

Cross-Language/ Dialect Transfer Table

Arabic

Phonology	Morphology	Syntax	Semantics
<p>Consonantal Patterns</p> <p>Substitutions:</p> <ul style="list-style-type: none"> • Egyptian speakers: /p/→ /b/ and /d/→ /ð/ð/ • Natives of the Gulf: /v/ → /f/ • Egyptian & southern Yemeni: /g/→/ʒe/ • Reduction of consonant clusters /p/→ /pl/ (e.g., pay→ play) • No aspirated stops <p>Vowel Patterns:</p> <p>Substitutions</p> <ul style="list-style-type: none"> • Long vowels ([i], as in ship, [æ], as in cat, [o, ou], as in obey and old, [ʊ], as in book, [ʌ], as in up, [ɜ], as in her) for short vowels <ul style="list-style-type: none"> • /i/→/ɪ/ (e.g., seat for sit) • /e/→ /ɛ/ (e.g., raid for red) • /o/→/ɑ/ (e.g., hope for hop) <p>Phonotactic Patterns</p> <ul style="list-style-type: none"> • Vowel Addition: For word initial /s/ blends, a /ə/ may be added (e.g., <i>eschool</i> → <i>school</i>) 	<p>- Unmarked present third person (e.g., he walk to the store)</p> <p>-Unmarking of possessive with use of noun phrase - no apostrophe (i.e., ‘s) - (e.g., the book the teacher)</p> <p>-Omissions of modals (e.g., from the possible that I am late vs. I <i>may</i> be late)</p>	<p>Substitutions:</p> <ul style="list-style-type: none"> • Personal pronouns. He for she because he sounds similar to Arabic word meaning ‘she’. • And redundancy in prepositional use - (e.g., <i>Go in inside the house</i>) <p>Omissions:</p> <ul style="list-style-type: none"> • To Be: “<i>He happy</i>”, and *”<i>He coming</i>”. • Auxiliary verbs (has and have) in present perfect tense and redundancy added (e.g., <i>they are will be resting</i>) <p>Other Patterns:</p> <ul style="list-style-type: none"> • Flexibility in use of SVO • (e.g., He went Brian to the school) • Adjective-noun order reversed (e.g., “<i>The ball red</i>” instead of “<i>the red ball</i>”) • Redundancy in use of present perfect aspect: Talk about things that happened at a specific time in the past. For example, “<i>I have seen him yesterday</i>”. • Use of who for he because who sounds similar to word for he. 	<p>- Syrian Arabic: utilize “baby talk” when speaking to children.</p> <p>- Most first words developed consist of nouns.</p>

