Cross-Language/ Dialect Transfer Table

Spanish

vs. She walked to the • Helping (auxiliary) verbs in

Other Patterns:

boys are swimming")

don't want to do nothing)

car green for. green car)

Subject pronouns (e.g "Looks for

eating vs. She is eating")

the frog" vs. "He looks for the frog")

statement and questions. (e.g. "She

- Subject-verb agreement flexible

(e.g. "The boy are swimming vs. The

- Double object pronouns are

permitted (e.g. I saw him the man)

Redundancy in negative use (e.g. /

Adjective-noun order reversed (e.g.

- Prepositional use (i.e., on and in

often confused (both *en* in Spanish)

- Flexible Word Order -" The ball he

threw" for "He threw the ball.") --

with omission of wh- or other

Can we go?, What you think? for.

Intonation to signal questioning

question 'words' (e.g. *We can go? for* |

-think about → think **on/of**

get mad at → get mad with

look(ing) for \rightarrow look(ing)

 $decide on \rightarrow decide of$

What do you think?)

• Past tense -ed (e.g.

-Possession – use of

possessive –'s marker

(e.g. the car of Mom

store)

of instead of

vs. Mom's car)

Example

She walk to the store

African American English (AAE) Morphology Syntax Phonology Morphology Syntax **Omissions**: **Omissions**: **Consonantal Patterns: Substitutions:**

Substitutions-

• Stopping – stop consonants produced for
fricatives. These include
\circ /b/ \rightarrow /v/ (e.g., berv for verv)

- U / b/ / v/ (e.g., bery jor very) ○ $/t/\rightarrow/\theta$ / (e.g., teary for theory) \circ /d/ \rightarrow /ð/ (e.g., der for there)
- Affrication –

Phonology

Substitutions:-

Consonantal patterns:

- \circ /tʃ/ \rightarrow /ʃ/ (e.g., challow for shallow) \circ /dʒ/ \rightarrow /j/ (e.g., jes for yes)
- Consonant devoicing –
- \circ /s/ \rightarrow /z/ (e.g., sebra for zebra) \circ /tʃ/ \rightarrow /dʒ/ (e.g., chail for jail)

Omissions and distortions

- Final consonant sequences (e.g., burn → burnt; $don \rightarrow don't)$
- No phonemic aspirated consonants

Phonotactic Patterns

- Vowel Addition: For word initial /s/ blends, a /ə/ may be added (e.g., eschool \rightarrow school)
- Reduction of /s/ initial consonant clusters (e.g., $poon \rightarrow spoon)$

Allophonic variations: In between vowels:

- /β/--> /b/ (e.g., /beβi/
- $| \bullet / \delta / \rightarrow / d /$
- \bullet / χ / \rightarrow /g/

Vowel Patterns:

Spanish Variety

Long vowels \rightarrow short vowels (e.g., seat \rightarrow sit)

NOTE: Spanish language varieties have different phonological features that may impact English productions. See additional summary.

Phonological Differences Across Varieties of Spanish Language

Feature

opanisi variety		(English Gloss)
Argentinian, Chile, Castilian (Peninsular)	 /j/ & /dʒ/ → [ʃ] /s/ & /z/ → [θ] 	 /vaje/→[vaʃe] ('valley') /e fisjente/→ [e fiθjente] ('efficient')
Colombian, Cuban, Dominican, Mexican, Puerto Rican, Venezuelan	 /s / → [Ø] syllable and word final /s/ → who in syllable final positions (contextual) Glottal or uvular /r/ Lateralization of /r/ Intervocalic allophone (/ ð /) → [Ø] /k/ → [Ø] before alveolar voiced stops /t/ 	 /castijo/→ [caØtijo] ('castle') /este/ [e^hte] ('this one') /karo/ [kax o] ('car') /karta/→ [kalta] ('letter') /kandaðo/ → [candao] ('lock') /diktaðo/ → [ditaðo] ('dictation')

Table from

Semantics - Verbs with multiple meanings that do not always correspond (e.g. I have 4 years vs. I am 4 years old; I have hunger vs. I am hungry)	
- False cognates give older students difficulty in learning English e.g., assist (to help) vs. ayudar (rather than asistir which means attend)	

