Introduction to Language Transfer Issues

English learners arrive at the doors of our schools from many different countries and every walk of life. With them, they bring a wealth of linguistic and cultural diversity that transforms the simplest classroom into a unique cultural experience.

Regardless of previous educational experiences, second-language learners have a developed sense of how language operates. Through home-language experiences, they understand how sounds combine to form words and how words combine to convey meaning, sense, and ideas. Students’ understanding of their first language serves sometimes to accelerate and other times to detour their acquisition of similar skills in English.

When you learn to identify and capitalize on students’ existing language skills, you use positive transfer to accelerate progress. For example, you can use explicit instruction to develop pronunciation skills by explaining how sounds are the same or approximate. Once you know which grammatical structures transfer negatively to academic English conventions, you can adjust instruction to provide maximum reinforcement for skills lessons on these structures.

The charts on the following pages address language transfer issues between English and six of the most common languages spoken by English learners in U.S. schools.

- The Language Structure Transfer Chart explains grammar differences between English and six other languages to identify points of negative transfer. Compare students’ errors to the transfer errors on the chart. This will help you understand why the error is occurring so that you can design appropriate instruction. You may also wish to encourage students to identify and share ways in which English parallels or differs from their own home languages.

- The Phonics Transfer Chart compares the sounds of English to those of the same six languages. As you work with students to teach phonics or develop pronunciation skills, use the chart to identify which sounds students may already know and which are new. In your instruction, devote particular practice to sounds that do not exist, or exist with different symbols, in students’ primary languages.

We recognize that more than 150 languages are spoken by English learners in our schools. We hope this section, though it addresses just six languages, is a good start on the transfer issues involved in the education of our English learners. For languages other than those shown in the charts, make use of the resources in your district (including community volunteers, district language translators, and in-class primary language support) to identify the points of positive and negative transfer for your students.

Transfer Charts

The following charts are designed to help teachers locate potential transfer issues in a simple, practical way. We recognize that language structures and pronunciation can vary based upon multiple factors, including region, dialect, and even sociological issues. For this reason, we have enlisted the aid of the following language consultants, educators, linguists, and phonologists to compile and review information about each of the six target languages. We gratefully acknowledge their assistance and appreciate the contributions they made to the compilation of the Transfer Charts. We especially acknowledge the assistance of OMA Graphics, Inc., in Fremont, California, in locating language consultants throughout the United States.

In a few cases, the language consultants were unable to reach a consensus on specific items. The resulting charts show our best attempt to reconcile the information in a clear and consistent fashion. We welcome additional input and suggestions that will assist us in updating this information and in adding information for other languages in future publications.
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Translator for Asian Pacific and Other Languages Offices
Los Angeles Unified School District
Los Angeles, California
# Language Structure Transfer Chart

