

PRON 4 SPAIN

A VOWELS	1 Variable Vowels	2 Loose Letters
	B CONSONANTS	
4 Clunky Clusters	3 Constant Consonants	
C WORDS +	5 Salient Syllables	
	6 Phrase Patterns	
8 Fast & Fluent	7 Marking Meaning	D IN CONTEXT

EOI ORIHUELA

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[Mark Hancock](#)

[Annie McDonald](#)

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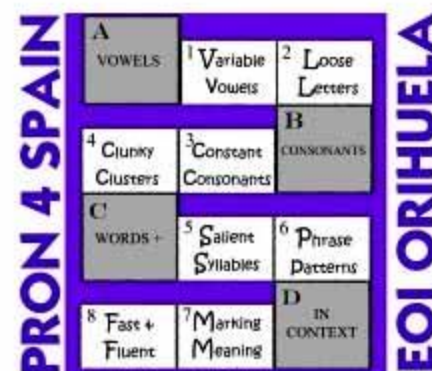
Speaker: [Mark Hancock](#),

Event date: Friday, April 19, 2013 - 11:00

Venue: EOI Orihuela

Location: Murcia

Extra info: Includes handouts



We will look at 8 features of pronunciation which are of particular relevance for Spanish speaking learners of English. These will include vowels, spelling of vowels, consonants, clusters, word stress, stress patterns, tonic syllables and joined up speech. Each feature will be explained, contrasted with Spanish and

demonstrated with an example game. You can find the slide show for this talk below. Most of the games and materials used can be found [here](#), together with teaching notes, answer keys, and in some cases, audio recordings. Also, check out these [articles](#) about pronunciation for Spanish learners.

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Upcoming talks

[Pron 4 Spain](#)

[Mark Hancock](#)

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19/04/2013 - 11:00

Includes handouts

[all upcoming talks...](#)

Calendar of events

« April »						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Red letter days highlight talks