Brea-Spahn, Frisch, and **Bryant (in press)**

 /ð/ → /d/, /v/, /f/ [d] in the word-initial position (e.g., dem vs. them) [v] in the word-medial position (e.g., brover vs. brother) [f] in the word-medial and final position (e.g., birfday vs. birthday, souf vs. south) [skr] → /str/ (e.g. skreet vs. street) /n/ → /ŋ/ (e.g., lookin vs. looking) Omissions- /r/ between a consonant and a back-rounded vowel (e.g. thow vs. throw) Devoicing of final consonants (e.g., cup → cub) vowelization of vocalic /r/ (e.g. [fɔt] vs. fort, [dɔ] or [do] vs. door] Cluster Reduction or final consonant deletion:	two shoes)	 completed or to emphasize it was completed a long time ago (e.g. I been finished vs. I have finished, He been gone vs. He's been gone for a long time) Subject, object, possessive pronouns (e.g. I need them books vs. I need those books, That they laundry vs. That's their laundry) "fixing to" for is going to to signal action in future (e.g. He finna go vs. He is going to go) Omissions: OR substitution of auxiliary verb or copula "to be": OR substitution in present tense (e.g. He a boy vs. He is a boy, The coffee bes cold vs. The coffee is cold, There go a bus vs. There is a bus)
Metathesis within consonant clusters, sometimes with consonant reduplication (e.g. axe vs. ask, ekscape vs. escape) Vowel Patterns:	Use of third person singular -s in first person (e.g. I does vs. I do) Use of double modals (e.g. I might could play	 "will" in future constructions (e.g. They be here vs. They will be here) "if" from embedded questions (e.g. They asked could I go vs. They asked if I could go) conjugation of to be in past tense(i.e., use of "was" regardless of
Substitutions-	vs. I might be able to	person or number: e.g., You was

-Past participle in

Phonotactic Patterns:

(e.g. pin vs. pen)

ball vs. boil)

and /l/ (e.g. fill vs. feel)

• Weak syllable deletion (e.g. came vs. became)

- reduction of diphthongs to monophthongs (e.g.

long vowels → short vowels, especially before /r/

• Addition of syllables (e.g. forestes vs. forests)

- plural -s to irregular plurals (e.g. three childs vs. three
- possessive -s when possession is already marked (e.g. The car

Substitutions:

• "been" or "done" for present and

Semantics

Although the majority

dialects, AAE includes

lexical variations of

unique words and

meaning differs from

their standard usage

Many words and

originated from AAE

are often part of SAE

phrases that

words whose

clothes)

of words are shared

with other English

- ouns in SAE (e.g. threads vs.

vs. I might be able to play)

Use of root word + -er for irregular comparative form (e.g. high vowels → low vowels, especially before nasals gooder vs. better)

> Use of superlative form + -est for for irregular superlative (e.g. bestest | Other Patterns: vs. best)

Additions:

- children)
- is mine's vs. The car is mine)

Use of multiple negatives/ain't (e.g. I ain't never going)

Use of article "a" before nouns **beginning with a vowe**l (e.g. a apple vs. an apple)

going vs. You were going, They was

habitual/continual state (e.g. He be

prepositions (e.g. Where my car at vs.

waiting all day vs. He waits all day)

going, vs. They was going)

OR change in distribution of

conjugation of to be in

Where is my car?)

Verb inversion during indirect questions (e.g. What it is? vs. What is

Use of "do" in place of "if" (e.g. / wonder did she go vs. I wonder if she

Note: "→" indicates "X substituted by Y" in comparison to an idealized standard Spanish based on orthography and/or language history. "O" indicates omission. "" indicates aspiration. Features are representative examples, and not all features are

present in all varieties listed.

Cross-Language/ Dialect Transfer Table

Arabic

• $/v/\rightarrow/w/$ (e.g., vest for west)

Voiceless → voiced consonants (i.e., Devoicing of voiced

fricatives; e.g, $/z/ \rightarrow /s/)$ and plosives (e.g., $/p/ \rightarrow /b/)$)

*Positioning of the tongue in relation to the palate is used

*/t/, /d/, /n/, and /l/ typically dentalized in Russian - may

• $/i/\rightarrow/I/$ (e.g., seat for sit);

• $/e/\rightarrow /\epsilon/$ (e.g., raid for red);

• $\langle o/ \rightarrow /a \rangle$ (e.g., hope for hop)

• Emphasize other than content words in sentences (e.g.,

to contrast Russian consonant production. May result in

the palatalization of phonemes in English.

result in dentalized production of these in English

Substitution of long vowels for short vowels.

