

# Lexia® Core5® Reading

## Contrastive Analysis Guide

This guide supports educators in understanding how Multilingual Learners' (ML) home language may influence their acquisition of General American English (GAE). The charts included in this guide highlight frequent and predictable differences in phonology and language usage between students' home languages and English. These charts are not intended to be a complete description of each language, nor are they all-inclusive.

### Why is Contrastive Analysis important?

In order to support a student's ability to successfully acquire English, home languages should be leveraged while providing explicit instruction in phonology, phonics, grammar, comprehension, writing, and vocabulary. By recognizing both positive (when two languages are similar) and negative (when two languages are different) language transfer, teachers can better support students in their English language and literacy development.

### How can the Contrastive Analysis Guide be used?

Educators can use this guide to inform instruction, assessment, and intervention practices. It can help identify and address predictable areas of difficulty that MLs may encounter, as well as opportunities to leverage similarities between their home language and English. By understanding these comparisons, educators can:

- Encourage students to use their home language while they strive to make connections and comparisons to English sounds, words, phrases, and sentences.
- Provide direct, explicit, and systematic instruction of the similarities and differences between the languages.
- Use this guide as a communication tool to guide conversations with caregivers about the similarities and differences between the English language and their home language.
- Preview and review instructional materials to anticipate areas of instruction or clarification.
- Provide immediate corrective feedback on errors or misunderstandings that both share the English correction and also connect to the learners' home language.



## Phonology Contrastive Analysis

Each column provides explanations and examples for how students may merge, replace, or omit sounds. In cases of replaced sounds, the word outside the parentheses represents what students might say, while the word in parentheses shows the expected pronunciation.

General American English Target Skill	Possible Vowel Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/ē/ as in eagle, Pete, bee, team</b>				May replace with /i/ <b>fit (feet); sit (seat)</b>	Merges with /i/ <b>seat/sit; ween/win</b>	Merges with /i/ <b>seat/sit; ween/win</b>  In word-initial position, may acquire an initial glottal stop <b>?eat (eat)</b>	May have difficulty with distinction between vowels; may have difficulty holding the vowel sound before a voiced consonant	Merges with /i/ <b>seat/sit; ween/win; sheep/ship; cheap/chip</b>  Pronounced excessively long in open syllables, interfering in sentence-level prosody <b>see vs. seem</b>	/i/—as opposed to the long /ē/, Tagalog /i/ is slightly long and stressed as in the /i/ between <i>team</i> and <i>Tim</i>	May replace with /i/ <b>fit (feet)</b>  May have difficulty holding a vowel sound before a voiced consonant
<b>/i/ as in itch</b>	May replace with /ē/ <b>team (Tim); cheap (chip); sheen (shin)</b>  Merges with /i/ <b>lit/light; spit/spite</b>  Merges with /ä/, /ë/, /ö/, and /ü/ <b>din/den/Dan/don/done</b>	May replace with /ē/ <b>team (Tim); cheap (chip); sheen (shin)</b>  Merges with /i/ <b>lit/light; spit/spite</b>  Merges with /ä/, /ë/, /ö/, and /ü/ <b>din/den/Dan/don/done</b>	May replace with /ē/ <b>sheep (ship)</b>	May replace with /ē/ <b>team (Tim); cheap (chip); sheen (shin)</b>  Merges with /i/ <b>lit/light; spit/spite</b>	Merges with /ē/ <b>sheep/ship; bean/bin</b>	May omit or may lower preceding word-final voiced nasal /ŋ/ <b>sing (sing)</b>	May have difficulty with distinction between vowels; merges with /ē/ <b>etch/itch</b>	Merges with /ē/ <b>seat/sit; ween/win; sheep/ship; cheap/chip</b>	/i/—as opposed to the long /ē/, Tagalog /i/ is slightly long and stressed as in the /i/ between <i>team</i> and <i>Tim</i>	May replace with /ē/ <b>eetch (itch)</b>  Has difficulty holding a vowel sound before a voiced consonant

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Vowel Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/ā/ as in acorn, cake, rain, play</b>	Merges with /ă/ <b>nape/nap; bake/back</b>	Merges with /ă/ <b>nape/nap; bake/back</b>	May replace with é, which merges /ē/ for <b>Pete</b> and /ě/ for <b>echo</b>	Merges with /ě/ <b>made/med; wait/wet; mane/men</b>	Merges with /ě/ <b>made/med; wait/wet; mane/men</b>	Merges with /ě/ <b>made/med; wait/wet; mane/men</b>  In word-initial position, may acquire an initial glottal stop <b>?eat (eat)</b>	May have difficulty with distinction between vowels	Merges with /ě/ or can be confused with /i/ <b>made/med; wait/wet; mane/men</b>  Pronounced excessively long in open syllables, interfering in sentence-level prosody <b>say vs. same</b>	Pronounced as /ɔ/ <b>always</b>	May replace with /ō/ <b>[British] sod ([American] sod)</b>  Has difficulty holding a vowel sound before a voiced consonant
<b>/ē/ as in echo</b>	Merges with /ă/, /i/, /ō/, and /ü/ <b>din/den/Dan/ don/done</b>	Merges with /ă/, /i/, /ō/, and /ü/ <b>din/den/Dan/ don/done</b>	Replaces with é, which merges /ē/ for <b>Pete</b> and /ě/ for <b>echo</b>		Merges with /ā/ <b>made/med; wait/wet; mane/men</b>  Merges with /ă/ <b>head/had; leg/lag</b>	Merges with /ā/ and /ě/ <b>made/med; wait/wet; mane/men</b>	May have difficulty with distinction between vowels <b>sad/said</b>	Merges with /ā/ <b>made/med; wait/wet; mane/men</b>		May have difficulty holding a vowel sound before a voiced consonant
<b>/ă/ as in apple</b>	Merges with /ā/ <b>nape/nap; bake/back</b>  Merges with /ě/, /i/, /ō/, and /ü/ <b>din/den/Dan/ don/done</b>	Merges with /ā/ <b>nape/nap; bake/back</b>  Merges with /ě/, /i/, /ō/, and /ü/ <b>din/den/Dan/ don/done</b>	Replaces with schwa /ə/ sound <b>apple/appel</b>	Merges with /ā/ <b>nape/nap; bake/back</b>	Merges with /ě/ <b>head/had; leg/lag; bed/bad; pet/pat</b>	Replaces with /ü/ or /ō/ or /ě/ <b>pun (pan); offer (after); lend (land)</b>	May have difficulty with distinction between vowels	Merges with /ü/ and /ō/ <b>sad/sod/sud; bad/bod/bud</b>	Merges with /a/ in the first syllable in <i>above</i> or <i>about</i> . To be more specific, the pronunciation is between the long [æ] and the schwa [ə] sounds.	Replaces with /ě/ <b>met (mat)</b>  May have difficulty holding a vowel sound before a voiced consonant

