Language Sample
Transcription and Coding Manual

D4 Child Language Lab

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D4 CHILD LANGUAGE LAB:
Studies of Child Language <u>D</u>evelopment and <u>D</u>isorders within <u>D</u>ialects
to Reduce <u>D</u>isparities in Health and Education

We wrote this manual to help faculty and students within the D4 Child Language Lab maintain consistency in language sample transcription and coding. Acronyms for the dialects we have studied with this coding system include:

<u>Categories of Dialects</u>
MAE Mainstream American English and NMAE Nonmainstream American English

<u>Names of Dialects</u>
AAE: African American English, SWE: Southern White English, GAE: General American English
CE: Cajun English or Creole English, GG: Gullah/Geechee Influenced English, SE: Spanish-Influenced English

<u>Names of Forms</u>
Dialect General Overt (e.g., walk/<u>ed</u>, walk/<u>3s</u>, dog/<u>s</u>, walk/<u>ing</u>, Molly/<u>z</u>, etc). Felicitous in many dialects
     of English, including AAE, SWE, and GAE
Dialect Specific Overt (e.g., I <u>seen</u> it, <u>ain't</u>, He <u>be</u> funny). Felicitous in some dialects of English.
Zero (e.g., He <u>*is</u> walking). Felicitous in some dialects of English
Misapplications of Overt Forms (e.g., I want to walk/<u>3s</u>). Inappropriate in all dialects we have studied)

We do not make a distinction between zero forms and omitted forms; they are both indicated with *. The same morpheme could be omitted by a 2-year-old and zero marked by a 10-year-old in some dialects of English. We error on the side of referring to these as zero forms rather than omissions when the transcriber does not perceive an overt form, but careful study of a child's data is needed to interpret the nature of these extremely interesting forms.

Zero forms = felicitous in some dialects and contain syntactic elements
Omissions = do not contain syntactic elements (also referred to as bare forms, null forms).

It is expected that anyone conducting a study with our samples would verify and develop their own coding systems to answer their research questions. Indeed, we often change or refine our codes for specific studies. Also, we have been working with samples since 1997; our transcription and codes have evolved over the years, and we do not always recode the older samples or correct samples when we find an error (we correct the error for the study being conducted but not always the original samples).

Transcript Header Information
For transcripts, please include the following information in the header.
- o Subject ID : Use alpha code and number, do not use child's real name
- o Gender (male, female)
- o Birthdate (04/08/97)
- o Sample date (09/22/03)
- o Grade (K, 1, 2)
- o Ethnicity (Hispanic, Non-Hispanic, not reported)
- o Race (AA, W, or other labels per NIH guidelines in lab)
- o Maternal education level in years (10, 11, 12, GED = 12)

- o School (use acronyms or numbers for schools; see list in lab)
- o Examiner's pseudo initials (jh).
- o Transcribers' pseudo initials (jh,nk,ek).
- o Header Information: Type any additional information that might be informative to someone examining this transcript in the future.

Below is an example of what a header would look like in SALT.

```
$ CHILD, EXAMINER
+Num: 213
+Alpha: mhuff
+DOE: 03/07/07
+DOB: 10/05/01
+CA: 65
+Ethnicity: non-Hispanic
+Race: AA
+Gender: M
+Grade: K
+School: BL
+Maternal ed: 16
+Language: Eng
+Context: Con
+Examiner: jw
+Transcriber: jw,nk,ek
```

Utterance Identification

SALT requires that you use <u>c</u> to indicate utterances spoken by a child and <u>e</u> to indicate utterances spoken by the examiner. Put one space in between the <u>c</u> or <u>e</u> and the utterance. Although SALT accepts upper and lower case, use lower.

     c the car is big.
     e this car is driving down the ramp.

Confidentiality within Transcript

If child's name is spoken during the session, use child's alpha code or the word NAME. Type all other first names. If a last name is given, type NAME.

     e did you do that ismit?
     e i like how you did that NAME!
     e did you see MrNAME?

Glosses and Comment Lines

These are used to provide an adult gloss of a child's utterance or other contextual Information. Type gloss or comments on a separate line beginning with =

     c i pushed the thing.
     = thing refers to a toy horse.
     c he is my paran.
     = paran = grandfather.
     c i ate spaghetti [flg].
     = spaghetti pronounced psgehetti.

Utterance Boundaries

The following can serve as end punctuation marks: . ? ! > and ^

- For a declarative utterance, use " ."
- For abandoned utterances (unfinished utterances that are usually followed by a pause), use >
  c she went to the>
- For interrupted utterances, use ^
  e i bet you've^
  c the chair is broken.
- For overlapping speech, use < >. Both utterances must include the symbols and punctuation.
  c I see <that>.
  e <what>?

Prohibited Punctuation Marks

- Hyphens
- Apostrophes at the beginning of a word (e.g., 'cause)

Utterance Breaks

Do not include more than ONE independent clause per utterance. Independent clauses can be conjoined by the seven conjunctions. The seven conjunctions spell FANBOYS (for, and, nor, but, or, yet, so). Break utterances when the child produces one of these and the **clauses on each side of the conjunction are independent** (*Mia walked and Jyron stayed at home* → *Mia walked. And Jyron stayed at home*). Do not divide conjoined subject or object clauses (*Mis and Jyron walked; I ate cake and cookies*) or verb clauses (*Mia walked and sang*). These are not independent clauses (these reflect phrasal coordination and not clausal coordination). Note: until 2022, we allowed 2 independent clauses to be conjoined. We edited our samples at the time to be consistent with SALT database and others although this transcription practice reduces one's ability to capture clinical group and age differences in conjoining (Maleki & Oetting, 2022). Here are some examples:

c me and my dad (subject clause) ate and drank juice (verb clause). AND mom (subject clause) drank milk (verb clause). (2 independent clauses = 2 utterances; break at the underlined AND)

c and my grandma (subject clause) drank coffee and ate cake (verb clause).
(1 independent clause; 1 utterance).

c the boy is ten. AND the girl is eight. (2 independent clause =2 utterances; break at AND)

c and the boy is mean. (this clause was said after the one above; it is a 3rd independent clause and a new utterance).

c I'm tired.
c and that's all. (2 independent clauses = 2 utterances)

c the boy tripped.
c and then he walked to the store. (2 independent clauses = 2 utterances).

c shut the door. (this clause is an imperative with an implied You as subject).
c so I can stay here forever. (2 independent clauses = 2 utterances).

Child Unintelligibility

- Use x for unintelligible words or syllables.
- Use xxx for completely unintelligible utterances.
- In the rare case that a child's production of a content word (e.g., cup) is unintelligible but the examiner clarifies the word for the transcriber, type the targeted word. If the examiner clarifies more than a word (phrase, utterance) but the child's utterance is not clear to the transcriber after 3 listens, keep as xxx. Do NOT type functional morphemes unless the transcriber hears them (regardless of what the examiner says).

    c where's my x? → c where's my cup?
    e your cup?
    c yes my cup.
    = cup was initially unintelligible because of toy noise.

Idiosyncratic Forms

- Use % at the beginning of a word that is used as an idiosyncratic word. Include the meaning of the word in a gloss (on a separate line). DO NOT USE THIS SYMBOL FOR NOISES THAT DO NOT SERVE AS WORDS. Noises the child makes while playing do not need to be typed but if you want to type them, they should be double mazed (()) as parenthetical content or placed in a comment line.

    c here's the %vrroom.
    = vroom means car.
    c I love my car ((vroom, vroom)).

Mazing

- For mazes, use single ( ). Maze content indicates a speaker is struggling to formulate an utterance.
- Maze false starts, dysfluencies, revisions, and reformulations. If multiple words/clauses/sentences are repeated, only one maze is necessary.
    - c i like (the, the one, the one that you cook) the ones that you put on the grill.
    - e (what's your favorite) i bet you like to eat hotdogs on a picnic.
    - c i like to eat (dog) hotdogs.

Paralinguistic Content

Double mazing (()) indicates words, sounds, short clauses that do not reflect a formulation weakness, but we also don't want to code as words.

