

# Language Profiles

*A Resource for Teachers with  
English Language Learners*

2007

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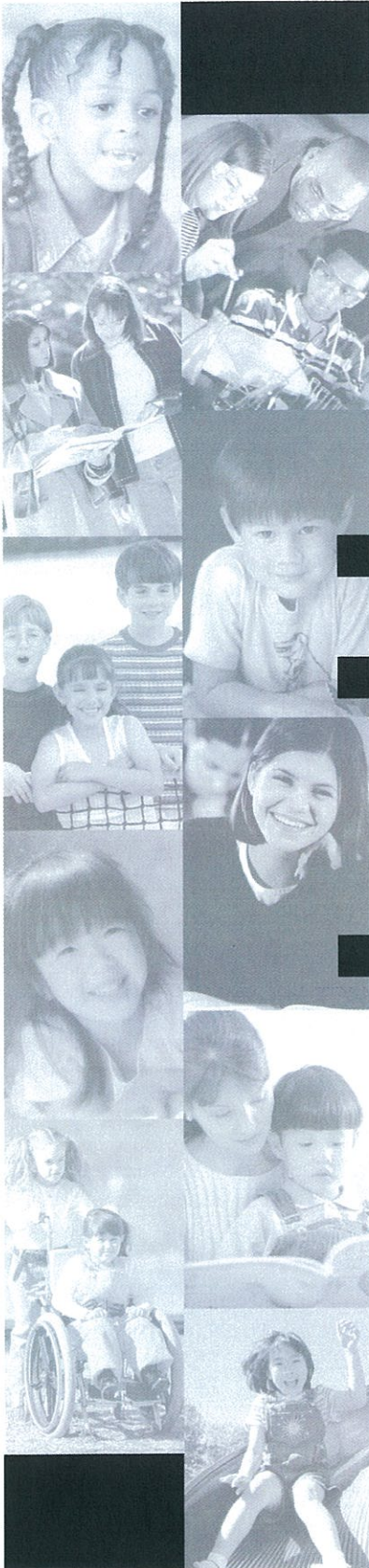
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### MISSION

We unite in our purpose to inspire and prepare learners for life in our changing world community.

### VISION

We are the faces of public education. We understand our gifts and challenges. We are motivated by our dreams and act towards their fulfillment. We respect and celebrate our differences. We invite and value the spirit of community, creativity, and personal growth. We support each other. We have joy in who we are and who we are becoming.

### VALUES

- We recognize and celebrate excellence, and the heart-felt efforts and contributions of our community.
- We strive for equity, inclusiveness, and diversity in all our programs, practices, facilities, and people.
- We value dedication and commitment.
- We value and will respond in an appropriate manner to the voices, ideas, and understanding of all our community members.
- We believe it is the right and responsibility of everyone to ensure a safe nurturing community.
- We embrace the spirit of innovation that acts to realize opportunities to transform our vision into reality.
- We are all responsible for our words and actions.

"United in our purpose to inspire and prepare learners for life in our changing world community", the York Region District School Board is committed to student achievement and literacy in one of the fastest growing school districts not only in Ontario but also within North America. Diversity and growth are part of York Region's reality, with thirty percent (30%) of our students self-identifying a first language other than English and over 90 different languages represented. Therefore, our acknowledgement and support of English Language Learners (ELL) and the multi-literacies that they bring and need to develop are integral to ensuring student achievement and system success for all!

**Acknowledgements to the YRDSB English Language Learner (ELL) Team:**

Voula DiVetta	Literacy/ELL Consultant
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# YORK REGION DISTRICT SCHOOL BOARD

## Language Profiles

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## Who are English Language Learners?

The term English Language Learner (ELL) is used by the Literacy and Numeracy Secretariat and Ministry of Education to describe students who are acquiring English as an additional language(s). There are two programs to support their language acquisition: English as a Second Language (ESL) and English Literacy Development (ELD).

Students enrolled in ESL programs may include:

- newcomers who arrive in Canada as part of a voluntary, planned immigration process or as a result of a crisis in their home country. They have received formal education in their home country, and some may have studied English as a foreign language.
- Canadian-born children from Aboriginal communities where a first language other than English is spoken.
- Canadian-born children from communities that have maintained a distinct cultural and linguistic tradition such as Francophone communities.

Students enrolled in ELD programs may include:

- newcomers who arrive in Canada as part of a voluntary, planned immigration process or as a result of a crisis in their home country. They may have had limited or no access to formal education resulting in limited opportunities to develop language and literacy skills in any language.

To meet the needs of our English Language Learners, program supports may include direct programming support from an ELL teacher/designate and/or targeted classroom instruction and supports provided by the homeroom and content area teachers.

## Language Acquisition

Current research indicates that it may take English Language Learners five to seven years to achieve English language proficiency similar to that of their English speaking peers. Language acquisition involves a developmental continuum of skills; there are four stages of ESL and ELD programming. Generally, English Language Learners (ELL) acquire proficiency and fluency in day-to-day language within the first two years. Academic language, the language of the classroom and textbooks, takes much longer to learn because of its complexity, low frequency vocabulary, and unfamiliar context.

## **Interesting Facts:**

- Canada has the largest per capita intake of newcomers in the world;
- Ontario receives the most newcomers to Canada;
- York Region is as diverse as Toronto;
- 25% of our students (and a higher percentage of parents) claim a first language other than English; and
- English as a first language continues to decrease.



- Basic Interpersonal Communication Skills (BICS) is the everyday language of communication including the language of social interaction.
- Cognitive Academic Language Proficiency (CALP) is the language of instruction including idiomatic and metaphorical references.

## Language Profiles: A Resource

These language profiles have been developed to assist educators in understanding the possible impact that first language may have on the learning of English as an additional language. These profiles may be used as:

- ✓ a point of reference when analyzing student first language;
- ✓ a resource when interpreting standardized assessment data (e.g., DRA, PM, OSSLT) and clustering errors; or as
- ✓ a point of interest when analyzing the rate at which a student develops proficiency in English.

### **Please Note:**

The information included in the language profiles was gathered through research and the assistance of native speakers. Acknowledging that language is a living entity, every attempt has been made to ensure that the information contained within these profiles is accurate and current.

## Additional Resources

- ELL Consultants
- ESL\ELD Ministry Curriculum Documents
- ELL Network and Professional Development sessions
- ELL Monthly Newsletter
- ELL Sharepoint <https://teamserver.yrdsb.net/department/cis/esl/default.aspx>
- Literacy@School Demonstration Classrooms
- Media Resource Kits available from the YRDSB Media Library



## Language Profile: Arabic

Sample of Arabic writing:

يولد جميع الناس أحراراً متساوين في الكرامة والحقوق. وقد وهبوا  
عقلاً وضميراً وعليهم أن يعامل بعضهم بعضاً بروح الإخاء.

### Interesting Facts:

- Semitic language
- Largest Semitic language in terms of speakers
- Primarily in Middle East and North Africa
- Similar grammatical system to Hebrew and Ethiopian
- Two forms of Arabic: Classic (Koran language) and Standard (everyday language)
- A variety of colloquial dialects in different countries
- Egyptian Arabic most widely understood variety

Arabic	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• Alphabetic symbols are different.</li> </ul>	Student will need to learn the Roman alphabet.
<ul style="list-style-type: none"> <li>• Words are written horizontally, right to left, and numerals are written left to right.</li> </ul>	Letters with mirror images (e.g., p and q; d and c) may be reversed. Student may misread/write words: 'form' for 'from'.
<ul style="list-style-type: none"> <li>• Only consonant and long vowels are written.</li> </ul>	Student may miss or add letters to a word.
<ul style="list-style-type: none"> <li>• There is no distinction between upper and lower case.</li> </ul>	Student will need to be made aware of the capital letter system.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Arabic spelling is simple and virtually phonetic. Arabic speakers may pronounce English words phonetically.</li> </ul>	'istoppid' for 'stopped' 'forigen' for 'foreign'
<ul style="list-style-type: none"> <li>• Consonants, long vowels and diphthongs give meaning to words.</li> </ul>	Students confuse short vowel sounds, unduly emphasize consonants and avoid shortened forms.
<ul style="list-style-type: none"> <li>• /p/ and /b/ tend to be used randomly.</li> </ul>	I baid ten dollars for a bicture of Pig Pen.
<ul style="list-style-type: none"> <li>• /th/ is usually pronounced as /z/.</li> </ul>	'ze' dog is barking.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• The normal order of a sentence is Verb – Subject – Object. Sentences in standard Arabic that follow Subject, Verb, Object pattern are more conversational than their VSO counterparts.</li> </ul>	Student may have difficulty with word order in a sentence.



