

# Appendix C

## Teacher's Resource Guide of Language Transfer Issues for English Language Learners

### GRAMMAR TRANSFER ISSUES FOR TEN LANGUAGES

The following chart identifies areas in which speakers of various primary languages may have some difficulty in acquiring English grammar (syntax). The type of transfer error and its cause is outlined for each grammatical category.<sup>1</sup>

#### NOUNS

<i>Grammar Point</i>	<i>Type of Transfer Error in English</i>	<i>Language Background</i>	<i>Cause of Transfer Difficulty</i>
<b>Plural forms</b>	omission of plural marker -s <i>I have 5 book.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	Nouns do not change form to show the plural in the primary language.
<b>Possessive forms</b>	avoidance of 's to describe possession <i>the children of my sister</i> instead of <i>my sister's children</i>	Haitian Creole, Hmong, Khmer, Spanish, Tagalog, Vietnamese	The use of a prepositional phrase to express possession reflects the only structure or a more common structure in the primary language.
	no marker for possessive forms <i>house my friend</i> instead of <i>my friend's house</i>	Haitian Creole, Khmer, Vietnamese	A noun's owner comes after the object in the primary language.
<b>Count versus noncount nouns</b>	use of plural forms for English noncount nouns <i>the furnitures, the color of her hairs</i>	Haitian Creole, Russian, Spanish, Tagalog	Nouns that are count and noncount differ between English and the primary language.

<sup>1</sup>Charts from "Teacher's Resource Guide of Language Transfer Issues for English Language Learners" in the series *On Our Way to English*, copyright © 2004 Harcourt Achieve, Inc. Reprinted by permission of the publisher.

## ARTICLES

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	omission of article <i>He has job.</i> <i>His dream is to become lawyer, not teacher.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Russian, Tagalog, Vietnamese	Articles are either lacking or the distinction between <i>a</i> and <i>the</i> is not paralleled in the primary language.
	omission of articles in certain contexts such as to identify a profession <i>He is teacher.</i>	Spanish	The article is not used in Spanish in this context, but it is needed in English.
	overuse of articles <i>The honesty is the best policy.</i> <i>This food is popular in the Japan.</i> <i>I like the cats.</i>	Arabic, Haitian Creole, Hmong, Spanish, Tagalog	The article is used in the primary language in places where it isn't used in English.
	use of <u>one</u> for <i>a/an</i> <i>He is one engineer.</i>	Haitian Creole, Hmong, Vietnamese	Learners sometimes confuse the articles <i>a/an</i> with <i>one</i> since articles either do not exist in the primary language or serve a different function.

## PRONOUNS

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
<b>Personal pronouns, gender</b>	use of pronouns with inappropriate gender <i>He is my sister.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog	The third person pronoun in the primary language is gender free. The same pronoun is used where English uses masculine, feminine, and neuter pronouns, resulting in confusion of pronoun forms in English.
	use of pronouns with inappropriate gender <i>He is my sister.</i>	Spanish	In Spanish, subject pronouns are dropped in everyday speech and the verb conveys third-person agreement, effectively collapsing the two pronouns and causing transfer difficulty for subject pronouns in English.
	use of inappropriate gender, particularly with neuter nouns <i>The house is big. She is beautiful.</i>	Russian, Spanish	Inanimate nouns have feminine and masculine gender in the primary language, and the gender may be carried over into English.