- Animal sounds when they do not function as words (e.g., child pushing duck around saying "quack, quack, quack").
    - c i love this duck ((quack, quack, quack).
- If a word is repeated for emphasis (e.g., no, no, no); code no more than two occurrences of the word and double maze the rest. Use speaker's pauses to decide.
    - c i hate hate ((hate hate hate)) hotdogs.
- Double maze excessive listing of family members, names, or object/action labels.
    - c ((a doll, cars, clothes, a bike, trampoline, skates, scooter, house…)).
- If the purpose of the sample is to capture reading and singing and you have stimuli to elicit this, then code with [r] for reading and [s] for singing at end of each utterance. If the purpose of the

sample is not to capture reading and singing and the child reads or sings, double maze the content and add comment lines. You need not write out the full song.

>> c ((abcdefg)).
>> = child sings the alphabet song.

Common Paralinguistic Content with Double Mazes (())

((alright)): at end of utterances when seeking acknowledgement), Example: then you tell me ((alright))?

((alright)): when used as a filler, Example: ((alright)) let's put the toys away.

((awe))

((awe man))

((hey)) unless it is part of discourse as in "the mom said hey come over here"

((hmm))

((huh)): as a tag, Example: you coming tomorrow ((huh))?

((no way)): when used as a filler or to encourage the child to produce more utterances

((oh))

((oh my god))

((oh my goodness))

((ohno))

((oops))

((oopsy))

((owe))

((peeu))

((uh)): not said because of a formulation difficulty

((uhm)): when used as a filler or to encourage the child to keep talking, Example: ((uhm)) tell me more

((uhn)): like no way; when used as a filler or to encourage the child to keep talking

((uhno))

((uhoh))

((um))

((what the heck))

((whee))

((whoa))

((wow))

((yay)): for excited

((yeh)): for excited; not for yes

((yum)): to indicate that something tasted good

((ok)): as a tag, Example: it's your turn ((ok))?

Spelling Conventions

ain't

allgone

alright

bet you (as in bet you or betcha can't do that)

bigold (i caught a bigold fish)

bobo

because (as in because or cause)

finna →fitna

gonna (as in gonna and gon)*

gotta (got to)

have to (as in have to or hafta)

hey (but always double maze unless it is in discourse as in "mom said hey let's go")
hi
kind of (as in kind of or kinda)
mama
mawmaw
msNAME (for miss, misses, ms)
mrsNAME (for mrs)
mrNAME (for mister or mr)
ok
papa
pawpaw
until (as in until and till)
uhhuh (indicating yes)
uhuh (indicating no)
wanna → wanna if early infinitive → want to if running speech
whatcha (as in "whatcha doing")
yeah (indicating yes, yep, yeh and all varieties of yes)
yesma'am (we might be inconsistent on this; may also see yesmaam)

* more on gonna: we are hearing at least four different pronunciations of gonna or going to. For now, type gonna for /gonna/ and /gon/ and add a comment line to describe what you hear. For /go/ and a nasalized /ga/, type go/*ing *to. For /a/, type a [flg] if it expresses "BE going to" and mazed (a) if it does not; we will listen and code them later to see if they are a type of reduced gonna, a type of suffix produced before verbs (i.e., I was awalking), or something else.

Typed as One Morpheme
ally'all
alot
always
babydoll
basketball
bathroom
bedroom
bigold
bubblegum
busstop
byebye
carseat
carwash
chocolatemilk
dirtbike
doorknob
downstairs (frozen)
easteregg
fieldtrip
fourwheeler
gasstation
gocart
gonna

grits (frozen)
hosepipe
hotdog
icecream
jumprope
lipgloss
macaroniandcheese
mailbox
mardigras
mcdonalds (frozen)
monkeybars (frozen)
names (e.g., emilyelizabeth, msNAME, mrNAME, mrsNAME)
nightnight
orangejuice
pants (frozen)
pinkeye
potatoepie
racecar
redbeansandrice
rockingchair
rollercoaster
sandcastle
schoolbus
skittles (frozen)
stitches (frozen)
sometimes (frozen)
swimmingpool
swingset
teddybear
thankyou
tinkertoy
treetop
upstairs
valentinesday
wanna
waterpark
y'all
yesma'am
titles of games (e.g., hideandseek)
titles of books (e.g., cliffordthebigreddog)
titles of movies and television shows (e.g., doratheexplorer, thelittlemermaid)

Typed as Multiple Morphemes
As shown below and to be described later within this manual, SALT uses a / to identify words with multiple morphemes. Transcription decisions have been made on the following words and phrases.

baby blanket
baby bottle
baby food

baby wipe/s
best friend
birthday cake
birthday party
bunk bed
car shop
car wreck
christmas tree
dining room
doctor kit
easteregg hunt
fire station
first grade
fishing pole
french fry/s
fried chicken
fried fish
garbage can
green light
grocery store
home school
hotwheel/s
i love you
lemon juice
mashed potato/s
math class
monster truck
parking garage
parking lot
play house
police car
red light
repair shop
soccer ball
service station
six year/s old
trainingwheel/s
tow truck
tree house
under water
you/'re welcome
washing machine

Morphological Codes

When you encounter the following morphemes use a slash (/) to break the word into morphemes. If the spelling of a root customarily changes when a morpheme is added, use the spelling of the free root in front of the slash (e.g., dry/ed, baby/s, come/ing, box/s, pat/ed).

SALT uses * to indicate that something has been zero marked or omitted. When it is a bound morpheme, include the slash before the zero marked/omitted content.

> Free morphemes
> i want *an apple.
> I *will see you tomorrow.
>
> Bound morphemes
> i bought two pen/*s.
> yesterday I walk/*ed the dog.

Braket Codes and the Use of MACROs in SALT

In salt, we have set up macros to facilitate our typing of utterance level codes. The macros allow you to press **CONTROL, "i" (for insert), and the target letter** rather than the full code (CTRL + I + letter). Utterance level codes are identified as [ ] and require a space before the code. If a space is not present, SALT will interpret the code as a word code. In our lab, we use utterances codes only.

d [d]
f [flg]
3 [3irr]
p [ptirr]
cc [concop]
uc [unconcop]
ca [conaux]
ua [unconaux]

[flg] Code

Indicates morpheme production that is difficult to interpret. The production may a developmental error, nondevelopmental and idiosyncratic error, or a dialect specific form that is felicitous in one or more NMAE varieties. Prior to 2008, these types of utterances were flagged with a generic error code [err]. Given the negative connotations with the term error, especially when working with utterances that could reflect dialect specific forms, we now code these utterances with a generic flag code [flg]. Anytime this code is used, additional analyses are needed to interpret their nature. All utterances with [flg] should be followed with a comment line to gloss what the examiner believes was communicated. Try to put the code close to the relevant morpheme, but if placement is questionable, then place the code at the end of the utterance.

> c i [flg] car is dirty.
> = my car is dirty.
>
> c i milk drink [flg].
> = i drink milk.
>
> c the kid/*s like milk/s [flg].

[d] Code

In utterances with a dialect specific form, use [d] along with the [flg]. These include utterances that are consistent with AAE, SWE, CE, and perhaps other NMAE dialects of English. If you are unsure of the nature of the child's morpheme production, use [flg] only; we can search and make informed decisions

about these later. Use a comment line to gloss the utterance when possible. **A list of NMAE dialect specific forms is presented at the end of this document.** Try to put the codes close to the relevant morphemes, but if placement is questionable, then place codes at the end of the utterance.

> my brother be [flg] [d] work/ing on her [flg] car all the time.
> = his car.

/n't = Negative Contractions

Code negative contractions as 2 morphemes except for <u>won't</u>, <u>don't</u>, <u>ain't (code these as one morpheme)</u>

> he can/n't …
> she does/n't…
> he did/n't …
> she would/n't …
> he should/n't …
> she could/n't…
> they won't …
> they don't…
> they ain't…

/'ll, /'d, /'ve = Contractible Forms

Code contractible auxiliary forms except for <u>y'all</u>. Code <u>let's</u> as <u>let/us</u>. Code contracted <u>has</u> as /has and <u>had</u> as /had. Code with * (with the full form) if zero marked; code with [flg] if produced in a way that is inconsistent with adult MAE and NMAE varieties.