<ul style="list-style-type: none"> <li>• A statement is made negative by placing a particle before the verb. 'Do' has no equivalent.</li> </ul>	'She not ride horses.' for 'She does not ride horses.'
<ul style="list-style-type: none"> <li>• 'Do' has no equivalent. A question may only involve rising tone.</li> </ul>	'You like school?' for 'Do you like school?' 'When you ate?' for 'When did you eat?'
<ul style="list-style-type: none"> <li>• There is no 'Be' in the present tense.</li> </ul>	Student may omit it, particularly in the present progressive verb forms.
<ul style="list-style-type: none"> <li>• Questions and statements have same word order and only differ by intonation.</li> </ul>	'You come home early?' for 'You come home early.'
<ul style="list-style-type: none"> <li>• The basic distinction of verb tense is between "completed" and "not completed" actions.</li> </ul>	Student may have difficulty understanding the uses of various verb tenses.
<ul style="list-style-type: none"> <li>• The subject and object form of personal pronouns is incorporated into verb forms.</li> </ul>	Student may tend to repeat the subject: 'Susan she lives here.'
<ul style="list-style-type: none"> <li>• There is no indefinite article (e.g., 'a').</li> </ul>	Indefinite articles may be omitted: 'She was teacher.' for 'She was a teacher.' Indefinite articles may be used wherever definite articles are not used: 'Jack has a dogs.' for 'Jack has dogs.'
<ul style="list-style-type: none"> <li>• There are three ways to designate number: singular, plural and dual for nouns for which there are exactly two (e.g., eyes, hands, etc.)</li> </ul>	Rules of pluralization may need to be taught.

## Language Profile: Chinese

Sample of Chinese writing:

繁體中文字 (Traditional Chinese characters)

人人生而自由，在尊嚴和權利上一律平等。他們賦有理性  
和良心，並應以兄弟關係的精神互相對待。

简体中文字 (Simplified Chinese characters)

人人生而自由，在尊严和权利上一律平等。他们赋有理性  
和良心，并应以兄弟关系的精神互相对待。

### Interesting Facts:

- Standard Mandarin form official language of People's Republic of China and one of four official languages of Singapore
- Sharp distinction between written word and spoken word
- Variety of spoken Chinese; Mandarin most prominent
- One uniform written script
- Cantonese speakers from southern Mainland China, Hong Kong and Macau
- Formal written Cantonese similar to written Mandarin
- Spoken Cantonese largely unintelligible to Mandarin speakers
- Written language shared by Chinese dialects

Chinese	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"><li>• Words may be written vertically, top to bottom, from right to left across the page; or horizontally, right to left.</li><li>• Due to Western influence, words may also be written horizontally left to right.</li></ul>	Letters with mirror images (e.g., p and q; d and c) may be reversed.
<ul style="list-style-type: none"><li>• The writing system is non-alphabetic.</li></ul>	Student may have difficulty in learning spelling patterns.

<b>Word Structure</b>	
• Initial consonant clusters are absent.	Student may insert a vowel: 'sipoon' instead of 'spoon'
• Final consonants clusters are troublesome.	'Dogs' may be pronounced 'dogez'.
• /v/ is absent from most Chinese dialects.	Student may treat it like /w/ or /f/ (e.g., 'inwite' for 'invite').
• Many Chinese dialects do not have /n/.	Student may find it difficult to distinguish 'night' from 'light'.
• Capital letters do not exist.	Student may use lower case on every word.
<b>Simple Sentence Structure</b>	
• Parts of speech are not always formally distinguished. The same word often serves different structural functions.	Student may have difficulty distinguishing related words such as 'difficult' and 'difficulty'.
• Chinese is a non-inflected language. The changing verb forms are expressed by means of adverbials, word order and context.	'Belong and Baoying has a shared kitchen.'
• Chinese does not conjugate the verb to express time relations.	Student may have difficulty in handling tenses. 'I have seen her two days ago.'
• There is no distinction between 'he/his, she/her or I/me, we/us'.	These pronouns may be used interchangeably.
• There is no gender distinction in spoken Chinese.	'He', 'she', 'it' are used interchangeably.
• No auxiliaries are used to form questions and negatives.	The insertion of <i>do/don't</i> , etc. may present problems. 'How many brothers you have?'
• Conjunctions of concession and cause are usually in pairs.	Student may duplicate conjunctions: 'Although he was late, but he did not hurry.'
• Chinese word order is identical in both statements and questions.	Inversion in English interrogative sentences may be ignored or applied wrongly. 'When she will be back?'
• A statement is made negative by placing a negative before the verb.	'She not ride horses.' instead of 'She does not ride horses.'
• There are no articles.	Student may find it hard to use them consistently. They may be omitted or may be used unnecessarily. 'He was in a pain.'
• Plurality is always expressed by adding a number before the nouns. The nouns remain the same.	's' is often omitted for plural words
• A "detached" subject can begin a sentence.	'Taxes must pay.' or 'Taxes – we must pay them.' instead of 'We must pay taxes.'

## Language Profile: Persian

Sample of Persian writing:

تمام افراد بشر آزاد بدنیا میآیند و از لحاظ حیثیت و حقوق با هم برابرند. آنها دارای عقل و وجدان میباشند و باید نسبت بیدیگر با روح برابر رفتار کنند.

### Interesting Facts:

- Called Farsi in Iran
- Primarily spoken in Central and South Central Iran
- Also spoken in Afghanistan, Pakistan, Southern Russia and India
- Greatly influenced by Arabic
- A number of closely-related varieties: Dari and Tajki

Farsi	English
Characteristics	Examples/Possible Impact
<b>Symbol/Character Construction</b>	
<ul style="list-style-type: none"> <li>• It is written in Arabic script, right to left.</li> </ul>	Student may need to learn Roman alphabet. Letters with mirror images (e.g., p and q; d and d) may be reversed. Words that can be read both right to left and left to right may be reversed (e.g., 'pot' instead of 'top').
<ul style="list-style-type: none"> <li>• Numbers are written left to right but they are different from those used in English.</li> </ul>	Student may need to learn digits.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Many words are spelled phonetically.</li> </ul>	Student may experience difficulty with some silent clusters such as 'gh' or 'kn'. Student may associate particular letters with particular sounds.
<ul style="list-style-type: none"> <li>• Consonant clusters do not appear within single syllables.</li> </ul>	Student may add a short vowel either before or in the middle of clusters (e.g., 'pelace' instead of 'place').
<ul style="list-style-type: none"> <li>• Capital letters do not exist.</li> </ul>	Rules of capitalization may need to be taught.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Paragraphing typically only occurs in newspapers.</li> </ul>	Student may need assistance understanding paragraph structure.
<ul style="list-style-type: none"> <li>• There is a tendency to join sentences together with conjunctions such as <i>and</i> and <i>but</i>.</li> </ul>	There may be overuse of 'and' and 'but'.
<ul style="list-style-type: none"> <li>• Quotations are rarely used and are not consistent.</li> </ul>	The meaning of reported speech may be unclear 'She said it is my birthday.'
<ul style="list-style-type: none"> <li>• Sentence order is subject-object-verb.</li> </ul>	'The girl bike rides.' instead of 'The girl rides a bike.'