Alice



An English student
of Spanish

Alícia



A Spanish student
of English

1 Variable Vowels

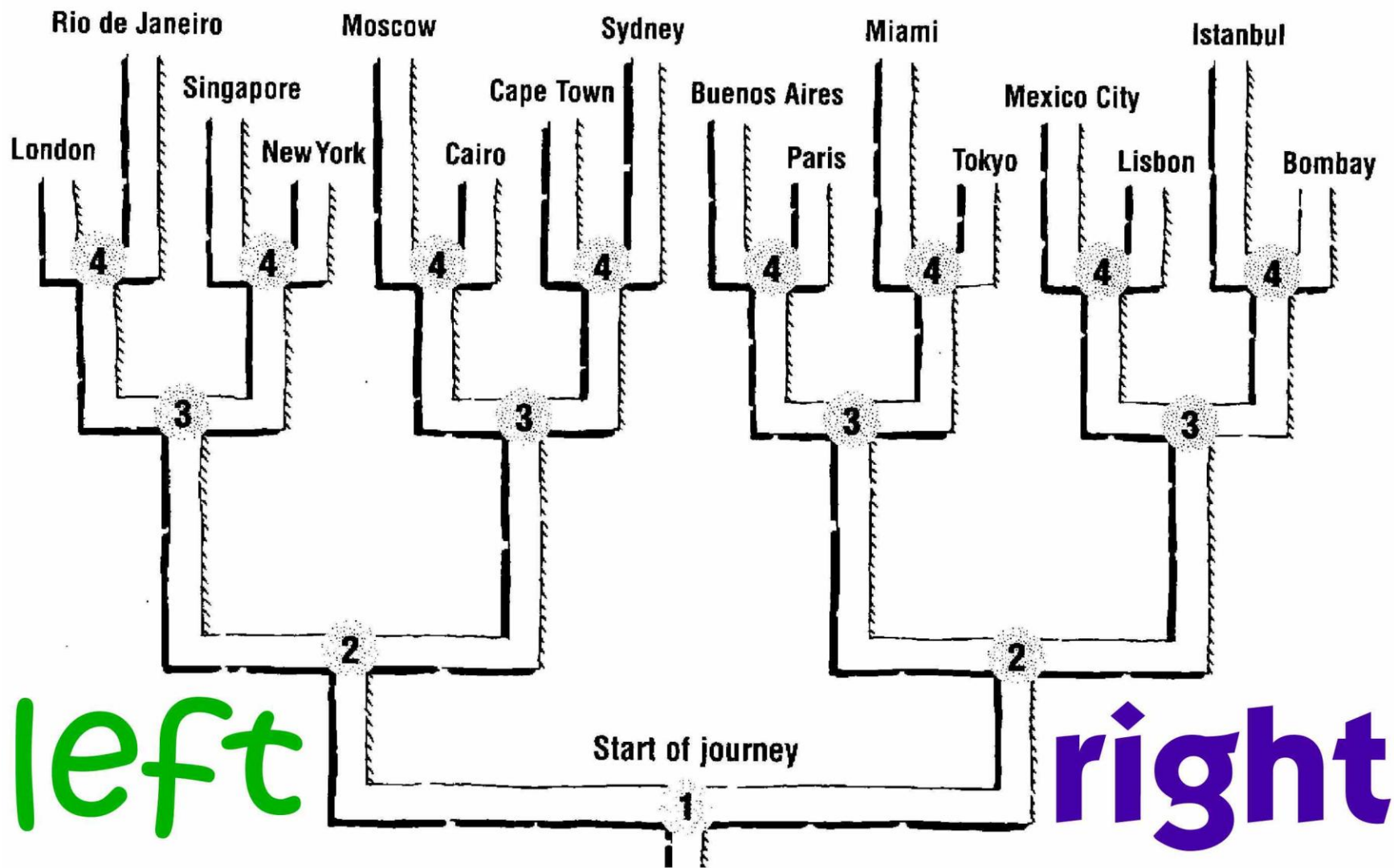
Barcelona



Spanish **vowels** have a length roughly midway between that of the short and the long vowels of English... The vowel in 'sit', for example, is usually pronounced too long, while the vowel in 'see' is too short.

Walker, R (2010) *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: OUP page 133





bit-beat	not-naught	hot-heart	hit-heat
fill-feel	come-calm	full-fall	but-bought
knit-neat	cot-caught	sit-seat	full-fool

2 Loose Letters

Spelling and pronunciation are very closely - and simply - related in Spanish, so beginning learners tend to pronounce English words letter by letter.... examples are:

break: *e* and *a* pronounced separately

friend: *i* and *e* pronounced separately

Swan, M & Smith, B (1987) *Learner English*.

