018

---

# Teaching English to Young Learners in Laos

An Examination of Effects and Challenges

---

**Jessica Porscha**

Matrikelnummer: 3181421

Angellocherstr. 20

76684 Östringen

porschajessi@stud.ph-karlsruhe.de

Europalehramt an Grundschulen (PO 2011)

Englisch und Alltagskultur und Gesundheit

Semester: 10

Pädagogische Hochschule Karlsruhe

Institut für Mehrsprachigkeit

Prof. Dr. Isabel Martin

Prof. Dr. Götz Schwab

## Table of Content

<b>INTRODUCTION .....</b>	<b>1</b>
<b>1. EDUCATION AND LIFE IN LAOS.....</b>	<b>3</b>
1.1 GEOGRAPHY .....	3
1.2 HISTORY AND POLITICS .....	4
1.3 ETHNIC GROUPS AND THE LAO LANGUAGE .....	6
1.4 ECONOMY AND TOURISM.....	8
1.5 HEALTH CARE .....	9
1.6 WAY OF LIFE AND SOCIAL INTERACTIONS .....	10
1.7 EDUCATION IN LAOS .....	11
1.7.1 <i>The Lao School-system</i> .....	11
1.7.2 <i>History of Education</i> .....	11
1.7.3 <i>External Aid</i> .....	13
1.7.4 <i>Teacher Training</i> .....	15
1.7.5 <i>Teaching Practices</i> .....	17
1.7.6 <i>The Role of the English Language</i> .....	19
<b>2. “TEACHING ENGLISH IN LAOS” PROJECT .....</b>	<b>21</b>
2.1 THE ORIGIN OF THE ANGELS FOR CHILDREN FOUNDATION.....	21
2.2 COOPERATION WITH THE UNIVERSITY OF EDUCATION, KARLSRUHE .....	22
2.2.1 <i>Teacher Training</i> .....	23
2.2.2 <i>Preschool Lessons</i> .....	24
<b>3. RESEARCH BY GISELA SCHMID-SCHÖNBEIN .....</b>	<b>28</b>
3.1 CONTROLLED FOREIGN LANGUAGE LEARNING .....	28
3.2 TEST GROUP AND CONTROL GROUP .....	28
3.3 LEARNING OBJECTIVES .....	29
3.4 THE SUBTESTS.....	30
3.5 RESULTS .....	32
<b>4. THE IMPACT OF THE PROJECTS ON THE VILLAGE BAN SIKEUD .....</b>	<b>34</b>
4.1 CONDITION OF THE SCHOOL.....	34
4.2 HYGIENE.....	36
4.3 HEALTH .....	38
4.4 GENERAL PERFORMANCE .....	39
4.5 SCHOOL UNIFORMS.....	40

4.6	FUTURE PROSPECTS .....	41
4.7	CONCLUSION.....	42
<b>5.</b>	<b>EXAMINATION OF THE EFFECTS.....</b>	<b>43</b>
5.1	TIME PLAN .....	44
5.2	THE MIXED METHODS APPROACH .....	44
5.3	TEST GROUP .....	45
5.4	QUALITATIVE EXAMINATION .....	47
5.4.1	<i>The Group Sessions</i> .....	48
5.4.2	<i>Evaluation Criteria</i> .....	50
5.4.3	<i>Evaluation of Alisa</i> .....	51
5.4.4	<i>Evaluation of Phouphet</i> .....	53
5.5	QUANTITATIVE EXAMINATION .....	55
5.5.1	<i>Requirements for the Test</i> .....	55
5.5.2	<i>Evaluation Criteria</i> .....	55
5.5.3	<i>The Subtests</i> .....	56
5.5.4	<i>Excluded Variables</i> .....	60
5.5.5	<i>Results</i> .....	61
5.5.6	<i>Discussion</i> .....	73
5.6	CONCLUSION.....	81
<b>6.</b>	<b>CHALLENGES .....</b>	<b>83</b>
6.1	CULTURAL CHALLENGES FOR WESTERNERS .....	83
6.1.1	<i>Outer Appearance</i> .....	83
6.1.2	<i>Communication</i> .....	84
6.2	INSTITUTIONAL CHALLENGES .....	86
6.2.1	<i>Classroom Management</i> .....	86
6.2.2	<i>Teaching Approaches</i> .....	87
6.2.3	<i>Teacher Training</i> .....	88
6.3	CONCLUSION.....	89
<b>7.</b>	<b>CONCLUSION.....</b>	<b>90</b>
<b>8.</b>	<b>LIST OF FIGURES.....</b>	<b>93</b>
8.1	IMAGES .....	93
8.2	FIGURES.....	93
8.3	TABLES .....	93
8.4	GRAPHS.....	94

<b>9.</b>	<b>REFERENCES.....</b>	<b>95</b>
9.1	BIBLIOGRAPHY .....	95
9.2	IMAGE DIRECTORY .....	99
9.2.1	<i>Images</i> .....	99
9.2.2	<i>Figures</i> .....	100
9.2.3	<i>Tables</i> .....	100
9.2.4	<i>Graphs</i> .....	101
9.3	INTERNET REFERENCES .....	101
<b>10.</b>	<b>APPENDIX.....</b>	<b>116</b>
10.1	OVERVIEW .....	116
10.2	TEACHER EDUCATION REQUIREMENTS.....	117
10.3	EXEMPLARY WEEKLY REPORT FROM PAULINE KERN .....	118
10.4	WARM-UP GROUP SESSION 1.....	119
10.5	WARM-UP GROUP SESSION 2.....	120
10.6	WARM-UP GROUP SESSION 3.....	121
10.7	LYRICS OF THE SONG “DO YOU KNOW WHAT DAY IT IS?” .....	121
10.8	LYRICS OF THE “GOOD-BYE” SONG .....	121
10.9	UNIT 1 IN “ENGLISH FOR MOPSY AND ME” PAGE 13.....	122
10.10	FLASHCARDS .....	124
10.11	MULTIPLE-CHOICE PICTURE STRIPS.....	126
10.12	EVALUATION SHEET (TEMPLATE) .....	127
10.13	GROUP 1: EVALUATION SHEET (ALISA AND JAMES).....	128
10.14	GROUP 2: EVALUATION SHEET (PHANY) .....	130
<b>11.</b>	<b>STATEMENT OF AUTHORSHIP.....</b>	<b>133</b>





## Introduction

This thesis aims to examine the effects and challenges of teaching young English learners in Laos. As part of a cooperation between the University of Education in Karlsruhe and the Angels for Children foundation, a program has been installed that targets the support of the Lao teachers and the teaching of young Lao English learners at several educational facilities in Laos. The program is called “Teaching in English in Laos” and is being led by co-initiator Prof. Dr. Isabel Martin who teaches at the University of Education in Karlsruhe. Martin put in place an annual visit of graduates with an English major from the University to Laos in order to support the Lao teachers and to teach young learners in English. At this point, a total of six teams consisting of graduate volunteers had visited the schools on site and the program has been in place for three years.

The author of this thesis was a member of team five and conducted a learning objectives test that was customized for the in-use course book which forms the empirical basis for this thesis. Furthermore, the author aims to point out difficulties as well as specialties that prevail and frequently occur when teaching young Lao learners and discusses challenges that derive from these difficulties especially from the perspective of a “Westerner”. A quantitative examination of the effects provided through the previously mentioned test that was conducted with a selection of former preschool students at Ban Sikeud primary school forms the basis for the empirical research at hand.

The inspiration for the content of this thesis arose from the author's participation in the project discussed. It was during the two months that the author had spent at Ban Sikeud primary school when she came across the idea to examine the effects that the project has on the young Lao English learners by evaluating the remaining knowledge of the students who had been taught by the volunteers prior to testing. This thesis focusses particularly on the effects that the project has on the preschoolers. As has been said, they are being taught in English by volunteers directly with the use of a Western course book.

Serving the purpose of this thesis, the following research question were selected.

1. *What impact do the projects have on the students and people of Ban Sikeud in Laos? (chapter 4)*
2. *What knowledge of the previously taught content is still verifiable after one year? (chapter 5)*
3. *What challenges is a Western teacher confronted with when teaching English to Lao children? (chapter 6)*

In order to enable the reader to become familiar with the Lao students' culture, one must provide comprehensive background information on the Lao People's Democratic Republic (PDR) which the author aimed to provide by dedicating the first chapters to these topics. Many factors regarding the Lao school system influence the development of the project, which have to be taken into account when conducting research in Lao schools. Therefore, some of these special features will be described. In addition, it is imperative to introduce the Angels for Children foundation and to provide substantial amount of background information on the project between the German University and the Lao schools. Leading on, the author will also introduce the course book and its co-author Gisela Schmid-Schönbein since the test that was conducted for this thesis corresponds with previous research by Schmid-Schönbein who herself tested children in Germany with this same exact course book. Finally, the research that the author undertook will be introduced and followed up with its results before moving on to the effects and the challenges in detail.

## 1. Education and Life in Laos

Life in Laos is somewhat exemplary for the Eastern world but also differs in some ways from all other Asian countries due to its geographical location and political and social circumstances. In every sense, however, Laos is different from the Western world. For the purpose of this thesis it is therefore necessary to work out the unique and exclusive determinants that make life in Laos what it is. It will be easier then to get a comprehensive understanding of the country and its culture as needed to grasp the purpose of this work.

### 1.1 Geography

The Lao People's Democratic Republic is the only landlocked country in Southeast Asia. Southeast Asia is considered the region of the world, which is situated south of China, east of India and north of Australia. (cf. Blechschmidt et al. 2010, 4).

Laos borders China, Vietnam, Cambodia, Thailand and Myanmar and is by far the most sparsely populated country in Southeast Asia with only 7.1 million inhabitants (July 2017 est.). As stated by Kotte and Siebert (2002), the population density of 30 people per square

kilometer, compared to the next densest Southeast Asian country and neighbor Myanmar with 81 people per square kilometer is an example for the "state of underdevelopment" (Central Intelligence Agency).

Laos is the one Southeast Asian country that has the largest contact area with the Mekong river which is often-called "lifeline for the entire basin" (WWF). The Mekong river originates from the highlands of Tibet and, crossing the Southeast Asian mainland, issues into the South Chinese sea.



Image 1: Map of Laos

However, the river also entails great danger to unknowing people. During colonial times, the French went on expeditions in order to explore the economic resources that the river holds. The participants of these missions not only came across fertile alluvial soil in densely populated areas but also encountered extremely rough conditions of the vast stream in the outback, which most participants did not survive. The Australian historian Milton Osborne quoted in his book "The Mekong. Turbulent Past" second officer of the French Mekong

expedition, Francis Garnier (1866 – 1868), who had observed amazed that no other river of this length had such an exceptional and remarkable character as the Mekong river. Up until the first half of the 19<sup>th</sup> century, the French shun no danger to convert the Mekong river into a road axis. However, the use of the Mekong as main transportation road was eventually revealed to be uneconomical which ultimately resulted in the shattering of the French's vision to gain absolute domination in Southeast Asia (cf. Blechschmidt et al. 2010, 12).

## 1.2 History and Politics

The empire “Lan Xang” (which translates as kingdom of one million elephants), which was founded by prince Chao Fa Ngum in the 14<sup>th</sup> century is considered to be the historic foundation of the Lao Republic. However, the empire collapsed eventually and after a series of wars Laos - together with the neighboring countries Vietnam and Cambodia - became a protectorate of the French colonial empire called ‘Indochina’ (cf. Angels for Children - Engel für Kinder 2018; History 2018).

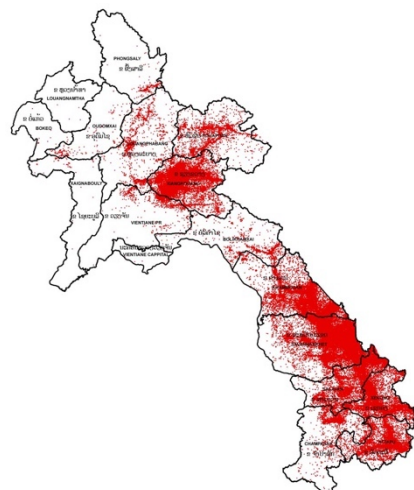
During the Second World War, Laos and the rest of French Indochina was occupied by the Japanese assisted by the Nazi-loyal Vichy regime in France. Indochina had quickly become the main focus of Japanese military strategists and the French military in Indochina could no longer contemplate resisting Japan’s offense due to lacking equipment.

After the recapitulation of the Japanese, Laos declared its independence and was ruled from October 1945 to April 1946 by the “Lao Issara”, a national resistance movement which lined up to prevent the Laotian monarchy and the French to recapture the country. However, the Lao Issara sustained devastating casualties in Savannakhet and Thakhek and after six months of exile government Lao eventually came under French rule again in October 1946. The communist front organization Pathet Lao which was not ready to accept the recapture and continued resisting the French rule, was founded in 1950, joined by members of the divided Lao Issara and supported by the powerful Vietnam Independence League Vietminh. In 1954, during the Indochina Conference in Geneva Laos became independent from the French colonial empire, which committed to pull out the French troops and acknowledging the sovereignty of Laos. The Lao empire was officially reinstated, the Pathet Lao however never lost control over a number of provinces, which – after twenty years of civil war – ended with the domination of the communist resistance movement (cf. Busky 2002, 39; Angels for Children - Engel für Kinder; History).

*At last, “the Pathet Lao (...) came to dominate [the] government, in part because they were bolstered by the victories of communist forces in neighboring Vietnam and Cambodia. In December 1975, the Laotian monarchy was abolished, and the Lao People’s Democratic Republic was proclaimed (...)” (Busky 2002, 40).*

During the emerging Vietnam War, the Lao empire received grand military support in fighting the Pathet Lao by the United States of America, which intensified forces against communism throughout Asia. Regarding the Vietnam War the Lao empire stayed officially neutral; however, it was bombed heavily by the US *“because the North Vietnamese were using jungle trails in Laos to supply their forces in the South”* (Busky 2002, 40).

Measured by its population and landmass Laos is the most heavily bombed country in the world. More than 580.000 bombs – approximately one bombing mission every eight minutes, 24 hours a day for nine years – were dropped over Laos during the Vietnamese war, of which up to 30 percent failed to detonate. Minefields and unexploded ordnances which are hidden all across Laos – as image 2 visualizes – cause severe injuries and killings even to this day (cf. Angels for Children - Engel für Kinder; Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung; National Regulatory Authority).



*Image 2: Regions of US bombings*

The successor of the Pathet Lao, the so called “People’s Revolutionary Party”, is the only approved party in the Lao PDR. As a result of the takeover of the communist government, the Lao people underwent expropriation of private property including farming undertakings which not only caused economic stagnation but also a food crisis.

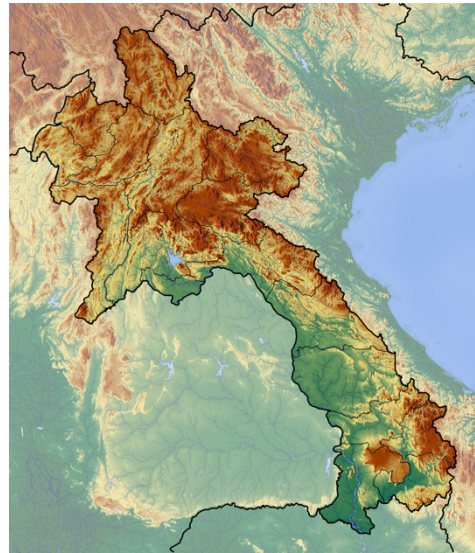
The isolation of the Lao PDR decreased with the end of communism in Europe due to the collapse of the USSR in the 1980’s and 1990’s. Despite the end of the communist German Democratic Republic in consequence of the union of Germany, the Federal Republic of Germany held on to the friendly cooperation that was first initiated in 1958 (cf. Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung).

In the 1990’s, the country opened up towards the Western world which resulted in increased investments and the buildup of the (to date rather weak) economy (cf. Angels for Children - Engel für Kinder).

In 1997 Laos joined the Association of Southeast Asian Nations (ASEAN) which, at present, consists of ten members and aims to *“accelerate the economic growth, social progress and cultural development”* and to *“promote regional peace and stability through abiding respect for justice and the rule of law (...)”* (ASEAN).

### 1.3 Ethnic Groups and the Lao Language

As mentioned previously, Laos is by far the most sparsely populated country in Southeast Asia with only 7.1 million inhabitants (July 2017 est.). However, the Lao people in the narrower sense only make up half of that number. The government officially recognizes 49 ethnic groups which are located in the highlands and in the mountain areas. It is estimated that the total number of ethnic groups in Laos actually exceeds this number reaching a total count of 200. Either way, Laos can be viewed as a country whose population is spread particularly wide. For the past 60 years the government has made efforts to pool and centralize all of the cultures by calling them simply “Lao culture”. The Lao culture then includes the “Lao Lum”, “Lao Theung”, and the “Lao Sung” (cp. Central Intelligence Agency, Schultze 2005, 23f.). The Lao Lum are considered as the Lao living in the low-lands of the Mekong basin (visualized in green on image 3), which are also called the Tai-Lao people or the ethnic Lao.



*Image 3: Physical map of Laos*

Traditionally, they are settled around the Mekong or its tributaries, live from wet rice cultivation and mostly follow Buddhism as their religion. The Lao Theung who consist of 32 tribes, are called the ‘true natives’ of the country, that were suppressed by the immigration of the Lao Lum to the river valleys. Nowadays they are found in the altitudes up to 1000 meters in the South of Laos (visualized in yellow on image 3). The highland-Lao, the “Lao Sung” who mainly use slash-and-burn agriculture in altitudes above 1000 meters in Northern regions of the country are divided into two large groups (visualized in brown on image 3); the “Hmong-Mieng” and the tibeto-birmanese tribes, which both have immigrated from China over the past two centuries (cf. Schultze 2005, 24f.).

However, the borders of these three ethnical groups are blurred due to economical and structural development as Noonan states:

(...) this traditional pattern is gradually breaking down with the penetration of the transportation and communication infrastructure and economic integration (Noonan 2013, 116f.).

The integration and tolerance amongst all of the various ethnicities is yet a great challenge for the “Lao people” and its government. Schultze (2005) describes that this diversity frequently leads to ignorance, intolerance, prejudice and even racism. In order to avoid potential ethnical conflict, the government aims to appreciate and value each individual tradition and cultural achievement (25f.).

Among the 49 ethnic groups in Laos there is consequently a multitude of spoken languages and dialects. Alongside the official and most dominant language Lao, or “phaasaa laao”, there are more than 80 other definite languages. Lao is generally a tonal language that belongs to the group of Thai languages. Lao is spoken in three dialects; the most standard form of Lao, siang viangtan, is spoken in the capital Vientiane and surrounding regions; the northern dialect is called siang nüüa and the dialect of the South is called siang tai (cf. Werner 2001, 14).

In terms of script, the Lao linguistic group was gradually developed by ethnic groups on the basis of Indian script patterns. The Lao alphabet has changed several times over the past centuries. At last it was simplified by the revolutionaries in 1975, reportedly in order to make scripture more accessible to the people. It consists of 27 consonants and 32 vowels and diphthongs as well as four sound symbols. The writing direction is from left to right and every line has a maximum of four writing levels (cf. Schultze 2005, 63).

Lao belongs to the Asian syllable languages which means that every syllable has a meaning. New meanings are generated through combinations of syllables with vowels, diphthongs and sound symbols grouping around the leading consonant of every syllable (cp. Schultze 2005, 63). Furthermore, the Lao language features six tones which pose a challenge for Westerners to distinguish. The same phonetic sequence can have different meanings depending on the pronunciation. Therefore, the word süüa can mean “believe”, “jacket”, “mattress” and “tiger” and the syllable maa can stand for “dog”, “horse”, “come” and “well” (cf. Schultze 2005, 63).

Regarding phonological interferences, the Lao language holds several difficulties in comparison to Western languages such as English. The Lao language rules do not contain the sound [r], which is mostly mutated into an [l] or [n] – sound or omitted altogether. Therefore, the word “rice” is converted into “lice” which potentially leads to severe semantic misunderstandings when for instance ordering a meal in a restaurant. In addition, the Lao phonology demands that a consonant is followed directly by one or two vowel(s). It also demands that a consonant cannot succeed another consonant. Therefore, vowels always separate consonants in a syllable. Consequently, there are no double consonants. Instead, consonant clusters as are typical for most Western languages like for example in English words such as “*Spr-ite*” or “*str-ing*” are avoided completely. For Laotians it is therefore very difficult to produce sounds and pronounce words containing consonant clusters. In order to



produce the English word “Sprite” which contains the consonant cluster [spr], a Lao L1<sup>1</sup> speaker typically adds vowels in between the consonants resulting in an alienated version of the original word: “sa-pa-lei”. These consonant clusters also occur in medial and end position. The word “mosquito” for instance is turned into “mos-e-quito” due to the added vowel in between the consonant cluster. Moreover, Schultze describes that certain consonants never occur in the end of a syllable. An [l]-sound at the end of a syllable is usually replaced by an [n]-, [s]-, [t]-, [ö]-, or [ər]-sound which transforms the first name “Michael” into “may-khöön” or “mii-saa-en” in the German form (cf. Schultze 2005, 64).

In the Lao language there is no personal pronoun for the first person singular “I”. Each person defines the first person singular pronoun by the relationship with the opposite conversation participant. Age, family relations and hierarchic positions are the most influencing components (cf. Schultze 2005, 64).

#### 1.4 Economy and Tourism

The Lao economy is based on agriculture as it produces approximately half of the gross domestic product. The main product of the Lao agriculture is rice. The yield is enough for self-sufficiency. However, local shortages caused by the geography and fragile infrastructure lead to infrequent outcome. Oftentimes, it is more economic to import basic food stuffs from abroad than to manage the transport through the logistically inconvenient locations. The cultivation of corn, soy, vegetables, sugar cane and sweet potatoes also plays a significant role in the Lao agriculture. Investments in plantations for the cultivation of wood and fruits are increasing in order to reduce the persistent destruction of woodland through slash-and-burn agriculture and opium growing. However, the rural regions lack of processing capacities and the export of raw material results in low and unstable income. An exception in a sense has become weaving, one of the most prominent and economically realizable traditions of the country (cf. Schultze 2005, 92f.).

Unlike most Asian countries Laos is not a center of tourism. However, the former royal city Luang Prabang as well as the cultural landscape of Champasak are approved world heritage sites by the UNESCO and form – together with the capital region of Vientiane – three touristic growth centers in the country. The river landscapes, the fertile high plateaus, waterfalls, unique caves and grottos around the region of Vang Vieng, which lays north of the capital Vientiane, attract about four million visitors each year (2014 est.). However, more

---

<sup>1</sup> L1 refers to language one; also referred to as mother tongue or first language(s) meaning it was the first language the person has learnt (L2, L3 and so on are learnt afterwards, therefore called second/third language or foreign language) (cf. UNESCO 2003, 14)

than three quarters of that number are made up of tourists that travel into the country from neighboring states such as Thailand or Vietnam. The average length of their stay is two days. Since the country is landlocked and therefore has no direct access to the ocean, the ministry of tourism focuses on the promotion of the versatile use of the river and mountain landscapes with its rich fauna and the ethnic diversity and aims to reach a number of some six million visitors by 2020 and eight million by 2025. This target level is supposed to be reached by the expansion of the cross-border tourism as part of a greater development project, the “Greater Mekong Subregion (GMS)” in the Southern region of Champasak (cf. Findeisen 2016).

### 1.5 Health Care

Despite significant improvements over the last twenty years, health care in Laos is underdeveloped. A widely spread health insurance system does not exist and people living in rural areas have difficulties in reaching a doctor or a hospital due to inadequate infrastructure. That is, if they even wish to consult with modern medicine as a large number of the Lao people entrust themselves exclusively to a traditional shaman or priest-doctor. Solid traditional knowledge about natural medicine and the medical effects of herbs, roots and fruits has developed over hundreds of years. However, there are some diseases natural medicine cannot cure which means that for some cases the aid of modern medicine comes too late (cf. Pacific Bridge Medical, Schultze 2005, 155).

Not all regions of Laos have access to clean drinking water and especially in rural areas, there is little knowledge and information about nutrition and health. Medical institutions lack hygiene, service and qualified staff which also leads wealthier Laotians in need of medical advice to seek treatment in Thailand where such service is much more expensive but better in quality. However, the Lao doctors are mostly well-educated and are able to diagnose symptoms appropriately, yet low wages and too tight budgets for supplies and maintenance of the medical devices – which are often financed by external donations – cause the deficient quality of the Lao health care (cf. Pacific Bridge Medical; Schultze 2005, 155).

Numbers released by the World Health Organization (WHO) state, that between 1997 and 2015 the average life expectancy increased from 57 to 67 years and according to UNICEF the young child mortality has declined significantly

*from 170 per 1,000 live births in 1992 to 79 per 1,000 in 2011, largely due to improvement in socio-economic conditions combined with increased coverage of immunization, breastfeeding and other high impact interventions (UNICEF).*

However, Laos still holds one of the highest child mortality levels and maternal mortality ratios in Southeast-Asia (cf. Pacific Bridge Medical, UNICEF).

## 1.6 Way of Life and Social Interactions

Attributes that describe the characteristic nature of the Lao people are peaceful, in love with life, hospitable, unobtrusive and in need of harmony. Although the cultivation of rice, especially wet rice, is one of the most complex types of agriculture, a typical Lao holds a certain degree of convenience, some even say laziness. The Lao do not stress easily, always stay calm and use every opportunity to celebrate life (cf. Schultze 2005, 60f.).

In terms of communication, there is a clear hierarchy that people adjust their way of speaking with each other to. Generally, the oldest person in the room receives the highest amount of respect. In Laos, it is considered rude to speak louder than the present person that is at the top of the hierarchy. Mostly, it is frowned upon to attract attention by raising one's voice and one loses complete respect when expressing dissatisfaction by gesticulating vehemently and losing control of one's volume (cf. Schultze 2005, 207).

Eye contact is usually avoided as much as the slightest touch on the shoulder to raise attention. In contrast, the traditional etiquette suggests walking by people in a bent-down position, which originates in the rule, that all who hold a lower position in the hierarchy have to keep their heads lower than the person entailing the highest position in the hierarchy. Transferred to the Lao homes, this means that women are obliged to address the hierarchically higher-ranking men with the same deference (cf. Schultze 2005, 208).

Children are considered the treasure of the country, which appears quite literal as about 45 percent of the population is younger than fifteen years old. The Lao people are very open to children as children are omnipresent in public, restaurants and celebrations. Barely anyone complains about disruptions, noise or bad behavior of children that easily goes beyond the tolerance levels of most Westerners. Children typically are not tied to strict bedtimes, governed by a daily schedule or taught the basic rules of decency by their parents. The latter first and foremost takes place in school, where teachers demand complete respect and are more daunting to them than their parents. Preschools and kindergartens exist mostly in Lao cities; however, they are not affordable for the general public and lack hygiene and sufficient care. Therefore, most children are confronted with authorities and rules in school for the first time, that is if they attend school (cf. Schultze 2005, 119ff.).

## 1.7 Education in Laos

### 1.7.1 The Lao School-system

Education in Laos is officially universally free. The public education system includes twelve school years, five of which are spent in primary school, four at the lower and three at the higher secondary school (cf. Federal Foreign Office – Auswärtiges Amt). The figure below displays the structure of the system and includes the nominal age for each level (cf. Noonan 2013, 124). It also includes different levels for teacher training programs, which will be focused on in chapter 1.7.4.

School attendance is compulsory for eight years (from age six to fifteen), which is only infrequently reached in rural areas (cf. Federal Foreign Office – Auswärtiges Amt).

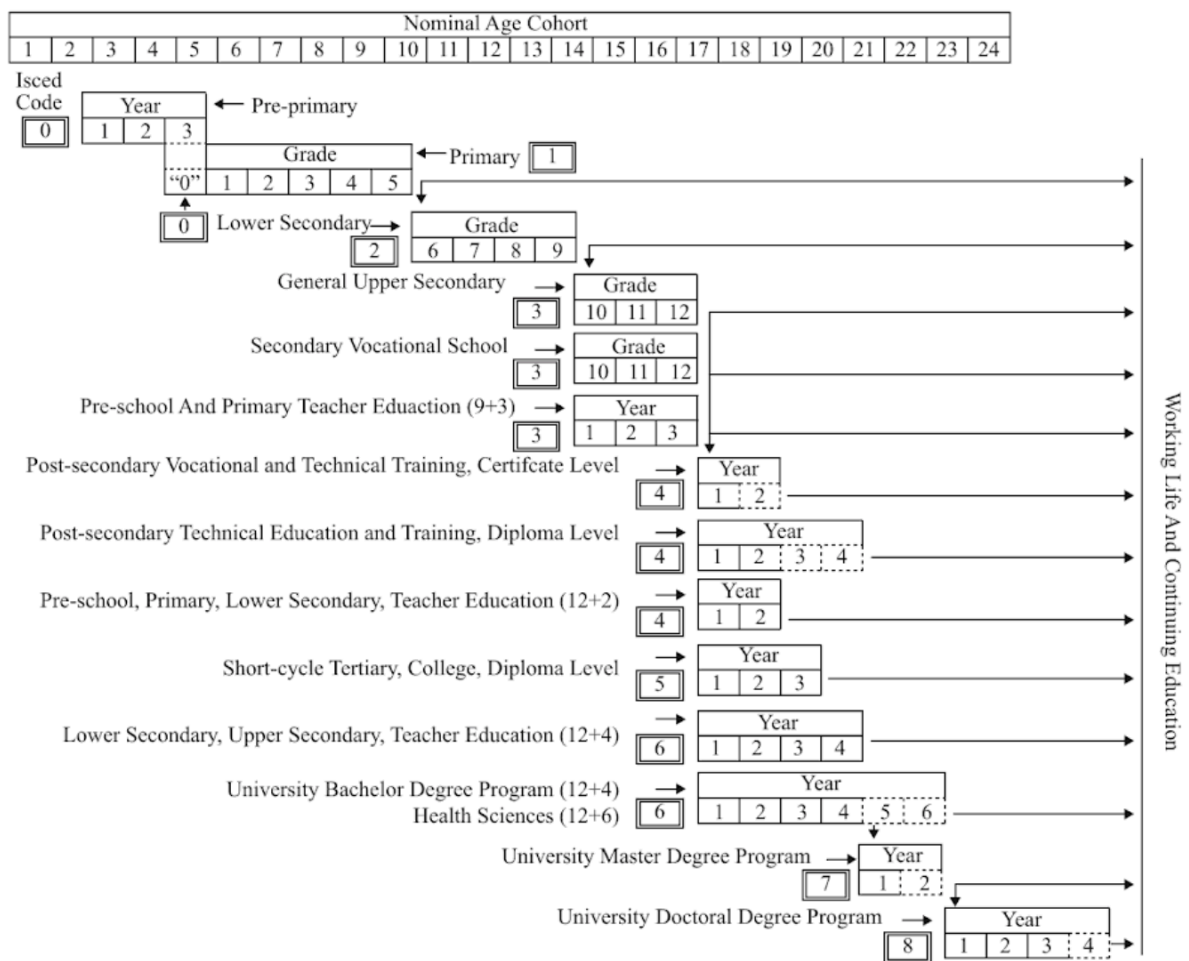


Figure 1: The Lao school system

### 1.7.2 History of Education

Historically, education was not accessible to the large masses of the country. Until the first half of the twentieth century, education was provided to/for a limited portion of the population by Buddhist monks in the so-called “wat schools”, where the monks

*taught novices and other boys to read both Lao and Pali scripts, basic arithmetic, and other religious and social subjects. (...) [Furthermore], only ordained boys and men in urban monasteries had access to advanced study (Savada 1995, 133).*

Under the French colonial rule, a secular education system was established, modeled after schools in France. French became the language of instruction after the second or third grade, which was “largely irrelevant to the needs and life-styles of the vast majority of the rural population” (Savada 1995, 133). In the closing years of the French colonial period, complete authority for primary education was handed over to the Royal Lao Government, which (was) further extended by the recognition of the Kingdom of Laos as a fully independent and sovereign state in 1954. Although the French had already made education

*compulsory for all children aged 6 to 14 who lived within one kilometer of a school (...) there were no legal sanctions against parents who failed to send their children to school, and the state lacked the resources to provide universal education in accordance with the law (Noonan 2018, 2).*

This resulted in the failure to comply with the compulsory education principle, as the numbers below visualize.

ENROLLMENT IN ELEMENTARY SCHOOLS BY PERCENTAGE IN EACH GRADE AND DIVISION BY SEX (1955)			
Year	Total Percent	Percent Male	Percent Female
1	56	42	14
2	19	14	5
3	12	9	3
4	6	4.7	1.3
5	4	2.9	0.9
6	3	2.6	0.6
	100	100	
Total enrollment 48,798			
Source: <u>Education in Laos</u>			

Table 1: Enrollment in primary schools in 1955

Table 1 (Halpern 1961) shows, that only 56 out of hundred students – which is only half of all school-age children in the first place – started first grade around 1955 and only 3 of those students would stay long enough to even have the chance to graduate. The percentage of enrollment of girls in 1955 is even more shocking since - according to the table – only one out of 200 girls would finish primary school.

After the Pathet Lao took over the rule of the country, more schools, teachers and a curriculum were provided.

*An intensive adult literacy campaign was initiated in 1983-84, which mobilized educated persons living in villages and urban neighborhoods to bring basic reading and writing skills to over 750,000 adults. Largely as a result of this campaign, those able to read and write had increased to an estimated 44 percent. According to the United Nations (UN), by 1985 those able to read and write were estimated at 92 percent of men and 76 percent of women of the fifteen to forty-five age-group. Because few reading materials are available, especially in the rural areas, many newly literate adults lose much of their proficiency after a few years (Savada 1995, 134).*

By 1988 the primary school enrollment percentage increased from 56 - in 1955 – to 63 percent of all school-age children (cf. Savada 1995).

### 1.7.3 External Aid

Although many improvements had been achieved over the past decade, to this day, low school attendance and high drop-out rates as well as the provision of educational facilities and education itself throughout all ethnic groups in Laos have become subject to a global discussion for the past years.

Backtörp states, that *“20 per cent of the potential students never even enter the system and out of 8000 primary schools only 35 per cent offer education through all five grades.”*

In 2001,

*the United Nations Development Programme (UNDP) concluded in the National Human Development Report for Lao PDR that a “situation in which only an estimated half of the students enrolled at the primary level complete their schooling calls for a wide spectrum of corrective actions (UNDP, 2001: 13)” (Backtörp 2007, 24).*

Although education in Laos is officially free, high fees for books and supplies prevent many children from going to school. Another cause for the low school attendance of Lao children is proximity. Especially in rural areas, students generally have to travel for hours from their home villages in order to get to middle school or high school. Therefore, many families decide to only send some of their children to school and use the other children as much needed support at work for instance on the rice fields. In addition, children from different ethnic groups struggle with lessons taught in Lao – which is not their mother tongue – because inclusive teaching is not offered in schools let alone dealt with in teacher education institutions.

Most villages have primary schools. There are some communities that have to build their own schools financed by private donations. As of 2004/2005 only 44 percent out of the total 8.573 primary schools in Lao PRD offer a complete program of study. The other 56 percent provide less than the five required grades for a full primary education (cf. Benveniste et al. 2007, 47).

The Lao government claimed, that the high drop-out rate after five years of schooling was the motive for establishing a new official regulation in 2014 that controls full time employment setting a minimum of twelve years of age as a prerequisite to get started (cf. Federal Foreign Office – Auswärtiges Amt). However, this only seems to scratch the surface of the problem since – according to the compulsory school attendance frame – students are supposed to visit school at least until they are fifteen, which means all students are supposed to have graduated lower secondary school at the minimum, before they are allowed to drop out (in grade ten or eleven).

The attendance of teachers is rather low in Lao schools due to a general shortage of teachers in rural areas and low and irregular teacher-payment. Naturally, teachers are forced to take on additional work as for example in farming to supplement their income, which therefore limits the actual time spent teaching (cf. Hays, 2014).

Hays further cites, that

*because of irregular classes, overcrowding, and lack of learning resources, the average student needed eleven to twelve years to complete the five-year primary course in the late 1980s.*

Regarding gender, there are significant differences in students' school enrollment. This is linked to the various ethnic groups in Laos, of which some consider educational opportunities more relevant and beneficial to boys than girls. In addition, girls are needed as care-taker of younger siblings while boys continue attending school and parents work on the field.

