Contrastive analysis charts

How primary language interacts with acquisition and use of English

A major obstacle for English Learners is the lack of overlap between the inventories of permissible sounds and syntactic structure found in Standard American English (SAE) and those of their native language. If the student's native language lacks a particular sound from SAE, the student may struggle to pronounce it correctly or even fail to recognize it as a distinct sound. For example, asked to determine if "chair" and "share" are different words, a Vietnamese EL may answer that they are the same. This is an example of a "transfer effect": The absence of 'ch' in Vietnamese impacts the EL's acquisition of this sound in English. Such transfer effects are common in today's diverse, multilingual classroom. It is therefore useful for teachers to have an overview of the transfer effects that they will likely encounter relative to particular primary languages. In the following tables we provide such an overview. The first table covers aspects of phonology (sounds), and the second covers aspects of syntax (sentence structure).

Phonology contrast table

The phonology table groups sounds into two major categories, vowels and consonants. The latter are further categorized by manner of production. For example, the "b" sound in "bat" is a consonant/bilabial stop: a consonant because it's produced with a restriction in airflow, bilabial because the airflow is restricted using both lips, and a stop because the airflow is fully restricted and released in a burst. Three alternate symbols are then given for "b": its phonetic symbol (/b/), dictionary symbol ("b"), and a lay term for the sound (also "b"). In the SAE row, words are listed showing the sounds from this class in word-initial ("bid"), word-final ("flub"), and word-medial ("robber") positions. For each primary language, attested examples of possible learner pronunciations or interpretations of the sound are provided.

Type	Vowel	Vowel/Dipthong	Vowel
Phonetic symbol (IPA)	/æ/	/ei/	/a/
Dictionary symbol	a	ā	ä
Lay term/Grapheme	short a	long a	?
SAE examples	hat, Sam, apple	bait, made, same	father, stop, apartment
AAVE	-	/e:/ dropping the glide sound and making the vowel longer	-
CAE	/ɛ/ as in set	-	/ɔ/ as in saw
Spanish	/a/ as in father		/ou/ as in bone
Vietnamese	/ɛ/ as in set before /k/		/ə/ as in fun
Tagalog	/a/ as in father	/ɛ/ as in set	
Cantonese	/e/ as in set	-	-
Mandarin	/e/ as in set	-	-
Hmong	/ɛ/ as in pet or /a/ as in father	-	-

Type	Vowel	Vowel	Vowel
Phonetic symbol (IPA)	/ɪ/	/ɪ/	/i:/
Dictionary symbol	i	i	ē
Lay term/Grapheme	short i	short i	long e
SAE examples	bin, tip, myth	bin, tip, myth	feed, see
AAVE	-	-	-
CAE	/i/ as in see	/i/ as in see	
Spanish	/i/ as in see between vowels	/i/ as in see between vowels	/ɪ/ as in bin word-finally
Vietnamese	/i/ as in see	/i/ as in see	/ɪ/ as in bit
Tagalog			/ɪ/ as in bin
Cantonese	/i/ as in see	/i/ as in see	-
Mandarin	/i/ as in see	/i/ as in see	-
Hmong	/i/ as in see	/i/ as in see	-

Type	Vowel	Vowel/Dipthong	Vowel/Dipthong
Phonetic symbol (IPA)	/ɛ/	/ai/	/ou/
Dictionary symbol	e	ī	ō
Lay term/Grapheme	short e	long i	long o
SAE examples	set, fell, said	kite, fine, liar	bone, load
AAVE	/ɪ/ as in bin ONLY before nasal consonants /n/,/m/, or /ŋ/	/a:/ as in stop (but longer duration)	-
CAE	/ɪ/ as in bin or (if followed by a nasal consonant) /ei/ as in same		
Spanish	/ei/ as in bait		/ɑ/ as in bought
Vietnamese	/ɪ/ as in bit		
Tagalog			/ɔ/ as in saw
Cantonese	/ei/ as in made or /ə/ as in fun	-	-
Mandarin	/i/ as in see	-	-
Hmong	may sound like /ei/ as in bait	-	may sound more like /u/ as in soon or /ɪ/ as in bin

