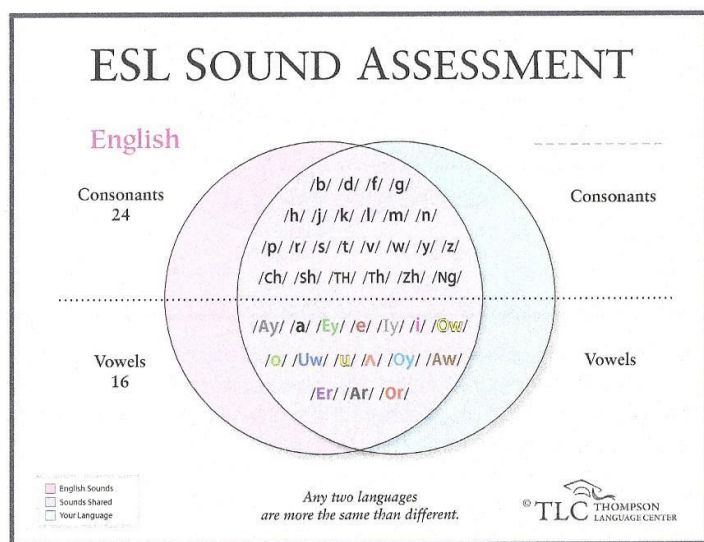


The Rubber Hits the Road

Putting to Use What You Have Learned So Far

The Assessment

How can EPA and Venn Diagrams be used to determine the sound differences between English and the language your student/students are speaking? Easy! I made this assessment tool for you. The 40 sounds of GA English that we just studied **start out** in the purple section in the middle of the Venn. The assessment is a joint activity between you (the English expert) and your student, the expert in some other language.



Together you start at the top with /b/. Say the sound out loud and have your student declare either "Yes, /b/ is a sound in my language," in which case **leave it where it is**

or

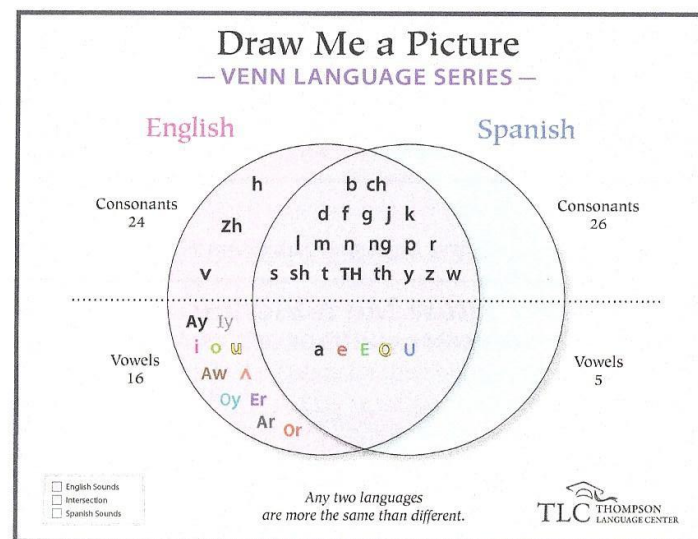
"No, that sound is not in my language," in which case you **take the sound out of the purple section and move it to the left into the pink section** of English Consonants.

Next, /d/ say the sound out loud and have your student declare either "Yes, /d/ is in my language," in which case **leave it where it is**
or

"No, that sound is not in my language," in which case you **take the sound out of the purple section and move it to the left into the pink section** of English Consonants.

Follow this process with every English sound in the purple section. The goal is to isolate all the sounds in English that are not in the learner's first language in the pink crescent on the left. You will end up with a diagram that looks something like this:

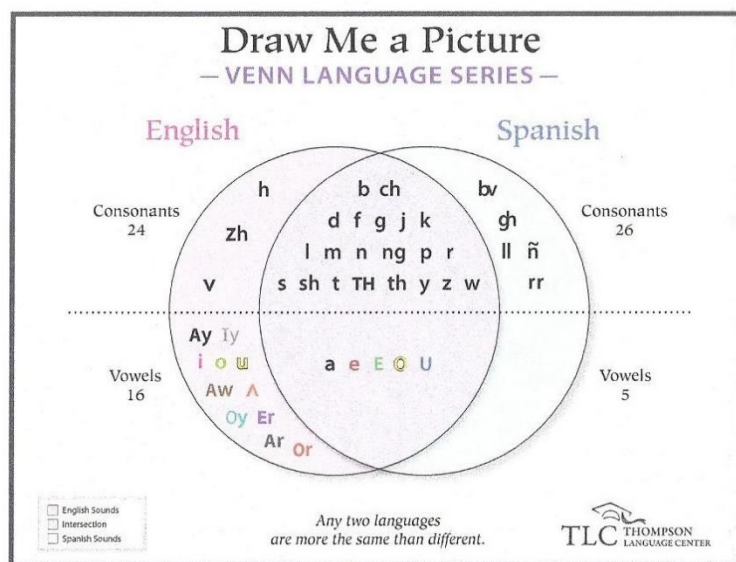
English/Spanish Venn



English/Spanish Venn Full Comparison

One by one, go through the entire set of English sounds in the purple section. Sounds common to both languages stay where they are. Sounds that exist in English but not in the learner's first language go to the pink crescent on the left, creating the family of individual sounds the learner has to study. Sounds that exist in the first language but aren't found in the purple center go to the right. Once in a blue moon (I just wanted to say that), the learner can see the extra sounds in their own language, not in English, that they don't have to think about at all.

English/Spanish Venn



In the English/Spanish Venn, you can see that Spanish has a few extra consonant sounds that are not used in English, and you can also see Spanish has no extra vowel sounds. As mentioned, the pink wedge on the left is the fascinating part. You can see in the top left that a Spanish student needs to work on a few extra consonant sounds, but by far the biggest area of focus for Spanish students is the bottom left wedge English vowel sounds.

I wouldn't try to teach Spanish speakers from the sample chart in this book because the information came from the IPA website and you already know what a dysfunctional resource that is. Do the work. It takes 15 minutes. Create the chart for your student, with your student. Because of their accent and yours... it will look slightly different from the chart I made.