## PRONOUNS (continued)

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
<b>Personal pronoun forms</b>	confusion of subject and object pronoun forms <i><u>Him</u> hit me.</i> <i>I like <u>she</u>.</i> <i>Let <u>we</u> go.</i>	Cantonese, Hmong, Khmer	The same pronoun form is used for <i>he/him, she/her</i> , and in some primary languages for <i>I/me and we/us</i> .
	use of incorrect number for pronouns <i>I saw many yellow flowers.</i> <i><u>It</u> was pretty.</i>	Cantonese, Korean	There is no number agreement in the primary language.
	omission of subject pronouns <i>Michael isn't here. <u>Is</u> in school.</i>	Korean, Russian, Spanish	Subject pronouns may be dropped in the primary language and the verb ending supplies information on number and/or gender.
	omission of object pronouns <i>That man is very rude, so nobody likes.</i>	Korean, Vietnamese	Direct objects are frequently dropped in the primary language.
	omission of pronouns in clauses <i>If not have jobs, they will not have food.</i>	Cantonese, Vietnamese	A subordinate clause at the beginning of a sentence does not require a subject in the primary language.
	use of pronouns with subject nouns <i>This car, <u>it</u> runs very fast.</i> <i>Your friend, <u>he</u> seems so nice.</i> <i>My parents, <u>they</u> live in Vietnam.</i>	Hmong, Vietnamese	This type of redundant structure reflects the popular "topic-comment" approach used in the primary language: The speaker mentions a topic and then makes a comment on it.
	avoidance of pronouns by repetition of nouns <i><u>Sara</u> visits her grandfather every Sunday, and <u>Sara</u> makes a meal.</i>	Korean, Vietnamese	It is common in the primary language to repeat nouns rather than to use pronouns.
<b>Pronoun one</b>	omission of the pronoun <i>one</i> <i>I saw two nice cars, and I like the small.</i>	Russian, Spanish, Tagalog	Adjectives can be used on their own in the primary language, whereas English often requires a noun or <i>one</i> .
<b>Possessive forms</b>	confusion of possessive forms <i>The book is <u>my</u>.</i>	Cantonese, Hmong, Vietnamese	Cantonese and Hmong speakers tend to omit final <i>n</i> , creating confusion between <i>my</i> and <i>mine</i> .

## ADJECTIVES

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	position of adjectives after nouns <i>I read a book interesting.</i>	Haitian Creole, Hmong, Khmer, Spanish, Vietnamese	Adjectives commonly come after nouns in the primary language.
	position of adjectives before certain pronouns <i>This is interesting something.</i>	Cantonese, Korean	Adjectives always come before words they modify in the primary language.
<b>Comparison</b>	omission of markers for comparison <i>She is smart than me.</i>	Khmer	Since there are no suffixes or inflections in Khmer, the tendency is to omit them in English.
	avoidance of <i>-er</i> and <i>-est</i> endings <i>I am more old than my brother.</i>	Hmong, Khmer, Korean, Spanish	Comparative and superlative are usually formed with separate words in the primary language, the equivalent of <i>more</i> and <i>most</i> in English.
<b>Confusion of <i>-ing</i> and <i>-ed</i> forms</b>	confusion of <i>-ing</i> and <i>-ed</i> forms <i>The movie was bored.</i> <i>I am very interesting in sports.</i>	Cantonese, Khmer, Korean, Spanish	The adjective forms in the primary language that correspond to the ones in English do not have active and passive meanings. In Korean, for many adjectives, the same form is used for both active and passive meanings <i>boring</i> versus <i>bored</i> .

## VERBS

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
<b>Present tense</b>	Omission of <i>s</i> in present tense, third person agreement <i>She go to school every day.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	There is no verb agreement in the primary language.
	problems with irregular subject-verb agreement <i>Sue and Ed has a new house.</i>	Cantonese, Hmong, Khmer, Korean, Tagalog	Verbs forms do not change to indicate the number of the subject in the primary language.
<b>Past tense</b>	omission of tense markers <i>I study English yesterday.</i> <i>I give it to him yesterday.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese	Verbs in the primary language do not change form to express tense.

## VERBS (continued)

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	confusion of present form and simple past of regular verbs <i>I <u>give</u> it to him yesterday.</i>	Cantonese, Spanish	Speakers of the primary language have difficulty recognizing that merely a vowel shift in the middle of the verb, rather than a change in the ending of the verb, is sufficient to produce a change of tense in irregular verbs.
	incorrect use of present for the future <i>I <u>come</u> tomorrow.</i>	Cantonese, Korean	The primary language allows the use of present tense for the future.
<b>In negative statements</b>	omission of helping verbs in negative statements <i>I no understand. I not get in university.</i>	Cantonese, Korean, Russian, Spanish, Tagalog	Helping verbs are not used in negative statements in the primary language.
<b>Perfect tenses</b>	avoidance of present perfect where it should be used <i>I live here for two years.</i>	Haitian Creole, Russian, Tagalog, Vietnamese	The verb form either doesn't exist in the primary language or has a different function.
	use of present perfect where past perfect should be used <i>Yesterday I <u>have done</u> that.</i>	Khmer, Korean	In the primary language, a past marker, e.g., <i>yesterday</i> , is inserted to indicate a completed action and no other change is necessary. In English, when a past marker is used, the verb form must change to past perfect instead of present perfect.
<b>Past continuous</b>	use of past continuous for recurring action in the past <i>When I was young, I <u>was studying</u> a lot.</i>	Korean, Spanish, Tagalog	In the primary language, the past continuous form can be used in contexts in which English uses the expression <i>used to</i> or the simple past.
<b>Main verb</b>	omission of main verb <i>Criticize people not good.</i>	Cantonese	Unlike English, Cantonese does not require an infinitive marker when using a verb as a noun.
	use of two or more main verbs in one clause without any connectors <i>I <u>took</u> a book <u>went studied</u> at the library.</i>	Hmong	In Hmong, verbs can be connected without <i>and</i> or any other conjunction (serial verbs).