Type	Vowel	Vowel	Vowel
Phonetic symbol (IPA)	/ɑ/ or /ɔ/	/u:/	/ə/
Dictionary symbol	o	ōō	ə
Lay term/Grapheme	short o	long oo	short u
SAE examples	saw, bought	soon, crew, food	fun, cut, some
AAVE	/ou/ as in bone ONLY before /r/ (ex. door -> dou)	-	-
CAE		/ə/ as in fun	/a/ as in father
Spanish	/ɔ/ as in bought word-medially		/a/ as in father; /ou/ as in bone
Vietnamese	/a/ as in stop	/ʊ/ as in push	
Tagalog			/a/ as in saw
Cantonese	/ou/ as in bone	-	may become /a/ as in father
Mandarin	may become /ou/ as in bone	-	-
Hmong	-	-	/a/

Type	Vowel	Vowel/Dipthong	Vowel/Dipthong
Phonetic symbol (IPA)	/ʊ/	/oi/	/au/
Dictionary symbol	u	oy	ow
Lay term/Grapheme	short oo	oy	ow
SAE examples	book, push	soy, toil	cow, shout
AAVE	-	/o:/ (dropping the glide sound and making the vowel longer)	/a:/ as in stop
CAE			
Spanish	/u:/ as in soon		
Vietnamese	/ə/ as in fun		
Tagalog			
Cantonese	may become /u:/ as in soon	may become /u:i/	-
Mandarin	/u:/ as in soon	-	-
Hmong	/u:/ as in soon	may insert a glottal stop between the /o/ and /i/ making two syllables	-

Type	Vowel/Rhotic	Vowel/Glide	Consonant/Bilabial Stop
Phonetic symbol (IPA)	/ɹ/	/y/	/p/ /b/
Dictionary symbol	ir, ər	y	p b
Lay term/Grapheme	ir	y	p b
SAE examples	earn, bird	yet, you	pin, stop, trapping bid, flub, robber
AAVE	-	-	In word final position, may be deleted if preceded by a vowel
CAE		/ʤ/ as in jet (word initial)	In word final position may be deleted or reduced to /ʔ/
Spanish			
Vietnamese			-
Tagalog			-
Cantonese	/ɪ:/ as in bin, but lengthened	-	/b/ -> /p/ (or delete in word final position): bid -> pid, flub -> fluh
Mandarin	/ɪ:/ as in bin, but lengthened	-	/p/ may be deleted in word final position (or reduced to /ʔ/) /b/ -> /p/ (or delete in word final position): bid -> pid, flub -> fluh
Hmong	/ɪ:/ as in bin, but lengthened	-	/p/ may be deleted in word final position (or reduced to /ʔ/) /b/ -> /p/ at beginning of word (or delete in word final position): bid -> pid, flub -> fluh

Type	Consonant/Alveolar Stops	Consonant/Nasals	Consonant/Velar Stops
Phonetic symbol (IPA)	/d/ /t/	/m/ /n/ /ŋ/	/g/ /k/
Dictionary symbol	d t	m n ng	g k
Lay term/Grapheme	d t	m n, kn ng	g k, c, ck, ch
SAE examples	do, add, edict top, fit, attack	map, come, coma knit, pin, winnow sing, singing	get, pig, ago coat, sick, echo
AAVE	may delete at end of word if preceded by vowel	/n/ may delete if at the end of word and preceded by vowel /ŋ/ -> n at the end of a word (most likely for -ing affix)	may delete at end of word if preceded by vowel
CAE	/t/ -> /θ/ between vowels	/m/ -> /n/ or /ŋ/ at end of word: come - coŋ /ŋ/ -> n at the end of a word (most likely for -ing affix) and between vowels: singing -> sinning	-
Spanish	/d/ -> /t/ at end of word: add -> at /d/ -> /ð/ between vowels: addict -> athict	/m/ -> /n/ or /ŋ/ at end of word: come - coŋ /n/ -> /ŋ/ at end of word: on -> oŋ /ŋ/ -> n between vowels: singing -> sinning	/g/ -> /k/ at end of word
Vietnamese	delete at end of word: add -> ah, fit -> fih	-	delete /k/ at beginning of word
Tagalog	-	-	-
Cantonese	/d/ may become /t/: do -> to	/ŋ/ -> n at end of word: sing -> seen	/g/ -> /k/: go -> ko, pig -> pik
Mandarin	/d/ may become /t/ or may be deleted at end of word: do -> to /t/ may be deleted at end of word	/m/ may delete or become /ŋ/ at end of word /n/ may become /ŋ/ between vowels. /ŋ/ -> n at end of word: sing -> seen	/g/ -> /k/: go -> ko, pig -> pik /k/ -> /gə/ or /ʔ/ at end of word: sick -> sigguh