The numbers have balanced out since the Lao PDR signed the Vientiane Declaration on Aid Effectiveness in 2006, which led to a wave of modernization of the education system and the development of a plan to *“exiting the status of ‘least developed country (in the ASEAN economic community) by 2020” (Noonan 2013, 115).*

Before, the governmental spending on education was quite low, as the shortage of teaching staff proves, which in turn leads to a cycle of poverty that is still difficult to break out of. The lack of funds results in a lack of education preventing the country from developing and the lack of advancement in turn eventuates in financial difficulties and no funding of education.

The Lao PDR as one of the UNESCO Member States has recently committed to achieving six goals of the global Education for All (EFA) movement, which aimed to meet the learning needs of all children by 2015. The EFA National Plan of Action for 2003-2015 was developed, which included

*three major goals: equitable access, improved quality and relevance, and strengthened education management for formal and non-formal education at all levels. It seeks to accomplish these goals through: implementing universal basic and primary education; reaching disadvantaged population groups in rural and urban areas; promoting community participation of basic education and literacy at the grassroots level; and improving relevance and quality of basic education through learning opportunities for children, youth and adults (EFA 2015 Review Group and Secretariat Group 2014, 4)*

Foreign aid grants were spent in order to provide education for all children, which means compensating the gap in education between children living in urban versus children living in rural areas, boys versus girls and disadvantaged children of various ethnic groups.

Furthermore, the Lao Ministry of Education and Sports cooperates with the “World Bank Group” and the “Global Partnership of Education”, which are coordinated by the Australian Department of Foreign Affairs and Trade and UNICEF and resulted in further improvements regarding the education share of the government budget since 2009 (cf. World Bank Group).

Private education in Laos has increased rapidly over the past ten years. While in 2005 the UNESCO stated, that *“although the Government encourages the private provision of education at all levels, the number of private institutions and enrolments are still very limited”* (UNESCO), the “Vientiane Times” recently declared, that several state schools had been combined into larger schools, because the number of student registrations has dropped in the academic years of 2016 to 2018. The decreased number of state schools is a result of a shifting from state to private schools, because parents are keen that private schools provide a better learning environment (cf. J&C Services).

#### 1.7.4 Teacher Training

In total, there are eight Teacher Education Institutions in Laos offering pre-service training for future pre-school, primary and lower secondary teachers.

*In addition, the Faculty of Education at the National University of Laos (NUOL) offers a degree level program for upper secondary teachers (Benveniste et al. 2007, 24).*



The numbers of faculties, teaching staff and student enrollment are rising year by year and especially the years required in pre-teacher education schooling programs are increasing, which “suggests that the next generation of teachers in Lao PDR will be substantially more educated than it currently is” (Benveniste et al. 2007, 28)

However, especially primary education is faced with various problems. Table 2 shows the different prerequisites for entering teacher programs for primary education and the required years at a Teacher Education Institution (TEI) (see full table – including teacher programs for secondary education – appendix chapter 10.2).

<b>Title</b>	<b>Schooling Required on Entry</b>	<b>Years Required at TEI</b>	<b>Intended Outcome</b>
5+3	Five years of primary education	Three	Qualification to teach in (remote) primary
5+4	Five years of primary education	Four	Qualification to teach in (remote) primary
8+1	Five years of primary education plus three years of lower secondary education	One	Qualification to teach in (remote) primary
8+3	Five years of primary education plus three years of lower secondary education	Three	Qualification to teach in primary
11+1Z	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	One	Qualification to teach in primary
11+2	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	Two	Qualification to teach in primary

Table 2: Teacher Education requirements for primary schools

When studying the table, one easily identifies that the lowest possible educational qualification can be met at the age of thirteen or fourteen. This means, that teachers of “remote” primary schools must only possess five years of primary education and only three years of teacher education to start working. For Westerners this surely is surprising, shocking and upsetting at the same time.

In-service teacher training is largely neglected in the education sector, it is badly structured and there is no possibility of a professional career development for teachers. This was revealed during a project by the Asian Development Bank in 2011 which offered in-service training to almost 1.500 primary teachers in provincial and district proximity of the project. The conductors of the study propose that there needs to be a standardization of in-service

training materials, a nationwide curriculum and a larger number of provincial and district trainers (cf. Asian Development Bank).

### 1.7.5 Teaching Practices

As indicated in the previous chapter the typical Lao classroom appears to be highly structured and teacher-centered. Benveniste et al. (2007) describe the primary method of instruction as

*frontal lecturing, copying lessons on the blackboard and encouraging recitation and memorization. Students are mostly passive recipients of instruction, while there is some opportunity for copying exercises there is comparatively little time devoted to practical exercises or application of knowledge.*

An average primary school teacher spends approximately 36 hours per week teaching with an additional seven hours per week preparing lessons and grading homework. About four times per year, parent-teacher meetings are held at a typical Lao school.

In a study on “Teaching in Lao PDR” commissioned by the World Bank and the Ministry of Education the styles of instruction used by Lao language teachers were observed. A large proportion of the teachers reported to “*perceive (...) recitation, memorization, and individual tasks to be very important activities in the classroom*” (Benveniste 2007, 80), which is represented in table 3.

Activities	Rating very important	
	%	Standard Error
Working in pair or group to discuss	19.4	2.0
Individual study	60.7	2.5
Preparing visual materials to be shown in class	30.2	2.6
Use visual aids	35.0	2.6
Homework assignments	45.5	2.6
Do exercises	38.0	2.7
Studying and explaining words	48.9	2.7
Learning by heart, reciting tables	49.6	2.7
Quizzes, tests, exams, etc.	12.1	1.7

Source: NRIES (2007)

Table 3: Activities in the Lao classroom

A study commissioned by the Lao Ministry of Education and conducted by the Faculty of Education of the National University of Laos in 2004 draws a quite pessimistic picture in regard to the content of teacher education. The study revealed that the

*teaching at teacher training institution looks identical to teaching in primary schools, emphasizing reproductive and textbook-centered learning. (...) Both primary teaching and teaching at the teacher training institutions follow a standard routine (...) oppressing everything coming close to active and student-centred learning (Ministry of Education 2004).*

In addition, teachers were interviewed about their conception of current teaching approaches. The majority of the interviewed teachers replied they were applying the principles of “new teaching”, which was further qualified as the “five-pointed star” of teaching principles.

The image of the “five-pointed star”, which is a widely used teaching approach in the Southeast Asian countries,

*captures the integrative essence of activity-based learning, the benefits of group learning, the development and use of context appropriate learning and teaching technologies and resources, the importance of questioning both in the classroom and on the professional development journey, and the necessity to focus professional development on elements that matter in the classroom (Harbon & Laws 2014).*

However, most teachers were only able to recall that group work was considered important. When observing how group work was practiced in classrooms, the researchers noticed that group work was considered “*the physical fact of putting students in something that resembles a group, regardless of the content or nature of the activity in which students engage*” (Ministry of Education 2004). The content of the group work seemed like “*the mechanical reproduction of answers found in the textbook to questions also formulated in the textbook*” (Ministry of Education 2004).

Furthermore, a great relevance is given to lesson plans. This corresponds with the structural teaching style that has been described previously. In some of the schools observed by the researchers “*a prize was awarded to the teacher who made the best lesson plan during the year*” (Ministry of Education 2004).

In general, teachers do not seem to comprehend the importance of open communication for the development of their students. An accessible dialogue with a student, a discussion about more open topics with a group of students or group work in which students have the chance to really engage in communication has not appeared in the teachers’ own years in

school, nor in any lecture of their teacher training. Naturally, Lao teachers do not feel at ease with any open situation like this (cf. Ministry of Education 2004). In summary, the study revealed the vast misconceptions in the implementation of “new teaching”, which corresponds with the overall quality of education in Lao PDR.

#### 1.7.6 The Role of the English Language

Ever since the colonization of the British over many Asian and African countries in the eighteenth and nineteenth century, the English language gained a very strong influence over countries such as Singapore, Malaysia, Hong Kong, the Philippines and India. Along with the entrance of the Lao PDR into the Association of Southeast Asian Nations (ASEAN) in 1997, which recognizes English as the common language of communication, the English language was given an important role in Lao foreign policy. In 2007, the ASEAN members signed the ASEAN Charter, which states in Article 34: *“The working language of ASEAN shall be English”* (Association of Southeast Asian Nations 2007, 29) given the arguments, that English is the language of globalization, modernization, technology and knowledge dissemination. Kirkpatrick (2012) states, that the reason for Franco-phone nations like Laos, Cambodia and Vietnam to join ASEAN in the first place was to *“move to adopt English as their major foreign language”* (124). The demand for English language speakers in Laos has further increased by the integration into the ASEAN Economic Community in 2015 (cf. Kirkpatrick 2012, 124; Chang 2011, 191).

At Lao public schools, English is generally introduced in the third grade of primary school and taught onwards from there at/on all levels of the national education system. The curricula of most Asian countries aim theme-based and communication-oriented teaching. However, they still focus on discrete-point grammar and suggested text-books – written by local authors – that are not based on an understanding of children’s (language) learning and frequently include orthographic mistakes and grammatical errors. In addition, Canh and Chi revealed in their study that teachers lack pedagogical skills, like classroom management, oral skills, vocabulary knowledge and pronunciation in their own language competence. These deficiencies are not only attributed to the low-quality pre-service trained teachers – as described in the previous chapter – but also to

*teachers working in a “language-deprived environment” where they themselves have little opportunity to use or practice their English at a higher level, and their isolation from the professional community (Canh & Chi 2012, 120)*

as often times, there is only a single English teacher at the school, who therefore cannot consult with colleges (cf. Sagoo, McLellan & Wood 2015, 7-11; Canh & Chi 2012, 120).

Harbon and Laws (2014) describe possible reasons for the lack of communication tasks in the Lao classroom, which have already been broached in the chapter above. Regarding the English as a Foreign Language (EFL) classroom however, they state more specifically that the

*four reasons for their (the teachers') communicative incompetence are (1) shyness, (2) shortage of vocabulary, (3) a lack of opportunity to practice listen and speaking skills, and (4) the absence of an English-speaking environment (Harbon & Laws 2014).*

All of these critical factors possibly draw a pessimistic picture of the education state Laos is in. However, the growing globalization of the country create more and more opportunities for the people, that can be of advantage if used in the right way. In order to support the country in this specific part of development, external aid is necessary; one of which will be introduced more deeply in the succeeding chapter.

## 2. “Teaching English in Laos” Project

The project “Teaching English in Laos” evolved from the efforts of the Angels for Children foundation to improve their charitable work in Laos. Founded in 2003 by the deceased Ingrid Engel, Angels for Children has been supporting two Lao primary schools and one Lao secondary school by renovating school buildings, constructing new ones, maintaining them, providing school material and uniforms and subsidizing teachers. The intention of the foundation is to provide a sustainable and demand-actuated education center, which continuously evaluates its output and offers (cf. Angels for Children - Engel für Kinder).

### 2.1 The Origin of the Angels for Children Foundation

Gerlinde Engel, the sister-in-law of Angels for Children founder Ingrid Engel, is a trained tailor, who traveled to Asia as part of her work for a German clothing company that moved into foreign production in the 1980s. In 1994, she moved to Lao PDR to establish and manage another clothing factory, called Trio Export Co. L.T.D., as a branch of her employer’s company (cf. Angels for Children - Engel für Kinder; Engel 2018).

Ingrid Engel visited her sister-in-law’s factory in the village of Ban Sikeud, Laos and the neighboring country Cambodia. She realized how low the education level in these countries were and aimed to provide equal developmental opportunities for every child regardless of their gender social and cultural background. Thus, the Angels for Children foundation was established (cf. Angels for Children - Engel für Kinder; Engel 2018).

In 1998 Gerlinde Engel retired from her work for Trio Export Co. L.T.D. and moved back to Germany. However, she never lost touch with the succeeding managers and to this day supports the company with her advice. She traveled back and forth to Laos to support her sister-in-law, Ingrid Engel, in building up the foundation. Ever since Ingrid Engels passing in 2011 Gerlinde is making decisions on site and – together with her nephew Christian Engel – manages the foundation in her name (cf. Angels for Children - Engel für Kinder; Engel 2018).

At the moment, Gerlinde Engel is spending eight months of the year in a little cottage on the school grounds of Ban Sikeud primary school constantly modernizing the schools, adding more buildings, raising donations and checking in on teachers and students every day; during the rainy season (lasting from May to September) she stays with her family in her Bavarian home in Germany (cf. Angels for Children - Engel für Kinder; Engel 2018).

As mentioned above, Angels for Children supports three public schools in Ban Sikeud and Ban Phang Heng. The two villages are located approximately fifteen kilometers outside the Lao capital Vientiane. The test referred to in chapter five had been conducted at Ban Sikeud

primary school. Therefore, the focus in the following chapter will be on this particular school. The Ban Sikeud primary school was the first school of the three that was renovated and equipped newly (cf. Angels for Children - Engel für Kinder; Engel 2018).

After finishing the construction at Ban Sikeud primary school the foundation took on the support of another school – Ban Phang Heng lower secondary school – in 2007. The building was renovated and finished in 2011. Ban Phang Heng primary school, which is right next to the secondary school, was supported shortly after and the constructions of a library was finished in early 2018. Generally, both the students of the primary and the students of the secondary school in Ban Phang Heng receive a warm lunch every day in the canteen that connects both schools (cf. Angels for Children - Engel für Kinder).

In 2012, the Angels for Children foundation decided to expand their range of support in improving the English lessons in their three schools. In order to do that, the foundation offered scholarships to high school graduates from Germany to support the Lao English teachers. Supporting the teachers in preparing and holding lessons already made a difference since Lao teachers never learned a different teaching approach than frontal and direct instruction methods. However, the high school graduates only contributed their personal experience from school as a student. Naturally, as they had only just finished high school, they were not able to give them further advice on how to teach as they were never taught in this field either. Therefore, the foundation was looking to recruit more skilled volunteers and eventually – as will be described more in the following chapter - reached out to the University of Education in Karlsruhe (cf. Angels for Children - Engel für Kinder).

## 2.2 Cooperation with the University of Education, Karlsruhe

The new systematic approach came into being through a cooperation between the Angels for Children foundation and Prof. Dr. Isabel Martin, who was the director of the Institute of Multilingualism at the University of Education Karlsruhe in Germany from 2012 to 2016, and who currently works as a Professor at the English Department and Language Study Center, in 2015. She developed a plan to improve the Lao English Teacher's lessons by including a wide range of didactical and methodological approaches. For this "teach the teacher" – project she arranged an application procedure for university graduates (Team I) to visit Laos with her for several months. She organized donations for teaching material, books for a lending library on site and held workshops to prepare the team (cf. Angels for Children - Engel für Kinder).

Since then, five more teams had been sent to Southeast Asia, where they were divided between the three schools and the latest project: the Lao-German Technical College (short

LGTC) in Vientiane. The LGTC offers training courses for graduates from secondary schools (like Ban Phang secondary school) in the areas “*automotive, metal machinery, electro-electronics, welding-plumbing, heavy equipment and agro-machinery*” (Angels for Children & University of Education Karlsruhe). The LGTC “*was founded in 1964 as part of Germany’s development aid in Laos*” (Angels for Children & University of Education Karlsruhe) and jointly set up the Recruitment and Training Programme with BHS Corrugated in 2015 (cf. Recruitment and Training Programme).

BHS Corrugated is a German machine engineering company, whose former CEO Paul Engel and his wife Ingrid Engel founded the Angels for Children foundation. The company supports the foundation and especially the connection to the LGTC gives global perspective to the technical students, as they possibly receive the opportunity come to Germany and experience the work at BHS first hand in the form of further training (cf. Angels for Children - Engel für Kinder; Zeck, Martin, Wink 2016).

*The overall goals of the cooperation are the trainings of future service technicians for BHS Corrugated in the Asia-Pacific region and the support of the Dual-Cooperative training development at the Lao-German Technical College and in Lao PDR (Recruitment and Training Programme).*

### 2.2.1 Teacher Training

In the “teach-the-teacher”-project that Prof. Dr. Isabell Martin was asked to design, one German volunteer partners up with one or two Laotian teacher(s), the so-called “tandem-teacher(s)”, and supports the individual partner in four of the following areas:

*language skills development through regular English lessons (one hour a day);*

*development of teaching skills (methodology and didactics) through job-shadowing, hospitations, tandem-teaching, feedback, and joint lesson preparation (one hour a day);*

*customized workshops on relevant topics and practical help through new material, introduction of new teaching equipment & digital media, modernization of libraries, book donations;*

*model-teaching in “Activity time” for pupils and students and in various new “English clubs”, which focus on oral communication (one hour a day) (Martin 2018a).*

In all of these areas volunteers and tandem-teachers experience various situations of intercultural and linguistic misunderstandings and challenges which – once solved – lead to a greater comprehension of each other and create mutual trust. Moreover, the growing trust



and personal relation develop acceptance and openness for giving unknown didactical and methodological concepts a try (cf. Martin 2018a).

### 2.2.2 Preschool Lessons

Beside the “tandem-teacher”-program, the three preschool classes at Ban Sikeud primary school and at Ban Phang Heng primary school (status as of June 2018) are taught by one or up to three volunteers of each teams.

#### 2.2.2.1 *The Relevance of Foreign Language Teaching in the Preschool Age*

The decision of teaching the preschoolers particularly was made by Prof. Dr. Isabel Martin when she first saw the course book that was being used to teach the primary school children. Before she fully committed to the project she insisted on a “pilot phase”: three months’ time to evaluate the situation on site and to decide whether or not the project was realizable.

Thus, the in-use books of the primary and secondary schools were sent over to her. The books however reached Prof. Martin only after the flights had already been booked for the team and herself. If she had seen the primary book prior to the booking of the flights – Martin states – it remains unclear whether she would have upheld her agreement.

In an interview held in May 2018 she further explains:

*That was the moment I was shocked out of my boots. I did not expect so many disasters on the very first page. There were five mistakes. Not just methodological mistakes but also didactic mistakes and that in the first class in the very first lesson. (...) What I also didn't know at the time is that English education for teachers (at least for our teachers at both schools) at university consisted of learning this school book by heart (Martin 2018b).*

The goal in teaching the youngest of English learners is to give them the opportunity of meeting English in an unspoiled and uninhibited way before they are confronted with the “terrible school book” (Martin 2018b) in later schooling.

Besides this individual experience in the Lao context, there are more reasons that make foreign language learning relevant for children in the preschool age.

Children naturally hold the advantage of a desire to communicate with others and to be equal with their surroundings. Therefore, when put into an English-speaking environment they quickly start adapting and acquire the language step by step “without realizing”. Children typically face an “alien” situation - in the sense of an adult talking to them in an unknown language - with more curiosity and interest than anxiety and frustration as adults

are more prone to do. However, the prerequisite for a comfortable environment is a teacher who makes the children feel safe and welcome and who is able to effortlessly connect with the children in a warm and authentic way (cf. Fröhlich-Ward 2007, 9).

However, one could argue that a number of studies have proven that foreign language learning works just as effectively for both young learners and adults. Some even claim that adults have more abilities in the learning of a foreign language as they hold the advantage, of already having acquired knowledge about their L1 and therefore have a language system to compare the L2 or L3 with. Therefore, it is questionable whether preschool children should be taught in English in the first place. This topic has been well discussed amongst language researchers and in order to give a thorough picture about the evidence both views will be shortly examined.

Summing up the most relevant studies on age as influencing factor for foreign language learning, Böttger (2005) rejects the neurologists' Penfields (1959) and Lennebergs (1967) theories indicating that there could not be a thorough command of language after puberty, which they call "critical period". Böttger points out, that the learning speed of adolescents and adults is much faster than of younger learners, which is due to learning experience, better differentiation in terms of vocabulary, cognitive control in the reception and production of language and therefore the possibility of self-correction. Furthermore, older learners hold greater perseverance, more motivation in the long run and increased capacity of the short-term memory (cf. Böttger 2005).

In contrast, young learners benefit from their acoustic-motoric memorization, their willingness to speak and imitate as well as their holistic conception and the non-existing fear of making mistakes. Lastly there is to add, that adult learners outperform children in terms of morphology and syntax, children however prevail when it comes to pronunciation (cf. Böttger 2005).

In conclusion, the advantages and disadvantages for both age groups balance each other out and there is no scientific evidence proving the one argument or the other wrong (cf. Böttger 2005).

In order to make use of the high motivation among young learners and to raise a positive attitude towards the English language in the preschool classes at Ban Sikeud primary school a new course book was chosen that would meet the needs of this young group.

#### 2.2.2.2 *“English for Mopsy and me”*

As previously stated Prof. Dr. Isabel Martin researched and selected course books and teaching material for the volunteers to try on site in preparation for the start of the project. For the preschool class she chose the course book “English for Mopsy and me” by Leonora Fröhlich-Ward and Gisela Schmid-Schönbein. “English for Mopsy and me”, which has a second volume that focuses on primary education, is the only course book for preschoolers that is academically established. Leonora Fröhlich-Ward is an experienced preschool teacher who supported the dissertation of Gisela Schmid-Schönbein in the 1970’s, which will be the subject matter of the next chapter. Both Schmid-Schönbein and Fröhlich-Ward were delighted to hear about the project and the new use of their work for teaching the Lao children (cf. Martin 2018b; Schmid-Schönbein 2008, 1).

Fröhlich-Ward did not only donate about fifteen copies of the book to the project but also held a workshop for the first two teams of volunteers at the University of Education Karlsruhe. Thus, they were comprehensively introduced to the methodology of the book and got an overview of the individual units and the teaching material (first two pages of unit 1: see appendix chapter 10.9). The workshop was recorded on video and can now be watched by every new team as a means of preparation for the project (cf. Martin 2018b).

In the workshop Fröhlich-Ward pointed out more benefits of teaching English to young learners and reminded the volunteers to always focus on the correct articulation and to teach English sounds as authentically (to native speakers) as possible. Furthermore, she reported about children learning holistically, meaning that all physical and mental senses are included in the process, and therefore everything that is taught must be underlined with touching and feeling (cf. Fröhlich-Ward 2015).

When discussing group size for the preschool lesson, Fröhlich-Ward recommended the groups to consist of eight to ten children and each of the sessions to be no longer than twenty to thirty minutes. For the “Teaching English in Laos”- project, she suggested possibly rotating a number of groups of children each day in order to be able to teach all children, but not grouping them together all at once. Therefore, the teacher is able to focus on the pronunciation of every child that is in the small group and repetition (making sure every student had the chance to repeat a word enough to memorize and correctly pronounce it) is more doable than in one big group of forty students (cf. Fröhlich-Ward 2015).

Fröhlich-Ward claims, that a totally natural environment is the best fundament for learners of a foreign language; this however is not the case in the school environment since a teacher controls the situation of a lesson and selects language material. Therefore, when creating the course book Fröhlich-Ward aimed to provide the teacher with a way of teaching young

learners in as much of a natural environment as possible, including as many needs of a child this age and meaningful topics as possible (cf. Fröhlich-Ward 2015).

In terms of the overall goals of the book, Fröhlich-Ward states that communication and raising a positive mind-set must be an absolute priority for the teachers working with the book. Everything that is learnt by the students is learnt communicatively. There are barely any single vocabularies to learn by heart, rather every word is connected through phrases, for instance in a short sentence like “It’s a book.” However, in the early stages of English as a Foreign Language (EFL) teaching the teacher is mostly the only person speaking, which makes communication rather difficult. Therefore, Schmid-Schönbein (2008) suggests an intermediary between the teacher and the students, who can answer the teacher’s questions as a first example for the students. A hand puppet shall serve as such entity. This assistant not only serves as a useful way of illustrating repetition and practice, but also engages the children emotionally as it can be cuddled with, hugged and talked to. The hand puppet used in the course book which is also mentioned in the title of the book is a dog named ‘Mopsy’. With ‘Mopsy’ the new structures and vocabulary of each unit can be introduced in a lively dialogue. The hand puppet can attract especially shy students, who are usually difficult to reach and raise motivation for learning the English language (cf. Fröhlich-Ward & Schmid-Schönbein 2007, 11; Schmid-Schönbein 2008, 68f).

The creation of a positive mind-set cannot be examined as easily as communication skills because the effects of a positive mind-set often reveal themselves later in the students’ schooling career (cf. Schmid-Schönbein 2008). Nevertheless, the attitudes and emotional or social factors that the teachers themselves bring into the EFL classroom influence the students more permanently and more profoundly than they might expect as Lewis describes:

*Teachers are particularly important, as research suggests that the attitudes they bring to the classroom are sometimes the single most important influence in the overall success of what happens in the classroom (Lewis 1993, 29).*

The course book “English for Mopsy and me” includes a teacher’s manual, colored teaching material, such as flash cards that can be laminated, a pupil’s activity book, that can be handed out to the students as well as a Compact Disc (CD) containing all songs, rhymes and dialogues that are in the units of the book. The book is divided into 26 units that each consist of four to seven paragraphs, which in turn suggest detailed methodological implementations for dialogues and the introduction of vocabulary and structures (cf. Fröhlich-Ward & Schmid-Schönbein 2007, 9).

### 3. Research by Gisela Schmid-Schönbein

As explained in chapter 2.2.2.2 the course book that is used to teach the preschoolers at Ban Sikeud primary school is called “English for Mopsy and me” and was written by Leonora Fröhlich-Ward and Gisela Schmid-Schönbein.

Schmid-Schönbein is a *professor emeritus* for English didactics, lectured at the University Koblenz-Landau in Germany, and published works on foreign language learning of young learners for many years. She is co-author of the course books “English for Mopsy and me” and the follow-up version “More English for Mopsy and me”, researched strategies to foster EFL learners and published a ground work on primary English didactics and methodology. In addition, Schmid-Schönbein was the editor of the primary school magazine “English – The Primary English Magazine” for a decade, where she asked Prof. Dr. Isabel Martin – one of the leaders of the “Teaching English in Laos” – project – to join her as sub-editor. (cf. Martin 2018b; Schmid-Schönbein 2008, 1).

Along with the creation of the course book “English for Mopsy and me”, Schmid-Schönbein published an empirical research project on the opportunities and limits of the controlled foreign language learning in preschool age. This research was conducted in Germany and served as a template for the test conducted at Ban Sikeud primary school in Laos by the author of this work. Before the test in Ban Sikeud can be explained in detail, some background factors have to be introduced (cf. Martin 2018b).

#### 3.1 Controlled Foreign Language Learning

Controlled foreign language learning is considered as the influence by a person on one or more people through an educational lesson aiming the learning of a foreign language. The language learner is – in contrast to first language learning (referred to as L1) – exposed to deliberately selected language material, which is (supposed to be) suitable and appropriate for learning the language system. In addition, the way the foreign language is acquired is not arbitrary and incidental as in L1 but controlled and guided by methodological variables like the teacher, duration of the lesson and teaching style (cf. Schmid-Schönbein 1978, 70f).

In her research on the opportunities and limits of the controlled foreign language learning in preschool age Gisela Schmid-Schönbein conducted a learning objectives test, which she designed herself in 1974 (cf. Schmid-Schönbein 1978, 70f).

#### 3.2 Test Group and Control Group

The test was conducted in two Munich kindergartens, where three groups of twelve five- to six-year old children formed the test group. The base data was matched to build the control

group, which consisted of the same number of same-aged children. Variables like intelligence<sup>2</sup>, development of the mother tongue<sup>3</sup> and social groups<sup>4</sup> were considered. Thus, 69 students in total were part of the study. The test group, consisting of 12 boys and 19 girls, was divided into three groups of 10 to 11 children each and taught in English three times a week for 20 minutes over a period of ten months. Schmid-Schönbein was focused on establishing a positive learning environment before conducting the tests. She states, that she respected the children's requirements and abilities in three ways; formally, contextually and temporally. In order to create a less formal and rigid exam situation during the individual test, it was crucial for the person that taught the students in English lessons to also be the examiner. This way, the children at least sat in front of a person they already knew and trusted. This also applied to contextual factors; the speech comprehension of the children had to be tested using familiar material (for instance using the same flash cards that were used in the lessons). The regular English lessons were limited to 20 minutes due to the young learners' maximum concentration period. Therefore, the individual test had to keep this set time frame as well (cf. Schmid-Schönbein 1978, 174ff + 182f).

### 3.3 Learning Objectives

The test by Schmid-Schönbein was conducted every three months over a timespan of 10 months while the students were continuously taught with the course book (three times a week; 20 mins per lesson). Each time the test was adjusted to the level of the course book's content of the past months. Each of the three testing-levels consists of three subtests: active speaking, listening comprehension and articulation. According to Schmid-Schönbein the overall interdisciplinary goal of language learning is "communication". Schmid-Schönbein quotes Hans-Eberhard Piepho, who defines communicative competence as the capacity to make targeted use of the conventional linguistic tools in order to participate in society. In the matter of foreign language learning, it is very rarely that the linguistic competence of a "near-native" or a "true bilingual" speaker is reached. Therefore, language learning must be pursued in a long-term fashion and be regarded as a life-long process. Schmid-Schönbein differentiates between rough learning objectives and fine learning objectives. The rough learning objectives name the overall goals for the students. The fine learning objectives describe the more detailed and distinct learning objective of each subtest. The objectives were defined separately for each subtest (they overlap in parts) and should be obtained by every student by the end of the research. The following table shows an overview of the most

---

<sup>2</sup>measured using the Columbia-Mental-Maturity-Skala

<sup>3</sup>measured using the Landauer Sprachentwicklungstest für Vorschulkinder (language development test for preschool children Landau)

<sup>4</sup>measured using the BRSS – Index für bildungsverhaltensrelevanten Sozialstatus (index for educationally and behaviorally relevant social status)

important learning objectives for the test. The rough learning objectives name the overall goals for the students. The specific learning objectives describe the content of the subtest, which will be outlined more in the following (cf. Schmid-Schönbein 1978, 71ff + 166f).

Subtest	Rough learning objective	Specific learning objective
Listening comprehension	The students are able to decode and understand the sound combinations, that were taught, in connection to the linguistic context and situation.	The students are able to identify the one image on a picture strip holding four images, that is correspondent to the sentence read out to them.
Articulation	The students are able to produce the sound combinations and intonations, that differ from L1, as close to the L2-modell as possible.	The students are able to repeat a read-out English sentence in a for a “native speaker” understandable and acceptable way.
Active speaking	The students are able to answer to given verbal/ visual stimuli, which were repeatedly presented in a solid language frame, for instance a song, rhyme and sentence-chain (structure).	The students are able to react to a verbal or non-verbal stimulus by expressing themselves using a learnt structure in a for a “native speaker” understandable way.

Table 4: Learning objectives

### 3.4 The Subtests

As table 4 shows, there were three subtests in Schmid-Schönbeins research: “active speaking”, “listening comprehension” and “articulation”.

The learning objectives test was conducted three times during the testing period. Each time a test was conducted, the test regions (subtests) had been adjusted to the progress the students had made with the book (learning objectives test 1, 2 and 3). Consequently, the first time the subtest “active speaking” was conducted, it only took into account the previously taught content whereas the third subtest “active speaking” took into account not only the content from the previous tests but also the progression and the new content that had been taught since.

In the subtest “listening comprehension” the students were given a picture strip, on which four drawn images were visible (see all picture strips appendix chapter 10.11). In addition, an English sentence was read out to them. The graphic image and the unit of meaning had to be recognized under exclusion of the three distractions.

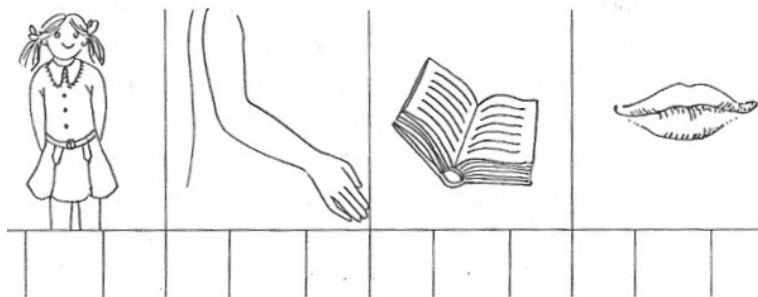


Figure 2: Multiple-choice picture strip

An example for the sentence “It’s a girl!”, that had been used in the first learning objectives test, can be seen on the right (figure 2).

The three distractions (here the images of an arm, a book, a mouth) had to be ignored by the student. The student was given a wax crayon with which it was supposed to tick off the fitting image. The content that was examined in the first test was exclusively composed of topics that had been covered in this form prior to the test. The students had only received three months of English lessons therefore very limited knowledge could be tested at that stage. After six months (when the second test was conducted), however, the content consisted partly of read-out sentences and distraction images that had not appeared in the English lesson yet. The test became one step more difficult when conducted the third time after nine months (cf. Schmid-Schönbein 1978, 168 - 172).

Schmid-Schönbein based the subtest “**articulation**” on one of Peter Doyé’s performance tests who recommends reading out four sentences, that are completely unknown and therefore unintelligible in terms of their lexis. This was intended to provide a true examination of the students’ enunciation for English phonemes. However, this type of assignment proved to be impenetrable for the students and difficult to explain sufficiently in the foreign language. Despite the confusions 17 out of the 36 students were able to achieve nine to eleven of eleven possible credits. In the following tests the examiners decided to switch to play-cards imaging lesson-related pictures, which were verbalized by the examiner and then repeated by the student (cf. Schmid-Schönbein 1978, 168 - 172).

The subtest “**active speaking**” was meant to lead to a conversation between the examiner and the examinee. A playful context was created by adding material used during the lesson (for instance flash cards) in order to produce as little of an examination situation as possible.



An example:

**Item Nr. 2, learning objectives test 1**  
(Picture of Teddy with one leg missing)

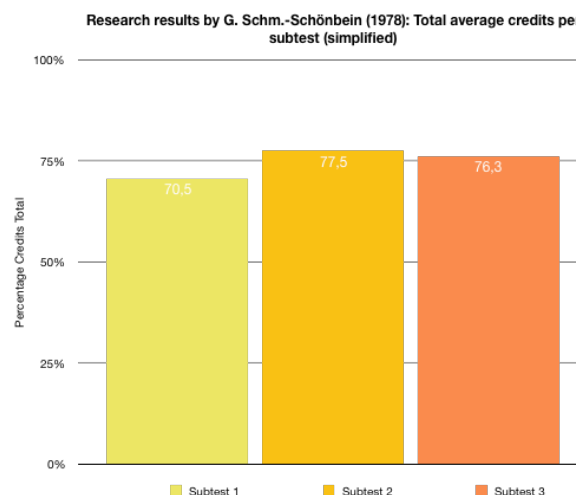
Examiner: Look at Teddy. What's missing here?  
Student: Teddy's leg is missing.

Figure 3: Item Number 2 of subtest "active speaking"

With the second learning objectives test, conducted after six months, the level of difficulty in the subtest "active speaking" rose significantly because the students now had to ask questions themselves. Adding to that level of difficulty and making it even harder, the students had to perform the same way in the third test – only this time without the visual aid (cf. Schmid-Schönbein 1978, 168 - 172).

### 3.5 Results

As mentioned before, the variables intelligence, development of the mother tongue and social groups were measured in the beginning and in the end of the study. A significant influence is visible when comparing the initial and the final results of the development of the mother tongue divided by test and control group. The comparison reveals a significant advantage for the development of the mother tongue for boys and girls of the test group. Regarding the individual subtests, the results turned out to be quite homogeneous as the test group succeeded a percentage of 70 to 77,5 of total credits which is visualized in the graph below (cf. Schmid-Schönbein 1978, 210 - 217).



Graph 1: Schmid-Schönbein's research results

33 out of 36 students reached the highest possible credits in the first learning objectives test of the subtest "listening comprehension", which surpasses the so-called "standard distribution". Schmid-Schönbein blames this on too little demand for the first assignment. However, she also aimed to provide the children with an initial sense of achievement, which was highly necessary since some of the parents put their children under pressure to perform. The distribution in the second and third test was much more balanced. According to Schmid-Schönbein, the final result of 77,5% achieved performance confirms, that five-year-old children are able to demonstrate their listening comprehension under the given circumstances (cf. Schmid-Schönbein 1978, 210 - 217).

