UNIVERSITY OF
SURREY

**MUTUAL INTELLIGIBILITY:
LANGUAGE, CULTURE,
COGNITION**
ONLINE EVENT
WORKSHOP PROGRAMME

24-25 June 2021

OUR SPONSORS

smg

Surrey Morphology Group (SMG) is a linguistics research centre dedicated to the study of language diversity and its theoretical consequences.
Its research combines the investigation of grammatical categories in a broad sample of languages with the use of explicit formal and statistical frameworks for the expression of typological and theoretical generalizations. SMG has received funding from the European Research Council, the Economic and Social Research Council, the Arts and Humanities Research Council, the British Academy and the Leverhulme Trust, among others.

smg.surrey.ac.uk

IAS | Institute of Advanced Studies

The institute of Advanced Studies (IAS) The Institute of Advanced Studies (IAS) at the University of Surrey sponsors workshops and Fellowships at the 'cutting edge' of science, engineering, social science and the humanities. Through this scheme the Institute fosters interdisciplinary collaborations and encourages a flow of international scholars to visit, enjoy their stay at Surrey and leave behind excellent ideas and innovations.

ias.surrey.ac.uk

INTRODUCTION

Despite being perceived as unique, self-contained systems, most languages of the world are not isolated entities, and exist in linguistic continua with other related varieties. Related languages share many properties, giving rise to the global phenomenon of mutual intelligibility, where a speaker of one language can use their variety to efficiently communicate with a speaker of another language, and vice versa (e.g. Spanish and Portuguese).
Whilst research in this area has typically been associated with the realm of linguistics, a cultural studies approach to mutual intelligibility demonstrates how it facilitates intercultural exchange between communities, challenging the misconception of languages as discrete units that has reinforced national and racial essentialism. From the point of view of cognition, meanwhile, empirical research methods can shed light on the biological underpinnings of mutual intelligibility, i.e. what neural correlates and cognitive processes underlie language comprehension and by extension enable speakers of different languages to successfully communicate with each other.

Our timely inter-disciplinary two-day workshop is the first of its kind to examine mutual intelligibility from cultural and cognitive as well as linguistic perspectives. By bringing together researchers from a range of fields, this workshop aims to provide a foundation for the development of multi-disciplinary research projects on mutual intelligibility. The goal is to gain a broader understanding of this significant and complex global phenomenon, and identify how various theoretical and empirical research methods can be combined in future research.

Workshop Chair:
Dr Nadezda Christopher, University of Surrey

Organising committee:
Dr Catherine Barbour, University of Surrey
Dr Katie Gilligan, University of Surrey

Administrative support:
Ms Vicki Blamey and Ms Penny Everson (University of Surrey)

PROGRAMME

DAY 1 – THURSDAY 24TH JUNE

(UK TIME)

12.45 – 13:00	Welcome Remarks
13:00 – 14:00	**Keynote Talk**: Mutual Intelligibility between Closely Related Languages in Europe - Charlotte Gooskens
14.00 – 14.15	Break
14.15 – 14.45	Receptive multilingualism in scenarios involving one dominant variety - Slavomír Čéplö
14.45 – 15.15	Intelligibility in Natural Languages and Formal Languages - Harald Hammarström
15.15 – 15.45	Intelligibility across Romance languages: the role of inflexional morphology - Chiara Cappellaro
15.45 – 16.00	Break
16.00 – 17.00	**Keynote Talk:** Miniature artificial languages: a promising approach to study SLA - Bertram Opitz

DAY 2 – FRIDAY 25TH JUNE

(UK TIME)

12.50 – 13.00	Welcome back
13.00 – 14.00	**Keynote Talk**: Estimated Mutual Intelligibility of Kurdish - Eve Eppler
14.00 – 14.15	Break
14.15 – 14.45	Mutual intelligibility in Philippine Austronesian languages: The case of Tagalog and Bikol - Orlyn Joyce D. Esquivel
14.45 – 15.15	L3 word recognition based on non-native competence in an L2 - Jacopo Saturno
15.15 – 15.45	Word Order Transfer on Learning Mandarin Writing for Hong Kong (Cantonese-Speaking) Learners - Yijun Hu
15.45 – 16.00	Break
16.00 – 17.00	**Keynote Talk:** Interview with artist, poet and translator Andreea Birsanu

KEYNOTE SPEAKERS

Charlotte Gooskens
University of Groningen

Charlotte (BA in Comparative Linguistics, University of Aarhus, Denmark; MA in General Linguistics, Leiden University, the Netherlands; PhD in Linguistics, University of Nijmegen, the Netherlands) is an associate professor of European Linguistics at the University of Groningen and an adjunct associate professor at the University of New England, Australia.

Her research focuses on the perceptual and communicative effects of language variation, e.g. language attitudes, speaker identity and mutual intelligibility between closely related languages. She has authored more than 120 articles and book chapters, and served as a guest editor for several special issues of linguistic journals; she also co-organised a large number of international conferences and workshops.

