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English as pronounced in Spain and Latin America

Bachelor's Diploma Thesis

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I declare that I have worked on this thesis independently,
using only the primary and secondary sources listed in the bibliography.

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Author's signature

I would like to thank my supervisor, PhDr. Kateřina Tomková, PhD., for her advice, patience and her willingness to help with finding the topic and her enthusiasm to discuss the work and the outcome during the writing of the thesis.

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1 Introduction

Over the past few decades English has become the language of almost every field from science to diplomacy. Its importance all over the world is visible in nearly every corner of the globe. That is one of the reasons why English language is now a part of elementary education in most countries. The need to study and communicate in English is growing day by day. However, the most fundamental element of non-native speaking, which is the pronunciation, is often forgotten in the process of acquiring an ability to speak different languages.

Acquiring the skill of pronunciation at a level of native speaker is a long-term process and it depends on many factors. For instance, Czech and Slovak speakers tend to commit many errors in suprasegmental features such as stress. This feature of language is not semantically important for Czech and Slovak. Nevertheless, it is important in such languages as English, where the simple word *content* means "satisfied" when pronounced /kənˈtent/ and "the contained material" when pronounced /ˈkɒntent/ (British English) or /ˈkɑːntent/ (American English) (Cambridge Dictionary).

Having been in contact with English and Spanish for a long time, the inquisitiveness appeared to be the major element in discovering the focus of this thesis. It seems that Spanish speakers face various difficulties while adopting English pronunciation and it is mainly caused by the absence or presence of different sounds. This thesis concentrates on native Spanish speakers and their ability to adopt English pronunciation, but as similar topics have been already discussed in various scholars' work, I decided to present a different perspective on the topic and it is the comparison of pronunciation between native Spanish speakers from Spain and native Spanish speakers from Latin America. Even though it is the same language, differences between the dialects are significant for the topic of the thesis. For example, the thesis presumes

that the absence of voiceless fricative /θ/ in Latin American dialects has substantial impact on the pronunciation of these speakers. Phenomena like *seseo, yeísmo*, absence of sound /h/ in peninsular Spanish as well as in Latin American Spanish, all of these factors are crucial in the analysis of English pronunciation.

The first section of the thesis, which is theoretical, deals with a brief description of phonetic systems of English and Spanish concentrating more on differences between them and presumed difficult areas in pronunciation for Spanish speakers. The subchapter about Latin American Spanish presents dialect varieties, which are related to the topic and could influence English pronunciation.

The research section tries to demonstrate and confirm the research questions mentioned in the theoretical part. Respondents are asked to read an English text. The analysis consists in listening to these recordings and in commenting on each of them with the proper assessment. The IPA transcriptions and CD are provided.

Nevertheless, the extensive area of Latin America causes several problems in the process of preparing the methodology. The number of dialects is uncountable and it goes beyond the physical borders of countries (Bartoš, 2008, p. 89). Because of these deviations, the research part of the thesis focuses mainly on peninsular Spanish speakers from the same region and Latin American Spanish speakers from Mexico. However, for curiosity, there are also speakers from different regions and countries.

The thesis is supposed to be a brief guide and introduction into the complex area of English pronunciation by Spanish speakers. It can serve for Spanish learners of English as well as for those interested in phonetics and scholars of English and Spanish linguistics. Moreover, it is enriched by area which is not covered deeply in the scholar environment and whose studies have been made only during last decades because of the progress in modern research methods (Bartoš, 2008, p. 88) and it is the difference

between peninsular European Spanish and Latin American Spanish and their influence over the ability to adopt English pronunciation.

Gimson's Pronunciation of English revised by Alan Cruttenden, *Practical Phonetics and Phonology* by Beverley Collins and Inger M. Mees and *An Outline of English Phonetics* by Daniel Jones are the basic and useful theoretical guides through the theory of English pronunciation. For Spanish, it is, for instance, *Základy obecné a španělské fonetiky a fonologie* [General and Spanish Phonetics and Phonology] (2008) by Lubomír Bartoš and *Fonetika a fonologie současné španělštiny* (2005) [Phonetics and Phonology of Contemporary Spanish] by Petr Čermák. One of the few attempts at a similar research to this thesis is *A Course in English Phonetics for Spanish Speakers* (1982) by Diana F. Finch and Héctor Ortiz Lira.

2 Theoretical section

The theoretical section of the thesis deals with the description of phonetic systems of both English and Spanish. Its main aim is to demonstrate differences between both languages in consonantal and vocalic systems and in suprasegmental features such as stress. Each chapter ends with a presupposed problematic area for Spanish speakers. The extra chapter of Latin American Spanish dialects and phenomena provides the reader with a brief introduction to the varieties of Spanish, which are relevant for the acquiring of English pronunciation.

2.1 Consonants and vowels

Consonants and vowels constitute the major pronunciation issue in learning a second language. Their correct understanding and imitation or studying is a long-term process of training. The chapter focuses on description of both English and Spanish systems as well as on determining difficulties for Spanish speakers.

2.1.1 English consonants

The definition of consonants is not as simple as it could seem. For example, Cruttenden (2008) notes, “Traditionally, consonants are those segments which, in a particular language, occur at the edges of syllables, while vowels are those which occur at the center of syllables” (p. 26). However, this works for the phonological definition (Cruttenden, 2008, p. 26). To define what consonants are phonetically, in terms of sounds, is convenient to put the consonants in opposition to vowels. These are sounds that human beings produce without obstruction in the mouth (Jones, 1957, p. 12). If vowels are determined, all the other sounds are consonants. English language counts

with 24 distinctive units that are consonants (Cruttenden, 2008, p. 157). The table below provides the basic classification of English consonants.

Table 1 - English consonants (Cruttenden, 2008, p. 157)

	Plosives	**Affricate**	**Fricative**	**Nasal**	**Approximants**
Bilabial	p,b			m	(w)
Labiodental			f,v		
Dental			θ, ð		
Alveolar	t,d		s,z	n	l
Post-alveolar					r
Palato-alveolar		t͡ʃ, d͡ʒ	ʃ, ʒ		
Palatal					j
Velar	k,g			ŋ	w
Glottal			h		

The first column of the table is the place of articulation and the first line is the manner of articulation. These two are the major constituents in classifying the consonants. However, the classification of consonants operates with another distinction which is the energy of articulation and this could be fortis or lenis (Collins & Mees, 2008, 51). Fortis consonants /p/, /t/, /k/, / t͡ʃ/, /f/, /θ/, /s/, /ʃ/, /h/ have stronger and

voiceless articulation, meanwhile /b/, /d/, /g/, /d͡ʒ/, /v/, /ð/, /z/ and /ʒ/ are *voiced* (Collins & Mees, 2008, 52).

2.1.2 Spanish consonants

The number of Spanish consonants is a little lower in comparison with the English system. Spanish operates with 19 sounds (Bartoš, 2008, p. 44). The table below presents the system of Spanish consonants.

Table 2 - Spanish consonants (Bartoš, 2008, p. 45)

	Plosive	**Affricate**	**Fricative**	**Nasal**	**Lateral**	**Tap or flap**	**Trill**
Bilabial	p,b			m			
Labiodental			f				
Interdental			θ				
Dental	t,d						
Alveolar			s	n	l	ɾ	ɹ
Palatal		t͡ʃ	y	ñ	ʎ		
Velar	k,g		x				

Some of the Spanish consonants like /s/, /n/ or /t͡ʃ/ are same as in English. However, the first major difference is the pronunciation of sounds /t/ and /d/. In English both of these consonants are alveolar plosives, meanwhile in Spanish they are dental plosives.

In addition, sound /θ/ is present in both English and Spanish. Nevertheless, as Čermák points out, the Spanish /θ/ is "more interdental" than the English (Bartoš, 2008, p. 50) meaning the tongue is more protruded from the teeth.

As the table demonstrates, Spanish is absent of many English sounds. These are /w/, /ð/, /ʃ/, /ʒ/, /d͡ʒ/, /z/, /v/ and /h/.

2.1.3 Consonantal changes in the Spanish of Latin America

There are different theories about the origin of Latin American Spanish dialect. One of them, as Čermák comments, is the Andalusian theory called *andalucismo* (Bartoš, 2008, p. 88). This theory assumes that the Latin American dialect is influenced mainly by the early Spanish colonizers which travelled to New Spain from Andalusia (Bartoš, 2008, p. 88). However, the *antiandalucistas* opposed to this theory arguing that dialects within the Latin America are differentiated too much to state that all the phenomena are attributed to the Andalusian influence (Bartoš, 2008, p. 88). This variedness is one of the reasons why Spanish in Latin America is not analyzable in a single way.

Latin American Spanish operates with 18 sounds (Čermák, 2005, p. 110). The only sound missing is the interdental /θ/. This phenomenon is called in Spanish *seseo*. Among other phenomena there are *yeísmo, zheísmo* or aspiration of /h/.

2.1.3.1 Seseo

Consonants *c* [c + e/i] and *z* are in peninsular Spanish pronounced with the interdental fricative /θ/, meanwhile the consonant *s* is pronounced always with the sound /s/ and these two sounds are in opposition (Bartoš, 2008, p. 50, 57). *Seseo* is the name of the phenomenon which is present in every Spanish speaking region in Latin America (Bartoš, 2008, p. 91). This term denominates the absence of interdental /θ/. The opposition between /s/ and /θ/ disappears and only the sound /s/ is pronounced.

This process leads to the formation of many homophones. For example, *casa* /'kasa/ meaning home and *caza* /'kasa/ meaning hunting (Bartoš, 2008, p. 91).

2.1.3.2 Yeísmo

Yeísmo is another type of disappearance of opposition. In this case, the opposition between the characteristic Spanish consonant /ʎ/ and palatal fricative /y/ (Čermák, 2005, p. 111). The result is the only sound pronounced and it is the /y/ in every position. This phenomenon is widely spread across the Caribbean zone, Mexico, Central America, Venezuela, Colombia (Čermák, 2005, p.111).

2.1.3.3 Zheísmo

Zheísmo or *sheísmo* is a variation of *yeísmo*, but significant for the region of La Plata (regions of Argentina and Uruguay) (Čermák, 2005, p. 111-112).

This phenomenon denominates the disappearance of sounds /ʎ/ and /y/ which becomes either /ʒ/ or /ʃ/ in every position (Bartoš, 2008, p. 92). The word *llamar* /ʎa'maɾ/ [pronounced in peninsular Spanish] meaning call is pronounced /ʒa'maɾ/ or /ʃa'maɾ/ in region of La Plata.

2.1.3.4 Pronunciation of sound /h/

Peninsular Spanish does not operate with the sound of, for example, English glottal /h/[1] and where the grapheme *h* appears, the sound is omitted. However, some of the Latin American Spanish dialects like Chilean and Puerto Rican operates with this sound (Čermák, 2005, p.112). Peninsular Spanish pronounce the word *hombre* [a man] /'ombɾe/, meanwhile some of the dialects of Latin American Spanish pronounce the word as /'hombɾe/ (Čermák, 2005, p. 112).

[1] Except for regions like Andalusia and Canary Islands where the place of articulation is shifted towards the English glottal /h/ as well (Bartoš, 2008, p. 62).

Additionally, the sound /x/ known to Spanish pronunciation, but not to English pronunciation, shifts its place of articulation from the velar to the glottal (Bartoš, 2008, p. 93). This sound is represented by the grapheme *j* and the sound /x/ disappears in all positions and it is substituted by the sound /h/. For instance, the word *julio* [July] is pronounced as /'xulyo/ in peninsular Spanish, meanwhile in Latin American dialects of Antilles it is pronounced as /'hulyo/ (Bartoš, 2008, p. 93).

