

Spanish

This is a guide for you as a Spanish speaker as you go through the Pronunciation Pro Course.

To get the most out of your membership, follow the Pronunciation Pro Course module by module and add any necessary bonus lessons.

Lessons that may be omitted from the 12-module course for Spanish speakers include:

- Module 3: Initial & Medial /N / and /L/
- However, please still review the Final /N/ and Final /L/, as well as the Word Stress lessons from Module 3

COMMON ERRORS

Below you will find some common error sounds and patterns specifically for Spanish speakers. These common errors can help you better understand your own speech patterns and areas to focus on as you improve your English pronunciation and fluency.

You might not have issues with all of these sounds. If you would like a more customized assessment of your speech, please contact us for a Full Accent Assessment from our certified American Trainers.

In general, Spanish speakers have a strong tendency to pronounce words as they are spelled.

VOWELS

| TARGET SOUNDS | COMMON ERRORS | MODULE/BONUS LESSON |
|-------------------|--|-----------------------------|
| /O/ (go) | Confused with /o/ (hot) | Module 5 |
| /I/ (fine) | Second sound of this diphthong may be too long | Module 5 |
| /ee/ (we) | Pronounced too short; confused with /i/ (sit) | Module 6 |
| /i/ (sit) | Confused with /ee/ (we) | Module 6 |
| /a/ (hat) | Confused with /u/ (cup) or /o/ (hot) | Module 7 |
| /u/ (cup) | /Confused with /o/ (hot) | Module 7 |
| /o/ (hot) | Confused with /u/ (cup) or /O/ (go) | Module 7 |
| /e/ (yes) | Confused with /A/ (day) | Module 7 |
| /ooh/ (put, book) | Confused with /oo/ (too) | Bonus Lesson - /oo/ & /ooh/ |
| /oy/ (boy) | Second sound of this diphthong may be too long | Bonus Lesson - /oy/ |
| /ow/ (house) | Second sound of this diphthong may be too long | Bonus Lesson - /ow/ |



CONSONANTS

Final consonant sounds are often pronounced indistinctly or omitted. **(Module 1 – Final Voiced Consonants)**

Final voiced consonants may be pronounced as their voiceless counterpart **(Module 1 – Final Voiced Consonants)**

Groups of consonants can be difficult to pronounce, and one or more may be dropped. **(Module 8 – Tricky Consonant Blends)**

| | | |
|--------------|---|---|
| /th/ (think) | Error patterns vary. | Module 2 - Voiceless /th/ |
| /TH/ (this) | Error patterns vary. | Module 2 - Voiced /TH/ |
| /l/ | The “dark L” or final /l/ may be difficult to pronounce. | Module 3 – Final /L/ |
| /n/ | May be pronounced indistinctly or confused with /m/ or /ng/ in final word position | Module 3 – Final /N/ |
| /r/ (rare) | Either tapped or trilled/rolled. R-vowels are difficult. | Module 4 - R, R-blends, R-vowels |
| /h/ (how) | Sometimes pronounced with a harsh sound (as in the name “Bach”) | Bonus Lesson - /h/ |
| /y/ (yet) | Confused with /dg/ (joke) | Bonus Lesson - /y/ |
| S-blends | A vowel sound is often added before the S-blend when it occurs at the beginning of a word | Bonus Lesson – S-blends |
| /z/ (zoo) | Confused with /s/ | Bonus Lesson - /s/ or /z/ |
| “ing” (ring) | May be pronounced indistinctly or confused with /m/ or /n/ in final word position | Bonus Lesson – “ing” |
| /m/ | May be pronounced indistinctly or confused with /n/ or /ng/ in final word position | *** Best addressed with direct trainer feedback (see below) |
| /ch/ (chip) | Confused with /sh/ (shoe) | Bonus Lesson - /ch/ |
| /dg/ (joke) | Confused with /y/ (yet) or /ch/ (chip) | Bonus Lesson - /dg/ |
| /d/ (did) | Produced with the tongue too far forward, sounding more like /TH/ (this) | *** Best addressed with direct trainer feedback (see below) |



| | | |
|---------------|---|---|
| /b/ (baby) | Confused with /v/ (very) | *** Best addressed with direct trainer feedback (see below) |
| /v/ (very) | Confused with /b/ in initial word position | Bonus Lesson - /v/, /v/ & /b/ |
| /p/, /t/, /k/ | Not aspirated in initial word position, making them sound like their voiced counterparts (/b/, /d/, & /g/ respectively) | Bonus Lessons - /p/, & /p/, /t/, /k/ |
| /sh/ (shoe) | Confused with /ch/ (chip) or /s/ | Bonus Lesson - /sh/ |
| /w/ (wet) | Sometimes pronounced as /b/, /gw/, or /g/ | Bonus Lesson - /w/ |
| /g/ (gag) | May be pronounced too softly in the middle of a word | *** Best addressed with direct trainer feedback (see below) |
| /zh/ (vision) | Error patterns vary. | Bonus Lesson - /zh/ |

*** *Ways to receive direct trainer feedback include Weekly Study Groups and the Weekly Challenge*

STRESS, INTONATION, RHYTHM

Stressed and unstressed syllables are not clearly distinguished; all syllables are about the same length. **(Module 3 – Word Stress)**

Unstressed vowels are not reduced. **(Module 3 – Word Stress)**