<table>
<thead>
<tr>
<th>ENGLISH STRUCTURE</th>
<th>LANGUAGE TRANSFER ISSUE</th>
<th>LANGUAGES</th>
<th>SAMPLE TRANSFER ERRORS IN ENGLISH</th>
</tr>
</thead>
</table>
| **Articles**      | There are no indefinite articles. | Chinese, Hmong, Korean, Vietnamese | He goes to one class on Wednesdays.  
= He goes to a class on Wednesdays.  
I bought one cake from bakery.  
= I bought a cake from a bakery. |
|                   | The definite article can be omitted. | Hmong | Do you have book?  
= Do you have the book?  
Do you have a book? |
|                   | The indefinite article is not used before a profession. | Chinese, Haitian Creole, Korean, Spanish, Vietnamese | He is teacher.  
= He is a teacher.  
My sister is famous doctor.  
= My sister is a famous doctor. |
|                   | The definite article is used before a title. | Spanish | The Professor Ruiz is helpful.  
= Professor Ruiz is helpful. |
|                   | Singular and plural definite articles follow the noun. | Haitian Creole | **Note:** Students may place definite articles incorrectly. |
|                   | There is no plural form for nouns (plurals can be expressed through an adjective quantifier). | Chinese, Hmong, Korean, Vietnamese | I have many good idea.  
= I have many good ideas.  
The paper has several problem.  
= The paper has several problems. |
|                   | There is no plural form after a number. | Chinese, Haitian Creole, Hmong, Korean, Vietnamese | There are three new student.  
= There are three new students.  
Vacation is four week.  
= Vacation is four weeks. |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Nouns, continued</strong></td>
<td>A plural is formed by placing a plural marker after the noun.</td>
<td>Haitian Creole (indefinite plurals are unmarked) Korean</td>
<td><strong>Note:</strong> Students may add an additional word rather than adding -s to the noun.</td>
</tr>
<tr>
<td></td>
<td>In English, -es is added only after the consonants s, x, ch, sh, and z. Also, y is changed to i before adding -es. In other languages, -es is added to nouns that end in y or any consonant to form the plural.</td>
<td>Spanish</td>
<td><strong>walls</strong> = walls <strong>rayes</strong> = rays</td>
</tr>
<tr>
<td></td>
<td>English contains noncount nouns that do not have a plural form (for example: fishing, money, bread, honesty, water, snow).</td>
<td>Chinese Haitian Creole Hmong Korean Vietnamese</td>
<td>I like dancings. = I like dancing. She wears jewelrys. = She wears jewelry.</td>
</tr>
</tbody>
</table>
| | Proper names can be listed last-name first. 
Chinese example: Chan Fu Kwan is written last-name first without a comma. 
Vietnamese example: Tran My Bao is written last, middle, first. | Chinese (always last name first) Hmong (in Asia) Korean Vietnamese | **Note:** Teachers and students may confuse first and last names. |
| | A first name is preferred when repeating a person’s name. | Hmong Vietnamese | Mr. Kou Xiong is a teacher. Mr. Kou (first name) speaks many languages. |
| | Possessive nouns are formed with an of phrase. | Haitian Creole (Southern Haiti only) Spanish Vietnamese | This is the chair of Jamie. = This is Jamie’s chair. |
| **Pronouns** | There is no distinction between subject and object pronouns. | Chinese Haitian Creole Hmong Vietnamese | I gave the forms to she. = I gave the forms to her. Him helped I. = He helped me. |
### Language Structure Transfer Chart, continued

