

Using the Language Transfer Supports

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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Language Structure Transfer Chart

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
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 (article is optional if the predicate contains the verb <i>be</i>) 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 Examples: zanmi an = friend (the) zanmi yo = friends (the)	Note: <i>Students may place definite articles incorrectly.</i>
Nouns	There is no plural form for nouns (plurals can be expressed through an adjective quantifier).	Chinese Hmong Korean (plurals are usually used for "people" nouns, such as <i>my friends</i> , and other nouns) 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 (plural form is often omitted) Hmong Korean Vietnamese	There are three new student. = There are three new students. Vacation is four week. = Vacation is four weeks.

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
<p>Nouns, <i>continued</i></p>	<p>A plural is formed by placing a plural marker after the noun.</p>	<p>Haitian Creole (indefinite plurals are unmarked) Korean</p>	<p>Note: <i>Students may add an additional word rather than adding -s to the noun.</i></p>
	<p>In English, <i>-es</i> is added only after the consonants <i>s, x, ch, sh,</i> and <i>z</i>. Also, <i>y</i> is changed to <i>i</i> before adding <i>-es</i>.</p> <p>In other languages, <i>-es</i> is added to nouns that end in <i>y</i> or any consonant to form the plural.</p>	<p>Spanish</p>	<p><i>walles</i> = walls <i>rayes</i> = rays</p>
	<p>English contains noncount nouns that do not have a plural form (for example: <i>fishing, money, bread, honesty, water, snow</i>).</p>	<p>Chinese Haitian Creole Hmong Korean Vietnamese</p>	<p>I like dancings. = I like dancing. She wears jewelrys. = She wears jewelry.</p>
	<p>Proper names can be listed last-name first.</p> <p><i>Chinese example:</i> Chan Fu Kwan is written last-name first without a comma.</p> <p><i>Vietnamese example:</i> Tran My Bao is written last, middle, first.</p>	<p>Chinese (always last name first) Hmong (in Asia) Korean Vietnamese</p>	<p>Note: <i>Teachers and students may confuse first and last names.</i></p>
	<p>A first name is preferred when repeating a person's name.</p>	<p>Hmong Vietnamese</p>	<p>Mr. Kou Xiong is a teacher. Mr. Kou (first name) speaks many languages.</p>
	<p>Possessive nouns are formed with an <i>of</i> phrase.</p>	<p>Haitian Creole (Southern Haiti only) Spanish Vietnamese</p>	<p>This is the chair of Jamie. = This is Jamie's chair.</p>
	<p>Pronouns</p>	<p>There is no distinction between subject and object pronouns.</p>	<p>Chinese Haitian Creole Hmong Vietnamese</p>

Language Structure Transfer Chart, continued

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Pronouns, <i>continued</i>	There is no gender difference for third person singular pronouns.	Chinese (spoken language only) Haitian Creole Hmong (uses the pronoun <i>it</i>) Vietnamese (uses familiar form of third person singular)	Talk to the girl and give it advice. = Talk to the girl and give her advice.
	There is no distinction between simple, compound, subject, object, and reflexive pronouns.	Hmong	The book is I. = The book is mine. She is I sister. = She is my sister. I go I. = I go by myself.
	There are no relative pronouns.	Korean (modifying clause can function as a relative clause) Vietnamese	Look at the backpack is on the floor. = Look at the backpack that is on the floor.
	It is possible to omit the pronoun <i>it</i> as a subject.	Chinese Hmong Korean Vietnamese	What time? = What time is it? Three o'clock already. = It is three o'clock already.
	A possessive pronoun is formed by placing a separate word or character before the pronoun.	Vietnamese	This car is (of) him. = This car is his.
	A possessive pronoun is placed after the noun.	Haitian Creole	That book is (for) me. = That is my book.
Verbs	The verb <i>be</i> can be omitted with adjectives and prepositional phrases.	Chinese Haitian Creole Hmong Korean Vietnamese	We always cheerful. = We are always cheerful. I hungry. = I am hungry. You at home. = You are at home.
	The verb <i>be</i> is not used for adjectives or places.	Hmong Vietnamese	She beautiful. = She is beautiful. The book on the table. = The book is on the table.