> i/'ll…
> I *will…
> i/'d …
> I *would…
> we/'ve …
> we *have…
> let/us …
> Let *us …
> it/had …
> it *had …

/s = Plural (one of Brown's morphemes)

Code when a regular singular noun is overtly marked with a plural morpheme. Code with /*s [d] if zero marked; code with [flg] if produced in a way that is inconsistent with adult MAE and NMAE varieties. Do not code words which never (or rarely) appear as a singular noun (e.g., pants, scissors, pajamas, groceries, oats, woods, sometimes, brand names). These are sometimes referred to as frozen forms, unanalyzed forms, or inactive forms. Regularization of irregular plural –s is sometimes considered appropriate in NMAE dialects BUT for our lab, only the words **somewhere/s nowhere/s anywhere/s**, are coded with a [flg] [d]. **All other irregular plural regularizations are coded as [flg].** <u>Somtime</u> is coded as a [flg] rather than a [d] because we view it as a reduction of a frozen plural (i.e., the plural rule is not applied to sometimes). Careful study of these forms is needed to better understand their nature.

> ten cat/s…
> baby/s are...
> teeth/s [flg]…
> = teeth
> man/s [flg]…
> = men

stiches…
= frozen plural
cookie/*s [d]…
= cookies
one dog/s [flg]…
= one dog
sometime [flg]…
= sometimes; phonological reduction of frozen plural
somewhere/s [flg] [d]…
= somewhere; dialect specific form
nowhere/s [flg] [d]…
= nowhere; dialect specific form

/z = Possessive (one of Brown's morphemes)

Code when a noun is overtly marked to indicate possession. Code with /*z [d] if zero marked; code with [flg] if produced in a way that is inconsistent with adult MAE and NMAE varieties. Other pronoun coding issues are presented later in the manual.

baby/z bottle.
dad/z boy.
boy/*z [d] chair.
Mine/z [flg] for mine (this is an over-regularization of the regular possessive rule applied to an
      irregular possessive pronoun)

DO NOT code the following pronouns as possessive marking or irregular possessives; they do not receive a /z unless the child regularized the form (e.g., mine/z). These forms do not take regular possessive marking. See Matt Rispoli's work on pronouns for this decision. Specifically, DO NOT CODE:
      Mine, his, whose, yours, ours, hers

DO code possessive marking on one, someone, nobody, and y'all. The y'all is counter-intuitive because it is a form that is serving as a pronoun (and pronouns involve an irregular possessive paradigm rather than a regular one). The rationale for y'all is that it is a newly created word and linguist Kiparski has noted that newly created words of languages generally enter <u>regular</u> morphological paradigms rather than <u>irregular</u> paradigms (consider the verb goose as in "to goose someone". The is a verb newly created from a noun – to turn this into past tense, one says "you goosed someone" – not "you geese someone").

y'all/z dog (overtly marked y'all when indicating possessive)
y'all/*z dog (zero marked y'all when indicating possessive)

/ing = Progressive (one of Brown's morphemes)

Code when progressive form of the main verb is overtly marked for the progressive. Code with /*ing [d] if zero marked; code with [flg] if produced in a way that is inconsistent with adult MAE and NMAE varieties.

Do not code gerunds (Play<u>ing</u> is fun) or present participles (he is done jump<u>ing</u>). To determine if a form reflects a present participle, do the following test. If the sentence must be said with the –ing form, slash it (e.g., We kept jump/ing vs. *We kept). If the sentence can be said without the –ing form (e.g., He is done), do not slash it (e.g., He is done jumping).

i am go/ing.
they/'re run/ing.
they are always fight/*ing [d] each other.
i/'m do/*ing [d] it.
i drink milk/ing [flg].
i kept [ptirr] jump/ing.

Gerunds/Present Participles
Stop/ed jumping, stop jumping, start/ed jumping, like jumping, done jumping, finish/ed jumping

Dialect specific forms tryna and finna for trying to and fixing to (note this coding is inconsistent with coding for gonna)
try/ing
` ty/na
fix/ing to
finn/a

Dialect specific form gonna is typed gonna (this coding is inconsistent with coding for tryna and finna). When gonna is reduced to gon or ga, type gonna and add comment to indicate gon or ga as pronunciation. We view these as phonological reductions, but more study of these forms is needed.

Articles a, an, the (one of Brown's 14 morphemes)
Do not mark if overtly produced. Use *a, *an, and *the if zero marked. Do not code as [d] if zero marked. However, if a is produced before a word starting with a vowel, code as [flg] [d] as this is a dialect specific form and felicitous in AAE. If an is used for a, code [flg].

i see a ball.
i see *a car.
i see a [flg] [d] apple.
i see an [flg] pear.

Preposition in/on (two of Brown's 14 morphemes)
Do not mark if preposition in or on is produced in a way that is consistent with MAE and NMAE. Use *in and *on if it is zero marked. Use [flg] if you want to indicate a dialect-inappropriate preposition (i.e., misapplication of an overt form); we lack guidelines because literature is unclear and lab mates have different opinions of when an of is allowed and/or required in spoken discourse.

Do not code variation with prepositions as [d]. CE allows some dialect specific prepositions, but we haven't documented these yet in our samples.
put it on the table.
i/'m [conaux] stand/ing *on the table.
walk in [flg] the sidewalk.
where are you at [flg]?
i set it up [flg] in there.

Particles are identical to prepositions in appearance. In fact, they can be considered a special type of preposition, but particles are very different from prepositions semantically and grammatically. We exclude particles when we are calculating a child's use of Brown's 14 morphemes. Here is some information about how particles and prepositions differ.

A particle along with a verb in a phrasal verb forms a single semantic unit. A particle combined with a verb produces a new meaning different from the verb's meaning by itself. Prepositions do not change the meanings of their proceeding verbs and are independent of them.

Particle: Max ran <u>up</u> the bill. (run up = to make larger)

Preposition: Max ran <u>up</u> the hill. (run keeps its normal meaning in this case)

Some particles move in ways that prepositions cannot. They can separate from the verb and move around the object.

Particle: Max ran up the bill. => Max ran the bill up.

Preposition: Max ran up the hill.

Max ran the hill up. (INCORRECT)

Particles cannot move in ways that prepositions can. Particles cannot be moved as a phrase to the front of a sentence or the head of relative clause.

Preposition:
Max ran up the hill.
Max ran up what?
Up what did Max run?

Particle:
Max ran up the bill.
Max ran up what?
*Up what did Max run? (INCORRECT as a phrasal verb)

Preposition: The hill up which Max ran is high.

Particle: *The bill up which Max ran is high. (INCORRECT)

Zero Auxiliary DO and HAVE
Instances when auxiliary HAVE and DO are produced as a zero form, use * [d] to denote the omission.
        i *have [d] never ...
        = i have never …
        we *have [d] never …
        = we have never ...
        i *have [d] gotta …
        she *has [d] gotta …

Zero Auxiliary DO and HAVE in Questions
In NMAE dialects, there are a few different types of questions that may have a zero DO or zero HAVE. Below are a few examples of how we code these.

Yesterday how *did [d] you…
How *did [d] you …

/3s = Regular Verbal –s (one of Brown's morphemes; also called regular third person)

This code only applies to regular verbs so do not use for <u>does, says, or has</u>. Code with /3s if overtly marked and consistent with MAE and NMAE.

> it get/3s …
> she live/3s …
> she go/3s …
> he like/3s …

Code with /*3s [d] if zero marked.

> he walk/*3s [d].
> he jump/*3s [d].
> she feel/*3s [d] ....
> this one go/*3s [d].
> she live/*3s [d] far.

Code with /3s [flg] if inconsistent with MAE and NMAE.

> Yesterday he walk/3s [flg].