<table>
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<tr>
<th>ENGLISH STRUCTURE</th>
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<tr>
<td><strong>Pronouns, continued</strong></td>
<td>There is no gender difference for third person singular pronouns.</td>
<td>Chinese (spoken language only)</td>
<td>Talk to the girl and give it advice. = Talk to the girl and give her advice.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haitian Creole</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmong (uses the pronoun <em>it</em>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vietnamese (uses familiar form of third person singular)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>There is no distinction between simple, compound, subject, object, and reflexive pronouns.</td>
<td>Hmong</td>
<td>The book is I. = The book is mine.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>She is I sister. = She is my sister.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I go I. = I go by myself.</td>
</tr>
<tr>
<td></td>
<td>There are no relative pronouns.</td>
<td>Korean (modifying clause can function as a relative clause)</td>
<td>Look at the backpack is on the floor. = Look at the backpack that is on the floor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>It is possible to omit the pronoun <em>it</em> as a subject.</td>
<td>Chinese</td>
<td>What time? = What time is it?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmong</td>
<td>Three o'clock already. = It is three o'clock already.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A possessive pronoun is formed by placing a separate word or character before the pronoun.</td>
<td>Vietnamese</td>
<td>This car is (of) him. = This car is his.</td>
</tr>
<tr>
<td></td>
<td>A possessive pronoun is placed after the noun.</td>
<td>Haitian Creole</td>
<td>That book is (for) me. = That is my book.</td>
</tr>
<tr>
<td><strong>Verbs</strong></td>
<td>The verb <em>be</em> can be omitted with adjectives and prepositional phrases.</td>
<td>Chinese</td>
<td>We always cheerful. = We are always cheerful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Haitian Creole</td>
<td>I hungry. = I am hungry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmong</td>
<td>You at home. = You are at home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korean</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The verb <em>be</em> is not used for adjectives or places.</td>
<td>Hmong</td>
<td>She beautiful. = She is beautiful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vietnamese</td>
<td>The book on the table. = The book is on the table.</td>
</tr>
<tr>
<td>ENGLISH STRUCTURE</td>
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</tr>
</tbody>
</table>
| **Verbs, continued** | A verb is not inflected for person and number. | Chinese
Haitian Creole
Hmong
Korean (verbs are inflected to reflect age or status)
Vietnamese | That house have a big door.
= That house has a big door.
Everyone like you.
= Everyone likes you. |
| | Several verbs can be used together with no words or punctuation to separate them. | Hmong
Vietnamese | I cook eat at home.
= I cook and eat at home. |
| | There is no gerund form (-ing) and/or no distinction between gerunds and infinitives. | Chinese (no form to show that an action is ongoing)
Haitian Creole
Hmong
Korean
Spanish
Vietnamese | She hates to read.
= She hates reading. |
| | The verb be can be used in place of have. | Korean | I am car.
= I have one car. |
| | Infinitives are not used to indicate purpose. | Haitian Creole | I want learn English.
= I want to learn English.
I go to the library for study.
= I go to the library to study. |
| | A that clause is used rather than an infinitive. | Hmong
Spanish | I want that they try harder.
= I want them to try harder. |
| | *Have* is used in place of *there is, there are, or there was, there were.* | Hmong
Vietnamese | In the library have many books.
= In the library, there are many books. |
| | The verb *have* is used to express states of being (such as age or hunger). Have *(tener)* is followed by a noun. | Spanish | She has ten years.
= She is ten years old.
I have hunger.
= I am hungry.
I have heat.
= I am hot. |
<table>
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<tbody>
<tr>
<td><strong>Verbs, continued</strong></td>
<td>Two-word verbs, or phrasal verbs, exist in very few languages. (In addition to English, they are found in a few other languages, such as Dutch, German, and Scandinavian languages.)</td>
<td></td>
<td><strong>Note:</strong> Most ESL students find two-word verbs difficult, but it is necessary to learn them in order to understand informal, conversational English.</td>
</tr>
<tr>
<td><strong>Verb Tense</strong></td>
<td>There are no tense inflections. Tense is usually indicated through context or by adding an expression of time.</td>