2.1.4 Presumed difficulties with English consonants

The major difficulty amongst the English consonants for Spanish speakers is mainly the absence of these sounds in Spanish. These are the dental fricative /v/, alveolar fricative /z/, palato-alveolar /d͡ʒ/, dental fricative /ð/, glottal fricative /h/, palato-alveolar fricatives /ʃ/ and /ʒ/ and the typical English post-alveolar approximant /r/.

Moreover, the bilabial plosives /t/ and /d/ are alveolar plosives in Spanish which aggravates the possible acquisition of English pronunciation for Spanish speakers.

2.1.4.1 Presumed difficulties for peninsular Spanish speakers

On the one hand, peninsular Spanish speakers have the advantage of having in their phonetic system the voiceless interdental fricative /θ/. On the other hand, they do not operate with the voiced interdental fricative /ð/. The presumption is that peninsular Spanish speakers will pronounce only the voiceless /θ/ in every position.

Another presumption relates to the non-existent sound in Spanish which is the glottal fricative /h/. The tendency will be interchange the sound /h/ for the velar /x/. For example, the word *hungry* /ˈhʌŋgri/ will be, foreseeably, pronounced as /ˈxʌŋgri/.

Consequently, the post-alveolar /r/ which is totally absent in Spanish will be pronounced as alveolar tap or flap /ɾ/. Hence, the word *reality* /ri(ː)ˈælɪti/ (British English) will be pronounced as /ɾi(ː)ˈælɪti/.

Even though not present in Spanish as consonant, the English velar approximant /w/ is not considered as a difficulty since the Spanish rising diphthongs /u/ + /a, e, o/ form a semi-consonantal allophone whose sound is very close to the /w/ (Bartoš, 2008, p. 39).

2.1.4.2 Presumed difficulties for Latin American Spanish speakers

Most of the area of difficulties is similar to the peninsular Spanish consonantal system. However, Latin American Spanish speakers do not use the interdental voiceless fricative /θ/ and that is why it might be causing errors in speech. The presumption is that instead of /θ/ the sound /d/ will be pronounced.

Nevertheless, their advantage consists in ability of pronouncing sounds like glottal /h/. For certain group of people, the *zheísmo* or *sheísmo* phenomenon is an advantage in imitating the sounds of /ʃ/ and /ʒ/ in English.

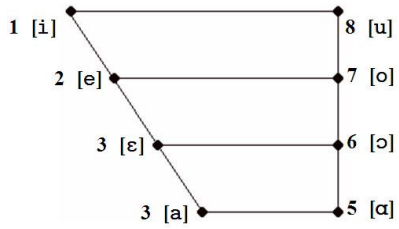
2.1.5 English vowels

Vowels are defined as sounds which are produced without any obstruction. The vocal system of English is in comparison with Spanish or Czech and Slovak a complex system. English divides vocals into short, long and diphthongal glides or diphthongs (Cruttenden, 2008, p. 92).

English counts with 20 distinctive vocal sounds including 7 short vowels, 5 long vowels and 8 diphthongs (Cruttenden, 2008, p. 92). However, these must not be mistaken for the term *Cardinal vowels*. Cardinal vowels, described for the first time by Daniel Jones in his *The English Pronouncing Dictionary* (1917), are an invented system to facilitate the description of vowels on physiological level (Cruttenden, 2008, p. 34). As Jones describes in his *The Pronunciation of English*, "No. I is the vowel which combines the greatest degree of 'closeness' with the greatest degree of "frontness" (Jones, 1957, p. 19). The first articulatory classification is the degree of opening

(Cruttenden, 2008, p. 37) and the second is the position of tongue and operation of oral cavity (Bartoš, 2008, p. 27). Nevertheless, the knowledge of cardinal vowels is a tool to describe and understand the distinctive vowels. The number of cardinal vowels is 8 and they are described and demonstrated in the table below.

Table 3 – Cardinal vowels (according to Jones, 1957, p. 21)



However, for purposes of the thesis, it is necessary to pay attention and to describe the English distinctive vowels.

Table 4 – Short vowels (according to Cruttenden, 2008, p. 92)

Short vowels		
Notation	Quality	Example
ɪ	centralized, raised [e]	bid
e	between [e] and [ɛ]	bed
æ	just above [a]	bad
ɒ	cardinal vowel [ɒ]	bod
ʊ	centralized, raised [o]	hood
ʌ	central, open-mid	bud
ə	central, mid	*a*ccept

Table 5 – Long vowels (according to Cruttenden, 2008, p. 92)

Long vowels		
Notation	Quality	Example
iː	lowered [i] or [ɪi] or [ij]	bead
uː	centralized [u] or [ʊu] or [uw]	booed
ɑː	centralized [ɑ]	bard
ɔː	raised [ɔ]	board
ɜː	central, mid	bird

Table 6 – Diphthongs (according to Cruttenden, 2008, p. 92)

Dipthongs		
Notation	Quality	Example
eɪ	lowered [e] –[2] [ɪ] above	fail
aɪ	between [a] and [ɑ] – [ɪ]	file
ɔɪ	[ɔ] – [ɪ]	foil
əʊ	[ə] above – [ʊ] above	bow

[2] The dash indicates the direction from the initial to the final position

aʊ	between [a] and [ɑ] – [ʊ]	bough
ɪə	[ɪ] above – [ə] above	beard
eə	[ɛ] – [ə]	bared
ʊə	[ʊ] – [ə]	moored

2.1.6 Spanish vowels

Spanish vocalic system counts with 5 sounds (Bartoš, 2008, p. 27). They are, as well as the English vowels, described on the basis of degree of opening and the position of tongue and operation of oral cavity (Bartoš, 2008, p. 27). The Spanish vocalic system is incomparable with the English system since the number of distinctive vocal is radically lower. Even though Spanish phonetics operates with the term short and long vowels, the distinction between them is measurable only by machines and phonologically irrelevant (Čermák, 2005, p. 47). That is why this category of opposition is omitted.

/i/ – close front

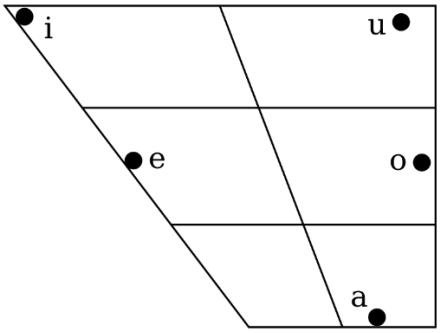
/e/ – mid front

/a/ – open central

/o/ – mid back

/u/ – close back

Table 7 – Spanish vowels
(according to Ladefoged & Johnson, 2010, p. 227)



Even though the number of basic vocal sounds in Spanish is low, the number of diphthong is extensive and so is the number of triphthongs and a category of hiatus.

Spanish operates with 14 diphthongs and 5 triphthongs (Bartoš, 2008, p. 40, 42).

2.1.6.1 Diphthongs

The condition for the formation of a diphthong in Spanish is the presence of close vowels /i/ and /u/ (Bartoš, 2008, p. 40). These may combine with either mid or open vowels or with themselves. That is why the number of Spanish diphthongs is so high.

/i/ + /u/ - *viuda* /ˈbjuda/ (widow)

/u/ + /i/ - *muy* /ˈmui/ (much)

/i, u/ + /a, e, o/ - *miedo* /ˈmiedo/ (fear)

/a, e, o/ + /i, u/ - *ley* /ˈlei/ (law)

2.1.6.2 Triphthongs

Spanish operates with exact number of triphthongs and it is 5. Every Spanish triphthong is composed of two close vowels at the border and a mid or close vowel in the nucleus (Bartoš, 2008, p. 41, 42).

/iai/ - *despreciáis* /despɾeˈθjais/ (you all despise)

/iei/ - *despreciéis* /despɾeˈθjais/ (may you all despise)

/uei/ - *buey* /ˈbuei/ (ox)

/uai/ - *santiguáis* /santiˈguais/ (you all cross yourselves)

/ioi/ - *y hoy* /iˈoi/[3] (and today)

2.1.6.3 Hiatus

If close vocals /i/ or /u/ connect with mid or open vocals, there does not necessarily have to appear a diphthong. The term hiatus is used for sequence of vocals, which create two syllables with its own nucleus (Bartoš, 2008, p. 42). That is why there may appear words whose meaning depends on a realization of either diphthongal or hiatic sequence. These are, for instance, *rey* /ˈrei/ (king) or *reí*[4] /reˈyi/ (I laughed).

If the sequence is made purely out of mid and open vocals such as /e/ + /o/ or /a/ + /o/[5], it is always a hiatus with two syllables (Bartoš, 2008, p. 42). For example, *caer* /kaˈeɾ/ (to fall) or *cacao* /*kaˈkao*/ (cocoa).

2.1.6.4 Antihiatic tendency

The term itself describes a process of change of heterosyllabic (hiatus) sequence into a tautosyllabic sequence[6] (Bartoš, 2008, p. 43). The reason of the tendency is the economy of exhaled air (Bartoš, 2008, 43). If the process appears in a word, it is called *sinéresis* and it is the case of, for example, a word *poeta* /poˈeta/ (poet) which is pronounced as /puˈeta/.

Nevertheless, if this happens on a seam of words, it is called *sinalefa*.

2.1.7 Vowel changes in the Spanish of Latin America

Even though the changes in vocal systems of Latin American Spanish dialects are not as substantial as consonantal changes, there is a certain number of types of deviation worth describing.

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[3] Even though it is not a single word, the utterance is spoken as a single unit.
[4] The syllables are *re* and *í.*
[5] The combination might be between any mid or open vocal.
[6] It does not necessarilly have to be a dipththong. For example, *alcohol* /alkoˈol/ is reduced to /alˈkol/.

First, the most often frequent change is transformation of unstressed vocal. The change is usually like this: /i, u/ > /e, o/ and vice versa. That is why, for example, the word *medicina* /mediˈsina/ (medicine) is pronounced as /mede'sina/ (Čermák, 2005, p. 109).

Second, the colloquial Mexican Spanish changes the unstressed vowel in the final position. For example, *noche* /ˈnot͡ʃe/ is pronounced as /ˈnot͡ʃi/ (Čermák, 2005, p. 109). Mexican Spanish, also in the colloquial speech, tends to lengthen stressed vocals and the result is *mucho* /ˈmut͡ʃo/ pronounced as /ˈmu:t͡ʃo/ (Čermák, 2005, p. 109). However, as stated above, the length of pronounced vocal is not phonologically relevant.

In addition, diphthongs usually become monophthongs: *veinte* /ˈbeinte/ is pronounced as /ˈbente/ (Čermák, 2005, p. 109)

Bartoš adds that if the opposition between peninsular Spanish and Latin American Spanish vowel systems exists, the changes are not diatopic but diastratic (Bartoš, 2008, p. 97). He also points out that the changes are not systematic and that they occur in peninsular Spanish dialects as well (Bartoš, 2008, p.97). However, as well as Čermák, Bartoš admits that the antihiatic tendency and syneresis are stronger in Latin America than in Spain (Bartoš, 2008, p. 98, Čermák, 2005, p. 109).

2.1.8 Presumed difficulties with English vowels

The difference between English and Spanish vowels is the major part of the difficulty with English vowels. Since Spanish counts only with 5 vowels, it is presumed that the acquiring of 7 short and 5 long vowels of English causes an obstacle. Not every vocal is different. However, the presumed difficulties for Spanish speakers will be mainly the sounds /æ/ and /ə/ which will be pronounced as Spanish /e/ or, in some cases, as Spanish /a/.