Code with /3s [flg] [d] if produced in a way that is consistent with NMAE varieties, including overt marking of /3s with first, second, or third person plural subjects (I go/3s, We jump/3s, You jump/3s, They jump/3s) and /3s as a historical present (in a narrative produced in the past but child switches to present). Historical present often occurs with the irregular verb, <u>say</u> so it is discussed again below under [3irr]. These latter [flg] [d] uses of verbal /3s were infrequent in data examined by Cleveland & Oetting AJSLP (2013), but our current children may be more vernacular so we will continue to code and study these dialect specific overt forms of /3s.

> i walk/3s [flg] [d]. (with first person subject)
> = i walk.
> they walk/3s [flg] [d]. (with third person subject)
> = they walk.

Zero auxiliary DO or HAVE is produced in several NMAE varieties. When this occurs, the /3s may be overtly marked or zero marked on the main verb. When overtly marked, code with /3s [flg] because you will code the [d] on the zero auxiliary. When the main verb is zero marked, leave the main verb uncoded. Whether the child overtly marks the main verb when the auxiliary is produced as a zero form is theoretically interesting.

> How *does [d] it walk/3s [flg]?
> How *does [d] it walk?

[3irr] = Irregular Verbal –s (one of Brown's morphemes; also called irregular third person)
<u>Does</u>, <u>says</u>, and <u>has</u> are irregular and are indicated by [3irr]. For <u>has</u> and <u>does</u>, the coded verb may be an auxiliary or a main verb; <u>says</u> is always a main verb.

> he does [3irr] that alot. (main verb)
> she does/n't [3irr] like that. (auxiliary)
> she says [3irr] she's sorry. (main verb)
> baby has [3irr] to walk up there. (main verb)
> he has/n't [3irr] been here lately. (auxiliary)
> she has [3irr] got a van. (auxiliary)

NMAE dialects allow [3irr] to be expressed with a zero form. The zero forms include: he <u>don't</u>, he <u>do</u>, he <u>have</u>, he <u>have/n't</u>, he <u>say</u>. For <u>has</u> and <u>does</u>, the coded form may be an auxiliary or main verb. Zero <u>don't</u> is frequent in our data.

> my brother do [3irr] [flg] [d] it. (main verb)
> = my brother does it.
> he say [3irr] [flg] [d] that. (main verb)
> = he says that.
> that have [3irr] [flg] [d] a carwash. (main verb)
> = that has a carwash.
> she don't [3irr] [flg] [d] know it. (auxiliary)
> = she doesn't know it.

If child says <u>doos</u> for <u>does</u>, type do/s [3irr] [flg] [d] and explain with a comment line. If a child says /<u>seighs</u>/ for <u>says</u>, type say/3s [3irr] [flg] [d] and explain with a comment line.

> he do/3s [3irr] [flg] [d] it every day.
> =regularization of do.
> he say/3s [3irr] [flg] [d] he likes it.
> =regularization of say

Like regular verbal –s marking, NMAE varieties allow irregular verbal –s to occur with first, second, and plural subjects. NMAE dialects also allow the irregular verb <u>say</u> to express historical present tense when a child is telling a story in the past. With expressions of historical present, some posit that in AAE, <u>say</u> will be zero marked and in SWE, <u>say</u> will be produced as says or say/3s. Code all of these with [3irr] [flg] [d].

> they does [3irr] [flg] [d] it.
> =use of irregular third with third person subject.
> so she say [3irr] [flg] [d] to him, …..
> so she says [3irr] [flg] [d] to him…

Many NMAE dialects allow the auxiliary DO or HAVE to be produced as a zero form in questions. When this happens, code the zero auxiliary as [d] but do not code auxiliary for [3irr] because the auxiliary wasn't produced to obligate the person marking.

> what *does [d] he ...?
> = auxiliary do was produced as a zero form, so verbal –s is not obligatory and shouldn't be coded.

When the auxiliary DO or HAVE is produced as a zero form in a question, the main verb may or may not be produced with [3irr] marking. If overtly marked, code these as [3irr] [flg] even though we view them as related to the zero DO or HAVE. If the main verb is zero marked, leave the main verb uncoded. Whether the child overtly marks the main verb when the auxiliary is zero marked is theoretically interesting.

> what *does [d] she does [3irr] [flg]?
> what *does [d] it says [3irr] [flg]?
> what *does [d] she do?
> what *does [d] it say?

Don't code reduced infinitive or early infinitives. These are accepted by Brown and Quirk, and the contracted forms do not obligate verbal –s marking. HOWEVER do code the zero HAVE in front of got and gotta.

she wanna go.
she *has [d] gotta do it.

/ed = Simple Regular Past Tense (one of Brown's morphemes; also called preterite)
Code /ed when the simple past tense morpheme is overtly marked. Do not code frozen or unanalyzed
past tense forms for past tense (see next few pages for list of these).
    i fill/ed it up.
    she love/ed him.
    when he die/ed, we cry/ed.
    it ship/ed out today.

    i skip/ed/ed [d] code as a dialect specific overt form
    *These are extremely rare in our data (Oetting et al., 2021), but we allow for the possibility that
    they are felicitous in our NMAE dialects.

Code with /*ed [d] if zero marked.
    i try/*ed [d] to play.
    it jump/*ed [d] back in.
    daddy slip/*ed [d] yesterday.
    then he pop/*ed [d].

Occasionally, children produce /ed in contexts that are not felicitous in any dialect. We refer to these as
misapplications of overt forms or errors of commission. As shown below, the child produced the /ed in a
context that did not require tense marking. These are extremely rare (Oetting et al., 2021). For these,
code /ed [flg].

    today I want to jump/ed [flg]. (inconsistent with our NMAE child dialects)
    i will jump/ed [flg] (inconsistent with our NMAE child dialects)

Do not slash used (or the past participle supposed) because we consider these frozen or unanalyzed (we
also can't hear if the /ed is present because these are typically followed with TO as in used to and
supposed to); however, if you feel the child reduces these to use and suppose, code with [flg] and
indicate this on a comment line below the utterance.

    we used to go. (frozen and perception of the word final consonant is untenable)
    = perceived as use/ed
    we use [flg] to go. (frozen and perception of the word final consonant is untenable)
    = perceived as use rather than used.

In NMAE dialects, if children produce a question without the auxiliary DO or HAVE they may or may
not overtly mark the regular past tense on the main verb. If overtly marked, code with /ed [flg]. The [d]
will be coded for the zero auxiliary. If the main verb is zero marked, leave the main verb uncoded.
Whether the child overtly marks the main verb when the auxiliary is zero marked is theoretically
interesting.
    how *did [d] you jump/ed [flg]?
    = how did you jumped?
    how *did [d] you jump?
    =how did you jump?

[ptirr] = Simple Irregular Past Tense (one of Brown's morphemes)
Code [ptirr] when the irregular past tense form is overtly produced, but do not code frozen or
unanalyzed past tense forms (see next few page for list of these). Code main verbs and auxiliary <u>did</u>.
Code main verb and auxiliary <u>had</u> when it is NOT used as a perterite HAD + Ved (see below for more
guidelines).

> <u>Main verbs</u>
> i saw [ptirr] alot of people.
> he brought [ptirr] that from home.
> he took [ptirr] it.
> you drank [ptirr] it all.
> he did [ptirr] it.
> he had [ptirr] a dog.
>
> <u>Auxiliaries</u> (for some analyses, such as Oetting et al. 2021, we exclude auxiliaries within our past
> tense analyses even though we coded them as [ptirr] within the samples).
> you did/n't [ptirr] say anything.
> He had [ptirr] eaten [pp] before I got there.
> He had [ptirr] gone [pp] to the store.

Code as [ptirr] [flg] [d] when the past tense irregular verb is zero marked because this occurs in many
NMAE dialects.

> i give [ptirr] [flg] [d] them a bath before.
> = i gave them a bath before.
> When i see [ptirr] [flg] [d] him, i help/ed him.
> = when i saw him, i helped him.

Code regularizations as /ed [ptirr] [flg] [d] because these can be produced in many NMAE dialects.