Cambridge: CUP, Page 76





TURN WORDS

beginnings

b
f
g
h
n
s
sh
sk
t
th
w

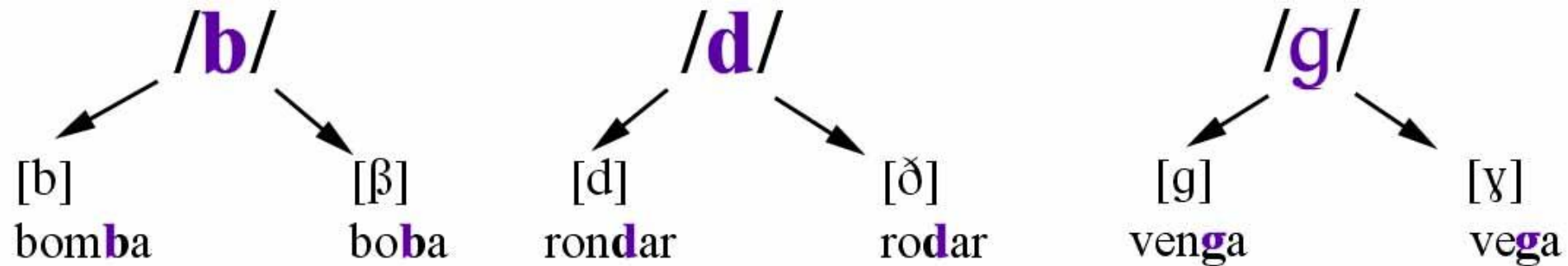


ch
d
f
m
n
se
st
t
th

endings

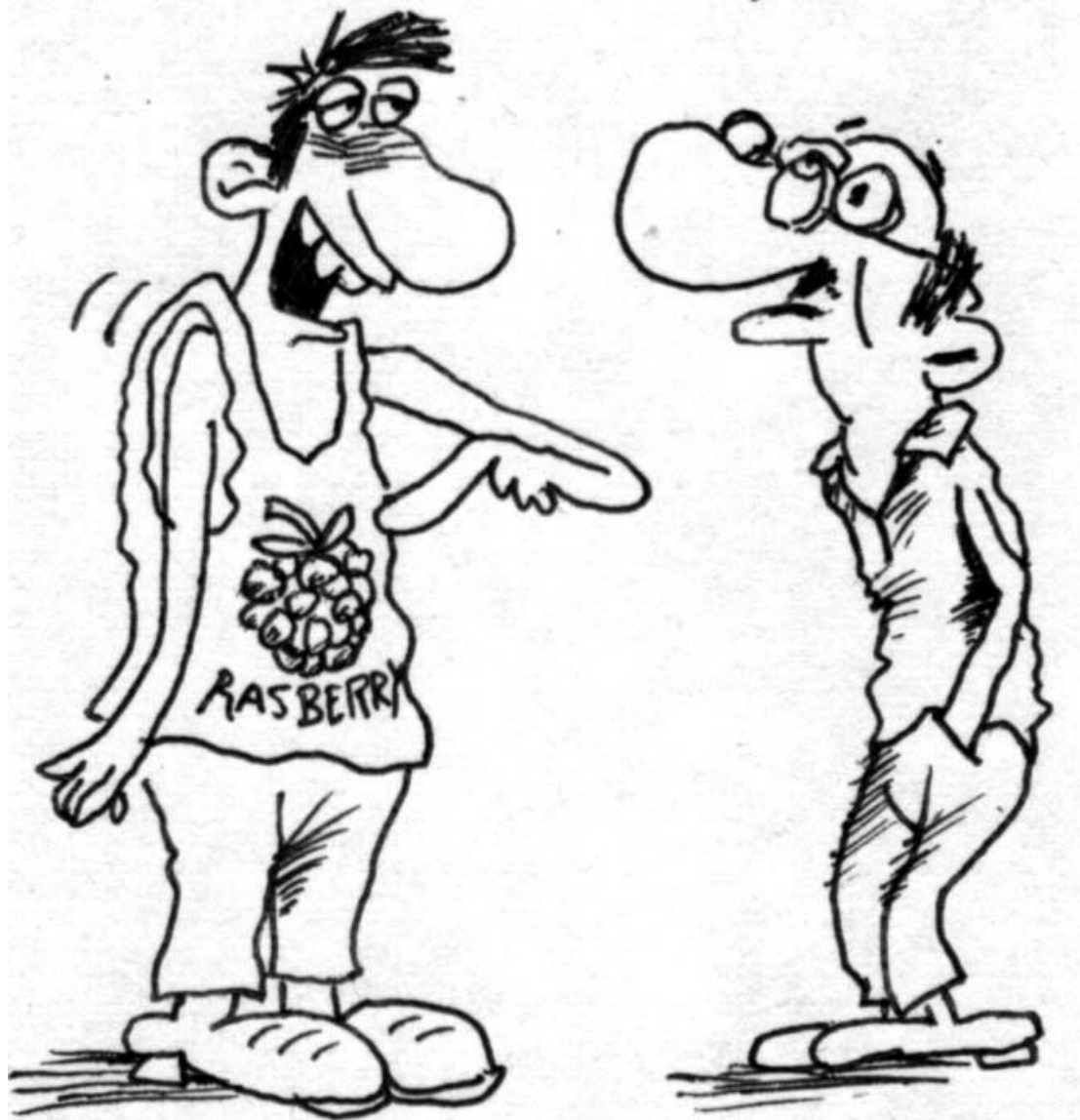
³Constant Consonants

Phonemes and allophones



Quilis, A; Fernández, J (1968)