The subtest "articulation" proceeded similarly successful. 76,3% of the students were able to pronounce the sentences in a for a native speaker acceptable way. Schmid-Schönbein's reference to a Russian language learning study by Weiss in 1971 supports her statement, that the results of controlled foreign language learning are directly linked to the superlative importance of the correct pronunciation of the teacher. Due to a differentiated evaluation system, the subtest "active speaking" revealed the lowest results. However, the subtest that demanded the highest level of difficulty (in the form of a free conversation), still presents a result of 70,5% of total credits. Thus, the result supports Schmid-Schönbein's hypothesis, that five-year-old children are able to react to a verbal or non-verbal stimulus by expressing themselves using a learnt structure in a for a "native speaker" understandable way (cf. Schmid-Schönbein 1978, 210 - 217).

## 4. The Impact of the Projects on the Village Ban Sikeud

In the previous chapters, the developmental progress Laos has gone through over the last century as well as the efforts the Angels for Children foundation and the “Teaching English in Laos”- project had undertaken to support that progression were described. In order to get a more comprehensive overview of the impact the project has on Ban Sikeud the author will provide a selection of elucidative images. The data that forms the basis for this chapter consists of an interview conducted by the author with foundation-board member Gerlinde Engel in May 2018 as well as a blog article published by two former volunteers of the sixth team from “The Laos Experience” website. The leading research question for this examination is as follows:

“What impact do the projects have on the students and people of Ban Sikeud in Laos?”

### 4.1 Condition of the School

Before the foundation supported the school, the learning environment was rather uninviting: the students sat on rotten wood benches, there was nearly no teaching material at all, the school suffered from a dilapidated structure, there were no walls to divide the classrooms by and simple brass plates served as the roof. In consequence, there were no lights, no shelter from the rain, let alone writing material or appropriate tables. As there were no sanitary facilities either, students went to the neighboring property, which was a former grave yard consisting of an altar where the dead would be incinerated, to take care of their basic needs. In addition, there was no fencing around the school grounds which caused kattle, geese and chickens to stray all over and distract the children from studying. On top of that, teachers would trade the straying animals back to the farmers to earn some extra money. The images below were taken right before the constructions and renovations started. They illustrate the learning environment in a detailed and representative way.



*Image 4: Students in the former primary school*



*Image 5: The former classrooms*



*Image 6: Former classroom "walls"*

After a long period of construction, the school was eventually equipped with proper floors, walls and a roof. New furniture and operative sanitation facilities were installed as well (see image 8). Furthermore, *"a library, a gym with plenty of space for physical activities, and a room for the teaching staff including a kitchen were built"* (Angels for Children & University of Education Karlsruhe).



*Image 7: New school grounds at Ban Sikeud primary school*

In Addition, a school ground was designed (see image 7). It features a recreational area and a sports field as well as benches and plenty of spots in the shadow underneath a number of trees where students and teachers can spend their lunch break. To date about 440 students attend Ban Sikeud primary school, where they are divided into twelve classes, from grade one to grade five as well as two preschool classes of roughly 85 children under the age of six.

For many years, the school has received awards for being a model school and one of the best primary schools in the country. By 2018, the school had been honored fifteen times by state officials for its achievements in organization, school management, greenery, hygiene and sanitation and so forth (cf. Angels for Children - Engel für Kinder; Engel 2018).



*Image 8: The new classrooms*

When looking at the images above and the progression that they portray since the foundation started supporting the village school, it is clearly stateable that the impact is – to this day – significant in both structural and material matters. Students now have the opportunity to study in an actual school building and use appropriate utensils for their work. They can engage in normal schooling matters and teachers can concentrate on their own work as well. Surely this might seem somewhat trivial to a Westerner, but it most certainly is of great relevance for the natives. As the author can confirm, school life in Ban Sikeud primary school is much like a regular school in Germany.

#### 4.2 Hygiene

In terms of hygiene, the operative sanitary facilities had a great impact on life at Ban Sikeud primary school. Although most Laotians are not used to having a working toilet, the school grounds and the neighboring properties greatly benefit from the facilities and the children are getting used to using a toilet.



However, in the interview held in May 2018, Gerlinde Engel revealed further problems that the foundation was confronted with even after the school was provided with adequate sanitary facilities. Out of the 150 students that formed the initial school group of Ban Sikeud primary school in 2004, 60 students were infested with lice. The reason for this infestation was not a shortage of water. Unlike many developing countries in Africa, every Lao family owns a water hose in their gardens but most Laotians lack understanding of hygiene matters. In order to free the students from the lice infestation, Gerlinde Engel washed and deloused all the children and provided them with clean towels and bed sheets. She bought shampoo and combs for the families and taught the parents how to wash hair. Since 2014 the students are free of lice and attend school cleaner than ever (cf. Engel 2018).

Ban Sikeud primary school was the first school in the country that introduced brushing teeth as a morning ritual during the 10 o'clock break. In 2015, a tooth brushing station was installed on the school grounds and brushes and toothpaste are kept in the individual classrooms. The children line up around the pipes which are connected to the school's water supply and teachers walk around applying tooth paste to each brush. Gerlinde Engel states that this is probably the only time children brush their teeth at all since there is no knowledge of the importance of oral hygiene among the Lao



*Image 9: Tooth brushing and hand washing station*

families. Unfortunately – Engel says – during their three-month long summer break the children do not brush their teeth at all, which means that there are still many dental problems when they come back to school (cf. Angels for Children - Engel für Kinder; Engel 2018).

The brushing station also features little bags filled with soap hanging from the water pipe. The Lao's most common food is sticky rice, which is eaten with one or both hands as are many other dishes. Therefore, it is of great importance that the children wash their hands thoroughly and regularly. This matter was eventually recognized by the Lao government which therefore joined the international campaign of organizations such as UNICEF and the World Bank Water, who initiated the Global Handwashing Day. The main goal of the Global Handwashing Day is to

*foster and support a global and local culture of handwashing with soap, shine a spotlight on the state of handwashing around the world [and to]*

*raise awareness about the benefits of handwashing with soap (The Global Handwashing Partnership).*

As Ban Sikeud primary school is a well-known model school in the country, the school hosted the festivities for the Global Handwashing Day on October 15 in 2017. State officials such as the Permanent Secretary of the Ministry of Education and Sports and the district Minister of Education as well as the German Ambassador joined the primary school teachers and the foundation staff for the festivities on the school yard (cf. Engel 2018; Angels for Children - Engel für Kinder; Malchow & Golla 2017).

The routines of hand washing, and tooth brushing have been complemented by sweeping the classrooms after each school day. A cleaning service cleans the school each week. The children themselves also participate in cleaning the school, which they proudly carry out as Gerlinde Engel reports. Moreover, she cheerfully referred to several incidents where she had to unlock the school gates on Sundays because some students wanted to show their fathers how to clean toilets and how to sweep floors (cf. Engel 2018).

#### 4.3 Health

The foundation cares about improving the health care of the students and their parents. As described in chapter 1.5 there is no public health care system in Lao PDR therefore low-income families are likely to be confronted with serious financial problems when facing illnesses. In order to prevent such scenarios, the foundation funds medical and dental check-ups on a regular basis, provides healthcare provision for the children and – in difficult cases – covers the costs for follow-up treatments. Teachers too can consult with the foundation staff and request support if they need medical care for themselves or their family. Surgeries such as the follow-up treatment for a clubfooted boy and the specialized treatment for a boy suffering from a skin condition were realizable through donations (cf. Angels for Children - Engel für Kinder).

In 2006, the local hospital received a material donation by a German pharmacy including a number of cartons of disposable syringes along with suitable injection cannula. Since 2008, two German doctors have annually traveled to Ban Sikeud to check on the children's spine, state of nutrition and to test their eyesight and hearing. Moreover, the doctors bring along all kinds of medicine not only for the students and teachers but also for stocking the supply in the local hospital (cf. Angels for Children - Engel für Kinder).

Through the donations children who suffer from poor eyesight received appropriate glasses and a girl and a boy were operated who otherwise would have lost their eyesight (cf. Angels for Children - Engel für Kinder).

Moreover, the husband of Gerlinde Engel's assistant Ms Bouangeun Hanthavong, also known as „Linda“, is a pediatrician who will be recruited by the foundation in February 2019 in order to provide continuous medical care and to consult with parents about hygiene and nutrition. He will recommend the parents to pay attention to tooth brushing and a frequent sleep cycle of their children (cf. Engel 2018; Angels for Children - Engel für Kinder).

#### 4.4 General Performance

The impact of the project “Teaching English in Laos” is also noticeable in the overall performance of both students and teachers. Teachers observed that the overall school performance (not only in the subject English, but in all subjects) has improved since the start of the cooperation with the University of Education in Karlsruhe and the support of the volunteers. As is noticeable, the general level of motivation and interest in education has risen and students have more fun in learning new content regardless of the subject (cf. Engel 2018).

Gerlinde Engel noticed the improvements and suggests that the reasons for this development are as follows. The volunteers from the West that come to Laos talk to everyone in the schools and show them what opportunities lie within education. To some extent, the students and even teachers took them as a role model and experienced first-hand what they would like to achieve. Thus, they slowly lost their shyness towards the new and unknown. Now, even friendships evolve between teachers and volunteers which in turn motivates the Laotians even more (cf. Engel 2018).

The teachers receive individual support by the volunteer that fits their needs to develop as effectively as possible. They were able to improve not only their teaching skills but also their English in general along with their self-confidence towards unfamiliar situations with every new team of volunteers that joined them over the past three years. This – as Gerlinde Engel reports - was especially visible in the behavior of primary English teacher Ms Phovang Inthavong who is also known as “Noy”. Noy improved her classroom management skills and her functional communication skills in English significantly. As a reward for hard work (they had vouchers in January 2016 as motivational incentive) and significant developmental progress four English teachers from Ban Sikeud primary school and Ban Phang Heng secondary school were invited to visit the University of Education, Karlsruhe and attended an eight-week long English course at Hilderstone College in Broadstairs, England during the summer break in 2017 (cf. Zeck 2017).

However, not all teachers want to develop their skills in didactics, methodology and language, as Gerlinde Engel explained during the interview. Mostly young teachers, that are generally more open-minded, want to communicate with the volunteers and thereby



improve their language skills. Some teachers on the other hand perceived the efforts of Engel, who demanded them to attend school frequently, stay in their classrooms during lessons (and not chat with fellow teachers while the students are unattended) and to keep the newly-built classrooms clean, as a disruption of the Lao life-style. In protest, they reported Engel to the police which threatened her with the expulsion of the country. Eventually, Gerlinde Engel could clarify and resolve the trouble with the police. After that incident, she decided that she would never again let herself be stopped from events like these. To this day, she continues with her “strict regime” as she calls it jokingly, as she focuses on the positive effects resulting from the clear instructions and routines. Engel further states that by spending eight months a year in Laos and looking after all her “sheep” she passes on western values and manners that influence the teachers more than they might realize (cf. Engel 2018).

#### 4.5 School Uniforms

When Gerlinde Engel first met with the village mayor, he was deeply concerned about the status quo in children education in his village, as she states. The mayor, who has become a friend to the foundation over the years, reported there were many day laborers in the village who could only afford to send one out of their five to ten children to school because they did not have enough money to buy clothes for all of their children. This problem mostly applied to farming families, whose children had nothing to do and would nakedly jump around the factory of Trio Export Co. L.T.D. that Gerlinde Engel managed before the Angels for Children foundation was established. One of the first actions the foundation undertook – even before Ban Sikeud primary school was renovated – was sewing school uniforms for all 150 students that attended primary school in the village at the time. The boys got blue pants, the girls were outfitted with blue skirts in the design of the traditional Lao “sinh” and all children received white shirts. All schools, with to date more than 1.500 students total, are provided with uniforms produced by the clothing factory Trio Export Co. L.T.D. In addition, school utensils such as pens, paper, books and school bags were given to students and teachers (cf. Engel 2018).

Nowadays, children from remote villages come to live with befriended or related families in order to attend the schools supported by the foundation. The remarkable reputation the schools gained over the years has attracted ever growing numbers of students and led parents to envisioning the opportunities for their children through education.

In fact, the government currently tries to convince Gerlinde Engel to open up a kindergarten next to her schools so that even more children can profit from the foundation's sphere of activity (cf. Engel 2018).

#### 4.6 Future Prospects

Since 2007, the Angels for Children foundation is supporting another school. Students that have finished primary school can enroll in Ban Phang Heng lower secondary school which provides a connecting institution for their schooling career. In 2015, three additional “classrooms and a chemistry and physics laboratory were built in order to prepare students for vocational schools” (*Angels for Children & University of Education Karlsruhe*) like the Lao-German Technical College (LGTC) in Vientiane, which is one of the best vocational schools in Laos and works closely with the foundation. The education provided in Ban Phang Heng serves as a preparation to enroll in a vocational school. It paves the way for the students to new possibilities in technical professions, which is of high significance for the country as it suffers from a lack of specialists in this field. Companies all over Laos are imploringly looking for qualified electricians, sanitary engineers, welders, machinists and motor mechanics (cf. Engel 2018; Angels for Children - Engel für Kinder).

Some of the most motivated students of the LGTC even have the chance to visit the German mechanical engineering company BHS Corrugated and receive further training. The trained specialists are given the opportunity to work as service technicians for BHS Corrugated in the Asia-Pacific region and are possibly employed for the maintenance and installation of the companies' machinery and equipment. As one of the main donors of the foundation BHS Corrugated has initiated a cooperation with the LGTC and together with Ban Phang Heng lower secondary school started the Recruitment and Training Programme. The other students of the program are further given internships at a number of local companies in order to spread qualified staff throughout the region. The cooperation of the LGTC and BHS Corrugated is currently (as of June 2018) in contact with fifteen companies in the Lao PDR to make sure that all graduates of the program will receive a stable employment in 2019 (cf. Engel 2018; Angels for Children - Engel für Kinder; Angels for Children & University of Education Karlsruhe; *Recruitment and Training Programme*).

The clothing factory Trio Export Co. L.T.D. which is located in the village of Ban Sikeud has been mentioned previously. It was built before the Angels for Children foundation was established – however – in some ways they are interrelated as both play an important role for the people in the village. As Gerlinde Engel is frequently in Ban Sikeud and stays in touch with the managers of the company, large donations were made to support her work for the schools. In return, the good reputation of the schools make living and working in Ban Sikeud much more attractive for Lao families. Apart from that, the managers of the factory have always paid their 2.340 employees (April 2018 est.) very well for Lao standards as the minimum wage was long succeeded before it had been introduced by the Lao government. On top of that, the employees receive regular “rice money” and have the chance to earn

more if they work faster (while keeping the qualitative standard). *“The company (...) is the largest employer (...) in the area (...) and it is (...) very popular due to its exceptionally good working-conditions”* (Kaemmer, Ud-Din & Martin 2018) and its high standards of hygiene. A large number of workers live right next to the factory buildings since the company provides accommodations for them. Moreover, many graduates from the schools of the foundation have directly found a job in the factory that has high barriers of recruitment as they only employ workers that can read, write and calculate (cf. Engel 2018, Kaemmer, Ud-Din & Martin 2018).

#### 4.7 Conclusion

The previous chapter focused on the impact that the projects of the foundation have for the people of Ban Sikeud. It is apparent and obvious that there are some major benefits and beneficial progressions that would not have taken place if the foundation had not started its work on site. The schools are well equipped, functional and feature operative facilities that most Laotian schools lack. One might even consider the term “privileged” given the economic state of the country itself. However, one must not mistake the schools for an exclusive and segregated institutions; they rather invite all children to study regardless of their financial or cultural background and class. Rituals like brushing teeth and keeping the grounds clean did not only result in a better functioning daily routine for both students and teachers or staff but also promote health among the children and create – or at least foster – a basic understanding of the necessities of bodily care and hygiene. It is observable that especially the children from farmer families profit from that. Furthermore, the very purpose of the school – education – is being impacted beyond measure which can be proven by the overall performance level of graduates and teachers after training. Teaching has not only been modified in a more open teaching style but has been made possible with the support of utensils and buildings in the first place.

On top of that, students that are schooled in the two primary schools from the foundation are likely to make it to the lower secondary school and will just as likely be eligible to enroll in a college after. As mentioned before, this paves the way for the children. It is certain, that most children will not proceed this way, but it is nevertheless the possibility that is to be measured and not the actual pursuit. Adding to that, children that are schooled in these model schools will likely be able to find work in more exclusive companies with more prerequisites as for instance at Trio Export Co. L.T.D. and the like.

## 5. Examination of the Effects

For the purpose of this thesis, the learning process of a number of former preschoolers was assessed in order to examine the specific effects that the project has on young learners in Laos. As described previously the project “Teaching English in Laos” – supervised by Prof. Dr. Isabel Martin – consists of teacher training on one side and teaching preschoolers at both primary schools on the other side. This chapter exclusively deals with the latter as the main focus of this thesis is on young learners.

The examination was planned and executed as follows. The author – who will refer to herself as “the examiner” in this chapter – assessed the students remaining knowledge about previously taught content from the course book “English for Mopsy and me”. This content was taught to the preschoolers by former volunteers from Martin's teams. Since the co-author of the course book Schmid-Schönbein had already conducted research with German students and created a fitting test for foreign language learning meeting the required specialties of this specific course book, the examiner chose to base her own test largely on this already established test and the related assessment sheets. However, some adjustments had been made by the examiner to suit the Lao student's needs. The adjustments are mentioned throughout the following chapters.

As a means of capturing the results as well as capturing the student's behavior for a more qualitative examination of the students themselves, the examiner recorded the sessions with a camera. On the CD's attached to this thesis the video material can be found. The video material then differentiates in two parts. One part of the material shows the conducting of the learning objectives test with every single student with only the examiner, a helper and the student present. The other video material shows the group sessions that were conducted by the examiner as a means of preparation and reactivation of the previous content taught by former volunteers. All videos were named accordingly and are stored on the compact disc attached to this thesis. One remark must be made at this point: comprehensive transcripts were not produced because the student's speech was not always understandable. Misunderstandings and mishearings would have caused error in the transcript and would also have promoted interpretations instead of empirical observation.

The research question for this chapter is: What knowledge of the previously taught content is still verifiable after one year?

### 5.1 Time Plan

Prior to the conduction of the learning objectives test the examiner held a series of group sessions, which functioned as a warm-up. The sessions also served as an activation of the students' long-term memory since they had not been taught the content of "English for Mopsy and me" for almost one year. The time table below visualizes the English input the students had received prior to the testing.

Some of the noticeable features, that occurred during the warm-up group sessions will be described in chapter 5.4. The actual learning objectives test that eventually answers the research question will subject in chapter 5.5.

Time span	English lesson
September – Dezember 2016	English lessons with Team III- volunteer (Pauline Kern) using the course book „English for Mopsy and me “
January – mid-February 2017	No English class
Mid-February – mid-April 2017	English lessons with Team IV- volunteer using other material than the course book „English for Mopsy and me “
Mid-April – September 2017	School holidays – no English class
From September on	First grade English lesson with Ms. Phovang “Noy” Inthavong
Mid-October 2017	Conduction of warm-up group sessions
Mid-November 2017	Conduction of learning objectives test

Table 5 Time plan

### 5.2 The Mixed Methods Approach

The learning objectives test conducted at Ban Sikeud primary school provides quantitative answers to the research question. However, a sole quantitative calculation is not enough to get an impression of the effects the project has on the students. Along with the quantitative test results, qualitative features will be highlighted in the succeeding chapter as well. This will be done by an exemplary evaluation of single students within the framework of the warm-up group sessions.

In didactics, a sole focus on grades and numbers does not serve as a full picture of the competences of a student. All (visible) influencing factors have to be put into consideration and small details have to be recorded, too. Therefore, a mixed methods approach has been chosen to evaluate the results. Udo Kelle defines this approach as useful in order to

*gain a fuller picture and deeper understanding of the investigated phenomenon by relating complementary findings to each other which results from the use of methods from the different methodological traditions of qualitative and quantitative research (Kuckartz 2014, 31)*

In this regard, the examiner not only conducted the quantitative test based on Schmid-Schönbein which evaluated whether a student passed or failed a task, but also observed and examined how the students behaved during a more open and less “exam-like” situation. During this qualitative observation the examiner decided to place her main focus on two students; one student out of each of the two groups which will be described in the following.

### 5.3 Test Group

In order to examine possible effects on the students of Ban Sikeud primary school, ten students of a former preschool class were chosen to be tested. As table 5 visualizes, the students were taught from September to December 2016 by team-three-member Pauline Kern and from February to April 2017 by a team member of Team IV. Team-three volunteer Pauline Kern put more focus on the actual units of the described course book “English for Mopsy and me” therefore the units that were taught by her were examined. Each volunteer writes weekly reports and thus documents the content that is taught to the students (see appendix chapter 10.3). In addition, Pauline Kern had recorded a summary of most of the units she had covered on video during her last week at school. Therefore, it was easily comprehensible what had previously been taught and what the students used to know.

Since the testing took place about one year after Pauline Kern had taught them in preschool lessons, the students were no longer preschoolers but had just begun first grade.

The ten students were chosen with the help of first-grade English teacher Ms. Phovang “Noy” Inthavong and Pauline Kern who the examiner contacted via E-Mail. The students were divided by performance; five children were part of a group with high performing students; the other five children formed a group with low performing students.

The students Alisa, James, Mitmisai, Soumita and Phetsamone were chosen on recommendation by their former volunteer preschool teacher, Pauline Kern, who classified them as high-performing students. Furthermore, she suggested Phany, Phoudphahat, Phouphet and Phouthong to be part of the low-performing group. First-grade English teacher Ms. Phovang “Noy” Inthavong agreed to this division based on the students’ written performance and, in addition, recommended the girl Phonetida to be the fifth student of the low-performing group. During the time the test was conducted, these students were being taught in two first-grade classes of approximately 30-35 students each.





*Image 10: Group 1 (from left to right: Phetsamone, Alisa, Mitmisai, James, Soumita)*



*Image 11: Group 2 (from left to right: Phoudphahat, Phany, Phouthong, Phonetida, Phouphet)*

## 5.4 Qualitative Examination

As already stated, the learning objectives test was conducted after a series of group sessions. Young learners that are being tested by a stranger in an unknown setting (with a camera pointing at them) are likely to perform insecurely and weaker than they would if they did not feel intimidated. In order to minimize these factors as much as possible three 10 to 20-minute group sessions were held prior to conducting the actual learning objectives test. This way, the students were able to get used to the camera set-up and especially to the examiner in a “safe” situation as a group.

In this chapter, observations of single students will be pointed out in a more detailed matter. In preparation for the test, the examiner interviewed one parent or guardian of each student in order to get an impression of their social background. With the help of an interpreter (English teacher Ms Mittaphone Sichampa) the parents were asked about the attitude that he or she thinks the student has towards the English language. This additional data will be used as background information and possibly provides a better analysis of the student’s behavior.

For the group sessions each of the two performance level groups (high and low) were taken from their regular classroom into the school’s gym, which was relatively quiet.

While preparing the group sessions by thoroughly reading weekly reports and watching the summary videos of Pauline Kern, the examiner paid special attention to the rituals that were performed. Thus, providing the students with a comfortable and secure situation as much as possible. The distinctive features that were noticeable during the group sessions will be mentioned throughout the following chapters however the main goal of these sessions was to make the students feel more comfortable with their examiner. The lessons took place in the schools’ gym, where a non-slip-mat was spread out for the students to sit on.

The qualitative analysis focuses on two students who stood out during the sessions both by their competence and their behavior. The first student is the girl *Alisa* (from the high-performing group), the second student is the boy *Phouphet* (from the low-performing group). The video material offers a large number of observations for each student thus evaluations of all children could have been made. In addition, the interviews with the students’ parents or guardians turned out to be very relevant for understanding the special circumstances Lao children grow up in. However, the examiner decided to focus the description of the qualitative findings on two students only because analyzing every single student would have greatly gone beyond the scope of this thesis.

A conclusion of both qualitative and quantitative results of the two students will be described at the end of chapter 5 (see chapter 5.6) as a comparison of the results of both approaches



is worthwhile and needs to be taken into consideration when analyzing the students' performances.

#### 5.4.1 The Group Sessions

Three group sessions were held for each performance group. The sessions consisted of units from the “English for Mopsy and me” course book, that Pauline Kern had used to teach the students before. As already stated, the examiner studied Kern's videos and weekly reports in order to recreate her lessons as authentically and exactly as possible as it was a goal to identify remaining knowledge. All rituals and methods that can be seen in the group session videos are copied from Kern's previous lessons. The examiner refrained from transcribing the videos as the majority of the spoken language is by the examiner herself and one would have to guess what the students were trying to say, as they barely ever pronounce the words correctly. Instead, an overview of the content of the sessions, including the time sequences of each group, was structured in the table in the appendix (chapter 10.4 – 10.6).

##### 5.4.1.1 Group Session One

The first group session includes excerpts of the first three units of the “English for Mopsy and me” book. At the beginning of the session, the examiner started with two well-known rituals that Pauline Kern had introduced to the children in her lessons. Both rituals are songs that make the outline of each lesson with an activation of speech and body. The first ritual is the “Good-morning song” (sequence 1) adapted from the book which is followed by the song “Do you know what day it is?” (sequence 2). The latter song aims to practice and memorize the English names of the days by also counting from one to seven with one's fingers (lyrics see appendix chapter 10.7).

Next, the hand puppet Mopsy was shown in the sitting circle and the examiner – acting as Mopsy – asked “How are you today?”, which the students were supposed to answer with “I'm fine, thank you!” (sequence 3). The children had come to know this ritual by heart as it is also part of regular English classes with their Lao teacher aside from the lessons with the volunteers. The children would collectively shout out the answer as loud as possible. After the first student had answered the question, the puppet was passed around in the circle. Then, the student who held Mopsy asked the question and the student sitting next to it answered accordingly.

In the next sequence (sequence 4), the examiner – as Mopsy – asked every single student “What's your name?”. The children were supposed to answer with a complete sentence starting with “My name is...”. This task is described in the first unit of the course book and for the sake of visualization the first two pages (including the description of this task and the “Good-morning song” (mentioned in sequence 1) were added to the appendix (chapter

10.9). After that, the examiner showed a flashcard that visualized a hand and a foot without any comment and let the students shout out whatever came to their minds for a few seconds. Then, as suggested in unit two of the course book, the phrase “It’s a ...” was repeated and the flashcard was passed around in the circle. Each student had to answer the question “What’s this?” with a complete sentence starting with “It’s a...” (sequence 5) and thereby naming the object visible on the flashcard.

Afterwards, the flashcards were hidden under a cloth and a game was played. The students grabbed one flashcard from under the cloth and identified what it visualized by producing the correct English word (sequence 6).

In the succeeding sequence, the examiner sang the song “I’ve got ten fingers” together with the students. In order to reactive pre-knowledge, the lexical chunks (ten fingers, ten toes, two ears, two eyes, one nose) were repeated before the song was sung (sequence 7).

At the end of the session, all the students said Goodbye to the hand puppet and a Goodbye-song was sung together (sequence 8).

#### *5.4.1.2 Group Session Two*

The second group session started with the same rituals as described in the first session to make the students feel comfortable (sequence 1-3). Content-wise, the second group session involved excerpts of the units 6, 9 and 11.

As described in unit nine of the “English for Mopsy and me” course book, the examiner – acting as the hand puppet Mopsy – reintroduced the words “boy” and “girl” using flashcards from the book. An example for each term was given (“Mopsy is a boy!”, “Alisa is a girl!”) and the examiner made an example for the question-answer-structure “Are you a boy/girl?” – “Yes, I am!” / “No, I’m not!” because this structure was one of the more difficult ones in the upcoming learning objectives test. Then, the examiner held up one of the flashcards, for instance the flashcard “boy” and said, “All the boys stand up!” and vice versa (sequence 4). In sequence five, the song “Hokey Pokey” was performed, which focuses on the difference between left and right. The song is described in unit six of the book, however, Pauline Kern changed some features of the song. In the book, the song is called “Hokey Kokey” and it ends with “That’s what it’s all about”. Kern changed the name into the US-version, which is “Hokey Pokey” and ended the song with “Right hand (or whatever combination had been used prior) on the ground.” In order to provide a situation as closely to the lessons the children were used to, the examiner stuck with Kern’s version.

Moving back into a sitting circle, another task that was soon to be examined in the learning objectives test was practiced. One student read out a sentence, for instance “It’s a girl.” and was supposed to identify the correlating image out of four images laid out in front of him or her (sequence 6).

Next, the song “Head, shoulders, knees and toes” was sung. First of all, the examiner tested the students’ pre-knowledge of the song as she only made the movements and let the students sing for themselves at first. In both groups they were able to sing along quite well as the song is also practiced in the lessons by Lao teachers (sequence 7). Lastly, the Good-bye song was sang as the usual ritual (sequence 8).

#### *5.4.1.3 Group Session Three*

The third and last group session included only six sequences in total because most of the previously taught content by Pauline Kern had already been revised at that point by the examiner. It involved excerpts of Unit 12 and 13. The session took place in another location, the schools’ library, because the gym was occupied on that day.

Again, the introduction rituals formed the first three sequences of the session. Then, unit twelve of the “English for Mopsy and me” course book was reintroduced, which deals with “Mopsy feeling sick to his stomach” because “he ate badly”. In the course of this sequence, the students pulled out colored scarves of Mopsy’s tummy and named the different colors (sequence 4).

In sequence five the song “Where is Thumbkin?” was sung with the melody of “Brother Jacob” as described in unit thirteen of the course book. The examiner drew a smiling-face on each of the students’ thumbs and they sang the song about each finger together.

At last, all the students sang the Good-bye song together (sequence 6).

#### *5.4.2 Evaluation Criteria*

Before reviewing the video material and evaluating the two students, the examiner created a questionnaire that would lead through the evaluation. The following questions were selected for the qualitative examination:

- Does the student recognize the hand puppet Mopsy?
- Does the student lose his or her shyness towards Mopsy or the examiner in the course of the three sessions?
- How does he or she react to seeing Mopsy? Does he or she want to touch Mopsy?
- Does the student seem excited about being in a “Mopsy-lesson” again?
- Is the student attentive during the lesson or rather passive instead?
- Does the student participate in singing along to choruses and in making movements to the songs?
- Does the student remember any of the previously taught structures?
- Is the student able to name any of the previously taught vocabulary?

### 5.4.3 Evaluation of Alisa

#### 5.4.3.1 Family and Surroundings

Alisa is the youngest of three girls of a family that lives from selling food in a booth in front of the company Trio Export Co. L.T.D. In an interview held with Alisa's mother Ms Phoudsada, she reported, that Alisa's oldest sister attends high school and the other sister stays at home and does not go to school at all because she has a disability.

Alisa's mother stated that she herself finished lower secondary school and her husband (Alisa's father) graduated higher secondary school and was even taught in English. However, English is never spoken, and no English songs are played at home, which means that English does not play much of a role in the household. Despite not being exposed to the English language in her surrounding, Alisa likes to sing English songs at home, especially songs that she had learnt in school.



Image 12: Ms Phoudsada and Alisa

Furthermore, she has reportedly told her mother a number of times about the “falang” (translated as “stranger” or “long-nose”, which is a typical facial feature of a Westerner) and she likes to count from one to ten in English. The parents try their best to foster Alisa's interest in the English language. They pay a neighboring teacher 150 000 kip per month (which is about 15 Euro) for tutoring her after school (cf. Phoudsada 2017).

#### 5.4.3.2 Examination of Alisa

The positive attitude Alisa reportedly has towards the English language can be confirmed by the examiner on the basis of her behavior during the warm-up group sessions. In all of the group sessions, Alisa sits or stands in the second place from left of the half-circle of the group. Thus, she can easily be observed throughout the sessions.

From the first session onwards, when most students were still shy and needed to get used to the new situation, Alisa appeared self-confident and dominated most of the sessions. She was able to sing along to the good morning ritual and imitated/copied the movements after the examiner in sequence 1 (0:04 – 0:48min). Between the first and the second sequence she said, “stand up” and sat down on the ground. It seemed as though she anticipated that her colleagues and her were supposed to sit down. Apparently however, she mistook the phrase “Stand up.” for “Sit down.” (0:43 – 0:50min).

Right before the third sequence (while the examiner was busy adjusting the camera) she initiated the ABC-song, a song that was never taught during “Mopsy-lessons” but is part of the first graders' regular English lessons (1:54 – 3:38min). Even though the ABC-song was not sung correctly she animated all of the other students to sing along (2:02min). Alisa foresaw the content of the third sequence when she loudly said “Mopsy!” even before the examiner had revealed the hidden hand puppet (2:42 – 2:46min). After the hand puppet had appeared, she immediately and correctly said “Good afternoon, Mopsy!” (2:46 – 2:51min). During the following sequences, Alisa was impatient for her turn to answer questions and even whispered the answers (correct or not) into her neighbor’s ear (3:03 min). When the examiner showed the flashcard of a hand without commenting it, Alisa was one of the first students to say the full sentence “It’s a hand” (7:53 – 8:00min). She was even able to build the correct phrases for the words “foot” and “finger”. Again, the examiner/she had to stop Alisa/herself from answering questions asked to other students in sequence 4 (9:04 – 9:09min). During the game played in sequence five, Alisa pointed to herself and said “Teacher!!” thereby indicating that she would like to be the next student to pick a flashcard (12:03 – 12:06min). However, when she finally picked a flashcard she was momentarily irritated and seemed to have forgotten the phrase she was supposed to use (12:49 – 13:00min). After a whisper of her neighbor Phetsamone, Alisa answered the question “What’s this?” correctly (13:00 – 13:05min). In the last two sequences Alisa sang along the “I’ve got ten fingers” song and the Good-bye song very loudly and enthusiastically, which is exemplary for her overall performance (15:30 – 17:13min).

Alisa’s behavior during the first group session is exemplary for her behavior and her performance in the other two sessions. She was particularly eager to prove her knowledge and seemed to have a lot of fun with this teaching style and her learning environment. It seemed to the examiner that Alisa did not have any fear of the unknown or the foreign teacher because she behaved freely and naturally. The sequences that have been pointed out in this chapter clearly show that students like Alisa enjoy this approach in teaching English and that they profit greatly from it especially regarding their functional communicative skills.

#### 5.4.4 Evaluation of Phouphet

##### 5.4.4.1 Family and Surroundings

Phouphet is the youngest of two boys in a – for Lao circumstances – modern family. During the interview with his mother, the examiner and her interpreter realized, that Phouphet’s mother Ms Nolakhone was able to speak English thus the rest of the interview was held in English only. Phouphet’s father works as a mechanic for a company in Iowa in the USA and visits the family in Laos once a year. He brings English cartoons and CDs from the US to his family, which the two boys reportedly really enjoy. Phouphet’s mother, who is a housewife, graduated higher secondary school and started studying English at the close-by English center three years ago. Phouphet’s brother, Phoukhaokham visits the fourth grade of Ban Sikeud primary school and according to their mother, the two



Image 13: Phouphet, Ms Nolakhone and Phoukhaokham

brothers enjoy listening to English songs on the radio at home. Ms Nolakhone reported, that Phouphet likes to study English and that he wants to go abroad one day. She also reported that he told her that he sometimes says “Hello!” to the “falang teacher” and that his teacher is very tall and has a nice smile. However, Ms Nolakhone also reported that Phouphet can be quite a naughty boy which possibly influences his school performance (cf. Nolakhone 2017).

##### 5.4.4.2 Examination of Phouphet

In all of the group sessions, Phouphet sits or stands on the very right of the half-circle of the group. Thus, he can easily be observed throughout the sessions.

During the first warm-up group session, Phouphet seemed childlike and cheeky (0:04 – 0:08min) however sometimes irritated and rather passive. When something funny happened during the session or the hand puppet Mopsy was involved, he seemed interested and excited (2:21 – 2:27min). As soon as the students sang a song together – like for instance in the rituals at the beginning of sequence 1 and 2 – he copied the movements but did not move his mouth at all as is observable in the video material (0:08 – 0:50min). He seemed distracted by other things, for instance the loud voice of his neighbor Phonetida (0:58 – 1:04min). His ability to concentrate improved over the course of the three

group sessions, however, it remains significantly low when comparing him to the other children of the group.

His behavior was changed when he engaged in a direct communication with the examiner. When, for instance, a question was addressed to him directly, he answered promptly and correctly. In sequence 3 of the first session (4:50 – 5:25min) he answered Phonetida's question "How are you today?" and was not afraid to address the question back to the examiner.

The second group session confirms the observation about his low ability to focus on singing along with the group. During the "Hokey Pokey" song (sequence 5: 8:36 – 12:07min) one can observe, that the two other boys of the group (Phoudphahat and Phouthong) jumped around and did not focus on the movements of the song. Phouphet however, put all of his attention on copying the movements and seemed to enjoy it very much (he was not able to sing along, however barely any students were).