Russian

Phonology	Morphology	Syntax
<p>Consonantal patterns*</p> <p>Substitutions:</p> <ul style="list-style-type: none"> • /t/ or /s/ → /θ/ in <u>all</u> word and syllable positions (e.g., <i>sin</i> for <i>thin</i>, <i>ten</i> for <i>then</i>) • /f/ → /θ/ only in some final syllabic or word positions (<i>mouf</i> for <i>mouth</i>) • /v/ → /w/ (e.g., <i>vest</i> for <i>west</i>) • /n/ → /ŋ/ (e.g., <i>sin</i> for <i>sing</i>)/ • /tʃ/, /ʒ/ or /d/ → /dʒ/ • Voiceless → voiced consonants (i.e., Devoicing of voiced fricatives; e.g. /z/ → /s/) and plosives (e.g., /p/ → /b/)) <p>*Positioning of the tongue in relation to the palate is used to contrast Russian consonant production. May result in the palatalization of phonemes in English.</p> <p>*/t/, /d/, /n/, and /l/ typically dentalized in Russian - may result in dentalized production of these in English</p> <p>Vowel patterns:</p> <ul style="list-style-type: none"> • Substitution of long vowels for short vowels. <ul style="list-style-type: none"> • /i/ → /ɪ/ (e.g., <i>seat</i> for <i>sit</i>); • /e/ → /ɛ/ (e.g., <i>raid</i> for <i>red</i>) ; • /o/ → /ɑ/ (e.g., <i>hope</i> for <i>hop</i>) <p>Stress pattern differences:</p> <ul style="list-style-type: none"> • Emphasize other than content words in sentences (e.g., she HAS three brothers) • Asks questions with falling intonation 	<p>Substitutions:</p> <ul style="list-style-type: none"> • Present simple tense -- > present progressive form or present perfect: (e.g. “She has a bath now” vs. “She is having a bath”) 	<p>Substitutions:</p> <ul style="list-style-type: none"> - oOr omission of prepositions. Here is a list of commonly confused prepositions: - <i>depends from</i> → <i>depends on</i> - <i>divide on</i> → <i>divide into</i> - <i>waiting (pronoun) ____</i> → <i>wait for</i> -<i>listening (preposition omitted) music</i> → <i>listen to music</i> <p>Omissions:</p> <ul style="list-style-type: none"> • Auxiliary in questions or negatives (e.g. <i>How you do that?</i>, <i>I no have it.</i>) • Auxiliary verbs and copulas (e.g. <i>She good teacher</i> → <i>She is a good teacher</i>; <i>He sleeping</i> → <i>He is sleeping</i>) • Definite and indefinite articles (“<i>Mom gave me ball</i>” for “<i>My mom gave me the ball</i>”) <p>Other Patterns:</p> <p>Marking of gender via pronouns to unmarked nouns (i.e., he, she) (e.g. “<i>He is a chair</i>” vs. “<i>It is a chair</i>”)</p> <p>Inconsistent modal use (e.g. “<i>Must you to work on Friday?</i>” “<i>I will not can come</i>”, etc.)</p> <p>Intonation to signal questioning with omission of wh- or other question ‘words’ (e.g., “<i>You give me a sticker?</i>” for “<i>Will you give me a sticker?</i>”)</p>

Mandarin

Phonology	Morphology	Syntax	Semantics
<p>Consonantal Patterns</p> <p>Substitutions:</p> <ul style="list-style-type: none"> • Voiceless → voiced consonants: Devoicing (e.g., /t/ → /d/) • /s/ → /θ/, /l/ → /r/ and /j/ → /tʃ/ • /m/ and /ŋ/ in syllable and word-final position <p>Omissions:</p> <ul style="list-style-type: none"> • Final consonants • Reduction of consonant clusters /p/ → /p/ (e.g., pay → play) • Consonant clusters (e.g., cenal → central) <p>Vowel Patterns</p> <p>Substitution of long vowels for short vowels.</p> <ul style="list-style-type: none"> • /i/ → /ɪ/ (e.g., seat for sit) • /e/ → /ɛ/ (e.g., raid for red) • /o/ → /ɑ/ (e.g., hope for hop) 	<p>Omissions:</p> <ul style="list-style-type: none"> • -Plural markers (e.g., I want two table) • Verb conjugation to denote tense changes or action process/completion (e.g., “I am eat” instead of “I am eating” and “I am eat” instead of “I ate” and “the boy read” instead of) 	<p>Substitutions:</p> <ul style="list-style-type: none"> • Object pronouns for subject pronouns (e.g., “Me mom is here” instead of “my mom is here”) <p>Omissions:</p> <ul style="list-style-type: none"> • Articles (e.g., I have cat), auxiliary verbs and ‘to be’ copula (e.g., “I sick” instead of “I’m sick”) <p>Other Patterns:</p> <ul style="list-style-type: none"> - More flexibility in syntactic structure, including O-S-V and S-O-V arrangements and more focus on topic saliency. (e.g., “Monkey the banana ate” instead of “The monkey ate the banana.”) - Adjective-noun order reversed (e.g., “The ball red” instead of “the red ball”) 	<p>- Word choice may be affected in some syntactic constructions (i.e. “She didn’t make a fault” instead of “She didn’t make a <i>mistake</i>” or “Your coat is <i>broken</i>” instead of “Your coat is <i>torn</i>”).</p>

References

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Useful websites: **Alisha Ghandi, M.S., CCC-SLP, Maria M. Ferrari, M.S., CCC-SLP**
<https://www.asha.org/practice/multicultural/phono/>
http://accent.gmu.edu/browse_native.php