• $/n/\rightarrow/\eta/$ (e.g., sin for sing)/

• t//, /3/ or /d/ \rightarrow /d3/

Vowel patterns:

Stress pattern differences:

she HAS three brothers)

Asks questions with falling intonation

Phonology	Morphology	Syntax	Semantics
Consonantal Patterns	- Unmarked present third	Substitutions:	- Syrian Arabic: utilize
Substitutions:	person (e.g., he walk to	• Personal pronouns. He for she because	"baby talk" when
 Egyptian speakers: /p/→ /b/ and /d/→ /θ/ð/ 	the store)	he sounds similar to Arabic word meaning 'she'.	speaking to children.
 Natives of the Gulf: /v/ → /f/ 	-Unmarking of possessive	And redundancy in prepositional use -	- Most first words
 Egyptian & southern Yemeni: /g/→/3e/ 	with use of noun phrase -	(e.g., Go in inside the house)	developed consist of
Reduction of consonant clusters $/n/\rightarrow$ $/nl/$ (e.g.	no apostrophe (i.e., 's) - (e.g., the book the teacher)	 Omissions: To Be: "He happy", and *"He coming". Auxiliary verbs (has and have) in 	nouns.
• long vowels (lil as in ship læl as in cat lo oul		present perfect tense and redundancy added (e.g., they are will be resting) Other Patterns: Flexibility in use of SVO (e.g., He went Brian to the school) Adjective-noun order reversed (e.g., "The ball red" instead of "the red ball") Redundancy in use of present perfect aspect: Talk about things that happened at a specific time in the past. For example, "I have seen him yesterday". Use of who for he because who sounds similar to word for he.	

Mandarin

Phonology	Morphology	Syntax	Semantics
Consonantal Patterns	Omissions:	Substitutions:	- Word choice may be
 Substitutions: Voiceless → voiced consonants: Devoicing (e.g., /t/→ /d/) /s/ → /θ/, /l/ → /r/ and /ʃ/→ /tʃ/ /m/ and /ŋ/ in syllable and word-final position Omissions:	 -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 	 Object pronouns for subject pronouns (e.g., "Me mom is here" instead of "my mom is here" Omissions: Articles (e.g., I have cat), auxiliary verbs and 'to be' copula (e.g., "I sick" instead of "I'm sick") 	affected in some syntactic construction (i.e. "She didn't make fault" instead of "She didn't make a mistake or "Your coat is broken" instead of "Your coat is torn").
 Final consonants Reduction of consonant clusters /p/→ /pl/ (e.g., pay→ play) Consonant clusters (e.g., cenal → central) 	eat" instead of "I ate" and	Other Patterns:	
Vowel Patterns Substitution of long vowels for short vowels.		- More flexibility in syntactic structure, including O-S-V and S-O-V arrangements and more focus on topic saliency. (e.g.,	
 /i/→/I/ (e.g., seat for sit) /e/→ /ε/ (e.g., raid for red) /o/→/a/ (e.g., hope for hop) 		"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")	

Phonology Morphology Syntax **Consonantal patterns* Substitutions: Substitutions: Substitutions:** Present simple tense --> present progressive • /t/ or /s/ \rightarrow / θ / in <u>all</u> word and syllable positions (e.g., sin form or present for thin, ten for then) perfect: (e.g. "She has a • $/f/ \rightarrow /\theta/$ only in some final syllabic or word positions (bath now" vs. "She is mouf for mouth)

- oOr omission of prepositions. Here is a list of commonly confused prepositions: - depends from → depends on - divide on \rightarrow divide into - waiting (pronoun) \longrightarrow wait for -listening (preposition omitted) music \rightarrow listen to music having a bath") **Omissions:** Auxiliary in questions or negatives (e.g. How you do that?, I no have it.) Auxiliary verbs and copulas (e.g. She good teacher \rightarrow She is a good teacher; He $sleeping \rightarrow He is sleeping)$ Definite and indefinite articles ("Mom gave me ball" for "My mom gave me the ball") **Other Patterns:** Marking of gender via pronouns to unmarked nouns (i.e., he, she) (e.g "He is a chair" vs. "It is a chair") Inconsistent modal use (e.g. "Must you to work on Friday?" "I will not can come", etc.) Intonation to signal questioning with

give me a sticker?")

omission of wh- or other question 'words'

(e.g., "You give me a sticker?" for "Will you

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Useful websites:

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https://www.asha.org/practice/multicultural/phono/ http://accent.gmu.edu/browse_native.php