As stated previously, Phouphet's behavior regarding his participation during the singing of choruses and during group activities slightly improved over the course of the sessions. By sequence four of session three, he was one of the first children to shout out the colors of the scarves pulled out from Mopsy's tummy (2:11 – 2:18min & 4:17 – 4:28). However, he was easily distracted and ignored to repeat the phrase (2:28 – 2:45min).

Phouphet's behavior shows the importance of making sure that every student is involved in a group and that providing every student with sufficient opportunities to repeat phrases and new words is necessary. The sequences imply that a student with the needs of Phouphet easily gets "lost" in a big group and loses track of the activities. Only in a small group can these requirements be met and even then, as seen in many examples, some students' attention is drifting away.



## 5.5 Quantitative Examination

As stated previously, the learning objectives test was formed on the basis of the empirical research project examining the opportunities and limits of the controlled foreign language learning in preschool age by the course book's co-author Gisela Schmid-Schönein. The results were evaluated with a quantitative analysis and are subject to the following chapters.

### 5.5.1 Requirements for the Test

As previously mentioned in the description of Schmid-Schönein's research in chapter 3, the learning objectives test contains three subtests; listening comprehension, articulation and active speaking.

The test by Schmid-Schönein was conducted three times over a timespan of one year while the students were continuously taught with the course book. In contrast, the examiner's test was performed only once at Ban Sikeud primary school and there was one smaller and one larger break of English language input and in teaching prior to testing (see table 5 on page 44). Therefore, the two tests cannot be compared completely since the conductions are not identical. However, the two results will be put into a non-representative contrast in short in chapter 5.5.5.4.

### 5.5.2 Evaluation Criteria

Since the former preschool students at Ban Sikeud primary school, the subjects of testing, were taught with the "English for Mopsy and me" course book for just three months, only the first learning objectives test and thus the lowest level of requirement was conducted. Due to the much lower language level of the tested students (their L1 being a completely different linguistic system), only the specific learning objectives listed below were taken into account in the evaluation of the test.

- Subtest 1 (active speaking): *The students are able to react to a verbal or non-verbal stimulus by expressing themselves using a learnt structure in a for a native speaker understandable way.*
- Subtest 2 (listening comprehension): *The students are able to identify the one image on a picture strip holding four images that is correspondent to the sentence read out to them.*
- Subtest 3 (articulation): *The students are able to repeat a read-out English sentence in a for a native speaker understandable and acceptable way.*



### 5.5.3 The Subtests

The learning objectives test was recorded on video and examined and evaluated afterwards using the evaluation sheet (see appendix chapter 10.12). Therefore, the examiner was able to focus on the conduction of the research first and then evaluate the videos thoroughly. The results of the second subtest (listening comprehension) were written down on the multiple-choice picture strips (see appendix chapter 10.11) along with the conduction of the test and only transferred on the evaluation sheet. For the third subtest (articulation) a second examiner was commissioned to identify the words spoken by the students as the first examiner tried to avoid the risk of falsifying the results because she had been used to the “Lao English pronunciation”.

For each subtest a different number of credits was given. A possible total of fifteen credits could be achieved in the test. In the following chapters the subtests will be described in detail. Firstly, an overview is provided indicating the requirements and the correlating chapters.

#### 5.5.3.1 Overview

Research Question: What knowledge of the previously taught content is still verifiable after one year? (Quantitative approach)			
Subtest	Evaluation Criteria	Content	Credits
Subtest 1: Active speaking	<i>The students are able to react to a verbal or non-verbal stimulus by expressing themselves using a learnt structure in a for a native speaker understandable way.</i>	- Conversation with hand puppet Mopsy: “Good morning, Mopsy!” (1 credit for recognition of Mopsy)  - “What’s your name?” – “My name is ...” (1 credit)  - “Are you a boy/girl?” – “No, I’m not! / I’m a boy/girl!” (1 credit)	3
		Chapter 5.5.3.3	
Subtest 2: Listening comprehension	<i>The students are able to identify the one image on a picture strip holding four images that is correspondent to the sentence read out to them.</i>	- Identification of correct image on multiple-choice strip (including four images) after hearing a read-out sentence (1 credit for each correctly identified image)	4
		Chapter 5.5.3.4	

Subtest 3: Articulation	<i>The students are able to repeat a read-out English sentence in a for a native speaker understandable and acceptable way.</i>	- Repetition of a read-out sentence consisting of unknown words (1 credit for each correctly pronounced phoneme)	8
		Chapter 5.5.3.5	
		Total credits:	15

Table 6 Overview of each subtest

### 5.5.3.2 Modification of the Subtest Order

When comparing Schmid-Schönbein's test with the one described in this chapter one will notice that the order in which the three sequences were conducted is different. In the attempt to provide a more comfortable test environment for the students the examiner decided to change the order of the test into a more "lesson-like" situation. Therefore, the test started with the subtest "active speaking" by showing the hand puppet "Mopsy" to the children. The hand puppet was a familiar object and held the potential to make the student feel less irritated. Thus, the question "What's your name" immediately created a communicative atmosphere since the students were used to start almost every lesson with revising this structure. Before continuing with the more advanced structure of the subtest "active speaking" (see number 1.3 on the evaluation sheet – appendix chapter 10.12) the examiner decided to insert the listening comprehension subtest followed by the articulation subtest. At last, the second structure of the subtest "active speaking" was introduced as it is the most advanced task. The test ended with the Goodbye ritual that the students used to practice with Pauline Kern in order to evoke a positive feeling before leaving the room.

### 5.5.3.3 Active Speaking

The importance of the hand puppet was already mentioned in chapter 2.2.2.2. It fosters a positive attitude and serves as an assistant for the teacher which aims to engage the children emotionally and functions as a useful way of illustrating repetition and practice. Therefore, one criteria which is not included in Schmid-Schönbein's test was added: the recognition of the hand puppet Mopsy. Do the students remember Mopsy in a positive way and are they therefore excited to start the English "lesson"? If the student reacts positively when encountering Mopsy it could possibly indicate beneficial factors on the student's English learning.

This extra task also served as an introduction: the examiner "put on" the hand puppet and waited for a reaction from the student. In case the student did not say anything, the examiner said, "Good morning" and waited for an answer. If the student then recognized Mopsy and/or said, "Good morning", the student was awarded one credit. If at this point, the student

still did not mention the name Mopsy, the examiner said “good morning” again and pointed to the hand puppet to reveal that the student is supposed to say “Good morning” to Mopsy. In case of success the student was given half a credit.

Schmid-Schönbein designed four sentences that examine active speaking for this first area. However, when preparing the test, it became clear that the students were not taught intensively enough in the equivalent units of the book to be able to remember these structures. Therefore, two of the four sentences were left out and the following sentences remained in the test:

A) “Good morning. What’s your name?” – “My name is ...”

This phrase had been introduced to the students in the first unit of the course book and judging from Pauline Kern's weekly reports, they had spent more than one week learning and repeating this structure. One credit was awarded if the student was able to answer immediately or after some hesitation. If there was no answer after some time, the examiner repeated the question and pronounced it more clearly (“What is your name?”). For the correct answer the student was given half a credit. The same amount was given when the student only answered with his or her name because it indicated, that he or she understood the meaning of the question.

B) “Are you a boy/girl?” – “No, I’m not!”

“Are you a boy/girl?” – “Yes, I am!”

This more advanced structure had been introduced in unit nine in combination with prepositions (for instance: “The boy is in the house.”) however Schmid-Schönbein did not include the prepositions in this subtest. According to the corresponding weekly report, Pauline Kern introduced the structure using Total Physical Response by letting all the boys stand up and after that all the girls (cf. Kern 2016a). Total Physical Response (TPR) is a common language teaching approach, that

develops listening skills, introduces new language in a very visual, contextualized way, involves activity and movement and does not at first put pressure on young learners to speak (*Brewster & Ellis 2002, 44*).

For this structure the student was shown a flash card (see appendix page\_\_) illustrating a boy or a girl (depending on the student’s gender; if the student was a boy he was first shown the flash card of a “girl” and the other way around if the student was a girl). The examiner waited for about 10-15 seconds in case the student was already able to tell the corresponding word. Afterwards, the examiner asked, “Are you a boy/girl?”, which the student was supposed to answer with “No, I’m not!”. Then the student was shown the flash card of the other gender followed – again – by some seconds of waiting. The examiner

asked, “Are you a boy/girl?”, which the student was supposed to answer with “Yes, I am!”. One full credit was given to the student if the correct answer was told or if the student seemed to understand the meaning of the task (the student was able to indicate “No” and “Yes” by shaking his or her head) and knew the word for his or her own gender. Half a credit was given if the student told the vocabularies for the corresponding flash card.

#### *5.5.3.4 Listening Comprehension*

The listening comprehension subtest – as described in chapter 3.4 - consisted of four multiple-choice picture strips including four pictures on each strip (see appendix chapter 10.11). The pictures were all known by the students, thus possible confusions could be avoided. The examiner read out a sentence, for example “It’s a book”, and the student had to find the corresponding picture. The student only had to point on the picture he or she thought was meant by the examiner and the examiner indicated the picture chosen by the student with a little cross on the assessment sheet accordingly. In Schmid-Schönbein’s test the student was given a crayon to check the picture him-/ herself, however the examiner decided to exclude this possible distraction and did it herself. Each correctly chosen picture strip awarded one credit. No half credits were given in this task since there were only the categories correct or incorrect.

#### *5.5.3.5 Articulation*

This subtest examines the students’ abilities in articulation by repeating four read-out sentences (see task 2 on evaluation sheet: appendix chapter 10.12). Special attention was paid on two individual phonemes per sentence. The words that contain these phonemes, were completely unknown to the students. However, the phoneme combinations of the words were known from other words. For the four sentences a total of eight credits could be given, thus two credits per sentence (one credit per underlined phoneme combination). The criteria for the achievement of a credit was that a native speaker was or would be able to (roughly) understand and recognize the words. This allocation of credits for this subtest could not be undertaken by the examiner herself for it would have influenced the results because she knew her students and would have been able to tell what her students were trying to say. Therefore, a second examiner was commissioned to identify the words spoken by the students. The second examiner is on a native-speaker language level and only heard the words the students repeated in the video, not the sentence the examiner had read out. The four sentences were read out to the students two to three times before the credits for articulation were assigned.

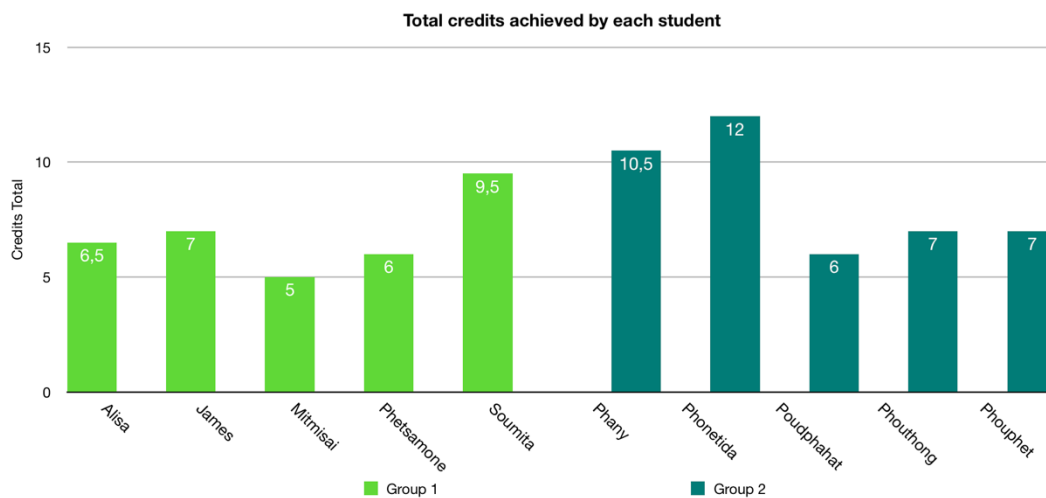
#### 5.5.4 Excluded Variables

When comparing this test with the research project of Gisela Schmid-Schönbein one will easily notice more features, that have been changed or omitted. The calculation of the test credits was transformed into a much simpler form because many variables from Schmid-Schönbein's research were excluded. Such variables are for instance the distinction of a test group and a control group. Furthermore, Schmid-Schönbein researched the students' social background as well as the intelligence level and the development of the mother-tongue prior to starting the research. Between the testing phases, she examined differences in the levels of intelligence and the development of the mother-tongue.

All of these factors were not included in the Ban Sikeud test since the resources on site were not given to conduct a research in such quality and extend. As it was difficult to make sure that all children visit school on the days of testing a larger number of students would have created more complexity, which would have in turn resulted in unclear data.

### 5.5.5 Results

In the following chapter the quantitative test results of each of the ten tested students will be described. Bar charts were created to visualize each of the students' results in percentage. The graph below shows each of the students' total amount of credits. The light green bars indicate the results of group one and the dark green bars represent group two. More detailed graphs will be displayed in chapter 5.5.5.3. These graphs will differentiate in terms of performance-groups, gender and the individual subtests and serve as a comparison of the students' results. The interpretation of the graphs will be content of chapter 5.5.6.



Graph 2: Results of each student

#### 5.5.5.1 Group one

This first group consists of the five students that were classified as “high performing” by their first-grade teacher Ms. Phovang “Noy” Inthavong and former volunteer preschool teacher Pauline Kern. Two boys and three girls are included in this group.

##### 5.5.5.1.1 Alisa ອາລີສາ<sup>5</sup>

In the quantitative examination, Alisa achieved 6.5 out of a total of 15 credits (see appendix chapter 10.13). Graph 3 visualizes her achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 0:40min, task 3: 1:38 - 2:25min), she was given 1.5 out of 3 credits. Alisa was not able to immediately answer the question “What’s your name?”. After asking her a second time, she answered correctly and was therefore given half a credit. She was not able to answer the question “Are you a boy/girl?”.

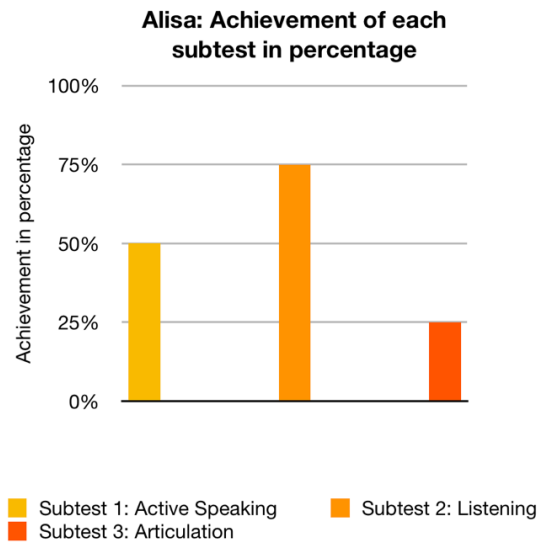
<sup>5</sup> Names written in the Lao alphabeth

In the subtest “listening comprehension” (0:46 - 1:36min), she was given 3 out of 4 credits. Instead of recognizing Teddy’s head, which was the read-out sentence, she pointed on the picture of a leg on the picture strips.

Alisa was given 2 out of 8 credits for the third subtest “articulation” (2:28 - 3:47min). Alisa pronounced the phonemes /ɪr/ as in “here” and /ɛd/ as in “bed” accordingly.



Image 14: Alisa



Graph 3: Results of Alisa

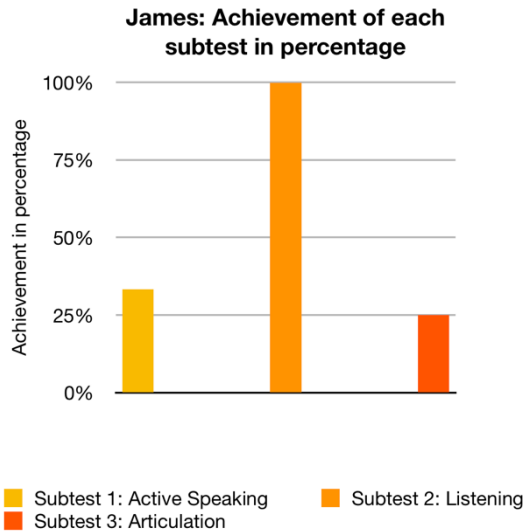
#### 5.5.5.1.2 James ခေယျာ

In the quantitative examination, James achieved 7 credits out of a total of 15 credits (see appendix chapter 10.13). Graph 4 visualizes his achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 0:42min, task 3: 3:57 - 4:48min), he was given 1 out of 3 credits. James recognized the hand puppet immediately however he was not able to answer the questions “What’s your name?” and “Are you a boy/girl?”.

In the subtest “listening comprehension” (0:44 - 2:17min), he was given 4 out of 4 credits. James was given 2 out of 8 credits for the third subtest “articulation” (2:20 - 3:56min). James pronounced the phonemes /ɛd/ as in “bed” and /bab/ as in “Bob” accordingly.



Image 15: James



Graph 4: Results of James

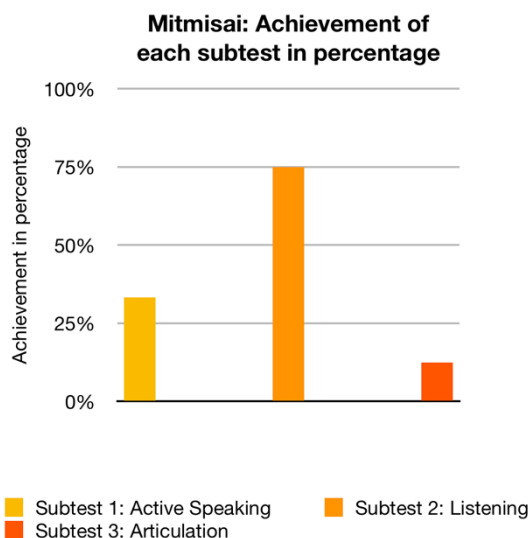
### 5.5.5.1.3 Mitmisai ឃឹមមីសៃ

In the quantitative examination, Mitmisai achieved 5 credits out of a total of 15 credits (see appendix chapter 10.13). Graph 5 visualizes his achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 0:47min, task 3: 3:35 - 4:43min), he was given 1 credit out of 3 credits. Mitmisai was given half a credit for recognizing Mopsy’s. For answering the question “What’s your name” with solely his name (omitting the structure) he was given half a credit. He was not able to answer the question “Are you a boy/girl?”.

In the subtest “listening comprehension” (0:49 - 2:02min), he was given 3 out of 4 credits. Instead of recognizing Teddy’s head, which was the read-out sentence, he pointed on the picture of a boy on the picture strips. Mitmisai was given 1 out of 8 credits for the third subtest “articulation” (2:09 - 3:33min). Mitmisai pronounced the phoneme /bab/ as in “Bob” accordingly.



Image 16: Mitmisai



Graph 5: Results of Mitmisai



5.5.5.1.4 Phetsamone ເພັດສະໝອນ

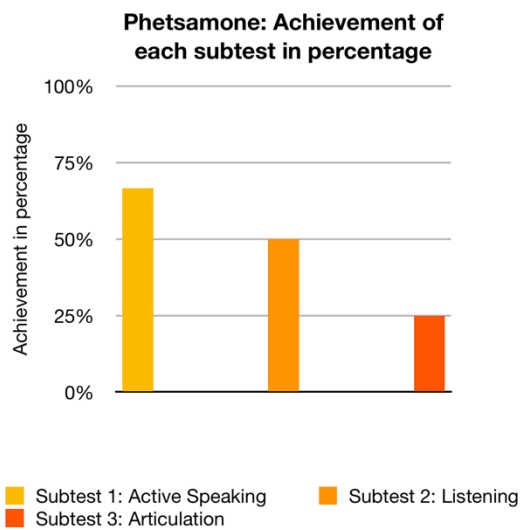
Phetsamone achieved 6 credits out of a total of 15 credits (see appendix chapter 10.13). Graph 6 visualizes her achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:14 - 0:48min, task 3: 2:48 - 3:40min), she was given 2 out of 3 credits. However, she was not able to answer the question “Are you a boy/girl?”.

In the subtest “listening comprehension” (0:49 - 1:53min), she was given 2 out of 4 credits. She connected “It’s a girl” with the picture of an arm and “It’s a hand” with the picture of an ear.

Phetsamone was given 2 out of 8 credits for the third subtest “articulation” (1:54 - 2:46min). Phetsamone pronounced the phonemes /lʊk/ as in “look” and /hɛr/ as in “hair” accordingly.



Image 17: Phetsamone



Graph 6: Results of Phetsamone

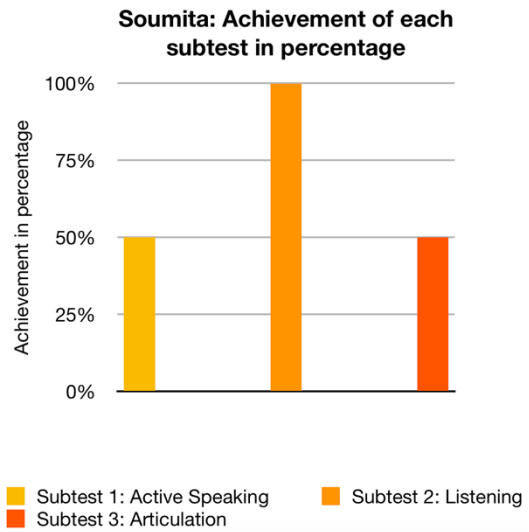
5.5.5.1.5 Soumita ສຸມິຕາ

Soumita achieved 9,5 credits out of a total of 15 credits (see appendix chapter 10.13). Graph 7 visualizes her achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 0:24min, task 3: 2:34 - 3:08min), she was given 1.5 out of 3 credits. However, she was not able to answer the question “Are you a boy/girl?”.

In the subtest “listening comprehension” (0:27 - 1:05min), she was given 4 out of 4 credits. Soumita achieved 4 out of 8 credits for the third subtest “articulation” (1:07 - 2:30min). Soumita pronounced phonemes like /bɛd/ as in “bed”, /lʊk/ as in “look” and /hɛr/ as in “hair” accordingly.



Image 18: Soumita



Graph 7: Results of Soumita

#### 5.5.5.2 Group two

This group consists of the five students, that were classified as “low performing” by their first-grade teacher Ms. Phovang “Noy” Inthavong and former volunteer preschool teacher Pauline Kern. Three boys and two girls are included in this group.

##### 5.5.5.2.1 Phany ປ່າງນ້ຳ

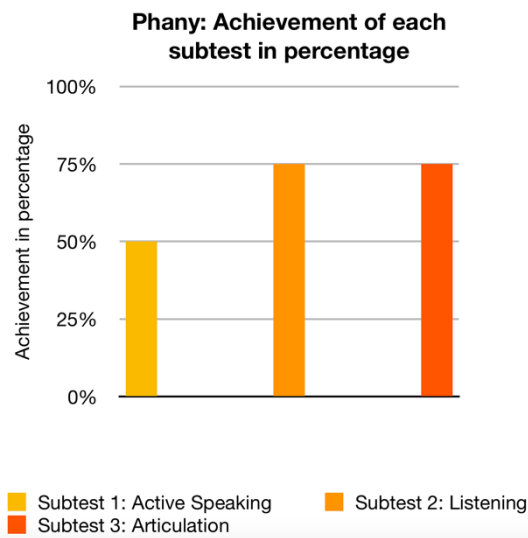
In the quantitative examination, Phany achieved 10.5 credits out of a total of 15 credits (see appendix chapter 10.14). Graph 8 visualizes her achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 0:40min, task 3: 3:02 - 3:50min), she was given 1.5 out of 3 credits. However, she was not able to answer the question “Are you a boy/girl?”.

In the subtest “listening comprehension” (0:45 - 1:37min), she was given 3 out of 4 credits. Instead of recognizing Teddy’s head, which was the read-out sentence, she pointed on the picture of a boy on the picture strips.

Phany was given 6 out of 8 credits for the third subtest “articulation” (1:58 - 2:58min). Phany pronounced phonemes such as /bɛd/ as in “bed”, /pʊdɪŋ/ as in “pudding” and /hɛr/ as in “hair” accordingly.



Image 19: Phany



Graph 8: Results of Phany

#### 5.5.5.2.2 *Phonetida* ພອນທິດາ

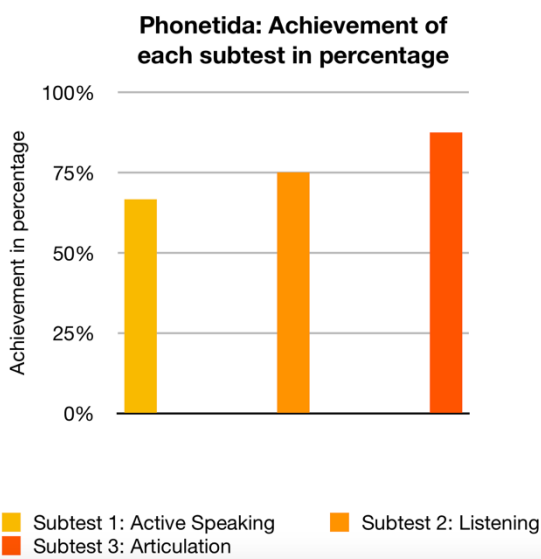
In the quantitative examination, Phonetida achieved 12 credits out of a total of 15 credits (see appendix chapter 10.14). Graph 9 visualizes her achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 0:25min, task 3: 3:07 - 3:55min), she was given 2 out of 3 credits. However, she was not able to answer the question “Are you a boy/girl?”.

In the subtest “listening comprehension” (0:30 - 1:31min), she was given 3 out of 4 credits. Instead of recognizing Teddy’s head, which was the read-out sentence, she pointed on the picture of a boy on the picture strips.

Phonetida was given 7 out of 8 credits for the third subtest “articulation” (1:32 - 3:03min). Phonetida pronounced phonemes like /hɪr/ as in “here”, /bɛd/ as in “bed” and /pʊdɪŋ/ as in “pudding” accordingly.



Image 20: Phonetida



Graph 9: Results of Phonetida

#### 5.5.5.2.3 Phoudphahat ພູດພະຫັດ

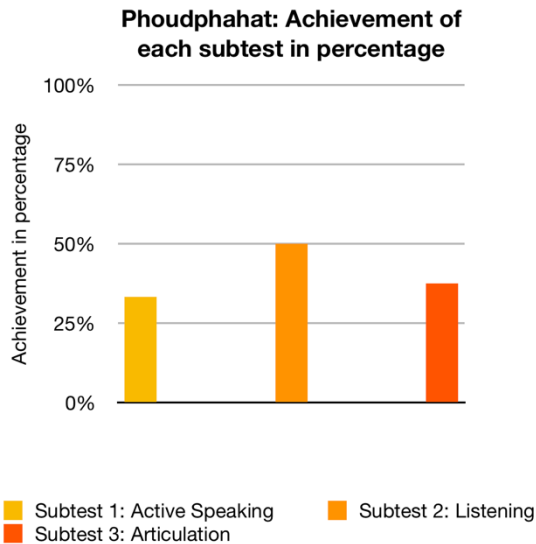
In the quantitative examination, Phoudphahat achieved 6 credits out of a total of 15 credits (see appendix chapter 10.14). Graph 10 visualizes his achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 0:50min, task 3: 3:41 - 4:23min), he was given 1 out of 3 credits. Instead of answering the question “What’s your name?” with his name, he said “I’m fine thank you and you?” unclearly. After asking a second time and telling him the beginning of the answer “My ...”, he was able to finish the sentence. However, he did not meet the requirements and therefore did not receive the credit. He was not able to answer the question “Are you a boy/girl?”.

In the subtest “listening comprehension” (1:02 - 2:15min), he was given 2 out of 4 credits. Instead of recognizing Teddy’s head, which was the read-out sentence, he pointed on the picture of a boy on the picture strips and instead of identifying the girl in the third sentence, he pointed on the picture of a mouth.

Phoudphahat was given 3 out of 8 credits for the third subtest “articulation” (3:00 - 3:31min). Phoudphahat pronounced phonemes such as /hɪr/ as in “here” and /lʊk/ as in “look” accordingly.



Image 21: Phoudphahat



Graph 10: Results of Phoudphahat

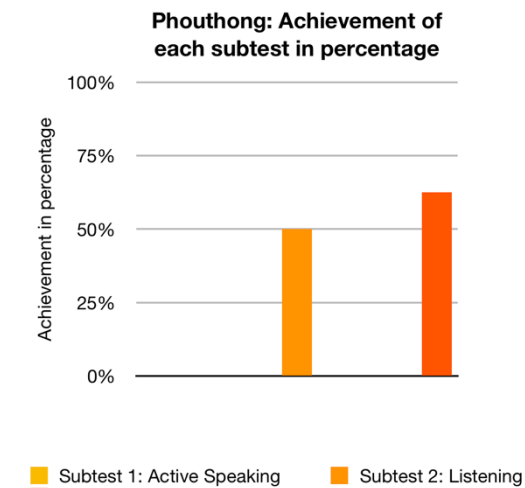
#### 5.5.5.2.4 Phouthong ພູທອງ

In the quantitative examination, Phouthong achieved 7 credits out of a total of 15 credits (see appendix chapter 10.14). Graph 11 visualizes his achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 1:11min, task 3: 4:28 - 5:25min), he was given 0 out of 3 credits. He was not able to name Mopsy and even after the examiner told him what to say, he seemed distracted and passive. Phouthong was not able to answer the question “What’s your name?” nor did he reply to the question “Are you a boy/girl?”.

In the subtest “listening comprehension” (1:14 - 2:53min), he was given 2 out of 4 credits. Instead of recognizing Teddy’s head, which was the read-out sentence, he pointed on the picture of a leg on the picture strips. And when he heard the sentence “It’s a girl” he suggested “book”. Phouthong was given 5 out of 8 credits for the third subtest “articulation” (2:53 - 4:24min). Phouthong pronounced five of the eight phonemes, including /bɛd/ as in “bed”, /pʊdɪŋ/ as in “pudding” and /hɛr/ as in “hair” accordingly.



Image 22: Phouthong



Graph 11: Results of Phouthong

#### 5.5.5.2.5 Phouphet ພູເພັດ

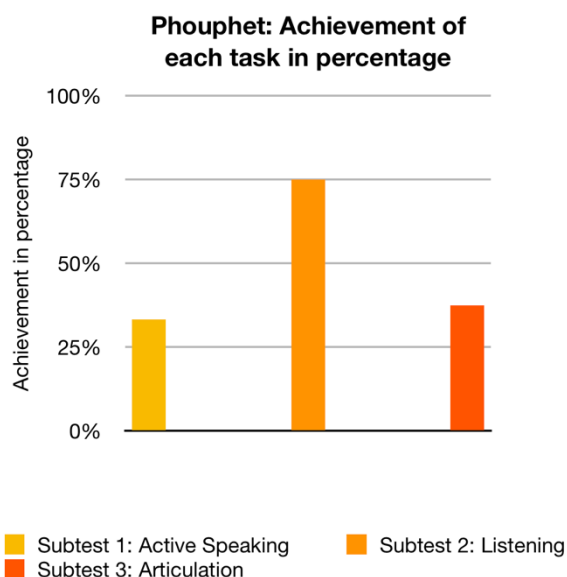
In the quantitative examination, Phouphet achieved 7 credits out of a total of 15 credits (see appendix chapter 10.14). Graph 12 visualizes his achievements of each subtest in percentage. In the subtest “active speaking” (tasks 1 and 2: 0:00 - 0:35min, task 3: 2:54 - 3:53min), he was given 1 out of 3 credits. Phouphet was not able to answer the questions “What’s your name?” and “Are you a boy/girl?” accordingly.

In the subtest “listening comprehension” (0:38 - 1:36min), he was given 3 out of 4 credits. Instead of recognizing Teddy’s head, which was the read-out sentence, he pointed on the picture of a boy on the picture strips.

Phouphet was given 3 out of 8 credits for the third subtest “articulation” (1:41 - 4:18min). Phouphet pronounced phonemes like /lʊk/ as in “look” and /pʊdɪŋ/ as in “pudding” accordingly.



Image 23: Phouphet



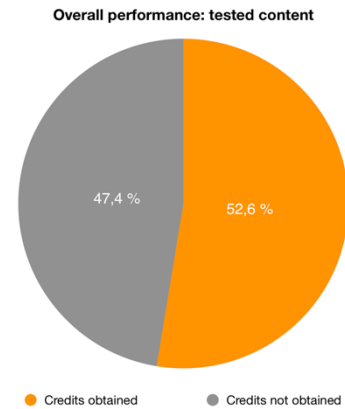
Graph 12: Results of Phouphet

### 5.5.5.3 General Findings

In this chapter general findings that were made will be displayed and described. The following graphs compare the students' results regarding performance-groups, gender and lastly the individual subtests. The interpretation will take place in chapter 5.5.6.

#### 5.5.5.3.1 Overall Result

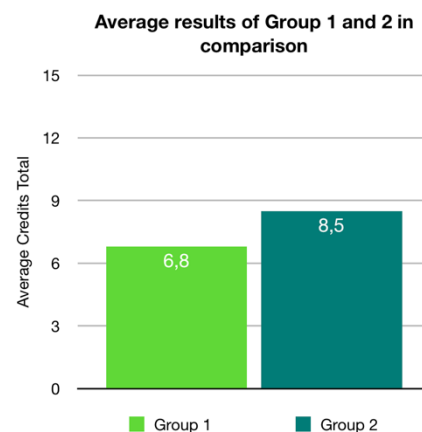
The circular chart visualizes the overall performance of the students concerning the tested content. 52.6 percent of the tested content was obtained by the students which is indicated in orange on graph 13. On the contrary, 47.4 percent of the tested content was not achieved by the students (represented in grey).



Graph 13: Overall performance

#### 5.5.5.3.2 Performance Comparison of the Two Groups

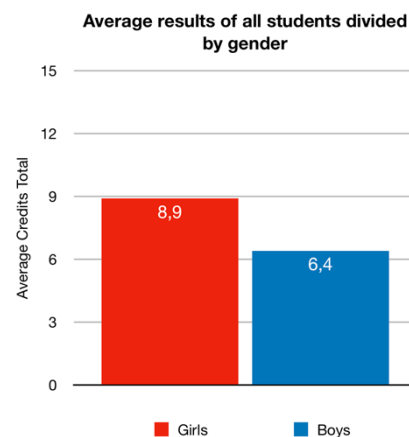
Graph 14 provides a general overview of the performance of the two groups. It visualizes a comparison of the average results of both group one (indicated by the light green bar) and group two (represented by the dark green bar). As already described, prior to testing the students were divided into two groups depending on their overall performance in school. Group one consisted of strong students (the high performing group) and group two consisted of weaker students (the low performing group).



Graph 14: Performance of each group

#### 5.5.5.3.3 Performance Comparison of Boys and Girls

Graph 15 shows the average results of all students divided by gender. The five girls that were tested achieved an average of 8.9 credits out of the fifteen possible credits. They are represented by the red bar. The five boys that were tested achieved an average of 6.4 credits out of the fifteen possible credits. They are indicated by the blue bar. In average, the five tested girls achieved 2.5 more credits than the five tested boys.