> he grow/ed [ptirr] [flg] [d] like his dad.
> = he grew like his dad.
> he drank/ed [ptirr] [flg] [d] it.
> = he drank it.
> someone blow/ed [ptirr] [flg] [d] up the phone.
> = someone blew up the phone.

Code dialect specific overt irregular past tense forms as [ptirr] [flg] [d]. These can include forms that are
specific to a dialect or the use of a dialect general overt participle form to express simple/preterite past
tense.

> it rung [ptirr] [flg] [d] already.
> = it rang already.
> i done [ptirr] [flg] [d] it and <u>seen</u> [ptirr] [flg] [d[Billy do it too.
> = i did it and saw Billy do it too.
> i aten [ptirr] [flg] [d] it.

In NMAE varieties, if children produce a question without the auxiliary DO or HAVE they may or may
not mark the past tense on the main verb. If the main verb is overtly marked, code with [ptirr] [flg]. The

[d] will be coded for the zero auxiliary. If the main verb is zero marked, leave the main verb uncoded. Whether the child overtly marks the main verb when the auxiliary is zero marked is theoretically interesting.

> What *did [d] you caught [ptirr] [flg]?
> What *did [d] you catch?

<u>Dialect Specific Preterite Had + Verb /ed or Had + Verb [ptirr]</u>
This form is produced in dialects of AAE and perhaps other NMAE dialects. This form can occur with verbs that take either regular or irregular past tense marking and the main verb can be overtly marked or zero marked. When preterite *had* + Ved is produced, code [HAD] [d] after main verb (these may also be coded as [HAD] [flg] [d] as we used all three codes initially. Include a gloss to indicate the simple past or preterite interpretation of the production.

> we swam [ptirr] and then we had jump/ed [HAD] [d].
> = we swam. and then we jumped.
> we jump/ed. and then we had swam [HAD] [d].
> = we jumped and then we swam.

Regular and irregular verbs that have the same surface form in present and past
(Leave these as is; DO NOT code these for past tense):
bet
bid
burst
cast
cost
cut
fit
hit
hurt
knit
let
put
quit
rid
set
shed
shut
slit
split
spread
sweat
thrust
wed
wet

[pp] Passive Participle/Past Participle
DO NOT SLASH/CODE PARTICIPLES AS SIMPLE/PRETERITE PAST TENSE MORPHEMES Simple past forms do NOT include past participle forms such as predicate adjectives, past perfect participles, passive participles (e.g., is nam<u>ed</u>, was finish<u>ed</u>, got wash<u>ed</u>, or had try<u>ed</u>). Although the simple past tense and the past participles of regular verbs often have the same surface form, only the simple past receives slash/code within Brown's system. Participles receive the code [pp].

> the job was [unconcop] finished [pp].
> she was [unconcop] named [pp] Mary.

When <u>had</u> is used in combination with a participle form, place [ptirr] code after the auxiliary and [pp] after the participle and DO NOT slash the participle. This is the **past perfect** form (something that happened prior to the event being described in the past).

> she had [ptirr] dried [pp] the towels before we came [ptirr] over.

To test if the utterance has a simple past or past participle form, try inserting an irregular verb into the sentence to see whether the simple past or past participle form fits.

> (1) she was tired.
> (2) he kill/ed the bird.

Insert the verb <u>ate</u> (simple past):
> (1)*she was ate.
> (2) he ate the bird.
> Since <u>ate</u> is grammatical in example 2 but not 1, <u>killed</u> but not tired is simple past and therefore it is slashed.

Insert the verb <u>eaten</u> (past participle):
> (1) she was eaten.
> (2)*he eaten the bird.
> Since <u>eaten</u> is grammatical in example 1 but not 2, <u>tired</u> and not killed in the original sentence is a past participle and therefore it is not slashed.

If a passive participle is not produced or is produced with a form that is inconsistent with a MAE dialect but consistent with a NMAE dialect, code as either /*ed [pp] [d] or [pp] [flg] [d]. Although we do not code these as one of Brown's past tense forms, we are interested in their use from the perspective of dialect diversity. This is because zero marking of past participles and use of dialect specific past participles forms (including simple past tense forms used as participles) are acceptable in some NMAE dialects.

> she got [ptirr] mad because the toy was [unconcop] broken [pp].
> he was [unconcop] wash/*ed [pp] [d].
> = he was washed.
> the apple was [unconcop] ate [pp] [flg] [d].
> = the apple was eaten.
> my DS got [ptirr] stole [pp] [flg] [d].
> = my DS got stolen
> he was [unconcop] runed [pp] [flg] [d] over.

= he was run over
i got [ptirr] bited [pp] [flg] [d] by the dog.
= i got bit by the dog

Words NOT to code as [pp]
    Dead (this is an adjective)

In NMAE dialects, a participle can be produced as a General overt form but in an utterance that has the auxiliary zero marked. In these cases, code the auxiliary with a [d] and code the participle as [pp] [flg]. We do not add a second [d] code to the participle because the NMAE nature of the participle is related to the auxiliary. These same utterances can also have the participle produced with a zero form or a dialect specific overt form. In these cases, code as [pp] [flg] [d]. In Oetting, Lee, & Porter (2013), rates of dialect specific overt and zero participle forms were significantly higher than rates of dialect specific overt and zero simple past tense forms. Existing resources in the field do not always make a distinction between participles and past tense structures.

    he *has [d] already eaten [pp] [flg].
    = he has eaten/ eaten has overt marking, but the auxiliary HAVE is zero marked.
.   he *had [d] jump/*ed [pp] [d] on it before I got [ptirr] here.
    = he had jumped on it before I got there/aux HAVE is zero marked and the participle is zero marked.

USE TO AND SUPPOSE TO
As explained earlier, do not slash <u>used to</u> or <u>supposed to</u> but indicate [flg] when you perceive it as possibly produced as <u>use to</u> and <u>suppose to</u>.

    used to
    use [flg] to
    supposed to
    suppose [flg] to

<u>All Forms of GOT</u>
GOT utterances can be difficult to code. Examine a child's use of *got* carefully.

When <u>got</u> appears with zero auxiliary *have* (you got to be strong = you've got to be strong) or as a stative (he got a ladybug = he's got a ladybug), code as indicating that the auxiliary is zero marked.
    he *has [d] got a dog.
    you *have [d] got a dog.
    we *have [d] got a dog.
    i *have [d] got a dog.

Quirk et al. (1985) offers the following rational for this coding decision

3.34 [c] In informal English *has got, have got*, and *had got* may be reduced to *'s got, 've got,* and *'d got*. In informal English (and we would add NMAE dialects), *'ve got* may be further reduced to *got* (What you got there? I got something nice for you; pg. 132).

3.45 [e] In informal speech (and we would add NMAE dialects), the first word of HAVE *got to* and *had better* is often completely elided…. (pg. 142).

When there is another word between the subject and <u>got</u>, code the auxiliary after the subject.

> he *has [d] only got one truck.
> i *have [d] already got a game like that.

When <u>got</u> appears as a past tense of <u>get</u> or can be replaced by the word <u>obtained</u>, code as a past tense irregular (cf. yesterday you got [ptirr] a new bed).

> we got [ptirr] bikes for Christmas.
> my daddy got [ptirr] a flat tire before.

<u>got</u> + participle (-en) = [pp] after participle

> it got [ptirr] eaten [pp].
> my dad/'s car got [ptirr] broken [pp].

<u>got</u> + regular (-ed)/irregular past tense = [pp] after past tense verb

> we got [ptirr] kicked [pp].
> his leg got [ptirr] run [pp] over.
> the car got [ptirr] wrecked [pp].
> i got [ptirr] scared [pp].

<u>got</u> + zero marked verb = [pp] [flg] [d]

> it got [ptirr] wash/*ed [pp] [d]
> my toy got [ptirr] stole [pp] [flg] [d]

<u>got</u> + overtly marked verb = [pp] [flg] [d]

> it got [ptirr] raned [pp] [flg] [d] over.
> he got [ptirr] runed [pp] [flg] [d] over.
> they got [ptirr] hurted [pp] [flg] [d].

