

**University of Puerto Rico
College of Humanities
English Department**

English 6408

45 hours-three (3) credits

Robert Dupey, Ph.D.

August / 2018

Comparative Analysis of the Phonology of English and Spanish

I. Course Description

English 6408 presents a contrastive analysis of the phonological systems of English and Spanish, from an array of perspectives, among which are Spanish-speaking students of English, English-speaking students of Spanish as well as students interested in the phonology of both languages. Due to the extensive linguistic variety found in each language and the difficulties in the task of comparing all regional and social dialects with those of Spanish, we must limit our scope to fundamentally one variety of each language: North American (north central variety) and Puerto Rican Spanish and the phonological forms used by educated speakers in these two groups. Other possible dialectal forms are brought into our discussion whenever they seem relevant to contrastive analysis. Our course places particular emphasis on the difficulties of perception and production of both languages by English and Spanish speakers alike. Students will have the opportunity to observe, apply knowledge and carry out field work in situations of language contact.

II. Objectives

At the conclusion of the course, students will be able to:

- a. Discern the similarities, differences, and commonalities of the fields of phonology and phonetics;
- b. acquire thorough knowledge of articulatory phonetics as applied to language;
- c. carry out a detailed comparative / contrastive analysis of the vowel and consonant phonemes and allophones of both language from a dual perspective, that is, of production and perception on the part of L₂ speakers, respectively;
- d. identify the divergence and convergence regarding the speech production, perception, and particular problems / issues confronted by speakers of both languages;
- e. carry out detailed analysis (comparison / contrast) of the phontactics and suprasegmentals (phonotactics, intonation, stress and rhythm and stress of Spanish and English
- f. contribute new perspectives to class discussion by way of extended oral (in-class) presentations;

- g. contribute in an effective manner to the integration of fellow students with special challenges and needs into the learning environment

III. Teaching Strategies

As much as possible, a participatory student-centered pedagogy will be utilized in the course, with students actively engaged in the learning processes whereby they may use their existing knowledge to shed light on areas of understanding about language through the use of such methods as discussion, group work, field work, lectures, textual analysis, among others. Students with access to Vocational Rehabilitation Services should contact the professor at the beginning of the semester in accordance with the recommendations of OAPI in the office of the Dean of Students. In addition, any students with any special needs or who require any type of assistance and / or special arrangements whatsoever should contact the professor.

IV. Texts / Readings

The core readings / texts for this course will include both texts left on reserve at The Printing Machine on Ponce de León Avenue as well as the digital sources below:

Hualde, J. I. 2005. *The Sounds of Spanish*. New York: Cambridge University Press.

Mott, B. 2011. *English Phonetics and Phonology for Spanish Speakers*. Universitat de Barcelona.

Schnitzer, M. 1997. *Fonología Contrastiva: español – inglés / Spanish-English Contrastive Phonology*. San Juan, PR.: Piedras Press, Inc.

Vaquero, M. 1998. *El español de América I*. Madrid: Arco Libros

Secondary text:

Whitley, Melvin Stanley. 2002. *Spanish English Contrasts*. Washington, D.C.:

Georgetown University Press.

Digital Sources:

Gómez González, María de los Ángeles & Sánchez Roura, Teresa. (...). *English Pronunciation for Speakers of Spanish*. 2016. Walter de Gruyter, Inc. https://www.amazon.com/English-Pronunciation-Speakers-Spanish-Textbook/dp/1501510967/ref=sr_1_2?s=books&ie=UTF8&qid=1531607720&sr=1-2&keywords=english+phonetics+and+phonology+for+spanish+speakers&dpID=511fhi7ZJRL&preST=SY291_BO1,204,203,200_QL40_&dpSrc=srch

[PDF]the phonological system of spanish - Dialnet
<https://dialnet.unirioja.es/descarga/.../3269828.pdf> por CS Salcedo - 2010

[PDF]puerto rican spanish: a case of partial restructuring - Dialnet
<https://dialnet.unirioja.es/descarga/.../2376400.pdf> - por M Santoro - 2007

[PDF]English Phonetics and Phonology for Spanish Speakers
www.publicacions.ub.edu/refs/indices/07440.pdf BL Mott – 2011 2nd edition -
books.google.comwww.asha.org/practice/multicultural/Phono

Phonemic Inventories Across Languages *ECHO E-Journal*:

Dialectal Variations in Spanish Phonology: A Literature Review. Martínez, Silvia. (PDF), pp. 6-14.

- a. Consonant Variability of Caribbean Spanish. Martínez, Silvia. Howard University. Washinton, DC. pp. 6-16.

Note: Themes for students' oral presentations shall focus upon the diverse themes under discussion at a particular moment during the semester: (i.e.) English/Spanish dialectology, language acquisition of L₂ sound aspects of US English phonetics, and cross-linguistic issues regarding particular issues of production/perception. A brief written proposal of oral presentation topics must be submitted ahead of time.

V. Course Outline

IMPORTANT NOTE: Readings/texts are not listed in the following outline; these will be assigned on a weekly basis. It is the responsibility of all students to have gathered all core texts by the second week of classes.