<ul style="list-style-type: none"> <li>• Adjectives always follow their nouns and verbs are usually placed at the end of the sentence.</li> </ul>	'Yesterday girl beautiful (I) saw.'
<ul style="list-style-type: none"> <li>• Comparatives/superlatives are formed by adding a suffix.</li> </ul>	The two methods may be confused. 'She is more bigger than...' instead of 'She is bigger than...'
<ul style="list-style-type: none"> <li>• Nouns are not pluralized when used with numbers.</li> </ul>	'I have two dog.'
<ul style="list-style-type: none"> <li>• The equivalent to the verb 'to be' is sometimes added to nouns as a suffix instead of in its full form.</li> </ul>	Student may sometimes omit the verb 'to be' altogether (e.g., 'She a teacher.').
<ul style="list-style-type: none"> <li>• The past progressive tense is formed with the equivalent of <i>to have</i>.</li> </ul>	'When I arrived, he had eating dinner.' instead of 'When I arrived, he was eating his dinner.'
<ul style="list-style-type: none"> <li>• Indefinite articles ('a', 'an') and definitive articles do not exist.</li> </ul>	Article usage may need to be taught.
<ul style="list-style-type: none"> <li>• There is less punctuation. The comma is inverted and question mark is reversed and used with greater freedom.</li> </ul>	Punctuation rules may need to be reviewed.
<ul style="list-style-type: none"> <li>• Questions are signaled by a special word or by use of a rising tone.</li> </ul>	Student may overuse questions marked by intonation only (e.g., 'When you came to England?').
<ul style="list-style-type: none"> <li>• The present tense is used for a variety of functions</li> </ul>	Student may confuse the variety of present tenses.
<ul style="list-style-type: none"> <li>• There is no <i>he/she</i> gender distinctions; a single pronoun being used for both.</li> </ul>	Student may confuse pronoun genders. 'My mother is a teacher. He works in Toronto.'
<ul style="list-style-type: none"> <li>• Modal verbs and the associated main verb are inflected.</li> </ul>	This may be carried over into English. 'I could went.' instead of 'I could go.'
<ul style="list-style-type: none"> <li>• Phrasal verbs do not exist.</li> </ul>	Student may have difficulties understanding that the addition of a particle can totally change the meaning of a verb. Student may have difficulties separating the verb from the particle by its object. Student may omit the particle altogether. (e.g., 'He cannot do his buttons.' instead of 'He cannot do his buttons up.')
<ul style="list-style-type: none"> <li>• The equivalents of <i>although</i> and <i>but</i> can be used in the same sentence.</li> </ul>	'Although he had no money, but he traveled to Europe.'
<ul style="list-style-type: none"> <li>• Conjunctions are used frequently; the most commonly used is <i>and</i>.</li> </ul>	Student may tend to join many clauses together with a string of <i>ands</i> .

## Language Profile: Greek

Sample of Greek writing:

‘Όλοι οι άνθρωποι γεννιούνται ελεύθεροι και ίσοι στην αξιοπρέπεια και τα δικαιώματα. Είναι προικισμένοι με λογική και συνείδηση, και οφείλουν να συμπεριφέρονται μεταξύ τους με πνεύμα αδελφότητας.

### Interesting Facts:

- Primarily in Greece and Cyprus
- In use for more than 2,700 years
- Same alphabet for more than 2,000 years

Greek	English
Characteristics	Examples/Possible Effects
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• Most alphabetic symbols are different from the English alphabet</li> </ul>	Student will need to learn the Roman alphabet.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• There is almost one-to-one correspondence between sound and graphic symbol.</li> </ul>	Student may pronounce all the letters that are written, or may leave out silent letters.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Word order is freer than in English; word function is not determined by position in the sentence</li> </ul>	Student may have difficulty with word order. 'We went yesterday shopping.'
<ul style="list-style-type: none"> <li>• Nouns and pronouns are masculine, feminine or neutral</li> </ul>	'My bag is in my room; can you bring her here?'
<ul style="list-style-type: none"> <li>• Adjectives agree in gender and number with the nouns they refer.</li> </ul>	e.g., 'greens chairs'
<ul style="list-style-type: none"> <li>• Prepositions have only partially similar meanings.</li> </ul>	'She is into the car.' instead of 'She is in the car.'
<ul style="list-style-type: none"> <li>• Modals (e.g., can, may, must have to, ought to, etc.) can pose challenges because there is not a one to one correspondence.</li> </ul>	Student may use <i>to + infinitive</i> after modals; student may use a present modal with a past main verb. 'I cannot come to see you.' 'I can saw it.'
<ul style="list-style-type: none"> <li>• '-ing' verb endings are often equivalent to infinitives (e.g., 'to eat'; 'to drive')</li> </ul>	'I am to eat dinner.' instead of 'I am eating dinner.'
<ul style="list-style-type: none"> <li>• A statement is made negative by putting a negative before the verb. There is no auxiliary.</li> </ul>	'She not ride horses.' instead of 'She does not ride horses.'
<ul style="list-style-type: none"> <li>• There is no 'to do' equivalent and inversion is not used to make questions.</li> </ul>	'When you ate?' instead of 'When did you eat?'
<ul style="list-style-type: none"> <li>• Definite article 'the' accompanies nouns in a general sense and proper nouns. The indefinite article 'a' is generally omitted.</li> </ul>	Student may make mistakes with uncountable and plural nouns. 'The honesty is a great virtue.' 'The Sandra is doctor.'
<ul style="list-style-type: none"> <li>• Personal pronouns are usually omitted.</li> </ul>	'Is very hot today.' instead of 'It is very hot today.'
<ul style="list-style-type: none"> <li>• Some English words are loans from Greek. There are some "false cognates" (i.e., words that sound very similar in both languages).</li> </ul>	Student may confuse the words: <i>fortune</i> to mean <i>storm</i> ; <i>graphical</i> to mean <i>picturesque</i> ; <i>sympathize</i> to mean <i>like</i>

## Language Profile: Hebrew

Sample of Hebrew writing:

כל בני האדם נולדו בני חורין ושווים בערכם ובזכויותיהם.  
כולם חוננו בתבונה ובמצפון, לפיכך חובה עליהם לנהג איש  
ברעהו ברוח של אחווה.

### Interesting Facts:

- Official language of Israel
- Similar grammatical system as Arabic and Ethiopian
- Semitic language

Hebrew	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• Words are written horizontally right to left using the Hebrew alphabet, and numerals are written left to right.</li> </ul>	Student may have difficulty with directionality when reading and writing.
<ul style="list-style-type: none"> <li>• Alphabetic symbols are different, but standard western numerals are used.</li> </ul>	Student will need to learn the Roman alphabet.
<ul style="list-style-type: none"> <li>• Capital letters do not exist.</li> </ul>	Student will need to be made aware of the capital letter system.
<ul style="list-style-type: none"> <li>• Some letters have a final form used when they appear at the end of a word.</li> </ul>	Student may experience difficulties with letters at the end of words.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Short vowels are not marked except for in children's books, books for beginner learners or the Bible.</li> </ul>	Student may omit vowels (i.e., <i>a, e, i</i> ) in certain words.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Nouns are masculine or feminine.</li> </ul>	<i>'The chair is green. He is new.'</i>
<ul style="list-style-type: none"> <li>• Endings are added to the verb stem to express gender (masculine/feminine) and plurality (singular/plural).</li> </ul>	Student may have difficulties with the use of the plural suffix 's'.
<ul style="list-style-type: none"> <li>• Adjectives placed after the noun agree with the noun in gender and plurality.</li> </ul>	<i>'chairs greens'</i> instead of <i>'green chairs'</i>
<ul style="list-style-type: none"> <li>• Adjectives also take the definite article of the noun they modify.</li> </ul>	<i>'the cat the small'</i>
<ul style="list-style-type: none"> <li>• Indefinite articles do not exist.</li> </ul>	Student may have difficulty distinguishing between the uses of the indefinite and definite articles: <i>'She was teacher.'</i>
<ul style="list-style-type: none"> <li>• One letter words are attached to the following word (e.g., the definite article, prepositions such as <i>in</i> and <i>from</i>, conjunctions such as <i>and</i>).</li> </ul>	Student may tend to join short words to form one.

## Language Profile: Indo-Aryan

Sample of Gujarati writing:

પ્રતિષ્ઠા અને અધિકારોની દૃષ્ટિએ સર્વ માનવો જન્મથી સ્વતંત્ર અને સમાન હોય છે. તેમનામાં વિચારશક્તિ અને અંતઃકરણ હોય છે અને તેમણે પરસ્પર બંધુત્વની ભાવનાથી વર્તવું જોઈએ.