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Verbs, <i>continued</i>	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 (<i>-ing</i>) 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 <i>be</i> can be used in place of <i>have</i> .	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 <i>that</i> clause is used rather than an infinitive.	Hmong Spanish	I want that they try harder. = I want them to try harder.
	<i>Have</i> is used in place of <i>there is</i> , <i>there are</i> , or <i>there was</i> , <i>there were</i> .	Hmong Vietnamese	In the library have many books. = In the library, there are many books.
	The verb <i>have</i> is used to express states of being (such as age or hunger). <i>Have (tener)</i> 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.

Language Structure Transfer Chart, continued

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Verbs, <i>continued</i>	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.)		Note: Most ESL students find two-word verbs difficult, but it is necessary to learn them in order to understand informal, conversational English.
Verb Tense	There are no tense inflections. Tense is usually indicated through context or by adding an expression of time.	Chinese Hmong (infinitive form of the verb is used with an expression of time) Vietnamese	When I am small, I ask many questions. = When I was small, I asked many questions. She teach math next semester. = She will teach math next semester.
	Verb tense does not change within the same sentence.	Haitian Creole Hmong	When we finish, we leave. = When we finish, we will leave.
	Present perfect tense can be used in place of past tense.	Haitian Creole	I have seen Lucas yesterday. = I saw Lucas yesterday.
	Present tense can be used in place of future tense. The present tense is used in place of the present perfect.	Haitian Creole Hmong Spanish	I finish it tomorrow. = I will finish it tomorrow. I live here a long time. = I have lived here a long time.
Adverbs	Adverbs are not used. Two adjectives or two verbs can be used to describe an adjective or verb.	Hmong	I run fast fast. = I run really fast. I run run to school. = I run quickly to school.
Adjectives	Adjectives follow the nouns they modify.	Hmong Spanish (The position of the adjective can also indicate meaning. In Spanish, limiting adjectives go before the noun, descriptive adjectives go after the noun) Vietnamese	They have a house big. = They have a big house. We live in a village Laotian. = We live in a Laotian village.
	Adjectives can reflect number and gender.	Spanish	I have kinds parents. = I have kind parents.

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Adjectives, <i>continued</i>	Some nouns and adjectives share the same form.	Chinese	Note: <i>Students may have difficulty choosing between noun and adjective forms.</i> She wants to be independence. = She wants to be independent.
	Comparative adjectives do not change form. They are expressed with the equivalent of <i>more</i> and <i>most</i> .	Hmong (add adverbs after the adjective) Korean	She is fast more. = She is faster. She is more old than you. = She is older than you.
	A definite article is used in place of a possessive adjective.	Spanish (definite article used for parts of the body and articles of clothing)	Ana broke the leg. = Ana broke her leg.
	A possessive adjective is formed by placing a separate word, character, or article between the pronoun and the noun.	Chinese (suffix may be omitted in some cases) Hmong	he (possessive character) book = his book
	Possessive adjectives are omitted when the association is clear.	Korean Vietnamese	He raised hand. = He raised his hand.
	There is no distinction between personal pronouns and possessive adjectives.	Vietnamese	It is book I. = It is my book.
	Prepositions	Meanings of prepositions do not always correspond to those in English.	Spanish
Word Order (Statements)	The verb may precede the subject.	Spanish	Arrived the teacher late. = The teacher arrived late.
	Verbs are placed last in a sentence. The usual word order is subject-object-verb.	Korean	The teacher the assignment gave. = The teacher gave the assignment.
	Subject and verb order is rarely changed.	Chinese Haitian Creole Korean	She is content and so I am. = She is content and so am I.

