

# Summaries week 7

## Phonetics and Phonology of Bilingualism

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### Reading 1: Gordon and Roettger (2017)

Gordon and Roettger (2017) examined potential acoustic correlates of word stress in different languages. To do so, they created a corpus of 110 studies that included a total of 75 languages and varieties with different characteristics (genetic affiliation, tone, etc.) and distributed across the five continents. Importantly, not all the analyzed studies included the same acoustic dimensions and not all of them were similarly measured. The results from their cross-linguistic analysis indicate that there are different parameters that may signal stress, such as duration, F0, intensity, and spectral tilt, being duration the most statistically significant acoustic exponent of stress. These findings suggest that stress manifest differently across languages.

**Reference:** Gordon, M. and T. Roettger (2017). “Acoustic correlates of word stress: A cross-linguistic survey”. In: *Linguistics Vanguard* 3.1. ISSN: 2199-174X.

### Reading 2: Ortega-Llebarria and Prieto (2009)

I am the discussion leader for this article.

**Reference:** Ortega-Llebarria, M. and P. Prieto (2009). “Perception of word stress in Castilian Spanish: The effects of sentence intonation and vowel type”. In: *Phonetics and Phonology: Interactions and interrelations*. Ed. by M. Vigário, S. Frota and M. J. Freitas. Amsterdam, Netherlands: John Benjamins, pp. 35–50.

### Reading 3: Kim (2019)

Kim (2019) analyzed how Spanish heritage speakers make use of suprasegmental cues to both perceive and produce lexical stress in Spanish. She conducted two experiments with stress minimal pairs (one for perception and one for production) with 24 Spanish heritage speakers from Mexican heritage, 24 Mexican Spanish monolinguals, and 20 English L2 learners of Spanish. The patterns observed in both experiments were different: whereas in the perception task heritage speakers used the same suprasegmental information cues (e.g., duration, pitch) as monolinguals and were sensitive to different stress correlates, in the production task heritage speakers’ results aligned more closely to those of the L2 learners, as they could not clearly distinguish between paroxytones and oxytones. Importantly, monolinguals’ and L2 learners’ results were consistent in both experiments. These findings suggest that the relationship between perception and production may not be automatic, that early exposure to heritage language is beneficial in the perception of sounds and that its use is key to achieve target-like production.

**Reference:** “Discrepancy between heritage speakers’ use of suprasegmental cues in the perception and production of Spanish lexical stress”. In: *Bilingualism: Language and Cognition*, pp. 1–18.

## Notes on Ortega-Llebarria and Prieto (2009)

- General topic: How Castilian Spanish speakers perceive the word stress
- More specific: Which acoustic cues and cue-interaction Castilian Spanish speakers use to perceive primary stress in unaccented contexts
- Key terms: \*\* Primary stress \*\* Unaccented contexts