Hmong	delete at end of word	/m/ may delete or become /ŋ/ at end of word /n/ may delete or become /ŋ/ at the end of word if preceded by a vowel.	becomes /ʔ/ at end of word: pig -> piʔ, sick -> siʔ

Type	Consonant/ Labiodental Fricative	Consonant/ Interdental Fricative	Consonant/Alveolar Affricate
Phonetic symbol (IPA)	/v/ /f/	/ð/ /θ/	/dʒ/ /ʧ/
Dictionary symbol	v f	th	j ch
Lay term/Grapheme	v f gh	th	j, dg ch, tch
SAE examples	voice have, avert fill, cough, afar	this, lithe, whither thank, faith, athens	joke, fudge, agent chip, roach, catchy
AAVE	-	may change to /v/ or /f/	-
CAE	/v/ -> /f/ or /b/ at beginning of word: voice -> foice /v/ -> /f/ at end of word: have -> hafe /v/ -> /b/ between vowels: evade -> ebade	changes to /d/ or /t/ in the beginning of a word.	/dʒ/ becomes /ʧ/ in most positions, or possibly /y/: agent -> ayent or atchent, joke -> yoke or choke /ʧ/ -> /ʃ/: chip -> ship, roach -> roash
Spanish	/v/ -> /f/ or /b/ at beginning of word: voice -> foice /v/ -> /f/ at end of word: have -> hafe	/θ/ -> /t/: think -> tink, without -> witout	/dʒ/ becomes /ʧ/ in most positions, or possibly /y/: agent -> ayent or atchent, joke -> yoke or choke
Vietnamese	change to /p/ at the end of words: have -> hape, if -> ip	/ð/ -> /z/: this -> zis, lithe -> lize /θ/ -> /t/ at beginning of word: think -> tink /θ/ -> /f/ or /s/ at end of word: path -> paf or pas	change to /ʃ/
Tagalog	/v/->/b/: voice -> boice /f/->/p/: afar -> apar	/ð/ -> /d/: lithe -> lide /θ/ -> /t/: think -> tink	/dʒ/ -> /dij/ at the beginning of a word: joke -> dijoke, gem -> dijem /dʒ/ -> /ds/ at the end of a word: fudge -> fuds /ʧ/ -> /ts/: catch -> cats, roach -> roats

Cantonese	/v/ may sound like /p/ or /w/ at beginning of word /v/ may sound like /f/ or /v/ between vowels /f/ and /v/ may be deleted at the ewnd of word or followed by /ə/	/ð/ -> /t/ or /d/ at beginning of word: this -> dis /ð/ -> /s/ or /d/ at the end of word: clothe -> close /ð/ -> /ts/ or /t/ between vowels: wither -> witter /θ/ -> /z/ or /d/: think -> zink	add /ə/ after consonant in word final position: fudge -> fudguh: catch -> catchuh
Mandarin	/v/ may sound like /p/ or /w/ at beginning of word /v/ may sound like /f/ or /v/ between vowels /f/ and /v/ may be deleted at the end of word or followed by /ə/	/ð/ -> /t/ or /d/ at beginning of word: this -> dis /ð/ -> /s/ or /d/ at the end of word: clothe -> close /ð/ -> /ts/ or /t/ between vowels: wither -> witter /θ/ -> /z/ or /d/: think -> zink	add /ə/ after consonant in word final position: fudge -> fudguh: catch -> catchuh
Hmong	may add glide /y/ after /v/ at beginning of word. /v/ and /f/ deleted at end of word	/ð/ -> /t/ or /d/ at beginning of word: this -> dis /ð/ is deleted at the end of word: clothe -> clo /ð/ -> /d/ between vowels: wither -> widder /θ/ -> /t/ at beginning of word or beween vowels: think -> tink /θ/ is deleted or changed to /t/ at end of word: clothe -> clote	delete or replace with /d/ or /t/ at the end of word

