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Bilingual Spanish Vowels: The Case of Heritage Speakers

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Bilingual Spanish vowels: The case of heritage speakers

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Objective

- To contribute additional information about heritage speaker phonetic/phonological systems and, specifically, add to our understanding of Spanish heritage speaker vowels.
Definitions: Heritage speakers

• Heritage speakers =
  • “people raised in a home where one language is spoken who subsequently switch to another dominant language” (Polinksy & Kagan, 2007, p. 368)
  • Someone "who is raised in a home where a non-English language is spoken, who speaks or at least understands the language, and who is to some degree bilingual in that language and in English" (Valdés, 2001, p. 38)
  • “early bilinguals due to their upbringing because they are exposed to the heritage language and the majority language since birth or in childhood” (Montrul, 2012, p. 2)

• Present study:
  • Heritage speaker participants have varied experiences; all are early Spanish-English bilinguals raised since childhood (if not birth) in the US
Background: Heritage Language Phonetics and Phonology

- Heritage phonetics/phonology remains underresearched as compared to other aspects of the linguistic system (e.g., Polinsky & Kagan, 2007)
  - Perhaps due to “the general impression...that even basilectal heritage speakers sound native like” (p. 378).

- Paucity of information on heritage speaker sound systems includes/extends to the study of Spanish as a heritage language (Rao & Ronquest, 2015)
  - Nevertheless, recent examples of work in area:
    - Henriksen (2015) on rhotics
    - Rao (2014, 2015) on /b/ and /b d g/, respectively
Background:
Heritage Language Phonetics and Phonology

- Evidence of benefit of heritage speakers’ early language exposure (as compared to adult L2 learners) (Au, Oh, Knightly, Jun, & Romo, 2002; Knightly, Jun, Oh, & Au, 2003)

- Significant differences from traditional accounts of monolingual and/or “homeland” native Spanish (e.g., Rao, 2015; Ronquest, 2012)
Background: Heritage Spanish vowels

- Willis (2005): Four Southwest Spanish speakers
  - Observes differences from accepted Spanish vowel triangle
    - Lowered and fronted /u/
    - Lowered /o/
    - Fronted /a/
  - No difference in quality of /a/ based on lexical stress

- Ronquest (2012): 16 heritage Spanish speakers in Chicago
  - Notable asymmetry in HS vowel system (as compared to standard symmetrical monolingual Spanish vowel system described in literature)
  - Fronted /u/
  - Condensed back vowel space (/o/ and /u/ not significantly different from each other along F2)
  - Centralization and reduction of atonic vowels as compared to tonic vowels
Background: Heritage Spanish vowels

- Ronquest (2013): further explored effect of stress on subset \(n = 13\) of these participants
  - Unstressed /e/, /a/, /o/ higher in vowel space (i.e., lower F1)
  - Unstressed /i/, /e/, /o/, /u/, move toward center on F2 dimension (i.e., lower for /i/, /e/, higher for /o/, /u/)
  - Atonic vowels significantly shorter than tonic vowels (across all 5 vowels)
  - Effect of English contact cannot be sole explanation; centralization observed not always in direction of neutral schwa

- All three studies refer to previous accounts of monolingual Spanish vowels for comparison purposes
  - Ronquest (2012) notes that some of the differences she observes between her HSs and the traditional, monolingual vowel space may have to do with an inadequate description of the “traditional” vowel space
Present study

• Present an additional acoustic analysis of heritage Spanish vowel quality and quantity
  • Incorporating our own comparison group from same university community, completing same tasks, and whose data undergo same analysis techniques (greater comparability)
  • Comparison group = late Spanish-English bilinguals (more fitting than monolingual group; Ortega, 2013; main difference in groups, thus, is not bilingual vs. monolingual but more about early vs. late exposure and subsequent experience)
Research Questions