*Curso de fonética y fonología
españolas. Madrid: C.S.I.C*



*This is my very best
berry vest!*

a

b

Bale

Road

Lane

d

Lane

Lane

c

Fail

Road

Dove

e

Duff

Dub

f

g

Vale

Road

h

i

4 Clunky Clusters

TRANS|POR|CAR

TRAN|SPORT

A

Students
sleep

B

A student
asleep

C

A student
sleeps

D

Students
asleep

The Longest Sentence

start

didn't

at

stop



Stacey

but

Stuart

smile



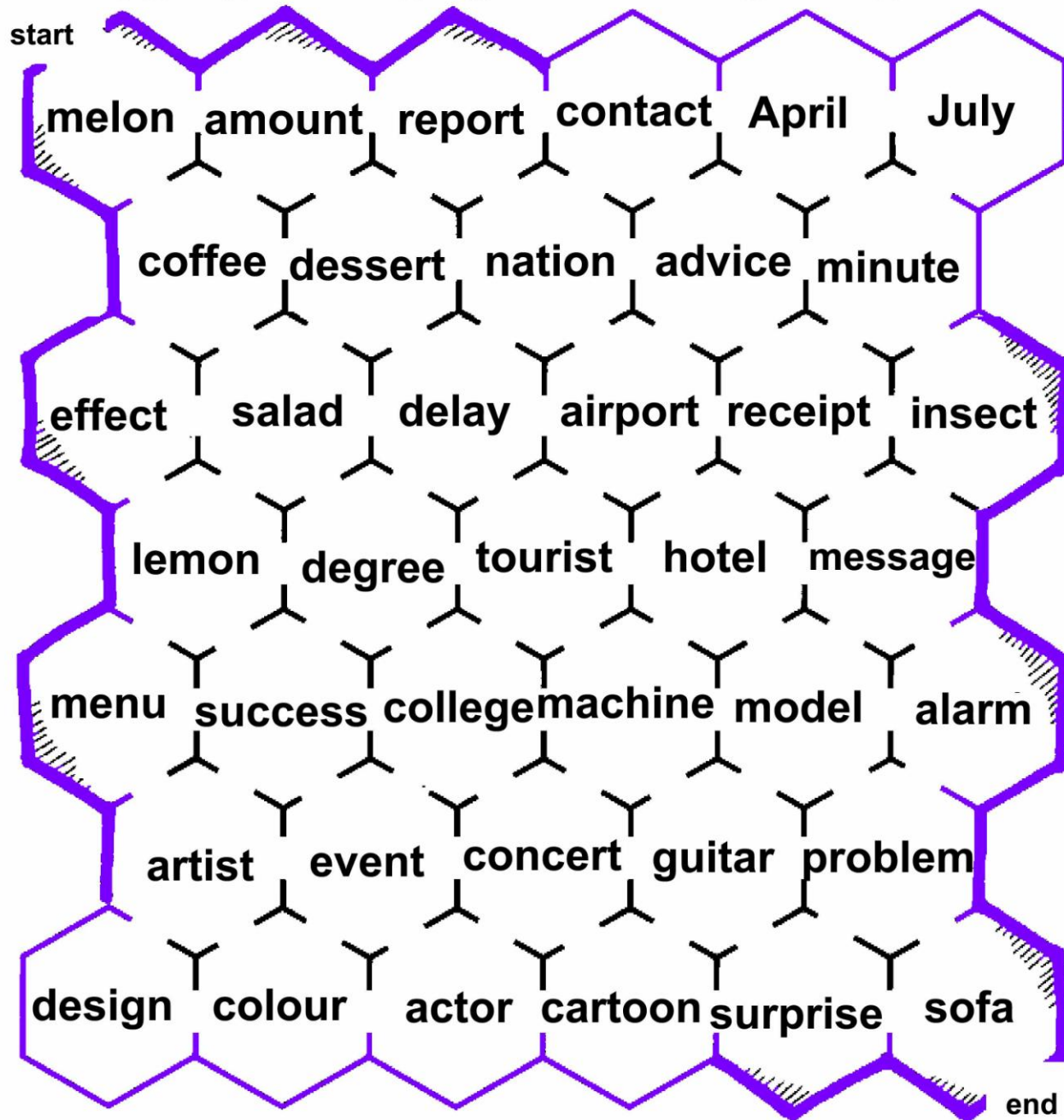
stare

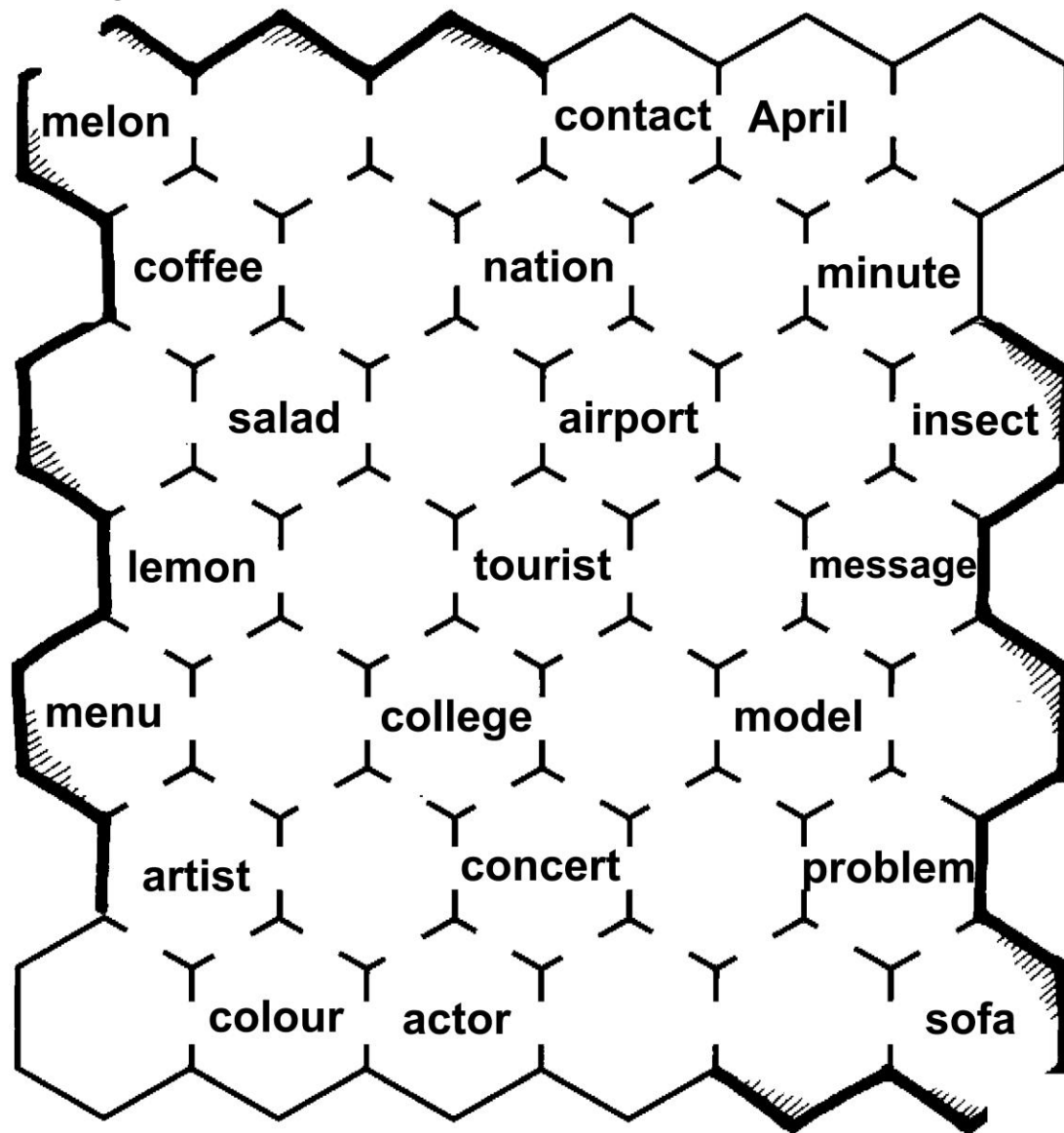
and

5 Salient Syllables



●● noun maze