Sample of Hindi writing:

सभी मनुष्यों को गौरव और अधिकारों के मामले में जन्मजात स्वतंत्रता और समानता प्राप्त है। उन्हें बुद्धि और अंतरात्मा की देन है और परस्पर उन्हें भाईचारे के भाव से बर्ताव करना चाहिये।

Sample of Punjabi writing (Gurmukhi alphabet):

ਸਾਰੇ ਇਨਸਾਨ ਆਜ਼ਾਦ ਅਤੇ ਹੱਕ ਤੇ ਇੱਜ਼ਤ ਦੇ ਲਿਹਾਜ਼ ਨਾਲ ਬਰਾਬਰ ਪੈਦਾ ਹੁੰਦੇ ਹਨ। ਉਹ ਅਕਲ, ਸਮਝ ਤੇ ਚੰਗੇ ਮੰਦੇ ਦੀ ਪਛਾਣ ਅਤੇ ਅਹਿਸਾਸ ਰੱਖਦੇ ਹਨ, ਇਸ ਲਈ ਉਹਨਾਂ ਨੂੰ ਇੱਕ ਦੂਜੇ ਨਾਲ ਭਾਈਚਾਰੇ ਵਾਲਾ ਸਲੂਕ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ।

Sample of Punjabi writing (Shahmukhi alphabet):

سارے انسان آزاد تے حقوق تے عزت دے لحاظ نال برابری پیدیا ہوندے نیں۔ اوہ عقل سمجھ تے چنگے مندے دی پچھان تے احساس رکھدے نے ایس واسطے لوہتاں نوں اک دوجے نال بھائی چارے والا سلوک کرنا چاہی دا اے۔

Sample of Urdu writing:

تمام انسان آزاد اور حقوق و عزت کے اعتبار سے برابر پیدا ہوئے ہیں۔ انہیں ضمیر اور عقل ودیعت ہوئی ہے۔ اسلیئے انہیں ایک دوسرے کے ساتھ بھائی چارے کا سلوک کرنا چاہیے۔



## Interesting Facts:

### Hindi

- One of the official languages of India

### Urdu

- Closely related to Hindi
- National language of Pakistan

### Punjabi

- Primarily in Indian state of Punjab and in Pakistan
- Closely related to Hindi and Urdu

### Gujarati

- Regional language of India

### Bengali

- National language of Bangladesh

<b>Indo-Aryan</b>	<b>English</b>
<b>Characteristics</b>	<b>Examples/Possible Impact</b>
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• Alphabetic symbols are different</li> </ul>	The Roman alphabet may need to be taught.
<ul style="list-style-type: none"> <li>• Characters represent a consonant/vowel combination (e.g., ba), but consonant clusters/blends (e.g., br) are not very frequent.</li> </ul>	Vowel may be inserted between consonants: 'barag' instead of 'brag', 'filam' instead of 'film'
<ul style="list-style-type: none"> <li>• Capital letters do not exist.</li> </ul>	Rules of capitalization may need to be taught.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Many words are spelled phonetically.</li> </ul>	Student may spell words by how they sound.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Nouns are masculine or feminine but pronouns (he, she, it) do not distinguish gender.</li> </ul>	Student may have difficulty making pronouns and their antecedent agree (e.g., 'I know this car and his problems.')
<ul style="list-style-type: none"> <li>• There is no verb corresponding to 'to have'.</li> </ul>	Student may avoid using 'to have'. 'My ball is with him.' instead of 'He has my ball.'
<ul style="list-style-type: none"> <li>• Modal verb 'may' is often used instead of 'will'.</li> </ul>	Meaning of sentence may be misunderstood. (e.g., 'You may come again.' instead of 'Will you come again?')
<ul style="list-style-type: none"> <li>• Definite articles (e.g., 'a') do not exist.</li> </ul>	Article usage may need to be taught. (e.g., 'Student was reading one book.' instead of 'The student was reading a book.')
<ul style="list-style-type: none"> <li>• Answers to negative questions are given in affirmative when agreeing with statement.</li> </ul>	'You will not go?' 'Yes' meaning "Yes, I will not go."
<ul style="list-style-type: none"> <li>• Auxiliary 'to do' does not exist. Question is marked only by its intonation and word order is unaltered.</li> </ul>	'You like school?' instead of 'Do you like school?'
<ul style="list-style-type: none"> <li>• Adjectives and adverbs are often repeated to give a sense of distribution or emphasis.</li> </ul>	'He owns big, big house.'
<ul style="list-style-type: none"> <li>• There is no special form for the comparative and superlative form of adverbs.</li> </ul>	Double forms may be common (e.g., 'He is the most cleverest boy in the class.')
<ul style="list-style-type: none"> <li>• There is no distinction between intensifying adverbs (more, very, too).</li> </ul>	Student may confuse them (e.g., 'She likes soccer too much.' instead of 'She likes soccer very much.')

## Language Profile: Japanese

Sample of Japanese writing:

すべての人間は、生まれながらにして自由であり、かつ、尊厳と権利とについて平等である。人間は、理性と良心を授けられてあり、互いに同胞の精神をもって行動しなければならない。

### Interesting Facts:

- Official language of Japan
- Probably related to Korean, Manchurian, Mongolian and Turkish
- Not related to Chinese, but includes many Chinese “loan” words
- Writing system evolved from the Chinese script
- Chinese characters used to write borrowed Chinese words
- May include Roman letters
- Wide variation of dialects
- Many words pronounced the same but written differently

Japanese	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol Construction</b>	
• Writing system combines Chinese derived ideograms with syllabic characters.	Student may find it relatively easy to master handwriting.
• Alphabet is different.	The Roman alphabet will need to be taught.
<b>Word Structure</b>	
• There are few consonant clusters (e.g., br).	Vowels may be inserted between consonants: 'barag' instead of 'brag', or 'filam' instead of 'film'.
<b>Simple Sentence Structure</b>	
• The topic of a sentence is announced separately at the beginning.	This can lead to mistakes (e.g., 'Those people do not understand at all.' instead of <i>I do not understand those people at all.</i> )
• Formality of pronoun use provides information about age, gender, relationship and status of both speakers.	Student may not call strangers 'you' or may not call teacher by name, or may use <i>he</i> or <i>she</i> about a person present, instead of the name.
• Sentence order is subject-object-verb.	'The girl bike rides.' instead of 'The girl rides a bike.'

<ul style="list-style-type: none"> <li>Subjects are de-emphasized; they may be found in an introduction or when there is ambiguity if omitted.</li> </ul>	Subject may be omitted in sentences (e.g., 'Went to Japan.' instead of 'I/He/ went to Japan.')
<ul style="list-style-type: none"> <li>There is a class of adjectives which behave like verbs, and can be inflected to show tense and condition.</li> </ul>	Student may treat adjectives as verbs (e.g., 'We should not afraid of failure.')
<ul style="list-style-type: none"> <li>There are no comparative/superlative adjectives and adverbs (e.g., more than, less than).</li> </ul>	'I intend to study hard more than last semester.'
<ul style="list-style-type: none"> <li>Every verb can stand as a sentence of its own, requiring neither subject nor object to be expressed.</li> </ul>	Pronoun subjects and objects may be left out.
<ul style="list-style-type: none"> <li>Verbs do not change for person or number.</li> </ul>	Student may forget the third-person singular <i>-s</i> .
<ul style="list-style-type: none"> <li>The verb 'to be' is not used.</li> </ul>	Student may omit: 'That dog big' or may use the verb incorrectly: 'He was on the light.'
<ul style="list-style-type: none"> <li>No element in the sentence shows plurality and there is no distinction between count and non count nouns.</li> </ul>	Number and countability of nouns may be difficult.
<ul style="list-style-type: none"> <li>Conjunctions do not always have simple one-to-one equivalents. <i>And</i> has eleven different forms depending whether it connects nouns, adjectives, verbs or clauses.</li> </ul>	Student may have difficulty mastering the meaning and use of conjunctions.
<ul style="list-style-type: none"> <li>Nouns are non-inflecting; they are not differentiated by gender, number or articles.</li> </ul>	Rules of article usage and plurality may need to be taught (e.g., 'a cat', 'the cat', 'cat', 'cats' are represented by the same word.)
<ul style="list-style-type: none"> <li>The choice of conjunctions may depend on the words they join (i.e., nouns, verbs, etc.) rather than on the context (and, because, even though, etc.).</li> </ul>	Student may experience difficulties using conjunctions properly based on context.