(continued)

## VERBS (Continued)

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
<b>Linking verbs</b>	omission of linking verb <i>He hungry.</i>	Cantonese, Haitian Creole, Hmong, Khmer, Russian, Vietnamese	The verb <i>be</i> is not required in all sentences. In some primary languages, it is implied in the adjective form. In others, the concept is expressed as a verb.
<b>Passive voice</b>	Omission of helping verb <i>be</i> in passive voice <i>The food finished.</i>	Cantonese, Vietnamese	Passive voice in the primary language does not require a helping verb.
	avoidance of passive constructions <i>They speak Creole here.</i> <i>One speaks Creole here.</i>	Haitian Creole	Passive constructions do not exist in Haitian Creole.
	avoiding the alternate <i>Creole is spoken here.</i>		
<b>Transitive verbs versus intransitive verbs</b>	confusion of transitive and intransitive verbs <i>He married with a nice girl.</i>	Cantonese, Korean, Russian, Spanish, Tagalog	Verbs that do and do not take a direct object differ between English and the primary language.
<b>Phrasal verbs</b>	confusion of related phrasal verbs <i>I look after the word in the dictionary.</i> instead of <i>I look up the word in the dictionary.</i>	Korean, Russian, Spanish	Phrasal verbs do not exist in the primary language. There is often confusion over their meaning in English.
<b>have versus be</b>	use of <i>have</i> instead of <i>be</i> <i>I have hunger.</i> <i>I have right.</i>	Spanish	Some Spanish constructions use <i>have</i> where English uses <i>be</i> .

## ADVERBS

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	use of adjective form where adverb form is needed <i>Walk quiet.</i>	Haitian Creole, Hmong, Khmer	There are no suffix-derived adverb forms in the primary language, and the adjective form is used after the verb.
	placement of adverbs before verbs <i>At ten o'clock this morning my plane landed.</i> avoiding the alternate, <i>My plane landed at ten o'clock this morning.</i>	Cantonese, Korean	Adverbs usually come before verbs in the primary language, and this tendency is carried over into English.

## PREPOSITIONS

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	omission of prepositions <i>Money does not grow trees.</i>	Cantonese	There are no exact equivalents of English prepositions in Cantonese although there are words to mark location and movement.

## COMPLEX SENTENCES

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
<b>Relative clauses</b>	Omission of relative pronouns <i>My grandfather was a generous man helped everyone.</i>	Vietnamese	Relative pronouns are not required in Vietnamese.
	incorrect pronoun used to introduce a relative clause <i>the house <u>who</u> is big</i>	Hmong	Hmong uses the same forms of relative pronouns for both personal and inanimate antecedents.
<b>Adverbial clauses</b>	inclusion of additional connecting word <i>Because he was reckless, <u>so</u> he caused an accident.</i> <i>Although my parents are poor, <u>but</u> they are very generous.</i>	Cantonese, Korean, Vietnamese	The primary language sometimes uses a "balancing word" in the main clause.
	use of incorrect tenses in time clauses <i>She <u>speaks</u> French before she studied English.</i> <i>After she <u>comes</u> home, it was raining.</i> <i>We will go to the beach if the weather <u>will be</u> nice.</i>	Cantonese, Hmong, Tagalog, Vietnamese	The primary language lacks tense markers so that matching the tenses of two verbs in one sentence correctly can be difficult. Learners may also try to analyze the tense needed in English according to meaning, which in some cases can result in the use of an incorrect tense.
<b>If versus when</b>	Confusion of <i>if</i> and <i>when</i> <i>if you get there, call me!</i> instead of <i>When you get there, call me!</i>	Korean, Tagalog	The primary language has one expression that covers the use of English <i>if</i> and <i>when</i> for the future.

### INFINITIVES AND GERUNDS

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	use of present tense verbs in places where gerunds or infinitives are used in English <i>Stop <u>walk</u>.</i> <i>I want <u>go</u> there.</i>	Haitian, Creole, Khmer, Korean	Either the <i>-ing</i> form does not exist in the primary language, or learners tend to use present tense verbs instead of gerunds even if they do exist [Haitian Creole].
	use of <i>for</i> in infinitive phrases <i>They went <u>for</u> to see the movie.</i>	Spanish	Spanish uses a prepositional form in similar constructions, which is carried over into English and translated as <i>for</i> .

