Quiz Time! How much do you know about cross-linguistic influences?

Part 1: Fill in the Blank

Fill in the blank using words provided in the word bank. Use each word/phrase only once. Some words will not be used.

> **mutual intelligibility**   **negative transfer**   **language typology**   **language tree**
>
> **avoidance**   **positive transfer**   **a novelty effect**

1. In both Spanish and French, plurals are often formed by adding an "-s" to the end of the article, noun, and adjective. L1 Spanish speakers learning to form plurals in French would likely experience _____.

2. In Spanish, the "-s" in plurals is overtly pronounced (that is, it makes an "s" sound). In French, the "-s" in plurals is usually silent. If an L1 Spanish speaker pronounced the plural "-s" in French, this would be an example of _____.

3. Japanese does not have relative clauses. Instead of saying "I talked to the girls who were selling cookies," an L1 Japanese speaker learning English might instead say, "I talked to the girls. They were selling cookies." This is an example of _____.

4. L1 speakers of Arabic learn progressives (e.g., "I'm going…") very quickly, even though the form does not exist in their native language. This is an example of _____.

5. Portuguese and Spanish have a lot of cognates — nearly 90% of their vocabularies are overlapping. This contributes to a high degree of _____ between the two languages, especially when written.

Part 2: Multiple Choice

Choose the best answer from the options provided.

1. Which of the following is true about L1 Spanish speakers learning Portuguese?

    a. They can understand spoken Portuguese better than written Portuguese.

    b. They have to spend a lot of time learning Portuguese vocabulary.

    c. They make more transfer-related errors in Portuguese than L1 English learners do.

    d. They make fewer transfer-related errors in Portuguese than L1 English learners do.

2. What is the focus of language typology?

    a. How closely related languages are to each other.

    b. The similarities and differences in features between languages.

    c. The percentage of cognates shared by pairs of languages.

    d. The types of mistakes learners make when learning new languages

3. English is _____ to learn for L1 Swedish speakers than for L1 Finnish

    speakers because _____.

    a. easier; Swedish and English are more closely related than Finnish and English

    b. harder; Finnish and English are more closely related than Swedish and English.

    c. harder; Finnish has many features that transfer to English.

    d. easier; L1 Swedish speakers have more practice learning languages.

4. Which of the following is NOT an advantage that individuals have when learning

    a third language?

    a. More positive transfer from a larger repertoire of grammatical features

    b. Less negative transfer from their L2

    c. Greater likelihood of encountering cognates

    d. Developed language learning skills

5. An L1 English-L2 Spanish speaker is likely to rely more on Spanish than on English

    when learning Italian because

    a. first languages do not influence third language learning.

    b. Spanish and Italian are both spoken in continental Europe.

    c. Spanish is more fresh in their memory.

    d. Spanish and Italian are more typologically similar than English and Italian.