Type	Consonant/alveolar Fricative	Consonant/Liquid	Consonant/Glottal
Phonetic symbol (IPA)	/ʒ/ /ʃ/ /s/ /z/	/l/ /r/	/h/ /ʔ/
Dictionary symbol	g sh s z	l r	h t
Lay term/Grapheme	ge, si, j sh s z, s	l r	h tt, tm
SAE examples	garage, asian ship, splash, usher sip, cats, aside zipper, ease, ozone.	loop, cool, allure rope, core, arrow	have, hit button, batman
AAVE	/s/ and /z/ may be deleted if precede by a vowel	delete at the end of words: cool -> coo	may delete /h/ (except in pronouns)
CAE	/ʒ/ -> /dʒ/: asian -> adgian, measure -> medgure, garage -> garadge /ʃ/ -> /tʃ/: ship -> chip, usher -> utcher /z/ -> /s/: zipper -> sipper	reduce preceding vowel	-
Spanish	/ʃ/ -> /tʃ/: ship -> chip, usher -> utcher delete /s/ at the end of words: pass -> pa /z/ -> /s/: zipper -> sipper	change /r/ to /d/ or alveolar flat when between vowels: arrow -> adow	/ch/ as in loch
Vietnamese	/ʃ/ -> /s/: ship -> sip, fish -> fis delte /s/ at the end of a word /z/ at the end of a word becomes /s/	change /l/ to /n/ in word final position: cool -> coon	-
Tagalog	/ʒ/ at the end of a word becomes /s/ /ʃ/ at the beginning of a word becomes /sij/ /ʃ/ at the end of a word becomes /ts/ /z/ at the end of a word becomes /s/	-	fully prounounce /t/

Cantonese	/ʒ/ change to /ʃ/: garage -> garash: asian -> ashian may add /ə/ after /ʃ/ at the end of a word. /s/ at the end of a word may be deleted. /z/ changes to /s/ at the beginning of a word or between vowels, but deleted at the end of a word	delete at the end of words and lengthen vowel: cool -> coo, car -> caa at beginning of words, /r/ may sound like /w/ or /r/ between two vowels /r/ may sound like /l/ or like a flap: arrow -> alow or adow	-
Mandarin	/ʒ/ change to /ʃ/: garage -> garash: asian -> ashian may add /ə/ after /ʃ/ at the end of a word. /s/ at the end of a word may be deleted. /z/ changes to /s/ at the beginning of a word or between vowels, but deleted at the end of a word	delete at the end of words and lengthen vowel: cool -> coo, car -> caa at beginning of words, /r/ may sound like /w/ or /r/ between two vowels /r/ may sound like /l/ or like a flap: arrow -> alow or adow	-
Hmong	/ʒ/ deleted at the end of words /s/ deleted at the end of words /z/ changes to /s/ at the beginning of a word or between vowels, but deleted at the end of a word	delete at the end of words and lengthen vowel: cool -> coo, car -> caa at beginning of words, /r/ may sound like /w/ or /r/ between two vowels /r/ may sound like /l/ or like a flap: arrow -> alow or adow	-