### SENTENCE STRUCTURE

Grammar Point	Type of Transfer Error in English	Language Background	Cause of Transfer Difficulty
	omission of object <i>He dyed [his hair].</i> <i>Yes, I want [some].</i>	Korean	Korean tends to omit objects and noun phrases after verbs.
	lack of variety in the position of clauses <i>Because you weren't at home and I couldn't find [you], I left.</i> avoiding the alternate, <i>I left because you weren't at home and I couldn't find [you].</i>	Korean	Since main clauses always come last in Korean, there is a tendency to put the main clause last in English. This is not an error in English, but it leads to a lack of sentence variety.
	clauses that describe earlier actions come first <i>After I finish my homework, I will watch TV.</i> avoiding the alternate, <i>I will watch TV after I finish my homework.</i>	Cantonese, Korean	The pattern in the primary language is to describe what happens first while later occurrences follow. This is not an error in English, but it leads to a lack of sentence variety.
	placement of phrase with the indirect object before the direct object <i>They gave <u>to the girl</u> the book.</i>	Spanish	The phrase with the indirect object can come before the direct object in Spanish.
	placement of modifiers between verb and direct object <i>She speaks <u>very well</u> English.</i>	Korean, Spanish	Word order, including the placement of adverbials, is freer in the primary language than in English.



**SENTENCE STRUCTURE** (Continued)

<i>Grammar Point</i>	<i>Type of Transfer Error in English</i>	<i>Language Background</i>	<i>Cause of Transfer Difficulty</i>
	use of double negatives <i>I <u>no</u> see <u>nobody</u>.</i>	Spanish	Spanish requires double negatives in many sentence structures.
	use of clauses for other structures <i>I want <u>that you help me</u>.</i>	Russian, Spanish	Verbs that take direct objects versus those that require clauses differ in the primary language and English.

**QUESTIONS**

<i>Grammar Point</i>	<i>Type of Transfer Error in English</i>	<i>Language Background</i>	<i>Cause of Transfer Difficulty</i>
	avoidance of English inverted question forms in yes/no questions in favor of tag questions or intonation <i>You come tomorrow, OK?</i> <i>He goes to school with you?</i>	Cantonese, Haitian Creole, Khmer, Korean, Russian, Tagalog, Vietnamese	The primary language doesn't use subject-verb inversion in questions.
	lack of subject-verb inversion in questions with helping verbs <i>When she will be home?</i> <i>Where you are going?</i>	Cantonese, Hmong, Russian, Tagalog	In the primary language, word order is the same in some questions and statements, depending on the context.
	omission of <i>do</i> or <i>did</i> in questions <i>Where you went?</i>	Haitian Creole, Hmong, Khmer, Korean, Russian, Spanish, Tagalog	In the primary language, there is no exact counterpart to the <i>do/did</i> verb in questions.
<b>Yes/no questions</b>	incorrect answer form for yes/no questions <i>A: Do you want more food?</i> <i>B: I want.</i> <i>A: Do you have a pen?</i> <i>B: I not have.</i>	Cantonese, Hmong, Khmer, Korean, Russian	In the primary language, learners tend to answer yes by repeating the verb in the question. They tend to say no by using <i>not</i> and repeating the verb.
	positive answer to negative question <i>A: Aren't you going?</i> <i>B: Yes. when the person is not going</i>	Cantonese, Korean, Russian	The appropriate response pattern differs between the primary language and English.
<b>Tag questions</b>	incorrect tag questions <i>You want to go home, are you?</i>	Cantonese, Khmer, Korean, Vietnamese	The primary language has no exact counterpart to a tag question, forms them differently, or does not add <i>do/did</i> to questions.

## PHONICS TRANSFER ISSUES FOR SEVEN LANGUAGES

### Sound Transfer (Phonology)

The symbol • identifies areas in which these primary language speakers may have some difficulty pronouncing and perceiving spoken English. The sound may not exist in the primary language, may exist but be pronounced somewhat differently, or may be confused with another sound. Sound production and perception issues affect phonics instruction.