1. How do the Spanish vowels of early Spanish-English bilinguals (heritage speakers) compare to those of late Spanish-English bilinguals ("homeland" native speakers)?
   - Vowel quality (formants)
   - Vowel quantity (duration)

2. Are there differences in early and late bilingual vowel productions by stress?
   - Vowel quality
   - Vowel quantity
Method: Participants

- Early bilinguals (Heritage speakers); $n = 10$
  - $M$ age = 20.1 years (range: 18-27)
  - Gender: all female
  - Place of birth: 8 born in NYC, 1 born in Ecuador, 1 born in Dominican Republic
    - Variety of countries of heritage: Dominican, Mexican, Puerto Rican, Ecuadorian, Salvadoran, and mixture therein
  - Spanish: between birth and age 4
  - English: all exposed (and moved to US) before age 9
  - All enrolled in university Spanish for bilinguals course (except 1; enrolled in 3rd semester Spanish as foreign language)
  - All consider themselves "heritage" speakers of Spanish ("A heritage speaker of Spanish in the US is often considered to be someone who learned Spanish as their first language [or one of their first languages] in childhood, but who, as an adult, is dominant in English")
Method: Participants

- Late bilinguals ("homeland" native speakers); $n = 4$

<table>
<thead>
<tr>
<th>Participant</th>
<th>Sex</th>
<th>Age</th>
<th>Country of origin</th>
<th>Age moved to US</th>
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<td>F</td>
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<tr>
<td>N2</td>
<td>M</td>
<td>39</td>
<td>Colombia</td>
<td>32</td>
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<tr>
<td>N3</td>
<td>M</td>
<td>38</td>
<td>Puerto Rico</td>
<td>22</td>
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<tr>
<td>N4</td>
<td>F</td>
<td>54</td>
<td>Colombia</td>
<td>30</td>
</tr>
</tbody>
</table>
Method:

- Interactive map tasks completed in dyads (completed with intermediate L2 learner).
- Participants had been "hired" by a tour company to lead a tour through Toledo, Spain. They were given maps to help them prepare, but the maps were incomplete.
  - One person received a map indicating the tour route and the order of the stops (but missing the names of any locations in the city).
  - The other person received a map containing names of sites all around the city, but no indication about which were stops on the tour nor the route/order of the tour.
- Participants "called" each other to exchange information to complete both maps.
- After completing the first task, given another route by the tour company with the same issues.
  - Street names on the map were vocalic minimal pairs (e.g., Calle Tido and Calle Tedo).

Audio recorded (each wearing head-mounted mic) during completion of task.

(Task modeled after that in Solon, Long, & Gurzynski-Weiss, in press.)
Method: Analysis (acoustic)

• All vowels between stop phonemes or stops and pauses were isolated and coded for
  • Lexical item
  • Vowel
  • Stress
• Given that stop phonemes could include /b d g/ → [β δ γ]
  • All vowels for which the boundary between the vowel and preceding/following consonant was not clear were excluded from duration analysis
• Formants normalized using Lobanov method in NORM (Thomas & Kendall, 2012)
Method: Analysis (statistical)

• Linear mixed models for each formant, each vowel
  • Speaker and token as random effects
  • Speaker group (Early/Late), Stress, and Speaker group x Stress as fixed effects

• Linear mixed model for duration
  • Speaker and token as random effects
  • Vowel, Speaker group, Stress, and Speaker group x Stress as fixed effects
Results: Formants

- $N_{\text{Early}} = 2,501$
  - 345 exclusions due to creak, devoicing, mic issues
- $N_{\text{Late}} = 817$
  - 172 exclusions due to creak, devoicing, mic issues

- $N = 2,801$ (Early bilinguals = 2,156; Late bilinguals = 645)
Results: Formants

F1 (normalized)
- No significant differences between speaker groups for any vowel
  - /i/, p = .055

