

**TABLE 2 – Phonological and Language Features of Dialects/Languages Encountered in the United States**

	African-American English	Native-American English	Spanish	Vietnamese
<b>Phonological Features</b>	<p><i>Three major phonologic rules:</i></p> <ul style="list-style-type: none"> <li>- the silencing or substitution of the medial or final consonant in a word.</li> <li>- the silencing of unstressed initial phonemes and unstressed initial syllables.</li> <li>- the silencing of the final consonant in a consonant cluster at the end of a word.</li> </ul> <p><i>Evidenced specifically in the following:</i></p> <ul style="list-style-type: none"> <li>- Voiceless <i>th</i> replaced with /t/ or /f/ in all positions (thought – tought, nothing – nofin’, bath – baf).</li> <li>- Voiced <i>th</i> replaced with /d/ in initial position, and /d/, /v/, or /f/ in medial and final position (this – dis, bathing – bavin’).</li> <li>- /r/ and /l/ deleted in medial and final position (poor – po; help – hep), /r/ deleted in initial consonant blends (protect – p’otect).</li> <li>- Voiced stops devoiced or unreleased in medial and final position, with lengthened vowel preceding (bed – bet or be’ with prolonged e).</li> <li>- /v/ sometimes replaced with /b/ in all positions (valentine – balentine, stove – stobe).</li> <li>- /m/ and /n/ deleted in final position with nasalization of preceding vowel.</li> <li>- <i>ing</i> replaced with /n/ in medial and final position (sing – sin’, swinging – swinin’).</li> <li>- /z/ omitted or replaced with /d/ before nasal sound (wasn’t – wud’n).</li> <li>- Short <i>e</i> vowel replaced with short <i>i</i> vowel before nasals (pen – pin).</li> <li>- Consonants /w/ and /d/ omitted in specific words in initial position (was – ‘as, one – ‘un, don’t – ‘on’t).</li> <li>- Unstressed initial syllables dropped (about – bout, because – cause).</li> <li>- Final consonant omitted in final consonant clusters (nest – nes, slept – slep).</li> </ul>	<ul style="list-style-type: none"> <li>- American Indian languages can be divided into approximately 60 different language families.</li> <li>- Dialects retain the phonemic patterns, phonological rules, and stress patterns of the tribal language.</li> <li>- Dialects retain intonation patterns of the tribal language.</li> </ul>	<p><i>Characteristics:</i></p> <ul style="list-style-type: none"> <li>- Phonology is made up of 19 consonants and two semivowels.</li> <li>- Many Spanish consonants are unaspirated.</li> <li>- There are no equivalents to certain English consonants such as <i>th</i> and <i>sh</i>.</li> <li>- Only 6 consonants /n, r, l, s, z, d/ occur in final position.</li> <li>- Spanish clusters are fewer and less complex; common ones include consonant plus /l/ and consonant plus /r/.</li> <li>- /s/ cluster does not appear in initial word position, and final consonant clusters are rare.</li> </ul> <p><i>Differences evidenced in:</i></p> <ul style="list-style-type: none"> <li>- Voiceless <i>th</i> replaced with /t/ or /s/ in all positions (thumb – tumb, mouth – mous).</li> <li>- Voiced <i>th</i> replaced with /d/ or /z/ in all positions (they – dey).</li> <li>- /z/ replaced with /s/ in all positions.</li> <li>- <i>sh</i> replaced with <i>ch</i> or vice-versa in all positions (shoe – choe, chicken – shicken, watches – washes).</li> <li>- /v/ replaced with /b/ in all positions (very – bery).</li> <li>- <i>j</i> replaced with /j/ or vice-versa in initial position (jello – yellow).</li> <li>- /r/ distorted in all positions, often resembling a trilled /r/ in initial position.</li> <li>- Final consonants often devoiced or omitted.</li> <li>- Omission or distortion of final consonant clusters.</li> <li>- Addition of schwa vowel before /s/ or omission of /s/ in initial consonant clusters (study – estudy, spoon – poon).</li> <li>- Short English vowels that don’t occur in Spanish may be substituted with a long vowel equivalent (witch – weach).</li> </ul>	<p><i>Characteristics:</i></p> <ul style="list-style-type: none"> <li>- Alphabet consists of 23 consonants and 12 vowels, including vowel clusters, diphthongs, and triphthongs.</li> <li>- Final consonants limited to either voiceless stops or nasals and often unreleased.</li> <li>- No consonant clusters or blends exist in Vietnamese.</li> <li>- Predominantly a monosyllabic language; syllabic stress for contrastive purposes not used.</li> <li>- Tonal language consisting of six tones that convey meaning.</li> <li>- Three main dialects: Northern, Southern, and Central.</li> </ul> <p><i>Differences evidenced in:</i></p> <ul style="list-style-type: none"> <li>- Omission or distortion of final consonant sounds (most final consonants produced in English, including <i>b, d, g, s, z, f, v, r, l, j, th, sh, ch</i>).</li> <li>- Voiceless <i>th</i> replaced with /t/ or /s/ (thumb – tumb or sumb).</li> <li>- Voiced <i>th</i> replaced with /d/ or /z/.</li> <li>- <i>sh</i> and <i>ch</i> sounds replaced with /s/ (shoe or chew – sue).</li> <li>- /t/ and /k/ unaspirated in initial position.</li> <li>- Simplification of clusters and blends; may add a schwa vowel between consonants.</li> <li>- Speakers may attempt to use Vietnamese tonal system with English words or use a monotone; may struggle with English intonation patterns that define sentence types and convey communicative intent.</li> </ul>