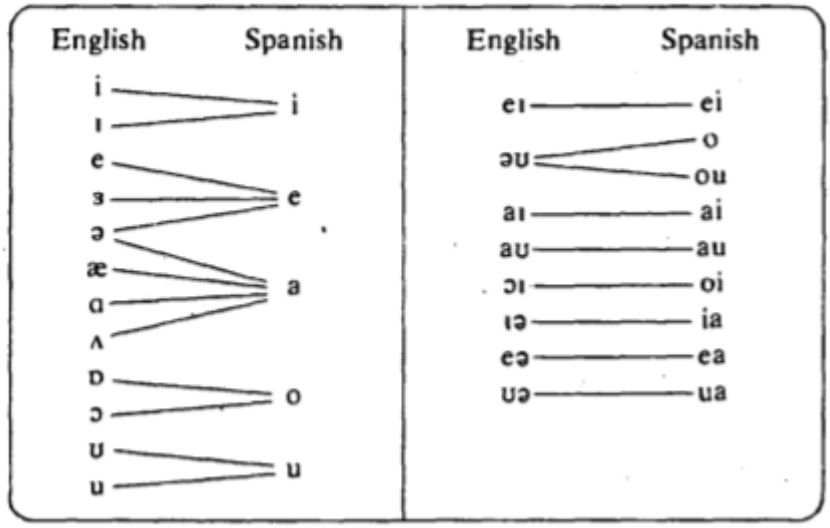
The absence of a category of length of vowel in Spanish presumes the difficulty of adopting long English vowels. The presumption is that the speakers will omit long vowels and keep pronouncing them as short.

In case of diphthongs, the sounds /əʊ/, /ɪə/, /eə/ and /ʊə/ present the major difficulty and it is because of the absence of vocal /ə/ – as a part of the diphthongs mentioned – in Spanish vocal system. Hence, the presumption is that these diphthongs will be pronounced as /oʊ/, /i:/, /e:/ and /u:/.

Since the vocal systems of peninsular Spanish and Latin American Spanish are not as different and that differences occur in Spain as well as in Latin America, Latin American Spanish might cause the same errors as the peninsular speakers. The only exception is the case of Mexican Spanish which can imitate the length of English vowels. However, this case treats only stressed syllables and that is why it will be not relevant.

Finch and Lira present a table in their *English phonetics for Spanish speakers* which summarizes a tendency of Spanish speakers to pronounce English vocals in terms of those of their mother tongue (Finch and Lira, 1982, p. 42).

Table 8 – The English vowel system and its interpretation by the untrained Spanish speaking beginner
(According to Finch and Lira, 1982, p. 42)



2.1.8.1 Insertion of vocals

Spanish has a norm on formation of syllable (Čermák, 2005, p. 117) and that is why it is not possible to form syllables by any combination of vocals and consonants.

This provokes a difficulty with English words which are not composed by Spanish rules.

Spanish nucleus might be only vocal, diphthong or triphthong (Čermák, 2005, p.117) Then, Spanish onset can be one or two consonants. The difficulty appears with the two consonants in the onset. Spanish can form two consonants onset only when the first consonant is /p/, /b/, /f/, /t/, /d/, /k/ or /g/. Then, the second consonants can be only /l/ and /r/ after /p/, /b/, /f/, /d/, /k/ or /g/ (Čermák, 2005, p.117). The sound /s/ might appear in the second position as well. However, only after sound /p/ (Čermák, 2005, p. 117). Hence, the only possible combinations in the onset are /pr/, /br/, /fr/, /tr/, /dr/, /kr/, /gr/, /pl/, /bl/, /fl/, /gl/ or /ps/ (Čermák, 2005, p. 118).

In addition, for example, Gibson concludes the research *Perception-based vowel insertion by native Spanish-speaking learners of English* about vowel prosthesis that,

"…native Spanish speakers do indeed perceive an illusory vowel in most word-initial [sC][7] sequences…" (Gibson, 2012).

It is necessary to mention rules of Spanish syllable formation, because it is the reason of insertion of vocals in the initial position by Spanish speakers. That is why another presumption is that in words whose onset is, for example, /sp/ or /st/, Spanish speakers will insert vocal /e/ in front of such syllable in initial position. Hence, word *Spanish* /ˈspænɪʃ/ will be pronounced as /eˈspænɪʃ/ (Gibson, 2012).

2.2 Suprasegmental features

2.2.1 Stress

Stress is one of the suprasegmental features – like rhythm and intonation – which is related to realization of suprasegments such as syllables, words and sentences (Bartoš, 2008, p. 68). The function of phonemes and suprasegmental features is not interchangeable in the same context and that is why the function of phonemes is contrastive and the function of suprasegmental features distinctive (Bartoš, 2008, p. 68). The minimum suprasegmental unit is a syllable (Bartoš, 2008, p. 68) and it is in English and in Spanish as well. Even though every word has its own word stress in citation form (Collins & Mees, 2008, p. 17), it can differ in the connected speech.

2.2.1.1 Stress in English

Stress in English, as Cruttenden implies, is "fixed, in the sense that the main accent always falls on a particular syllable of any given word, but free, in the sense that the

[7] [sC] stands for /s/ sound plus consonantal sound. Gibson observes combinations /sp/, /st/, /spr/, /spl/, /str/, /skr/, /sm/, /sn/ and /sl/ in initial positions (Gibson, 2012). The most difficult combination is /spl/ where 13.04 % of respondents can pronounce it properly and the least difficult is the /sm/ with 53,19 % of respondents with correct pronunciation (Gibson, 2012). The research was made with 50 respondents (Gibson, 2012).

main accent is not tied to any particular point in the chain of syllables constituting a word" (Cruttenden, 2008, p. 235). Hence, the stress in English is not derived from any norm and can appear on any syllable.[8]

Terms *word stress* and *sentence stress* denominate a different approach to delineate a stress in English. The first describes the stress in a word which is isolated and the second refers to the stress in whole sentences (Collins & Mees, 2008, p. 17).

Word stress in English

As mentioned above, the function of stress is distinctive. The stress in English is responsible for distinction between nouns, verbs or adjective of certain words. Therefore, the word stress is relevant to even distinction between word classes. For instance, the word *protest* is either a noun /ˈprəʊtest/ or a verb /prəˈtest/ depending where the stress is.

The strongest type of stress is *primary stress* (Roach, 2009, p. 77) coming to the speaker's highest pitch level. *Secondary stress* is weaker than a primary stress, but still stronger than not-stressed syllable (Roach, 2009, p. 77). It usually appears in longer words such as *photographic* /ˌfəʊtəˈgræfɪk/ in which primary stress is on the syllable -*græ* and secondary stress on the first syllable *fəʊ*-. This implies that in English there are three levels of stress and it is primary stress, secondary stress and no stress or, as Roach admits, "…a third level which can be called unstressed…" (Roach, 2009, p. 77).

Sentence stress in English

In English, words which are stressed in a sentence are usually denoted as *lexical words* (Collins & Mees, 2008, 17). This category counts with words like nouns, adjectives, adverbs and main verbs (Collins & Mees, 2008, 17). The category of

[8] Meaning that stress is not derivable from any normative rule. A student of English has to learn the position of stress as it is empirically.

function words such as determiners, conjunctions, pronouns, prepositions and auxiliary verbs are usually unstressed (Collins & Mees, 2008, 17). The only regularly stressed function words are demonstratives and *wh*-interrogatives (Collins & Mees, 2008, 17).

Another important aspect connected to stress in a sentence is a distinction between the term *weak form* and *strong form*. For example, the sentence:

Megan had decided to fetch them from the hospital.[9]

/ˈmegən əd dəˈsaɪdɪd tə ˈfetʃ ðəm frəm ðə ˈhɒspɪtl/

The words *had, to, them, from, the* are all unstressed and reduced. It is the weak form. Words *Megan, decided, fetch, hospital* are stressed, hence, it is the strong form. [10] The example also demonstrates that the lexical words are usually stressed, meanwhile the function words are unstressed.

2.2.1.2 Stress in Spanish

Stress in Spanish is similar to stress in English in a way that is dynamic and free meaning that it can appear in any position of a word (Čermák, 2005, p. 125). However, it always stays on the same syllable.[11] For example, the word *reloj* /reˈlox/ is in plural *relojes* /reˈloxes/. The stress stays on the syllable -ˈlox.

The phonetic characteristics of stressed syllables are:

A) The stressed syllable is pronounced with higher articulatory energy

B) Tone of stressed syllable is higher than the tone of unstressed syllable

C) Stressed syllable is longer than unstressed syllable[12] (Čermák, 2005, p. 125).

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[9] Example retrieved from Practical Phonetics and Phonology, Collins and Mees, 2008, p. 17.
[10] However, sentence stress could vary depending on the context. In the mentioned example, stress is on *fetch* as the intention of utterance is to imply that the action of Megan is important. If the stress appears on the pronoun *them*, then the sentence implies that the people, *them*, are important. (them as those from a group of people).
[11] Only three exceptions exist: régimen /ˈreximen/– regímenes /reˈximenes/, carácter /kaˈrakter/– caracteres /karakˈteres/, espécimen /esˈpeθimen/ – especímenes /espeˈθimen/ (Čermák, 2005, p. 125).
[12] However, the length of stressed syllable is not semantically relevant.

Words stress in Spanish

As mentioned above, the place of stress is not linked to any concrete place in utterance as it is, for example, in Czech or Slovak. (Čermák, 2005, p. 126)[13]. Words in Spanish are divided into three categories according to their stress:

A) Oxytones – stress on the last syllable

These words have at least two syllables and must end with different consonants than /s/ or /n/.

papel /paˈpel/ (paper), *reloj* /reˈlox/ (clock)

B) Paroxytones – stress on the penultimate syllable

These have at least two syllables and end with a vowel or a consonant /s/ or /n/.

mesa /ˈmesa/ (table), *lunes* /ˈlunes/ (Monday)

C) Proparoxytones – stress on the third syllable from the end.

These words always carry graphic stress.[14]

fonética /foˈnética/ (phonetics), *lástima* /ˈlastima/ (pity)[15]

D) Superproparoxytones – stress on the fourth syllable from the end.

These words must carry graphic stress, too. However, normally these words are compounds or derivatives of adverbs, gerunds, participles and imperative.

explícaselo /esˈplikaselo/ (explain it to him),

comprándomelo /komˈprandomelo/ (buying it myself)[16]

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[13] Stress in Czech and Slovak is always on the initial syllable (Čermák, 2005, p. 126).
[14] Graphic stress is called *tilde* and it has a form of acute. It is always marked above the vowel. It serves not only to mark phonetic stress, but also to graphically distinguish words with same graphemes. For example, *tú* (you) and *tu* (your).
[15] Summary of Spanish word stresses retrieved from *Základy obecné a španělské fonetiky a fonologie* (Bartoš, 2008, p. 70)
[16] Čermák mentions superproparoxytones as another class of word stress classification (Čermák, 2005, p. 127). For Bartoš, it is not another category (Bartoš, 2008, p. 70), but more a *polysyllabic sequence*.

However, there are words which carry two stresses – one primary and one secondary (Bartoš, 2008, p. 70). The stress is usually emphatic and it appears in the adverbs derived from adjectives by the suffix *-mente*.

fuertemente /ˈfuerteˌmente/ (strongly)[17]

Sentence stress in Spanish

The sentence stress in Spanish is focused on the stressed syllable of nucleus of utterance (Čermák, 2005, p. 128). However, it is not the only possible place.