Type	Consonant Clusters*
Phonetic symbol (IPA)	CC(C)
Dictionary symbol	-
Lay term/Grapheme	str, st, thr, cl, rst, bl, mp, ngth …
SAE examples	strength, groups, trist, …
AAVE	inversion: ask -> aks, task -> taks deletion: /d/ and /t/ in word final position: past -> pass deletion: /n/ and /m/ in word infal and word medial position: himself -> hisself deletion: /l/ if followed by a bilabial consonant: help -> hep
CAE	epenthesis: add /e/ at beginning of word for clusters that begin with /s/: school -> eschool deletion: delete /t/ and /d/ at end of word: stopped -> stop, dreamt -> dream lenition: -> /tr/ : three -> tuh.ree (not chree)
Spanish	epenthesis: add /e/ at beginning of word for clusters that begin with /s/: school -> eschool deletion: delete /t/ and /d/ at end of word: stopped -> stop, dreamt -> dream deletion: delete /s/ at end of word: groups -> group substitution: /θr/ -> /tʃr/ three -> chree
Vietnamese	deletion: in CCC cluster, delete the stop consonant (retain fricatives, or liquids): string -> sring deletion: delete final /(m/n)t/, /(m/n)d/: mind -> mai, dreamt-dre, walked -> walk
Tagalog	epethesis: add /ɪ/ before clusters that begin with /s/ epethesis: add /u/ or /ɪ/ or a/ between consonant and liquid: coloth, colown deletion: delete /r/ in word final clusters that begin with /r/ deletion: delete /t/ or /d/ if end of word cluster ends in /t/ or /d/
Cantonese	epenthesis: add vowel (usually /ə/) in clusters that begin with /s/: school -> secool deletion: delete /t/, /d/ in word final clusters that end in /t/ or /d/: went -> wen deletion: delete /k/ in word final clusters that end in /k/: fork -> for lenition: reduce /CsC/ clusters to /s/: worst -> wes
Mandarin	epenthesis: add vowel (usually /ə/) in clusters that begin with /s/: school -> secool deletion: delete /t/, /d/ in word final clusters that end in /t/ or /d/: went -> wen deletion: delete /k/ in word final clusters that end in /k/: fork -> for lenition: reduce /CsC/ clusters to /s/: worst -> wes
Hmong	epenthesis: add vowel (usually /ə/) in clusters that begin with /s/: school -> secool deletion: delete /t/, /d/ in word final clusters that end in /t/ or /d/: went -> wen deletion: delete /k/ in word final clusters that end in /k/: fork -> for lenition: reduce /CsC/ clusters to /s/: worst -> wes

Syntax contrast table

In the syntax contrast table, transfer effects are classed by the general category of syntax to which they belong (e.g., adjectives, verbs, question formation) and are then sub-classed according to the syntactic behavior involved in the transfer effect (e.g., adjective order, subjunctive mood, auxiliary inversion). For each of these sub-classes, the primary languages that may produce this transfer effect are listed along with a description of the effect and examples of the effect in an English sentence.

Class	Sub-class	Applicable Languages	Description	Examples
adjectives	adjective order	Vietnamese, Cantonese, Mandarin, Hmong	adjective follows noun	The car big
adjectives	adjective number	Spanish	double number marking	Beautifuls flowers
adjectives	adjective inflection	Mandarin, Cantonese, Hmong	adjective is bare or incorrectly inflected	I am confuse; Is confused [It is confusing]
adverbs	"done"-replacement	AAVE	"done" replaces "already"	I done told you.
adverbs	adverb/adverbial position	Spanish	incorrect position for adverb	She speaks very well English.
adverbs	adverb affixation	Cantonese, Mandarin, Hmong, Tagalog	bare adjective used	The cat move quick.
comparatives/superlatives	-er/-est suffix	Spanish, Cantonese, Mandarin, Hmong	more/most used in place of -er/-est	Jane is a more smart than John but Mary is the most smart.
comparatives/superlatives	-er/-est suffix and position	Cantonese, Mandarin, Hmong	more/most appears after the adjective	He is big most
pronouns	repetition of pronoun and noun subject	AAVE, CAE, Cantonese, Mandarin, Hmong	pronoun appears after topicalized subject	My dad, he is a teacher.
pronouns	grammatical gender of pronoun	Spanish	pronoun takes native language grammatical gender of antecedent noun	The moon is lovely tonight. Look at her.
pronouns	grammatical gender of pronoun	Cantonese, Mandarin, Hmong	gender mismatch of antecedent and pronoun	My mother is a teacher. He teaches sixth grade.
pronouns	pronoun case	Tagalog, Cantonese, Mandarin, Hmong	subject pronoun used in object position; object pronoun used in subject position	I go with he; John and me left.

