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La Junta Escolar del Condado de Broward, Florida prohíbe cualquier norma o procedimiento que resulte en la discriminación por razones de edad, color, discapacidad, identidad sexual, expresión sexual, nacionalidad, estado civil, raza, religión, sexo, u orientación sexual. Los individuos que deseen presentar una queja por discriminación y/ u hostigamiento pueden llamar al Executive Director, Benefits & EEO Compliance al 754- 321- 2150 o a la Máquina de Teletipo (TTY) al 754- 321- 2158. Los individuos con discapacidades que soliciten adaptaciones bajo el Americans with Disabilities Act Ammendments Act of 2008 (ADAAA) pueden llamar al Equal Educational Opportunities (EEO) al 754- 321- 2150 o a la Máquina de Teletipo (TTY) al 754- 321- 2158.

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Developmental Norms for Articulation for Native English Speakers*

SOUNDS	UPPER AGE LEVELS**
h, w, m, n, d, vowels	4.0
f, k, b, g, "y" (e.g., "yellow"), p, "ng" (e.g., "ring")	4.6
t	5.0
l, l – blends, "j" (e.g., "just")	6.6
v, r, r-blends, "ch," "sh," voiced "th" (e.g., "brother")	7.0
unvoiced "th" (e.g., "both"), z, s, s-blends	7.6

* Adapted by H. M. Melius (2005) from Exceptional Student Education (2003). Speech and Language Program Handbook. Ft. Lauderdale: The School Board of Broward County, Florida.

** Upper age at which 90% of the subjects correctly articulated the sound in initial and final positions of words. Derived from the Arizona Articulation Proficiency Scale.

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Potential Impact of Spanish Syntax and Phonology on English Language Learners

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Spanish Syntactical Structure

1. Descriptive adjectives come after nouns.
2. For negation, the "no" is placed before the verb.
3. Double negatives are used for negation.
4. Subject pronouns are omitted when the subject has been identified in the previous sentence.
5. For possessive forms, the modifier is placed after the noun.
6. When speaking in the third person present, "s" is not used.
7. Intonation is used to ask a question rather than inverting the noun and verb.
8. Superiority is generally shown by placing the word "more" in front of the adjective rather than using the comparative form.
9. Articles are frequently used with body parts rather than possessives.

This may result in the following errors in English:

The car red is on the left.

He no help.

She no write nothing.

My mother ate a sandwich.
Was hungry.

This is the homework of my brother.

She eat too much.

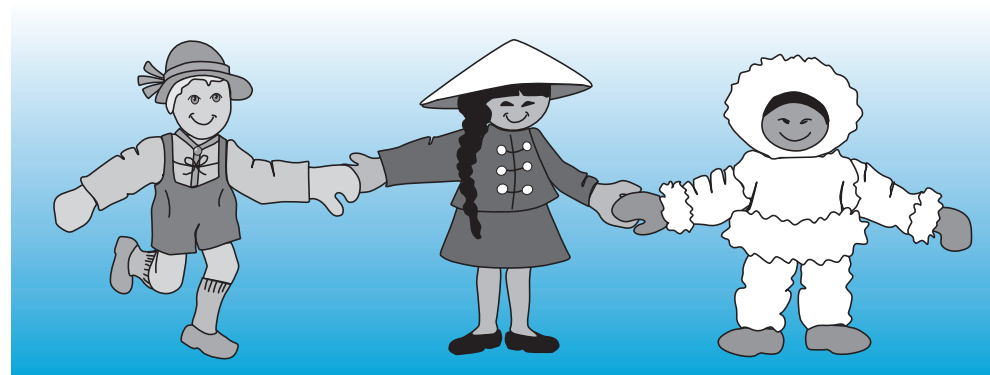
Karen is going to the beach?

This book is more long.

I cut the finger.

Potential Impact of Spanish Phonology on English Pronunciation

For native Spanish speakers, the systematic rules governing sound production may have an impact on the pronunciation of English words. A majority of the pronunciation differences are related to the unique characteristic of the Spanish sound system and thus, are considered to be normal. In order to accurately assess the articulation skills of a native Spanish-speaking child, the following examples of common errors may be helpful. Issues of maturational readiness also contribute to correct sound production.



Spanish Phonological Patterns

1. In Spanish, there is no "j" (e.g., just) sound.
2. Spanish words generally end in the following consonants: l, r, n, s, d, y.
3. The schwa (eh) sound is placed before word initial consonant clusters.
4. In words that begin with /h/, the /h/ is silent.
5. The Spanish /s/ is produced more frontally than its English counterpart.

English Examples

Speakers may substitute "y" (e.g., yellow for jello).

Speakers may omit sounds at the ends of words (e.g., loss for lost).

eschool for school
estrong for strong

air for hair

Many speakers may sound like they have a lisp.

Potential Impact of Spanish Syntax on English Grammar

Native Spanish speakers often transfer rules of grammar (syntax) from their first language onto the second language. This is a normal process and not a case of impaired language learning. A child may make an error in English syntax due to the influence of grammar rules from Spanish. In order to accurately assess the English language skills of a native Spanish-speaking child, the following examples of common errors may be useful.

Common Sound Substitutions:

1. "ch" for "sh" e.g., chair for share, match for mash
2. /s/ for /z/ e.g., sip for zip, price for prize
3. /t/ for /th/ e.g., tin for thin, bat for bath
4. /b/ for /v/ e.g., bat for vat, bacuum for vacuum
5. /n/ for "ng" (e.g., "ing") e.g., rin for ring, thin for thing
6. /n/ for /m/ e.g., sontin for something, enty for empty