## Language Profile: Khmer/Cambodian

Sample of Khmer/Cambodian writing:

មនុស្សទាំងអស់កើតមកមានសេរីភាពនិងភាពស្មើៗគ្នាក្នុងសិទ្ធិនិងសេចក្តីថ្លៃថ្នូរ។ មនុស្សគ្រប់  
 រូបសុទ្ធតែមានវិចារណញ្ញាណនិងសតិសម្បជញ្ញៈ ហើយត្រូវប្រព្រឹត្តចំពោះគ្នាទៅវិញទៅមកក្នុងស្មារតី  
 រាប់អានគ្នាជាបងប្អូន។

### Interesting Facts:

- Official language of Cambodia, also referred to as Cambodian
- Rural and urban dialects very different
- Northern Khmer considered a separate language by some
- Some similar linguistic features and vocabulary to Thai and Lao
- Borrowings from French and Chinese

Khmer/Cambodian	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol construction</b>	
<ul style="list-style-type: none"> <li>• Slanted (italic) letters do not serve the same purpose as in English. Slanted letters is a style of Khmer so entire novels may be written in slanted font.</li> </ul>	Student may use italics indiscriminatorily.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• There are no spaces between words; spaces indicate the end of a sentence or clause.</li> </ul>	Student may join words in a sentence or may experience difficulties decoding words when reading.
<ul style="list-style-type: none"> <li>• Many words have more than one accepted spelling form.</li> </ul>	Spelling may be difficult to master.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Pronouns are context oriented; for example personal pronouns are determined by the status of the speaker to the addressee.</li> </ul>	Student may have difficulty with the choice of the appropriate pronoun to be used.
<ul style="list-style-type: none"> <li>• A verb does not inflect at all. Tense is usually understood by context.</li> </ul>	The same word is used in different situations (e.g., 'go'; 'goes'; 'went'; 'gone')
<ul style="list-style-type: none"> <li>• Adjectives, demonstratives and numerals follow the noun they modify.</li> </ul>	' <i>Girl this is reading a book.</i> ' instead of ' <i>This girl is reading a book.</i> ' ' <i>The book interesting is about life in the Arctic.</i> ' instead of ' <i>The interesting book is about life in the Arctic.</i> '
<ul style="list-style-type: none"> <li>• Nouns have no grammatical gender or singular/plural distinction.</li> </ul>	Rules of plurality need to be clearly taught. Student may have difficulty with subject-verb agreement in number.
<ul style="list-style-type: none"> <li>• Verbs are negated by using a particle at the end of the sentence or clause.</li> </ul>	Student may have difficulty with the position of the auxiliary verb (e.g., ' <i>The class does start at 9:00 a.m. not</i> ' instead of ' <i>The class does not start at 9:00 a.m.</i> ')
<ul style="list-style-type: none"> <li>• There are several unique punctuation marks including some borrowed from the Latin script, such as question marks.</li> </ul>	Student may need to be taught punctuation marks and their rules.

## Language Profile: Korean

Sample of Korean writing:

모든 인간은 태어날 때부터 자유로우며 그 존엄과 권리에 있어 동등하다. 인간은 천부적으로 이성과 양심을 부여받았으며 서로 형제애의 정신으로 행동하여야 한다.

### Interesting Facts:

- Official language of both North Korea and South Korea
- Similarities to Japanese syntax
- Some Chinese characters used in written form
- Pronunciation different from Chinese
- Minor differences in spelling and vocabulary in North and South Korea
- Many dialects differing in pronunciation

Korean	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• Letters are phonetic symbols; alphabetic symbols are different from English</li> </ul>	Student will need to be taught the Roman alphabet.
<ul style="list-style-type: none"> <li>• Two or more letters are written together as syllables, but forming clusters, rather than rows, on the page.</li> </ul>	Student may experience difficulty with directionality.
<ul style="list-style-type: none"> <li>• /r/ and /l/ are represented by the same character.</li> </ul>	Pronunciation of /r/ is difficult and may cause to confusion in oral language.
<ul style="list-style-type: none"> <li>• /f/ and /p/ are represented by the same character.</li> </ul>	There may be difficulty distinguishing 'f' from 'p'.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Many words are spelled phonetically.</li> </ul>	Words may be spelled by how they sound.
<ul style="list-style-type: none"> <li>• Korean characters cannot be capitalized.</li> </ul>	Student needs to be taught capital letters and capitalization rules.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Sentence order is subject-object-verb.</li> </ul>	'The girl bike rides.' instead of 'The girl rides a bike.'
<ul style="list-style-type: none"> <li>• 'there is'/'there are' or empty 'it' do not exist.</li> </ul>	'Many foreigners exist in Seoul.' instead of 'There are many foreigners in Seoul.' 'Tomorrow will hot.' instead of 'Tomorrow will be hot.'

<ul style="list-style-type: none"> <li>• There are no auxiliary verbs.</li> </ul>	Student may have difficulty understanding word order in questions.
<ul style="list-style-type: none"> <li>• Modal verbs are not as plentiful.</li> </ul>	Student may experience difficulty distinguishing among different modal verbs.
<ul style="list-style-type: none"> <li>• Negative questions are answered with 'Yes', when there is agreement with the speaker, and 'No' when they disagree.</li> </ul>	<p>"Don't you like mushrooms?"</p> <p>"Yes." – when the speaker doesn't like mushrooms.</p> <p>"No." – when the speaker does like mushrooms.</p>
<ul style="list-style-type: none"> <li>• Adverbs are placed before the word they modify.</li> </ul>	Student may position the adverb incorrectly (e.g., 'I very well speak English.').
<ul style="list-style-type: none"> <li>• Nouns are not preceded by articles and have no grammatical gender.</li> </ul>	<p>Student may need to be taught differentiation in use among articles.</p> <p>Student may experience difficulties with the use of pronouns ('she/he' instead of 'it')</p>
<ul style="list-style-type: none"> <li>• Nouns can be made plural by adding a suffix, but this may be omitted when the meaning of the plural is obvious.</li> </ul>	Student may omit the plural –s when speaking and writing, and do not pronounce it when reading.
<ul style="list-style-type: none"> <li>• English personal pronouns are represented as nouns.</li> </ul>	'Has <i>teacher</i> corrected homework yet?' instead of 'Have <i>you</i> corrected the homework yet?'
<ul style="list-style-type: none"> <li>• Female and male pronouns are not commonly used.</li> </ul>	Students may have difficulty using correct gender pronoun.
<ul style="list-style-type: none"> <li>• Semi-colon and colon do not exist.</li> </ul>	Student may tend to use spaces instead of a comma in a sentence.
<ul style="list-style-type: none"> <li>• Formality of grammar provides information about age, relationship and status of both speakers.</li> </ul>	Student may not call adults "you"; may not call teacher by name or may teacher "Teacher".

## Language Profile: Romanian

Sample of Romanian writing:

Toate ființele umane se nasc libere și egale în demnitate și în drepturi. Ele sînt înzestrate cu rațiune și conștiință și trebuie să se comporte unele față de altele în spiritul fraternității.

