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.1

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

### ARTICLES

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

### PRONOUNS

<table>
<thead>
<tr>
<th>Grammar Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal pronouns, gender</td>
<td>use of pronouns with inappropriate gender</td>
<td>Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>He is my sister.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>use of pronouns with inappropriate gender</td>
<td>Spanish</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>He is my sister.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>use of inappropriate gender, particularly with neuter nouns</td>
<td>Russian, Spanish</td>
<td>Inanimate nouns have feminine and masculine gender in the primary language, and the gender may be carried over into English.</td>
</tr>
<tr>
<td></td>
<td>The house is big. She is beautiful.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Pronouns (continued)

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

<table>
<thead>
<tr>
<th>Grammar Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point</strong></td>
<td><strong>Error in English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>position of adjectives after nouns</strong></td>
<td><em>I read a book interesting.</em></td>
<td>Haitian Creole, Hmong, Khmer, Spanish, Vietnamese</td>
<td>Adjectives commonly come after nouns in the primary language.</td>
</tr>
<tr>
<td><strong>position of adjectives before certain pronouns</strong></td>
<td><em>This is interesting something.</em></td>
<td>Cantonese, Korean</td>
<td>Adjectives always come before words they modify in the primary language.</td>
</tr>
<tr>
<td><strong>Comparison</strong></td>
<td>omission of markers for comparison</td>
<td>Khmer</td>
<td>Since there are no suffixes or inflections in Khmer, the tendency is to omit them in English.</td>
</tr>
<tr>
<td><strong>avoidance of -er and -est endings</strong></td>
<td><em>I am more old than my brother.</em></td>
<td>Hmong, Khmer, Korean, Spanish</td>
<td>Comparative and superlative are usually formed with separate words in the primary language, the equivalent of <em>more</em> and <em>most</em> in English.</td>
</tr>
<tr>
<td><strong>Confusion of -ing and -ed forms</strong></td>
<td>confusion of -ing and -ed forms</td>
<td>Cantonese, Khmer, Korean, Spanish</td>
<td>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 <em>boring</em> versus <em>bored</em>.</td>
</tr>
<tr>
<td><strong>VERBS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grammar Point</strong></td>
<td><strong>Type of Transfer Error in English</strong></td>
<td><strong>Language Background</strong></td>
<td><strong>Cause of Transfer Difficulty</strong></td>
</tr>
<tr>
<td><strong>Present tense</strong></td>
<td>Omission of <em>s</em> in present tense, third person agreement</td>
<td>Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese</td>
<td>There is no verb agreement in the primary language.</td>
</tr>
<tr>
<td><strong>problems with irregular subject-verb agreement</strong></td>
<td><em>She go to school every day.</em></td>
<td>Cantonese, Hmong, Khmer, Korean, Tagalog</td>
<td>Verbs forms do not change to indicate the number of the subject in the primary language.</td>
</tr>
<tr>
<td><strong>Past tense</strong></td>
<td>omission of tense markers</td>
<td>Cantonese, Haitian Creole, Hmong, Khmer, Korean, Tagalog, Vietnamese</td>
<td>Verbs in the primary language do not change form to express tense.</td>
</tr>
<tr>
<td><strong>I study English yesterday.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I give it to him yesterday.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### VERBS (continued)

<table>
<thead>
<tr>
<th>Grammar Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>confusion of present form and simple past of regular verbs</td>
<td>Cantonese, Spanish</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>incorrect use of present for the future</td>
<td>Cantonese, Korean</td>
<td>The primary language allows the use of present tense for the future.</td>
<td></td>
</tr>
<tr>
<td>omission of helping verbs in negative statements</td>
<td>Cantonese, Korean, Russian, Spanish, Tagalog</td>
<td>Helping verbs are not used in negative statements in the primary language.</td>
<td></td>
</tr>
<tr>
<td>avoidance of present perfect where it should be used</td>
<td>Haitian Creole, Russian, Tagalog, Vietnamese</td>
<td>The verb form either doesn’t exist in the primary language or has a different function.</td>
<td></td>
</tr>
<tr>
<td>use of present perfect where past perfect should be used</td>
<td>Khmer, Korean</td>
<td>In the primary language, a past marker, e.g., <em>yesterday</em>, 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.</td>
<td></td>
</tr>
<tr>
<td>use of past continuous for recurring action in the past</td>
<td>Korean, Spanish, Tagalog</td>
<td>In the primary language, the past continuous form can be used in contexts in which English uses the expression <em>used to</em> or the simple past.</td>
<td></td>
</tr>
<tr>
<td>omission of main verb</td>
<td>Cantonese</td>
<td>Unlike English, Cantonese does not require an infinitive marker when using a verb as a noun.</td>
<td></td>
</tr>
<tr>
<td>use of two or more main verbs in one clause without any connectors</td>
<td>Hmong</td>
<td>In Hmong, verbs can be connected without <em>and</em> or any other conjunction (serial verbs).</td>
<td></td>
</tr>
</tbody>
</table>
### VERBS (Continued)