Bartoš adds that the stressed words in utterance are usually lexical words (Bartoš, 2008, p. 71). Hence, the focus of sentence stress is similar to sentence stress in English.

2.2.1.3 Stress changes in Latin America

Latin American Spanish stress is stable and not so deviated from the peninsular pronunciation (Bartoš, 2008, p. 99). However, the antihiatic tendency of Latin American Spanish, as mentioned above, modifies words with hiatus such as *país* /paˈjis/ (country) to /ˈpais/. The word of two syllables becomes a word of one syllable with a transported stress.

2.2.1.4 Presumed difficulties with stress in English

The description and functioning of English stress is not distinct from the manner Spanish stress works. The possible advantage of Spanish speakers[18] is the system of stress which have in common with English. Hence, the speakers will not be struggling with different positions of stress. However, the difficulty appears with the similar sounding words which are stressed differently in English and Spanish. For example, the word *intersection* /ˌɪntəˈsɛkʃən/ (British English) or /ˌɪnər(ː)ˈsɛkʃən/ (American English) resembles the Spanish oxytone *intersección* /interseˈθion/. The presumed

[17] Retrieved from Bartoš, 2008, p. 70 and Čermák, 2005, p. 127.
[18] In contrast to Czech or Slovak speakers.

mispronunciation will be ideally /ˌɪntə(ː)sɛkˈθion/ with the primary stress on the last syllable.

The origin of speaker, whether it is a speaker of peninsular Spanish or Latin American Spanish, will not have a major role in the stress errors.

2.2.2 Rhythm

Even though rhythm and intonation will not form a part of the research section[19], it is necessary to mention both as relevant suprasegmental features of each language.

According to Cruttenden the rhythm in English is governed by stressed syllables (Cruttenden, 2008, p. 264). Collins & Mees point that the sentence stress is the basis of rhythm in English (Collins & Mees, 2008, p. 130). Hence, as authors continue, "Stressed syllables tend to occur at roughly equal intervals of time. This is because the unstressed syllables in between give the impression of being compressed if there are many and expanded if there are few" (Collins & Mees, 2008, p. 130).

Rhythm in Spanish is called by Čermák *tempo* and it consists in its speediness (Čermák, 2008, p. 143). He also adds that the speediness of Spanish speech is often faster than, for example, Czech. However, this might be only based on empirics (Čermák, 2008, p. 143).

2.2.3 Intonation

Another relevant suprasegmental feature to mention is the intonation in English and *entonación* in Spanish. According to Cruttenden, intonation is a pitch perceived by listeners and its function, based on the shape of the tunes produces by pitch changes, is to carry various types of meaning, mainly discoursal (Cruttenden, 2008, p. 270).

[19] Author consideres intonation and rhythm to be a difficult and not exact issue to analyze as speakers are asked to read a text and they will not be probably concentrated enough to adopt English rhythm and intonation.

Čermák adds that every syllable is pronounced in certain tone; hence, the sequence of syllables creates a melodic curve whose form distinguishes types of utterances such as question, doubt or order (Čermák, 2005, p. 128 - 130).

3 Research section

The aim of the research section of the thesis is to prove above stated presumed difficulties with English pronunciation of speakers of Spanish from Spain and Latin America. The research does not try to state who better speaker is, but to establish differences in mispronunciations and errors of speech between the two sides. Both peninsular Spanish and Latin American Spanish carry certain advantages or disadvantages as described in the theoretical section.

In addition, the research will prove or disprove the concrete difficulties for Spanish speakers such as English vocal system of different monophthongs and diphthongs, alveolar /t/ and /d/, stress and other criteria described in the assessment section.

The focus is on the voiceless dental fricative /θ/ which can serve as a major distinction between peninsular Spanish speakers, which possess the sound, and Latin American Speakers, which do not recognize it.

Another important point the research focuses on the prosthetic vowels whose presence is often in English pronunciation of native Spanish speakers and if it is a difficulty only for peninsular speakers or also for Latin American speakers.

The research is based on reading a text in English by Spanish speakers to be able to analyze their errors in speech.

The speakers come from regions with same dialects. This is necessary for avoiding deviations in their pronunciation.

3.1 Methodology

Speakers are divided into two groups:

A) Speakers of peninsular Spanish

B) Speakers of Latin American Spanish (Mexico)

Speakers are asked to read an excerpt from a website article and all the reading is recorded on the voice-recorder. Speakers are given 3 minutes to read the text, underline words they do not know or find difficult to pronounce and then start reading.

The assessment table demonstrates the most common and often mistakes in speakers' pronunciation. Another comments on the pronunciation are always below the table. Transcriptions of speakers' recordings are listed in the appendices.

3.2 Assessment

The assessment is made by table created and used by PhDr. Kateřina Tomková, Ph.D. in her *Perception of Non-Native Pronunciation of English by Native Speakers* (Tomková, 2008, p. 76). The table is listed in the appendices. The table has been already updated by the author and for purposes of the thesis the column of "Points subtracted" will not be used. Nevertheless, the table itself is remade for Spanish speakers and that is why another types of potential errors appear and are assessed.

The following categories of errors will be assessed:

A) Vowels /æ/ and /ɪ/

B) Consonants /dʒ/, /ʃ/, /ʒ/, /z/

C) Voicing and liaison

D) Prosthetic vowel

E) Stress

F) Voiceless alveolar plosive /t/

G) Voiced dental fricative /ð/

H) Voiceless dental fricative /θ/

I) Long mixed vowel /ɜː/

J) Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/

K) *-ing* endings

In addition, any other error not covered in the table will be commented in proper analysis. Although there is no category for accent (British, American, Australian) and speakers are free to choose which one they would like to speak, the consistency of accent is also commented.

3.3 Questionnaire and participants

The questionnaire for the research serves to divide speakers into groups focusing mainly on the country of origin to be able to presume which errors of speech they will commit. The question of age is informative for the purposes of the thesis. Even though the information about learning and contact with English will not be covered as an approach to research – hence, they will not be commented – they might help to illustrate whether the number of years of studying and contact with the language (which in the case of this thesis is almost same for every speaker) are relevant or not for the one's pronunciation. The concrete questions are listed in the appendices with their numbers.

Table 9 – Information about participants

	Europe			Latin America		
Questions	**Speaker 1**	**Speaker 2**	**Speaker 3**	**Speaker 4**	**Speaker 5**	**Speaker 6**
1.	Spain	Spain	Spain	Mexico	Mexico	Venezuela
2.	34	38	57	26	26	28
3.	4 years	4 years	7 years	1 year	1 year	6 years
4.	Once a week	No contact	Once a week	Once a week	Once a week	Once a week

3.4 Transcription of texts

Another presumption is that speakers from Spain will tend to speak in British English and speakers from Latin America in American dialect. That is why the example transcription is made in British and American language. The transcriptions of recordings are listed in the appendices and the analysis always refers to them.

3.4.1 Transcription in British English

/wɒt njuː ˈjɔːk kən ˈlɜːn frəm ˌbɑːsɪˈləʊnəz ˈsuːpəˌblɒks

ɪˈmædʒɪn ɪf striːts wə fə ˈstrəʊlɪŋ, ˌɪntəˈsɛkʃənz wə fə ˈpleɪɪŋ ənd kɑːz wəˈr ɔːlməʊst ˈnɛvər əˈlaʊd.

waɪl ɪt ˈsaʊndz laɪk ə pɪˈdɛstrɪənz ˈdeɪˌdriːm, ənd ə ˈdraɪvəz ˈnaɪtmeə, ɪt ɪz bɪˈkʌmɪŋ ə riˈælɪti hɪər ɪn ˈspeɪnz ˈsɛkənd-lɑːdʒɪst ˈsɪti, ə ˈdɛnsli pækt mɪˈtrɒpəlɪs ɒv wʌn pɔɪnt sɪksˈmɪljən ɒn ðə ˌmɛdɪtəˈreɪnjən. ˈɛvə sɪns ðə ˈnaɪntiːn ˈnaɪnti ˈtuː ˈsʌmər əˈlɪmpɪks ˈfəʊkəst ˈgləʊbəl əˈtɛnʃən hɪə, ðɪs ˈθraɪvɪŋ ˈsɛntə əv ˈtʊərɪzəm, ˈkɬʃər ənd ˈbɪznɪs —

ˈɒfən ˈvjuːd əz ə ˈhɪpə, ˈmɔːr iːzɪˈgəʊɪŋ ˈkʌzn tə məˈdrɪd, ðə ˈspænɪʃ ˈkæpɪtl̩ — həz siːn ɪts ˌpɒpjʊˈlærɪti sɔːr‿əˈlɒŋ wɪð kənˈʤɛsʧən ɒn ɪts striːts ənˈsaɪdwɔːks.

səʊ ɪn ən ɪˈnɪʃɪətɪv ðət həz ˈdrɔːn ˌɪntəˈnæʃnl̩ əˈtɛnʃən ən ˌrɛprɪˈzɛnts ə ˌtrænsˈfɔːmətɪv ˌriːˈmeɪkɪŋ əv ɪts ˈstˈriːtskeɪp, ˌbɑːsɪˈləʊnə həz dɪˈsaɪdɪd ðət ˈmɛni əv ɪts ˈkɑː-klɒgd ˈstriːts ənd ˌɪntəˈsɛkʃənz wɪl ˈhɑːdli əv kɑːz ət ɔːɬ ɪnˈstɛd ðeɪ wɪɬ bi tɜːnd ˈəʊvə tə pɪˈdɛstrɪənz.

bɪˈgɪnɪŋ ɪn sɛpˈtembə, ˈsɪti əˈfɪʃəl̩z ˈstɑːtɪd kriˈeɪtɪŋ ə ˈsɪstɪm əv səʊˈkɔːld ˈs(j)uːpəˌblɒks əˈkrɒs ðə ˈsɪti ðət wɪl sɪˈvɪəli ˈlɪmɪt ˈviːɪkl̩z əz ə ˈweɪ tə rɪˈdjuːs ˈtræfɪk ən ðiː ˈeə pəˈluːʃən, juːz ˈpʌblɪk speɪs məːr ɪˈfɪʃəntli ənd ɪˈsɛnʃəli meɪk ˈneɪbəhʊdz məː ˈplɛznt/