<td>Chinese</td>
<td>When I am small, I ask many questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmong</td>
<td>= When I was small, I asked many questions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vietnamese</td>
<td>She teach math next semester.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= She will teach math next semester.</td>
</tr>
<tr>
<td></td>
<td>Verb tense does not change within the same sentence.</td>
<td>Haitian Creole</td>
<td>When we finish, we leave.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmong</td>
<td>= When we finish, we will leave.</td>
</tr>
<tr>
<td></td>
<td>Present perfect tense can be used in place of past tense.</td>
<td>Haitian Creole</td>
<td>I have seen Lucas yesterday.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= I saw Lucas yesterday.</td>
</tr>
<tr>
<td></td>
<td>Present tense can be used in place of future tense.</td>
<td>Haitian Creole</td>
<td>I finish it tomorrow.</td>
</tr>
<tr>
<td></td>
<td>The present tense is used in place of the present perfect.</td>
<td></td>
<td>= I will finish it tomorrow.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmong</td>
<td>I live here a long time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish</td>
<td>= I have lived here a long time.</td>
</tr>
<tr>
<td><strong>Adverbs</strong></td>
<td>Adverbs are not used. Two adjectives or two verbs can be used to describe an adjective or verb.</td>
<td>Hmong</td>
<td>I run fast fast.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= I run really fast.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>I run run to school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= I run quickly to school.</td>
</tr>
<tr>
<td><strong>Adjectives</strong></td>
<td>Adjectives follow the nouns they modify.</td>
<td>Hmong</td>
<td>They have a house big.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish</td>
<td>= They have a big house.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>We live in a village Laotian.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= We live in a Laotian village.</td>
</tr>
<tr>
<td></td>
<td>Adjectives can reflect number and gender.</td>
<td>Spanish</td>
<td>I have kinds parents.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= I have kind parents.</td>
</tr>
<tr>
<td>English Structure</td>
<td>Language Transfer Issue</td>
<td>Languages</td>
<td>Sample Transfer Errors in English</td>
</tr>
<tr>
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<td>----------------------------------</td>
</tr>
<tr>
<td><strong>Adjectives, continued</strong></td>
<td>Some nouns and adjectives share the same form.</td>
<td>Chinese</td>
<td>Note: Students may have difficulty choosing between noun and adjective forms. She wants to be independence. = She wants to be independent.</td>
</tr>
<tr>
<td></td>
<td>Comparative adjectives do not change form. They are expressed with the equivalent of more and most.</td>
<td>Hmong (add adverbs after the adjective) Korean</td>
<td>She is fast more. = She is faster. She is more old than you. = She is older than you.</td>
</tr>
<tr>
<td></td>
<td>A definite article is used in place of a possessive adjective.</td>
<td>Spanish (definite article used for parts of the body and articles of clothing)</td>
<td>Ana broke the leg. = Ana broke her leg.</td>
</tr>
<tr>
<td></td>
<td>A possessive adjective is formed by placing a separate word, character, or article between the pronoun and the noun.</td>
<td>Chinese (suffix may be omitted in some cases) Hmong</td>
<td>He (possessive character) book = his book</td>
</tr>
<tr>
<td></td>
<td>Possessive adjectives are omitted when the association is clear.</td>
<td>Korean Vietnamese</td>
<td>He raised hand. = He raised his hand.</td>
</tr>
<tr>
<td></td>
<td>There is no distinction between personal pronouns and possessive adjectives.</td>
<td>Vietnamese</td>
<td>It is book I. = It is my book.</td>
</tr>
<tr>
<td><strong>Prepositions</strong></td>
<td>Meanings of prepositions do not always correspond to those in English.</td>
<td>Spanish</td>
<td>I like the songs in the CD. = I like the songs on the CD.</td>
</tr>
<tr>
<td><strong>Word Order (Statements)</strong></td>
<td>The verb may precede the subject.</td>
<td>Spanish</td>
<td>Arrived the teacher late. = The teacher arrived late.</td>
</tr>
<tr>
<td></td>
<td>Verbs are placed last in a sentence. The usual word order is subject-object-verb.</td>
<td>Korean</td>
<td>The teacher the assignment gave. = The teacher gave the assignment.</td>
</tr>
<tr>
<td></td>
<td>Subject and verb order is rarely changed.</td>
<td>Chinese Haitian Creole Korean</td>
<td>She is content and so I am. = She is content and so am I.</td>
</tr>
</tbody>
</table>
## Language Structure Transfer Chart, continued