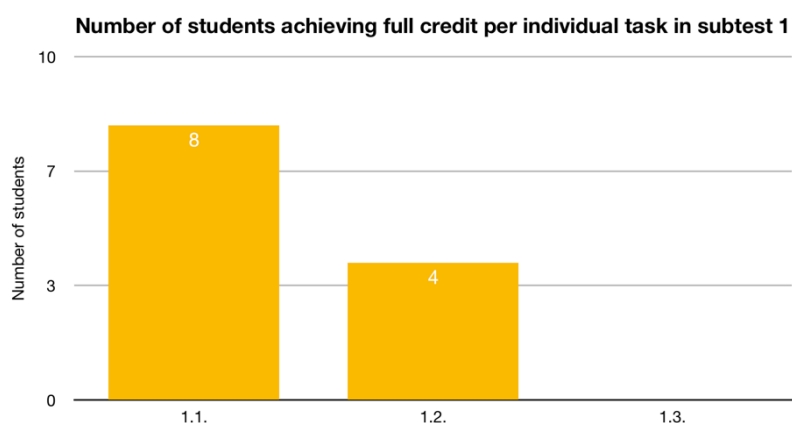


Graph 15: Performance of boys and girls



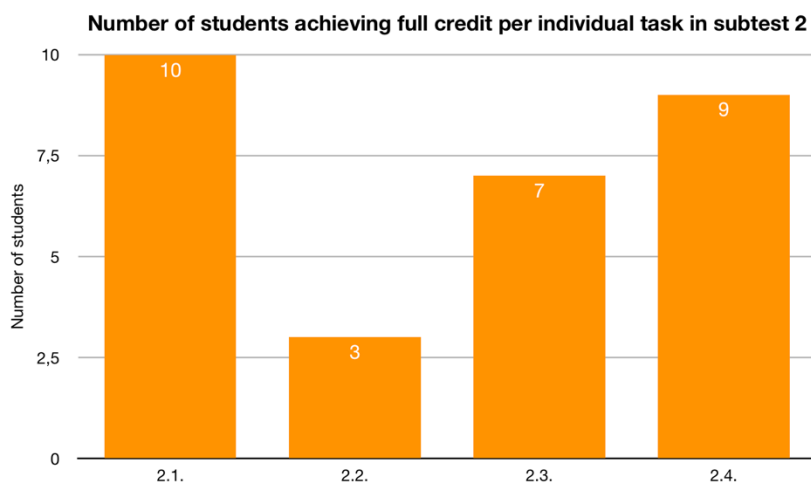
#### 5.5.5.3.4 Comparison of the Performance in each Subtest

Graph 16 visualizes the number of students who achieved full credit in each individual task of the first subtest “active speaking”. The first bar (indicated as 1.1) represents the task of “recognizing Mopsy”. Eight out of ten students recognized and named Mopsy without any help of the examiner. The second bar, which is indicated as 1.2, visualizes the number of students who were able to answer the question “What’s your name?” correctly. None of the students were able to answer the question “Are you a boy/girl?”.



Graph 16: Number of students obtaining full credit in subtest 1

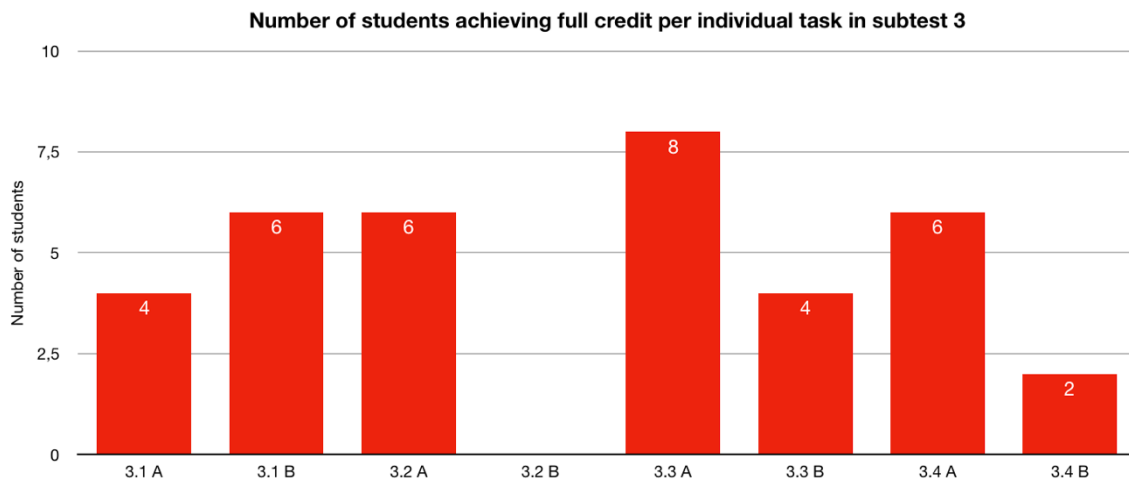
Graph 17 shows the number of students who achieved full credit in each individual task of the second subtest “listening comprehension”. In each task the students heard a sentence and had to point on the corresponding picture on a multiple-choice picture strip in order to be given full credit. The first task required the identification of the word “foot” as can be reread on the evaluation sheet (see appendix chapter 10.12). All students were able to identify the word “foot” and nine out of the ten students were able to connect the sentence “It’s a hand” with the picture of a hand in the last task (2.4). Three students identified the words “Teddy’s head” correctly (2.2) and seven out of the ten students pointed on the picture of a girl after hearing the sentence “It’s a girl.” (2.3).



Graph 17: Number of students obtaining full credit in subtest 2



Graph 18 visualizes the results of each of the individual tasks in subtest three which examined the students' articulation.



Graph 18: Number of students obtaining full credit in subtest 3

The table below shows the phonemes that correlate the bars of the previous chart in order to retrace the results in a structured manner.

Number of individual bar in graph 18		Phoneme	Read-out sentence	Number of students achieving full credit
3.1	A	/hɪr/ as in "here"	Here is a bed.	4
	B	/bɛd/ as in "bed"		6
3.2	A	/lʊk/ as in "look"	Look at this rose.	6
	B	/roz/ as in "rose"		0
3.3	A	/bʌb/ as in "Bob"	Bob is eating pudding.	8
	B	/pʊdɪŋ/ as in "pudding"		4
3.4	A	/hɛr/ as in "hair"	The girl's hair is brown.	6
	B	/aʊn/ as in "brown"		2

Table 7: Overview of phonemes used in subtest 3

## 5.5.6 Discussion

### *5.5.6.1 Performance of Alisa*

As described in chapter 5.5.5.1.1 Alisa achieved 6.5 out of 15 possible credits and is therefore below the average of her group's result (6.8 credits). During the first subtest "active speaking" she recognized the hand puppet immediately. However, she seemed irritated when faced with the question "What's your name?". This might possibly have occurred due to the "exam situation" as she stared into the camera for a few seconds (0:25 – 0:27 min.). When the examiner asked her a second time she was able to answer correctly and achieved 0.5 credits. In the beginning of the last task of the first subtest Alisa was shown the flashcard of a boy. She immediately started the sentence "It's ..." (1:37 – 1:39 min.), however, she stopped before finishing the structure possibly because she did not remember the word "boy" or because she decided to rather wait for the examiner to tell her what to do. Like most of the other students she repeated the question "Are you a boy?" instead of answering it. Evidence to prove that this assumption is true, can be extracted from the video sequence between 1:50 – 2:02 min., where Alisa clearly does not understand the context of the communicative situation. Before the examiner showed her the second flashcard representing a girl Alisa said, "A girl!". However, the conception of answering questions with the use of the words "yes" and "no" to indicate agreement and disagreement did not seem to be familiar.

In the second subtest "listening comprehension" she immediately understood what was asked of her and pointed without hesitation on the picture of the word "foot" (00:53 – 00:58 min.). After the examiner read out the sentence "It's Teddy's head" to Alisa, it took her a few seconds longer to decide, however, she seemed convinced when she pointed on the picture of the word "leg", which was incorrect. Alisa's confidence in identifying the picture that she thought was correct remained consistent throughout the subtest – and was successful in case of the last two tasks.

As visible on Alisa's evaluation sheet (see appendix chapter 10.13) she pronounced only two out of the eight phonemes correctly according to the evaluation criteria. The native-speaking second examiner was able to understand the words "bed" and "pudding", however the pronunciation of the other words was not clear enough to be understood.

### *5.5.6.2 Performance of Phouphet*

Phouphet achieved 7 out of 15 possible credits in the quantitative testing. This result is below average for his group (8.2) but above the average of group one. As described in chapter 5.5.5.2.5, he immediately recognized Mopsy in the first subtest and even "greeted" the hand puppet by saying "Good morning, Mopsy!". When hearing the question "What's

your name?”, he initially giggled (0:09 – 0:15 min.) and only after telling him the beginning of the answer “My...” he replied correctly. However, he did not meet the requirements that were set and therefore did not receive the credit. When confronted with the third task of the first subtest – the question “Are you a girl?” – he held his hands to his head. This may indicate that he noticed the difference between himself and the girl on the flashcard concerning the bodily feature of the hair. However, even when the examiner told him what to say – “No, I’m not!” – he was not able to indicate that he had understood the context (for instance by shaking his head or repeating the word “no”). When the examiner pulled out the flashcard representing a boy, his face light up and it seemed like he knew the vocabulary. But instead of “boy” he said, /foo/, possibly mistaking the vocabulary for “boy” with “foot”. In the second subtest “listening comprehension” he immediately understood what was asked of him and pointed without hesitation on the picture of the word “foot” (0:40 – 0:45 min.). After the examiner read out the sentence “It’s Teddy’s head” to Phouphet, he initially pointed on the picture of the word “nose” in the first (row of the) picture strip(s). The examiner then covered up the first row and hinted that he had to choose a picture in the second (row of) picture strip(s). He immediately (and incorrectly) pointed on the picture of the word “boy” after the examiner had repeated the sentence once again. Throughout the last two tasks of the second subtest he seemed rather secure and confident in his decisions and answered correctly both times.

As visible on Phouphet’s evaluation sheet (see appendix page 10.14) he pronounced three out of the eight phonemes correctly according to the evaluation criteria. The native-speaking second examiner was able to understand the words “look”, “Bob” and “pudding”. However, the pronunciation of the other words was not clear enough to be understood.

#### *5.5.6.3 Performance Comparison of the Two Groups*

One result that appeared particularly significant is the result of group-two student Phouthong. The graph visualizing his performance of each of the three subtests (graph 11 on page 67) unmistakably shows his low performance in the first two subtests. What is then significant is his performance in the third subtest which resulted in five credits out of eight. Only two students (both students generally having the best results; Phany and Phonetida) obtained higher results. Even though his overall performance was this low his pronunciation skills seem to be very high. Due to this high performance in the third subtest his average result lies within the average of his fellow students of group one.

Graph 2 on page 61 shows each of the students’ total amount of credits. It is clearly observable, that group-two student Phonetida performed best with twelve credits total. Mitmisai, who is a student of the high-performance-group one, performed worst and only achieved one third of the possible credits with a total of five out of fifteen credits.

Graph 14 on page 69 provides a general overview of the performance of the two groups. The test shows, that in average group two achieved almost two credits more than group one. This can be interpreted in multiple ways.

First of all, this result could mean, that the generally low performing students had a less harder time to embark on the new and possibly irritable situation of the test. The high performing students might have thought too much about how to pass the test or what the examiner specifically wanted from them instead of spontaneously answering the questions. The group one student James, for instance, took a very long time thinking about the questions before answering. In the subtest “active speaking” (0:00 - 0:17min) he gazed in the air for a long time before he – after receiving help twice – was able to answer the question “What’s your name?”. He did not achieve the requirement of the test to receive the credit even though he might have known the answer without help in a different situation. More evidence supporting this assumption can be found in the subtest “listening comprehension” (1:03 - 1:45min), where it took James – given the sentence “It’s Teddy’s head” and having to find the fitting picture on the multiple-choice strip – 40seconds to decide on a picture. In this case, he pointed on the correct picture and therefore received the credit, because the requirements of the test did not set a time limit. This shows that shyness and insecurity might stand in the way of performing in the same quality that the student usually would when not in a testing environment.

Another reason for this finding might be the possible misjudgment of first-grade English teacher Ms. Phovang “Noy” Inthavong. When dividing the students into the two groups, the examiner asked for specific reasons why a student – especially Phonetida who achieved the best results – was considered low- or high-performing. Although she had been teaching the two first grades for almost two months already, she was not able to recall all of the students’ names and therefore was not able to categorize them perfectly. She checked the students’ exercise books to review their written performance and gave the examiner a list of children she would recommend for each group. Since the examiner had no alternative to divide the students it was decided to rely on this recommendation and the one given by former volunteer Pauline Kern.

#### *5.5.6.4 Performance Comparison of Boys and Girls*

Graph 15 on page 69 shows the average results of all students divided by gender. In average, the five tested girls achieved 2.5 more credits than the five tested boys. Before making assumptions about the reasons for this result the distribution of high- and low-performing students has to be clarified. Three of the five tested girls are part of group one

and two girls are part of group two whereas only two of the five tested boys are part of group one and three boys are part of group two.

This means, that the number of high-performing students is larger in the group consisting of girls, which – one might think -could be linked to the positive test result. However, the two girls coming out of the low-performing group performed by far higher in the test than the three girls coming out of group one. In fact, the two girls Phany and Phonetida achieved the best results out of all tested students.

This result suggests, that girls generally perform better in the learning of EFL (English as a Foreign Language) than boys. However, this research is not representative, therefore more empiric research would have to be conducted to investigate this assumption.

Thomai Alexiou, who is an Assistant Professor at the Department of Theoretical and Applied Linguistics, School of English, at the Aristotle University of Thessaloniki, Greece, collected

*an updated comprehensive overview of recent theories and literature regarding the differences in EFL performance between males and females (Alexiou 2016, 85),*

which was edited and published by Daniela Elsner and Viviane Lohe in “Gender and Language Learning” in 2016. This paper called “Gender Research in EFL Classrooms – or: Are Girls Better Language Learners?” reviews current definitions of gender, factors that determine gender, recent empirical research concerning aspects of language learning that are influenced by gender differences and factors that cause gender issues in the EFL classroom. Alexiou states, that there are no statistically significant differences between genders whether the examination concerns the production or the comprehension of (heard) vocabulary, learning strategies or Content and Language Integrated Learning (CLIL). She explains further,

*that in certain aspects girls appear to do better and in others boys excel; however, in essence, these findings on their own are not important, universal or ground breaking (Alexiou 2016, 94).*

However, reasons for the boys’ poor results can possibly derive from factors like motivation, attitude and the teacher’s gender. According to Dörnyei and Clément (2001) “*girls tend to score higher on most attitudinal and motivational measures*” (Alexiou 2016, 91).

Transferred to the research results of this paper, this statement can be proven by the girls’ recognition of the hand puppet Mopsy in the first subtest “active speaking”. All five girls reacted positively to Mopsy, some even wanted to pet the puppet. In contrast, only three out of the five boys said “Good morning, Mopsy” or even recognized the puppet.

### *5.5.6.5 Comparison of the Performance in each Subtest*

#### *5.5.6.5.1 Subtest 1: Active Speaking*

Graph 16 on page 70 clearly shows that the first task (indicated as number 1.1 in graph 16), which yields one credit if the student recognized the hand puppet Mopsy and was able to recall its name, was the most successful one.

This result proves that the students remembered Mopsy. According to the students' reactions in the videos when seeing Mopsy (see Mitmisai, Soumita, Phetsamone, Phany, Phonetida, Phoudphahat, Phouphet) one can state that the hand puppet does raise a positive attitude among the children regardless of their performance group and gender.

On the contrary, the third task, which required answering the question "Are you a boy/girl?" turned out to be too difficult for the students as none of them achieved a single credit even though it had been repeated in the warm-up group session prior to testing. This clearly shows that the question structure is available neither in the long-term memory nor in the short-term of the children.

In regard to the second task – where the students had to answer the question "What's your name?" – four out of ten students were able to meet the requirements and were given one credit. At first this might seem like a very poor result considering that "What's your name?" is the first question structure they were taught and that was repeated many times for months as well as specifically reactivated in the first warm-up group session. However, the result can be ascribed to the teaching style Lao students are used to. Even though many improvements in the didactical and methodological teaching styles of the Lao English teachers were made, students are still rather rarely/hardly ever challenged to speak for themselves during English class. As explained in chapter 1.7.5, Lao English students mostly repeat word by word after the teacher. Therefore, they are not used to answering questions or producing a sentence. When – out of the students' perspective – suddenly a stranger comes along taking them into a room one by one and asking them a question it is very unlikely for all of the students to perform as well as they might be able to in a different environment.

#### *5.5.6.5.2 Subtest 2: Listening Comprehension*

Graph 17 on page 70 shows the number of students who achieved full credit in each individual task of the second subtest "listening comprehension".

The first and most successful task required the identification of the word "foot", as the examiner read out "It's a foot" to the student. All of the ten students were able to distinguish the picture of "foot" from the other pictures on the picture strip, which were "book", "nose" and "box" (see appendix chapter 10.11). The second-best results were achieved in the

fourth task, which required the identification of the word “hand”. The least successful task – with only three children receiving full credit – is the second task “Teddy’s head”. When analyzing the video, it seems obvious that the students were confused when hearing the phrase “It’s Teddy’s head”. The reason/A possible explanation for this confusion might be that the task was much more difficult than the other three tasks, since “Teddy’s head” consists of two words, whereas the other tasks include only one signal word. James for instance, was able to indicate “Teddy’s head” after the examiner shortened the sentence into “It’s a head”.

#### 5.5.6.5.3 Subtest 3: Articulation

In regard to articulation, the number of students achieving full credits is quite heterogenous as well. The three results that stand out the most will be highlighted in the following.

The second phoneme combination of the second sentence the students had to reproduce was /roz/ in the sentence “Look at this rose” (see graph 18 on page 71: 3.2B) with special attention - hence underlined – to the fricative [z]. Fricatives are consonant sounds, that are produced by

*almost blocking the air stream and having the air push through the very narrow opening. As the air pushes through, a type of friction is produced (Yule 2010, 31f.).*

As visible in the graph on page 71, none of the students were able to repeat a read-out English sentence in a for a “native speaker” understandable and acceptable way. Instead, they more or less produced the sounds /ro/ similarly to the word “row”. This means, that they simply omitted the fricative [z], which is not unusual for the Asian EFL (English as a foreign language) region.

As already mentioned in chapter 1.3 the [r]-sound is difficult to pronounce for people with an Asian L1 since this consonant simply does not exist in most Asian languages like Lao and Thai. Usually it is either omitted altogether or replaced by an [l] or [n] – sound (Schultze 2005, 64). However, some students were able to produce the [r]-sound in “Look at this rose” which means that this language rule does not apply to all Lao L1 speakers or that the sound can be learned.

In contrast, the word “Bob” in the sentence “Bob is eating pudding” achieved 80 percent of correct performance, eight out of ten students were able to pronounce the phoneme combination according to the requirements (see graph 18: 3.3A). An explanation for this good result can be the Lao language rule, that a consonant is usually followed directly by one or two vowel(s). The phoneme combination /bab/ is closely related to typical Lao words like “Sa-baii-dii” (“hello”) or “Thau-dai?” (“How much is it?”) and therefore results in good pronunciation.

This language rule leads to the next attribute that is noticeable when looking at the results. The very last phoneme combination that had to be reproduced was /awn/ as in “The girl’s hair is brown”, which only two out of ten students were able to produce correctly (see graph 18: 3.4B). The sound /awn/ as in “brown” is another example for the difficulty Asian L1-speakers have with consonant clusters /wn/, which are described in chapter 1.3. Moreover, one has to note the already mentioned difficulty of the [r]-sound for Asian L1-speakers. This is especially visible when watching the sequence of Mitmisai pronouncing the [r]-sound in “brown” (3:20 – 3:32min). He recognized this (for him) unusual phoneme combination and “rolled” the [r]-sound as commonly used in Western languages such as Italian, Spanish and some dialect of German.

#### *5.5.6.6 Comparison of the Results with the Results by G. Schmid-Schönbein*

Graph 19 visualizes the percentages of the average credits that were achieved by all students per subtest in total. Graph 20 shows the simplified results of Gisela Schmid-Schönbein’s research. It is clear that the students tested by Schmid-Schönbein performed much better, than the students tested at Ban Sikeud primary school. It is crucial to mention that there are major variations in the ways the tests were conducted. Therefore, this comparison is not representative in any way. However, it is worthwhile to point out differences and similarities that are noticeable when looking at both test results next to each other since the Ban Sikeud test was based on Schmid-Schönbein’s test.

Both tests consisted of three subtests which examined the three oral communication skills. The results of Schmid-Schönbein consist of the three tests she conducted over a time span of ten months, while the Ban Sikeud test was only conducted once. Additionally, one has to mention, that the Munich preschool students were taught in English continuously throughout the testing time. On the contrary, the Ban Sikeud preschool students experienced a break of English lesson for at least four months (see table 5 on page 44) and then were taught by first-grade English teacher Ms. Phovang “Noy” Inthavong, whose lessons are still very different from the “Mopsy”- lessons the students were prepared with.

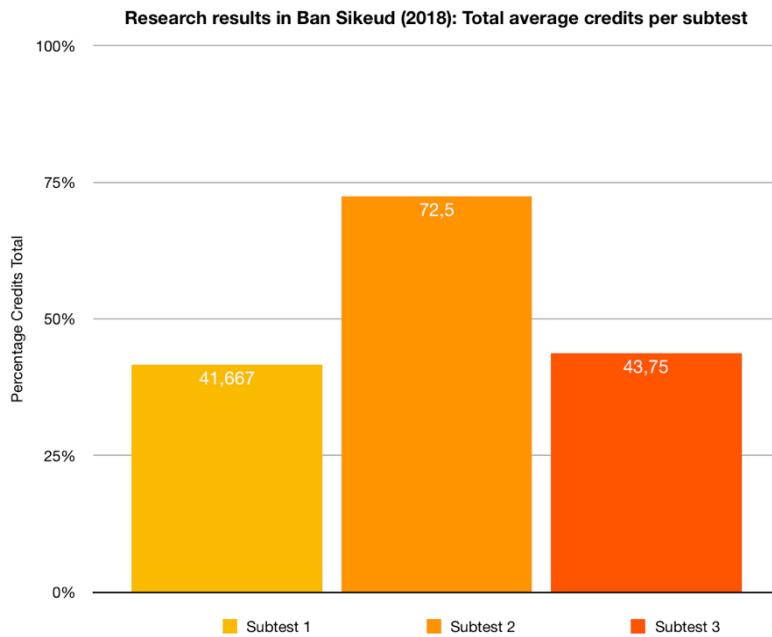
It is obvious that the second subtest “listening comprehension” was the most successful subtest in both the Ban Sikeud test and Schmid-Schönbein’s test and it is the one subtest in which the results turned out similar.

Furthermore, it is noticeable that both subtest 1 and 3 reached less than 50% of average credits in Ban Sikeud, while both subtests by Schmid-Schönbein turned out just as successful as subtest 2. This leads to the conclusion that Lao children have much more difficulty in speaking freely and in pronouncing words than German preschool children do. This conclusion falls into place with the statements that have been made previously about

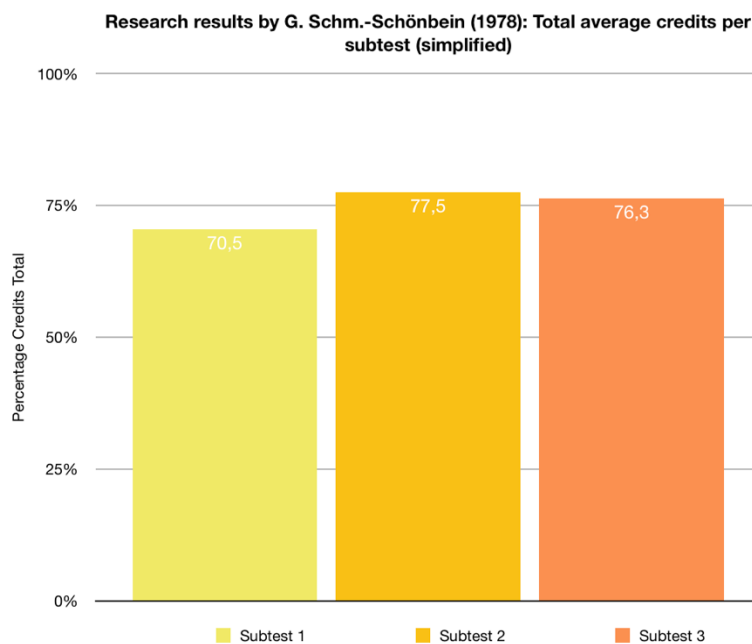


Lao language rules and the way regular lessons are designed (speaking after the teacher instead of building own sentences).

On the other side, these results can be interpreted fairly positively/positive? as well. The fact, that almost half of the students were able to recall the tested content after it had been introduced one-year prior and only reactivated shortly by the examiner, proves that there is a high amount of potential in the foreign language learning ability.



Graph 19: Results of the test conducted at Ban Sikeud primary school



Graph 20: Results of the test conducted by Schmid-Schönbein

## 5.6 Conclusion

The results of the test that was conducted in Ban Sikeud offer a wide range of interpretations. The heterogenous nature of the results reflects the diversity of the students of Ban Sikeud primary school as is normal anywhere else the world.

Naturally, a test will only test what it claims to test and nothing more. Clearly, there is much more to learning a foreign language than performing well in a testing environment. Surrounding have to be taking into account and it is upon the teacher to strive to meet the needs of all students and to develop their abilities and to foster their potential. The two students that were observed in a qualitative approach come to prove this statement in the following.

As previously stated, it was seen as particularly worthwhile to not only calculate the students' skills in the quantitative approach, but to also examine the behavior of the two students outside of the "testing environment". Again, the results turned out quite heterogeneous. The high-performing student Alisa, who appeared as the most dominant and as one of the most skilled English students during the warm-up group sessions, achieved below average results (6.5 out of 15 credits) during the quantitative testing. It can be seen as an example for students that are eager and motivated to participate during the lesson but are not able to activate and prove their skills when tested. Therefore, it is necessary to take both performances – the individual testing results and the performance in a group session – into account when making statements about Alisa's English skills. Even though she underperformed many of the other students it is to hope that her mind-set remains positive toward the English language and that she will continue to study English with the same enthusiasm and the same high motivation. The results of the rather low-performing student Phouphet show yet another aspect of the testing outcome. During the group sessions which he did seem enthusiastic about, he stayed rather passive and uninvolved. During quantitative testing however, he achieved average results and even higher credits than Alisa (7 out of 15 credits). It is possible that Phouphet performs poorly in a group because he is distracted by his surrounding and drifts away easily as is visible in the video material.

Furthermore, the results prove that the students were able to reactivate 52.6 percent of the demanded knowledge they had previously been taught during the "Mopsy- lessons". This means that a little over half of the content that had been taught one year prior to the testing was still verifiable. Considering the circumstances Lao students usually are schooled in (like the teaching style they are used to) the results are to be seen positively in regard to the

effects that the project has on the preschoolers. Without doubt, this teaching approach, which includes teaching the preschoolers in a playful way with a hand puppet they can cuddle and talk to and new songs every week, has proven to be successful in raising a positive attitude towards the foreign language. After all, this is where motivation derives from and where progress can occur. The students at Ban Sikeud primary school clearly profit in an outstanding manner from the efforts the volunteers have made so far and will surely continue to enjoy later lessons with Mopsy and the book. This conclusion also aligns with the examiners impression at the end of testing on site.

## 6. Challenges

In the previous chapters the impact and the effects that the project has on children and on the people of the village Ban Sikeud in Laos, were examined.

For the purpose of this paper, this analysis shall be followed-up by an examination of the challenges that arise from teaching young English learners in Laos. Up until this point of this thesis, the project has not yet been evaluated from this perspective. The following research question forms the basis for such examination:

“What challenges is a “Western” teacher confronted with when teaching English to Lao children?”

As is apparent in the posed question, there must be a distinction between challenges that a Western teacher faces when teaching Lao children and challenges that derive from the unique circumstances of the Laotian learners themselves as well as the institutional particularities of the school system they are being schooled in. It is just as apparent however, that there cannot be a comprehensive and complete list of challenges in this chapter. More precisely, there will be an examination of challenges that the author herself faced and had come to experience while participating in the program on site. Additionally, personal experiences from volunteers which were recorded in blog posts and weekly reports since 2012 as well as statements from Gerlinde Engel regarding similar matters served as data to answer the research question. Although the term “Westerner” holds somewhat negative connotations, the author does not associate it with any such connections but aims to simplify the term in regard to its function for this thesis.

### 6.1 Cultural Challenges for Westerners

Having conducted research and taught Lao students in Laos, one can identify cultural specialties of the Laotian learners. Some of these pose a challenge for Western teachers and will be examined in the following.

#### 6.1.1 Outer Appearance

One challenge that surfaced quickly was that the children are not – even though the program has been in place for some years now – used to “Western looking” people. The author herself experienced this matter first hand when she first came in the school. She especially observed this behavior in the preschoolers who had only started their school career (meaning they were confronted with an institution with authorities, rules and

prohibitions for the first time) a few weeks before the author visited the school for the first time. The children had somewhat been drawn to the bodily features and were quick to point out differences in appearance to their colleagues. The author's blonde hair is a feature that provoked immediate reactions among the children. They frequently tried to touch and feel the hair and were instantly drawn to compare their own hair color with it. Furthermore, most Westerners are much taller than Laotians, as is visible in the image of the author together with three Lao teachers. The author herself was confronted with the term "falang", which can be interpreted as "stranger" but also as "long nose" (a long nose being the staple feature of Westerners) when she first came into the preschool classes. When riding their bicycles through the village of Ban Sikeud people ran out on the streets pointing at the author and her fellow team members and yelling "Falang!".



*Image 24: Ms Bounpheng, Ms Mittaphone, Jessica Porscha (the author) and Ms Phovang*

Gerlinde Engel (2018) reported about her very own experience of being a stranger in a foreign country. When she first started renovating the primary school, many children were terrified by her and began screaming when she approached them. For a long time, she did not know why. Eventually, a man informed her that by her tearing down a former grave yard on the grounds where the school is located, she caused unrest among the natives. The people of Ban Sikeud were afraid that ghosts of the dead would haunt them. According to Engel, grandparents would tell their grandchildren, that Engel herself was a ghost – pointing out her grey hair and long robes she likes to wear – which would make the children afraid of her (cf. Engel 2018).

#### 6.1.2 Communication

The hierarchy in communicational interactions and the avoidance of eye contact as well as the rule of controlling one's volume are typical features of Lao communication which have been described in chapter 1.6. As far as the personal experience of the author is concerned, there had not been any communicational issues or irritations over the course of the project resulting from these specialties nor are there any reports from previous volunteers that would suggest otherwise. However, it takes some time for Westerners to get used to the way Laotians speak English. Not only due to incorrect grammatical structures but most importantly because of pronunciation. And vice versa when Westerners try to pronounce Lao words or names this can possibly lead to great misunderstandings. The issues of pronunciation (both directions) will be subject matter of the two following chapters.

#### 6.1.2.1 Western Teachers Pronouncing Lao

Pronouncing the children's names poses a serious challenge for Western teachers because of the difficulties that Westerners in general have when speaking Lao and simultaneously taking into account the six tones affiliated with it. It takes time and practice to pronounce the children's names correctly without them breaking out in sheer laughter where no teaching is possible anymore. In chapter 5.3 names such as *Phetsamone*, *Mitmisai* and *Phoudphahat* have been mentioned. More names during the author's teaching that were particularly difficult to pronounce were *Khankam*, *Muksavane*, *Aphoe*, *Dijndaphone*, *Kaohome*, *Tepmangone* and *Magki*. The inability to distinguish the one appropriate tone out of the six made students and teachers laugh out loud when trying to call the students by their names. This has happened to the author frequently and often resulted – aside from laughter – in irritations and confusions where the students did not know what the Westerner was trying to say. This challenge might seem somewhat trivial, but it makes teaching difficult and functions as a barrier in effective classroom management.

Furthermore, it is very difficult to make the students understand whether they are supposed to answer a question or form a sentence on their own instead of simply repeating everything the teachers says. This incident has been pointed out a number of times in this thesis, therefore there is no need to thoroughly describe it again. The words of team one volunteer Tobias Mayer will summarize this challenge the best:

*One cultural barrier persisted until the end, though: the repetition drill of words or sentences. Sometimes, when we asked the students to repeat a word group (chunk) or sentence in English (e. g. "This is my hand"), their internalized habit of doing repetitive drills was truly helpful as they did exactly what they were asked to do (repeat). But in other situations, it was a major hindrance. Especially in the beginning, they answered the question "What is your name?" with repeating the question instead of telling their names. Even though it got better, from time to time there were some students who regularly fell back into the old pattern. (Mayer 2016)*

#### 6.1.2.2 Lao Students Pronouncing English

At last, there is a challenge that arises from the previously mentioned vast difference between the English language and Lao. Being completely different not only in script but also in spoken aspects, the two languages create a hotbed for interferences and misunderstandings in either direction. Mediation is a challenge for both the volunteers of the project as well as the Laotian tandem-teachers.

A number of language interferences between the English and the Lao language have

previously been pointed out. Therefore, one example of the authors own experience of teaching the preschoolers at Ban Sikeud primary school will portray this challenge. During her voluntary work, the author introduced the song “I’ve got ten fingers” which includes pointing to fingers, toes, ears, eyes and the nose and can be found in unit three of “English for Mopsy and me”. Since all new words in the song are introduced in the plural with the corresponding plural “-s”, one major interference came to light: the students omitted the plural “-s” and sang “finger, toe, ear, eye and nose”. Some students were able to pronounce the plural “-s” after a long period of repetition and practice but most had forgotten about it the next day all over again. Presumably two thirds of all children did not come close to the proper pronunciation at all. This might seem quite pessimistic; however, the positive developments have been emphasized in the previous chapters as well. General communication is possible and continuously improves with the lessons, even if the plural “-s” remains an isolated problem for the majority of the children.

## 6.2 Institutional Challenges

### 6.2.1 Classroom Management

This leads to another – perhaps the most important and relevant – challenge that Western teachers face when teaching Laotian children: classroom management. As stated before, many children do not attend kindergarten and parents typically leave the promotion of basic social ways of behaving to teachers. For Lao children, schooling is the first institutional framework that confronts them with rules and authority. It is then challenging for a Western teacher to establish a positive yet productive learning environment. Classroom management is crucial for teaching and for learning at the same time, especially for learning a foreign language. As stated previously, the challenges a Westerner comes across due to the difficulty of pronouncing the Lao language correctly possibly function as a large barrier in effective classroom management. Lacking a common language, the author faced more challenges when trying to establish rules with the students. For native speaking teachers that teach their language in a foreign country this will sound familiar. One can learn the most important phrases that are relevant for classroom communication such as “no” (in Lao: “boah”), “Repeat together!” (in Lao: Boaponkhan! “), “teacher” (in Lao: “adjan”), “Sit down!” (in Lao: “Nang nong!”), “Stand up!” (in Lao: “Luk!”) and so on. Due to the difficult pronunciation this can be frustrating for teacher and students as they possibly do not understand the words. Therefore, it is of high relevance to use body language when communicating with the students as only then they can assume the meaning of a new word.

### 6.2.2 Teaching Approaches

A good teacher knows his or her students by heart and knows what they are able to do and where they still need fostering. If a teacher's main goal was to get students to repeat and engage in drills, Lao children would master each activity. Consequently, even a Western teacher would easily get Laotian children to repeat lexical items because it is done frequently by their Laotian counterparts, too. However, conducting lessons in the “Western way” brings a different approach to teaching in general where the teacher's main goal is predominantly to get the students to talk and to engage in basic communicational activities. Lao students are eager to learn as any child is, but they are not used to the way Westerners study and teach. Therefore, another challenge for Western teachers is the predispositions of the Lao students as well as their lack of methodological competence and learning strategies. At this point it is necessary to clarify that the children themselves are not responsible for this lack. Instead, they are subject to an insufficient educational system.

As has been said, this challenge arises on the basis of the schooling system and the institution of schools and their curriculum. Laotians are traditionally being schooled through some form of frontal teaching style and engage in numerous repetitive – manifesting oftentimes in a military style – exercises that focus very little on authentic and intuitive communication as it is the principle in the Western curricula for acquiring a foreign language.

When faced with “Mopsy” in the first sessions with the author, it was clearly notable that the children frequently engaged in unasked repetitive actions as they were not focused on getting in contact with the hand puppet but rather repeated what the hand puppet had previously said. Oftentimes the children would not understand the functional aspect of language as they would simply ignore a question, possibly in part because they did not identify a question at all. These misunderstandings form barriers to progress and clearly prove the prevailing teaching style in Lao schools being a frontal type. This challenge, deriving from the institutionally prevailing teaching style, can be described as a type of “methodological sea barrier”. The Laotians are used to a frontal teaching style and a limited collection of methods for didactical purposes. When teaching with didactical and methodological principles from Western countries, one will – sooner or later – face the fact that he or she teaches on a “methodological island” in the midst of the “frontal sea”. Although this is a metaphorical interpretation it can serve well in the understanding of this particular challenge because it clearly outlines the issue that arises from this circumstance. The research has clearly shown that some of the previously taught lessons have not persevered in the children's mind partly – so one can assume – because of this infringement deriving from the different teaching approaches. If a student is used to a frontal teaching environment and almost exclusively engages in repetitive speaking activities, it is apparent



that the student will have difficulties in engaging in some form of natural communication within the framework of a Western style classroom.