<table>
<thead>
<tr>
<th>Grammar Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linking verbs</td>
<td>omission of linking verb&lt;br&gt;He hungry.</td>
<td>Cantonese, Haitian Creole, Hmong, Khmer, Russian, Vietnamese</td>
<td>The verb be 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.</td>
</tr>
<tr>
<td>Passive voice</td>
<td>Omission of helping verb&lt;br&gt;be in passive voice&lt;br&gt;The food finished.</td>
<td>Cantonese, Vietnamese</td>
<td>Passive voice in the primary language does not require a helping verb.</td>
</tr>
<tr>
<td></td>
<td>avoidance of passive constructions&lt;br&gt;They speak Creole here. One speaks Creole here.</td>
<td>Haitian Creole</td>
<td>Passive constructions do not exist in Haitian Creole.</td>
</tr>
<tr>
<td></td>
<td>avoiding the alternate&lt;br&gt;Creole is spoken here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitive verbs versus intransitive verbs</td>
<td>confusion of transitive and intransitive verbs&lt;br&gt;He married with a nice girl.</td>
<td>Cantonese, Korean, Russian, Spanish, Tagalog</td>
<td>Verbs that do and do not take a direct object differ between English and the primary language.</td>
</tr>
<tr>
<td>Phrasal verbs</td>
<td>confusion of related phrasal verbs&lt;br&gt;I look after the word in the dictionary.&lt;br&gt;instead of I look up the word in the dictionary.</td>
<td>Korean, Russian, Spanish</td>
<td>Phrasal verbs do not exist in the primary language. There is often confusion over their meaning in English.</td>
</tr>
<tr>
<td>have versus be</td>
<td>use of have instead of be&lt;br&gt;I have hunger.&lt;br&gt;I have right.</td>
<td>Spanish</td>
<td>Some Spanish constructions use have where English uses be.</td>
</tr>
</tbody>
</table>

### ADVERBS

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

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

## COMPLEX SENTENCES

<table>
<thead>
<tr>
<th>Grammar Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative clauses</td>
<td>Omission of relative pronouns</td>
<td>Vietnamese</td>
<td>Relative pronouns are not required in Vietnamese.</td>
</tr>
<tr>
<td>My grandfather was a generous man helped everyone.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>incorrect pronoun used to introduce a relative clause</td>
<td>Hmong</td>
<td>Hmong uses the same forms of relative pronouns for both personal and inanimate antecedents.</td>
<td></td>
</tr>
<tr>
<td>the house who is big</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverbial clauses</td>
<td>inclusion of additional connecting word</td>
<td>Cantonese, Korean, Vietnamese</td>
<td>The primary language sometimes uses a “balancing word” in the main clause.</td>
</tr>
<tr>
<td>Because he was reckless, so he caused an accident.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Although my parents are poor, but they are very generous.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>use of incorrect tenses in time clauses</td>
<td>Cantonese, Hmong, Tagalog, Vietnamese</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>She speaks French before she studied English.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After she comes home, it was raining.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We will go to the beach if the weather will be nice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If versus when</td>
<td>Confusion of if and when</td>
<td>Korean, Tagalog</td>
<td>The primary language has one expression that covers the use of English if and when for the future.</td>
</tr>
<tr>
<td>if you get there, call me!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>instead of When you get there, call me!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### INFINITIVES AND GERUNDS

<table>
<thead>
<tr>
<th>Grammar Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>use of present tense verbs in places where gerunds or infinitives are used in English</td>
<td>Haitian, Creole, Khmer, Korean</td>
<td>Either the -ing 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].</td>
<td></td>
</tr>
<tr>
<td>use of present tense verbs in places where gerunds or infinitives are used in English Stop walk. I want go there.</td>
<td>Spanish</td>
<td>Spanish uses a prepositional form in similar constructions, which is carried over into English and translated as for.</td>
<td></td>
</tr>
</tbody>
</table>

### SENTENCE STRUCTURE

<table>
<thead>
<tr>
<th>Grammar Point</th>
<th>Type of Transfer Error in English</th>
<th>Language Background</th>
<th>Cause of Transfer Difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>omission of object He dyed [his hair]. Yes, I want [some].</td>
<td>Korean</td>
<td>Korean tends to omit objects and noun phrases after verbs.</td>
<td></td>
</tr>
<tr>
<td>lack of variety in the position of clauses Because you weren’t at home and I couldn’t find [you], I left.</td>
<td>Korean</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>clauses that describe earlier actions come first After I finish my homework, I will watch TV.</td>
<td>Cantonese, Korean</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>placement of phrase with the indirect object before the direct object They gave to the girl the book.</td>
<td>Spanish</td>
<td>The phrase with the indirect object can come before the direct object in Spanish.</td>
<td></td>
</tr>
<tr>
<td>placement of modifiers between verb and direct object She speaks very well English.</td>
<td>Korean, Spanish</td>
<td>Word order, including the placement of adverbials, is freer in the primary language than in English.</td>
<td></td>
</tr>
</tbody>
</table>
### SENTENCE STRUCTURE (Continued)

