

Current Approaches to Spanish and Portuguese Second Language Phonology – 2022

University of Wisconsin-Madison

Ignite Proposal

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Lesson Title: Practicing Portuguese /s/-voicing at morpheme and word boundaries

PRACTICING PORTUGUESE /s/-VOICING AT MORPHEME AND WORD BOUNDARIES

Description and Objectives

A common phonological process of all Portuguese varieties is the voicing assimilation undergone by fricative /s/ at morpheme and word boundaries (cf. Mateus & d'Andrade 2000; Seara et al 2015). In these environments, when followed by a vowel, /s/ is realized phonetically as [z], as shown in (1) and (2):

- (1) *desentender* /des+ẽtẽ'der/ > [dezẽ'tẽ'der] 'to misunderstand'
- (2) *as escolas* /as'es'kolas/ > [ɐzɨs'kɔləs] 'the schools'

The voicing of /s/ in these contexts represents a frequent challenge for adult native Spanish speakers who are learning Portuguese as an additional language, since /s/ is realized as [s] in the same contexts in most Spanish varieties, e.g. *desentenderse* [desẽptẽ'ðerse] 'to pretend not to know', *las escuelas* [lases'kwelas] 'the schools'. Although realizing /s/ as [s] in the aforementioned environments in Portuguese may not affect meaning or impede overall communication, failing to produce it as [z] yields a speech perceived with a strong foreign accent by Portuguese native speakers. In this lesson, students will work in pairs on three activities and practice /s/-voicing at morpheme and word boundaries to improve their pronunciation in Portuguese and, thus, be perceived as 'less foreign' in this language.

Target audience

This lesson is designed for adult native Spanish speakers who:

- have at least a 'novice high' or 'intermediate low' proficiency in Portuguese according to the ACTFL guidelines; or
- are taking an 'Intermediate Portuguese', 'Portuguese for Spanish Speakers', or 'Portuguese Pronunciation' course at the university level.

Steps

Step #1: Instructor introduces the context of the lesson, e.g. "Today we have a friend, Pedro, who comes from a Spanish-speaking country and knows some Portuguese, but needs help learning names of colors." Next, instructor hands out packet with activities and models **Activity #1**, gives two minutes for the class to complete it, then assesses it calling on students individually and modeling the production of /s/ as [z].

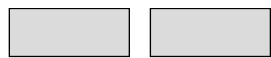
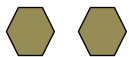
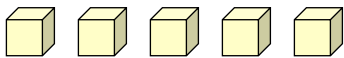
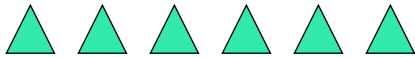
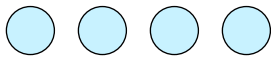
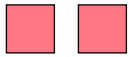
Step #2: Instructor moves on to **Activity #2**. Each pair of students is provided a set of die to perform this activity. Instructor models it with one student (or pair), gives two minutes for the class to complete it, then assesses it calling on students individually and modeling the production of /s/ as [z].

Step #3: Instructor moves on to **Activity #3** in the packet, in which students will help our friend Pedro improve his read skills. Instructor models it with a student first, then students proceed working in pairs for two minutes. Instructor walks around the room, checking whether students are having trouble producing /s/ as [z] and assisting when necessary. Finally, instructor assesses this activity by calling on students individually and modeling the production of /s/ as [z].

Activities

Atividade #1 – Cores. Há muitas maneiras de indicar a cor de alguma coisa em português. Quando não temos muita certeza de uma cor definitiva, podemos usar formas derivadas. Ligue os tons de cores da coluna A com os seus nomes correspondentes na coluna B. Em seguida, identifique os objetos com cada tom de cor e descreva-os como no modelo dado. Preste atenção na pronúncia de /s/ em [z] ao ligar os objetos com as cores!

Coluna A



Coluna B

esverdeado

esbranquiçado

avermelhado

amarronzado

azul escuro

azulado

alaranjado

oliva

amarelado

acinzentado

1. *dois quadrados avermelhados*

2.

3.

4.

5.

6.

7.

8.

9.

10.

Atividade #2 – Significados contrários. Alternando a vez com um/a colega, veja quais verbos “contrários” você pode formar com o prefixo *des-* em português. Depois que você jogar os dois dados, o/a colega pergunta “O que você faz?” e você responde conjugando o verbo que formou. Siga o modelo.

Você: (jogue os dados e veja o número que deram, p. ex. “**0. unir**”)

Colega: *O que você faz?*

Você: ***Eu desuno.***

<u>Prefixo</u>	<u>Verbo</u>	<u>Verbo contrário</u>	<u>Conjugação</u>
<i>Des...</i>	1. abotoar		
	2. afiar		
	3. aprovar		
	4. armar		
	5. atar		
	6. ativar		
	7. entender		
	8. infe(c)tar		
	9. orientar		
	10. unir		

Atividade #3 – Prática de leitura. A sabedoria popular às vezes é implacável e se revela em muitos ditados e provérbios que usamos no dia-a-dia. Pratique a leitura dos seguintes enunciados identificando os casos em que o /s/ é pronunciado como [z] na ligação das palavras. Siga o modelo.

Modelo: *Deus ajudá quem cedo madruga.*

1. As aparências enganam.
2. Muitos cozinheiros estragam a sopa.
3. Os homens não se medem aos palmos.
4. Amigos, amigos, negócios à parte.
5. Nem tudo que reluz é ouro.
6. À noite todos os gatos são pardos.
7. Deus escreve certo por linhas tortas.
8. Pimenta nos olhos dos outros é refresco.
9. Todos os caminhos levam a Roma.
10. A mais alta das torres começa no solo.

Suggested follow-up

For Activity #2, the instructor may encourage students to keep talking about the verbs they created by having them ask their partner follow-up questions such as *when? where? how? with whom?*, etc. The instructor should also check whether students are able to maintain /s/-voicing in their speech without focusing their attention on it. A similar activity can be done for verbs starting with *ex-* [ez], such as *exaltar*, *existir*, *executar*, *examinar*, *exemplificar*, etc.

References

Mateus, Maria Helena and Ernesto d'Andrade. 2000. *The phonology of Portuguese*. Oxford: Oxford University Press.

Seara, Izabel Christine, Vanessa Gonzaga, and Cristiane Lazzarotto-Volcão. 2015. *Fonética e fonologia do português brasileiro*. São Paulo: Contexto.