Language Structure Transfer Chart, continued

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Word Order (Statements), <i>continued</i>	A subject pronoun can be omitted when the subject is understood.	Chinese Korean (can omit the subject pronoun <i>you</i>) Spanish	Is crowded. = It is crowded. Am hungry. = I am hungry.
	A direct object precedes an indirect object when the indirect object is a pronoun.	Chinese (Cantonese only)	I gave an apple him. = I gave him an apple.
	Adverbs and adverbial phrases can precede verbs.	Chinese Korean	I hard study. = I study hard. He by train goes to school. = He goes to school by train.
Questions	Yes/No questions can be formed by adding an element to the end of a declarative statement.	Chinese Hmong Korean Vietnamese (statement followed by phrase "or not")	The book is interesting, yes? = Is the book interesting? You like that color, no? = Do you like that color?
	Yes/No questions can be formed by adding a verb followed by its negative within a statement.	Chinese Vietnamese	You want not want watch movie? = Do you want to watch a movie or not?
	Yes/No questions can be formed by adding the question word between the pronoun and the verb.	Hmong	You (question word) like the school? = Do you like the school?
	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.	Chinese Korean	He told you what? = What did he tell you? Tell me he is where? = Tell me where he is.

ENGLISH STRUCTURE	LANGUAGE TRANSFER ISSUE	LANGUAGES	SAMPLE TRANSFER ERRORS IN ENGLISH
Questions, <i>continued</i>	The answers <i>yes</i> and <i>no</i> vary depending upon the verb used in the question.	Hmong	Note: <i>Students may substitute a verb for a yes-or-no answer.</i> Do you speak English? Speak. = Do you speak English? Yes. Do you speak English? No speak. = Do you speak English? No.
Commands	Commands can be formed by adding an adverb after the verbs to be emphasized.	Hmong (add the adverb <i>now</i>) Vietnamese (add the adverb <i>right now</i>)	Do now. = Do it!
	Commands can be formed by adding a time indicator after the verbs to be emphasized.	Hmong	Fix the car at 3:00. = Fix the car.
	Commands can be formed by adding the verb <i>go</i> for emphasis at the end of the sentence.	Vietnamese	Buy my groceries, go! = Buy my groceries.
	Commands can be formed by changing the verb ending.	Korean	Bring(ing) it over here. = Bring it over here.
Negatives and Negative Sentences	Double negatives are routinely used.	Haitian Creole Spanish	They don't like nothing. = They don't like anything.
	The negative marker goes before the verb phrase.	Korean (especially in informal situations) Spanish (when using perfect tense)	Joey not has finished the homework. = Joey has not finished the homework.
Subjects and Predicates	Sentences do not always include a subject.	Spanish	Is fun cook? = Is it fun to cook? Is raining. = It is raining. Is your mother? Yes is. = Is she your mother. Yes, she is.

Phonics Transfer Chart

ENGLISH			SPANISH		CANTONESE		VIETNAMESE	
Phoneme	Grapheme	Key Word	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?
/b/	b	book	yes	yes	approx.	no	approx.	yes
/k/	c	carrot	yes	yes	yes	no	yes	yes
	k	key	yes	yes	yes	no	yes	yes
	ck	check	yes	no	yes	no	yes	no
/d/	d	desk	approx.	yes	approx.	no	approx.	yes
/f/	f	fish	yes	yes	yes	no	yes	no
/g/	g	girl	yes	yes	approx.	no	yes	yes
/h/	h	hand	yes	no	yes	no	yes	yes
/j/	j	jacket	no	no	approx.	no	approx.	no
	g	cage	no	no	approx.	no	approx.	no
	dge	badge	no	no	approx.	no	approx.	no
/l/	l	lamp	yes	yes	yes	no	yes	yes
/m/	m	map	yes	yes	yes	no	yes	yes
/n/	n	newspaper	yes	yes	yes	no	yes	yes
/p/	p	pizza	yes	yes	yes	no	yes	yes
/kw/	qu	quarter	yes	no	approx.	no	yes	yes
/r/	r	red	approx.	approx.	no	no	no	yes
/s/	s	seed	yes	yes	yes	no	yes	yes
	c	city	yes	yes	yes	no	yes	yes
/t/	t	ten	yes	yes	yes	no	approx.	yes
/v/	v	van	yes	yes	no	no	yes	yes
/w/	w	window	yes	yes	yes	no	no	no
/ks/	x	six	yes	yes	no	no	no	yes
/y/	y	yellow	yes	yes	yes	no	no	yes
/z/	z	zero	no	no	no	no	yes	no
/ch/	ch	chin	yes	yes	approx.	no	no	yes
	tch	match	yes	no	approx.	no	no	no
/sh/	sh	shell	no	no	no	no	yes	no
/hw/	wh	whisk	no	no	no	no	no	no
/th/	th	bath	approx.	no	no	no	approx.	yes
/th/	th	this	approx.	no	no	no	no	yes
/ng/	ng	ring	yes	yes	yes	no	yes	yes
/a/	a	map	approx.	no	no	no	approx.	yes
/e/	e	ten	yes	yes	approx.	no	approx.	yes
/i/	i	lid	approx.	no	approx.	no	no	yes
/o/	o	dot	approx.	no	approx.	no	approx.	yes
/u/	u	cup	approx.	no	approx.	no	yes	no