Class	Sub-class	Applicable Languages	Description	Examples
pronouns	pronoun number	Tagalog	number mismatch between pronoun and antecedent	Those books are very informative. It can be checked out of the library.
pronouns	pronoun deletion	Spanish, Vietnamese, Cantonese, Mandarin, Hmong	deletion of pronoun when inferrable from context	John is not a doctor. [He] is a lawyer; That man is very impolite, so nobody likes [him].
pronouns	pronoun/antecdent ordering	Cantonese, Mandarin	Pronouns might precede the first mention of the intended referent.	They took them, since the students would need the books [them=the books].
possessive pronouns	possessive pronoun case	AAVE, Hmong	bare pronoun used	It's they book.
possessive pronouns	possessive pronoun person	AAVE	overgeneralization of "hers/yours" pattern	That book is mines.
possessive pronouns	possessive pronoun number	Spanish	plural number marking on possessive	She loves hers teachers.
reflexive pronouns	himself/themselves	AAVE	hisself used in place of himself; theyselves used in place of themselves	The teacher hisself came to check on things.
reflexive pronouns	replaced with bare pronoun	Hmong	Bare pronoun used in place of reflexive pronoun	He goes with him/ he [He goes by himself.]

Class	Sub-class	Applicable Languages	Description	Examples
plurals	plural 's' suffix	AAVE, CAE, Vietnamese, Cantonese, Mandarin, Hmong	Suffix is omitted/ deleted	Two dollar.
plurals	mass/count distinction	Tagalog, Cantonese, Mandarin, Hmong	lack of distinction	Feedback were given. Dogs was counted.
verbs	tense	AAVE, CAE, Spanish, Vietnamese, Cantonese, Mandarin, Hmong	bare form used in place of past tense	She want us to go (yesterday). [She wanted us to go.]
verbs	aspect	Spanish, Vietnamese, Tagalog	bare form used in place of aspectual form	We live [have lived] in this building since 1990; It snows [is snowing];
verbs	subjunctive mood	Vietnamese, Tagalog	bare or simple past form of 'is' replaces subjunctive 'were'	If I was you, I would be careful.
verbs	infinitive	Cantonese, Mandarin, Hmong	'to' omitted or replaced with 'that'- phrase	"He likes that he study" or "He likes study" for "He likes to study."
verbs	copula (linking verb)	AAVE, CAE, Vietnamese, Cantonese, Mandarin, Hmong	copula is deleted (especially in cases where it could be contracted)	The student very diligent.
verbs	phrasal verbs	Spanish, Vietnamese, Tagalog, Cantonese, Mandarin, Hmong	incorrect prepositions used in prepositional verbs	The man's opinion is based from his experience.
verbs	modal verbs	AAVE	doubling of modal verbs	She might should come with us.
verbs	modal verbs	Tagalog, Cantonese, Mandarin, Hmong	errors made in modal choice for semantic distinctions	This furniture may be ['is to be'] removed tomorrow
verbs	person agreement	AAVE	no second person distinction	You is coming with us.
verbs	number agreement	AAVE, CAE, Vietnamese, Cantonese, Mandarin, Hmong	default to singular bare from	I eat, he eat, they eat ..
verbs	number agreement	Tagalog	verb agrees with closest noun	The parents, after they met the teacher, was surprised.