	African-American English	Native-American English	Spanish	Vietnamese
<b>Grammatical/ Lexical Features</b>	<ul style="list-style-type: none"> <li>- Nonobligatory regular past tense –ed (I walk to school yesterday).</li> <li>- Irregular past tense not always inflected (I see last week).</li> <li>- Nonobligatory regular and irregular present tense third person –s (she eat, he do).</li> <li>- Less frequent and nonobligatory use of <i>will</i> (I be going to drive, I gonna drive, I be home soon).</li> <li>- <i>Been</i> used for action in distant past (He been gone).</li> <li>- Nonobligatory copula and auxiliary <i>be</i> verbs when contractible (She sick).</li> <li>- Habitual state of verbs marked with uninflected <i>be</i> (She be workin’).</li> <li>- Use of <i>be</i> as main verb for is, are, or am (I be here, he be busy).</li> <li>- Use of double modals (We might could go).</li> <li>- Neutralization of subject-verb agreement (They was there).</li> <li>- Nonobligatory possessive –’s where word order expresses possession (the boy hat).</li> <li>- Nonobligatory plural –s with numerical quantifier (ten dollar, fifty cent).</li> <li>- Use of indefinite <i>a</i> instead of <i>an</i> when appropriate (a apple).</li> <li>- Pronominal apposition where pronoun immediately follows noun (Mama she mad).</li> <li>- Nonobligatory relative pronouns (He the one did it – omission of <i>who</i>).</li> <li>- Reflexive pronouns regularized (hissself, theirself).</li> <li>- Demonstrative <i>them</i> or <i>them there</i> substituted for <i>these</i>, <i>those</i>.</li> <li>- Use of double/triple negatives permitted.</li> <li>- <i>Ain’t</i> used as negative marker.</li> <li>- Same form for direct and indirect questions (Where it is?).</li> <li>- Use of <i>do</i> for conditional <i>if</i> (I ask did she go).</li> <li>- Endings –er and –est can be added to most adjectives (worsen, baddest).</li> <li>- <i>More</i> and <i>most</i> combined with superlative and comparative markers (most baddest).</li> <li>- Lexicon contains many differing vocabulary words and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>- Dialects carry over syntactic forms and morphological rules from the tribal language.</li> <li>- Constructions found in other nonstandard forms of English can also be found in Native American dialects (<i>ain’t</i>, uninflected forms of <i>be</i>, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>- Nonobligatory regular past tense –ed (I talk to him yesterday).</li> <li>- Nonobligatory regular present tense third person singular –s (he eat).</li> <li>- Use of <i>go</i> to instead of <i>am going to</i> (I go to dance).</li> <li>- Occasional use of <i>have</i> instead of copula <i>be</i> form (I have ten years).</li> <li>- Nonobligatory <i>do</i> insertion in questions (You like apples?).</li> <li>- No noun-verb inversion in questions; intonation used to depict question (Felipe is leaving?).</li> <li>- Postnoun modifier used in place of possessive –’s (the pencil of my sister).</li> <li>- Possessive pronoun not used with body parts (I cut the finger).</li> <li>- Nonobligatory plural –s (Girl are singing).</li> <li>- Subject pronouns omitted when subject identified in previous sentence (Mother is sad. Is sick).</li> <li>- Articles often omitted (Go to store).</li> <li>- Use of <i>no</i> before verb (She no eat candy).</li> <li>- <i>No</i> used for <i>don’t</i> in negative imperatives (No throw food).</li> <li>- Less frequent use of comparative –er (more pretty).</li> <li>- Word order errors such as adjectives following nouns (house white).</li> </ul>	<ul style="list-style-type: none"> <li>- Data not specific to Vietnamese only. The following is data typical of Asian English:</li> <li>- <i>Be</i> verbs may be omitted or improperly inflected (I going).</li> <li>- Auxiliary <i>be</i> and <i>do</i> omitted or uninflected (He not going).</li> <li>- Past –ed may be omitted (He want), overgeneralized (He eated), or doubly marked (He didn’t saw).</li> <li>- Past participle may be unmarked (I have eat), overgeneralized (He has wenten), or <i>have</i> auxiliary may be omitted or uninflected (He been there, He have one).</li> <li>- Noun-verb agreement may be in error (She have).</li> <li>- Plurals may be omitted with quantifiers (two shoe) or overgeneralized (four sheeps).</li> <li>- Subject-object pronoun confusion (Her here).</li> <li>- Errors of possessive marking (him book).</li> <li>- Demonstrative pronoun confusion (those horse).</li> <li>- Errors on comparatives (gooder).</li> <li>- Use of double negatives.</li> <li>- Simplified negative marker (He no want).</li> <li>- No reversal of auxiliary verb in questions (You are going?).</li> <li>- Auxiliary omitted in questions (You like baseball?).</li> <li>- Omission or misuse of prepositions (She is at room).</li> <li>- Omission of conjunctions (You I leave now).</li> <li>- Omission or overuse of articles (Go to store, go to the home).</li> <li>- Word order errors including adjectives following nouns (shoe red), possessives following nouns (hat mine), subject-verb-object order (He gave out them).</li> </ul>

Sources: Adapted from Battle, D. E. (1998). *Communication disorders in multicultural populations* (2<sup>nd</sup> ed.). Boston: Butterworth-Heinemann.; Hwa-Froelich, D., Hodson, B. W., & Edward, H. T. (2002, August). Characteristics of Vietnamese phonology. *American Journal of Speech-Language Pathology*, 11, 264-273.; Paul, R. (1995). *Language disorders from infancy through adolescence: Assessment & intervention*. St. Louis, MO: Mosby-Year Book, Inc.; Shipley, K. G., & McAfee, J. G. (1998). *Assessment in speech-language pathology: A resource manual* (2<sup>nd</sup> ed.) San Diego: Singular Publishing, Inc. **Table compiled by Ana Paula G. Mummy, MS, CCC-SLP.**