ENGLISH			HMONG		KOREAN		HAITIAN CREOLE	
Phoneme	Grapheme	Key Word	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?
Consonants								
/b/	b	book	approx.	no	approx.	no	yes	yes
/k/	c	carrot	yes	no	yes	no	yes	yes
	k	key	yes	yes	yes	no	yes	yes
	ck	check	yes	no	yes	no	yes	yes
/d/	d	desk	yes	yes	approx.	no	yes	yes
/f/	f	fish	yes	yes	no	no	yes	yes
/g/	g	girl	approx.	no	approx.	no	yes	yes
/h/	h	hand	yes	yes	yes	no	approx.	yes
/j/	j	jacket	no	no	approx.	no	yes	yes
	g	cage	no	no	approx.	no	yes	yes
	dge	badge	no	no	approx.	no	yes	yes
/l/	l	lamp	yes	yes	yes	no	yes	yes
/m/	m	map	yes	yes	yes	no	yes	yes
/n/	n	newspaper	yes	yes	yes	no	yes	yes
/p/	p	pizza	approx.	yes	yes	no	yes	yes
/kw/	qu	quarter	no	no	yes	no	yes	yes
/r/	r	red	no	no	no	no	yes	yes
/s/	s	seed	yes	no	yes	no	approx.	approx.
	c	city	yes	no	yes	no	approx.	approx.
/t/	t	ten	approx.	yes	yes	no	yes	yes
/v/	v	van	yes	yes	no	no	yes	yes
/w/	w	window	no	no	yes	no	yes	yes
/ks/	x	six	no	no	yes	no	yes	yes
/y/	y	yellow	yes	yes	yes	no	yes	yes
/z/	z	zero	yes	no	no	no	yes	yes
Digraphs								
/ch/	ch	chin	yes	no	yes	no	yes	yes
	tch	match	yes	no	yes	no	yes	yes
/sh/	sh	shell	yes	no	yes	no	yes	yes
/hw/	wh	whisk	no	no	yes	no	yes	yes
/th/	th	bath	no	no	no	no	yes	yes
/th/	th	this	no	no	yes	no	yes	yes
/ng/	ng	ring	yes	no	no	no	approx.	approx.
Short Vowels								
/a/	a	map	yes	yes	yes	no	yes	yes
/e/	e	ten	no	no	yes	no	no	no
/i/	i	lid	no	no	yes	no	yes	yes
/o/	o	dot	approx.	yes	approx.	no	yes	yes
/u/	u	cup	no	no	no	no	no	no