### CONSONANTS

Sound	Spanish	Vietnamese	Hmong	Cantonese	Haitian Creole	Korean	Khmer
/b/ as in <u>b</u> at			•	•		•	
/k/ as in <u>c</u> at and <u>k</u> ite			•				
/d/ as in <u>d</u> og				•		•	
/f/ as in <u>f</u> an						•	
/g/ as in <u>g</u> oat			•	•		•	•
/h/ as in <u>h</u> en					•		
/j/ as in <u>j</u> acket	•	•	•	•		•	
/l/ as in <u>l</u> emon						•	
/m/ as in <u>m</u> oney							
/n/ as in <u>n</u> ail							
/p/ as in <u>p</u> ig			•				
/r/ as in <u>r</u> abbit	•		•	•	•	•	
/s/ as in <u>s</u> un			•				
/t/ as in <u>t</u> een		•	•				
/v/ as in <u>v</u> ideo	•			•		•	•
/w/ as in <u>w</u> agon	•		•				•
/y/ as in <u>y</u> o-yo							
/z/ as in <u>z</u> ebra	•		•	•		•	•
/kw/ as in <u>q</u> ueen			•				
/ks/ as in <u>x</u> ray			•	•			

### SHORT VOWELS

Sound	Spanish	Vietnamese	Hmong	Cantonese	Haitian Creole	Korean	Khmer
short <u>a</u> as in <u>h</u> at	•	•		•		•	
short <u>e</u> as in <u>s</u> et	•		•	•	•	•	
short <u>i</u> as in <u>s</u> it	•	•	•	•	•	•	
short <u>o</u> as in <u>h</u> ot	•		•			•	
short <u>u</u> as in <u>c</u> up	•		•	•	•	•	

**LONG VOWELS**

<i>Sound</i>	<i>Spanish</i>	<i>Vietnamese</i>	<i>Hmong</i>	<i>Cantonese</i>	<i>Haitian Creole</i>	<i>Korean</i>	<i>Khmer</i>
long <i>a</i> as in <u>date</u>			•	•			
long <i>e</i> as in <u>be</u>				•		•	
long <i>i</i> as in <u>ice</u>				•			
long <i>o</i> as in <u>road</u>			•	•			
long <i>u</i> as in <u>true</u>				•		•	

**VOWEL PATTERNS**

<i>Sound</i>	<i>Spanish</i>	<i>Vietnamese</i>	<i>Hmong</i>	<i>Cantonese</i>	<i>Haitian Creole</i>	<i>Korean</i>	<i>Khmer</i>
<i>oo</i> as in <u>book</u>	•	•	•		•	•	•
<i>aw</i> as in <u>saw</u>	•					•	

**DIPHTHONGS**

<i>Sound</i>	<i>Spanish</i>	<i>Vietnamese</i>	<i>Hmong</i>	<i>Cantonese</i>	<i>Haitian Creole</i>	<i>Korean</i>	<i>Khmer</i>
<i>oy</i> as in <u>boy</u>			•				
<i>ow</i> as in <u>how</u>	•						

**R-CONTROLLED VOWELS**

<i>Sound</i>	<i>Spanish</i>	<i>Vietnamese</i>	<i>Hmong</i>	<i>Cantonese</i>	<i>Haitian Creole</i>	<i>Korean</i>	<i>Khmer</i>
<i>ir</i> as in <u>bird</u>	•	•	•	•	•	•	•
<i>ar</i> as in <u>hard</u>	•	•	•	•	•	•	•
<i>or</i> as in <u>form</u>	•	•	•	•	•	•	•
<i>air</i> as in <u>hair</u>	•	•	•	•	•	•	•
<i>ear</i> as in <u>hear</u>	•	•	•	•	•	•	•

**CONSONANT DIGRAPHS**

<i>Sound</i>	<i>Spanish</i>	<i>Vietnamese</i>	<i>Hmong</i>	<i>Cantonese</i>	<i>Haitian Creole</i>	<i>Korean</i>	<i>Khmer</i>
<i>sh</i> as in <u>shoe</u>	•	•		•			•
<i>ch</i> as in <u>chain</u>		•	•				
<i>th</i> as in <u>think</u>	•	•	•	•	•	•	•
<i>ng</i> as in <u>sing</u>	•		•		•		

**CONSONANT BLENDS**

Sound	Spanish	Vietnamese	Hmong	Cantonese	Haitian Creole	Korean	Khmer
<i>bl, tr, dr, etc.</i> (start of words) as in <u>b</u> lack, <u>t</u> ree, <u>d</u> ress		•	•	•	•	•	
<i>ld, nt, rt, etc.</i> (end of words) as in <u>c</u> old, <u>t</u> ent, <u>s</u> tart		•	•	•	•	•	•

**SOUND-SYMBOL TRANSFER (PHONICS)**

The following chart identifies sound-symbol transfer issues for four languages that use the roman alphabet. (The remaining three do not.) The symbol • identifies symbols which do not represent the corresponding sound in the writing system of the primary language.