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Vowel Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/ɪ/ as in ice, bike, cry</b>	Merges with /i/ <b>lit/light; spit/spite</b>	Merges with /i/ <b>lit/light; spit/spite</b>		Merges with /i/ <b>lit/light; spit/spite</b>		In word-initial position, may acquire an initial glottal stop <b>ʔice (ice)</b>	May have difficulty with distinction between vowels	Differences with /ā/ <b>may/my; say/sigh</b> Pronounced excessively long in open syllables, interfering in sentence-level prosody <b>cry vs. crime</b>		May have difficulty holding a vowel sound before a voiced consonant
<b>/ɔ/ as in octopus</b>	Merges with /ə/ and /aw/ <b>boat/bot/ bought</b> Merges with /ă/, /ě/, /i/, and /ū/ <b>din/den/Dan/ don/done</b>		Replaces with the sound between the open /ə/ and closed /ū/ as in <b>food</b>	Merges with /ə/ and /aw/ and /au/ <b>boat/bot/ bought; law/ clause/clothes</b>	Merges with /aw/ <b>not/naughty; bot/bought</b>		May have difficulty with distinction between vowels	Merges with /ă/ and /ə/ <b>sad/sod/sud; bad/bod/bud</b>	Pronounced as /ɔ/ <b>always</b>	Replaces with /ə/ <b>[British] sod ([American] sod)</b> May have difficulty holding a vowel sound before a voiced consonant
<b>/ū/ as in up</b>	Merges with /ă/, /ě/, /i/, and /ə/ <b>din/den/Dan/ don/done</b>	Merges with /ă/, /ě/, /i/, and /ə/ <b>din/den/Dan/ don/done</b>	Replaces with schwa /ə/ sound <b>fur/fuh</b>	Merges with /ə/ <b>Bob, dog</b>		May omit or may lower before word-final voiced nasal /ŋ/ <b>hung (hung)</b>	May have difficulty with distinction between vowels	Merges with /ă/ and /ə/ <b>sad/sod/sud; bad/bod/bud</b>	Merges with /ă/ <b>above</b>	May have difficulty holding a vowel sound before a voiced consonant
<b>/aw/ as in law, audio, fall</b>	Merges with /ə/ and /ə/ <b>boat/bot/ bought</b>	Merges with /ə/ and /ə/ <b>boat/bot/ bought</b>		Merges with /ə/ and /ə/ <b>boat/bot/ bought</b>	Merges with /ə/ <b>caught/cot</b>	Replaces with /ě/ or /ə/ before word-final glide or nasal <b>fell (fall); fon (fawn)</b>	May have difficulty with distinction between vowels; in word-final position, replaces with /r/ <b>par/paw</b>	Merges with /ə/ <b>boat/bot/ bought; coat/caught</b>	Pronounced as /ɔ/ <b>always</b>	

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Vowel Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/ɒ/</b> as in <b>open, rope, snow, boat</b>	Merges with /ō/ and /ɔ/ <b>boat/bot/</b> <b>bought</b>	Merges with /ō/ and /ɔ/ <b>boat/bot/</b> <b>bought</b>	Replaces with the sound between the open /ɔ/ and closed /ū/ as in <b>food</b>	Merges with /ɔ/ and /aw/ <b>office; boat/</b> <b>bot/bought</b>			May have difficulty with distinction between vowels; has difficulty holding the vowel sound before a voiced consonant	Monophthongizes to [o]	For <i>open</i> , the first syllable is pronounced as /ɔ/ <b>always</b>	May have difficulty holding a vowel sound before a voiced consonant
<b>/ʊ/</b> as in <b>book, put</b>	Merges with /ū/ <b>fool/full</b>	Merges with /ū/ <b>fool/full</b>	Replaces with /œ/ where the sound is between /ū/ as in <b>food</b> and /y/-/ū/ as in <b>cue</b>	Merges with /ū/ and /ou/ <b>fool/full; poor; pool/pull; choose; door</b>	Merges with /ū/ <b>pool/pull; foot/food</b>	Merges with /ū/ <b>pool/pull</b>	May have difficulty with distinction between vowels; has difficulty holding the vowel sound before a voiced consonant	Merges with /ū/ <b>fool/full; pool/pull</b>		
<b>/ū/</b> as in <b>rule, moon</b>	Merges with /ō/ <b>fool/full</b>	Merges with /ō/ <b>fool/full</b>	Replaces with /œ/ where the sound is between /ū/ as in <b>food</b> and /y/-/ū/ as in <b>cue</b>	Merges with /ō/ and /ou/ <b>fool/full; pool/pull; food</b>	Merges with /ū/ <b>pool/pull; foot/food</b>	Merges with /ū/ <b>pool/pull</b> In word-initial position, may acquire an initial glottal stop <b>?eat (eat)</b>	May have difficulty with distinction between vowels	Merges with /ō/ <b>fool/full; pool/pull</b> Pronounced excessively long in open syllables, interfering in sentence-level prosody <b>sue vs. soon; due vs. dune</b>		Merges with /ō/ <b>pool/pull</b> Has difficulty holding a vowel sound before a voiced consonant