### 6.2.3 Teacher Training

Another challenge arises from the teacher education program in Laos and the resulting outcome regarding the prevailing English classroom. In order to teach English to young learners it is not only mandatory to master the English language but also to hold a basic understanding of what any language is used for: communication. Thus, teachers must focus on the communicative aspect of teaching a foreign language. Mostly, this is not the case in Lao schools. Most of the Lao teachers – as previously pointed out – only pass through limited training and schooling before being able to teach for instance at a remote primary school. This naturally results in a lack of teaching methods and styles. Furthermore, most teachers do not study English the way Western students/soon to be teachers would but rather memorize whole books by heart. Instead of learning how to interact within the framework of a language, Lao teachers are used to recite and repeat certain phrases apart from any context. Naturally, this corresponds with the way they eventually teach the children in school. One can distinctively point out this pattern when on site and in the classroom. As for the teachers themselves, the author could not identify any awareness regarding this issue. Generally, Laotians are content with the way schooling is. Hardly ever does anyone doubt the didactical principals underlying the particular lessons conducted in the Laotian schools.

Over the course of the program with the University of Education in Karlsruhe, teachers at Ban Sikeud school have adopted some of the Western teaching approaches that were taught to them over the last three years. This certainly makes the school special for it is likely one of only a very limited number of schools in Laos that integrated Western teaching styles at all. However, in some way it seems as if a number of teachers have reached their maximum development regarding new input. An example supporting this argument is the decreasing use of the lending library, which had been installed by Prof. Dr. Martin and is being gradually expanded by the teams of her project. It offers a wide range of books involving a collection of general English literature but also many English language books, didactic books and monolingual English dictionaries. The books were donated by well-known publishers such as Pearson Education, Finken, Oldenburg, Cornelsen and Oxford University Press. Additionally, it was stacked up by private donations. In the first year of the project, the lending library was used quite frequently as team-two-volunteer Jana Brecht reported in 2016 (cf. Frister 2016; Brecht 2016).

When the fifth team – the team the author was a part of - arrived in Laos, however, the library was dusty, and it seemed like it had not been used in a long time. During teacher

training, the volunteers made sure to encourage the teachers from all schools to take advantage of the wide range of books the library offers not only to improve their English skills, but also to expand their selection of teaching material and methodological input. Having been on site, one possible explanation seems noteworthy for this particular circumstance. It is conceivable that many teachers lack the necessary language skills to be able to fully read or understand the English books. One must keep in mind, that the two languages – English and Lao – are not similar and that for a Lao teacher it is a big challenge to comprehend English literature. This is possibly one of the reasons the lending library is not being used frequently anymore. One might suggest that there are other barriers as well, for instance the “additional” efforts that must be made to autonomously study further in the subject. Scaffolding and teaching reading strategies could possibly help the situation in the future and make sure that the possibilities that the lending library provides are actively taken advantage of.

### 6.3 Conclusion

The circumstances that have been described clearly outline that teaching young English learners in Laos is a challenge for any Western teacher due to the language gap, the cultural specialties and the institutional and structural determinants. Many factors intertwine and form complex situations that teachers have to take into account when teaching a foreign (Western) language. Although the author herself experienced the teacher side, it has become clear to her that learning a foreign language from a Western teacher – with a different teaching approach – is also difficult for the Lao students. Both sides are determinants of the unique situation in which the EFL classroom is located. Some of these factors offer great insights for future teacher education on site, others are highly valuable for understanding the underlying factors of the children's behavior and predispositions when it comes to teacher – student – interaction.

It has become clear that the overall challenge arises foremost from the language barrier. Factors like outer appearance and classroom management can fade with time and become regularities in the classroom in Laos. Other factors – like the language barrier – remain longer and are to be met with an effective understanding of the determinant resulting thereby in adjustments to the status and circumstances at hand.

Observably, the challenges do not outweigh the benefits of the program but are important to acknowledge in order to effectively help children acquire the foreign language in a country such as Laos.

## 7. Conclusion

This thesis aimed to examine the effects that the project “Teaching English in Laos” has on the students of Ban Sikeud primary school and to discuss challenges that a Western teacher faces when teaching young learners in Laos. The results of the thesis clearly demonstrate the lasting impact that the project has not only on the students of the schools supported by the Angels for Children foundation but also on the people of the Ban Sikeud village. It was shown that although there is a multitude of factors influencing the mathematical and empirical results that were collected from the quantitative examination, the project turns out beneficial for every person involved. The foundation provides a wide range of advantages and opportunities in terms of health and education which ultimately expand the career options for the graduates of these schools and result in better health conditions. Even though the purpose of this paper was not to examine the development in health education, it was clearly observable that the students profit from the daily rituals at school and the medical supervision provided by the staff.

Although only a fraction of the diverse challenges that arise from the determining factors of the project was examined, it was observable that the challenges do not outweigh the benefits and positive effects that evolve from the efforts being made. Moreover, the empirical study that tested the measurable effects of the program on English language learning of former preschoolers, clearly shows that the project in fact does turn out to be profitable for the students as is apparent in the conducted evaluation of the results. The test revealed that 52,6 percent of the tested content was still available which proves that at least half of the previously taught content remained accessible for the students and that – especially considering the discussed challenges – the Western style of teaching turns out beneficial for the children.

Naturally, all of the mentioned challenges have influenced the outcome of the learning objectives test at the Ban Sikeud primary school. It was observable, that the Lao students with their unique circumstances were not able to prove their remaining knowledge or perform in the same way as Western children of the same age but with a much closer link to the English language would be able to. Consistently, the results of Schmid-Schönbein are quite different than the results from the test at Ban Sikeud. This shows, that the differences – especially regarding interferences and cultural differences – result in different potentials and unique circumstances. Environmental factors like the geographical and developmental determinants of Laos only support these differences by adding to it even more constituents. The overall performance of the students can be seen as a sort of mirroring image of the state the Lao PDR is in. The region where the schools are located in greatly profits from the cooperation between the foundation and the University in Karlsruhe.

It is questionable if students from regular Lao schools would have achieved similarly, which in turn – again – supports the statement that the difficulties discussed in this thesis make a substantial part of the explanation of the test's results.

In addition, also the Lao teachers profit from the efforts of the foundation and the project as they are provided with a rich collection of books through the lending library and the necessary utensils as well as facilities to teach in.

The author would further like to state that it is highly worthwhile to continue empirical research in these Lao schools because there is a multitude of research areas that can provide further insight on problems and benefits of the cooperation which in turn can be valuable assets for improving the project “Teaching English in Laos” and provide the Angels for Children foundation with feedback on their efforts. A possible research area could be the linguistic development regarding the interferences arising from the significant differences of English and Lao. One could investigate which determinants make for a great learning environment in which pronunciation could be fostered best considering the inherent difficulties that Lao students have with it.

Furthermore, the author would like to suggest that it would also be of benefit to add another element to the project and to possibly include volunteers who are trained in special needs education. During her research and the time she spent in Ban Sikeud with her fellow team members, the author came across the handling of people with disabilities in the Lao PDR. As mentioned in the interview with Alisa's mother, her older sister suffers from a disability which prevents her from being able to join regular school classes. The author has further observed that students with disabilities are attending regular school until they cannot keep up with the level of the other students anymore and eventually drop out without any further support or fostering. As it is difficult to gather information about the access to special schooling and the topic in general, it would be interesting to interview state officials on site and research what is being done for such marginalized groups and how the efforts could be improved.

As mentioned before, the purpose of this thesis was to examine the effects and the challenges that surface when teaching young English learners in Laos. It was shown that the positive effects outweigh the negative and that the challenges can be met with a substantial amount of time and resources. However, some challenges remain critical and some effects are doubtful. Nevertheless, the author is convinced that the project must not only continue but also be extended with the previously suggested undertaking in order to maximize the positive effect on the young learners and in turn on the people of the villages. Having been a volunteer on site and having spent a substantial amount of time with the children introduced in this thesis, the author can validate the positive environment that the

children are being schooled in. It is clearly observable that the students enjoy English and enjoy being taught by the “falang” teachers from Germany.

At this point the author would like to conclude the thesis with one last statement. Being a part of the fifth team, the author learned a lot not only about the culture but also about teaching by participating in the program and from the consistent exchange between the other volunteers and Prof. Martin. Hopefully this thesis will turn out just as valuable as the experience the author herself has made when participating in the project.

## 8. List of Figures

All of the pictures and videos in this thesis that closely display children of Ban Sikeud primary school were taken and recorded by the author. The author obtained the authorization of children, their guardians and of the school management to make use of the pictures and videos for the purpose of this thesis.

### 8.1 Images

IMAGE 1: MAP OF LAOS .....	3
IMAGE 2: REGIONS OF US BOMBINGS .....	5
IMAGE 3: PHYSICAL MAP OF LAOS .....	6
IMAGE 4: STUDENTS IN THE FORMER PRIMARY SCHOOL.....	34
IMAGE 5: THE FORMER CLASSROOMS .....	35
IMAGE 6: FORMER CLASSROOM "WALLS".....	35
IMAGE 7: NEW SCHOOL GROUNDS AT BAN SIKEUD PRIMARY SCHOOL .....	35
IMAGE 8: THE NEW CLASSROOMS.....	36
IMAGE 9: TOOTH BRUSHING AND HAND WASHING STATION .....	37
IMAGE 10: GROUP 1 (FROM LEFT TO RIGHT: PHETSAMONE, ALISA, MITMISAI, JAMES, SOUMITA).....	46
IMAGE 11: GROUP 2 (FROM LEFT TO RIGHT: PHOUDPHAHAT, PHANY, PHOUTHONG, PHONETIDA, PHOUPHET) .....	46
IMAGE 12: MS PHOUDSADA AND ALISA .....	51
IMAGE 13: PHOUPHET, MS NOLAKHONE AND PHOUKHAOKHAM .....	53
IMAGE 14: ALISA .....	62
IMAGE 15: JAMES .....	63
IMAGE 16: MITMISAI.....	63
IMAGE 17: PHETSAMONE .....	64
IMAGE 18: SOUMITA .....	65
IMAGE 19: PHANY .....	66
IMAGE 20: PHONETIDA .....	67
IMAGE 21: PHOUDPHAHAT .....	68
IMAGE 22: PHOUTHONG .....	68
IMAGE 23: PHOUPHET .....	69
IMAGE 24: MS BOUNPHENG, MS MITTAPHONE, JESSICA PORSCHA (THE AUTHOR) AND MS PHOVANG .....	84

### 8.2 Figures

FIGURE 1: THE LAO SCHOOL SYSTEM .....	11
FIGURE 2: MULTIPLE-CHOICE PICTURE STRIP .....	31
FIGURE 3: ITEM NUMBER 2 OF SUBTEST "ACTIVE SPEAKING" .....	32

### 8.3 Tables

TABLE 1: ENROLLMENT IN PRIMARY SCHOOLS IN 1955 .....	12
TABLE 2: TEACHER EDUCATION REQUIREMENTS FOR PRIMARY SCHOOLS.....	16
TABLE 3: ACTIVITIES IN THE LAO CLASSROOM .....	17
TABLE 4: LEARNING OBJECTIVES .....	30
TABLE 5 TIME PLAN .....	44
TABLE 6 OVERVIEW OF EACH SUBTEST .....	57
TABLE 7: OVERVIEW OF PHONEMES USED IN SUBTEST 3 .....	72

## 8.4 Graphs

GRAPH 1: SCHMID-SCHÖNBEIN'S RESEARCH RESULTS .....	32
GRAPH 2: RESULTS OF EACH STUDENT .....	61
GRAPH 3: RESULTS OF ALISA .....	62
GRAPH 4: RESULTS OF JAMES .....	63
GRAPH 5: RESULTS OF MITMISAI.....	63
GRAPH 6: RESULTS OF PHETSAMONE .....	64
GRAPH 7: RESULTS OF SOUMITA .....	65
GRAPH 8: RESULTS OF PHANY .....	66
GRAPH 9: RESULTS OF PHONETIDA .....	67
GRAPH 10: RESULTS OF PHOUDPHAHAT.....	68
GRAPH 11: RESULTS OF PHOUTHONG .....	68
GRAPH 12: RESULTS OF PHOUPHET .....	69
GRAPH 13: OVERALL PERFORMANCE .....	70
GRAPH 14: PERFORMANCE OF EACH GROUP .....	70
GRAPH 15: PERFORMANCE OF BOYS AND GIRLS.....	70
GRAPH 16: NUMBER OF STUDENTS OBTAINING FULL CREDIT IN SUBTEST 1 .....	71
GRAPH 17: NUMBER OF STUDENTS OBTAINING FULL CREDIT IN SUBTEST 2 .....	71
GRAPH 18: NUMBER OF STUDENTS OBTAINING FULL CREDIT IN SUBTEST 3 .....	72
GRAPH 19: RESULTS OF THE TEST CONDUCTED AT BAN SIKEUD PRIMARY SCHOOL .....	80
GRAPH 20: RESULTS OF THE TEST CONDUCTED BY SCHMID-SCHÖNBEIN .....	80



## 9. References

### 9.1 Bibliography

- Alexiou, Thomaï (2016). "Gender Research in EFL Classrooms – or: Are Girls Better Language Learners?" In: Elsner, Daniela & Viviane Lohe (ed.). *Gender and Language Learning*, 85-94. Tübingen: Narr Francke Attempto Verlag.
- Angels for Children - Engel für Kinder. „Angels for Children - Engel für Kinder.“ <http://engel-fuer-kinder.de/en/> (accessed March 10, 2018).
- Angels for Children & University of Education Karlsruhe. "The Laos Experience." <http://www.thelaosexperience.com/> (accessed March 10, 2018).
- Asian Development Bank (2011). *Lao PDR: Second Education Quality Improvement Project*. Manila: ADB.
- Association of Southeast Asian Nations (2007). ASEAN Charter. <http://asean.org/storage/images/archive/publications/ASEAN-Charter.pdf> (accessed May 17, 2018).
- Association of Southeast Asian Nations (ASEAN). "Establishment." <http://asean.org/asean/about-asean/> (accessed March 20, 2018).
- Bäcktorp, Ann-Louise (2007). "When the First-World-North Goes Local: Education and gender in post-revolution Laos." *Umeå University 2007* <http://umu.diva-portal.org/smash/record.jsf?pid=diva2%3A140966&dswid=-1749> (accessed May 10, 2018).
- Benveniste, Luis, Jeffery Marshall, Lucrecia Santibañez (2007). "Teaching in Lao PDR." *The World Bank Group & The Ministry of Education Lao PDR 2007* <https://openknowledge.worldbank.org/bitstream/handle/10986/7710/429710ESW0LAOP10Box327342B01PUBLIC1.pdf;sequence=1> (accessed May 12, 2018).
- Blechschildt, Kristin, Thomas Eck, Katrin Götz (2010). *Diercke Spezial: Südostasien*. Braunschweig: Westermann.
- Böttger, Heiner (2005). *Basiswissen Englischstudium Band 1: Einführung in die Didaktik der englischen Sprache*. Tönning: Der Andere Verlag.
- Brecht, Jana (2016). "Team II: Jana expands the Lending Library." *The Laos Experience*. <http://www.thelaosexperience.com/2016/04/13/team-ii-jana-expands-the-lending-library/> (accessed May 17, 2018).
- Brewster, Jean & Gail (2002). *The Primary English Teacher's Guide*. Harlow: Penguin Books.
- Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung. „Asien: Laos.“ [http://www.bmz.de/de/laender\\_regionen/asien/laos/index.html](http://www.bmz.de/de/laender_regionen/asien/laos/index.html) (accessed March 10, 2018).
- Busky, Donald F. (2002). *Communism in History and Theory: Asia, Africa and the Americas*. Westport: Praeger.

- Central Intelligence Agency. "The World Factbook: East & Southeast Asia: Laos."  
<https://www.cia.gov/library/publications/the-world-factbook/geos/la.html> (accessed March 20, 2018).
- Chang, Bok-Myung (2011). The Roles of English Language Education in Asian Context. *Journal of Pan-Pacific Association of Applied Linguistics* 15, no. 1: 191–206.
- Chanh, Le Van & Do Thi Mai Chi (2012). "Teacher Preparation for Primary School English Education: A Case of Vietnam." In: Spolsky, Bernard & Young-in Moon (ed.). *Primary School English-Language Education in Asia*, 106-128. New York: Routledge Taylor & Francis.
- Doyé, Peter, Dieter Lüttge, Mitarbeiter (1974). *Leistungstest für den Englischunterricht in der 3. Klasse*. München: Langenscheidt-Longman.
- EFA 2015 Review Group and Secretariat Group (2014). "National EFA 2015 Review Report." Incheon: World Education Forum.
- Engel, Gerlinde (2018). Telephone interview (May 22, 2018). [unpublished]
- Federal Foreign Office – Auswärtiges Amt. "Laos: Kultur- und Bildungspolitik."  
<https://www.auswaertiges-amt.de/de/aussenpolitik/laender/laos-node/kultur/201070> (accessed May 11, 2018).
- Findeisen, Genia (2016). "Tourismusentwicklung in Indochina: Vietnam/Laos/Kambodscha." *Geographische Rundschau*, 2 (2016)  
[https://c.wgr.de/ff/onlineanhaenge/files/html5\\_preview/511602\\_32-39\\_findeisen/](https://c.wgr.de/ff/onlineanhaenge/files/html5_preview/511602_32-39_findeisen/)  
 (accessed May 16, 2018).
- Frister, Franziska (2016). "English "Lending Library" in Ban Sikeud Primary School." *The Laos Experience*. <http://www.thelaosexperience.com/2016/02/01/english-lending-library-in-ban-sikeud-primary-school/> (accessed May 17, 2018).
- Fröhlich-Ward, Leonora & Gisela Schmid-Schönbein (2007). *English for Mopsy and me: Englisch in Kindergarten und Grundschule*. Lichtenau: AOL Verlag.
- Fröhlich-Ward, Leonora (2015). Workshop Video. University of Education Karlsruhe. [unpublished]
- Halpern, Joel (1961). "Laotian Educational Statistics." *Laos Project Paper No.7*. University of Massachusetts: Amherst.
- Harbon, Lesley & Kevin Laws (2014). "A five-pointed star: Teacher professional development enhancing explorations into English teaching in the Mekong." *The Open Education Journal*, 26 (1).
- Hays, Jeffrey (2014). Facts and Details. <http://factsanddetails.com/southeast-asia/Laos/>  
 (accessed March 10, 2018).
- History. "This day in history: Viet Minh take control in the north."  
<https://www.history.com/this-day-in-history/viet-minh-take-control-in-the-north>  
 (accessed March 10, 2018).

- J&C Services. "State School Numbers Chalk Up Decline." <http://jclao.com/state-school-numbers-chalk-up-decline/> (accessed May 12, 2018).
- Kaemmer, Isabell, Shirin Ud-Din & Isabel Martin (2018). "Trio' (Lao) Export Co., Ltd Garment Manufacturers Industry – from fabrics to education in Ban Sikeud." *The Laos Experience*. <http://www.thelaosexperience.com/2018/04/08/an-excursion-to-trio-lao-export-co-ltd/> (accessed April 13, 2018).
- Kern, Pauline (2016a). "20161027\_weekly\_report\_PK\_KW\_43". *Online-Portal Stud.ip: Group Laos Angels for Children: Folder Reports (weekly) by PH Team (2016-2017): Team III (2016/2017)*. [unpublished]
- Kern, Pauline (2016b). "20161208\_weekly\_report\_no2\_PK\_KW\_49". *Online-Portal Stud.ip: Group Laos Angels for Children: Folder Reports (weekly) by PH Team (2016-2017): Team III (2016/2017)*. [unpublished]
- Kern Pauline (2016c). "20161207\_Mopsy\_Videos\_Repetition." *Project Harddrive*. [unpublished]
- Kirkpatrick, Andy (2012). "English as an Asian Lingua Franca: the 'Lingua Franca Approach' and implications for language education policy." *Journal of English as a Lingua Franca* 1–1 (2012), 121 – 139.
- Kotte, Heinz, and Rüdiger Siebert (2002). *Aufbruch am Mekong*. Bad Honnef: Horlemann.
- Kuckartz, Udo (2014). *Mixed Methods: Methodologie, Forschungsdesigns und Analyseverfahren*. Wiesbaden: Springer.
- Lewis, Michael (1993). *The Lexical Approach. The State of ELT and a Way forward*. Hove: Language Teaching Publications.
- Malchow, Lara & Veronika Golla (2017). "Global Handwashing Day 2017." *The Laos Experience*. <http://www.thelaosexperience.com/2017/11/03/global-handwashing-day-2017/> (accessed May 23, 2018).
- Martin, Isabel (2018a). „Teacher Training.“ *The Laos Experience*. <http://www.thelaosexperience.com/teacher-training/> (accessed May 17, 2018).
- Martin, Isabel (2018b). Personal interview (May 1, 2018). [unpublished]
- Mayer, Tobias (2016). "Mopsy: final review." *The Laos Experience*. <http://www.thelaosexperience.com/2016/02/03/mopsy-final-review/> (accessed May 17, 2018).
- Ministry of Education and Sports (2004). "Teaching performance in Lao primary school and its relation to teacher training background." <http://www.temis-moes.gov.la/doc/Operational%20Study/ope1.htm> (accessed May 27, 2018).
- National Regulatory Authority. "The UXO Problem: History and War." <http://www.nra.gov.la/uxoproblem.html> (accessed May 16, 2018).
- Nolakhone, Ms (2017). Personal interview [interpreter: Ms Mittaphone Sichampa] (held November 7, 2017). [unpublished]

- Noonan, Richard (2013). „Lao PDR: The Great Transformation.“ In: Pe Symaco, Lorraine (ed.). *Education in South-east Asia*, 115-136. London: Bloomsbury.
- Noonan, Richard (2018). “Primary School Enrollment Rates in Laos 1954 – 1975: A Final Count for the Royal Lao Government.” *History of Education in Laos: Working Paper Series*, 24 (03/2018).
- Pacific Bridge Medical (2017). “Healthcare in Laos.”  
<https://www.pacificbridgemedical.com/publication/healthcare-in-laos/> (accessed May 21, 2018).
- Phoudsada, Ms (2017). Personal interview [interpreter: Ms Mittaphone Sichampa] (held November 3, 2017). [unpublished]
- Recruitment and Training Programme (2018). “Joint vocational training project of BHS Corrugated and the Lao-German Technical College.” <http://rtp-laos.com> (accessed June 4, 2018).
- Sagoo, Kiran, James McLellan & Alistair Wood (2015). “Introduction.” In: Bigalke, Terance W. & Salbrina Sharbawi (ed.). *English for ASEAN Integration: Policies and Practices in the Region*, 7-11. Begawan: Universiti Brunei Darussalam.
- Savada, Andrea Matles (ed.) (1995). *Laos: A Country Study*. Washington, D.C.: Library of Congress.
- Schmid-Schönbein, Gisela (1978). *Möglichkeiten und Grenzen des gesteuerten Fremdspracherwerbs im Vorschulalter*. München: Minerva Publikation.
- Schmid-Schönbein, Gisela (2008). *Didaktik und Methodik für den Englischunterricht*. Berlin: Cornelsen Verlag.
- Schultze, Michael (2005). *Kulturschock Laos: [andere Länder - andere Sitten: Alltagskultur, Tradition, Verhaltensregeln, Religion, Tabus, Mann und Frau, Stadt- und Landleben usw.]*. Reise-Know-How. Bielefeld: Rump.
- Scollin, Peter (2009). “Using Puppets in the Classroom: My name is ... Fred!” *Grunschulmagazin Englisch* 4/2009: 35-36.
- The Global Handwashing Partnership. “Global Handwashing Day: October 15.”  
<https://globalhandwashing.org/global-handwashing-day/about-ghd/> (accessed May 23, 2018).
- UNESCO (2003). *Education in a Multilingual World*. Paris: United Nations Educational, Scientific and Cultural Organization.
- UNESCO. *Secondary Education Regional Information Base: Country Profile*. Bangkok: UNESCO Asia and Pacific Regional Bureau for Education.
- UNICEF. “Laos: The situation of children.” [https://www.unicef.org/laos/about\\_22341.html](https://www.unicef.org/laos/about_22341.html) (accessed May 21, 2018).
- Werner, Klaus (2001). *Kauderwelsch: Laotisch – Wort für Wort*. Reise-Know-How. Bielefeld: Rump.

- World Bank Group. "Global Partnership for Education: Lao PDR."  
<https://www.globalpartnership.org/country/lao-pdr> (accessed May 12, 2018).
- World Wide Fund for Nature (WWF) (2017). "Mekong River in the Economy."  
[http://greatermekong.panda.org/our\\_solutions/mekongintheeconomy/](http://greatermekong.panda.org/our_solutions/mekongintheeconomy/) (accessed March 20, 2018).
- Yule, George (2010). *The Study of Language*. Cambridge: CUP.
- Zeck, Johannes (2017). "From Laos to England: 4 teachers go on an 8-week English language course at Hilderstone College, sponsored by AfC." *The Laos Experience*.  
<http://www.thelaosexperience.com/2017/08/23/from-laos-to-england-the-journey-of-a-lifetime/> (accessed May 20, 2018).
- Zeck, Johannes, Isabel Martin & Lena Wink (2016). "The Lao-German Technical College Vientiane." *The Laos Experience*.  
<http://www.thelaosexperience.com/lao-german-technical-college-vientiane/> (accessed May 29, 2018).

## 9.2 Image Directory

### 9.2.1 Images

- Image 1:  
 Central Intelligence Agency. "The World Factbook: East & Southeast Asia: Laos."  
<https://www.cia.gov/library/publications/the-world-factbook/geos/la.html> (accessed March 20, 2018).
- Image 2:  
 Worldatlas. "Lao People's Democratic Republic."  
<https://www.worldatlas.com/webimage/countrys/asia/la.htm> (accessed March 20, 2018).
- Image 3:  
 National Regulatory Authority. "Bombing Data Map." <http://www.nra.gov.la/uxomap.html> (accessed March 23, 2018).
- Image 4 – 6:  
 Angels for Children (Archive).
- Image 7:  
 Zeck, Johannes. "The schoolyard in the primary school." *The Laos Experience*.  
<http://www.thelaosexperience.com/ban-sikeud-primary-school/> (accessed March 20, 2018).
- Image 8:  
 Stober, Fabian. "Mathematics lesson." *The Laos Experience*.  
<http://www.thelaosexperience.com/2018/04/03/mathematics-the-latest-addition-to-the-project/> (accessed May 3, 2018).

Image 9:

Petter, Kerstin. "Water supply pipes." The Laos Experience. <http://www.thelaosexperience.com/2016/12/15/tooth-brushing-project-lao-ministry-of-education-angels-for-children-ritual-toothbrush-morning-exercise/> (accessed March 28, 2018).

Images 10 – 23:

Porscha, Jessica (author).

Image 24:

Golla, Veronika. "Bounpheng, Mit, Jessica, Noy, Lea: Make your teaching fun!". *The Laos Experience*. <http://www.thelaosexperience.com/2017/12/29/workshop-storytelling-for-young-learners-by-jessica/> (accessed May 20, 2018).

### 9.2.2 Figures

Figure 1:

Noonan, Richard (2013). „Figure 6.5 Structure of the Formal Education System.“ In: Pe Symaco, Lorraine (ed.). *Education in South-east Asia*, 124. London: Bloomsbury.

Figure 2:

Schmid-Schönbein, Gisela (1978). „Bilderstreifen zur Mehrfachauswahlaufgabe im Subtest ‚Hörverständnis‘.“ In: *Möglichkeiten und Grenzen des gesteuerten Fremdspracherwerbs im Vorschulalter*, 169. München: Minerva Publikation.

Figure 3:

Schmid-Schönbein, Gisela (1978). „Item Nr. 2, LZK I.“ *Möglichkeiten und Grenzen des gesteuerten Fremdspracherwerbs im Vorschulalter*, 171. München: Minerva Publikation.

### 9.2.3 Tables

Table 1:

Halpern, Joel (1961). "Table 6: Enrollment in Elementary Schools (1955)." In: Laotian Educational Statistics. *Laos Project Paper No.7*. University of Massachusetts: Amherst.

Table 2:

Benveniste, Luis, Jeffery Marshall, Lucrecia Santibañez (2007). "Table 3: Teacher Education Programs (Regular Courses)." In: Teaching in Lao PDR, 27. *The World Bank Group & The Ministry of Education Lao PDR 2007* <https://openknowledge.worldbank.org/bitstream/handle/10986/7710/429710ESW0LA0P10Box327342B01PUBLIC1.pdf;sequence=1> (accessed May 12, 2018).

Table 3:

Benveniste, Luis, Jeffery Marshall, Lucrecia Santibañez (2007). "Table 22: Pupils with Teachers Rating Different Activities as Very Important in Lao Language (Percents)." In: *Teaching in Lao PDR*, 80. *The World Bank Group & The Ministry of Education Lao PDR 2007*  
<https://openknowledge.worldbank.org/bitstream/handle/10986/7710/429710ESW0LA0P10Box327342B01PUBLIC1.pdf;sequence=1> (accessed May 12, 2018).

Table 4 – 7:

Porscha, Jessica (author).

## 9.2.4 Graphs

Graph 1 – 20:

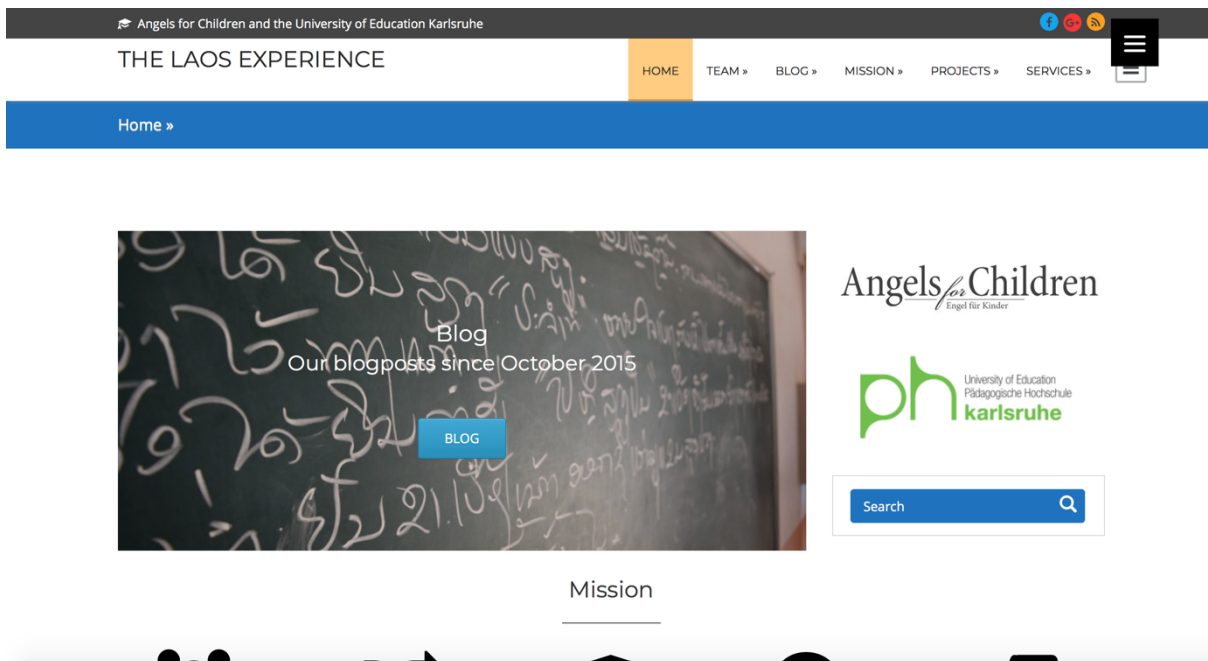
Porscha, Jessica (author).

## 9.3 Internet References

Angels for Children - Engel für Kinder. „Angels for Children - Engel für Kinder.“  
<http://engel-fuer-kinder.de/en/> (accessed March 10, 2018).



Angels for Children & University of Education Karlsruhe. "The Laos Experience."  
<http://www.thelaosexperience.com/> (accessed March 10, 2018).

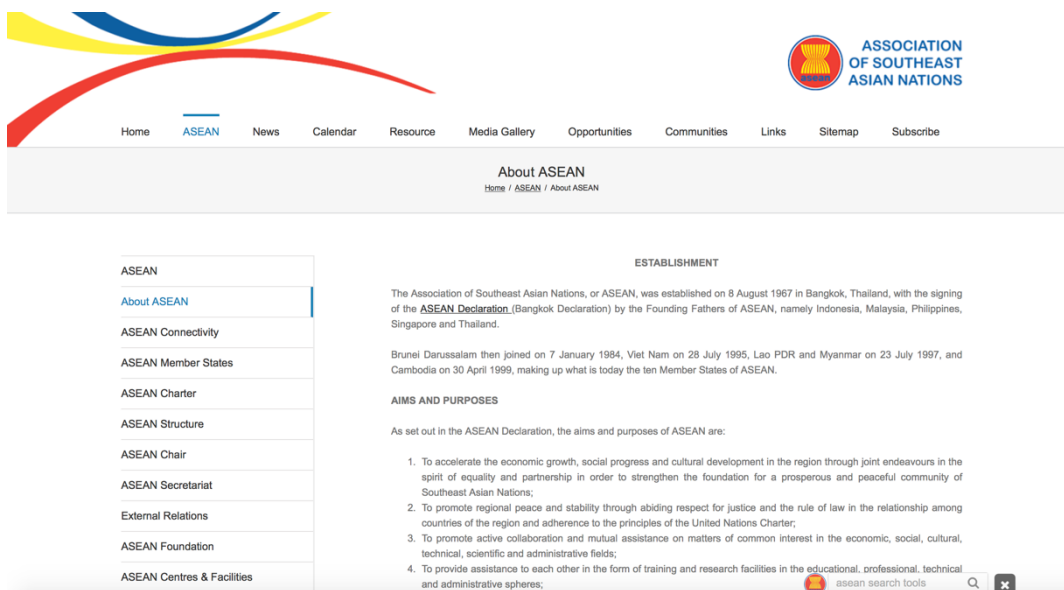


Association of Southeast Asian Nations (2007). ASEAN Charter.  
<http://asean.org/storage/images/archive/publications/ASEAN-Charter.pdf> (accessed May 17, 2018).





Association of Southeast Asian Nations (ASEAN). “Establishment.”  
<http://asean.org/asean/about-asean/> (accessed March 20, 2018).



Bäcktorp, Ann-Louise (2007). “When the First-World-North Goes Local: Education and gender in post-revolution Laos.” *Umeå University 2007*  
<http://umu.diva-portal.org/smash/record.jsf?pid=diva2%3A140966&dswid=-1749>  
 (accessed May 10, 2018).

<http://umu.diva-portal.org/smash/record.jsf?pid=diva2%3A140966&dswid=-1749>

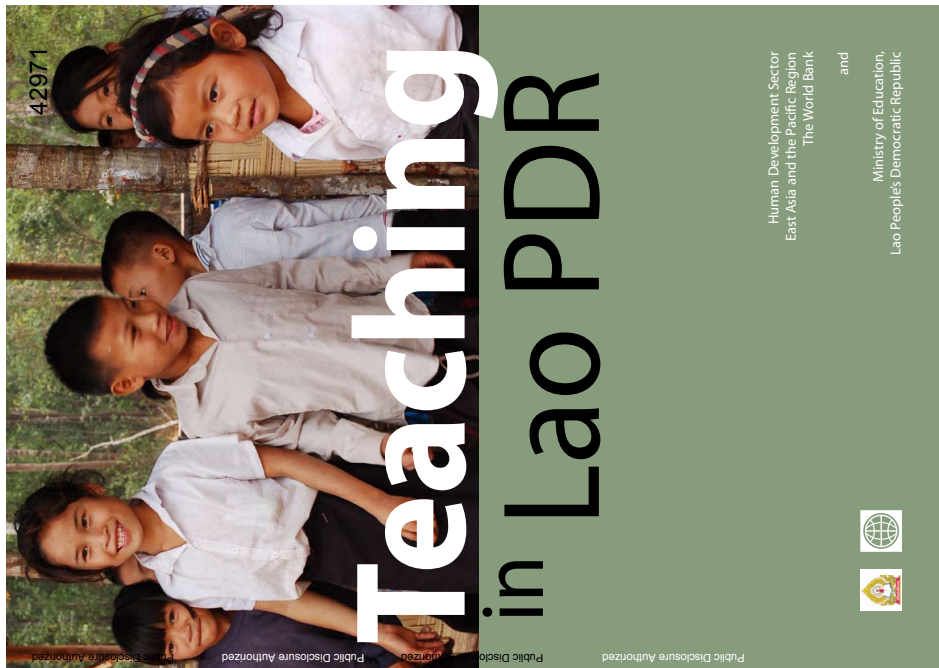


When the First-World-North Goes Local:  
 Education and gender in post-revolution Laos

ANN-LOUISE BÄCKTORP

Pedagogiska institutionen  
 UMEÅ UNIVERSITET  
 NR 83 • 2007

Benveniste, Luis, Jeffery Marshall, Lucrecia Santibañez (2007). "Teaching in Lao PDR." *The World Bank Group & The Ministry of Education Lao PDR 2007*  
<https://openknowledge.worldbank.org/bitstream/handle/10986/7710/429710ESWOLA0P10Box327342B01PUBLIC1.pdf;sequence=1> (accessed May 12, 2018).