**CONSONANTS**

Sound-Symbols	Spanish	Vietnamese	Hmong	Haitian Creole
<i>b</i> as in <u>b</u> at			•	
<i>c</i> as in <u>c</u> at		•	•	•
as in <u>c</u> ent		•	•	
<i>d</i> as in <u>d</u> og				
<i>f</i> as in <u>f</u> ish				
<i>g</i> as in <u>g</u> oat			•	
as in <u>g</u> iant	•		•	
<i>h</i> as in <u>h</u> en	•			
<i>j</i> as in <u>j</u> acket	•	•	•	
<i>k</i> as in <u>k</u> ite			•	
<i>l</i> as in <u>l</u> emon				
<i>m</i> as in <u>m</u> oon				
<i>n</i> as in <u>n</u> ice				
<i>p</i> as in <u>p</u> ig				
<i>qu</i> as in <u>q</u> ueen	•		•	•
<i>r</i> as in <u>r</u> abbit	•		•	
<i>s</i> as in <u>s</u> un			•	
<i>t</i> as in <u>t</u> een			•	
<i>v</i> as in <u>v</u> ideo	•			
<i>w</i> as in <u>w</u> agon		•	•	
<i>x</i> as in <u>x</u> ray		•	•	•
<i>y</i> as in <u>y</u> o-yo				
<i>z</i> as in <u>z</u> ebra	•	•	•	

**CONSONANT DIGRAPHS**

<i>Sound-Symbols</i>	<i>Spanish</i>	<i>Vietnamese</i>	<i>Hmong</i>	<i>Haitian Creole</i>
<i>sh</i> as in <u>sh</u> oe	•			
<i>ch</i> as in <u>ch</u> air				•
<i>th</i> as in <u>th</u> ink	•			•
as in <u>th</u> at				

**VOWELS AND VOWEL PATTERNS**

<i>Sound-Symbols</i>	<i>Spanish</i>	<i>Vietnamese</i>	<i>Hmong</i>	<i>Haitian Creole</i>
<i>a</i> as in <u>b</u> at	•		•	
<i>aCe</i> as in <u>d</u> ate	•	•		
<i>ai</i> as in <u>r</u> ain	•	•	•	•
<i>ay</i> as in <u>d</u> ay	•		•	•
<i>au</i> as in <u>a</u> uthor	•	•	•	•
<i>aw</i> as in <u>s</u> aw	•	•	•	•
<i>e</i> as in <u>b</u> et	•		•	•
<i>ee</i> as in <u>s</u> eed	•	•	•	•
<i>ea</i> as in <u>t</u> ea	•	•	•	•
<i>ew</i> as in <u>f</u> ew	•	•	•	•
<i>i</i> as in <u>s</u> it	•		•	•
<i>iCe</i> as in <u>p</u> ipe	•	•	•	•
<i>o</i> as in <u>h</u> ot	•		•	•
<i>o</i> as in <u>r</u> ode	•	•	•	•
<i>oo</i> as in <u>m</u> oon	•	•	•	•
<i>oo</i> as in <u>b</u> ook	•		•	•
<i>oa</i> as in <u>b</u> oat	•	•	•	•
<i>ow</i> as in <u>r</u> ow	•	•	•	•
<i>ow</i> as in <u>h</u> ow	•	•	•	•
<i>ou</i> as in <u>s</u> ound	•	•	•	•
<i>oi</i> as in <u>b</u> oil			•	•
<i>oy</i> as in <u>b</u> oy		•	•	•
<i>u</i> as in <u>c</u> up	•	•	•	•
<i>uCe</i> as in <u>J</u> une	•	•		
<i>ui</i> as in <u>s</u> uit	•	•	•	•
<i>ue</i> as in <u>b</u> lue	•	•	•	•
<i>y</i> as in <u>t</u> ry	•	•	•	•
<i>ar</i> as in <u>s</u> tar			•	•
<i>er</i> as in <u>f</u> ern	•		•	•
<i>ir</i> as in <u>b</u> ird	•		•	•
<i>or</i> as in <u>t</u> orn	•		•	
<i>ur</i> as in <u>b</u> urn	•		•	