3.4.2 Transcription in American English

/wʌt nuˈjɔrk kən lɜrn frəm ˌbɑrsɪˈloʊnəz ˈsupərˌblɑːks

ɪˈmædʒən ɪf strits wər fər ˈstroʊlɪŋ, ˌɪnərˈsɛkʃənz wər fər ˈpleɪɪŋ ənd kɑrz wər ˈəlˌmoʊst ˈnɛvər əˈlaʊd

waɪl ɪt ˈsaʊndz laɪk ə pəˈdɛstriənz ˈdeɪˌdriːm, ənd ə ˈdraɪvərz ˈnaɪtˌmɛr, ɪt əz bɪˈkʌmɪŋ ə ˌriˈælə˞di hir ɪn speɪnz ˈsɛkənd-lɑrʤəst ˈsɪdi, ə ˈdɛnsli pækt məˈtrɑpələs ʌv wʌn pɔɪnt sɪksˈmɪljən ɑn ðə ˌmɛdətəˈreɪniən. ˈɛvər sɪns ˈnaɪntiːn ˈnaɪnti ˈtuːˈsʌmər əˈlɪmpɪks ˈfoʊkəst ˈgloʊbəl əˈtɛnʃən hir ðɪs ˈθraɪvɪŋ ˈsɛnər əv ˈtʊəˌrɪzəm ˈkʌɬʃər ənd ˈbɪznəs ˈɒfən vjud əz ə ˈhɪpər, mɔr iziˈgoʊɪŋ ˈkʌzən tə məˈdrɪd ðə ˈspænɪʃ ˈkæpətəl həz siːn ɪts ˌpɑpjəˈlɛrəti sɔr əˈlɔŋ wɪð kənˈʤɛsʧən ɑn ɪts ˈstriːts ənd ˈsaɪˌdwɔːks

soʊ ɪn ən ɪˈnɪʃətɪv ðət həz drən ˌɪnərˈnæʃənəl əˈtɛnʃən ənd ˌrɛprəˈzɛnts ə transˈfɔːrmətɪv ˈriˈmeɪkɪŋ əv ɪts ˈstritskeɪp ˌbɑrsəˈloʊnə həz ˌdɪˈsaɪdɪd ðət ˈmɛni əv ɪts kɑr-klʌgd ˈstriːts ənd ˌɪnərˈsɛkʃənz wɪl ˈhɑrdli həv kɑrz əd ɔl ɪnˈstɛd ðeɪ wɪɬ bi tɜrnd ˈoʊvər tə pəˈdɛstriənz

bɪˈgɪnɪŋ ɪn sɛpˈtɛmbər ˈsɪti əˈfɪʃəls ˈstɑrtəd kriˈeɪtɪŋ ə ˈsɪstəm əv ˈsoʊˈkɔld supərˌblɑks əˈkrɒs ðə ˈsɪti ðət wɪł səˈvɪrli ˈlɪmət ˈviɪkəlz əz ə weɪ tə rəˈdus ˈtrɑfɪk ənd ˈɛr pəˈluʃən juz ˈpʌblɪk speɪs mər ɪˈfɪʃəntli ənd ɪˈsɛnʃəli meɪk ˈneɪbərˌhʊdz mər ˈplɛzənt/

3.5 Outcome

3.5.1 Peninsular Spanish speakers

3.5.1.1 Speaker 1

Table 10 – Assessment table 1

Vowels /æ/ and /ɪ/	*Have* - /hʌf/ instead of /hæv/
Consonants /dʒ/, /ʃ/, /ʒ/, /z/	*Imagine* - /ɪˈmʌjin/ instead of /ɪˈmædʒɪn/
Voicing and liaison	*Have* - /hʌf/ instead of /hæv/ *Of* - /ɒf/ instead of /ɒv/
Prosthetic vowel	-
Stress	*Superblocks* - /ˌsupərˈblɒks/ instead of /ˈsupərblɒks/ *Reality* - /ˈɾealɪti/ instead of /reˈalɪti/
Voiceless alveolar plosive /t/	*That* - /dʌd/ instead of /ðæt/
Voiced dental fricative /ð/	*That* - /dʌd/ instead of /ðæt/
Voiceless dental fricative /θ/	-
Long mixed vowel /ɜː/	*Turned* - /tɾn/ instead of /tɜːnd/ *Were* - /wɛr/ instead of /wɜː/

Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/	*Largest* – /lɑrdʒɛst/instead of /lɑːʤɪst/
-*ing* endings	*Becoming* - /bɪˈkɑmɪng/ instead of /bɪˈkʌmɪŋ/ *Playing* - /ˈpleɪɪn/ instead of /ˈpleɪɪŋ/

The first speaker's major difficulty has been with the pronunciation of the English sound /r/. Over the recording, there are only few times when the speaker can pronounce /r/. Most of the cases, the sound is the same as the Spanish flap /ɾ/.

In addition, the speaker's -*ing* endings are either pronounced as /ɪn/ or /ɪng/.

The difficulty appears, as presumed, with the English vocals. Sounds /ə/ and /æ/ are pronounced as Spanish /e/ or as English /ʌ/.

However, the stress does not appear as an issue for the speaker making only error in mentioned word *reality* stressing the first syllable.

In addition, speaker 1 is one of few speakers without prosthetic vowel in his recording.

Among the mispronounced words appears *imagine* as /ɪˈmʌjin/ or *vehicles* as /ˈvɛjkls/.

As mentioned in the theoretical section, the speaker struggles with the Latin words which look similar in English and Spanish. For example, *attention* as /ʌˈtɛnsjon/[20].

In comparison with other speakers, the speaker one does not insert vocals such as /e/ or /ə/ before the English consonantal combination which do not exist in Spanish.

[20] As in Spanish *atención* /atenˈθion/

3.5.1.2 Speaker 2

Table 11 – Assessment table 2

Vowels /æ/ and /ɪ/	*That* - /dɛd/ instead of /ðæt/
Consonants /dʒ/, /ʃ/, /ʒ/, /z/	*Imagine* - /ɪˈmʌʒɪn/ instead of /ɪˈmædʒɪn/
Voicing and liaison	*Of* - /ɒf/ instead of /ɒv/ *Pleasant* - /ˈplɛsnt/ instead of /ˈplɛznt/
Prosthetic vowel	*Streets* - /ə ˈstɾɪts/ instead of /striːts/
Stress	*Reality* - /ˈrʊɑlɪtɪ/ instead of /riˈælɪti/
Voiceless alveolar plosive /t/	/dəd/ instead of /ðæt/
Voiced dental fricative /ð/	*The* - /dɛ/ instead of /ð/
Voiceless dental fricative /θ/	*Thriving* - /ˈtɾɪːvɪn/ instead of /ˈθraɪvɪŋ/
Long mixed vowel /ɜː/	*Turned* - /ˈtɑːrnɪd/ instead of /tɜːnd/ *Were* - /wɛr/ instead of /wɜː/
Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/	*Transformative* - / trʌnsˈfɒrmʌtif / instead of /trænsˈfɔːmətɪv/
-*ing* endings	*Remaking* - /ˌrɛˈmʌɪkɪn/ instead of /ˌriːˈmeɪkɪŋ/

Like the speaker one, speaker two struggles with the English /r/ using Spanish tap /ɾ/. Stress is in most cases correct, however, the word *reality* is stressed incorrectly as in the case of the speaker one putting the stress on the first syllable.

Speaker two mispronounced voiceless dental fricative /θ/ in the word *thriving* as /ˈtrɪ:vɪn/.

In case of vocals, the speaker two makes similar errors as the speaker one. The word *capital* is pronounced as /ˈkʌpɪtʌl/.

Speaker two inserts vocal /ɛ/ before the consonantal combinations non-existent in Spanish. That is why, for instance, speaker two pronounces *started* as /ɛˈstr:tɪd/ or *of its streetscape* as /ɒf ɪts ɛˈstrɪtskɐjp/.

Words such *imagine* or *beginning* are pronounced as /ɪˈmʌʒɪn/ or /bɛˈʒɪnɪn/ and that might be because of /dʒ/ pronunciation of other *g* graphemes in English such as *gem* /ˈdʒɛm/.

The non-existent sound in Spanish /ʃ/ causes that the speaker two pronounces words such *efficiently* and *essentially* as /ɛˈfɪsɪɛntlɪ/ and /ɛˈsɛntsɪalɪ/, respectively.

3.5.1.3 Speaker 3

Table 12 – Assessment table 3

Vowels /æ/ and /ɪ/	*That* - /ðɛt/ instead of /ðæt/
Consonants /dʒ/, /ʃ/, /ʒ/, /z/	*Imagine* - /ɪˈmæʒən/ instead of /ɪˈmædʒɪn
Voicing and liaison	*Of* - /ɒf/ instead of /ɒv/
Prosthetic vowel	*Streets* - /ə ˈstrɪts/ instead of /striːts/
Stress	-
Voiceless alveolar plosive /t/	-
Voiced dental fricative /ð/	-
Voiceless dental fricative /θ/	-
Long mixed vowel /ɜː/	*Were* - /wɛr/ instead of /wɜː/
Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/	-
-*ing* endings	-

In comparison with speaker one and two, the speaker three sounds as an experienced speaker. As present rhoticity of the speaker is undoubtable, the tendency of the speaker is to speak in American English and the speaker is very consistent in following American accent.

The stress is correct in all cases and speaker is confident in vocals even though sometimes the sound /æ/ is incorrectly pronounced as /ʌ/ or /ɛ/ or long mixed vowel /ɜː/ is pronounced as /ɛ/.

Although it is clear that the speaker is experienced, some inserted vocals have caused problems. For example, again, *of its streetscape* as /ɒf ɪts əˈstritskeɪp/.

On the one hand, speaker three is the most confident. On the other hand, the speaker mispronounces more words than speaker one and two. For instance, speaker three pronounces *intersections* as /ɪnstrˈsɛiʃənz/, *allowed* as /ɑːwld/ or *vehicles* as /ˈbʌjʌikls/[21]. However, these errors are more errors of stress rather than of no knowledge of the correct pronunciation of the word.

[21] The author attributes the presence of /b/ sound in the word *vehicles* /ˈbʌjʌikls/ to the non-existent /v/ sound in Spanish. As can be seen, it might cause difficulties even to experienced speakers.

3.5.2 Latin American Speakers

3.5.2.1 Speaker 4

Table 13 – Assessment table 4

Vowels /æ/ and /ɪ/	*That* - /dɛt/ instead of /ðæt/ *Has* – /hɑs/ instead of /hæz/
Consonants /dʒ/, /ʃ/, /ʒ/, /z/	*Imagine* - /ɑiˈmʌʒɪn/ instead of /ɪˈmædʒən/
Voicing and liaison	*Of* - /ɒf/ instead of /ɒv/ *Has* – /hɑs/ instead of /hæz/
Prosthetic vowel	*Streets* - /ə ˈstriːts/ instead of /striːts/
Stress	*Easy-going* – /ˈɪsɪgɒin/ instead of /izi- ˈgoʊɪŋ/
Voiceless alveolar plosive /t/	*That* - /dɛt/ instead of /ðæt/
Voiced dental fricative /ð/	*That* - /dəd/ instead of /ðæt/
Voiceless dental fricative /θ/	-
Long mixed vowel /ɜː/	*Learn* - /ˈlɛrn/ instead of /lɜːn/
Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/	-
-ing endings	*Becoming* - /bɪˈkɒmin/ instead of /bɪˈkʌmɪŋ/

Speaker four is also, probably, an experiences speaker, as the pronunciation is at higher level.

However, there are some errors worth commenting. It seems that the vowel /æ/ is a difficult vowel every speaker. Speaker four struggles with its pronunciation as well, for example, in the word *that* /ðæt/ which he pronounces as /dɛt/.

The voiced dental fricative /ð/ is difficult and in the same word *that* pronouncing it /dɛt/

The long-mixed vowel /ɜ:/ is substituted by the English /ɛ/ or Spanish /e/.

Among the mispronounced words appear, for example,

3.5.2.2 Speaker 5

Table 14 – Assessment table 5

Vowels /æ/ and /ɪ/	*Imagine* - /ɪmʌˈjɪn/ instead of /ɪˈmædʒən/ *Spanish* - /spɑnɪʃ/ instead of /spænɪʃ/
Consonants /dʒ/, /ʃ/, /ʒ/, /z/	*Imagine* - /ɪmʌˈjɪn/ instead of /ɪˈmædʒən/
Voicing and liaison	*Of* - /ɒf/ instead of /ɒv/
Prosthetic vowel	*Streets* - /ə ˈstɾiːts/ instead of /striːts/
Stress	*Imagine* - /ɪmʌˈjɪn/ instead of /ɪˈmædʒən/
Voiceless alveolar plosive /t/	*That* - /dɛd/ instead of /ðæt/
Voiced dental fricative /ð/	*That* - /dɛd/ instead of /ðæt/
Voiceless dental fricative /θ/	*Thriving* - /ˈtriːvin/ instead of /ˈθraɪvɪŋ/
Long mixed vowel /ɜː/	*Turned* - /ˈtɒrnin/ instead of /tɜːrnd/
Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/	*Transformative* - / trʌnsˈfɒrmɑtɪf / instead of /trænsˈfɔːmətɪv/
-*ing* endings	*Strollin* - /ˈstɾɒlɪn/ instead of /ˈstroʊlɪŋ/

Speaker number 5 struggles with more difficulties in the reading. However, as the rest of speakers, the stress is usually at the correct place on the exceptions such as *imagine*

which, even though mispronounced, is incorrectly stressed on the last syllable. Then, the result is the pronunciation /ɪmʌˈjɪn/ instead of /ɪˈmæʤən/.