Class	Sub-class	Applicable Languages	Description	Examples
prepositions	'to' insertion	Spanish	to' inserted after transitive verb and before direct object or insertion of 'to' before indirect object	They elected to Obama; They gave to Mary the book.
prepositions	in/on merge	CAE	in' used in place of 'on' in most prepositional contexts	He put the book in the shelf.
prepositions	deletion	Tagalog	omitted preposition in double prepositional contexts	He came out hospital.
prepositions	locative prepositions	Cantonese, Mandarin, Hmong	incorrect locative prepositions used	He went at the store. She visit while yesterday.
articles	definite/indefinite distinction	Vietnamese, Tagalog, Cantonese, Mandarin, Hmong	General errors of omission, insertion, and incorrect choice	Doctor came in. A doctor said…
articles	incorrect article placement	Spanish	Article used with posessives	It is the my book.
articles	indefinite + vowel	AAVE, CAE	"An" not used. "A" used regardless of following vowel.	A apple…
demonstratives	them/those	AAVE	use 'them' in place of 'those'	She read them books.
demonstratives	this/these	Tagalog, Cantonese, Mandarin, Hmong	incorrect number distinction (may be a phonological error)	This books…
Questions	Subject-Auxiliary inversion	AAVE, CAE, Spanish, Vietnamese, Tagalog, Cantonese, Mandarin, Hmong	lack of inversion, or auxiliary deletion	Who he?/Who he is?
Questions	word order	Tagalog, Cantonese, Mandarin, Hmong	non-standard question word order	You want eat what?
Negation	multiple negation	AAVE, CAE, Spanish, Tagalog, Hmong	double or triple negation, sometimes intended as intesification	Can't nobody go.
Negation	negative polarity of 'until'	CAE	until' can stand alone as a negator	He'll leave until we go. [He won't leave until we go.]

Class	Sub-class	Applicable Languages	Description	Examples
Negation	deletion of auxiliary	Spanish	auxilary 'do' is missing where required	He not find his book.
Subordinate clauses	relative pronouns	Spanish	incorrect relative pronoun used	The song who was played was lovely.
Subordinate clauses	coordinating conjunctions	Vietnamese, Tagalog	doubling of coordinating conjunctions	Although you are smart, but you are not appreciated
Language Specific Features	Habitual 'be'	AAVE	Habitual 'be' is the use of the copular verb 'be' to mark habitual aspect. Context helps determine the apporpriate meaning since a stranded 'be' verb could be due to other reasons, including cluster simplification: 'They be going, if I let them.' for 'They'd be going, if I let them.'	She running. [She is running.] She be running. ['She runs' or 'She's always running'.]
Language Specific Features	all+adj construction & AAVE borrowing	CAE	all' + adjective construction as an intensifier In some areas of the country, there is a lot of contact, and therefore mixing and borrowing, between AAVE and CAE. So some features of AAVE may bleed into CAE.	The car was all broken [The car was very broken.] My dad's all angry. ['My dad's really angry.']

Class	Sub-class	Applicable Languages	Description	Examples
Language Specific Features	Word Order & Passive agent phrase	Spanish	Spanish free word order leads to non-standard constructions. Non-standard English passive constructions lacking an agent phrase.	'Yesterday played very well the children' or 'Played very well the children yesterday' Spanish speaks itself here. ['Spanish is spoken here'.]
Language Specific Features	Like' as focus device, non-standard yes/ no response, comparative 'what'	Tagalog	Like is sometimes used as a focusing device For questions that are negatively polarized, yes/ no responses are inverted compared to standard English 'As what / than what appears in comparative clauses'	'How did you get away with that like?' 'Isn't he arriving tomorrow?' 'Yes' [He isn't.] 'No' [He is.] 'It's harder than what you think it is.'
Language Specific Features	Hong Kong English Variety	Cantonese	Cantonese Speakers from Hong Kong may speak an English dialect known as Hong Kong English (spoken by more than 180,000). These speakers often have strong fluency of this English dialect, making them comfortable speakers. But the dialect is distinct from English in many of the ways listed above.	

Class	Sub-class	Applicable Languages	Description	Examples
Language Specific Features	Hmong	Hmong	Reduplication on adjectives, adverbs, and verbs as a method to intensify or add aspectual characteristics. Verbs can be strung together without conjunctions to describe a complex sequence of events. Lack of affix use. Where a native speaker liberally uses affixes to create words (e.g. Happy, Happily, Happiness), Hmong speakers will struggle to find an unaffixed form.	I hate hate the dog with the loud loud bark. ['I really hate the dog with the very loud bark.'] She wake drive fish come cook after. ['She woke up, drove out to go fish, then came back and cooked the fish she caught.'] Glee is important. ['Happiness is important'.] He walked down the street in a happy way. ['He happily walked down the street.']

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