### Interesting Facts:

- Official language of Romania
- Spoken also in Moldova, but different alphabet used
- Heavily influenced by Romans
- Only Romance language in eastern Europe
- Contains many words from surrounding Slavic languages
- Due to geographical isolation, one of the most uniform languages in Europe

<b>Romanian</b>	<b>English</b>
<b>Characteristics</b>	<b>Examples/Possible Impact</b>
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Many words are spelled phonetically.</li> </ul>	Student may experience difficulties with spelling, tending to spell phonetically, adding letters to represent the sounds they hear.
<ul style="list-style-type: none"> <li>• There are many loanwords of French, Italian and Slavic origin.</li> </ul>	Student may recognize many cognates.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Quotation dashes are used to identify dialogue; a set of quotations can span multiple paragraphs.</li> </ul>	Quotation rules may need to be taught.
<ul style="list-style-type: none"> <li>• Definitive articles are attached to the end of the noun.</li> </ul>	Use and order of articles in a sentence may need to be explained.
<ul style="list-style-type: none"> <li>• There are three grammatical genders: masculine, feminine, and irregular (i.e., masculine in the singular and feminine in the plural).</li> </ul>	Rules regarding plural formation may need to be reviewed.
<ul style="list-style-type: none"> <li>• The gender of a noun determines the morphology of articles, adjectives, demonstratives and numerals.</li> </ul>	Rules regarding plural formation, article and adjective usage may need to be reviewed.
<ul style="list-style-type: none"> <li>• Certain letters determine the gender of a noun (e.g., nouns ending in a consonant or in /u/ are almost always masculine or neuter; nouns ending in /ă/ are feminine with very exceptions).</li> </ul>	Student may find the use of pronouns confusing.
<ul style="list-style-type: none"> <li>• Nouns can be in any of five grammatical cases (e.g., nominative – when the noun is the subject; accusative – when the noun is the direct object, also required by prepositions). Nouns take three different forms.</li> </ul>	Student may have difficulties differentiating between subject and object pronouns and nouns.

## Language Profile: RUSSIAN

Sample of Russian writing:

Все люди рождаются свободными и равными в своем достоинстве и правах. Они наделены разумом и совестью и должны поступать в отношении друг друга в духе братства.

### Interesting Facts:

- Official language of Russia
- Eastern Slavonic language related to Belarusian and Ukrainian
- Common literary language spoken by most people in Russia

Russian	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• The Cyrillic alphabet is used. Many English letters are similar to Russian letters.</li> </ul>	Students may experience difficulties in writing <i>s, r, i, h, l, f, b, t, j, l, G, Q, N</i> which do not occur in Cyrillic.
<ul style="list-style-type: none"> <li>• Some English letters are pronounced differently (e.g., /y/ is pronounced /oo/ and</li> </ul>	Students may have difficulties pronouncing certain words as they may confuse the sounds.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Quite a few words sound similar in English and Russian, but have different meanings.</li> </ul>	Students may use them interchangeably.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Commas mark off nearly all subordinate clauses.</li> </ul>	<i>'I think, that you're right.'</i>
<ul style="list-style-type: none"> <li>• Sentences do not have real fixed word order.</li> </ul>	Students may confuse word order in sentences.
<ul style="list-style-type: none"> <li>• Sometimes a Russian sentence starts with an adverb.</li> </ul>	This leads to typical mistakes: <i>"Yesterday on table lied my book."</i>
<ul style="list-style-type: none"> <li>• There are only three verb tenses: past, present, and future.</li> </ul>	There may be confusion with specific time references.
<ul style="list-style-type: none"> <li>• There are no articles.</li> </ul>	Students may have difficulty using articles in general. There is general confusion in the understanding of the basic differences between <i>the, a/an</i> and the zero article.
<ul style="list-style-type: none"> <li>• There are no auxiliary verbs such as <i>do, have, will</i> and <i>be</i>.</li> </ul>	Students may produce sentences such as <i>"I no like it."</i> or <i>"When you went there?"</i>
<ul style="list-style-type: none"> <li>• The verb 'to be' is not used in present tense.</li> </ul>	Students may produce: <i>"He good boy."</i> <i>"They no nice."</i>
<ul style="list-style-type: none"> <li>• Nouns are masculine, feminine, or neuter.</li> </ul>	Students may make mistakes with personal pronouns: <i>"Where is the book?"</i> <i>"She is on the table."</i>
<ul style="list-style-type: none"> <li>• Count/non count distinction causes problems since some English count nouns have non count Russian equivalents.</li> </ul>	<i>"Her hairs are nice."</i> <i>"Where are money?"</i> <i>"They on table."</i>



## **Language Profile: Serbian, Bosnian and Croatian**

Sample of Serbian writing:

Сва људска бића рађају се слободна и једнака у достојанству и правима. Она су обдарена разумом и свешћу и треба једни према другима да поступају у духу братства.

Sample of Bosnian writing:

Сва људска бића рађају се слободна и једнака у достојанству и правима. Она су обдарена разумом и свијешћу и треба да једно према другоме поступају у духу братства.

Sample of Croatian writing:

Sva ljudska bića rađaju se slobodna i jednaka u dostojanstvu i pravima. Ona su obdarena razumom i sviješću i trebaju jedna prema drugima postupati u duhu bratstva.

### **Interesting Facts:**

- Closely related to Southern Slavonic languages
- Formerly known collectively as Serbo-Croat
- Serbian official language in Serbia, Montenegro, Bosnia and Herzegovina
- Almost completely mutually intelligible, sharing much vocabulary
- Loan words from Greek and Turkish in Serbian
- Loan words from Latin and German in Croatian

<b>Serbian</b>	<b>English</b>
<b>Characteristics</b>	<b>Examples/Possible Impact</b>
<b>Symbol/Character Construction</b>	
<ul style="list-style-type: none"> <li>Both the Latin and Cyrillic alphabets are used in Serbian and Bosnian. Croatian uses only the Latin alphabet.</li> </ul>	Roman alphabet may need to be taught.
<ul style="list-style-type: none"> <li>Each letter has one sound; many words are spelled phonetically.</li> </ul>	Student may omit silent letters (e.g., 'bot' for 'bought').
<b>Word Structure</b>	
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>There is non-fixed word order, so that a sentence can be written many ways.</li> </ul>	'Susan loves Bob' can be written in six different ways.
<ul style="list-style-type: none"> <li>Verbs which are used to describe feelings are reflexive, which translates to 'myself'.</li> </ul>	Student may overuse the word 'myself'.
<ul style="list-style-type: none"> <li>Personal pronouns are often unnecessary because sufficient information is provided by the verb.</li> </ul>	Student may omit pronouns all together.
<ul style="list-style-type: none"> <li>Possessives are treated as adjectives</li> </ul>	'I have my(s) books.'
<ul style="list-style-type: none"> <li>Possession is shown by changing the ending of the noun</li> </ul>	Rules of possession may need to be taught.
<ul style="list-style-type: none"> <li>Adjectives are placed in front of the noun they modify and must agree in both case and number with it.</li> </ul>	Student may pluralize adjectives.

## Language Profile: Spanish

Sample of Spanish writing:

Todos los seres humanos nacen libres e iguales en dignidad y derechos y, dotados como están de razón y conciencia, deben comportarse fraternalmente los unos con los otros.

### Interesting Facts:

- Romance language
- Official language of Spain and many Central and South American countries
- Written form fairly standard; pronunciation and vocabulary different between Spain and the Americas
- Closely related to Italian and Portuguese

Spanish	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• Vowel systems are very different from English</li> </ul>	<p>Student may experience difficulty in recognizing and using English vowels, especially where length is part of the difference in the vowels. Typically two English vowels share the phonetic space occupied by one Spanish vowel.</p>
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Spelling and pronunciation are very closely and simply related.</li> </ul>	<p>Beginning learners tend to pronounce English words letter by letter. (<i>chocolate</i>: second <i>o</i> and final <i>e</i> pronounced) Student may reduce double letters to single ones.</p>
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• A comma is used to separate decimals and a period to separate thousands.</li> </ul>	<p>e.g., 3,000 (three thousand) 3,25 (three point two five)</p>
<ul style="list-style-type: none"> <li>• Some words have different meanings than the same words in English.</li> </ul>	<p>'<i>simpatico</i>' means '<i>pleasant</i>' '<i>eventual</i>' means '<i>possible</i>'</p>
<ul style="list-style-type: none"> <li>• Subject-verb and verb-subject do not regularly correspond to statement and question respectively.</li> </ul>	<p>e.g., <i>The firemen arrived ten minutes later.</i> or <i>Arrived the firemen ten minutes later.</i> (both sentences are statements.)</p>
<ul style="list-style-type: none"> <li>• There is non fixed word order, which allows a word to be placed last for emphasis.</li> </ul>	<p>e.g., '<i>Today went swimming the girls for a long time.</i>' or '<i>The girls went swimming for a long time today.</i>' or '<i>Today for a long time the girls went swimming.</i>'</p>
<ul style="list-style-type: none"> <li>• Commas tend to be used as semi-colons and semi-colons as periods.</li> </ul>	<p>"<i>The boy is from La Paz, he speaks Spanish.</i> instead of '<i>The boy is from La Paz; he speaks Spanish.</i>'</p>