Phonics Transfer Chart, continued

ENGLISH			SPANISH		CANTONESE		VIETNAMESE	
Phoneme	Grapheme	Key Word	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?
Long Vowels								
/ā/	a_e	cake	yes	no	approx.	no	approx.	no
	ai	sail	yes	no	approx.	no	approx.	no
	ay	tray	yes	no	approx.	no	approx.	no
/ē/	ee	feet	yes	no	approx.	no	yes	no
	ea	sea	yes	no	approx.	no	yes	no
	y	happy	yes	no	approx.	no	yes	no
/ī/	i_e	bike	yes	no	approx.	no	yes	no
	ie	tie	yes	no	approx.	no	yes	no
	igh	night	yes	no	approx.	no	yes	no
	y	sky	yes	no	approx.	no	yes	no
/ō/	o_e	globe	yes	no	approx.	no	approx.	no
	oa	boat	yes	no	approx.	no	approx.	no
	ow	rowboat	yes	no	approx.	no	approx.	no
/ū/	u_e	flutes	yes	no	approx.	no	yes	yes
	ui	suit	yes	no	approx.	no	yes	no
	ue	blue	yes	no	approx.	no	yes	no
/yoo/	u_e	mule	yes	no	approx.	no	no	no
	ue	rescue	yes	no	approx.	no	no	no
R-Controlled Vowels								
/är/	ar	star	approx.	yes	approx.	no	no	no
/ôr/	or	horn	approx.	yes	approx.	no	no	no
/ûr/	er	fern	approx.	yes	approx.	no	no	no
	ir	bird	approx.	no	approx.	no	no	no
	ur	curb	approx.	no	approx.	no	no	no
/âr/	air	chair	no	no	no	no	no	no
	ear	bear	no	no	no	no	no	no
/îr/	eer	deer	no	no	no	no	no	no
	ear	tear	no	no	no	no	no	no
Variant Vowels								
/oi/	oi	coin	yes	yes	approx.	no	approx.	yes
	oy	boy	yes	yes	approx.	no	approx.	no
/ou/	ou	cloud	yes	no	approx.	no	yes	no
	ow	crown	yes	no	approx.	no	yes	no
/ô/	aw	saw	approx.	no	yes	no	yes	no
	au	laundry	approx.	no	approx.	no	yes	no
/ôl/	al	salt	approx.	no	approx.	no	no	no
	all	ball	approx.	no	approx.	no	no	no
/oo/	oo	moon	yes	no	approx.	no	approx.	no
	ew	screw	yes	no	approx.	no	approx.	no
/oo/	oo	book	no	no	approx.	no	approx.	no
/ə/	a (initial syllable)	asleep	no	no	no	no	approx.	no

ENGLISH			HMONG		KOREAN		HAITIAN CREOLE	
Phoneme	Grapheme	Key Word	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?	Sound Transfer?	Sound-Symbol Match?
Long Vowels								
/ā/	a_e	cake	approx.	no	yes	no	yes	yes
	ai	sail	approx.	no	yes	no	yes	no
	ay	tray	approx.	no	yes	no	yes	no
/ē/	ee	feet	yes	no	yes	no	yes	yes
	ea	sea	yes	no	yes	no	yes	no
	y	happy	yes	no	yes	no	yes	no
/ī/	i_e	bike	yes	no	yes	no	yes	yes
	ie	tie	yes	no	yes	no	yes	yes
	igh	night	yes	no	yes	no	yes	yes
	y	sky	yes	no	yes	no	yes	yes
/ō/	o_e	globe	no	no	yes	no	yes	yes
	oa	boat	no	no	yes	no	yes	yes
	ow	rowboat	no	no	yes	no	yes	yes
/ū/	u_e	flutes	yes	yes	yes	no	yes	yes
	ui	suit	yes	no	yes	no	yes	yes
	ue	blue	yes	no	yes	no	yes	no
/yoo/	u_e	mule	no	no	yes	no	no	no
	ue	rescue	no	no	yes	no	no	no
R-Controlled Vowels								
/är/	ar	star	no	no	no	no	no	no
/ôr/	or	horn	no	no	no	no	no	no
/ûr/	er	fern	no	no	no	no	no	no
	ir	bird	no	no	no	no	no	no
	ur	curb	no	no	no	no	no	no
/âr/	air	chair	no	no	no	no	no	no
	ear	bear	no	no	no	no	no	no
/îr/	eer	deer	no	no	no	no	no	no
	ear	tear	no	no	no	no	no	no
Variant Vowels								
/oi/	oi	coin	no	no	yes	no	yes	yes
	oy	boy	no	no	yes	no	yes	yes
/ou/	ou	cloud	approx.	no	yes	no	yes	yes
	ow	crown	approx.	no	yes	no	yes	no
/ô/	aw	saw	approx.	no	approx.	no	yes	no
	au	laundry	approx.	no	approx.	no	yes	yes
/ôl/	al	salt	no	no	approx.	no	yes	yes
	all	ball	no	no	approx.	no	yes	yes
/oo/	oo	moon	yes	no	yes	no	yes	yes
	ew	screw	yes	no	yes	no	yes	yes
/oo/	oo	book	no	no	approx.	no	no	no
/ə/	a (initial syllable)	asleep	no	no	yes	no	yes	yes