Voicing appears to be one of the major difficulties for Spanish speakers and speaker 5 also pronounces *of* as /ɒf/ instead of /ɒv/.

The English vocal /æ/ is transformed to either /ɑ/ or /ə/.

Speaker 5 cannot pronounce the voiceless dental fricative /θ/ in the word *thriving*. However, the word *with* is pronounced correctly as /wɪθ/.

The difficulty with the /ŋ/ sound is present as it is in recordings of other speakers.

The word *turned*, consisting of long mixed vowel /ɜː/, seems to be difficult to pronounce to every native Spanish speaker.

3.5.2.3 Speaker 6

Table 15 – Assessment table 6

Vowels /æ/ and /ɪ/	*Spanish* - /spɑnɪʃ/ instead of /spænɪʃ/
Consonants /dʒ/, /ʃ/, /ʒ/, /z/	-
Voicing and liaison	*Of* - /ɒf/ instead of /ɒv/ *Sounds* - /ˈsaʊnds/ instead of /ˈsaʊndz/
Prosthetic vowel	*Streets* - /ə ˈstriːts/ instead of /striːts/
Stress	-
Voiceless alveolar plosive /t/	*That* - /dɛd/ instead of /ðæt/-
Voiced dental fricative /ð/	*That* - /dɛd/ instead of /ðæt/
Voiceless dental fricative /θ/	-
Long mixed vowel /ɜː/	-
Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/	-
-*ing* endings	*Becoming* - /bɪˈkɒmin/ instead of /bɪˈkʌmɪŋ/

Speaker number 6 is a very experienced speaker and commits fewer errors in speech than any other speaker. However, speaker 6 shares some of the mistakes with the other speakers. For example, the voicing of /v/ in the word *of* is like the pronunciation of other speakers. Hence, it is /ɒf/ instead of /ɒv/.

In the word *Spanish*, the speaker finds also difficult to pronounce the vowel /æ/ and it is pronounced as /spɑnɪʃ/ instead of /spænɪʃ/. However, in other words with the same vowel, for example, *capital*/ˈkæpətəl/, the pronunciation is correct and it is /ˈkæpədəl/.

Among other errors, there are present usually the same mistakes as those of other speakers, for instance, difficulty with the *-ing* endings and voiced dental fricative /ð/. However, speaker 6 is the only speaker without mispronouncing the long mixed vowel /ɜː/ in the word *turned.*

Moreover, speaker 6 is confident in his American accent and very consistent.

3.5.3 Final comparison

Table 16 – The comparison of errors between Spanish and Latin American speakers

Errors	Spain	Latin America
Vowel /æ/ and /ɪ/	*That* - /ðɛt/ and / dɛd/ instead of /ðæt/ *Have* - /hʌf/ instead of /hæv/	*That* - /ðɛt/ and / dɛd/ instead of /ðæt/
Consonants /dʒ/, /ʃ/, /ʒ/, /z/	*Imagine* - /ɪˈmʌjin/ and /ɪˈmʌʒɪn/ instead of /ɪˈmædʒɪn/	*Imagine* – /ɑiˈmʌʒɪn/ and / ɪmʌˈjɪn/ instead of /ɪˈmædʒɪn/
Voicing and liaison	*Of* - /ɒf/ instead of /ɒv/	*Of* - /ɒf/ instead of /ɒv/
Prosthetic vowel	*Streets* - /ə ˈstɾɪts/ instead of /striːts/	*Streets* - /ə ˈstriːts/ instead of /striːts/
Stress	*Reality* - /ˈɾealɪti/ and /ˈrʊɑlɪtɪ/, instead of /reˈalɪti/	*Easy-going* – /ˈɪsɪgɒin/ instead of /izi-ˈgoʊɪŋ/ *Imagine* - /ɪmʌˈjɪn/ instead of /ɪˈmædʒən/
Voiceless alveolar plosive /t/	*That* - /dʌd/ instead of /ðæt/	*That* - /dɛd/ instead of /ðæt/
Voiced dental fricative /ð/	*That* - /dʌd/ instead of /ðæt/ *The* - /dɛ/ instead of /ð/	*That* - /dɛt/ and /dɛd/ instead of /ðæt/
Voiceless dental fricative /θ/	*Thriving* - /ˈtɾɪːvɪn/ instead of /ˈθraɪvɪŋ/	*Thriving* - /ˈtriːvin/ instead of /ˈθraɪvɪŋ/
Long mixed vowel /ɜː/	*Turned* - /tɾn/ and /ˈtɑːrnɪd/ instead of /tɜːnd/	*Learn* - /ˈlɛrn/ instead of /lɜːrn/ *Turned* - /ˈtɒrnin/ instead of /tɜːrnd/
Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/	*Largest* – /lɑɾdʒɛst/instead of /lɑːdʒɪst/ *Transformative* - /trʌnsˈfɒrmʌtif / instead of /trænsˈfɔːmətɪv/	*Transformative* - / trʌnsˈfɒrmɑtɪf / instead of /trænsˈfɔːmətɪv/
***-ing* endings**	*Becoming* /bɪˈkɑmɪng/instead of /bɪˈkʌmɪŋ/	*Becoming* - /bɪˈkɒmin/ instead of /bɪˈkʌmɪŋ/

4 Conclusion

The thesis deals with the pronunciation of English by Spanish speakers from Spain and Spanish speakers from Latin America. The theoretical section describes both phonetic systems of English and Spanish, changes in phonetic processes in Latin America and suprasegmental features stating presumed difficulties for speakers of both regions. The research part intents to confirm delineated difficulties. However, the research section has demonstrated that the theoretical section's presumed difficulties are not always confirmed.

First, difficulties described in the theoretical section regarding the origin of speakers do not influence their pronunciation. Hence, the research part has not confirmed that changes in phonetic systems between Spanish spoken in Spain and Spanish spoken in Latin America are reflected in their speech. Errors, which they use to commit, are usually the same and phenomena like *seseo* or antihiatic tendency in Latin America do not influence pronunciation of respondents.

However, the research part has confirmed difficult areas in English pronunciation for Spanish speakers regardless of their origin. The most difficult area, which Spanish speakers commit and which reflects in the research section, are English vocals. As the table 8 by Finch and Lira (1982, p. 42) demonstrates, Spanish speakers, including speakers of the research section, tend to approach every short English monophthong as their own /a/, /e/, /i/, /o/ or /u/. In addition, long English vowels are even more difficult and speakers tend to shorten them to Spanish monophthongs. That is mainly because of the absence of long vowels in Spanish phonetic system.

In case of consonants, Spanish speakers, as theoretical part describes, find difficult to pronounce consonants such /dʒ/, /ʃ/, /ʒ/ or /z/. It is also because of the absence of these consonants in Spanish system.

One of the issues, which seems to be original for Spanish speakers, is the prosthetic vowel. Theoretical part describes briefly the issue regarding the study by Gibson. However, this difficulty might be a subject for even more profound study of the issue and prepare a methodology for Spanish speakers to avoid their prosthetic vowels. Moreover, it is present in peninsular Spanish as well as in Latin American Spanish.

Stress as a suprasegmental feature seems to be a far less important issue for Spanish speakers as their free stress allows them to adopt English stress quite easily. Stress errors form a minority amongst other errors and they usually repeat in words such *reality*, *easy-going* and *imagine.*

As far as voiceless dental fricative /θ/ is concerned and as theoretical part describes is not a difficult consonant. Even though it appears only one in the research text, the word *thriving,* most speakers pronounce it correctly. Even speakers from Latin America whose *seseo* implies that they should find it difficult to pronounce a voiceless dental fricative /θ/.

The thesis concludes with statement that the differences between Spanish spoken in Spain and Spanish spoken in Latin America do not influence their English pronunciation. However, it is important to state that the number of respondents is lower and that they come from different backgrounds. The thesis proposes to delineate a research concerning the issue with more respondents from each potential group of speakers to better understand the field of English (as well as Spanish) phonetics which still offer an extensive area to discover.

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6 Summary in English

The thesis deals with English pronunciation of native Spanish speakers from Spain and native Spanish speakers from Latin America. It is divided into two sections - theoretical and practical. The theoretical section describes phonetic systems of English and Spanish, suprasegmental features and phonetic changes in Latin America. Presumed difficulties for Spanish speakers are proposed on the end of subchapters. The aim of research section is to confirm presumed difficulties in English pronunciation proposed in theoretical section.

The research section concludes that the origin of speakers does not influence their pronunciation. Therefore, differences between Spanish spoken in Spain and Spanish spoken in Latin America do not demonstrate any significant deviations in English pronunciation.

The outcome of the research concludes that speakers share very similar errors in their speech. The major issue is English vocal system. Speakers tend to pronounce English vocals as Spanish short monophthongs and it is because of the absence of long vowels in Spanish as well as visual similarity to their native vocals.

Prosthetic vowel is also one of the major difficulties in English pronunciation since Spanish speakers tend to pronounce /ə/ or /ɛ/ before the syllabic sequences which Spanish does not operate with. For example, /st/ in the beginning of word such *streat.*

Another issue is the voicing and consonants which Spanish does not possess. The preposition *of* is always pronounced as /ɒf/ instead of /ɒv/ and speakers struggles with consonants /dʒ/, /ʃ/, /ʒ/ and /z/.

However, speakers are more confident in English stress and the voiceless dental fricative /θ/ than, for example, Czech and Slovak speakers.

7 Summary in Czech

Bakalářská práce se zabývá anglickou výslovností španělských mluvčích ze Španělska a Latinské Ameriky. Je rozdělena do dvou částí – teoretické a praktické. Teoretická část popisuje fonetické systémy anglického a španělského jazyka, prozodické jevy a fonetické změny v Latinské Americe. Na konci každé podkapitoly se nachází předpokládané obtížné výslovnostní jevy pro španělské mluvčí. Cílem praktické části je potvrdit předpokládané obtížné jevy ve výslovnosti pro španělsky hovořící respondenty stanovené v teoretické části.

Výzkumná část ukazuje, že původ mluvčích neovlivňuje jejich výslovnost. Tudíž rozdíly mezi španělskými mluvčími pocházejícími ze Španělska a Latinské Ameriky nedemonstrují významné odchylky v anglické výslovnosti. Výzkum dokazuje, že mluvčí sdílejí velmi podobné chyby v mluveném projevu. Hlavním důvodem je anglický systém vokálů. Mluvčí mají sklon vyslovovat anglické vokály jako španělské krátké monoftongy kvůli chybějícím dlouhým samohláskám ve španělském jazyce a kvůli vizuálním podobnostem s jejich nativními vokály.

Protetická samohláska je další z hlavních obtížnosti v anglické výslovnosti, jelikož respondenti z obou oblastí mají sklon vyslovovat /ə/ nebo /ɛ/ před sylabickými sekvencemi, které se ve španělském jazyce nevyskytují, například /st/ na začátku slova *street* vysloveno jako /ɛˈstri:t/.