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</thead>
<tbody>
<tr>
<td><strong>Word Order (Statements), continued</strong></td>
<td>A subject pronoun can be omitted when the subject is understood.</td>
<td>Chinese</td>
<td>Is crowded.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korean</td>
<td>= It is crowded.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(can omit the subject pronoun you)</td>
<td>Am hungry.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spanish</td>
<td>= I am hungry.</td>
</tr>
<tr>
<td></td>
<td>A direct object precedes an indirect object when the indirect object is a pronoun.</td>
<td>Chinese</td>
<td>I gave an apple him.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Cantonese only)</td>
<td>= I gave him an apple.</td>
</tr>
<tr>
<td></td>
<td>Adverbs and adverbial phrases can precede verbs.</td>
<td>Chinese</td>
<td>I hard study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korean</td>
<td>= I study hard.</td>
</tr>
<tr>
<td>Questions</td>
<td>Yes/No questions can be formed by adding an element to the end of a declarative statement.</td>
<td>Chinese</td>
<td>The book is interesting, yes?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hmong</td>
<td>= Is the book interesting?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korean</td>
<td>You like that color, no?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vietnamese</td>
<td>= Do you like that color?</td>
</tr>
<tr>
<td></td>
<td>Yes/No questions can be formed by adding a verb followed by its negative within a statement.</td>
<td>Chinese</td>
<td>You want not want watch movie?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vietnamese</td>
<td>= Do you want to watch a movie or not?</td>
</tr>
<tr>
<td></td>
<td>Yes/No questions can be formed by adding the question word between the pronoun and the verb.</td>
<td>Hmong</td>
<td>You (question word) like the school?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= Do you like the school?</td>
</tr>
<tr>
<td></td>
<td>Question words are placed according to the position of the answer. For example, if the answer functions as an object, the question words are placed in the regular object position.</td>
<td>Chinese</td>
<td>He told you what?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Korean</td>
<td>= What did he tell you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tell me he is where?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= Tell me where he is.</td>
</tr>
<tr>
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<td>SAMPLE TRANSFER ERRORS IN ENGLISH</td>
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<td>----------------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Questions, continued</td>
<td>The answers yes and no vary depending upon the verb used in the question.</td>
<td>Hmong</td>
<td>Note: Students may substitute a verb for a yes-or-no answer.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Do you speak English? Speak.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= Do you speak English? Yes.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Do you speak English? No speak.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= Do you speak English? No.</td>
</tr>
<tr>
<td>Commands</td>
<td>Commands can be formed by adding an adverb after the verbs to be emphasized.</td>
<td>Hmong</td>
<td>Do now.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= Do it!</td>
</tr>
<tr>
<td></td>
<td>Commands can be formed by adding a time indicator after the verbs to be emphasized.</td>
<td>Hmong</td>
<td>Fix the car at 3:00.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>= Fix the car.</td>
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<td>Commands can be formed by adding the verb go for emphasis at the end of the sentence.</td>
<td>Vietnamese</td>
<td>Buy my groceries, go!</td>
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<td>= Buy my groceries.</td>
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<td>Commands can be formed by changing the verb ending.</td>
<td>Korean</td>
<td>Bring(ing) it over here.</td>
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<td>= Bring it over here.</td>
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<td>Negatives and Negative Sentences</td>
<td>Double negatives are routinely used.</td>
<td>Haitian Creole</td>
<td>They don't like nothing.</td>
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<td>= They don't like anything.</td>
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<td>The negative marker goes before the verb phrase.</td>
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<td>Joey not has finished the homework.</td>
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<td>Subjects and Predicates</td>
<td>Sentences do not always include a subject.</td>
<td>Spanish</td>
<td>Is fun cook?</td>
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<td>Is your mother? Yes is.</td>
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<td>= Is she your mother. Yes is.</td>
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Note: English-to-Mongolia/Hmong language transfer chart.
# Phonics Transfer Chart

