Learning L2 Rhythm
van Maastricht, Lieke; Krahmer, Emiel; Swerts, Marc; Prieto, Pilar

Document version:
Peer reviewed version

Publication date:
2016

Link to publication

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.
- Users may download and print one copy of any publication from the public portal for the purpose of private study or research
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright, please contact us providing details, and we will remove access to the work immediately and investigate your claim.
Learning L2 Rhythm: Does the direction of acquisition matter?

Lieke van Maastricht1, Erniel Krahmer1, Marc Swerts1 & Pilar Prieto2

1 Tilburg center for Cognition and Communication, Tilburg University, The Netherlands
2 ICREA, Institució Catalana de Recerca i Estudis Avançats, Catalunya
3 Universitat Pompeu Fabra, Barcelona, Spain

Research Question

Does the direction of learning affect the acquisition of final and accentual lengthening by Dutch learners of Spanish (DLS) and Spanish learners of Dutch (SLD)?

<table>
<thead>
<tr>
<th>Language Group</th>
<th>Markedness</th>
<th>Statistical analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dutch</td>
<td>Syllable-timed</td>
<td>Generalized Linear Mixed Effects model</td>
</tr>
<tr>
<td>Spanish</td>
<td>Stress-timed</td>
<td>Fixed factors: speaker group, lengthening level (either accentual or final)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Random factor: speaker</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Target variable: syllable duration, in percentage of baseline condition</td>
</tr>
</tbody>
</table>

Background

Markedness Differential Hypothesis

(Eckman, 1977, 2008)

“the areas of the target language that differ from the L1 and are more marked than the L1 will be difficult for L2 learners.”

Markedness

(Eckman, 1977: 320-321)

“A phenomenon is more typologically marked if the presence of this phenomenon in a language implies the presence of another phenomenon; but the presence of the latter does not imply the presence of the former.”

Method

Participants

5 participants per language group:
- L1 Dutch, SLD with varying proficiency: A1, A2, B1, B2, C1, C2
- L1 Spanish, SLD with varying proficiency: A1, A2, B1, B2, C1

Materials

15 sentences with comparable type and number of syllables and prosodic frases for both languages.


Procedure

participants were asked to read the sentences aloud, repeating those that were not fluent.

Results

<table>
<thead>
<tr>
<th>Language Group</th>
<th>Average Lengthening in % of baseline condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLD A1</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>SLD A2</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>SLD B1</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>SLD B2</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>SLD C1</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>NL L1</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>DLS A1</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>DLS A2</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>DLS B1</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>DLS B2</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>DLS C1</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>DLS C2</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
<tr>
<td>L1 SP</td>
<td>100, 110, 120, 130, 140, 150, 160, 170</td>
</tr>
</tbody>
</table>

Conclusion

H: Rhythmic features of Dutch are more difficult to acquire for Spanish learners than the rhythmic feature of Spanish are for Dutch learners.

Both groups approach native values quite well.

Statistically, there are no differences were found that can determine whether DLS or SLD advance more towards their target.

The hypothesis cannot be rejected based on the results.

Discussion

- effect of syllable structure (CV, CVC, or mixed)
- rhythm metrics
- include item as a random factor

This research was supported by two grants to the first author: one of the Prins Bernhard Cultuurfonds (40005750/HEV/ILE) and