F2 (normalized)
- /e/, p = .004
- /a/, p = .032
Results: Formants by stress

F1 (normalized)
- /a/, $p = .038$

F2 (normalized)
- /e/, $p = .010$
- /o/, $p = .032$
Results: Formants by stress and group

No significant interaction between speaker group (early vs. late bilingual) and stress for any vowel
Results: Formants (Summary)

• No differences between early and late bilinguals in vowel height (F1)
• Early bilinguals’ /e/ and /a/ significantly more backed (i.e., lower F2) than late bilinguals
• Both groups show differences in vowel quality by stress
  • /a/ raising
  • /e/ and /o/ move toward center along F2 dimension
  • No differences between groups
Results: Duration

• An additional 78 tokens excluded from duration analysis due to difficulty in precisely determining boundary
  • Especially between approximants and vowels
• $N = 2,723$ (Early bilinguals = 2,117; Late bilinguals = 606)
Results: Duration

Vowel duration

<table>
<thead>
<tr>
<th>Speaker group</th>
<th>β</th>
<th>SE</th>
<th>t</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td>Early bilinguals</td>
<td>-10.68</td>
<td>11.18</td>
<td>-0.96</td>
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<tr>
<td>Late bilinguals</td>
<td>107.38</td>
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Results: Duration by stress

<table>
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<th>p</th>
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<td>0.81</td>
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Results: Duration by speaker group and stress

<table>
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<th>β</th>
<th>SE</th>
<th>t</th>
<th>ρ</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>-2.93</td>
<td>6.35</td>
<td>-0.46</td>
<td>.644</td>
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</table>
Results: Duration (Summary)

• No differences between early and late bilinguals in vowel duration
• No overall duration differences between tonic and atonic vowels
• No interaction between speaker group (early vs. late bilinguals) and stress
Discussion

1. How do the Spanish vowels of early Spanish-English bilinguals compare to those of late Spanish-English bilinguals?
   - Vowel quality: Difference along F2 dimension (backed /e/ and /a/ in early as compared to late bilinguals)
   - Vowel quantity: No differences

2. Are there differences in early and late bilingual vowel productions by stress?
   - Vowel quality: Both groups show centralization of atonic /e/, /a/, /o/; no differences between groups
   - Vowel quantity: No differences by stress for either group
Discussion

• How do our results compare to those of other studies of heritage speaker vowels? (Formants)

• Similar appearance

• Asymmetry

• Condensed back vowel space

Differences in findings as compared to previous studies come in with comparison to late bilingual group. Actual points of difference are /e/ and /a/.

Ronquest (2012) Asymmetry
• Condensed back vowel space

Figure 4-1. Overall acoustic distribution of HS vowels averaged across all speakers, stress contexts, syllable types, and tasks (N = 3,342).
Discussion

• How do our results compare to those of other studies of heritage speaker vowels? (Duration)
  • Ronquest (2012, 2013) found clear reduction of atonic vowels
  • Not found here for either speaker group

• Effect of task (dialogic, with L2 learner) and atonic syllable position
Discussion

![Bar chart comparing early and late bilinguals on atonic pronunciation.](image-url)

Early bilinguals:
- Word-medial: 92.61 ms
- Word-final: 130.83 ms

Late bilinguals:
- Word-medial: 74.68 ms
- Word-final: 122.94 ms
Conclusions

• Limitations
  • Varied heritage speaker group (heritage, experience)
  • Task—both a positive (spontaneous and meaning focus) and a limitation (dialogic, interacted with L2 learner)
  • Duration: not speech-rate normalized

• Contribute additional acoustic evidence to our knowledge and understanding of heritage speaker vowel systems
  • Important addition of comparable late bilingual group
Thank you!

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Thanks to:
• Our participants
• The instructors who assisted with recruitment
• UAlbany LLC for travel assistance
References


Results: Formants by individual (early bilinguals)
Results: Formants by individual (late bilinguals)
<table>
<thead>
<tr>
<th>Participant</th>
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