Date	Themes	Readings
Aug. 23	Course Introduction / Discussion of Syllabus/ Course Outline and Readings/Brief Overview: Contrastive Phonology/Phonology (Phonemics) and Phonetics / Articulatory Phonetics/Acoustic Phonetics-Auditory Phonetics - Phonotactics	Schnitzer pp. 3-5 Hualde pp. 13-17 Mott pp. 29-36 -
Aug. 30	<ol style="list-style-type: none"> 1. Core concepts: Phonemes and Allophones / Phonemic-Phonetic Transcription (IPA) 2. Consonant System of English (phonemes – allophones) 3. Vowel system of English (phonemes and allophones) 4. Practice: phonemic / phonetic transcription of English consonants and vowels 	Schnitzer pp. 24-32 / pp.133-135 /pp. 8-18 / pp. 19-23 Mott pp. 80-85 / pp.131-141 / pp.107-131
Sept.6	<ol style="list-style-type: none"> 1. Overview of Variation in Spanish Pronunciation 2. Consonant System of Spanish (phonemes/allophones) 3. Practice: phonemic / phonetic transcription of Spanish consonants and vowels 	Hualde pp. 23-39 Hualde pp. 41-56 Schnitzer pp. 8-18 Vaquero pp. 24-56
Sept. 13	OPEN – Conclusion of discussion of English /Spanish vowel and consonant systems Phonemic and Phonetic Transcription of English and Spanish segments	See previous readings

Sept. 20	Oral Presentations	-
Sept. 27	General review	-
Oct. 4	Partial Exam I	-
Oct. 11	Focus: Contrastive (cross-linguistic) analysis of consonants and vowels of particular issues with production and perception (L ₂)	Schnitzer pp. 33-65
Oct. 18	Focus: Contrastive (cross-linguistic) analysis of consonants and vowels of particular issues with production and perception (L ₂)	Schnitzer
Oct. 25	1. Focus: Contrastive (cross-linguistic) analysis of consonants and vowels of particular issues with production and perception (L ₂) 2. Oral Presentations	Schnitzer
Nov. 1	Focus: Contrastive (cross-linguistic) analysis of consonants and vowels of particular issues with production and perception (L ₂)	Schnitzer
Nov. 8	Focus: Contrastive (cross-linguistic) analysis of consonants and vowels of particular issues with production and perception (L ₂)	Schnitzer
Nov. 15	Focus: Contrastive (cross-linguistic) analysis of consonants and vowels of particular issues with production and perception (L ₂) General review	Schnitzer
Nov. 22	THANKSGIVING RECESS	-
Nov. 29	Partial Exam II	-
Dec. 6	1. Contrastive Analysis: Suprasegmentals: phonotactics, stress, and intonation 2. Sample analyses	1. Schnitzer pp. 92-128 2. Whitely pp. 68-77

V. Requirements and Evaluation

1. The University of Puerto Rico maintains the following grading scale:

A - Excellent 100 - 90 B- Very Good 89 - 80 C- Average 79 – 70

D - Deficient 69 - 60 F- Failure 59 and below

...This grading scale will be considered at all times in the evaluation of each student's academic performance. Each student's commitment to improvement and excellence in each and every aspect is crucial at this stage of his / her

academic career.

2. Attendance as well and punctuality are **mandatory**. Due primarily to the fact that we only meet once per week, students' commitment to active participation and punctual attendance is crucial. At the conclusion of the semester, students receive a full grade for this aspect. The following scale is utilized:

0 absences: 100

1 absence: 90

2 absences: 80

3 absences: 70

4 absences: 60

5 absences: 50

etc.

Punctuality is also an important aspect to be taken into consideration. Arriving more than fifteen minutes late constitutes tardiness; frequent tardiness will be considered as absences. This policy will be strictly enforced. Naturally, serious illness, hospitalization, the loss of a family member or other extremely serious circumstances will be considered as a valid excuse for an absence. In a course of this nature, maintaining all work up to date is vital! Excused absences will be limited **exclusively** to the aforementioned serious circumstances; thus any absence(s) due to student personal trips taken or work-related (employment) matters shall not be considered.

3. There will be two (2) **partial exams** (100 pts.). Students' attendance on these days is an absolute must. There will be **no** make-up exams given under any circumstances. Failure to be present on the day of any of the exams will result in a **0**.
4. There will be weekly assignments (oral and written), which will involve both written work and at times very brief oral presentations. The sum of all assigned work will signify one grade of 100 points. Students are expected to have all work ready for

each class. **NO** late work, whether oral written or both, will be allowed, in case of an absence. Missed homework should not be sent in an e-mail.

5. Each student will prepare a more extended oral presentation (100 pts.) in class. These presentations will include a handout for all students. Each student will select a particular topic and submit it along with a brief proposal and bibliography at least two weeks before the presentations are to be made. Attendance on the day of the oral presentations is mandatory.
6. Each student will receive a full (100 pt.) grade based on his / her active contribution to class discussion.
7. Students are asked to always have the following materials in class: the assigned readings, any assignments, some loose-leaf paper, a small notebook and a pen.