Articulation of English Consonant and Vowel 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	
<p>Manner of Articulation How is the sound produced?</p> <ul style="list-style-type: none"> • Plosives: formed by closing or blocking off the air flow and then exploding a puff of air; for example, /b/ as in <i>box</i>. • Nasals: formed when the mouth is closed, forcing air through the nose; for example, /m/ as in <i>man</i>. • Fricatives: formed by narrowing the air channel and then forcing air through it, creating friction in the mouth; for example, /v/ as in <i>voice</i>. • Affricatives: formed by a stop followed by a fricative; for example, /ch/ as in <i>chip</i>. • Glides: formed in similar ways as vowels; for example, /y/ as in <i>yes</i>. • Lateral: formed by interrupting the air flow slightly, but no friction results; for example, /l/ as in <i>line</i>. 	<p>Place of Articulation Where in the mouth is the sound produced?</p> <ul style="list-style-type: none"> • Lips (bilabial) • Lips and teeth (labiodental) • Tongue between teeth (dental) • Tongue behind teeth (alveolar) • Roof of mouth (palatal) • Back of mouth (velar) • Throat (glottal) <p>Voiced or Voiceless</p> <ul style="list-style-type: none"> • Voiced: the vocal cords vibrate; for example, /z/ as in <i>zoo</i>. • Voiceless: the vocal cords do not vibrate; for example, /s/ as in <i>sit</i>. <p>Continuous or Stop</p> <ul style="list-style-type: none"> • Continuous: a sound that can be produced for several seconds without distortion; for example, /s/ as in <i>sun</i>. • Stop: a sound that can be produced for only an instant; for example, /p/ as in <i>pop</i>.

CONSONANT PHONEME ARTICULATION							
Place ► ▼ Manner	Lips	Lips and Teeth	Tongue Between Teeth	Tongue Behind Teeth	Roof of Mouth	Back of Mouth	Throat
Plosives	/p/ /b/*			/t/ /d/*		/k/ /g/*	
Fricatives		/f/ /v/*	/th/ /ð/*	/s/ /z/*	/sh/ /zh/*		/h/
Affricatives					/ch/ /j/*		
Nasals	/m/			/n/		/ng/	
Lateral				/l/			
Glides	/hw/ /w/*			/r/	/y/		

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

CONSONANT PHONEMES	
<p>Continuous Sounds /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/</p>	<p>Stop Sounds /b/, /d/, /g/, /j/, /p/, /t/, /k/, /ch/</p>