Brecht, Jana (2016). "Team II: Jana expands the Lending Library." *The Laos Experience*.  
<http://www.thelaosexperience.com/2016/04/13/team-ii-jana-expands-the-lending-library/> (accessed May 17, 2018).

Angels for Children and the University of Education Karlsruhe

THE LAOS EXPERIENCE

HOME TEAM » BLOG » MISSION » PROJECTS » SERVICES »

Home » All Posts » Team II: Jana expands the Lending Library

### Team II: Jana expands the Lending Library

13 Apr 2016 by Johannes Zeck | All Posts, Workshops No Comments.

My special task during our stay in Laos was to spruce up the English Lending Library. Establishing the Lending Library is a sustainable way to support the Lao English teachers in improving their proficiency in teaching English as a foreign language: At the Lending Library, the teachers can borrow plenty of material for their classrooms, but also a great variety of items to study the English language for themselves as well as didactic material for teaching English as a foreign language (TEFL). Therefore we brought 2 more suitcases filled with books from Germany, which were generously donated by private persons this time.

When I saw the Lending Library for the first time I was shocked. I had seen a picture of Franziska standing in front of the well-structured and organized new library, which flashed up in my mind. The library I was standing in front of did not bear any likeness to the library in the picture. Somehow it was good to realise that the teachers had obviously made use of the material, but it looked like they had not put the books back to the right spot. It was, regrettably and quite frankly, a mess. Consequently, I spent many hours in the office to rearrange the library and sort the books by topics. I made little signs which I stuck on the shelves so it would be easier for the teachers to find books and to return them to their spots. The monotonous work was sweetened by the curious glances of the Laotian pupils. When I started laminating some picture books for the library, the children were so fascinated

Angels for Children  
Engel für Kinder

ph University of Education  
Pädagogische Hochschule  
karlsruhe

Search

Live documentation

Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung. „Asien: Laos.“  
[http://www.bmz.de/de/laender\\_regionen/asien/laos/index.html](http://www.bmz.de/de/laender_regionen/asien/laos/index.html) (accessed March 10, 2018).

Soziale Netzwerke: [Twitter](#) [G+](#) [Facebook](#) [YouTube](#) > English > Datenschutz > Kontakt [Leichte Sprache](#) [Gebärdensprache](#)

Bundesministerium für wirtschaftliche Zusammenarbeit und Entwicklung

Suchbegriff eingeben

Ministerium Themen Länder Mitmachen! Mediathek Aktuelles Service

Startseite Länder Asien Laos Zusammenarbeit Informationen zum Land

Asien  
**Laos**

Karte BMZ

Google Kartendaten © 2018 Google, SK telecom, ZENRIN | 200 km Nutzungsbedingungen  
 Diese Kartendarstellung gibt nicht in jedem Einzelfall die völkerrechtliche Position der Bundesregierung wieder.

Einwohner	6.758.353 (2016)
Kindersterblichkeit	63,9 (2016)
Lebenserwartung	66,69 (2016)
Anteil der Menschen, die in extremer Armut leben	22,7 % (2012)

Deutsche Botschaft

Central Intelligence Agency. “The World Factbook: East & Southeast Asia: Laos.”  
<https://www.cia.gov/library/publications/the-world-factbook/geos/la.html> (accessed March 20, 2018).

CENTRAL INTELLIGENCE AGENCY

THE WORK OF A NATION. THE CENTER OF INTELLIGENCE.

Report Threats [Contact](#)

Search CIA.gov... SEARCH

HOME ABOUT CIA CAREERS & INTERNSHIPS OFFICES OF CIA NEWS & INFORMATION LIBRARY KIDS' ZONE

Library

Home » Library » Publications » Resources » The World Factbook

THE WORLD FACTBOOK

Please select a country to view

ABOUT REFERENCES APPENDICES FAQs CONTACT VIEW TEXT/FLOW BANDWIDTH VERSION DOWNLOAD PUBLICATION

EAST & SOUTHEAST ASIA :: LAOS

PAGE LAST UPDATED ON MAY 07, 2018

VIEW PHOTOS OF LAOS

Map showing Laos and surrounding regions (Thailand, Vietnam, Cambodia, Myanmar, China, India, Philippines, Indonesia, Malaysia, Brunei, Singapore, East Timor, Papua New Guinea, Solomon Islands, Vanuatu, Fiji, Tonga, Samoa, Tokelau, Cook Islands, Niue, New Zealand, Australia, Oceania).

Federal Foreign Office – Auswärtiges Amt. “Laos: Kultur- und Bildungspolitik.“  
<https://www.auswaertiges-amt.de/de/aussenpolitik/laender/laos-node/kultur/201070> (accessed May 11, 2018).

The screenshot shows the website of the German Federal Foreign Office (Auswärtiges Amt). The page title is "Kultur- und Bildungspolitik" (Culture and Education Policy) for Laos. The navigation bar includes "Einreise und Aufenthalt", "Auswärtiges Amt", "Reise und Sicherheit", "Außen- und Europapolitik" (selected), "Ausbildung und Karriere", and "News und Service". The main content area features a large heading "Kultur- und Bildungspolitik" and a flag of Laos. Below the heading, there is a table of contents with three sections: "1 Bildungssystem", "2 Kulturpolitik", and "3 Weitere Informationen". The page also includes a search bar, a contact link, and a language selector.

Findeisen, Genia (2016). “Tourismusentwicklung in Indochina: Vietnam/Laos/Kambodscha.” *Geographische Rundschau*, 2 (2016)  
[https://c.wgr.de/f/onlineanhaenge/files/html5\\_preview/511602\\_32-39\\_findeisen/](https://c.wgr.de/f/onlineanhaenge/files/html5_preview/511602_32-39_findeisen/)  
 (accessed May 16, 2018).



Frister, Franziska (2016). "English "Lending Library" in Ban Sikeud Primary School." *The Laos Experience*. <http://www.thelaosexperience.com/2016/02/01/english-lending-library-in-ban-sikeud-primary-school/> (accessed May 17, 2018).

The screenshot shows the website 'THE LAOS EXPERIENCE' with a navigation menu including HOME, TEAM, BLOG, MISSION, PROJECTS, and SERVICES. The breadcrumb trail is 'Home » All Posts » English "Lending Library" in Ban Sikeud Primary School'. The main article is titled 'English "Lending Library" in Ban Sikeud Primary School' and is dated '01 Feb 2016' by 'Johannes Zeck'. The text describes a lending library in the teachers' room of Ban Sikeud Primary School, containing English books for pleasure and didactic materials. It also mentions a cooperation with English teachers in Laos and a list of items including 170 books, 30 CDs, 5 DVDs, and hand puppets. A search bar and a 'Live documentation' section are visible on the right side of the page.

Hays, Jeffrey (2014). Facts and Details. <http://factsanddetails.com/southeast-asia/Laos/> (accessed March 10, 2018).

The screenshot shows the website 'FACTS AND DETAILS' with a navigation menu including Home, Southeast Asia, and Laos. The main article is titled 'Laos' and contains a list of links to various topics: History and Religion, People and Life, Minorities and Culture, Government, Infrastructure, Economics, Nature, Environment, Animals, Travel Information and Places, and Hill Tribes from the Golden Triangle. The footer includes 'About This Project', 'Support and Donations', a search bar, and contact information: 'Questions or comments, e-mail ajhays98@yahoo.com' and '© 2013 Jeffrey Hays'.



J&C Services. “State School Numbers Chalk Up Decline.” <http://jclao.com/state-school-numbers-chalk-up-decline/> (accessed May 12, 2018).

**State School Numbers Chalk Up Decline**

22/03/2018 | J&C Admin | 286 Views | private schools Laos, public schools Laos

Source: [Vientiane Times](#)

The number of state primary schools has decreased in Vientiane because fewer children are registering for classes while many parents have enrolled their children in private schools.

As a result, the remaining students from several state schools have been combined into larger schools in nearby villages, an official in charge of the issue at the Ministry of Education and Sports told *Vientiane Times* yesterday.

In the meantime, education officials are investigating the reasons for the falling number of state school pupils, the official said.

Kaemmer, Isabell, Shirin Ud-Din & Isabel Martin (2018). “Trio’ (Lao) Export Co., Ltd Garment Manufacturers Industry – from fabrics to education in Ban Sikeud.” *The Laos Experience*. <http://www.thelaosexperience.com/2018/04/08/an-excursion-to-trio-lao-export-co-ltd/> (accessed April 13, 2018).

**“Trio” (Lao) Export Co., Ltd Garment Manufacturers Industry – from fabrics to education in Ban Sikeud**

08 Apr 2018 | by Shirin Ud-Din | All Posts, Laos | No Comments.

During our work at [Ban Phang Heng lower secondary school](#) we also spent time together with [Madame Engel](#) of the [Angels for Children Foundation \(AFC\)](#). This is always very interesting. On one of those days, she gave us a guided tour through the largest company in the area called [Trio \(Lao\) Export Co., Ltd Garment Manufacturers Industry](#). This textile company was the decisive factor in the reconstruction of the three state schools by “Angels for Children”, namely the Ban Phang Heng Lower Secondary School, the Ban Phang Heng primary school, and the Ban Sikeud primary school.

The company’s development brought with it a large increase of population in the surrounding villages. The children of many workers were playing in the streets of Sikeud during the day, many of them barefoot and with little else to wear, while their parents were at work producing garments for the West. To give the children a better perspective in life by way of education, the foundation rebuilt the three schools. This would not only ensure a better future for the children, but also produce a workforce for the area (and Trio, of course) that learns to read, write, and count to start with. (The average age of the Lao population is 22.) To enable the children to be admitted to school, Madame Engel and her sister-in-law sewed school-uniforms for them at weekends.

Malchow, Lara & Veronika Golla (2017). "Global Handwashing Day 2017." *The Laos Experience*. <http://www.thelaosexperience.com/2017/11/03/global-handwashing-day-2017/> (accessed May 23, 2018).

The screenshot shows the website 'THE LAOS EXPERIENCE' with a navigation menu including HOME, TEAM, BLOG, MISSION, PROJECTS, and SERVICES. The article title is 'Global Handwashing Day 2017', dated 03 Nov 2017, by Lara Malchow. The article content includes a sub-header 'Global Handwashing Day in Laos' and a paragraph explaining the purpose of the day. A search bar and a 'Live documentation' section are also visible on the right side of the page.

Angels for Children and the University of Education Karlsruhe

THE LAOS EXPERIENCE

HOME TEAM » BLOG » MISSION » PROJECTS » SERVICES »

Home » All Posts » Global Handwashing Day 2017

Global Handwashing Day 2017

03 Nov 2017 by Lara Malchow | All Posts, Intercultural activities, Laos, Partnership No Comments.

**Global Handwashing Day in Laos**

Washing hands is a privilege that should be accessible for everyone. But not everywhere is it normal to wash your hands with soap or even at all. To counteract this hygienic problem the Global Handwashing Day (GHD) was created. The first time it was celebrated was in 2008. Since then it has been an annual reason for big festivities on the 15th of October and this is celebrated by more than 200.000.000 people in over 100 countries.

The campaign was founded by different national and international organizations, like UNICEF, Unilever, the World Bank Water & Sanitation Program, and the United States Agency for International Development, in order to raise awareness about hand hygiene and the fact that a simple action like washing hands with soap can decrease diseases and even child mortality.

Global Handwashing Day is designed to

- foster and support a global and local culture of handwashing with soap,
- shine a spotlight on the state of handwashing around the world,

Angels for Children  
Engel für Kinder

ph University of Education  
Pädagogische Hochschule  
karlsruhe

Search

Live documentation

Martin, Isabel (2018a). „Teacher Training.“ *The Laos Experience*. <http://www.thelaosexperience.com/teacher-training/> (accessed May 17, 2018).

The screenshot shows the website 'THE LAOS EXPERIENCE' with a navigation menu including HOME, TEAM, BLOG, MISSION, PROJECTS, and SERVICES. The article title is 'Teacher training'. The article content includes a sub-header 'What you see is what you get: Skills, knowledge, attitude' and a paragraph explaining the structure of the education system in Laos. A search bar and a 'Live documentation' section are also visible on the right side of the page.

Angels for Children and the University of Education Karlsruhe

THE LAOS EXPERIENCE

HOME TEAM » BLOG » MISSION » PROJECTS » SERVICES »

Home » Teacher training

Teacher training

**What you see is what you get: Skills, knowledge, attitude**

*"The best teacher is the one who gradually makes himself redundant." (George Orwell, 1903-1950)*

Our contribution to further education in Laos is structured as a 4-tier cascading system. I was asked to design it in July 2015 and it is continually being developed, expanded, and improved by the entire team. It is governed by the principle that "teaching" means studying and providing the conditions in which a particular group of learners can learn.<sup>1</sup>

Its smallest working unit in our "teach-the-teacher" project is the tandem-partnership between 1-2 Lao teacher(s) and one German volunteer. On the higher operational level, there are teams at each school or college which can range from 4 to 40 active members. The largest unit, the entire team, comprises ca. 80 people at this point. As from September 2018, we welcome a new partner: Savannakhet University.

The tandems build a working-relationship together throughout the four tiers:

- language skills development through regular English lessons (one hour a day)
- development of teaching skills (methodology and didactics) through job-shadowing, hospitations, tandem-teaching, feedback, and joint lesson preparation (one hour a day)
- customized workshops on relevant topics and practical help through new material, introduction of

Angels for Children  
Engel für Kinder

ph University of Education  
Pädagogische Hochschule  
karlsruhe

Search

Live documentation

Mayer, Tobias (2016). "Mopsy: final review." *The Laos Experience*.  
<http://www.thelaosexperience.com/2016/02/03/mopsy-final-review/> (accessed May 17, 2018).

The screenshot shows a web browser displaying a blog post titled "Mopsy: final review". The page header includes the site name "Angels for Children and the University of Education Karlsruhe" and navigation links for HOME, TEAM, BLOG, MISSION, PROJECTS, and SERVICES. The breadcrumb trail reads "Home » All Posts » Mopsy: final review". The article content includes a date of "03 Feb 2016" by "Johannes Zeck" and a "1 Comment" indicator. The text discusses the use of a dog hand puppet named "Mopsy" in a classroom setting, noting its popularity among pre-schoolers and the challenges of its use. On the right side, there are logos for "Angels for Children" and "University of Education Pädagogische Hochschule karlsruhe", along with a search bar and a "Live documentation" section.

Ministry of Education and Sports (2004). "Teaching performance in Lao primary school and its relation to teacher training background." <http://www.temis-moes.gov.la/doc/Operational%20Study/ope1.htm> (accessed May 27, 2018).

The screenshot shows the title page of a report. At the top, it identifies the "Ministry of Education TTEST Project Teacher Training Department". The main title is "FINAL REPORT" in bold, followed by "TTEST Operational Study 1" and "Teaching performance in Lao primary schools and its relation to teacher training background". There is a large empty rectangular box on the left side of the page.



National Regulatory Authority. “The UXO Problem: History and War.”  
<http://www.nra.gov.la/uxoproblem.html> (accessed May 16, 2018).

**National Regulatory Authority  
For UXO/Mine Action Sector in Lao PDR  
(UXO-NRA)**

HOME NEWSFEED UXO PROBLEM ABOUT THE NRA NRA UNITS PARTNERS OPERATIONAL REPORTS RESOURCES  
CONTACT US

Home → UXO Problem

**History and War**

The Lao PDR is, per capita, the most heavily bombed country in the world. Throughout the [Second Indochina War \(1964-1973\)](#) more than 580,000 bombing missions (or a bombing mission every 8 minutes, 24 hours a day, for 9 years) and wide ranging ground battles, led to over 2 million tons of ordnance being dropped on Laos. Over 270 million cluster munitions were used, of which there are an estimated 80 million malfunctioned and remained live and buried in the Lao landscape after the war's end.

Today, that same unexploded ordnance (UXO) continues to contaminate vast areas of the country; dangerously lying in forests, rice fields, villages, school grounds, roads and other populated areas.

Approximately 25 % of Laos' 10,000 plus villages are UXO contaminated. A map illustrating the number and location of bombing runs according to US bombing records can be found [here](#).

**Current Day**

Despite huge advancements in the human and institutional capacity within the UXO Sector, and much investment from the international community, Laos still has a very significant UXO problem.

Clearance of contaminated land and release of land via technical survey continues to increase year-by-year. Risk Education messaging reaches farther and wider than ever before. However, people still continue to be injured and killed by unexploded bombs lying dormant and hidden all across Laos.

The biggest problem is the threat posed by leftover cluster bombs. Currently, these make up roughly 50% of the type of UXO being found and cleared in Laos, and in the last decade they have caused approximately 30% of all UXO related accidents. [Cluster munitions explained.](#)

The impact felt as a result of the lingering danger of UXO is multi-dimensional. Most tragic is the continuing number of accidents occurring and the number of lives lost or badly hurt. Simultaneously, the continued presence of UXO curtails socio-economic development in Laos; local development, agriculture productivity, infrastructure building, and economic investment, are all negatively affected. Ultimately, it is the people of Laos who suffer, for UXO contributes to a cycle of poverty experienced in so many communities. [UXO impact explained.](#)

**Key Facts and Figures**

- 580,000 bombing missions
- 2 million tonnes plus of ordnance dropped
- 270 million bombs dropped
- Up to 30% of bombs failed to detonate
- 80 million plus live bombs remained
- All 17 provinces in Laos suffer UXO contamination
- 25% of all villages are UXO contaminated
- 50,000 plus victims of UXO (1964 and 2008)
- 20,000 casualties post-war (1974 on)
- **Of this 50,000:**
- 23% were children

Pacific Bridge Medical (2017). “Healthcare in Laos.”  
<https://www.pacificbridgemedical.com/publication/healthcare-in-laos/> (accessed May 21, 2018).

**PACIFIC BRIDGE MEDICAL**

ABOUT US WHY CHOOSE US BLOG

HOME | BUSINESS DEVELOPMENT SERVICES | REGULATORY SERVICES | TARGET ASIAN MARKETS | RESOURCE CENTER | CONTACT US

Home

Business Development Services

Regulatory Services

Target Asian Markets

Resource Center

Why Choose Us

**MEDICAL DEVICES & IVD'S**

- Business Development Services
- Regulatory Services
- Resource Center

**Healthcare in Laos**

July 11, 2017 | Leave a comment

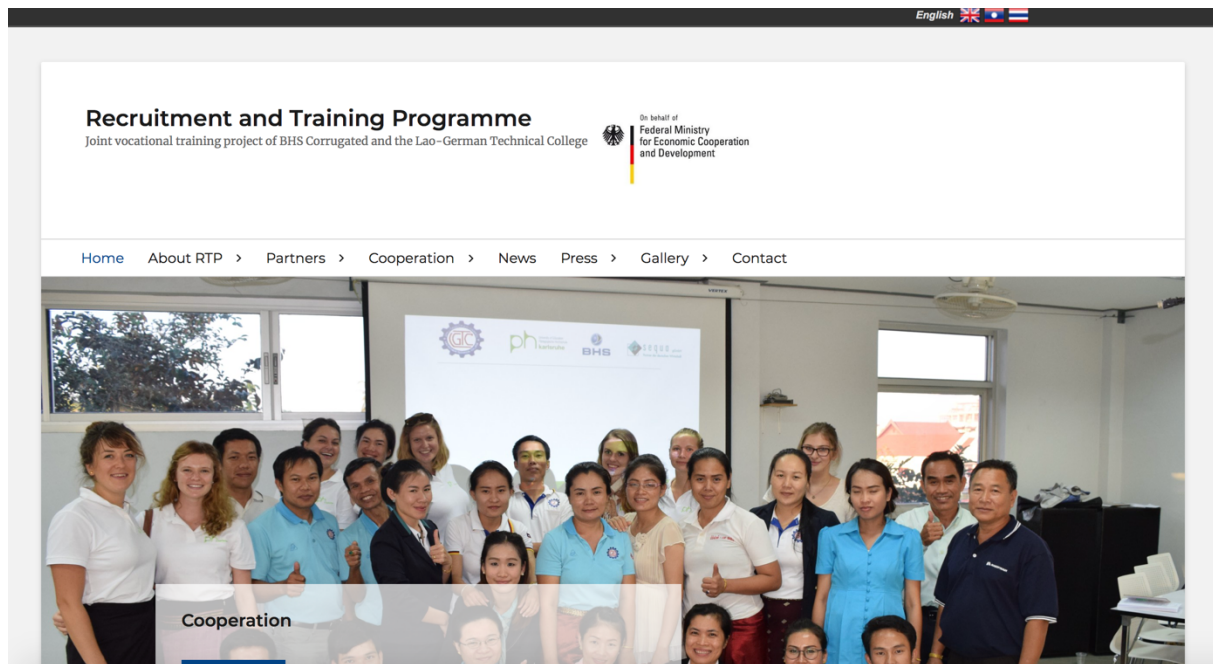
in Share Tweet Facebook Share 0 G+ Marken Share 1

**Introduction**

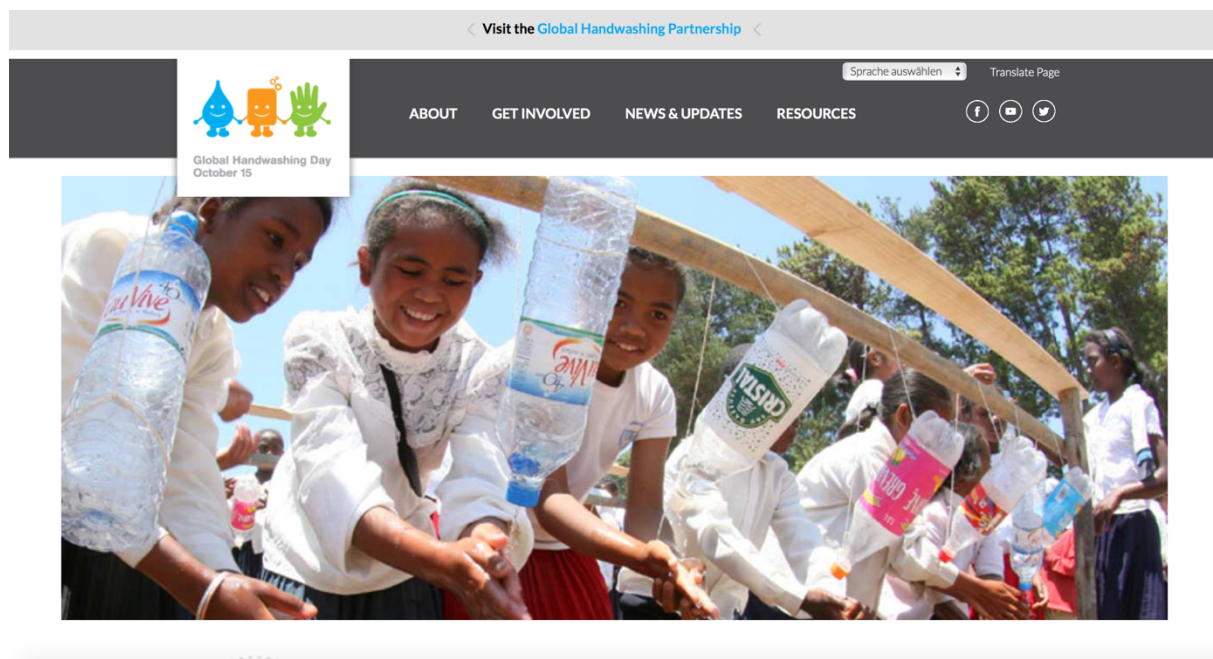
Laos was a French colony until 1953 and then underwent a civil war. Laos achieved political stability in 1975 when the war ended. Then, beginning in the late 1980s, Laos' communist government started market reforms and opening up to the world. Although Laos is a small country with a population of 7 million, its natural resources, ongoing infrastructure projects, and foreign investment have helped aid the country's economic development.

In the past decade, Laos' GDP adjusted for Purchasing Power Parity (PPP) has more than doubled and is predicted to exceed \$45 billion in 2017. For the past five years, Laos' economy has sustained an average annual GDP growth rate of 7% due to its large mineral reserves, access to the massive Mekong River, and foreign investments primarily from China, Thailand, and Vietnam. In 2011, Laos

Recruitment and Training Programme (2018). “Joint vocational training project of BHS Corrugated and the Lao-German Technical College.” <http://rtp-laos.com> (accessed June 4, 2018).



The Global Handwashing Partnership. “Global Handwashing Day: October 15.” <https://globalhandwashing.org/global-handwashing-day/about-ghd/> (accessed May 23, 2018).



UNICEF. "Laos: The situation of children." [https://www.unicef.org/laos/about\\_22341.html](https://www.unicef.org/laos/about_22341.html) (accessed May 21, 2018).

The screenshot shows the UNICEF Laos website. The header includes the UNICEF logo and navigation links: Home, About us, What we do, Our partners, Latest stories, Resources, and Media centre. The main content area is titled "The situation of children" and features a search bar and an "Email this article" link. A photograph of a young child is shown with the caption "© UNICEF/2013/S.Nazer". The text describes the situation of children in Lao PDR, noting high geographical, cultural, and linguistic diversity, and widespread poverty, particularly among the rural population. It mentions that 44% of Lao children under 5 years old are stunted. A "Child health" section highlights that the under-five mortality rate has decreased from 170 per 1,000 live births in 1992 to 79 per 1,000 in 2011. A second photograph shows a healthcare worker attending to a child, with text stating that Lao PDR has seen significant declines in young child mortality.

World Bank Group. "Global Partnership for Education: Lao PDR." <https://www.globalpartnership.org/country/lao-pdr> (accessed May 12, 2018).

The screenshot shows the GPE website for Lao PDR. The header features the GPE logo and navigation links: EDUCATION, COUNTRIES, ABOUT US, FOCUS AREAS, DATA & RESULTS, FUNDING, and BLOG. A large photograph of a young girl is the main visual. A "View other countries" dropdown menu is visible. Social media icons for Facebook, Twitter, LinkedIn, and Email are on the right. A cookie consent banner at the bottom reads: "We use cookies to ensure you get the best experience on our website. [Learn more](#)". The footer includes the Lao flag, the text "Lao", and information: "GPE partner since: 2009", "Coordinating agency: Department of Foreign Affairs and Trade (Australia), UNICEF", and "Education Key Documents".



World Wide Fund for Nature (WWF) (2017). “Mekong River in the Economy.” [http://greatermekong.panda.org/our\\_solutions/mekongintheeconomy/](http://greatermekong.panda.org/our_solutions/mekongintheeconomy/) (accessed March 20, 2018).

The screenshot shows the WWF website's 'Mekong River in the Economy' page. At the top, there is a navigation bar with 'WWF Global' and a search box. Below it, a green navigation menu includes 'Greater Mekong', 'About', 'Challenges', 'Our Solutions', 'News', 'Publications', and 'Jobs'. The main content area features a large image of a river flowing through a rocky landscape. To the left of the image is a sidebar with a list of 'Our Solutions' including Green economy, Landscape conservation, Climate Change, REDD, Sustainable hydropower, Flagship species, Projects across the region, Ecosystem-based Adaptation, Greater Mekong Power Sector Vision, and Sustainable Forest Products. The 'Mekong River in the Economy' item is highlighted in green. To the right of the image is a 'REPORT LAUNCH' section dated November 11, 2016, for the Mekong Water, Food and Energy Forum in Bangkok, Thailand. A red 'DONATE' button is visible on the right side of the page.

Zeck, Johannes (2017). “From Laos to England: 4 teachers go on an 8-week English language course at Hilderstone College, sponsored by AfC.” *The Laos Experience*. <http://www.thelaosexperience.com/2017/08/23/from-laos-to-england-the-journey-of-a-lifetime/> (accessed May 20, 2018).

The screenshot shows a blog post on the 'The Laos Experience' website. The header includes the site name and navigation links for HOME, TEAM, BLOG, MISSION, PROJECTS, and SERVICES. The article title is 'From Laos to England – 4 teachers go on an 8-week English language course at Hilderstone College, sponsored by AfC'. The author is 'IMartin' and the date is '23 Aug 2017'. The text describes how four Lao English teachers attended an 8-week course at Hilderstone College, sponsored by the German foundation 'Angels for Children'. It mentions a journey of 11,700 km from Ban Sikeud in Laos to Broadstairs, Kent, England, via two or three connecting flights. The article also notes that such a journey is not affordable for most people and is often only experienced through TV or the Internet. The footer of the page includes a search bar and a 'Live documentation' section.

Zeck, Johannes, Isabel Martin & Lena Wink (2016). "The Lao-German Technical College Vientiane." *The Laos Experience*.  
<http://www.thelaosexperience.com/lao-german-technical-college-vientiane/>  
(accessed May 29, 2018).

The screenshot displays the website 'THE LAOS EXPERIENCE'. The top navigation bar includes 'HOME', 'TEAM >', 'BLOG >', 'MISSION >', 'PROJECTS >', and 'SERVICES >'. A blue breadcrumb trail reads 'Home > Lao-German Technical College Vientiane'. The main content area features a section titled 'Lao-German Technical College Vientiane' with several paragraphs of text. To the right, there is a logo for 'Angels for Children' with the tagline 'Engel für Kinder', and the logo for 'ph University of Education Pädagogische Hochschule karlsruhe'. Below these is a search bar with the text 'Search' and a magnifying glass icon. A section titled 'Live documentation' is partially visible at the bottom right, showing a video player interface.

Angels for Children and the University of Education Karlsruhe

THE LAOS EXPERIENCE

HOME TEAM > BLOG > MISSION > PROJECTS > SERVICES >

Home > Lao-German Technical College Vientiane

### Lao-German Technical College Vientiane

The Lao-German Technical College ("LGTC") is a vocational training school under the auspices of the [Ministry of Education and Sports](#). It was founded in 1964 as part of Germany's development aid in Laos during that time and is supported today by the Federal Republic of Germany.

The LGTC offers different vocational training courses for Lao students who finished lower secondary school or high school. Degrees range from "Skilled worker" to a Bachelor's degree. More than 1,300 students are currently enrolled, with 670 new students taking up their training in September 2016.

For graduates from lower secondary schools (e.g. our school in [Ban Phang Heng](#)), the LGTC offers so-called "9+2" or "9+3" training courses, which means nine school years plus two or three years of vocational training. For upper secondary, i.e. high school graduates the LGTC offers "12+2" and "12+2+1" courses. The syllabus is divided up into semesters: the "winter" semester lasts from September until the middle of March and the "summer" semester from the end of March until mid-July.

The LGTC is divided into six main sections: Automotive, metal machinery, electro-electronics, welding-plumbing, heavy equipment and agro-machinery. Each section has its own workshop; theory lessons are held in the main building.

Since the LGTC is closely connected with Germany and its (unique) dual training system, their objective is to include more and more companies in the training courses on offer, in order to provide a practice-oriented

Angels for Children  
Engel für Kinder

ph University of Education  
Pädagogische Hochschule  
karlsruhe

Search

Live documentation

## 10. Appendix

### 10.1 Overview

<b>Content</b>	<b>Page</b>
10.2 Full table of Teacher Education requirements	117
10.3 Exemplary weekly report from Pauline Kern	118
10.4 Overview: warm-up group session 1	119
10.5 Overview: warm-up group session 2	120
10.6 Overview: warm-up group session 3	121
10.7 Lyrics of the song “Do you know what day it is?”	121
10.8 Lyrics of the “Good-bye” song (unknown author)	121
10.9 Unit 1 in “English for Mopsy and me” page 13 + 14	122-123
10.10 Flashcards	124-125
10.11 Multiple-choice picture strips	126
10.12 Evaluation sheet (template)	127
10.13 Group 1: Evaluation sheets	128-130
10.14 Group 2: Evaluation sheets	130-132

## 10.2 Teacher Education Requirements

<b>Title</b>	<b>Schooling Required on Entry</b>	<b>Years Required at TEI</b>	<b>Intended Outcome</b>
5+3	Five years of primary education	Three	Qualification to teach in (remote) primary
5+4	Five years of primary education	Four	Qualification to teach in (remote) primary
8+1	Five years of primary education plus three years of lower secondary education	One	Qualification to teach in (remote) primary
8+3	Five years of primary education plus three years of lower secondary education	Three	Qualification to teach in primary
11+1Y	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	One	Qualification to teach in pre-school
11+1Z	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	One	Qualification to teach in primary
11+2	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	Two	Qualification to teach in primary
11+3A	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	Three	Qualification to teach natural science in lower secondary
11+3B	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	Three	Qualification to teach social science in lower secondary
11+3C	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	Three	Qualification to teach English in lower secondary
11+3D	Five years of primary education, three years of lower secondary education, plus three years of upper secondary	Three	Qualification to teach French in lower secondary

Source: MoE (2006a)

Note: The coding suffixes, such as 11+1 Y are shown although in Lao PDR education circles these are simply referred to as "11+1" or "11+1 Pre-school."

## 10.3 Exemplary weekly report from Pauline Kern

**Note:** all of the remaining ten reports can be handed in by request.

Ban Sikeud Primary school, Ban Phan Heng primary and secondary school:KW 43  
(Pauline Kern)

### KW 38 (19.09.2016 - 23.09.2016)

As it was my first teaching lesson, I first introduced myself everywhere and I tried to find rituals in my teaching. With the preschoolers and the non-English beginners I have the "Good morning" song and the "Goodbye" song as a ritual now.

#### Mopsy lesson

In short: In Mopsy class I introduced Mopsy and the conversation "What is your name?", "My name is...", "Good morning..." in different ways. I had to make name signs for every child, which was a lot of work to do, but helped me enormously.

extra material:  
name signs

Monday	This week I started to give my Mopsy lessons to all of the 120 children. It was a little bit exhausting at the beginning because of all the repetition I had to do with the groups. I decided them up into 6 groups with more or less 10 children per group at each school. It was easy to tell the teachers to split up the children into groups and in Ban Sikeud we went into the library to do Mopsy lessons. In Ban Hang Heng we just sat down on the ground in the school yard. I have only time to take three groups of Ban Hang Heng per day, this is why I do it alternately. The children from Ban Phang Heng get Mopsy lessons twice a week- those from Ban Sikeud 4 times a week. I introduced the song: "Good Morning!" and at the end "Time to say goodbye" with gestures and the children liked it very much and could sing with me. This is going to be our ritual because I want to do it at the beginning and the end of every lesson. Then I took the hand puppet Mopsy and introduced "My name is..." by talking with him to the children. I asked every child: "What is your name?" and tried to make them say: "My name is...". This worked out OK. We will continue tomorrow:-) At home I made a name sign for every child. Each group has a different colour- when I put up a colour sheet of paper the children should know which group has to come to me (It does not really work- so I have to read out the names every time)
Tuesday	Today I repeated the phrase: "What is your name?" with the children. Most of them knew it better than yesterday and it was easier for them to tell me their names. They could shake hands with Mopsy which made them laugh a lot. In some groups I already asked them to make a real conversation. One child took Mopsy and asked his neighbour: "What is your name?" and the neighbour answered: "My name is...". It was a lot of fun for them to take Mopsy by their own.
Wednesday	I repeated once more the question: "What is your name?" and "My name is..." and tried to make a conversation with the children (Mopsy passing around). In the 3 first groups it worked out quiet well, so that I added "Good morning..." and "Good morning Mopsy!" to the conversation. It was fun for the children to shout the question "What is your name?".
Thursday	Today I tried to repeat everything we did in the week. We sang our Good morning and goodbye-song, and we asked our names. Some children really seem to understand, others need a lot of help to repeat. This time I took a ball and the children passed it to each other. They really like Mopsy because they always want to touch him and to take him their self.
personal observations	I observed that a lot of the small children have a strange state of their feet and I don't know why. Moreover it is really difficult to explain to the teachers, that I want them to prepare the children, so that they can come into my classroom alone. They do not understand that I put them into coloured groups so that it is easier for me to group them. Maybe I will try to do it once more, when I introduce the colours.