She is a consultant and co-investigator in various international projects examining mutual intelligibility between closely related languages (e.g. Scandinavian languages, Romance languages, Finnish-Estonian, Czech-Slovak, Kurdish dialects in the Middle East, Gurage dialects of Ethiopia, languages of the Pacific Islands of Vanuatu, dialects of Indonesia and Nigeria). She was a guest researcher at Firat University (Turkey), University of New England (Australia), and University of Copenhagen (Denmark), and currently is a fellow at the Polish Institute of Advanced Studies (PIASt) in Warsaw.

Bertam Opitz
University of Surrey

Bertram Opitz studied Biophysics at the Russian State University in Moscow, Russia. He was a PhD student at the Max-Planck-Institute for Human Cognitive and Brain Sciences, Leipzig and received his doctoral degree in 2000. Until autumn 2001 he continued working as a post-doc researcher and then moved to Saarland University as an Assistant Professor for Cognitive Neuroscience. Bertram joined the Brain & Behaviour Group at the University of Surrey in August 2012 as a Professor for Neuroimaging. He has been leading the Brain and Behaviour Group since 2015.

Bertram's research focuses on the neural underpinnings of learning and memory, with his primary interest being in the neural mechanisms of language acquisition and what factors influence the learning process. Bertram is also interested in the functional architecture of different memory systems and the processes by which information is transferred between these memory systems. In current research projects he investigates the processes of creating new enduring memory traces and modulating existing ones. Other projects focus on how we can exert control over our memories, and how these control processes could be trained. The main focus of these projects lies on training induced changes in the neural network in healthy participants and patient samples.

To achieve a comprehensive understanding of learning and memory systems Bertram examines the neural organization of these systems using well established neuroimaging techniques like event-related potentials and functional magnetic resonance tomography in combination with neural stimulation techniques like transcranial magnetic stimulation (TMS) to investigate the neural correlates of learning and memory.

Eve Eppler
University of Roehampton

Eva Eppler is Associate Professor of Linguistics at the University of Roehampton, London. She completed her MA in English and German Language and Literature at the University of Vienna where she later worked as teaching and research assistant to Prof Dieter Kastovsky. A post-graduate grant from the Austrian Ministry of Science enabled her to move to University College London for her PhD. In London she got involved with the Language Interaction in Plurilingual and Plurilectal Speakers group and set up a transcription and coding system for multilingual data (LIDES, 2000). Her PhD on structural aspects of German-English code-switching is conducted within one of the first cognitive theories of language as a system, Word Grammar (Hudson 1990, 2007). It generated the 'Dependency Distance Hypothesis for bilingual code-switching' which has been tested on German-English and Chinese-English data which support it.

Since then Eva Eppler has been working on various aspects of multilingualism, including testing predictions of theoretical frameworks on code-mixed data and multilingualism in audio-visual translation. Her recent interest in Kurdish has led her to pursue more impactful applied topics in collaborations with a geographer/GIS expert, such as a Perceptual Dialectological study of Kurdish. She has written and edited six books, published nine peer reviewed journal articles and twenty-six chapters in edited volumes. She is now working on establishing degrees of mutual intelligibility of Kurdish varieties and on dialect maps of Kurdish based on the Dialects of Kurdish web-resource (Matras et al. 2026). She is interested in developing materials for a functional mutual intelligibility application that can be adapted to different language combinations and families.

Andreea Birsanu

Andreea Birsanu, (born 1998, Bacău, Romania) is an artist based in Galicia, north-west Spain, where she emigrated with her family in 2005. Her artistic project *Silvatiica,* an exploration of Galician nature in art, was developed during the pandemic in 2020. She believes in the power of artistic creation for social change, with particular commitment to the rural sphere, feminism, and motherhood. She commissions projects via her personal website and Etsy shop. Andreea is currently undertaking a literary translation project from Romanian to Galician, as well as creating the first illustrated Romanian-Galician dictionary. She is a keen writer and runs the project 'Mulleres que escriben en galego' (Women Who Write in Galician) to promote writing by women in the language. Andreea speaks Romanian, Galician and Spanish fluently.

Website: https://silvatiica.com/

ABSTRACTS AND PARTICIPANTS

Receptive multilingualism in scenarios involving one dominant variety
Slavomír Čéplö
Austrian Academy of Sciences

Receptive multilingualism (RM) is a phenomenon in human communication where the parties involved do not share a language, but they are still able to communicate effectively by virtue of speaking varieties which are close enough in terms of linguistic distance so as to allow for mutual intelligibility (Gooskens 2019). Typical examples include the Nordic countries (i.e. RM between Danish, Norwegian and Swedish; Delsing and Lundin 2005) or Slavic languages (Golubović 2016). In these scenarios, the relationship between the linguistic communities – and thus the level of RM – is generally quite symmetrical, i.e. none of the languages in question is considered more prestigious and/or speakers of one variety are not more likely to have been exposed to the other variety or varieties. There exists, however, another type of RM, one where the converse is true. In this RM scenario ('RM with one dominant variety' or RMODV), one of the varieties in question is the dominant one ('dominant variety' or DV) and speakers of the other varieties are much more likely to have been exposed to it.