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Vowel Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/y/-/ū/ as in unicorn, cube</b>		Gets pronounced as /ū/ <b>sue</b>	Replaces with /œ/ where the sound is between /ū/ as in <b>food</b> and /y/-/ū/ as in <b>cue</b>	Merges with /ou/ <b>uber/union/uniform</b>			May have difficulty with distinction between vowels; merges with /ū/ <b>unicorn/uunicorn; cube/cuubb</b>	Pronounced excessively long in open syllables, interfering in sentence-level prosody		May have difficulty holding a vowel sound before a voiced consonant
<b>/oi/ as in boy, foil</b>			Merges with /ɔɛ/, where the sound is between <b>boy</b> and <b>bay</b>				May have difficulty with distinction between vowels; replaces with /wae/ <b>bwae/boy; fwaef/foil</b>	Begins the glide in the diphthong too early		May have difficulty holding a vowel sound before a voiced consonant
<b>/ou/ as in cow, ouch</b>							May have difficulty with distinction between vowels; replaces with /aw/ <b>caw/cow; awch/ouch</b>			May have difficulty holding a vowel sound before a voiced consonant
<b>/er/ as in fern, shirt, urn</b>			Replaces with /ir/ sound. Please note that /r/ sound could come out as guttural, especially when /r/ is not followed by another consonant sound.	Merges with /ur/ and /ə/ <b>learn, burn, turn</b>	May omit -r (and /j/ at the end of words) and sometimes replaces with /t/ <b>met (merge)</b>	May have strong retroflex /r/ or replace with /ū/ in word-final position <b>motheR (mother); fathū (father)</b>	May have difficulty with distinction between vowels; merges with /ū/ <b>fun/fern; shurt/shirt</b>	Merges with /ar/ or occasionally /or/ <b>her/hair</b>		When preceded by /w/, replaces with a variety of other sounds

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Vowel Differences									
	Spanish	Portuguese	French	Haitian- Creole	Vietnamese	Cantonese/ Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/ar/ as in star</b>			Please note that /r/ sound could come out as guttural.	Merges with /ä/ <b>arcade, superstar</b>	May omit -r <b>ba (bar)</b>	May have strong retroflex /r/ or omit in word-final position <b>staR (star); stah (star)</b>	May have difficulty with distinction between vowels			
<b>/or/ as in sport</b>			Replaces with /ɔr/ <b>sport/spor</b> Please note that /r/ sound could come out as guttural.	Merges with /ö/ <b>sport, effort</b>	May omit -r <b>thon (thorn)</b>	Replaces with /ō/ before a stop <b>spōt (sport)</b>	May have difficulty with distinction between vowels			

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Consonant Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/p/ as in pig</b>	In word-initial position, replaces with /b/, /d/, or /g/ <b>bun/done/gun (pun)</b>	In word-initial position, replaces with /b/, /d/, or /g/ <b>bun/done/gun (pun)</b>		In word-initial position, replaces with /b/, /d/, or /g/ <b>bun/done/gun (pun); back (pack); fool (pool)</b> In word-final position, is not fully articulated <b>bee (beep); sleep, lip</b>	In word-initial position, replaces with /b/ <b>back (pack)</b>	In word-final position, is not fully articulated <b>bee (beep)</b>		Merges with /b/ <b>big/pig; tap/tab</b>		
<b>/b/ as in bat</b>	In word-final position, replaces with /p/, /t/, or /k/ <b>pup/putt/puck (pub)</b>	In word-final position, replaces with /p/, /t/, or /k/ <b>pup/putt/puck (pub)</b>		In word-final position, replaces with /p/, /t/, or /k/ <b>pup/putt/puck (pub)</b>	In word-final position, replaces with voiceless sounds <b>lap (lab)</b>	In word-final position, replaces with voiceless sounds <b>lap (lab)</b>				
<b>/t/ as in tack, stopped</b>	In word-initial position, replaces with /b/, /d/, or /g/ <b>bag/dag/gag (tag)</b>			In word-initial position, replaces with /b/, /d/, or /g/ <b>bag/dag/gag (tag)</b> In word-final position, is not fully articulated <b>bee (beep); sleep, lip</b>	In word-final position, is not fully articulated or is omitted <b>ben (bent); nine (night)</b>	In word-final position, is not fully articulated <b>ben (bent)</b>				
<b>/d/ as in dog, hummed</b>	In word-final position, replaces with /p/, /t/, or /k/ <b>hap/hat/hack (had)</b>			In word-final position, replaces with /p/, /t/, or /k/ <b>hap/hat/hack (had)</b>	In word-final position, replaces with voiceless sounds or is omitted <b>hat (had); learn (learned)</b>	In word-final position, replaces with voiceless sounds <b>hat (had)</b>				Replaces with a hard /d/ <b>lid</b>

**Note:** Cells without content do not have specific transfers.



## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Consonant Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/k/ as in cup, kite, duck</b>	In word-initial position, replaces with /b/, /d/, or /g/ <b>bot/dot/got (cot)</b> In word-final position, /k/ does not follow /ŋ/ in Spanish, so words such as <i>wink</i> become <i>wing</i> .			In word-initial position, replaces with /b/, /d/, or /g/ <b>bot/dot/got (cot)</b> In word-final position, may not be fully articulated <b>tall (talk)</b>	In word-final position, may not be fully articulated or is omitted <b>tall (talk); lie (like)</b>	In word-final position, may not be fully articulated <b>tall (talk)</b>	May have difficulty pronouncing letters that produce different sounds			
<b>/g/ as in goat</b>	In word-final position, replaces with /k/ <b>wick (wig)</b>			In word-final position, replaces with /p/, /t/, or /k/ <b>whip/wit/wick (wig)</b> In word-final position, replaces with voiceless sounds <b>pick (pig)</b>	In word-final position, replaces with voiceless sounds <b>pic/pick (pig); bic/bick (big)</b>	In word-final position, replaces with voiceless sounds <b>pick (pig)</b>	May have difficulty pronouncing letters that produce different sounds			
<b>/m/ as in man</b>	In word-final position, replaces with /n/, /nk/, or /ng/ <b>dane/dank/dang (dame)</b>			In word-final position, may not be fully articulated <b>bean/bing (beam)</b>		In word-final position, replaces with /n/ or /ng/ <b>bean/bing (beam)</b>				

