

Summaries week 12

Phonetics and Phonology of Bilingualism

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Reading 1: Torreira (2012)

I am the discussion leader for this article.

Reference: Torreira, F. (2012). “Investigating the nature of aspirated stops in Western Andalusian Spanish”. In: *Journal of the International Phonetic Association* 42.1, pp. 49–63.

Reading 2: Ruch and Peters (2016)

Ruch and Peters (2016) examined the phenomenon of /s/ weakening, in particular, the change from pre- to post-aspiration, in two varieties of Andalusian Spanish (Eastern vs Western), in two different age groups (younger vs older). In order to better understand how articulatory and perceptual factors might play a role in the weakening of /s/, they conducted a production and a perception experiment with the same participants: 24 speakers from Granada and 24 from Seville. The results from the production experiment showed different patterns as for each generation and variety. Whereas in the case of Western Andalusian younger speakers produced /sp, st, sk/ with shorter pre-aspiration and longer post-aspiration compared to the older group, for Eastern Andalusian the only significant difference between groups was in the production of the /st/-sequence, in which this younger group mirrored the younger speakers from Western Andalusian Spanish. In addition, there was also variation in the VOT across places of articulation. In regard to the perception study, which was used to investigate the potential role of post-aspiration as a cue, all participants were able to discriminate between *pasta* and *pata* when the VOT of /(s)t/ varied, but the younger groups were more sensitive to post-aspiration as an acoustic cue. A comparison between the results from the production and the perception experiments showed that those participants that were more sensitive to post-aspiration as a cue, produced longer post-aspirations, thus suggesting that there is a relationship between production and perception.

Reference: Ruch, H. and S. Peters (2016). “On the origin of post-aspirated stops: Production and perception of /s/ + voiceless stop sequences in Andalusian Spanish”. In: *Laboratory Phonology* 7.1, pp. 1–36.

Reading 3: Elliott (2019)

This is a chapter from the book *Key Issues in the Teaching of Spanish Pronunciation*. According to the syllabus, no summary is required for chapters.

Reference: A. Raymond Elliott (2019). “A Theoretical Framework in the Acquisition and Teaching of Fricatives to L2 learners of Spanish”. In: *Key Issues in the Teaching of Spanish Pronunciation*. Ed. by R. Rao. Routledge, pp. 84–104.