L2 Rhythm Acquisition
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**Research Question**

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

**Background**

**Markedness Differential Hypothesis**

"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**

"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." (Eckman, 1977: 320-321)

**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.

> CV syllables


**Procedure**

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

**Prosodic Analysis**

- accentual lengthening measure (3 levels)
- rhythm metrics (%V, varcoV, nPVI-V)

**Statistical Analysis**

Generalized Linear Mixed Effects model

Fixed factors: speaker group, accentual lengthening level

Random factor: speaker, item

Target variable: raw syllable duration

**Results**

**Results Native Speakers**

*Results Native Speakers*

Results %V vs. VarcoV

Results %V vs. nPVI-V

Results DLS vs. SLD

**Conclusion & Discussion**

Both groups approach native values.

Statistically it is impossible to determine whether DLS or SLD advance more towards their target.

The hypothesis cannot be rejected based on the results.

But...

- effect of all syllable structure types
- analyze other half of the data > more power
- Principal Component Analysis?

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