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Consonant Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/n/ as in nest, knife, gnu</b>	In word-final position, replaces with /m/, /nk/, or /ng/ <b>dame/dank/dang (dane)</b>	In word-final position, replaces with /m/, /nk/, /ng/, or /gn/ <b>dame/dank/dang (dane)</b>		In word-final position, replaces with /m/, /nk/, /ng/, or /gn/ <b>dame/dank/dang (dane)</b>		In word-initial position, merges with /l/ <b>life (knife); lap (nap)</b>  In word-final position, replaces with /m/ or /ng/ <b>keem/king (keen)</b>				
<b>/ng/ as in sing</b>	In word-final position, replaces with /n/, /nk/, or /m/ <b>dane/dank/dame (dang)</b>			In word-final position, replaces with /n/, /nk/, or /m/ <b>dane/dank/dame (dang)</b>	In word-final position, may omit the nasal /ng/, or may replace with /k/ <b>think (thing); hunk (hung)</b>	In word-final position, replaces with /m/ or /n/ <b>fame/fain (fang)</b>				Replaces with a hard /g/ <b>gun</b>
<b>/t/ as in fish, sniff</b>					In word-final position, may omit or may replace by other voiceless sounds <b>lip (lift); thip (thief); lie (life)</b>				Same pronunciation in Tagalog since Tagalog alphabet added the letters f, j, v, x, etc.  Please note, however, that Tagalog speakers sometimes pronounce the /t/ sound as /p/ as in /pish/, as /t/ did not exist in their vocabulary in the past.	

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Consonant Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/v/ as in valentine, serve</b>	In word-initial position or word-medial position, replaces with /b/ <b>berry (very); nerbous (nervous)</b> In word-final position, replaces with /f/ <b>luff (love)</b>				In word-final position, may omit <b>lu (love)</b>	In word-initial or word-medial position, replaces with /w/ or /f/ <b>falue (value); inwest (invest)</b> In word-final position, replaces with /f/ <b>luff (love)</b>	Replaces with /w/ <b>wet (vet)</b>	Can be confused with /f/ <b>very (fairy); halve (half)</b>	Same pronunciation in Tagalog since Tagalog alphabet added the letters f, j, v, x, etc.  Please note, however, that Tagalog speakers sometimes pronounce the /v/ sound as /b/ as in /balentain/ for “valentine,” as /v/ did not exist in their vocabulary in the past.	
<b>/th/ as in thumb</b>	Replaces with /t/ <b>wit (with); tin (thin)</b>		This may be pronounced as a more emphatic /t/ as in /tz/.	Replaces with /t/ <b>wit (with); tin (thin)</b> In word-final position, may omit <b>fay (faith)</b>	In word-final position, may omit <b>fay (faith)</b> Replaces with /t/ <b>welty (wealthy)</b>	Replaces with /t/, /f/, or /s/ <b>pat/paff/pass (path); tank/fank/sank (thank)</b>		Merges with /s/ or /t/ <b>sin/tin (thin); face/fate (faith)</b>	Replaces with /t/ <b>tree (three)</b>	Replaces with /s/ <b>pass (path); sank (thank)</b>
<b>/th/ as in feather</b>	Replaces with /d/ <b>wedder (weather); doze (those)</b>		This may be pronounced as a more emphatic /d/ as in /dz/.	Replaces with /d/ <b>wedder (weather); doze (those)</b> In word-final position, may omit <b>lo (loathe)</b>	In word-final position, may omit <b>lo (loathe)</b> Replaces with /d/ or /z/ <b>fodder (father); zat (that)</b>	Replaces with /d/ or /z/ <b>fodder (father); zat (that)</b>	Replaces with /d/ <b>wedder (weather)</b>	Merges with /z/ or /d/ <b>day (they); zee (thee)</b>	Replaces with /d/ <b>der (there)</b>	Replaces with /z/ <b>fuhzzzer (father); zat (that)</b>

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Consonant Differences									
	Spanish	Portuguese	French	Haitian- Creole	Vietnamese	Cantonese/ Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/s/ as in sun, dress, cell</b>					In word-final position, may omit <b>pack (packs)</b>		Has difficulty pronouncing letters that produce different sounds			
<b>/z/ as in zebra, runs, fuzz</b>	Replaces with /s/ <b>crasy (crazy); fance (fans)</b>		This may be pronounced as a more emphatic /d/ as in the affricate /dz/.		In word-final position, may omit <b>boy (boys)</b>	Replaces with /s/ <b>crasy (crazy); fance (fans)</b>			Replaces with /s/ <b>sipper (zipper)</b>	
<b>/sh/ as in shoes</b>	Replaces with /ch/ <b>chip (ship); flach (flash)</b>			Replaces with /ch/ <b>chip (ship); witch (wish)</b>	In word-final position, replaces with /t/ <b>cat (cash); put (push)</b>	Replaces with /s/ when preceding high front vowel <b>vacasen (vacation)</b>				
<b>/zh/ as in pleasure</b>	Replaces with /sh/ <b>garash (garage); mesher (measure)</b>				In word-final position, may omit <b>colla (collage)</b>	Replaces with /sh/ <b>garash (garage); mesher (measure)</b>	Has difficulty pronouncing letters that produce different sounds	May merge with /j/ or /sh/ <b>meajure/ meashure (measure)</b>		