<u>got</u> + alternative form = [pp] [flg] [d]

> the apple got [ptirr] ate [pp] [flg] [d].
> he got [ptirr] ran [pp] [flg] [d] over.

When <u>had got</u> or <u>would have got</u> is produced for <u>gotten</u>, code [pp] [flg] [d] after <u>got</u>.

> he had [ptirr] got [pp] [flg] [d] another car.
> = he had gotten another car.
> she had [ptirr] got [pp] [flg] [d] in trouble too many times.
> = she had gotten in trouble too many times.

When <u>gotta</u> is used as a conjunction of "got" and "to" don't code. As shown below, the gotta is uncoded but the *has [d] is added.

> she *has [d] gotta go now.
> i/*'ve [d] gotta do it.

When <u>got</u> is produced to indicate <u>has</u> or <u>have</u>, code with [flg] but not [d]. Only code this way if adding an auxiliary (*have/has [d]) will not lead to a grammatical utterance in MAE or NMAE. This often occurs when a form of DO is used as an auxiliary and replaces the need for "have" or "has" in questions. This also includes <u>don't got</u> and <u>ain't got</u>.

how many plate/s do you got [flg]?
why does this thing got [flg] a hook on it?
she ain't [flg] [d] got [flg] one.
= she doesn't have one
they don't got [flg] any horses.
= they don't have any horses.

When <u>got</u> expresses the present tense, code as [ptirr] [flg] but no [d].
i saw [ptirr] his car got [ptirr] [flg] in a wreck.

When <u>got</u> is the first word in the utterance and it expresses present tense, code with [flg] but do not indicate a missing subject (*I, *He, *They) or a zero auxiliary (*have [d]) before got; neither of these (the subject or auxiliary) are obligated in spoken MAE or NMAE. If got indicates past tense, code as [ptirr].
got [flg] two cars right now.
got [ptirr] two cars yesterday.

When <u>got</u> occurs as a regularized irregular past tense verb (<u>gotted</u>), code with [ptirr] [flg] [d].
i almost got/ed [ptirr] [flg] [d] this game.

When <u>gots</u> is used with a zero auxiliary form, code the zero marked auxiliary and code the got/3s with [flg].
and she *has [d] got/3s [flg] a button right there.

BE Auxiliary Verbs (am, are, is, was, were; two of Brown's morphemes) [conaux] / [unconaux] = contractible auxiliary / uncontractible auxiliary. Code forms of BE as an auxiliary (<u>am, is, are, was, were</u>) when they are serving as a "helping verb" attached to an –ing verb form or the reduced infinitive gonna. Following Brown, if the auxiliary **can be** contracted with the preceding noun, it is coded as [conaux] (whether the speaker contracted it or not). If the auxiliary **cannot be** contracted with the preceding noun, it is coded as [unconaux]. The code also includes negative forms such as <u>is/n't</u>, and <u>are/n't</u>.

i/'m [conaux] try/ing.
we were [unconaux] help/ing them with their work.
it/'s [conaux] rain/ing.
bigbird/'s [conaux] fix/ing it.
they are/n't [unconaux] act/ing nice.
are [unconaux] you drive/ing tonight?
where/'s [conaux] she go/ing?
him [flg] [d] is [conaux] gonna play.

Do not consider <u>ain't</u> as a BE aux with <u>am, is, are, was, were</u>. The rationale is that this auxiliary can mean BE, DO, HAVE so it may not function like the others coded here. Studies are needed.

BE auxiliaries show variation across dialects of English. NMAE dialects allow zero marking and they also do not require that the BE form agree with the subject in person/number. Here are some additional coding decisions we have made to capture this variation.

Dialect Specific Zero Forms
is [unconaux] [d] he make/ing brownies? OR he/'s [conaux] make/ing brownies?
how *are [unconaux] [d] you gonna fix her head?
what *is [conaux] [d] she do/ing?
we *are [conaux] [d] gonna do that.
you *are [conaux] [d] do/ing that nicely.
yesterday they *were [unconaux] [d] play/ing hard.
What you/'re [conaux] recording [flg] [d]? (Wh question not inverted but aux is overtly marked)

Dialect Specific Overt Forms: I**s** and <u>was</u> with plural subjects
we/'s [conaux] [flg] [d] do/ing that tomorrow.
= we are doing that tomorrow.
they was [unconaux] [flg] [d] go/ing to the store.
= they were going to the store.

Misapplication of Overt BE Form: <u>Are</u> and <u>were</u> with singular subjects; these are very rare in our NMAE child dialects. We go back and forth on these. Oetting et al., 2019; 2021 coded them as dialect appropriate even though they very rarely occurred. Wolfram & Thomas (2002) document <u>were</u> with singular subjects in older white speakers of NC. This use of <u>were</u> has also been documented in older speakers in TX. When coding, code as [flg].
i were [unconaux] [flg] gonna do that.
= i was gonna do that.
he are [unconaux] [flg] go/ing to do it.
= he was going to do it.
he were [unconaux] [flg] go/ing to do it.
= he was going to do it.

Misapplication of Overt BE Form: Very rare in our NMAE child dialects (double marking). When coding, code as [flg] only.

he/'s [conaux] is [unconaux] [flg] jump/ing.
= he's jumping.
you/'re [conaux] are [unconaux] [flg] walk/ing.
= you are walking.

BE Copular Verbs (two of Brown's morphemes) [concop] / [unconcop] = contractible copula / uncontractible copula. Code forms of BE (<u>am, is, are, were, were</u>) as a copula when they are serving as the main verb form. They are often followed by a noun or an adjective or embedded clause. There will NOT be a progressive verb following the BE form. If the copula **can be** contracted with the preceding noun, it is coded as [concop] (whether the speaker contracted it or not). If the copula **cannot be** contracted with the preceding noun, it is coded as [unconcop]. The code also includes negative forms such as <u>is/n't</u> and and <u>are/n't</u>.

    it/'s [concop] fun.
    his sister is [concop] four.
    i am [concop] tired [pp].
    y'all [d] were [unconcop] bad.
    i was [unconcop] at home.
    it is/n't [unconcop] supposed to do that.

is [unconcop] it real?
what/'s [concop] that for?

Do not consider <u>ain't</u> as a BE copula with <u>am, is, are, was, were</u>. The rationale is that this auxiliary can mean BE, DO, HAVE so it may not function like the others coded here. Studies are needed.

BE copular verbs show variation across dialects of English. NMAE dialects allow zero marking and they also do not require that the BE form agree with the subject in person/number. Here are some additional coding decisions we have made to capture this variation.

Dialect Specific Zero Forms
she *is [concop] [d] funny.
we *are [concop] [d] tired [pp].
is [unconcop] [d] that for soup? OR that/'s [concop] for soup?
where *is [concop] [d] the car?
who that is [unconcop] [flg] [d]? (Wh question is not inverted but aux is overtly marked)

Dialect Specific Overt BE Forms: <u>Is</u> and <u>was</u> with plural subjects
he and his sister is [unconcop] [flg] [d] four.
= he and his sister are four.
they was [unconcop] [flg] [d] boy/s.
= they were boys.

Misapplication of Overt BE Form: <u>Are</u> and <u>were</u> with singular subjects
Wolfram & Thomas (2002) document <u>were</u> with singular subjects in older white speakers of NC.
my sister are [uconcop] [flg] the oldest ones.
= my sister is the oldest one.
my sister were [unconcop] [flg] the prettiest.
= my sister was the prettiest.

Misapplication of Overt BE Form (double marking).
he/'s [concop] is [unconcop] [flg] mean.
= he's mean.
you/'re [concop] are [unconcop] [flg] a boy.
= you a boy.

Ain't as a Dialect Specific Overt Auxiliary or Copular Form. <u>Ain't</u> can be produced to express multiple meanings, including meanings typically expressed with BE, DO, and HAVE. Code as [flg] [d] regardless of the meaning.

she ain't [flg] [d] do/ing that tomorrow.
i ain't [flg] [d] go/ing today.
she ain't [flg] [d] mean.
i ain't [flg] [d] a boy.