Dalším problémem je výslovnost znělých konsonant, které se ve španělštině nevyskytují. Předložka *of* je vždy vyslovována jako /ɒf/ místo /ɒv/ a mluvčí shledávají obtížnými především konsonanty dʒ/, /ʒ/ a /z/.

Respondenti jsou však sebevědomější při realizaci anglického přízvuku (slovního a větného důrazu) či neznělé dentální frikativy /θ/ než čeští nebo slovenští rodilí mluvčí.

8 Appendices

8.1 Appendix 1 – Questionnaire

1) What country are you from?
2) How old are you?
3) How long have you been learning English?
4) How often do you use English?

8.2 Appendix 2 – Transcript of article

What New York Can Learn from Barcelona's 'Superblocks'

Imagine if streets were for strolling, intersections were for playing and cars were almost never allowed.

While it sounds like a pedestrian's daydream, and a driver's nightmare, it is becoming a reality here in Spain's second-largest city, a densely packed metropolis of 1.6 million on the Mediterranean. Ever since the 1992 Summer Olympics focused global attention here, this thriving center of tourism, culture and business — often viewed as a hipper, more easygoing cousin to Madrid, the Spanish capital — has seen its popularity soar along with congestion on its streets and sidewalks.

So in an initiative that has drawn international attention and represents a transformative remaking of its streetscape, Barcelona has decided that many of its car-clogged streets and intersections will hardly have cars at all. Instead, they will be turned over to pedestrians.

Beginning in September, city officials started creating a system of so-called superblocks across the city that will severely limit vehicles as a way to

reduce traffic and air pollution, use public space more efficiently and essentially make neighborhoods more pleasant.

8.3 Appendix 3 - Assessment table

Vowels /æ/ and /ɪ/	
Consonants /dʒ/, /ʃ/, /ʒ/, /z/	
Voicing and liaison	
Prosthetic vowel	
Stress	
Voiceless alveolar plosive /t/	
Voiced dental fricative /ð/	
Voiceless dental fricative /θ/	
Long mixed vowel /ɜː/	
Long monophthongs /iː/, /uː/, /ɑː/, /ɔː/	
-*ing* endings	

8.4 Appendix 4 – Transcriptions

8.4.1 Speaker 1

/wɒt nju: ˈjɒɾk kɑn ləɾn fɾəm ˌbɑɾ:seˈlɒnɑz ˌsupəɾˈblɒks

ɪˈmʌjin ɪf stɾi:ts wɛɾ fɑɾ ˈstɾɑlɪŋ ˌɪntɛɾˈsɛktjɑns wɛɾ fɑɾ ˈpleɪɪŋ ən kɑɾs wəɾˈɔ:lməʊst ˈnɛvɾ ʌˈlɔ:d

waɪl ɪt saʊns laɪk ə pɛˈdɛstɾɪʌns ˈdɛɪˌdɾɪm, ən ə ˈdɾaɪvəɾz ˈnaɪtmeɾ it is bɪˈkɑmɪng ə ɾealɪti hɪ:r ɪn speɪns ˈsɛkɒnd-ˈlɑɾdʒɛst ˈsɪti ə ˈdɛnsli pʌkɪt ˈmɛtɾɒppɒlɪs ɒf wʌn pɔɪnt sɪksˈmɪljɒn ˈɒn ðˌmɛdɪtɛɾˈanɪʌn ˈɛvɛn sains ˈnaɪnˈtin ˈnaɪnti tu:ˈsʌmeɾ ɒˈlɪmpɪk ˈfɒkʊsˈglɒbʌl ʌˈtɛnsjon hɪ:ɾ dɪs ˈθɾɪvɪn ˈsɛntɛɾ ɒf ˈtɒɾɪzm ˈkʌltʃɾ ʌn ˈbɪsnɪs ˈɒftɛn vju:ed ɛz ˈhipəɾ mɑɾ ˈizɪˌgɒʊɪn ˈkɑsɪn tʊ mʌˈdɾɪd ð ˈspʌnɪʃ ˈkʌpɪtəl hʌs sin ɪs ˌpɒpjʊˈlʌɾɪti sɔ:ɾ əˈlɒŋ wɪθ kɑnˈʤɛstjn ɒn ɪt stɾɪts ʌn ˈsʌɪdwɑlks

soʊ ɪn ʌn ɪˈnɪsɪʌtɪv dʌd hʌs dɾʌʊn ˌɪntɛɾnʌtʃɒnʌl ʌˈtɛnsjɑnʌl ˌɾɛpɾeˈsɛnts ʌ ˌtɾʌnsˈfɒɾmʌtɪf ˌɾiˈmeɪkɪŋ ɒf ɪts ˈstɾitskeɪp, ˌbʌɾθɛˈlɒnʌ hʌz dɪˈsaɪd dɛt ˈmɛni ɒf ɪts kɑɾ-klɒgɛd stɾɪts ʌn ˌɪntɛɾsɛktʃions wɪl ˈhɑɾdli hʌf kʌɾs ət ɒl. ɪnˈstɛd, deɪs wɪl bi tɾn ˈɒvɾ tʊ pɛˈdɛstɾɪʌns.

bɪˈgɪnɪŋ ɪn sɛpˈtɛmbəɾ, ˈsɪti ɒˈfɪsɪʌls ɛˈstɑɾtɪd kɾɪeɪtɪn ə ˈsɪstɛm ɒf ˈsəʊˈkʌl ˌsʌpəɾˈblɒks ʌˈkɾɒs ð ˈsɪti dɛt wɪl sɛvɛɾɛli ˈlɪmɪt ˈvɛjkls ʌs ʌ weɪ tə ɾɪˈdjuːs ˈtɾɑfɪk ən heɾ pəˈluːʃən, juːs ˈpʊblɪk əˈspeɪs mɒɾ ɛˈfɪsiɛntli ʌn ɛˈsɛnsɪʌli meɪk ˈneɪbɒɾhʊd mɒɾ ˈplɪsənt /

8.4.2 Speaker 2

/ˈwɒt njuːˈjɒɾk kɛn ˈlɪf fɾɒm ˌbʌɾseˈlɒnʌs sʌpəɾblɒks

ɪˈmʌʒɪn ɪf ə ˈstɾɪts wɛɾ fɒɾ ˈstɾolɪn ɪntɛɾˈsɛkʃɪɒna wɛɾ fɒɾ ˈplɛjɪn ɛn ˈkʌːɾs wɛɾ ˈʌlmos nɛwəɾ ʌˈlɒwit.

wʌɪl ɪt ˈsʌʊn lʌik ə pɛˈdɛstɾiəns ˈdɛidri:m ɛnd ə ˈdɾʌɪvɛɾs ˈnʌɪtmɒɾ ɪt ɪs bɪˈkɒm ʌ ˈɾʊɑlɪtɪ hɛr ɪn əˈspɛins sɛkon lɑ:rgəs ˈsɪtɪ ʌ ˈdɛnsɛlɪ pɛkɪd mɪˈtɾɒpɒlɪs ɒf wʌn pɒn sɪks ˈmɪlɪʊn ɒf d ˈmɛdɪtɛɾʌnɪʌns ɛvɛɾ sʌɪs dɛ nʌɪˈtɪn nʌiˈtɪ:n tʊ ˈsʌmɜɾ ɒˈlɪmpɪksˈfɒkʊsɪd ˈglɔ:bɑl ɑˈtɛnʃɪɒn hɛɾ dɪs ˈtɾɪ:vɪn ˈsɛntəɾ ɒf ˈtʊɾis ˈkʊltʊr ɛm ˈbɔsɪnɛs ˈɒfən vjʊɪd ɛs ə ˈhɪpɛɾ, mɒr ɪsiˈgɒin ˈkʊsɪ tʊ mʌˈdrid dɛ ˈspʌnɪʃ ˈkʌpɪtʌl hɛs sɪn ɪts pɒpʊˈlʌɾɪtɪ sɒr ɑˈlɒng wɪθ kɒnˈdʒɛstɪɒn ɒn ɪts ə ˈstɾɪts ɛn ˈsʌɪdwɒlks

sɒ ɪn ɒn ɪˈnɪʃɪʌtɪf ɒf hɪs ˈdɾʌɪn ɪntɛɾˈnʌsɪɒnʌl əˈtɛnʃ ɛnd ɾɪˈprəzɛns ʌ tɾʌnsˈfɒɾmʌtif rɛˈmʌɪkɪn ɒf ɪts ɛˈstɾɪtskɛjp bʌɾseˈlɒnʌ hɜz dɪˈsʌɪdɪd dɛd mɛnɪ ɒf ɪts kɛ:rɪˈklɒgɪd əˈstɾɪts ʌn ɪntɛɾˈsɛksjn wɪl hr:lɪ hɛf ˈk:ɾs ɛt ɒl ɪnˈstʌid θɛi wɪl bi ˈtɑ:rnɪd ɒvɛɾ tʊ pɛˈdɛstɾɪʌs

bɛˈʒɪnɪn ɪn sɛpˈtembr ˈsɪtɪ ɒfɪsɪʌls ɛˈstr:tɪd ˈkɾɛʌtɪn ʌ ˈsɪstɛn ɒf sɒʊ ˈkɒlɪd sʌpɛɾˈblɒks ʌkɾɒs dɛ ˈsɪtɪ dɛd wɪl sɑˈvrlɪ ˈlɪmɪt ˈvɛjkls ɛs ə wʌi tʊ ɾeˈdʌɪs ˈtɾæfɪk ɛn ɛjɾ pɒˈlʊptɪon jʊs pʊblɪk əˈspɛɪs mɒɾ ɛˈfɪsɪɛntlɪ ɛn ɛˈsɛntsɪalɪ ˈmɛjk nɛiˈbrhʊds mɒɾ ˈplɛsnt/

8.4.3 Speaker 3

/ɪˈmæʒən ɪf əˈstrits wɛr fər ˈstrɔ:lɪŋ, ˌɪnstrˈsɛiʃənz wɛr fər ˈpleɪɪŋ ənd kɑrz wɛr ˈəlˌmoʊst ˈnɛvər ɑ:wld

waɪl ɪt saʊndz laɪk ə pəˈdɛstriən ˈdeɪˌdrim, ənd əˈdrɛɪvərz ˈnaɪtˌmɛr, ɪts bɪˈkɒmɪŋ ə ˌriˈælə˳ti hir ɪn əˈspeɪns ˈsɛkənd-ˈlɑrgəst ˈsɪti, ə ˈdɑ:nsɪli pʌkt mɪˈtɾɑpələs ɒf wʌn ˈmɪljən ənd sɪks ɑn ðə ˌmɛdɪtəˈrɑ:niən. ˈɪvər sɪns ðe ˈnʌɪn ˈθʌʊzɛn ˈnaɪnhʌndrd ənd ˈnaɪnti tuːˈsʌmər əˈlɪmpɪks ˈfoʊkszɪd ˈgloʊvəl əˈtɛnʃən hir, ðɪs ˈθrɪ:vɪŋ ˈsɛntər əf ˈtʊˌrɪzəm, ˈkʊlʧər ənd ˈvɪznəs ˈɔftən ˈbjud ɛz ə ˈhɪpər, mər ˈiziˈgoʊɪŋ ˈkɒʊzɪn tə məˈdrɪd, ð ˈspænɪʃ ˈkæpɪtəl həz si:n ɪts ˌpɒpʊˈlɑ:rɪti sɜ:r əˈlɔŋ wɪð kənˈʤɛsʧɪən ɒn ɪts ˈstrits ənd ˈsaɪˌdwɔks

soʊ ɪn ən ɪˈnɪʃətɪv ðɛt həz drən ˌɪntərˈnɛiʃənəl əˈtɛnʃən ənd ˌɾɛprəˈzɛnts ə transfɔ:rmatɪf ˈriˈmeɪkɪŋ ɒf ɪts əstˈritskeɪp ˌbɑrθɛˈlɒʊnʌ həz ˌdɪˈsaɪd ðɑt ˈmɛni əvd ɪts

kɑr-kləʊgɪd strits ənd ˌɪntərˈsɛɪʃənz wɪl ˈhɑrli həv kɑrz ət ɔl ɪnˈstɛd ðeɪ wɪl bi tɜ:rnd ˈoʊvər tə pəˈdɛstʃns

bɪˈgɪnɪŋ ɪn sɛpˈtɛmbər ˈsɪti ɒˈfɪʃəlz ˈstɑrt kriˈeɪtɪŋ ə ˈsɪstəm ɒf ˈsoʊˈkɔ:ld ˌsupərˈblɒks əˈkrɔs ð ˈsɪti ðɑt wɪl səˈvərli ˈlɪmɪt ˈbʌjʌikls əz ə weɪ tə rəˈdus ˈtrɑfɪk ənd ɛr pəˈluʃən jus ˈpʊblɪk ˈspeɪs mər ɛˈfɪʃəntli ənd əʃɛnʒəli meɪk ˈneɪvərˌhʊdz mər ˈplɛ:zənt/

