Acquiring native-like intonation in Dutch and Spanish
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**Introduction**

Goal of our study

To learn more about the acquisition of intonation in a second language.

Information status and intonation in the L1

<table>
<thead>
<tr>
<th>Dutch</th>
<th></th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>New information is generally ACCENTED and given information is deaccented (Pames, 2000; Sweerts et al., 2005).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ex. De rode bezem en de GROENE bezem. ‘The red broom and the GREEN broom’.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ACCENT is usually placed at the end of the intonational phrase, irrespective of information status (Face, 2002; Hualde, 2005).</td>
<td></td>
<td></td>
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<tr>
<td>Ex. El globo verde y el guante VERDE. ‘The balloon green and the glove GREEN’.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Research Questions**

**RQ1** Do Spanish and Dutch differ in the way they use intonation to mark information status?

**RQ2** If so, does this lead to prosodic transfer from the L1 to the L2 (in both languages)? (Bauer & Hillermann, 2009)

**RQ3** If so, is the extent of the prosodic transfer influenced by the proficiency level of the L2 learner? (Swerts & Zerbian, 2010)

**RQ4** If so, is prosodic transfer bi-directional? Does the L2 also influence the L1? (Momma, 2008)

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**Method**

**Participants (N=128)**

<table>
<thead>
<tr>
<th>NSD</th>
<th>NSS</th>
<th>Less proficient DLS</th>
<th>Proficient DLS</th>
<th>Less proficient SLD</th>
<th>Proficient SLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>n=26</td>
<td>n=19</td>
<td>n=21</td>
<td>n=19</td>
<td>n=19</td>
<td>n=20</td>
</tr>
</tbody>
</table>

**Speech elicitation task:** Describe the objects and their color (n=4).

**Information status types (n=4)**

**NN:** Both the first and the second word of the NP are new in the list

**GN:** The second word of the NP is new in the list, but the first one is the same as the first word in the preceding NP

**NG:** The first word is new in that list, but the second word is identical to the second word of the preceding NP

**GG:** Both the first and the second word are used in the preceding NP, but not in the description of any other picture in the list

**Measure:** Difference score in Hertz (F0; word 2 - F0; word 1).

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**Results**

**RQ1**

Dutch

Spanish

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**RQ2**

Dutch

Spanish

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**RQ3**

Dutch

Spanish

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**RQ4**

Dutch

Spanish

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**Discussion & Conclusion**

Answers to Research Questions

**RQ1** Yes, Dutch and Spanish differ in the way they use intonation to mark information status (see pitch tracks).

**RQ2** This leads to prosodic transfer: both learner groups copy pitch accent and boundary tone patterns of their L1 to their L2.

**RQ3** The extent of the prosodic transfer is clearly influenced by the proficiency level of the second language learner.

**RQ4** But there is no evidence that suggests that the L2 also influences the L1, so the transfer is not bi-directional.

- Bidirectional transfer possibly only takes place when intonation does not have a functional meaning or at the highest proficiency level.

- Future work might focus on the effect of non-native intonation on the intelligibility/ comprehensibility of L2 speech by means of perception studies.