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<td>crown</td>
<td>approx.</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>/aw/</td>
<td>aw</td>
<td>saw</td>
<td>approx.</td>
<td>no</td>
<td>approx.</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>au</td>
<td>laundry</td>
<td>approx.</td>
<td>no</td>
<td>approx</td>
<td>no</td>
</tr>
<tr>
<td>/ål/</td>
<td>al</td>
<td>salt</td>
<td>no</td>
<td>no</td>
<td>approx.</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>all</td>
<td>ball</td>
<td>no</td>
<td>no</td>
<td>approx.</td>
<td>no</td>
</tr>
<tr>
<td>/oo/</td>
<td>oo</td>
<td>moon</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td></td>
<td>ew</td>
<td>screw</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>/öö/</td>
<td>oo</td>
<td>book</td>
<td>no</td>
<td>no</td>
<td>approx.</td>
<td>no</td>
</tr>
<tr>
<td>/æ/</td>
<td>a (initial syllable)</td>
<td>asleep</td>
<td>no</td>
<td>no</td>
<td>yes</td>
<td>no</td>
</tr>
</tbody>
</table>
Articulation of English Sounds

How Are Consonant Phonemes Classified?

Consonant phonemes are generally classified according to manner of articulation (type of consonant sound), place of articulation (position in the mouth), and whether they are voiced or voiceless. Consonant sounds are also classified as either a continuous sound or a complete stop. When a consonant phoneme is produced, the air flow is cut off either partially or completely.

### CONSONANT PHONEME CLASSIFICATIONS

#### Manner of Articulation

<table>
<thead>
<tr>
<th>Manner</th>
<th>How is the sound produced?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plosives</td>
<td>formed by closing or blocking off the air flow and then exploding a puff of air; for example, /b/ as in box.</td>
</tr>
<tr>
<td>Nasals</td>
<td>formed when the mouth is closed, forcing air through the nose; for example, /m/ as in man.</td>
</tr>
<tr>
<td>Fricatives</td>
<td>formed by narrowing the air channel and then forcing air through it, creating friction in the mouth; for example, /v/ as in voice.</td>
</tr>
<tr>
<td>Affricatives</td>
<td>formed by a stop followed by a fricative; for example, /ch/ as in chip.</td>
</tr>
<tr>
<td>Glides</td>
<td>formed in similar ways as vowels; for example, /y/ as in yes.</td>
</tr>
<tr>
<td>Lateral</td>
<td>formed by interrupting the air flow slightly, but no friction results; for example, /l/ as in line.</td>
</tr>
</tbody>
</table>

#### Place of Articulation

<table>
<thead>
<tr>
<th>Place</th>
<th>Manner</th>
<th>Lips</th>
<th>Lips and Teeth</th>
<th>Tongue Between Teeth</th>
<th>Tongue Behind Teeth</th>
<th>Roof of Mouth</th>
<th>Back of Mouth</th>
<th>Throat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lips</td>
<td></td>
<td>/p/</td>
<td></td>
<td>/t/</td>
<td>/d/</td>
<td>/k/</td>
<td>/g/</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>/b/</td>
<td></td>
<td>/d/</td>
<td>/g/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fricatives</td>
<td></td>
<td>/f/</td>
<td>/v/</td>
<td>/s/</td>
<td>/z/</td>
<td>/sh/</td>
<td>/zh/</td>
<td>/h/</td>
</tr>
<tr>
<td>Affricatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/ch/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nasals</td>
<td></td>
<td>/m/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/ng/</td>
<td></td>
</tr>
<tr>
<td>Lateral</td>
<td></td>
<td>/l/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glides</td>
<td></td>
<td>/hw/</td>
<td>/w/</td>
<td>/r/</td>
<td>/y/</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Boldface indicates a voiced phoneme. Note the voiceless-voiced consonant pairs.

### CONSONANT PHONEMES

#### Continuous Sounds

/f/, /h/, /l/, /m/, /n/, /r/, /s/, /s/, /w/, /y/, /z/

#### Stop Sounds

/b/, /d/, /g/, /j/, /p/, /t/, /k/, /ch/
Some students may need extra practice in producing consonant sounds that do not transfer from their native languages. Use the scripts and information below to model and discuss the English consonant sounds.

### /m/
- **Place of Articulation:** Lips
- **Manner of Articulation:** Voiced
- Description: Say the sound /m/. Pay attention to your mouth. What part of your mouth moves? (lips) How do they move? (They are pressed tightly together.) Does any air come out? (yes) Now hold your nose. Can you still say /m/? (no) That’s because air comes out through your nose.