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

### QUESTIONS

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

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Cantonese</th>
<th>Haitian Creole</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>/b/ as in bat</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/k/ as in cat and kite</td>
<td>•</td>
<td></td>
<td>•</td>
<td></td>
<td>•</td>
<td>•</td>
<td></td>
</tr>
<tr>
<td>/d/ as in dog</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/t/ as in fan</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/g/ as in goat</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/h/ as in hen</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/j/ as in jacket</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/l/ as in lemon</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/m/ as in money</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/n/ as in nail</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/p/ as in pig</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/r/ as in rabbit</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/s/ as in sun</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/t/ as in teen</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/v/ as in video</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/w/ as in wagon</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/y/ as in yo-yo</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/z/ as in zebra</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/kw/ as in queen</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>/ks/ as in Xray</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>

#### SHORT VOWELS

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Cantonese</th>
<th>Haitian Creole</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>short a as in hat</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>short e as in set</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>short i as in sit</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>short o as in hot</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>short u as in cup</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
</tbody>
</table>
### LONG VOWELS

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

### VOWEL PATTERNS

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Cantonese</th>
<th>Haitian Creole</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>oo as in book</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aw as in saw</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### DIPHTHONGS

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Cantonese</th>
<th>Haitian Creole</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>oy as in boy</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ow as in how</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### R-CONTROLLED VOWELS

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Cantonese</th>
<th>Haitian Creole</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>ir as in bird</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ar as in hard</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or as in form</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>air as in hair</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ear as in hear</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CONSONANT DIGRAPHS

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Cantonese</th>
<th>Haitian Creole</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td>sh as in shoe</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch as in chain</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>th as in think</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ng as in sing</td>
<td></td>
<td>•</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONSONANT BLENDS

<table>
<thead>
<tr>
<th>Sound</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Cantonese</th>
<th>Haitian Creole</th>
<th>Korean</th>
<th>Khmer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>bl, tr, dr, etc.</strong> (start of words) as in <em>black, tree, dress</em></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><strong>Id, nt, rt, etc.</strong> (end of words) as in <em>cold, tent, start</em></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Sound-Symbols</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Haitian Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>b</em> as in <em>bat</em></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><em>c</em> as in <em>cat</em></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>as in <em>cent</em></td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>d</em> as in <em>dog</em></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><em>f</em> as in <em>fish</em></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><em>g</em> as in <em>goat</em></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>as in <em>giant</em></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><em>h</em> as in <em>hen</em></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><em>j</em> as in <em>jacket</em></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><em>k</em> as in <em>kite</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>l</em> as in <em>lemon</em></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><em>m</em> as in <em>moon</em></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><em>n</em> as in <em>nice</em></td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td><em>p</em> as in <em>pig</em></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><em>qu</em> as in <em>queen</em></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><em>r</em> as in <em>rabbit</em></td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>s</em> as in <em>sun</em></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td><em>t</em> as in <em>teen</em></td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td><em>v</em> as in <em>video</em></td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>w</em> as in <em>wagon</em></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><em>x</em> as in <em>Xray</em></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><em>y</em> as in <em>yo-yo</em></td>
<td></td>
<td></td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td><em>z</em> as in <em>zebra</em></td>
<td></td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
</tbody>
</table>
### CONSONANT DIGRAPHS

<table>
<thead>
<tr>
<th>Sound-Symbols</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Haitian Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>sh as in shoe</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ch as in chair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>th as in think</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>as in that</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VOWELS AND VOWEL PATTERNS

<table>
<thead>
<tr>
<th>Sound-Symbols</th>
<th>Spanish</th>
<th>Vietnamese</th>
<th>Hmong</th>
<th>Haitian Creole</th>
</tr>
</thead>
<tbody>
<tr>
<td>a as in bat</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aCe as in date</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ai as in rain</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ay as in day</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>au as in author</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>aw as in saw</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e as in bet</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ee as in seed</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ea as in tea</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ew as in few</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i as in sit</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>iCe as in pipe</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o as in hot</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o as in rode</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oo as in moon</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oo as in book</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oa as in boat</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ow as in row</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ow as in how</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ou as in sound</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oi as in boil</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>oy as in boy</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>u as in cup</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uCe as in June</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ui as in suit</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ue as in blue</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>y as in try</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ar as in star</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>er as in fern</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ir as in bird</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or as in torn</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ur as in burn</td>
<td>•</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>