Dialect Specific Pronouns
NMAE dialects allow pronoun variation but the literature supporting the types of dialect specific pronouns that should and should not be considered dialect specific is limited. For our projects, code the following as NMAE with [flg] [d]:

Him for He	him [flg] [d] and john did it.
Him for His	him [flg] [d] toys.
Her for She	her [flg] [d] and mamaw went.
Her for Hers	it is her/*z [d]
Them for They	them [flg] [d] and the girls saw it.
They for Their	i see they [flg] [d] cat.
He for She	he [flg] [d] is pretty (when referring to a girl)
They for There	in case of existential it/they for there
They for Those	I like they [flg] [d] shoes.
Them for Those	I like them [flg] [d] shoes.
Them for Their	I cleaned them [flg] [d] butts

In compound possessives ONLY: Me, him, her for mine, his, and her should be coded with [flg] [d]. It is me [flg] [d] and suzy's; It is him [flg] [d] and trevor's; it is her [flg] [d] and maya's.

We are coding the following as [flg]. See LSU MA theses focused on pronouns by Gayatri Brown and Emily Sossaman.

Me for My	me [flg] car.
My for Me	give it to my [flg]
Her for his	her [flg] car is … (when context indicates female)
Hers for her	i like hers [flg] car.
Her for him	give it to her [flg] (when context indicates male)
She for Her	i like she [flg] toy.
She for He	she [flg] is mean (when referring to a boy)
His for he	his [flg] and john are walking.
He for His	i like he [flg] toy.
Their for They	their is doing it. (Ambiguous gloss: could double marking of BE or alternative pronoun)
They's for their	they/z [flg] car.
Their for Them	i saw their [flg].
It for she	it [flg] is brushing her hair.
It for he	it [flg] is brushing his hair.

Infinitive To
NMAE dialects allow for zero infinitive <u>to</u>. When this occurs, code as *to [d]. Code zero prepositions with *to but without the [d] because zero prepositions are not felicitous in our NMAE child dialects.
> i want *to [d] walk.
> i walked *to the store.

Conjoined Verbs
In both MAE and NMAE, some verbs can be joined with and (she went and bought….). If child omits the and in these cases, code with *and.
> she is going to jump *and play.
> = she is going to jump and play.

she went *and bought a popsicle.
= she went and bought a popsicle.

In some NMAE dialects, some verbs can be joined without the and. The most common in our child dialects is <u>come see</u>, but this specific example may not be captured in our samples because it is produced when one is asking someone to come closer to them. Code this verb phrase as:

Come see [d]

<u>Double Markings</u>
Some forms of double marking are considered consistent with NMAE and others are not (although the literature to guide us on these are very limited). Code as follows:

[flg] [d]
double negation   he don't [3irr] [flg] like no carrot/s [flg] [d].
double modals   he might could come [flg] [d].

[flg] ***coded this way even though we may interpret them differently in a study. Not attested in literature as far as we can tell.

double be   he's is [concop] [flg] happy.

*although stated earlier, regularizations of plurals (except <u>nowhere/s, somewhere/s, anywhere/s</u>) are considered errors of commission and are coded with [flg].
man/s [flg], deer/s [flg]

Description of Dialect Specific Forms in AAE and SWE
(Adapted from Oetting & McDonald, 2001; Oetting & Pruitt, 2005; Oetting, 2019; Oetting et al., 2019; 2021)

Unless noted, all forms are described in the literature as possible in African American English (AAE) and Southern White English (SWE); however, most of the data on these forms come from studies of AAE varieties. Following the description of each form, an example(s) of its transcription and/or coding within a sample is provided in bold.

Zero BE: Instances were copula and auxiliary <u>BE</u> (am, is, are, was, were) are produced as a zero form (e.g., Oscar *is in the can). Zero-marking of <u>be</u> is rare or infrequent in some contexts (e.g., with first person pronouns, in finite contexts, clause final positions, and in contexts with emphatic stress) and the effects of these contexts on be marking differs in AAE, SWE**,** and GG. ***is [conaux] [d], *are [unconaux] [d], *was [unconcop] [d], *were [unconcop] [d] *am [unconcop] [d]**

Be₂: Instances where <u>be</u> is produced to signify an event or activity distributed intermittently over time or space, including auxiliary and copula contexts that refer to durative or habitual meaning (e.g., It be on the outside). Utterances with zero <u>will</u> and other dialect general overt uses (e.g., I'm going to <u>be</u> a dog) are not included. This pattern most frequently occurs in AAE.   **be [flg] [d]**

Go copula: Instances where <u>go</u> is produced, but in MAE dialects, a copular BE would be produced (e.g., There go a duck to mean There is a duck). This pattern has been reported in Northern varieties of AAE and has been documented in our urban teen caregiver AAE samples.   **go [flg] [d]**

I'ma: Instances where <u>i'ma</u> is produced to express <u>i'm going to</u> (e.g., I'ma go peek and see if my class gone out that way). This pattern is mentioned in discussions of reduced gonna forms and is thought to occur primarily in AAE. In our current data, we may also have a few cases of <u>They/a</u>.
i/'ma [flg] [d]

Subject-verb agreement with BE forms: <u>is</u> and <u>was</u> produced with plural subjects. (e.g., When we is about to go to church). Do not include <u>are</u> or <u>were</u> with singular subjects. **we is [unconcop] [flg] [d]; they was [unconaux] [flg] [d]**

Zero auxiliary DO: Instances where auxiliary <u>do</u>, <u>does</u>, and <u>did </u>is produced as a zero form, but in MAE dialects, it is produced as an overt form. Many of these instances involve question inversion (e.g., How you get up here? and What you did?). Questions with zero <u>DO</u> in the initial position of the utterance (e.g., You know what? and You got a baby?) are not coded. See discussion below about the coding of noninverted indirect requests/questions.   ***do [d], *did [d], *does [d]**

Zero auxiliary HAVE: Instances where auxiliary <u>have</u>, <u>has</u>, and <u>had</u> is produced as a zero form but in MAE dialects, it is produced as an overt form (e.g., I only been there a few times; he got a toy). As demonstrated by these examples, many of these utterances involve the verb <u>been</u> and <u>got</u>. ***have [d], *has [d], *had [d]**

Zero regular verbal -s: Instances where regular verbal -s on a main verb is produced as a zero form but in MAE dialects, it is produced as an overt form (e.g., But when she poo on herself I don't change her) **he walk/*3s [d], they walk/3s [flg] [d]**

Historical present use of overt /3s or use of overt /3s with first, second, or third person plural subjects: /3s used to express historical present (e.g., Yesterday he go/3s to the store) or with first, second, or third person plural subjects (I goes, you goes, they goes). Decisions as to whether the context is present or past tense is based on context. **Yesterday, he go/3s [flg] [d], I go/3s [flg] [d]**

Zero irregular verbal -s: Instances where a third person singular subject precedes the verbs <u>say</u>, <u>have</u>, and <u>do</u>, and the verbal -s is produced as a zero form (e.g., She just do it herself). Utterances involving <u>don't</u> are not included since they are coded as a dialect specific and special case of <u>don't</u>. For the verb, <u>say</u>, almost all zero forms are considered present tense, but for some of these utterances, the child's meaning may be past rather than present. The decision to code most of the <u>say</u> examples as present is based on the children's frequent use of historical present with the verbs <u>say</u> (e.g., So she says stop it). Within the sociolinguistic literature, a distinction between regular vs. irregular verb forms is not always made, although some like Myhill and Harris (1986) exclude the verb <u>say</u> in analyses of AAE because it is irregular and it is typically zero-marked in AAE.   **She have [3irr] [flg] [d], so she say [3irr] [flg] [d]**

Historical present use of overt [3irr] or use of overt [3irr] with first, second, or third person plural subjects: [3irr] used to express historical present (e.g., Yesterday they says, we want to go) or with first, second, or third person plural subjects (I says, you says, they says). Decisions as to whether the context is present or past tense is based on context. **Yesterday, she says [3irr] [flg] [d], they has [3irr] [flg] [d]**