VI. References

Akmajian, A. et.al. *Linguistics: An introduction to language and Communication.*

1998. Cambridge Mass.: The MIT Press.

Alvarez Nazario, M. 1991. *Historia de la lengua española en Puerto Rico.* Santo

Domingo: Editoria Corripio.

Canfield, D.L. 1962. *Spanish Pronunciation in the Americas.* 1981. Chicago:

University of Chicago Press.

Catford, J.C. 1988. *A practical introduction to phonetics.* Oxford: Oxford University

Press.

Chomsky, N. & Halle. 1968. *The sound patterns of English*. New York: Harper and
Rowe.

Dalbor, J. 1980. Observations on present-day seseo and ceceo in southern Spain.
Hispania 63, 5-19.

D’Introno, F., Guitart, J., & Zamora, J. 1988. *Fundamentos de linguística hispánica*.
Madrid: Editorial Playor.

Giegerich, H.J. 1992. *English phonology: an introduction*. Cambridge: Cambridge
University Press.

Goldsmith, J.A. 1990. *Autosegmental and metrical phonology*. Oxford: Blackwell.

Harris, J.W. 1983. *Syllable structure and stress in Spanish: A nonlinear analysis*.
Cambridge, Massachusetts: MIT Press.

Hualde, J. I. 2005. *The Sounds of Spanish*. New York: Cambridge University Press.

Kenstowicz, M. 1994. *Phonology in generative grammar*. Oxford: Blackwell.

López Morales, H. 1971. *Estudios sobre el español de Cuba*. New York: Las Américas Publishing

_____. 1979. *Dialectología y sociolingüística Temas puertorriqueños*.
Madrid: Editorial Playor.

_____. 1981. Velarization of /n/ Puerto Rican Spanish. *Variation Omnibus*.
Sankoff, D. & Cedergren, H. (eds.). Calgary: Linguistic Research.

_____. 1983. *Estratificación del español de San Juan de Puerto Rico*.
México: Universidad Nacional Autónoma

Navarro Tomás, T. 1948. *El español en Puerto Rico: contribución a la geografía
lingüística hispanoamericana*. Río Piedras, Puerto Rico: Universidad de Puerto
Rico.

_____. 1965. *Manual de pronunciación española*. Madrid: Publicaciones de
la Revista de filología española, Número 3.

Pérez García, María Gisel. 2005. *Perception of English Vowels by native speakers of
Spanish in a regular classroom setting*. *Revista virtual de Estudos da Linguagem*.
ReVel.V.3, n. 5, [www.revel.inf.br] .

Pullum, G.K. & Ladusaw, W.A. 1986. *Phonetic symbol guide*. Chicago: University of Chicago Press.

Quilis, A. 1981. *Fonética acústica de la lengua española*. Madrid: Editorial Gredos.

Quilis, A. & Fernández, J.A. 1975. *Curso de fonética y fonología españolas para estudiantes anglo-americanos*. Madrid: Instituto de Cervantes, Consejo Superior de Investigaciones Científicas.

Quilis, A. 1985. *El comentario fonológico y fonético de textos*. Madrid: Arco/Libros, S.A.

Radford, A. et al. 2009. *Linguistics. An introduction*. United Kingdom: Cambridge University Press

Schnitzer, M. (1997). *Fonología Contrastiva: español – inglés / Spanish-English Contrastive Phonology*. San Juan, PR.: Piedras Press, Inc.

Schwegler, A. et. al. 2010. *Fonética y Fonología Españolas*. Hoboken, NJ: John Wiley & Sons, Inc.

Spicher, Lori et. al. 2008. *La voz. Fonética y fonología españolas*. New Jersey: Pearson Education.

Terrell, T. 1979. Final /s/ in Cuban Spanish. *Hispania* 62, 599-612.

_____. 1976. Los efectos de la reestructuración fonémica de /s/ en el habla dominicana. IV Simposio de Dialectología del Caribe Hispánico. San Germán, Puerto Rico.

Vaquero, M. 1998. *El español de América I Pronunciación*. 1998. Madrid: Arco Libros.

Whitley, Melvin Stanley. 2002. *Spanish English Contrasts*. Washington, D.C.: Georgetown University Press.

Electronic Resources

www.wiley.com/college/Schwegler

www.internationalphoneticalphabet.com

linguistics@york.ac.uk

jgleas.public.iastate.edu

VIII. Office Hours - First Semester / 2016-2017:

Mondays: 10:00 – 4:00

Wednesdays: 10:00 – 4:00

Thursdays: 12:00 – 4:30

Fridays: by appointment only

dupey.robert49@gmail.com

Important Notice: In accordance with the recommendation of the Dean of Students Office (Division for Persons with Disabilities), students who are clients of the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester in order to make arrangements for reasonable accommodations and for any necessary auxiliary equipment. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor. Alternative evaluation methods will be provided to students with identified special need n University Press.

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