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Consonant Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/j/ as in jam, badge, page</b>	In word-medial and word-final position, replaces with /y/ or /ch/ <b>doyer (dodger); etch (edge)</b> The letter j is a voiceless velar fricative in Spanish, so Spanish pronunciation of <i>jam</i> can also sound like <i>ham</i> to English ears. Spanish speakers devoice final consonants; for example, they might pronounce <i>bridge</i> as <i>brich</i> or <i>brish</i> .				In word-final position, replaces with /t/ <b>jut (judge)</b>	Replaces with /ch/ or another voiceless sound <b>etch (edge); basher (badger); chump (jump)</b>		May merge with /zh/ <b>zham (jam); zhoke (joke)</b>		Replaces with stopped d, then zh /d-zh/ <b>D'Joyce (Joyce)</b>
<b>/ch/ as in chin, patch</b>		In word-initial position, replaces with /sh/ <b>shin (chin)</b>		Replaces with /sh/ <b>sheep, shoe, shake</b>	In word-final position, replaces with /t/ <b>chut (church)</b>	Replaces with /sh/ <b>sheep (cheap); wish (witch)</b>		May merge with /sh/ <b>ship (chip); shop (chop)</b>		
<b>/y/ as in yo-yo</b>	In word-initial position, replaces with /j/ <b>jess (yes); yogurt (yogurt)</b>			Replaces with /ē/ <b>eat, feat</b>		In word-initial position, may omit <b>or (your)</b>				
<b>/wh/ as in wheel</b>			Replaces with /w/ as in <i>wait</i>					Merges with /w/	Replaces with /w/ as in <i>wait</i>	

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Consonant Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>/w/ as in window</b>										Replaces with /oo/ and then /ee/ <b>ooeendow (window)</b>
<b>/h/ as in hat</b>	In word-initial position, may omit <b>appy (happy)</b>	In word-initial position, may omit <b>appy (happy)</b>	In word-initial position, may omit <b>at (hat)</b>							
<b>/l/ as in leaf, bell</b>				In word-final position, pronounces as a separate syllable <b>pu-ll (pool)</b> In word-medial or word-final position, may omit <b>sef (self); te (tell)</b>	In word-final position, may omit or may replace with /n/ <b>smine (smile); gir (girl)</b>	Replaces with /r/ <b>rife (life)</b> In word-initial position, merges with /n/ <b>knife (life); nap (lap)</b>				
<b>/r/ as in rabbit, wren</b>	Replaces with trilled (rolled) /r/ In Spanish, /r/ is pronounced when written, so when reading English, speakers often vocalize it before consonants in words such as <i>learn</i> and <i>farm</i> , and overpronounce it at the end of words such as <i>floor</i> and <i>car</i> .	Replaces with /h/ <b>hobbit (rabbit)</b>	Merges with guttural /r/	Replaces with trilled (rolled) /r/		In word-initial position, replaces with /l/ or /w/ <b>lace (race); wed (red)</b> In word-final position, replaces with /l/ <b>kale (care)</b>		Replaced by a flipped or rolled /r/		Replaces with rolling /r/ <b>rrabbit (rabbit)</b>

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Consonant Differences									
	Spanish	Portuguese	French	Haitian- Creole	Vietnamese	Cantonese/ Mandarin	Urdu	Arabic	Tagalog	Russian
<b>Words Ending in /t/ Like coat, cot, hat</b>		Changes /t/ to /ch/ and adds /i/ <b>coachi (coat); gechi (get); raichi (rate)</b>								
<b>Words Ending in /d/ Like code, cod, had</b>		Changes /d/ to a soft /g/ and adds /i/ <b>cogi (code); bradgi (braid); ladgi (lad)</b>								
<b>Words Beginning in /d/ Like direction</b>		Changes /d/ to soft /g/ <b>gyrection (direction)</b>								
<b>Does Not Pronounce the Letter l</b>		Changes /l/ to a /w/ or /ü/ sound <b>feeum (film); Brazeeuw (Brazil); te-oo (tell)</b>								

**Note:** Cells without content do not have specific transfers.

## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Blend Differences									
	Spanish	Portuguese	French	Haitian-Creole	Vietnamese	Cantonese/Mandarin	Urdu	Arabic	Tagalog	Russian
<b>Omitting Consonants</b>	In word-medial or word-final position, may omit one or more consonants <b>ness (nest); res (rests); frenly (friendly)</b>	In word-medial or word-final position, may omit one or more consonants <b>res (rests); frenly (friendly)</b> or adds an /i/ sound <b>nesti (nest)</b>	In word-initial position, may omit /h/ <b>'ave (have); 'eard (heard)</b>	In word-medial or word-final position, may omit one or more consonants <b>ness (nest); res (rests); frenly (friendly)</b>	In word-initial or word-final position, may omit one or more consonants <b>ness (nest)</b>	In word-initial or word-final position, may omit one or more consonants <b>ness (nest); pah (pot)</b>	In word-final position, may omit one consonant <b>frenly (friendly)</b>			
<b>Inserting Consonants</b>				In word-initial or word-final position, inserts a vowel sound between two consonants <b>sipoil (spoil)</b>		In word-initial or word-final position, inserts a vowel sound between two consonants <b>sipoil (spoil)</b>	In word-initial position, inserts a vowel sound between two consonants <b>sipoil (spoil)</b>			
<b>Replacing or Adding Consonants</b>	/s/ + consonant in word-initial position does not occur in Spanish, so Spanish speakers add the /ẽ/ sound (as in <i>pen</i> ) before the /s/ <b>estop (stop); estress (stress)</b>	With /s/ + /p/ or /t/ in word-initial position, adds an /ẽ/ prior to the /s/ <b>estop (stop); esports (sports)</b>		With /s/ + consonant in word-initial position, replaces /ẽ/ prior to the /s/ <b>estop (stop); esports (sports)</b>		In word-initial position, replaces /r/ with /l/ <b>flee (free)</b>	With /s/ + consonant in word-initial position, replaces /ẽ/ prior to the /s/ <b>especially (specially); estop (stop)</b>			