<ul style="list-style-type: none"> <li>Capitals are not used for days of the week, months or national adjectives</li> </ul>	e.g., <i>monday, december, spanish</i>
<ul style="list-style-type: none"> <li>There is no set word order for questions.</li> </ul>	e.g., 'Juan found some money?' 'Found some money Juan?'
<ul style="list-style-type: none"> <li>To urge agreement, 'no' is added at the end of a statement.</li> </ul>	e.g., 'It is hot, no?' means 'It is hot, isn't it?' 'You are married, no?' means 'You are married, aren't you?'
<ul style="list-style-type: none"> <li>An indirect object requires a preposition, but, when two indirect objects are present, the order is not important.</li> </ul>	'We bought for Maria a dog.' instead of 'We bought a dog for Maria.'
<ul style="list-style-type: none"> <li>The infinitive is often used as an abstract noun.</li> </ul>	Student may have difficulty understanding sentences which have <i>-ing</i> forms as subjects.
<ul style="list-style-type: none"> <li>Adjectives and nouns typically postmodify head nouns.</li> </ul>	e.g., 'They live in the house white.' Noun phrases such as <i>York University</i> particularly difficult; student may tend to say <i>University of York</i> .
<ul style="list-style-type: none"> <li>All nouns, as well as related articles and adjectives, are masculine or feminine. Reference is made with the corresponding pronoun.</li> </ul>	e.g., <i>The table is dirty. Clean her, please.</i>
<ul style="list-style-type: none"> <li>An adjective may not require a noun or a pronoun.</li> </ul>	'I have a black ball and a white ball, but today I brought the black.'
<ul style="list-style-type: none"> <li>Comparatives/superlatives are only produced by using a single word which means 'more' or 'most'</li> </ul>	e.g., 'He is more big than me.'
<ul style="list-style-type: none"> <li>Plural endings for nouns are also applied to articles, adjectives and possessives.</li> </ul>	'greens chairs' instead of 'green chairs' 'hers littles puppies' instead of 'her little puppies'
<ul style="list-style-type: none"> <li>Irregular plurals do not exist.</li> </ul>	Student may interpret some irregular plural nouns as singular (e.g., <i>people, police, children</i> )
<ul style="list-style-type: none"> <li>Helping verbs are not used for making a statement negative; the negative word goes before the verb.</li> </ul>	e.g., 'She no ride horses.' instead of 'She does not ride horses.'
<ul style="list-style-type: none"> <li>Double negatives are standard.</li> </ul>	Student may have difficulty appreciating <i>some, somebody, always, any, none, nobody, etc.</i> (e.g., 'She didn't hear nobody.')
<ul style="list-style-type: none"> <li>Personal pronouns have the same form for subject and object.</li> </ul>	e.g., 'I know he.' or 'He will play with we.'
<ul style="list-style-type: none"> <li>English expressions using the verb to be + adjective are expressed as to have + noun.</li> </ul>	e.g., 'I have thirst.' for 'I am thirsty.' 'I have cold.' for 'I am cold.'
<ul style="list-style-type: none"> <li>There are differences in the use of articles as compared to English.</li> </ul>	Student may have difficulty using articles properly. e.g., <i>The food is more important than the art.</i> <i>That is the yours, and this is the mine.</i> <i>Her sister is dentist.</i>

## Language Profile: Tagalog

Sample of Tagalog writing in the Latin alphabet:

Ang lahat ng tao'y isinilang na malaya at pantay-pantay sa karangalan at mga karapatan. Sila'y pinagkalooban ng katwiran at budhi at dapat magpalagayan ang isa't isa sa diwa ng pagkakapatiran.

### Interesting Facts:

- Major language in the Philippines
- Used to be the official language before Filipino was adopted
- Contains many Spanish words and expressions
- Influences from English, Chinese, Sanskrit, Spanish and Arabic

<b>Tagalog</b>	<b>English</b>
<b>Characteristics</b>	<b>Examples/Possible Impact</b>
<b>Symbol/Character Construction</b>	
<ul style="list-style-type: none"> <li>• Characters represent a consonant/vowel combination.</li> </ul>	Student may experience difficulty with consonant clusters.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• The sounds /f/ and /v/ do not exist.</li> </ul>	The word <i>Filipino</i> is pronounced /Pilipino/.
<ul style="list-style-type: none"> <li>• Most words are spelled phonetically</li> </ul>	Student may have difficulty with spelling of silent clusters (e.g., 'gh', 'kn')
<ul style="list-style-type: none"> <li>• Some English loanwords are very similar in meaning and pronunciation, yet others appear similar but have different meanings.</li> </ul>	'bangko' is a 'bank' 'sero' means 'zero' 'noon' means 'at that time' instead of 'midday'
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Word order is subject-verb-object, but a reverse structure, verb-subject-object, is also used.</li> </ul>	'Arrived the man' instead of 'The man arrived.' 'Saw Juan Maria' instead of 'Juan saw Maria.'
<ul style="list-style-type: none"> <li>• There is a complex system of affixes, especially verbal affixes which denote a special relationship between the verb and a particular noun phrase.</li> </ul>	Student may tend to add a syllable to a verb or reduplicate a syllable in a word.

## Language Profile: TAMIL

Sample of Tamil writing:

மனிதப் பிறவியினர் சகலரும் சுதந்திரமாகவே பிறக்கின்றனர்; அவர்கள் மதிப்பிலும் உரிமைகளிலும் சமமானவர்கள். அவர்கள் நியாயத்தையும் மனசாட்சியையும் இயற்பண்பாகப் பெற்றவர்கள். அவர்கள் ஒருவருடனொருவர் சகோதர உணர்வுப் பாங்கில் நடந்துகொள்ளல் வேண்டும்.

### Interesting Facts:

- Primarily in India, Pakistan and Northern Sri Lanka
- Official language in India, Sri Lanka and Singapore
- Written Tamil different from spoken Tamil. Learners may favour an over-elaborate or over-formal style in writing in English.

Tamil	English
Characteristics	Examples/Possible Impact
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• There is only one type of script. There is no printing/cursive distinction.</li> </ul>	Students may experience difficulty learning cursive writing.
<ul style="list-style-type: none"> <li>• There are no capital letters.</li> </ul>	Students may need to focus on rules for capitalization. Capital letters may be missing.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• The notion of 'word' does not have the same status as in English. A word may contain elements that would be expressed by several different words belonging to different parts of speech.</li> </ul>	Students may have difficulty in grasping concepts and distinctions in parts such as axillaries, adverbs, prepositions, and in structures such as clauses and sentences.
<ul style="list-style-type: none"> <li>• It is basically a phonetic language.</li> </ul>	Students may tend to spell and pronounce phonetically.
<ul style="list-style-type: none"> <li>• Only one type of plural ending is possible.</li> </ul>	Students may confuse plural forms.
<ul style="list-style-type: none"> <li>• There is no /f/.</li> </ul>	Students may pronounce /f/ as a /p/, leading to confusion (e.g., <i>pull</i> for <i>full</i> ).
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Verbs occur at the end of sentences and main verbs precede auxiliaries.</li> </ul>	Word order may be problematic.
<ul style="list-style-type: none"> <li>• There are no indefinite articles.</li> </ul>	Students may experience difficulty with the use of articles.
<ul style="list-style-type: none"> <li>• Pronouns are indicated by the endings on nouns.</li> </ul>	Masculine, feminine and neuter pronouns may be very confusing.
<ul style="list-style-type: none"> <li>• A sentence may involve joining two nouns without a linking verb or preposition.</li> </ul>	' <i>Smith teacher</i> ' instead of ' <i>Smith is the teacher.</i> ' or ' <i>Smith is a teacher.</i> '
<ul style="list-style-type: none"> <li>• There is no distinction between he/his, she/her, they/their.</li> </ul>	He/his, she/her, and they/their may be used interchangeably.
<ul style="list-style-type: none"> <li>• A statement is made negative by placing a negative at the end of a sentence.</li> </ul>	' <i>This my dog not</i> ' instead of ' <i>This is not my dog.</i> '

## Language Profile: THAI

Sample of Thai writing:

เราทุกคนเกิดมาอย่างอิสระ เราทุกคนมีความคิดและความเข้าใจเป็นของเราเอง เราทุกคนควรได้รับการปฏิบัติในทางเดียวกัน.