### /p/
- **Place of Articulation:** Lips
- **Manner of Articulation:** Voiceless
- Description: Now say /p/. What part of your mouth moves? (lips) The lips help make /p/ also. Close your lips and then open them quickly. Does any air come out? (yes, a lot) When you say a /p/, you stop the air for a moment, and then you let the air rush out. Put your hand in front of your mouth and feel the air when you say /p/.

### /t/
- **Place of Articulation:** Tongue Behind Teeth
- **Manner of Articulation:** Voiceless
- Description: Try making the sound /t/. Put your hand in front of your mouth. Do you feel a lot of air coming out? (yes) Now try to close your lips and say /t/. Does it work? (no) Another part of your mouth makes /t/. Can you feel what part? (the tongue) Where does it stop the air? (on the hard ridge behind your top teeth)

### /b/
- **Place of Articulation:** Lips
- **Manner of Articulation:** Voiced
- Description: Do you remember saying the /p/ sound? Say /p/. What makes the air stop? (lips) Do you feel a lot of air come out? (yes) Now use your mouth in the same way, but use your voice also. This sound is /b/. Do you think you really use your voice? Cover your ears and say /p/ and /b/. Which one sounds louder? (/b/) That is because you are using your voice. Say pit, bit. Notice that when you change only one sound, you can get a different word.

### /k/
- **Place of Articulation:** Back of Mouth
- **Manner of Articulation:** Voiceless
- Description: Now try saying /k/. Put your hand in front of your mouth. Do you feel a lot of air come out? (yes) What stops the air? Do your lips move? (no) Do you put your tongue up behind your top teeth? (no) Where is your tongue? (The front is low because the back of the tongue stops the air) Where? (in the back of the mouth) The /k/ is pronounced in the back of the mouth.

### /n/
- **Place of Articulation:** Tongue Behind Teeth
- **Manner of Articulation:** Voiceless
- Description: Let’s say the sound /n/. Keep on saying /n/ and put your hand in front of your mouth. Does any air come out? (no) Hold your nose. Can you say an /n/ now? (no) What other sound did we practice where air came through the nose? (/m/) Say an /m/ now. What part of your mouth did you use? (lips) We don’t use our lips for the /n/ sound. Say /m/ and /n/. Where does your tongue move to? Say meat, neat. The tongue is behind the teeth for neat, and air still comes out the nose.

### /d/
- **Place of Articulation:** Tongue Behind Teeth
- **Manner of Articulation:** Voiced
- Description: Now let’s say /d/. Does a lot of air come out? (yes) How do you know that? (/I put my hand in front of my mouth.) Cover your ears when you make /d/. Do you use your voice in making this sound? (yes) Say /t/, /d/, /t/, /d/. How are these sounds different? (We use our voice for /d/ but not for /t/. That is the only difference.)

### /g/
- **Place of Articulation:** Back of Mouth
- **Manner of Articulation:** Voiced
- Description: Watch my face as I say a /g/ sound (as in get). Does any part of my face move? (no) (If someone does notice your throat, you should recognize the good observation and come back to it later.) Now let’s make the sound and see if a lot of air comes out. (yes) You should have put your hand up to be sure. Do you use your voice? How do you know? (cover your ears) Notice where your tongue stops the air when you start to make the sound. Is it in the front of your mouth or the back? (in the back) Now say /k/, /g/, /k/, /g/. These sounds are pronounced in the same place, but we use our voice for one. Which one? (/g/)

### /l/
- **Place of Articulation:** Tongue Behind Teeth
- **Manner of Articulation:** Voiced
- Description: Say an /l/. Does a lot of air come out? (no) The air is not stopped for /l/, so you don’t feel a puff of air when you make this sound. Keep saying /l/. Can you say /t/ and hold it? (no) The air stops on /t/ and then rushes out. For /l/, the air flows out at both sides of the tongue. Can you tell where the tip of the tongue is for /l/? (on the upper ridge behind the front teeth)
### Consonant Sounds, continued