**Note:** Cells without content do not have specific transfers.



## Phonology Contrastive Analysis (continued)

General American English Target Skill	Possible Blend Differences									
	Spanish	Portuguese	French	Haitian- Creole	Vietnamese	Cantonese/ Mandarin	Urdu	Arabic	Tagalog	Russian
<b>Consonant Clusters</b>							Has difficulty pronouncing consonant clusters in word-initial or word-final position <b>istraight</b> (straight); <b>faly</b> (fly); <b>filam</b> (film)			

**Note:** Cells without content do not have specific transfers.

## Language and Usage Contrastive Analysis

The following language pattern confusions may be attributed to a student's home language. Explicit instruction in the correlated General American English (GAE) Target Skill can help students learn and acquire GAE language patterns.

General American English Target Skill	Possible Noun Differences	Home Language
Noncount Nouns	May confuse count and noncount nouns <b>the stuffs</b>	Spanish, Portuguese, Urdu
Singular and Plural Nouns	May omit plural marker -s <b>I have three dog.</b>	Haitian-Creole, Vietnamese, Cantonese/Mandarin
	Uses singular noun for plurals of 11 or more <b>12 hour</b>	Arabic
	Tendency to not use the plural form of nouns	Tagalog
	May use incorrect pluralization of nouns <b>The mouses ate the cheese.</b>	Urdu
Possessive Nouns	Uses prepositions to describe possessives <b>I went with the friend of my brother.</b> <b>Please drive to the house of my friend.</b>	Spanish, Portuguese, Haitian-Creole, Vietnamese
	May omit or may avoid using possessive 's <b>my father car</b>	Vietnamese, Urdu
	Uses opposite possessive order compared to English <b>car my father</b>	Arabic
Irregular Nouns	May use incorrect pluralization of irregular nouns <b>The other childs are at the zoo.</b>	Spanish, Portuguese, Haitian-Creole
	Uses singular form for irregular plural nouns <b>two goose</b> (two geese)	Cantonese/Mandarin

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Article Differences	Home Language
Definite Article Usage	Overuses articles <b>The English is difficult to learn.</b> <b>The football is popular in the America.</b>	Spanish, Portuguese, Haitian-Creole, Urdu
	May omit articles <b>She has cat.</b> <b>She wants dog not cat.</b>	Haitian-Creole, Vietnamese, Cantonese/Mandarin, Urdu
	Overuses definite articles, especially for general meanings <b>The women in the Middle East</b> (women in the Middle East)	Arabic
Indefinite Article Usage	Uses <i>one</i> in place of article <i>a/an</i> <b>My dad is one doctor.</b>	Spanish, Haitian-Creole, Urdu
	May omit indefinite articles <b>I'm having problem.</b>	Arabic
	Uses <i>the</i> in place of <i>a/an</i> <b>My dad is the doctor.</b>	Tagalog

General American English Target Skill	Possible Pronoun Differences	Home Language
General Pronoun Usage	May omit pronouns in clauses <b>If don't move now, we will get hurt.</b>	Spanish, Haitian-Creole, Vietnamese
	Avoids pronouns and repeats nouns <b>I visit my uncle every month, and I clean uncle house.</b>	Urdu, Vietnamese
	Overuses pronouns with nouns <b>This job, it very hard.</b>	Vietnamese

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Pronoun Differences	Home Language
Subject/Object Pronouns	May confuse subject and object pronouns <b>Him looked at you.</b>	Cantonese/Mandarin
	May omit pronouns before verbs <b>Called me, told me.</b>	Arabic
	May omit subject pronouns <b>Mom isn't here. Is at restaurant.</b>	Spanish, Portuguese
Possessive Pronouns	Uses articles in place of possessive pronouns <b>She washes the hair every day.</b>	Spanish, Haitian-Creole
	May confuse possessive forms <b>The book is my.</b>	Spanish, Vietnamese
	Replaces the possessive form <i>whose</i> with <i>who</i> <b>I don't know who house that is.</b>	Urdu
Relative Pronouns	May use relative pronouns incorrectly <b>The teacher which spoke Spanish no longer works here.</b> <b>The book who was read was romantic.</b>	Spanish, Haitian-Creole, Urdu

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Pronoun Differences	Home Language
Indefinite Pronouns	Uses <i>one</i> or <i>an</i> in place of indefinite pronouns with plural nouns <b><i>Will you give me one cookies?</i></b>	Spanish, Haitian-Creole
	May use indefinite pronouns incorrectly when used with negation <b><i>I do not want some.</i></b> <b><i>I waited, but anybody came.</i></b>	Spanish
	May omit complements such as <i>any</i> , <i>some</i> , <i>it</i> , etc. <b><i>I don't want</i></b> (any).	Spanish
	May use the wrong number for pronouns <b><i>I saw many stars in the sky. It was twinkling.</i></b>	Cantonese/Mandarin
	May omit the pronoun <i>one</i> <b><i>I saw two cars, and I like the red</i></b> (one).	Spanish
Pronoun Referent	Uses pronoun that doesn't match the referent <b><i>He is a pretty lady.</i></b> (with female referent) <b><i>She is my brother.</i></b> (with male referent)	Cantonese/Mandarin
	Uses gender binary pronouns with inappropriate gender <b><i>He is my mother.</i></b>	Spanish, Haitian-Creole, Tagalog
	Uses gender binary pronouns, particularly with gender-neutral nouns <b><i>The knife is sharp; he can cut you.</i></b>	Russian, Spanish
Resumptive Pronouns in Relative Clauses	Uses resumptive pronouns in relative clauses <b><i>I read the book that you gave me it.</i></b>	Arabic