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	Say the sound /m/. Pay attention to your mouth. What part of your mouth moves? (<i>lips</i>) How do they move? (<i>They are pressed tightly together.</i>) Does any air come out? (<i>yes</i>) Now hold your nose. Can you still say /m/? (<i>no</i>) That's because air comes out through your nose.
Manner of Articulation: Nasal	
Voiced	
/p/	
Place of Articulation: Lips	Now say /p/. What part of your mouth moves? (<i>lips</i>) The lips help make /p/ also. Close your lips and then open them quickly. Does any air come out? (<i>yes, a lot</i>) 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/.
Manner of Articulation: Stop	
Voiceless	
/t/	
Place of Articulation: Tongue Behind Teeth	Try making the sound /t/. Put your hand in front of your mouth. Do you feel a lot of air coming out? (<i>yes</i>) Now try to close your lips and say /t/. Does it work? (<i>no</i>) Another part of your mouth makes /t/. Can you feel what part? (<i>the tongue</i>) Where does it stop the air? (<i>on the hard ridge behind your top teeth</i>)
Manner of Articulation: Stop	
Voiceless	
/b/	
Place of Articulation: Lips	Do you remember saying the /p/ sound? Say /p/. What makes the air stop? (<i>lips</i>) Do you feel a lot of air come out? (<i>yes</i>) 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? (<i>/b/</i>) That is because you are using your voice. Say <i>pit, bit</i> . Notice that when you change only one sound, you can get a different word.
Manner of Articulation: Stop	
Voiced	
/k/	
Place of Articulation: Back of Mouth	Now try saying /k/. Put your hand in front of your mouth. Do you feel a lot of air come out? (<i>yes</i>) What stops the air? Do your lips move? (<i>no</i>) Do you put your tongue up behind your top teeth? (<i>no</i>) Where is your tongue? (<i>The front is low because the back of the tongue stops the air.</i>) Where? (<i>in the back of the mouth</i>) The /k/ is pronounced in the back of the mouth.
Manner of Articulation: Stop	
Voiceless	

/n/	
Place of Articulation: Tongue Behind Teeth	Let's say the sound /n/. Keep on saying /n/, and put your hand in front of your mouth. Does any air come out? (<i>no</i>) Now hold your nose. Can you say an /n/ now? (<i>no</i>) What other sound did we practice where air came through the nose? (<i>/m/</i>) Say an /m/ now. What part of your mouth did you use? (<i>lips</i>) We don't use our lips for the /n/ sound. Say /m/ and /n/. Where does your tongue move to? Say <i>meat, neat</i> . The tongue is behind the teeth for <i>neat</i> , and air still comes out the nose.
Manner of Articulation: Nasal	
Voiced	
/d/	
Place of Articulation: Tongue Behind Teeth	Now let's say /d/. Does a lot of air come out? (<i>yes</i>) How do you know that? (<i>I put my hand in front of my mouth.</i>) Cover your ears when you make /d/. Do you use your voice in making this sound? (<i>yes</i>) Say /t/, /d/, /t/, /d/. How are these sounds different? (<i>We use our voice for /d/ but not for /t/. That is the only difference.</i>)
Manner of Articulation: Stop	
Voiced	
/g/	
Place of Articulation: Back of Mouth	Watch my face as I say a /g/ sound (as in <i>get</i>). Does any part of my face move? (<i>no</i>) (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. (<i>yes</i>) You should have put your hand up to be sure. Do you use your voice? How do you know? (<i>cover your ears</i>) 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? (<i>in the back</i>) Now say /k/, /g/, /k/, /g/. These sounds are pronounced in the same place, but we use our voice for one. Which one? (<i>/g/</i>)
Manner of Articulation: Stop	
Voiced	
/l/	
Place of Articulation: Tongue Behind Teeth	Say an /l/. Does a lot of air come out? (<i>no</i>) 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? (<i>no</i>) The air stops on /t/ and then rushes out. For /l/, the air flows out at both sides of the tongue. Can you tell me where the tip of the tongue is for /l/? (<i>on the upper ridge behind the front teeth</i>)
Manner of Articulation: Lateral	
Voiced	