### Interesting Facts:

- National language of Thailand
- Distinct regional dialects spoken in the north, northeast and south
- Language of Central Region regarded as standard
- Tonal language (meaning of each syllable determined by pitch)
- Mostly monosyllabic
- Polysyllabic words foreign borrowings
- Alphabetic script originally derived from Indian sources

Thai	English
Characteristics	Examples/Possible Impact
<b>Symbol/Character Construction</b>	
<ul style="list-style-type: none"> <li>• Alphabetic script is written from left to right with words not separated; spaces often correspond to some form of punctuation.</li> </ul>	Concept of spaces between words and what denotes a sentence may be difficult. Errors of omission of punctuation marks are frequent.
<ul style="list-style-type: none"> <li>• There is no upper or lower case distinction; vowel positions vary, some written above the consonant, some below, some to the left and some to the right.</li> </ul>	Student may need to practice writing the Roman alphabet.
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• There are 21 consonant phonemes and 21 vowel phonemes.</li> </ul>	English consonants and vowels may be pronounced as nearest equivalents.
<ul style="list-style-type: none"> <li>• There are no final consonant clusters.</li> </ul>	Final syllables may be stressed.
<ul style="list-style-type: none"> <li>• Some two-segment consonant clusters do not occur (e.g., /dr/, /fr/, /fl/, /sw/)</li> </ul>	Student may tend to insert a short vowel, sometimes creating a fully-stressed syllable (e.g., <i>smoke</i> becomes 'sa-moke')
<ul style="list-style-type: none"> <li>• Every syllable has a fixed tone.</li> </ul>	Student may give equal weight to each syllable creating a staccato sound.
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Questions are frequently marked by question words at the end of a sentence; there are no auxiliary verbs.</li> </ul>	Student may often use a rising intonation to duplicate this (e.g., 'He go?').
<ul style="list-style-type: none"> <li>• There are no punctuation marks.</li> </ul>	Punctuation may be omitted.

<ul style="list-style-type: none"> <li>• Nouns have no gender, case or plural distinction. They are distinguished through content.</li> </ul>	Student may use singular form where plural form is needed.
<ul style="list-style-type: none"> <li>• Plurals of nouns and verb tenses are unmarked.</li> </ul>	Student may omit the 's' in plural and in various tenses.
<ul style="list-style-type: none"> <li>• Verbs have no inflected forms.</li> </ul>	Student may just use the simple base form for most tenses (e.g., 'He go.' may mean 'He went', 'He was going', etc).
<ul style="list-style-type: none"> <li>• There are no definite or indefinite articles.</li> </ul>	Articles may just be omitted or confused.
<ul style="list-style-type: none"> <li>• Adjectives and adverbs come after the noun or verb they modify and function as verbs meaning <i>to be</i>.</li> </ul>	Student may omit the verb (e.g., 'This car not good.').
<ul style="list-style-type: none"> <li>• 'More than' is used to indicate adjective and adverb degree.</li> </ul>	Student may disregard suffixes 'er' and 'est'.
<ul style="list-style-type: none"> <li>• Pronouns are complex, referring to a variety of relationships.</li> </ul>	Student may use 'he' and 'she' interchangeably.
<ul style="list-style-type: none"> <li>• The same third-person pronoun does not distinguish number.</li> </ul>	Confusing statements may be made. ('My Canadian friends are in Thailand. He come for dinner.').
<ul style="list-style-type: none"> <li>• Subject is omitted from a sentence if it is clear who or what is being talked about.</li> </ul>	Pronouns may be omitted.



## Language Profile: VIETNAMESE

Sample of Vietnamese writing:

Tất cả mọi người sinh ra đều được tự do và bình đẳng về nhân phẩm và quyền lợi. Mọi con người đều được tạo hóa ban cho lý trí và lương tâm và cần phải đối xử với nhau trong tình anh em.

### Interesting Facts:

- Speakers also in rural areas of Laos, Cambodia and Thailand
- Related to Japanese, Korean and most closely to Khmer
- Many Chinese loan words

Vietnamese Characteristics	English Examples/Possible Impact
<b>Character/Symbol Construction</b>	
<ul style="list-style-type: none"> <li>• There are eleven pure vowel sounds.</li> </ul>	<p>Student may use the closest pure vowel sound: 'me' for 'may'.</p>
<b>Word Structure</b>	
<ul style="list-style-type: none"> <li>• Each syllable can be pronounced in one of six tones.</li> </ul>	<p>Student may not express stress by intonation or perceive intonation patterns easily.</p>
<ul style="list-style-type: none"> <li>• There are no consonant clusters.</li> </ul>	<p>Student may eliminate interconsonant 's' or final 's'.</p>
<ul style="list-style-type: none"> <li>• Spelling is phonetic.</li> </ul>	<p>Student may have difficulty with complexity of English spelling.</p>
<ul style="list-style-type: none"> <li>• Highly tonal language; meaning of word changed by tone</li> </ul>	<p>There may be confusion in understanding the meaning of certain words which may be pronounced similarly.</p>
<b>Simple Sentence Structure</b>	
<ul style="list-style-type: none"> <li>• Verb 'to be' is used but not when followed by an adjective.</li> </ul>	<p>Student may omit the copula or auxiliary verb (e.g., 'She is a teacher.' but 'He old.')</p>
<ul style="list-style-type: none"> <li>• Time is expressed by context.</li> </ul>	<p>Student may find verb tenses, particularly with auxiliaries, difficult to master.</p>
<ul style="list-style-type: none"> <li>• There is no direct parallel for use of articles.</li> </ul>	<p>Articles may be confusing, particularly with count nouns.</p>
<ul style="list-style-type: none"> <li>• Adjectives usually follow nouns; adverbs are located at the beginning of sentences.</li> </ul>	<p>Word order may be confusing.</p>
<ul style="list-style-type: none"> <li>• Plural forms are optional.</li> </ul>	<p>Student may omit 's' in plural forms.</p>
<ul style="list-style-type: none"> <li>• Verbs do not change according to the subject.</li> </ul>	<p>The third person singular may represent a problem. (e.g., 'I eat' 'She eat.')</p>
<ul style="list-style-type: none"> <li>• Nouns are not preceded by articles.</li> </ul>	<p>Student may omit articles all together or overuse them.</p>

<ul style="list-style-type: none"> <li>• Simple questions are formed by adding a question word (who, what, why, when, how) to the end of a statement.</li> </ul>	<p>'Your name what?' instead of 'What is your name?'</p>
<ul style="list-style-type: none"> <li>• Affirmative questions are formed by adding a tag (right) to an affirmative statement.</li> </ul>	<p>'It is heavy, right?' 'He is old, isn't it right?'</p>
<ul style="list-style-type: none"> <li>• When addressing an audience, pronouns are selected according to the social relationship between the speaker and the audience (e.g., difference in age, sex of the audience)</li> </ul>	<p>Pronoun usage may need to be taught, paying special attention to the personal ones.</p>
<ul style="list-style-type: none"> <li>• Many adjectives are formed by repeating a part of a word to form new words. This alters the meaning of the original words by increasing or decreasing the intensity of the adjective.</li> </ul>	<p>Student may repeat adjectives in a sentence. Intensifiers may need to be taught.</p>