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Verb Differences	Home Language
Subject-Verb Agreement	Spanish has a number of verbs commonly used with direct objects instead of the typical English subject-verb construction. For example: It pleases <i>me</i> instead of <i>I like it</i> . Multilingual Learners create sentences such as <b>Football likes me</b> . There is a similar construction used with unplanned events that creates literal translations such as: <b>The book lost itself on me</b> . or <b>The vase dropped itself on them</b> .	Spanish
	May omit -s in present tense, third-person agreement <b>He like pizza.</b>	Vietnamese, Haitian-Creole, Arabic, Cantonese/Mandarin
	May have problems with irregular subject-verb agreement <b>Tom and Sue has a new car.</b>	Cantonese/Mandarin
	Subject-verb disagreement <b>He frown when he see me in the class.</b>	Urdu, Tagalog
Helping Verbs	May use helping verbs <i>do</i> , <i>have</i> , <i>will</i> , and <i>be</i> in incorrect contexts and incorrect tenses	Haitian-Creole, Russian
	May omit helping verbs in negative statements <b>Sue no coming to school.</b>	Spanish, Portuguese, Haitian-Creole, Russian, Vietnamese
	May omit the helping verb in the passive voice <b>The book opened.</b>	Spanish, Portuguese, Haitian-Creole, Urdu, Cantonese/Mandarin
	May use wrong helping verb <b>I is writing.</b>	Cantonese/Mandarin
Linking Verbs	May omit the linking verb <b>She pretty.</b>	Urdu, Vietnamese, Arabic

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Verb Differences	Home Language
Auxiliary Verb: <i>be</i>	Does not conjugate the infinitive form of <i>be</i> <b><i>I be thinking about going to the dance.</i></b>	Haitian-Creole
	May delete a form of <i>be</i> in the present progressive contraction usage <b><i>I listenin' to music.</i></b> <b><i>He liftin' weights.</i></b>	Haitian-Creole
	Uses verb <i>be</i> to show common actions <b><i>You always be lying.</i></b>	Urdu
	Uses <i>have</i> instead of <i>be</i> <b><i>I have happy.</i></b> <b><i>He has right.</i></b>	Spanish, Portuguese, Haitian-Creole
	Uses variations of the verb <i>be</i> to show habitual action <b><i>He always be lying.</i></b>	Haitian-Creole
Auxiliary Verb: <i>do</i>	May omit <i>do/does/did</i> from questions <b><i>When John leave?</i></b>	Spanish, Portuguese, Haitian-Creole
	In questions, the auxiliary <i>do</i> may be omitted <b><i>She has a dog?</i></b>	Urdu
	May omit <i>do/does/did</i> and may incorrectly use <i>no</i> in place of <i>not</i> <b><i>I no understand.</i></b>	Spanish, Portuguese, Haitian-Creole, Arabic
	May mix up the auxiliary: <i>do/does</i> <b><i>He don't like football.</i></b>	Vietnamese
Auxiliary Modal Verbs	May confuse modals <i>should</i> and <i>must</i> ; <i>may</i> , <i>can</i> , and <i>might</i> <b><i>If the traffic light is red, you should stop.</i></b>	Arabic

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Verb Differences	Home Language
Present Tense	Overuses the present tense <b><i>I am always playing golf on Sundays.</i></b>	Urdu
Present-Progressive Tense	Uses the simple present tense in place of present progressive <b><i>Look, it snows!</i></b>	Spanish, Haitian-Creole
	Overuses the present progressive <b><i>He living in New York.</i></b>	Arabic
Present-Perfect Tense	Avoids the present-perfect tense <b><i>Marcos live here for three months.</i></b>	Haitian-Creole, Vietnamese
	Uses <i>been</i> with present-perfect tense <b><i>She been knowing me forever.</i></b>	Urdu
Past-Progressive Tense	Uses the past-progressive tense for recurring action in the past <b><i>When I was young, I was talking a lot.</i></b>	Spanish, Portuguese, Haitian-Creole
Past-Perfect Tense	May use nonacademic irregular verbs in past and past-perfect tenses <b><i>We seen that.</i></b>	Haitian-Creole
	Uses the simple present tense in place of past-perfect tense <b><i>I live here since 1995.</i></b>	Spanish, Portuguese, Haitian-Creole



## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Verb Differences	Home Language
Future Tense	Uses the present tense for the future tense <b>Tomorrow I call you.</b>	Cantonese/Mandarin, Arabic
	Overuses the future tense in the dependent clause of conditional sentences <b>If you will help me, I will help you.</b>	Urdu
	Uses the simple present tense in place of future tense <b>We see each other tomorrow.</b>	Spanish, Portuguese, Haitian-Creole
General Verb Use	May omit the main verb <b>Talk in class not good.</b>	Haitian-Creole, Cantonese/Mandarin
Transitive and Intransitive Verbs	May confuse transitive and intransitive verbs <b>The child throws.</b> <b>The child thrown the ball.</b>	Spanish, Haitian-Creole, Cantonese/Mandarin
Infinitive Verb Forms	Uses the infinitive form of verbs as in "I must to speak with her."	French
Participles	May confuse present participles and past participles <b>The book is bored.</b> not <b>The book is boring.</b>	Haitian-Creole, Cantonese/Mandarin, Spanish, Portuguese
Verbs in Questions	May order inverted interrogative verb phrases incorrectly <b>Has seen Simon the movie?</b>	Spanish, Portuguese, Haitian-Creole, Cantonese/Mandarin
	May leave questions in statement word order <b>You want how many?</b>	Arabic
Verbs in Imperative Sentences	Uses a subject in imperative mood <b>Come you here.</b>	Spanish, Haitian-Creole