10.4 Warm-up group session 1

		Video- sequence	Description	Unit/page
1	Song: Good-Morning	Group 1: 0:04 – 0:48 Group 2: 0:10 – 0:49	The Good-Morning song was used by P. Kern as a ritual every day to start the lesson	Song: page 47
2	Song: Do you know what day it is?	Group 1: 0:50 – 0:52 Group 2: 0:55 – 1:50	Listing up all days of the week by counting from one to seven was another daily ritual (not in the “Mopsy-book”)	
3	Mopsy: How are you today?	Group 1: 2:43 – 5:43 Group 2: 1:55 – 5:29	Mopsy is handed around the circle; the child holding Mopsy asks its partner the question, who has to answer, “I’m fine, thank you!”	
4	Mopsy: What’s your name?	Group 1: 5:53 – 7:48 Group 2: 5:30 – 7:06	Mopsy is handed around the circle; the child holding Mopsy asks its partner the question, who has to answer “My name is...” All students can shake hands with Mopsy in the end	UNIT 1 (p. 13ff.)
5	It’s a hand/foot	Group 1: 7:55 – 11:12 Group 2: 7:07 – 8:50	The flashcard of a hand/foot appears, students say what come into their minds; examiner hands around the flashcard and asks, “What is this?”; students have to answer, “It’s a hand!”	UNIT 2 (p. 17ff.)
6	Game	Group 1: 11:13 – 13:13 Group 2: 8:51 – 10:16	Both flashcards are hidden under a cloth, one student after another grabs a flashcard and says, “It’s a hand/foot!”	UNIT 2 (p. 18.)
7	Song: I’ve got ten fingers	Group 1: 13:16 – 16:00 Group 2: 10:18 – 12:04	The examiner repeats the words of the song (ten fingers, ten toes, two ears, two eyes, one nose) before starting to sing	UNIT 3 (p. 21ff.)
8	Mopsy: Good-bye & Good-bye song	Group 1: 16:05 – 17:22 Group 2: 12:06 – 12:55	The students say good-bye to Mopsy and together they sing the Good-bye song	

10.5 Warm-up group session 2

		Video- sequence	Description	Unit/page
1	Song: Good-Morning	Group 1: 0:04 – 0:44 Group 2: 0:04 – 0:41	See session 1	Song: page 47
2	Song: Do you know what day it is?	Group 1: 0:46 – 1:51 Group 2: 0:44 – 1:44	See session 1	
3	Mopsy: How are you today? What's your name?	Group 1: 1:57 – 2:34 Group 2: 1:53 – 2:34	See session 1	
4	Mopsy: Boys and girls	Group 1: 2:40 – 7:22 Group 2: 2:36 – 8:34	<ul style="list-style-type: none"> <li>- Mopsy is a boy, Alisa is a girl</li> <li>- Examiner asks, "Are you a boy/ girl?"; students have to answer "No, I'm not! / Yes, I am!"</li> <li>- Examiner holds up one flashcard and says "All the boys/ girls/ everybody stand up!"</li> </ul>	UNIT 9 (p. 45ff.)
5	Hokey Pokey	Group 1: 7:24 – 10:53 Group 2: 8:36 – 12:07	First, the examiner explains the difference between left and right; then the song "Hokey Pokey" (in the course book it is called "Hokey Kokey") is sung together	UNIT 6 (p. 33f.)
6	Game: multiple-choice flashcards	Group 1: 10:58 – 13:27 Group 2: 12:10 – 14:39	The examiner chooses 4 flashcards, of which one student has to identify correctly when hearing a sentence for instance "It's a girl"	
7	Song: Head, shoulders, knees and toes	Group 1: 13:28 – 14:59 Group 2: 14:40 – 15:34	The examiner starts singing and demonstrating the movements, the students sing along	UNIT 11 (p. 53)
8	Song: Good-bye	Group 1: 15:03 – 15:45 Group 2: 15:35	The group sing the Good-bye song together	

## 10.6 Warm-up group session 3

		Video- sequence	Description	Unit/page
1	Song: Good-Morning	Group 1: 0:04 – 1:04 Group 2: 0:04 – 0:29	See session 1	Song: page 47
2	Song: Do you know what day it is?	Group 1: 1:05 – 1:46 Group 2: 0:30 – 1:15	See session 1	
3	Mopsy: How are you today?	Group 1: 2:00 – 2:55 Group 2:	See session 1	
4	Mopsy: What's the matter with Mopsy?	Group 1: 3:01 – 8:05 Group 2:	Mopsy's tummy is aching, turns out it is filled with colored scarves; one by one the examiner & the students pull out the scarves and names the colors	UNIT 12 (p. 57f.)
5	Song: Where is Thumbkin?	Group 1: 8:07 – 13:30 Group 2: 6:08 -	The examiner draws a smiling-face on each of the students' thumbs and they sing the song about each finger together	UNIT 13 (p.61f.)
6	Song: Good-bye	Group 1: 13:30 – 13:53 Group 2:	The group sing the Good-bye song together	

## 10.7 Lyrics of the song "Do you know what day it is?"

Author unknown

Do you know what day it is, day it is, day it is?

Do you know what day it is? – Today is \_\_\_\_\_.

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday!

Do you know what day it is, day it is, day it is?

Do you know what day it is? – Today is \_\_\_\_\_.

## 10.8 Lyrics of the "Good-bye" song

Author unknown

Time to go and say good-bye,

Come together and away we fly.

**Unit 1**

**GOOD MORNING TO YOU**

**BEFORE YOU BEGIN**

1. Adhesive labels on which Joan has already written her name and the names for Mopsy and the children, or, cheaper, because you can reuse them, little name cards which can be hung on ribbon around the children's necks.
2. A toy dog, preferably a glove-puppet, who is named Mopsy from now on.
3. Activity Book, page 1, showing Mopsy and the two children.
4. Crayons, which you will need at practically every meeting for drawing and colouring in the Activity Book.
5. Song: Good Morning, or Good Afternoon, Songs page 47.

Note: Each child's name should be pronounced in its native pronunciation, not anglicized. See Teaching Note at 4, Unit 10.

**1. My name is ...**

**What's your name?**



The children sit in a circle with Joan; Mopsy is hidden in her bag. The children's labels or name cards are ready on the table.

JOAN: **Good morning** or: **Good afternoon everybody. My name is Joan.**

Takes label or card, puts it on and repeats:

**My name is Joan.**

When she says *everybody* she makes a gesture with one or both hands to show she means the whole group. Then, to a child near her

**What's your name?**

If she is lucky the child will say its name, e.g. *Christian*

JOAN: **Oh, your name is Christian. Here you are.**

Puts label on child's pullover or hangs the name card around its neck.

**Good morning, Christian.**

Since German children are used to greeting with a handshake she can shake hands with the child. The children always understand the question but usually answer at first only with their name, not with the whole sentence. Joan should ask: *What's your name?* and then follow with: *My name is Joan* so that the children

New in this unit

What's your name?  
 My name is ...  
 Good morning to you  
 Goodbye  
 See you next time  
 everybody  
 How do you do?  
 Good afternoon  
 Mopsy's house

can more easily pick up the answer: My name is ... (their own name). Sometimes a child will not answer at all, and she must ask, reading the various names from her list: *Is your name Susi ...?* to which the child will often answer with a nod. If even this is unsuccessful one of the other children may help by telling her the name spontaneously.

When all the children have been given their name-labels, which should now be clearly visible to her, Joan mimics the barking of a dog which she pretends comes out of her bag. She then produces Mopsy, making his first appearance as amusing and dramatic as possible! While taking him out of the bag she talks:

JOAN: **Woof, woof. Oh, what is it? Oh, woof woof there's something in the bag. Woof woof. Oh, look ...**

She starts taking the glove-puppet out of her bag showing first the feet and last the head, and placing it on her hand:

**it's a dog!**

He barks again:

**Woof woof.**

JOAN: **Good morning!**

MOPSY: in a deep voice

**Good morning.**

JOAN: **My name is Joan**

Pointing to her name-label.

**What's your name?**

MOPSY: **My name is Mopsy.**

JOAN: **What's your name? Mop...?**

MOPSY: very clearly

**My - name - is - Mop-sy.**



JOAN: **Ah, good morning, Mopsy. Look, here's your name.**  
 Puts name on him and shakes hands.  
**Good morning, Mopsy.**

MOPSY: Whispers to Joan.

JOAN: **What is it?**  
 Dog whispers again.  
**Oh, I see.**  
 Then to the children  
**Mopsy wants to know all your names. Will you tell him?**

MOPSY: To the next child  
**Good morning, my name is Mopsy. What's your name?**  
 Joan now faces each child with Mopsy between her and the child. She helps the child to answer by mouthing or whispering the sentence, e.g. *My name is Christian*. The child will repeat with help:

CHILD: **My name is Christian.**

MOPSY: **Good morning, Christian.**

CHILD: **Good morning, Mopsy.**  
 Joan makes Mopsy "speak" to each child in turn, emphasizing the sentence: *My name is Mopsy* each time. With this help most children will manage to produce the whole answer.

## 2. Good morning to you



*Good morning to you!*



JOAN: **So now Mopsy knows all your names.**

MOPSY: Starts to sing the song *Good morning* or: *Good afternoon to you*, moving to its rhythm.  
**Good morning, good morning!**

JOAN: **What's that, Mopsy? Hey,**  
 To the children  
**he can sing!**

MOPSY: **Good morning, good morning, good morning to you ...**

JOAN: **Oh, a Good morning song! Let's sing with him.**

Mopsy moves and Joan sings in his deep voice:  
**Good morning, good morning, good morning to you.**  
 Many of the children will join in and Joan again repeats these words once or twice. Then Mopsy continues with the new line:

MOPSY: **Good morning, everybody, and how do you do!**

JOAN: To the children  
**Oh, let's start again and we can clap our hands to it, all right? Like this.**  
 Joan claps in time to the music and sits the dog on the table or chair near her and starts to sing: **Good morning, good morning, good morning to you. Good morning everybody,**  
 waves her hand towards the whole group  
**and how do you do?**  
*How do you do* does not have to be explained. Joan can encourage the children to sing the song a few times, clapping their hands in time to the music, or they all get up, make a circle and sing the song as follows in 3.

Most children will not bother to look at the page with the songs but the parents like to have them. You can hand them out at a parents' meeting as the year progresses. If any children play a musical instrument, encourage them to learn the music.

## 3. Singing and moving



Joan and the children stand up and make a circle. Mopsy stays on the table. They all sing the song and clap their hands in time to the tune. Joan emphasises the rhythm by clapping in time:

**Good morning, Good morning, Good morning to you,**

and helps the children particularly with

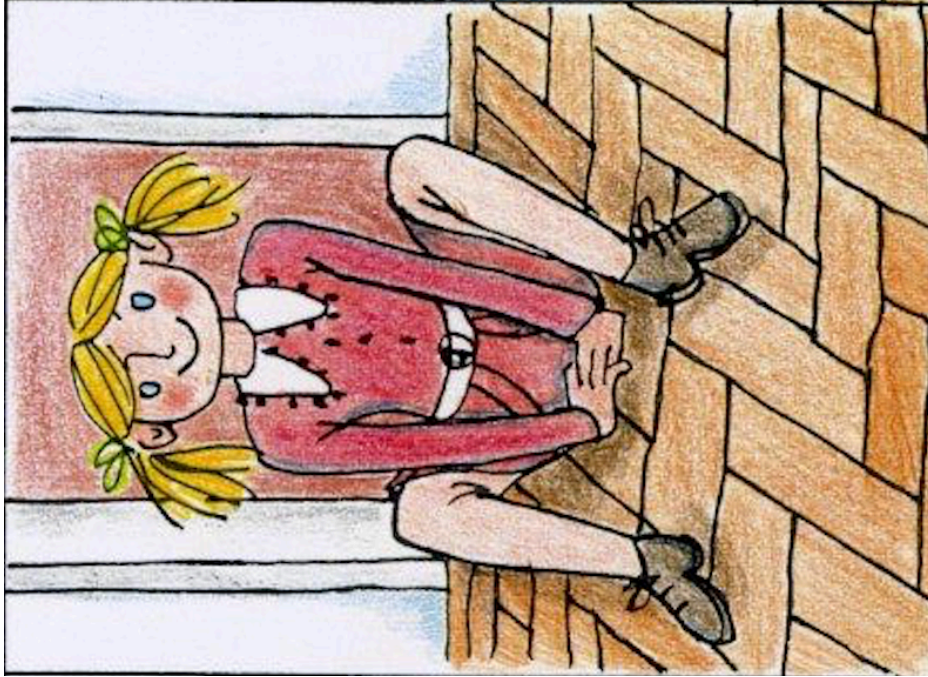
**Good morning eve-ry-bo-dy and how do you do!**

When this has been sung a few times the children will already be more familiar with it. Then they go back and sit down again with Mopsy. Depending on the time Joan could end the first meeting as follows: Mopsy could now say *goodbye* to each child, saying its name. And each child will say *goodbye, Mopsy*.

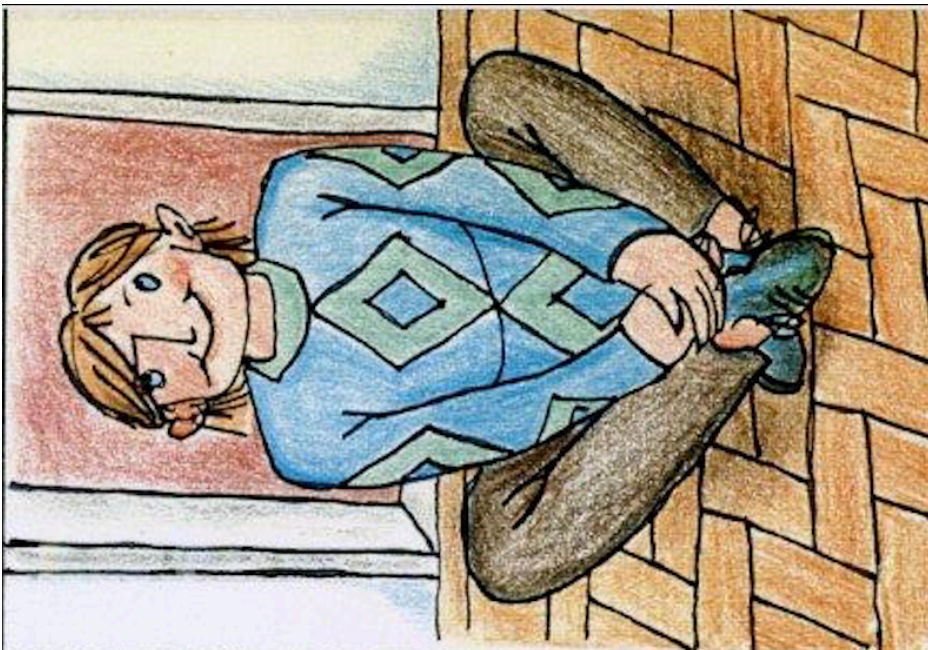
## 10.10 Flashcards

- used for multiple-choice game (qualitative testing)
- used for subtest 1: active speaking (quantitative testing)

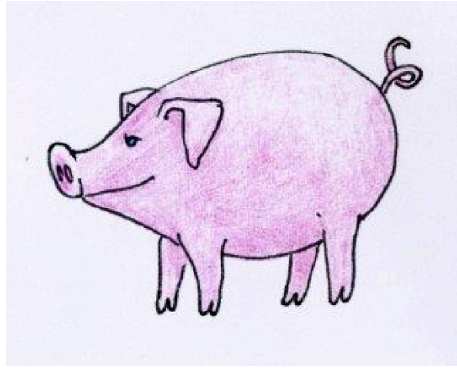
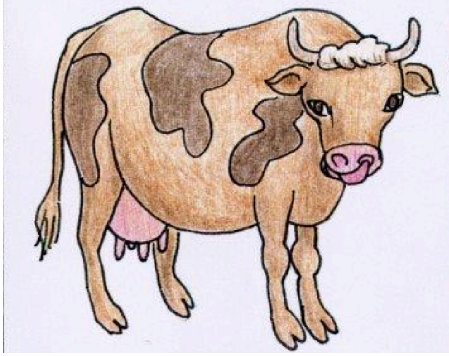
Girl:



Boy:

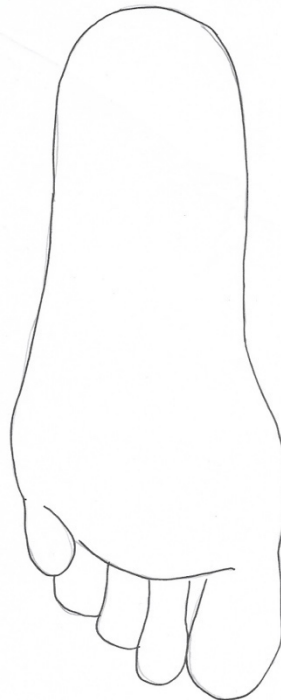
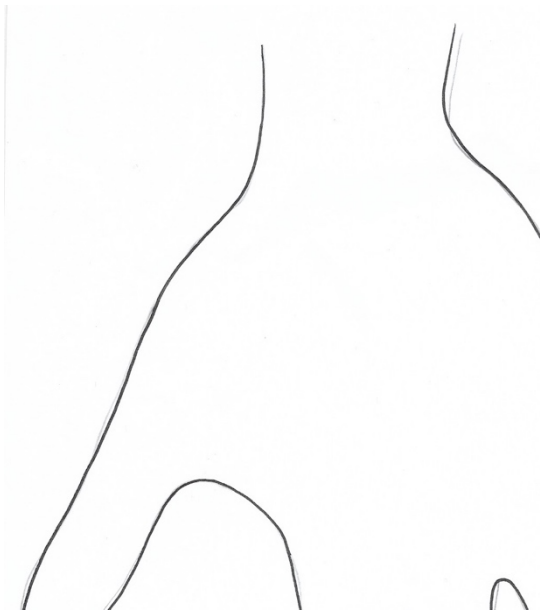




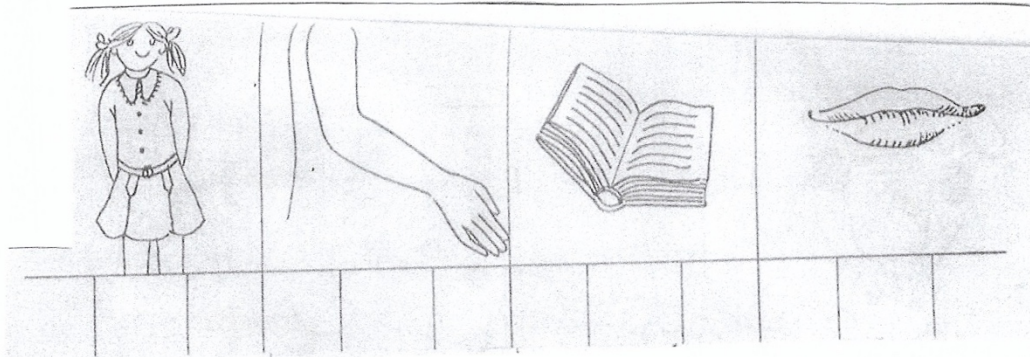
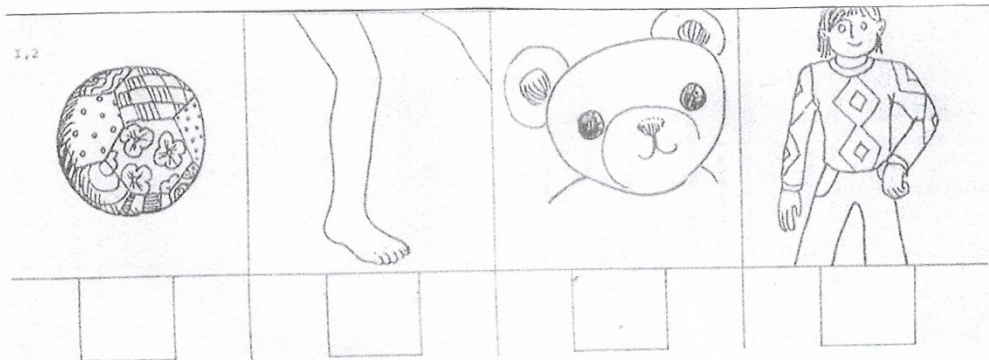
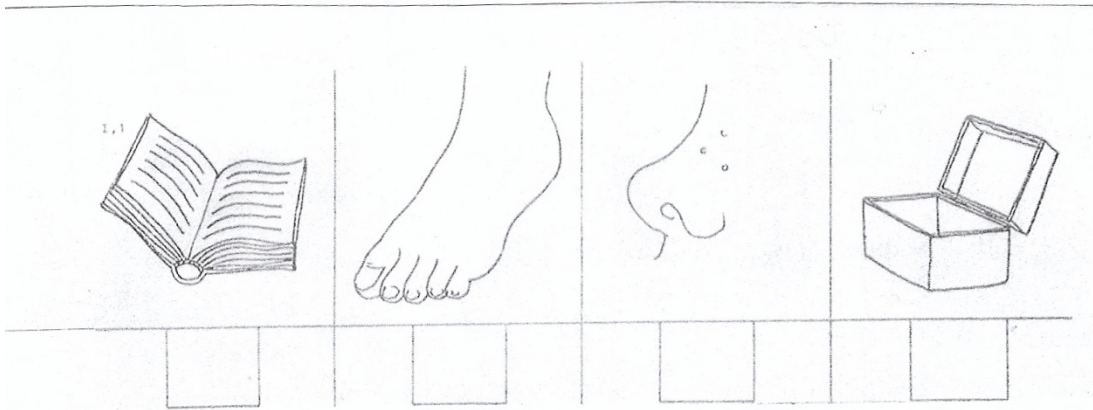


The material was provided by Leonora Fröhlich-Ward along with her donations for the project.

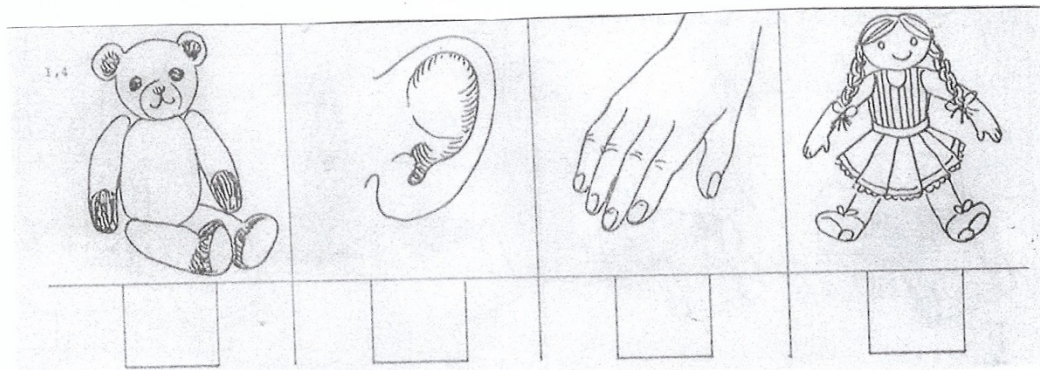
Flashcards used to revise "It's a hand" and "It's a foot."



10.11 Multiple-choice picture strips



- 241 -





name:

## Evaluation of the learning objectives test

1. **Active speaking** (AKTIVES SPRECHEN)

-> Questions and answers

- Recognition of hand puppet Mopsy?

A) Good morning. What's your name? - My name is...

B) Are you a boy/girl? - No, I'm not! Yes, I am!

achieved



result: / achieved

2. **Listening comprehension** (HÖRVERSTÄNDNIS)

-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head boy )	<input type="checkbox"/>
3. It's a girl.	3. ( girl arm book mouth )	<input type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input type="checkbox"/>
result: /		correct

3. **Articulation/ enunciation** (ARTIKULATION)

-> Repeating unknown words, which consist of phones combinations, that are known from other words

Read-out sentence	correct
1. <u>Here</u> is a <u>bed</u>	<input type="checkbox"/> <input type="checkbox"/>
2. <u>Look</u> at this <u>rose</u>	<input type="checkbox"/> <input type="checkbox"/>
3. Bob is eating <u>pudding</u>	<input type="checkbox"/> <input type="checkbox"/>
4. The girl's <u>hair</u> is <u>brown</u>	<input type="checkbox"/> <input type="checkbox"/>
result: /	correct

# 10.13 Group 1: Evaluation sheet (Alisa and James)

name: Alisa group: 1

## Evaluation of the learning objectives test

1. **Active speaking 0:00 - 0:40min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?  achieved

2. Good morning. What's your name? - My name is...  partly

3. Are you a boy/girl? - No, I'm not. Yes, I am! **1:38 - 2:25min**

result: 1.5 / 3 achieved

2. **Listening comprehension 0:46 - 1:36min**  
-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input checked="" type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head boy )	<input type="checkbox"/>
3. It's a girl.	3. ( girl arm book mouth )	<input checked="" type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input checked="" type="checkbox"/>

result: 3 / 4 correct

3. **Articulation 2:28 - 3:47min**  
-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

Read-out sentence	correct
1. Here is a bed <input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Look at this rose <input type="checkbox"/>	<input type="checkbox"/>
3. Bob is eating pudding <input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The girl's hair is brown <input type="checkbox"/>	<input type="checkbox"/>

result: 2 / 8 correct

**TOTAL**  
**6.5 / 15 credits**

name: James group: 1

## Evaluation of the learning objectives test

1. **Active speaking 0:00 - 0:42min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?  achieved

2. Good morning. What's your name? - My name is...

3. Are you a boy/girl? - No, I'm not. Yes, I am! **3:57 - 4:48min**

result: 1 / 3 achieved

2. **Listening comprehension 0:44 - 2:17min**  
-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input checked="" type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head boy )	<input checked="" type="checkbox"/>
3. It's a girl.	3. ( girl arm book mouth )	<input checked="" type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input checked="" type="checkbox"/>

result: 4 / 4 correct

3. **Articulation 2:20 - 3:56min**  
-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

Read-out sentence	correct
1. Here is a bed <input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Look at this rose <input type="checkbox"/>	<input type="checkbox"/>
3. Bob is eating pudding <input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The girl's hair is brown <input type="checkbox"/>	<input type="checkbox"/>

result: 2 / 8 correct

**TOTAL**  
**7 / 15 credits**

# Group 1: Evaluation sheet (Mitmisai and Phetsamone)

name: Mitmisai group: 1

## Evaluation of the learning objectives test

1. **Active speaking 0:00 - 0:47min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?  
2. Good morning. What's your name? - My name is...  
3. Are you a boy/girl? - No, I'm not! Yes, I am! **3:35 - 4:43min**

achieved	<input checked="" type="checkbox"/>
partly	<input checked="" type="checkbox"/>
partly	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

result: 1 / 3 achieved

2. **Listening comprehension 0:49 - 2:02min**  
-> Multiple-choice picture strips

<b>Read-out sentence</b>	<b>Picture strips</b>
1. It's a foot. 2. It's Teddy's head. 3. It's a girl. 4. It's a hand.	1. ( book foot nose box ) 2. ( ball leg T's head(boy) ) 3. ( girl arm book mouth ) 4. ( Teddy ear hand doll )
	correct
	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>
	result: 3 / 4 correct

3. **Articulation 2:09 - 3:33min**  
-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

<b>Read-out sentence</b>	<b>correct</b>
1. Here is a bed 2. Look at this rose 3. Bob is eating pudding 4. The girl's hair is brown	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	result: 1 / 8 correct
<b>TOTAL</b>	
<b>5 / 15 credits</b>	

name: Phetsamone group: 1

## Evaluation of the learning objectives test

1. **Active speaking 0:14 - 0:48min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?  
2. Good morning. What's your name? - My name is...  
3. Are you a boy/girl? - No, I'm not! Yes, I am! **2:48 - 3:40min**

achieved	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

result: 2 / 3 achieved

2. **Listening comprehension 0:49 - 1:53min**  
-> Multiple-choice picture strips

<b>Read-out sentence</b>	<b>Picture strips</b>
1. It's a foot. 2. It's Teddy's head. 3. It's a girl. 4. It's a hand.	1. ( book foot nose box ) 2. ( ball leg T's head boy ) 3. ( girl arm book mouth ) 4. ( Teddy ear hand doll )
	correct
	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	result: 2 / 4 correct

3. **Articulation 1:54 - 2:46min**  
-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

<b>Read-out sentence</b>	<b>correct</b>
1. Here is a bed 2. Look at this rose 3. Bob is eating pudding 4. The girl's hair is brown	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
	result: 2 / 8 correct
<b>TOTAL</b>	
<b>6 / 15 credits</b>	

## Group 1: Evaluation sheet (Soumita)

name: Soumita group: 1

### Evaluation of the learning objectives test

1. **Active speaking 0:00 - 0:24min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?  
2. Good morning. What's your name? - My name is...  
3. Are you a boy/girl? - No, I'm not! Yes, I am! **2:34 - 3:08min**

achieved	<input checked="" type="checkbox"/>
partly	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

result: 1.5 / 3 achieved

2. **Listening comprehension 0:27 - 1:05min**  
-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input checked="" type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head boy )	<input checked="" type="checkbox"/>
3. It's a girl.	3. ( girl arm book mouth )	<input checked="" type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input checked="" type="checkbox"/>

result: 4 / 4 correct

3. **Articulation 1:07 - 2:30min**  
-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

Read-out sentence	correct
1. Here is a bed	<input checked="" type="checkbox"/>
2. Look at this rose	<input checked="" type="checkbox"/>
3. Bob is eating pudding	<input checked="" type="checkbox"/>
4. The girl's hair is brown	<input checked="" type="checkbox"/>

result: 4 / 8 correct

<b>TOTAL</b>	<b>9.5 / 15 credits</b>
--------------	-------------------------

## 10.14 Group 2: Evaluation sheet (Phany)

name: Phany group: 2

### Evaluation of the learning objectives test

1. **Active speaking 0:00 - 0:40min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?  
2. Good morning. What's your name? - My name is...  
3. Are you a boy/girl? - No, I'm not! Yes, I am! **3:02 - 3:50min**

achieved	<input checked="" type="checkbox"/>
partly	<input checked="" type="checkbox"/>
	<input type="checkbox"/>

result: 1.5 / 3 achieved

2. **Listening comprehension 0:45 - 1:37min**  
-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input checked="" type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head <u>boy</u> )	<input type="checkbox"/>
3. It's a girl.	3. ( girl arm book mouth )	<input checked="" type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input checked="" type="checkbox"/>

result: 3 / 4 correct

3. **Articulation 1:58 - 2:58min**  
-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

Read-out sentence	correct
1. Here is a bed	<input checked="" type="checkbox"/>
2. Look at this rose	<input checked="" type="checkbox"/>
3. Bob is eating pudding	<input checked="" type="checkbox"/>
4. The girl's hair is brown	<input checked="" type="checkbox"/>

result: 6 / 8 correct

<b>TOTAL</b>	<b>10.5 / 15 credits</b>
--------------	--------------------------

## Group 2: Evaluation sheet (Phonetida and Phoudphahat)

name: Phonetida group: 2

### Evaluation of the learning objectives test

1. **Active speaking 0:00 - 0:25min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?
2. Good morning. What's your name? - My name is...
3. Are you a boy/girl? - No, I'm not! Yes, I am! **3:07 - 3:55min**

result: 2 / 3 achieved

name: Phoudphahat group: 2

### Evaluation of the learning objectives test

1. **Active speaking 0:00 - 0:50min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?
2. Good morning. What's your name? - My name is...
3. Are you a boy/girl? - No, I'm not! Yes, I am! **3:41 - 4:23min**

result: 1 / 3 achieved

### 2. Listening comprehension 0:30 - 1:31min

-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input checked="" type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head (boy) )	<input type="checkbox"/>
3. It's a girl.	3. ( girl arm book mouth )	<input checked="" type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input checked="" type="checkbox"/>

result: 3 / 4 correct

### 2. Listening comprehension 1:02 - 2:15min

-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input checked="" type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head (boy) )	<input type="checkbox"/>
3. It's a girl.	3. ( girl arm book (mouth) )	<input type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input checked="" type="checkbox"/>

result: 2 / 4 correct

### 3. Articulation 1:32 - 3:03min

-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

Read-out sentence	correct
1. Here is a bed	<input checked="" type="checkbox"/>
2. Look at this rose	<input checked="" type="checkbox"/>
3. Bob is eating pudding	<input checked="" type="checkbox"/>
4. The girl's hair is brown	<input checked="" type="checkbox"/>

result: 7 / 8 correct

### 3. Articulation 3:00 - 3:37min

-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

Read-out sentence	correct
1. Here is a bed	<input checked="" type="checkbox"/>
2. Look at this rose	<input checked="" type="checkbox"/>
3. Bob is eating pudding	<input type="checkbox"/>
4. The girl's hair is brown	<input checked="" type="checkbox"/>

result: 3 / 8 correct

**TOTAL**  
**12 / 15 credits**

**TOTAL**  
**6 / 15 credits**

## Group 2: Evaluation sheet (Phouthong and Phouphet)

name: Phouthong group: 2

### Evaluation of the learning objectives test

1. **Active speaking 0:00 - 1:11min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?  
2. Good morning. What's your name? - My name is...  
3. Are you a boy/girl? - No, I'm not! Yes, I am! **4:28 - 5:25min**

achieved

result: 0 / 3 achieved

2. **Listening comprehension 1:14 - 2:53min**  
-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input checked="" type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head boy )	<input type="checkbox"/>
3. It's a girl.	3. ( girl arm (book) mouth )	<input type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input checked="" type="checkbox"/>

result: 2 / 4 correct

3. **Articulation 2:53 - 4:24min**  
-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

Read-out sentence	correct
1. Here is a bed	<input type="checkbox"/> <input checked="" type="checkbox"/>
2. Look at this rose	<input checked="" type="checkbox"/> <input type="checkbox"/>
3. Bob is eating pudding	<input checked="" type="checkbox"/> <input type="checkbox"/>
4. The girl's hair is brown	<input checked="" type="checkbox"/> <input type="checkbox"/>

result: 5 / 8 correct

**TOTAL**  
**7 / 15 credits**

name: Phouphet group: 2

### Evaluation of the learning objectives test

1. **Active speaking 0:00 - 0:35min**  
-> Questions and answers

1. Recognition of hand puppet Mopsy?  
2. Good morning. What's your name? - My name is...  
3. Are you a boy/girl? - No, I'm not! Yes, I am! **2:54 - 3:53min**

achieved

result: 1 / 3 achieved

2. **Listening comprehension 0:38 - 1:36min**  
-> Multiple-choice picture strips

Read-out sentence	Picture strips	correct
1. It's a foot.	1. ( book foot nose box )	<input checked="" type="checkbox"/>
2. It's Teddy's head.	2. ( ball leg T's head (boy) )	<input type="checkbox"/>
3. It's a girl.	3. ( girl arm book mouth )	<input checked="" type="checkbox"/>
4. It's a hand.	4. ( Teddy ear hand doll )	<input checked="" type="checkbox"/>

result: 3 / 4 correct

3. **Articulation 1:41 - 4:18min**  
-> Repeating unknown words, which consist of phoneme combinations, that are known from other words

Read-out sentence	correct
1. Here is a bed	<input type="checkbox"/> <input type="checkbox"/>
2. Look at this rose	<input checked="" type="checkbox"/> <input type="checkbox"/>
3. Bob is eating pudding	<input checked="" type="checkbox"/> <input type="checkbox"/>
4. The girl's hair is brown	<input type="checkbox"/> <input type="checkbox"/>

result: 3 / 8 correct

**TOTAL**  
**7 / 15 credits**

## 11. Statement of Authorship

Ich versichere, dass ich die Arbeit selbstständig und nur mit den angegebenen Quellen und Hilfsmitteln angefertigt habe und dass alle Stellen, die aus anderen Werken dem Wortlaut oder dem Sinn nach entnommen sind, eindeutig unter Angabe der Quellen als Entlehnungen kenntlich gemacht worden sind.

Im Falle der Aufbewahrung meiner Arbeit in der Bibliothek bzw. im Staatsarchiv erkläre ich mein Einverständnis, dass die Arbeit Benutzern zugänglich gemacht wird.

Ort, Datum

Unterschrift

---

---