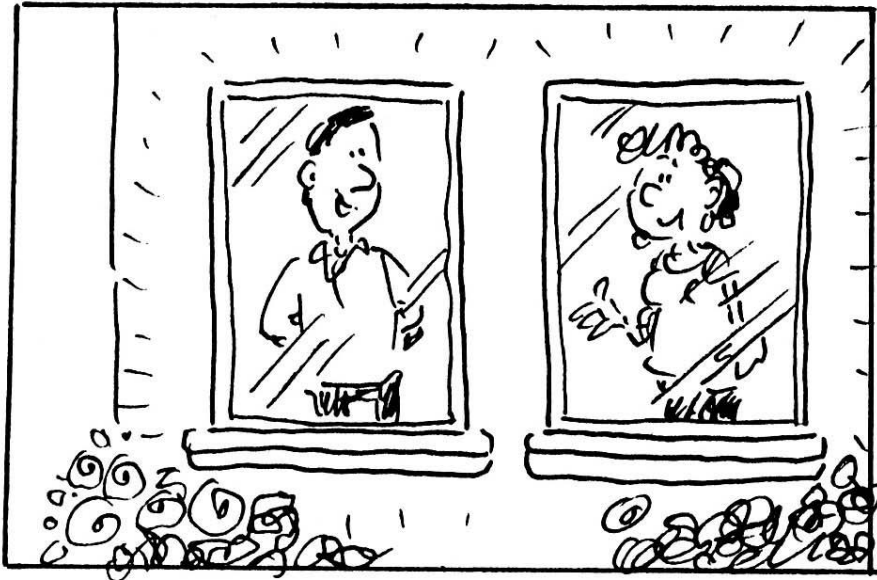


6 Phrase Patterns

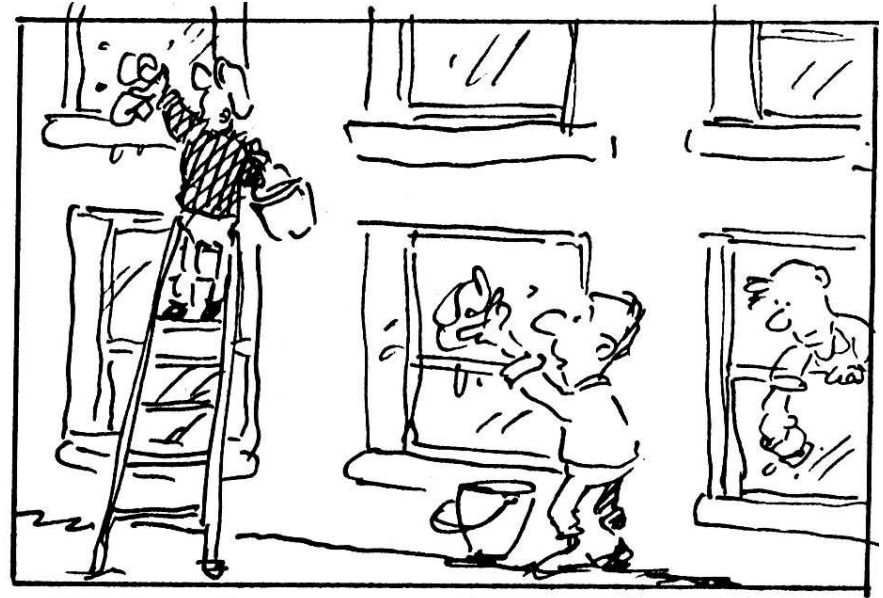
In English... **stressed syllables** tend to be pronounced more slowly and distinctly (than in Spanish), while unstressed syllables are reduced... Since content words (nouns, verbs, adjectives and adverbs) are stressed in English, they are therefore relatively prominent... So the stress and rhythm of an English sentence give a lot of clues to structure and meaning. When Spanish speakers pronounce English sentences with even stress and rhythm, these clues are missing...

**Swan, M & Smith, B (1987) *Learner English*.
Cambridge: CUP page 77**

Content Word	Function Words
<u>nouns</u> <i>bus</i> <u>main verbs</u> <i>drive</i> <u>adjectives</u> <i>big</i> possessive pronouns demonstrative pronouns interrogatives not <u>neg contractions</u> <i>can't</i> adverbs adverbial particles	<u>articles</u> <i>a</i> <u>auxiliary verbs</u> <i>is</i> <u>personal pronouns</u> <i>he</i> possessive adjectives demonstrative adj. <u>prepositions</u> <i>on</i> <u>conjunctions</u> <i>and</i>



We have two clean windows.