Consonant Sounds, continued

/f/	
Place of Articulation: Lips and Teeth Manner of Articulation: Fricative Voiceless	<p>Try saying an /f/ sound. Can you keep saying this sound? (yes) Watch my face as I say the sound /f/. What part of my mouth moved? (<i>Students may say lips.</i>) Watch again closely. Do both lips move? (<i>no, just one</i>) Which? (<i>the lower lip</i>) Say the sound /f/ yourself. The lower lip comes up close to your upper teeth and makes the air sound noisy. Keep saying the /f/ and listen to the noise of the air.</p>
/h/	
Place of Articulation: Throat Manner of Articulation: Fricative Voiceless	<p>Now say /h/, /h/, /h/ and hold your hand in front of your mouth. Do you feel a puff of air? (yes) Now say <i>eee</i>. Then say <i>he, he, he</i>. Did you feel a difference from when you said <i>eee</i>? (yes) Now say <i>ooo, ho, ho, ho</i>. When we put a small puff of air before another sound, it is the /h/ sound. Say <i>I, hi, or it, hit</i>. Does the /h/ sound make a difference in the meaning? (yes)</p>
/r/	
Place of Articulation: Tongue Behind Teeth Manner of Articulation: Glide Voiced	<p>Try saying the sound /r/. Can you keep saying this sound for a long time? (yes) /r/ does not stop the air. Now stop making /r/, but keep your tongue ready to say the sound. Take a deep breath. The part of your tongue that feels cool is the part that helps to make this sound. It is under part of the tip of your tongue. This part comes close to a part of your mouth. What part of your mouth does the tongue come close to? (<i>the roof of the mouth</i>) Say <i>at</i>. Now put the /r/ first and say <i>rat</i>. Do <i>at</i> and <i>rat</i> mean different things? (Yes, <i>the /r/ makes a difference in meaning.</i>)</p>

/w/	
Place of Articulation: Lips Manner of Articulation: Glide Voiced	<p>For the next sound, I am going to get ready to say it, but I won't say it. Can you guess what sound it is? (Round your lips to pronounce /w/, but do not say it.) Can you tell me what sound I was going to make? (/w/) Now let's all make the /w/ sound. Which part of your mouth moves? (<i>lips</i>) What do they do? (<i>get round and tight</i>) Do you use your voice to say the /w/ sound? (yes) Say <i>itch</i>, then <i>witch</i>. Does the /w/ sound make a difference in meaning? (yes)</p>
/sh/	
Place of Articulation: Roof of Mouth Manner of Articulation: Fricative Voiceless	<p>Next, we are going to make another sound where the lips are round but not as tight. Try /sh/. Can you keep saying this sound? (yes) (Have a student stand in the corner of the room and make the /sh/.) Could everyone hear (student's name) make the /sh/? (yes) The air is very noisy. Remember, the air gets noisy when it rushes past a close or narrow place. The lips help make this narrow place, and so does the top of the front part of the tongue. The tip of the tongue comes close to the roof of your mouth.</p>
/s/	
Place of Articulation: Tongue Behind Teeth Manner of Articulation: Fricative Voiceless	<p>Watch my lips as I change from making /sh/ to /s/. How do my lips change? (<i>They are no longer rounded.</i>) Does the air make a lot of noise in /s/? (yes) Are your teeth close together or far apart? (<i>close together</i>) The top of your tongue makes this sound also, but it has moved from the ridge to come close to another part of your mouth. Can you tell where? (<i>It comes close behind your teeth.</i>) Say <i>she, see, or ship, sip</i>. Does /s/ make a difference in meaning? (yes)</p>

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.

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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 /ōō/ sound in the word *boot*, the mouth position is round and partially open; the jaw muscles are tense.

VOWEL PHONEMES BY MOUTH POSITION



/ē/

tree
these
be
seat
key
sunny
chief
either

/ī/

pit
gym
build

/ā/

rake
trail
way
they
eight
vein
great

/ĕ/

bed
head
said
says

/ă/

mat
have
plaid
laugh

/ĭ/

time
lie
right
sky
rifle
guy

/ə/

table
about
soda
lesson

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lot
box
rock
father

/ŭ/

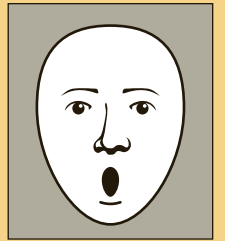
cut
flood
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/āō/

saw
tall
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pause
talk
broad

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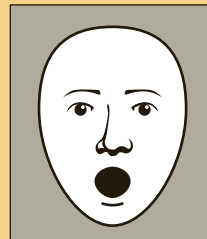
book
put
should

/oi/

boil, joy, lawyer

/ow/

cloud, now



/ūr/

bird, herd, fur

/är/

car

/ôr/

four, horn