<table>
<thead>
<tr>
<th>Consonant</th>
<th>Place of Articulation</th>
<th>Manner of Articulation</th>
<th>Voiced/voiceless</th>
</tr>
</thead>
<tbody>
<tr>
<td>/f/</td>
<td>Lips and Teeth</td>
<td>Fricative</td>
<td>Voiceless</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/h/</td>
<td>Throat</td>
<td>Fricative</td>
<td>Voiceless</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/sh/</td>
<td>Roof of Mouth</td>
<td>Fricative</td>
<td>Voiceless</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/s/</td>
<td>Tongue behind teeth</td>
<td>Fricative</td>
<td>Voiceless</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Source

This material was adapted from *Phonological Awareness Training for Reading* (pp. 7, 32, 33–34) by Joseph K. Torgesen and Bryan R. Bryant, 1994, Austin, TX: PRO-ED. Copyright © 1994 by PRO-ED, Inc. Adapted with permission.
How Are Vowel Phonemes Classified?

When a consonant phoneme is produced, the air flow is cut off either partially or completely. When a vowel phoneme is produced, however, the air flow is unobstructed, or continuous. Vowel phonemes are all continuous sounds. They are classified according to tongue position and mouth position. All vowel sounds are voiced.

Vowel Phoneme Classifications

Tongue Position
1. Is the tongue high, in neutral position, or low in the mouth?
2. Is the tongue near the front, center, or back of the mouth?

Mouth Position
1. How rounded are the lips?
2. How tense are the mouth and jaw muscles?

In the chart below, the most common English spellings are listed under each vowel sound. Notice that to produce the /ē/ sound in the word tree, the mouth position is wide and smiling; the jaw muscles are tense. To pronounce the /ō/ sound in the word lot, the mouth position is round and wide open; the jaw muscles are relaxed. To pronounce the /oo/ sound in the word boot, the mouth position is round and partially open; the jaw muscles are tense.

Vowel Phonemes by Mouth Position

<table>
<thead>
<tr>
<th>Vowel</th>
<th>Spellings</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ē/</td>
<td>tree, these, be, seat, key, sunny, chief, either</td>
</tr>
<tr>
<td>/ĭ/</td>
<td>pit, gym, build</td>
</tr>
<tr>
<td>/ā/</td>
<td>rake, trail, way, they, eight, vein, great</td>
</tr>
<tr>
<td>/ā/</td>
<td>bed, head, said, says</td>
</tr>
<tr>
<td>/ă/</td>
<td>mat, have, plaid, laugh</td>
</tr>
<tr>
<td>/ī/</td>
<td>time, lie, right, sky, rifle, guy</td>
</tr>
<tr>
<td>/ō/</td>
<td>table, about, soda, lesson</td>
</tr>
<tr>
<td>/ŏ/</td>
<td>cut, flood, tough, does, hover, among</td>
</tr>
<tr>
<td>/ā/</td>
<td>saw, tall, water, pause, talk, broad</td>
</tr>
<tr>
<td>/ō/</td>
<td>poke, toe, boat, row, open, bold</td>
</tr>
<tr>
<td>/ŏ/</td>
<td>book, put, should</td>
</tr>
<tr>
<td>/oa/</td>
<td>saw, tall, water, pause, talk, broad</td>
</tr>
<tr>
<td>/oi/</td>
<td>boil, joy, lawyer</td>
</tr>
<tr>
<td>/ow/</td>
<td>cloud, now</td>
</tr>
<tr>
<td>/ûr/</td>
<td>bird, herd, fur</td>
</tr>
<tr>
<td>/ør/</td>
<td>car</td>
</tr>
<tr>
<td>/ăr/</td>
<td>four, horn</td>
</tr>
<tr>
<td>/ûr/</td>
<td>bird, herd, fur</td>
</tr>
</tbody>
</table>