Subject-verb agreement with don't: Instances where a third person singular subject precedes do and the child produces don't (e.g., And he don't go to school). This is a case of zero irregular verbal -s so many do not code this as a separate category. Cleveland & Oetting (2013) showed that rates of zero don't are much higher than other zero irregular third person forms. Given this, we code these uses of don't separately. **he don't [3irr] [flg] [d]**

Zero regular past: Instances where a zero regular verb form is produced to express the simple past (e.g., I dress them before). **/*ed [d]**

Zero irregular past: Instances where a zero irregular verb is produced to express the simple past (e.g., yesterday, I fall). **Fall [ptirr] [flg] [d]**

Dialect specific overt past tense forms: Using a dialect specific past tense form that is not produced in MAE dialects. These can involve regular or irregular verbs. Use of participles to express past are common (e.g., I seen it; he eaten my sandwich). Other dialect specific overt forms include fount, spilt, drunk, etc (e.g., Course I brung him up real fast). **spilt [ptirr] [flg] [d], drank [ptirr] [flg] [d]**

Zero past or passive participle: Instances when a participle is produced as a zero form, and in MAE dialects, an overt form is required (e.g., But her whole head got break, She had it drink before lunch, He was tire, The hotdog was eat). **was** [unconcop] **break [pp] [flg] [d], got [ptirr] drop/*ed [pp] [d]**

Dialect specific overt participles: Instances where an overt simple past form is produced to express a participle or a dialect specific past participle form is produced (it was broked; it was breaked; it was ate) **was breaked [pp] [flg] [d], was ate [pp] [flg][d], was aten [pp] [flg] [d]**

Preterite had + Ved: Instances where had + a verb is produced to express the simple past (e.g., One day I had went on the back of the levee to the beach). This structure can occur with regular and irregular verbs and the verb can be overtly marked (**had walked**) or zero marked (**had walk**). This pattern has been documented to occur primarily in narratives. This pattern has been reported and documented for AAE, although several colleagues have offered examples of this form produced within other dialects in the urban areas of the Northeast. **had walk/ed [HAD] [d] or had walk [HAD] [d]**

Regularization: Instances where regular past tense marking is used with an irregular verb form (e.g., She drinked it all, she felled, she falled). **drink/ed [flg] [d]**

Ain't: Instances where ain't is used to express BE, DO, or HAVE (e.g., We ain't got none). **ain't [flg] [d]**

Multiple negation: Instances where negation is marked more than once in the utterance (e.g., Cause she don't want no people on the rocks). This pattern often occurs with don't and ain't. Can involve 2 or 3 negative markers in an utterance. **don't want none [flg] [d]**

Indefinite article: Instances where indefinite article a is used and the following context involves a vowel (e.g., It's a animal story). The omission of the article a, an, or the is NOT considered appropriate for the MAE and NMAE dialects we study. A for an is thought to occur in AAE. **a [flg] [d] animal, a [flg] [d] orange.**

Zero progressive: Instances where the progressive is produced as a zero form (e.g., Yep I'm build one of those). In our data, this pattern is rare, especially by the time children are six years of age; it is so rare in our data that we no longer consider zero progressive as a dialectal variant, but we have kept it on the list because others list it. **walk/*ing [d]**

Zero plural: Instances where the regular plural inflection is produced as a zero form (e.g., Six dollar and fifty-five). This pattern is thought to occur most frequently with nouns of weights and measures or with nouns preceded by quantification. Also includes **somewhere/s [d], nowhere/s [d], and anywhere/s [d]**. **cat/*s [d]**

Zero possessive: Instances where the possessive inflection is produced as a zero form (e.g., We need the baby shoes). **baby/*z shoe/s [d]**

Zero infinitive to: Instances where infinitive to is produced as a zero form. Omission of to as a preposition is not included (e.g., My sister asked me if I wanted her bake some cookies with the sugar). ***to [d]**

For to/to: Instances where <u>for to</u> is produced to express infinitive <u>to</u> (e.g., I mean for to take a walk; For to go to store and pay). Very rare in our data.   **for to [flg] [d]**

Zero of: Instances where the preposition <u>of</u> is produced as a zero form (e.g., I can't tell too much the story yet). ***of [d]**

Zero THAT or WHAT as a relative: Instances where or a subject relative pronoun is produced with a zero form (e.g., They paid the student made the stimuli) or the relative pronoun <u>what</u> is produced (e.g., Anything what my momma brings) Relative pronouns in the subject position but not object position of the relative clause are included. All dialects of English allow for object relatives to be produced as a zero form. ***that [d], what [flg] [d]**

Stressed BIN: Stressed BIN contexts describe an event that is thought to be on-going or the completive activity is in the remote past (e.g., Because I <u>BIN</u> having them for a bunch of times. And I BIN had shots). <u>Been</u> uses involving clear cases of zero <u>HAVE</u> are not included in this category but are included as instances of zero <u>HAVE</u> (see above). BIN is thought to occur in AAE.   **been [flg] [d]**

Unstressed BEEN: Unstressed <u>been</u>, transcribed as BEEN, occurs when <u>been</u> is used as a copula or auxiliary BE form (I been walking). Jessica Richardson Berry (LSU dissertation; Berry & Oetting, 2017) found these in her Gullah/Geechee – influenced AAE child speakers, and this form has been well documented for Gullah, Gullah/Geechee, Saltwater Geechee. We have yet to document this structure in our child samples.

Done + verb: Instances where <u>done + verb</u> indicates a completive action or event (e.g., He's looking for his cat but it <u>done went</u> down the garbage can).   **done went [ptirr] [flg] [d]**

Fixing, fixin, fitna and dialect specific double modal: Instances where <u>fixing</u> and <u>fitna</u> are used as a main verb and followed by an infinitive (e.g., he is fixing to go off the roof like that). We also include use of double modals (<u>might gotta</u> and <u>might can</u>) (e.g., I might gotta take you somewhere) in this category.   **Fix/ing [flg] [d], might gotta [flg] [d]**

Dialect specific pronoun: Instances where the dialect specific pronoun form is produced. Most common are accusative pronoun forms produced as part of a compound subject phrase (e.g., Me and my sister do it sometimes), and use of nominative marking for <u>they</u> instead of genitive <u>their</u> (e.g., they cat). See additional directions in coding manual.   **me [flg] [d] and john went.** Note that the literature reports that in AAE and SWE in the south and with elderly individuals, it is also felicitous to use masculine forms for feminine (e.g., The girl, he do it). We code these as [flg] because they are so very rare (we have had maybe one child who was typically developing in a rural area produce he for a female referent).

Dialect specific reflexive: Instances where a dialect specific reflexive pronoun form is produced (e.g, My daddy once went by hisself because he didn't want to be worried about us). Hisself and theyself, are most common. **hisself [flg] [d], theyself [flg] [d]**

Dialect specific demonstrative: Instances where the accusative pronoun form is produced to express demonstrative case (e.g., He wrecked them back tires).   **them [flg] [d]**

Personal dative: Instances where a personal dative is produced (e.g., I take me a shot). **me [flg] [d]**

Y'all varieties: Instances where a variant of a second person plural form is produced (e.g., Y'all take turns). **y'all [flg] [d]**

Appositive: Instances where both a pronoun and noun are used to refer to the same person(s) or object (s) (e.g., But my friend, he have a gate). This pattern occurs in all dialects of English (MAE and NMAE varieties) but is thought to be more frequent in AAE and SWE varieties.   **my sister, she [flg] [d]**

Existential it and they: Instances where <u>it</u> or <u>they</u> is used to express <u>there</u> (e.g., My dad grabs it with a paddle whenever it's only men).   **it [flg] [d]**

Wh- Question non-inversion: Instances where a Wh- question form begins the utterance or clause, but the auxiliary is not inverted (e.g., Why this one won't sit?, What this is doing? How old he is?). This does not include instances where a statement with rising intonation is used, and the auxiliary is not inverted (e.g., This is fake?).   **why this one won't sit [flg] [d]?, What this is do/ing [flg] [d]?**