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Verb Differences	Home Language
Verb Tenses and Pronunciation	May omit contracted forms <b>He goin' to the movie.</b>	Haitian-Creole
	May omit tense markers <b>I study English yesterday.</b>	Vietnamese, Haitian-Creole, Cantonese/Mandarin
	May have difficulty pronouncing final consonant clusters in general; speakers tend to pronounce -ed in all past tense verbs as a separate syllable or to delete -ed entirely from past tense verbs with singular forms ending in /d/ or /t/ <b>I talk - ed in class.</b> (I talked in class.) <b>I wan- a puppy.</b> (I wanted a puppy.)	Spanish, Portuguese, Haitian-Creole

General American English Target Skill	Possible Adjective Differences	Home Language
Adjective Placement	Places adjectives after nouns <b>I saw a car red.</b>	Spanish, Portuguese, Vietnamese, Cantonese/Mandarin, Arabic, Urdu
	Although some adjectives are placed after the nouns, it seems that French speakers are able to use the adj + noun pattern correctly.	French
General Adjective Rules	Adds -s to adjectives when describing plural nouns <b>Look at the beautifuls flowers.</b>	Spanish, Portuguese, Haitian-Creole

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Adjective Differences	Home Language
Comparative and Superlative Adjectives	Avoids comparatives and superlatives <b>Nancy is beautiful. Lynn is beautiful. Gilda is beautiful too.</b>	Haitian-Creole, Urdu
	May have difficulty with irregular comparatives and superlatives ( <i>bad, good, far</i> )	Haitian-Creole, Russian
	Avoids specialized adjectives for comparatives and superlatives <b>I am more old than Bill, but Ted is the most old.</b>	Spanish, Portuguese
	Uses indefinite article instead of possessive adjective <b>She washes the hair.</b>	Spanish

General American English Target Skill	Possible Adverb Differences	Home Language
Adverb Placement	May confuse <i>too</i> and <i>very</i> <b>He is too nice man.</b>	Arabic
	Sometimes misplaces the adverb. Example: "She speaks French very well" becomes "She speaks very well French."	French
	Places adverbs before verbs <b>He quickly ran.</b> not <b>He ran quickly.</b>	Haitian-Creole, Cantonese/Mandarin
	Inserts adverbs mid-sentence <b>I yesterday go to store.</b>	Cantonese/Mandarin

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Adverb Differences	Home Language
Adverbial Phrases	Places the adverbial phrase before the direct object <b>My mom cleans very well the house.</b>	Spanish, Portuguese, Haitian-Creole, Urdu, Arabic
Adverbs of Frequency	May position adverbs of frequency incorrectly in sentences <b>Often they have visited Costa Rica.</b>	Spanish, Portuguese, Haitian-Creole

General American English Target Skill	Possible Preposition Differences	Home Language
Common Idiomatic Expressions with Prepositions in Them	English preposition use is idiomatic in nature and may be difficult for all Multilingual Learners. <b>talk on the phone; pick up your room; under the weather</b>	Spanish, Portuguese, Haitian-Creole, Vietnamese, Cantonese/Mandarin, Arabic, Russian
Proper Use of <i>up</i> and <i>down</i>	Uses <i>up</i> and <i>down</i> without an object of the preposition <b>I saw it up.</b> (i.e., up above, on top)	Arabic
Proper Use of <i>to</i>	May omit <i>to</i> with the verb <i>go</i> <b>When you going Egypt?</b>	Arabic
Preposition Placement	Uses a preposition with an indirect object <b>He gave to Maria the book.</b>	Spanish, Portuguese, Haitian-Creole
	Avoids the colloquial use of prepositions at the end of a sentence <b>For what did they come?</b>	Spanish, Portuguese, Haitian-Creole
	Follows a preposition with an infinitive verb <b>After to eat breakfast, we go to school.</b>	Spanish, Portuguese, Haitian-Creole, Urdu

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Preposition Differences	Home Language
General Preposition Rules	Does not use prepositions <b>They put me a wig.</b> (instead of <b>They put a wig on me.</b> )	Portuguese
	Does not use the word <i>thing</i> when modified by an adjective, saying, for example, <b>The most important</b> (instead of <b>The most important thing</b> ).	Portuguese
	May omit prepositions <b>She likes come home.</b>	Urdu, Cantonese/Mandarin
	May use <i>from</i> (de) as part of the phrasal verb when it is not necessary in English. Example: sortir de (“leave from”), although in English “leave” without the “from” would suffice.	French
	May confuse prepositions <b>I go at school.</b>	Cantonese/Mandarin
	May use the wrong preposition <b>I was upset on him.</b>	Urdu

## Language and Usage Contrastive Analysis (continued)

General American English Target Skill	Possible Negatives Differences	Home Language
General Use of Negative Words	Replaces <i>no</i> , <i>never</i> , and <i>neither</i> with <i>any</i> , <i>ever</i> , and <i>either</i> after a negative word or word part <b><i>I don't want that one, neither.</i></b>	Haitian-Creole
	Uses negative inversion in sentences <b><i>Don't nobody like that girl.</i></b>	Haitian-Creole
	Uses <i>no</i> in place of <i>not</i> <b><i>You no understand.</i></b>	Urdu
	Uses the negative word before the verb phrase <b><i>I not have found the book.</i></b>	Spanish, Portuguese, Haitian-Creole, Urdu
	Uses double negatives <b><i>I don't want (no want) no problem.</i></b>	Arabic, Spanish, Portuguese, Haitian-Creole, Urdu
	Uses negative word following pronouns, adjectives, and adverbs in short responses <b><i>her no not here</i></b>	Spanish, Haitian-Creole
	May use negative pronouns <i>none</i> , <i>nobody</i> , and <i>no one</i> incorrectly	Russian

General American English Target Skill	Possible False Cognate Differences	Home Language
Cognates	Sounds/words are similar but actually have different meanings. Example: <i>assister</i> in French means "to attend," while <i>assist</i> in English means "to help."	French