We have to clean windows.

SENTENCE SEARCH

we	met	them	I	he
I	think	he	left	lost
bought	she	called	him	his
you	gave	her	my	keys
your	him	name	card	us
lunch	her	I	like	her
I'll	phone	my	mum	my

●●● x3

We met them.

●●●● x4

●●●●● x5

Weak forms: he, she, him, her

He **saw** her, he **liked** her **face**

He **asked** her her **name**, she **said** it was **Grace**

She **liked** him, his **name** was **Paul**

She **gave** him her **number**, he **gave** her a **call**

He **bought** her a **gift**, he **went** to her **flat**

She **gave** him a **drink**, she **showed** him her **cat**

He **liked** her, but **hated** her **cat**

He **never** **returned**, and **that** was **that**.



7 Marking Meaning

Spanish uses changes in syntax to produce the effect created by shifting **nuclear stress** in English.

For example:

Where are you FLYing to? / ¿A dónde vuelas?

Where are YOU flying to? / ¿A dónde vuelas tú?

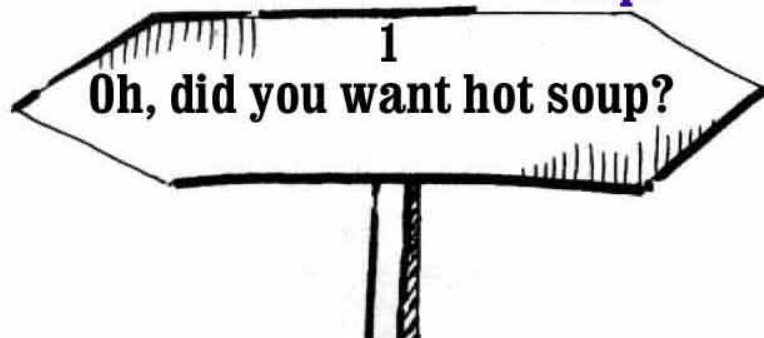
WHERE are you flying to? / ¿Que vuelas a dónde?

Walker, R (2010) *Teaching the Pronunciation of English as a Lingua Franca*. Oxford: OUP page 133

STRESS LEFT OR RIGHT?

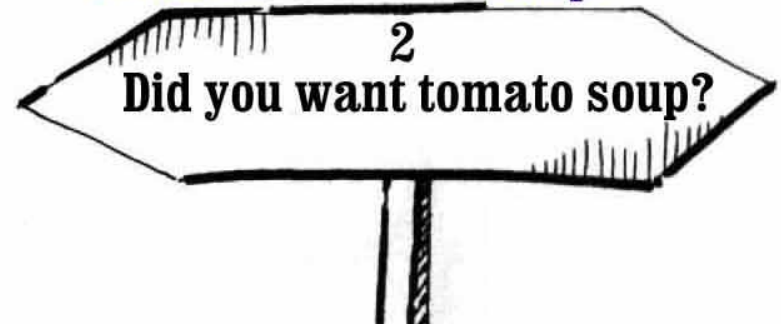
Waiter, this
soup is cold!

This is hot,
but it isn't
soup!



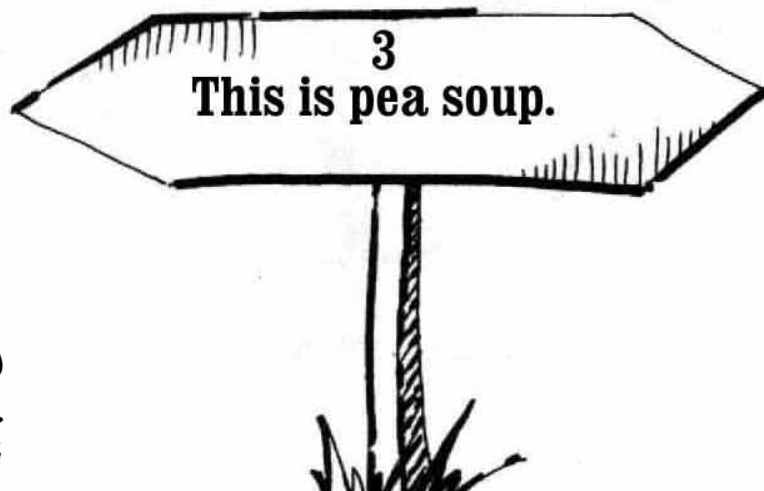
This soup
isn't
tomato!