8.4.4 Speaker 4

/wɑt njuˈjɔ:rk kɛn ˈlɛrn frɒm ba:rsəˈlɒnɑ ˈsu:prblɒks

ɑiˈmʌʒɪn ɪf ˈstri:ts wɛr strɔ:liŋ ɪntɛrˈsɛkʃn wɛr fɒr ˈplɛjiŋ ɛn kɑ:rs wɛr ɒlˈmɒʊst nɛvər ɛˈlɑʊd

wɑil it ˈsɑundz lɑik ə pɛˈdrɛstʃɪɛn ˈdrɪm ɛn əˈ drɑivərs ˈnɑɪtmər ɪt iz bɪˈkɒmin ə ˌriˈɛlɪti hi:r ɪn ˈspɛins ˈsɛkɒn lɑ:rdʒɪs ˈsɪtɪ ʌ dɛnslɪ pʌkt mɛˈtrɒpɒlɪs ɒf wɛn pɒin sɪk mɪlɪəns ɒf ð mɛdɪtəˈrɑnɪɑn ɛwr sɪns ðə ˈnɑɪnti:n ˈnɑɪnti ˈtʊ ˈsʌmər ɒˈlɪmpɪk fɒkjʊs glɒbʌl əˈtɛnʃən hi:r θɪs ˈθrɪvɪng ˈsɛntr ɒf ˈtʊrɪsm ˈkʊlter ɛn ˈbɪznɪs ɒfən ˈbjuid ɛs ɛ ˈhɪpr mɔ:r ˈɪsɪgɒin ˈkɒsɪn tʊ mʌˈdrid ð ˈspʌnɪʃ ˈkʌpɪtʌl hɛs bi:n ɪts pɒpjuˈlʌrɪtɪ sɔ:r ʌlɒng wɪt kɒnˈxɛstʃn ɒn ɪt əˈstri:ts ɛn ˈsɑidwɔlks

sɒ ɪn ɑnɪʃɪɑtɪf dɛt hɑs drɔ:n intɛrˈnɛʃnl ʌˈtɛnʃən ɛn rɪˈprəsɛnts ɑ trʌnsˈfɔ:rmʌtɪf rɪˈma:rkɪn ɒf its ˈstrɪtskɛjp bɑrsɛˈlɒnʌ hʌs dɪˈsɑɪdɪt dɛt mɛnɪ ɒf ɪts ˈkʌrklʊgt ˈstrɪts ɛn intərˈsɛkʃns wɪl ˈhɑ:rdlɪ hɑf ˈkɑ:rs ɛd ɔl ɪnˈstɛd dɛɪ wɪl bɪ ˈtɾ:nd ɒvər tʊ pɛˈdrɛstʃɪɑns

bɪˈgɪnɪn ɪn sɛpˈtɛmbər ˈsiti kʌpɪtʌl stʌrt krɪˈejdɪn ə ˈsɪstəm ɒf ˈspʊkɑ:ld ˈsʊprblɒks əˈkrɒs ð ˈsɪtɪ dɛt wɪl sevərli ˈlɪmit ˈbɑikls ɛs ə weɪ tʊ rɪˈdjus ˈtrafik ɛn ˈɛ:r pɒˈluʃn jʊs ˈpʊblɪk ˈspɛis ˈmɔ:r iˈfɪʃnlɪ ɛn ɛˈsɛnʃəli meɪk ˈnɛɪbrhu:ds mɔ:r ˈplɛznt/

8.4.5 Speaker 5

/wɒt njuˈjɒrk kʌn ˈlɾn frɒm bɑrcɛˈlɒnɑs sʊpɾˌblɒks

ɪmʌˈjɪn ɪf əˈstrɪts wɛr fɒr ˈstrɒlɪn ɪntɛrˈsɛkʃɪɔ wɛr fɒr ˈplɛjrs ɛn ˈkʌrs wɛr ˈɑlmɒs nɛvər ʌˈləwɛd

wɑl ˈɪt saʊns lɑjk ə ˈpɛdrɛkʃn ˈdɛidri:m ɛn ɑ ˈdrɑivɛrs nɑtmɛ:r ɪt ɪs bɪˈkɒmɪn ə ˈrɪlɪ hi:r ɪn ɪˈspɛɪns sɛkɒn lɑ:rdʒ sɪdɪ ʌ ˈdɛnslɪ ˈpʌkɛd mɛˈtrɒppɒlɪs ɒf wɑn pɒin sɪks ˈmɪljən ɒf dɛ mɛditeˈrʌnɪɑn ˈɛvr saɪns dɛ ˈnaintin ˈnɑɪnti: tʊ: ˈsɒmər ɒˈlɪmpiks fɒˈkjʊsid ˈglɒbɑl ʌˈtɛnʃɪɒ hi:r dɪs ˈtri:vin ˈsɛntɛr of ˈtʊrims ˈkʊltʊr ɛn ˈbɪsnɪs ɒftɛr bɪˈvjʊd ɪs ə ˈhɪpr mɔ:r ˈɪsigɒin ˈkɒsin tʊ mʌˈdrɪd dɛ ˈspɛin ˈkʌpɪtʌl hɑ si:n its ˈpɒpʊlɑ:rɪ sɒ:r əˈlɔn wɪθ kɒnˈgɛstʃs ɒn ɪn ˈstrɪts ɛn ˈsɛdwlks

sɔ: ɪn ɛ iˈnɪsiatif dɛd hɑs rɔ:n intɛrˈnɑʃnəl ɑˈtɛnʃɪɒn ɛn ˈrɛprɛsɛnts ə trʌnsˈfɒrmatɪf rɛˈmɑ:rkin ɔf ɪts ˈstrɪtskɛjp bʌrsɛˈlɒnʌ hʌs ˈdɪsɑid dɛ ˈmɛni ɒf ɪts kʌrˈklɒgɛd əˈstrɪt ɛn intɛrˈsɛkʃɪɒn wɪl ˈhɑ:rli hɑf ˈkɑ:rs id ɑl ɪstɛid dɛi wɪl bɪ ˈtɒrnin ɒvr tʊ pɛdɛksʃjɛns

bɛˈjɪnin ɪn sɛpˈtembr ˈsɪdi ɒˈfliʃn ɛˈstɛid kri:tin ɑ ˈsɪstɛm ɒf sɒˈkʌlɛd ˈsʊprblʌks əˈkrɒg d ˈsɪti dɛd wɪ sɛˈvərli ˈlɪmit vɪˈhʌjkls ɛs ʌ wɛi reˈdjʊs ˈtrɑfik ɛn ˈɛ:r poˈlʊksjɒn ˈjʊs pʊblik əˈspɛis mɒr ɛˈfi:ʃɪɛntlɪ ɛnd ɛˈsɛnʃɪɑtli ˈmɛjk ˈnɛibɒrhʊds mɒr plɛʃnt/

8.4.6 Speaker 6

/wʌt nuˈjɔrk kən lɜrn frəm ˌbɑrsɪˈlɔ:nəz ˈsupərˌblɒks

ɪˈmɑ:dʒɪn ɪf əˈstrits wɛr fɒr ˈstroʊlɪŋ, ˌɪnrərˈsɛkʃənz wɛr fɒr ˈpleɪɪn ənd kɑrz wɛr ˈɔlˌmos ˈnɛvər əˈlaʊd.

waɪl ɪt ˈsaʊnds laɪk ə pəˈdɛstriəns ˈdeɪˌdri:m, ənd ə ˈdraɪvərz ˈnaɪtˌmɛr, ɪts bɪˈkʌmɪ ə ˌriˈæləˌdi hir ɪn speɪnz ˈsɛkɒn-lɑrdʒəs ˈsɪdi, ə ˈdɛnsli pækt məˈtrɒpəlis ɒf wʌn pɔɪn sɪksˈmɪljən ɑn də ˌmɛdətəˈrɑniən. ˈɛvər sɪns dˈnaɪnti: ˈnaɪnti ˈtuːˈsʌmər əˈlɪmpɪks ˈfɒkəz ˈglobɑl əˈtɛnʃən hir, ðɪs ˈθraɪvɪŋ ˈsɛntər ɒf ˈtʊəˌrɪzəm, ˈkʌɬtər ənd ˈbɪsnis ˈɒfən vjud əs ə ˈhɑɪpər, mər izi ˈgoʊɪn ˈkɒsɪn tʊ məˈdrɪd, d ˈspɑnɪʃ ˈkæpədəl həs si:n ɪts ˌpɑpəˈlɑdidi sɔr əˈlɔŋ wɪð kənˈʤɛstiən ɒn ɪts ˈstri:ts ənd ˈsaɪˌdwɔ:lks

soʊ ɪn ən ɪˈnɪʃɑtɪv dɛd həs drən ˌɪntərˈnɑʃənəl əˈtɛnʃən ənd ˌrɛprəˈsɛnts ə transˈfɔːrmətɪv ˈriˈmɑːrkɪn ɒf ɪts ˈstritskeɪp, ˌbɑrsəˈlɒnə həz ˌdɪˈsaɪdɪd dət ˈmɛni ɒf ɪts kɑr-klɒdʒ ˈstrits ənd ˌɪntərˈsɛkʃənz wɪl ˈhɑrdli həf kɑrds əd ɔl. ɪnˈstɛd ðeɪ wɪł bi tɜrnd ˈoʊvər tə pəˈdɛstriənz

bɪˈgɪnɪŋ ɪn sɛpˈtɛmbər, ˈsɪti əˈfɪʃəls ˈstɑrtəd kriˈeɪtɪŋ ə ˈsɪstən əv ˈsoʊˈkɔld ˈsupərˌblɑks əˈkrɒs ðə ˈsɪti ðət wɪł səˈvərli ˈlɪmit ˈvɛɪkəlz əs ə weɪ tə rəˈdus ˈtrɑfɪk ənd ˈɛr pəˈluʃən, juz ˈpʌblɪk speɪs mər ɪˈfɪʃəntli ənd ɪˈsɛnʃəli meɪk ˈneɪbərˌhʊdz mər ˈplɪzənt/

8.5 Appendix 4 – Audio CD