This is tomato
salad, not
soup!



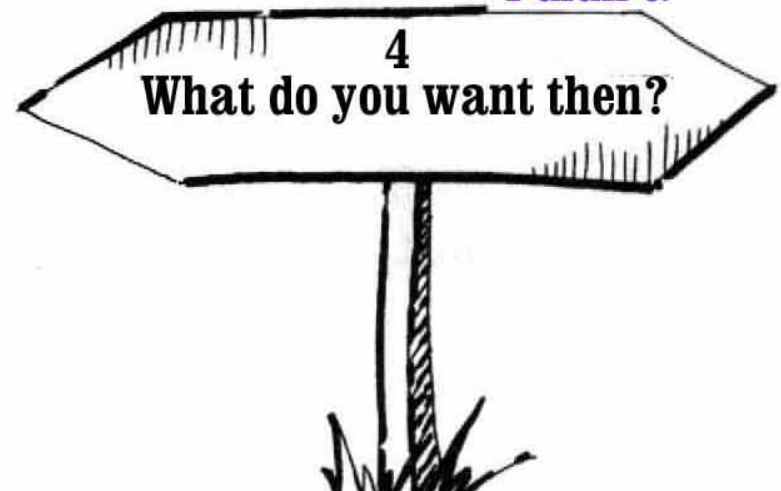
I wanted
pea soup!

What sort of
soup is this?



I don't want
soup!

My friend
wanted soup;
I didn't.



8 Fast &
Fluent

Nightmare Hotel

I walked up the hill
To the Nightmare Hotel
I stopped at the door
But I couldn't see the bell

I knocked and I waited
In the cold and windy night
I looked in the window
But there wasn't any light

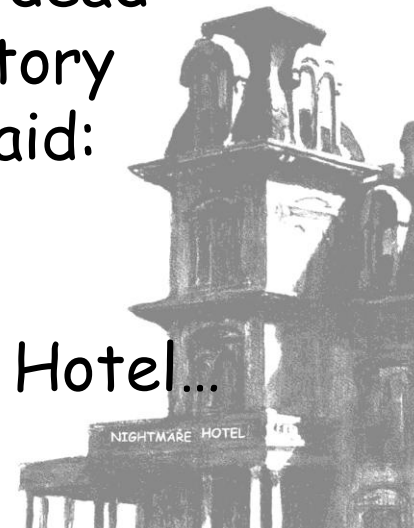
That's when I noticed
The door was open wide
Then it started raining
So I walked inside

The door closed behind me
I asked 'Who's there?'
That's when I noticed
The rats on the stairs

I turned round to leave
But I couldn't see the door
That's when I noticed
The body on the floor

Then the body moved
The woman wasn't dead
She told me her story
This is what she said:

I also walked up
To the Nightmare Hotel...



FAVOURITE THINGS

●●● ●●● ●●● ●● 123 123 123 12

Picnics and **part**ies and **Sun**day **siest**as
Birthdays and **Ch**ristmas and **sum**mer **seme**sters
Hot dogs and **burg**ers with **ketch**up and **cheese**
These are a **few** of my **fav**ourite **things**

Walt Disney **mov**ies and **choco**late at **Easter**
Blue and green **jer**seys, **to**mato and **pizza**
Hamsters and **pon**ies, **can**aries that **sing**
These are a **few** of my **fav**ourite **things**

When I'm **tired** or, **when** I'm **bored**
When I'm **feeling sad**
I **simply** **re**member my **fav**ourite **things**
And **then** I don't **feel** so **bad**



Picnics and parties and Sunday siestas

'pɪknɪk səm 'pɑːtɪ zən 'sʌndeɪ sɪ'estəz

linking

reduction

assimilation

elision

FAVOURITE THINGS

●●● ●●● ●●● ●● 123 123 123 12

Picnics and **part**ies and **Sun**day **siest**as
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