Typically, the DV is the language of a politically dominant nation (as with Russian and the rest of the Slavic-speaking world pre-1989) or the variety used by a nation/community that is dominant in a soft way, e.g. quantitatively or culturally (as with Czech and Slovak until very recently). There are two typical and very similar examples of RMODV: the first one, a classic well established case, involves the intelligibility of Egyptian Arabic (henceforth: EgAr)1 to speakers of other Arabic varieties. While the mutual intelligibility of Arabic varieties and thus the role of RM in the communication between their speakers is still very much an unexplored field, it is a truth generally acknowledged that the EgAr is the DV in this context. This is not so much due to the sheer number of speakers of EgAr, as it is the effect of Egypt's cultural dominance as the major producer of TV shows, movies and popular music (Asante 2002: 117). The exposure to this cultural production results in greater familiarity with EgAr all over the Arabic-speaking world and thus asymmetric RM. The other scenario of RMODV is an emerging one and involves the West African varieties of Afro-Caribbean English-lexifier Creoles, i.e. Sierra Leone Krio, Ghanaian Pidgin, Cameroon Pidgin and Nigerian Pidgin/Naija2 (Yakpo 2021), but also Liberian Kolokwa (own research).

The DV in this case is Naija, once again largely due to the population figures and the socioeconomic status of Nigeria, as well as a result of the region being flooded with media production from Nollywood and Nigerian radio broadcasts.
In this paper, I examine these two RMODV scenarios, their sociolinguistic background and their unique nature vis-à-vis other types of RM. In addition to this, I will also propose a method for the functional testing of RMODV that takes into account the context in which RMODV most often takes place, i.e. the passive reception of media.
This testing method can be used not only to describe the level of RMODV in the community in question, but it can also serve to measure the influence of RMODV on the mutual intelligibility of the variety in question and DV, as well as account for some of the shortcomings of the standard battery of mutual intelligibility tests (i.e. the lack of consideration of the paralinguistic factors, cf. Gooskens and van der Heuven 2020: 376).

References:

Asante, Molefi Kete 2002. Culture and customs of Egypt. London: Greenwood Press.

Delsing, Lars-Olof; and Katarina Lundin 2005. Håller språket ihop Norden? En forskningsrapport om ungdomars förståelse av danska, svenska och norska. Copenhagen: TemaNord.

Golubović, Jelena 2016. Mutual intelligibility in the Slavic language area. University of Groningen: PhD thesis.

Gooskens, Charlotte 2019. "8. Receptive Multilingualism." In: Multidisciplinary Perspectives on Multilingualism, ed. by Simona Montanari and Suzanne Quay, 149–174. Berlin: De Gruyter Mouton.

Gooskens, Charlotte; and Vincent J. van Heuven 2020. "How well can intelligibility of closely related languages in Europe be predicted by linguistic and non-linguistic variables?" Linguistic Approaches to Bilingualism 10, 351–379.

Yakpo, Kofi 2021. Subjunctive complements in the English-lexifier creoles of Africa and the Americas. A paper read at the meeting of the "Labex EFL Variation syntactique dans les langues creoles" research group on April 16th, 2021

Intelligibility in Natural Languages and Formal Languages
Harald Hammarström
Uppsala University

A common view holds that intelligibility in natural languages is a gradient property. In this view intelligibility can be anywhere in the continuum between none, partial or total, with no natural border that would divide it into a binary yes/no property. We argue that this view is premature.
With some simple assumptions on what constitutes a language, we show that intelligibility can be defined as a yes/no property in a simple formal way, without imposing an arbitrary threshold. The indication from this result is that natural languages, can, at least in theory, be discretized and counted in a systematic manner.

Biography

Harald Hammarström studied Computer Science and Linguistics at the University of Uppsala (1997-2003). He then went on to do a PhD in Computational Linguistics at Chalmers University (2004-2009) developing computational models that cater to diverse kinds of languages. Postdoctoral research at Radboud University Nijmegen, Max Planck Institute of Evolutionary Anthropology, Max Planck Institute for Psycholinguistics, and Max Planck Institute for the Science of Human History focussed on empirical and computational approaches to linguistic diversity, genealogical/areal relationships and language universals.

Intelligibility across Romance languages: the role of inflexional morphology.
Chiara Cappellaro
University of Oxford

This study is concerned with inherent intelligibility (Gooskens 2013) between written Italian and Romanian. We focus in particular on the role of inflexional morphology in the process of interlingual inferencing in a cognate guessing experiment (cf. Berthele 2011, Vanhove & Berthele 2015) or the ability of native speakers of a language to recognize cognate words in isolation in a cognate language without previous knowledge of that language. We address the following questions: • Is identity at the level of the lexical root necessary and sufficient to correct cognate guessing? • To what extent are differences at the level of inflexional affix a barrier to recognition? • Are there 'item-related' variables that correlate with correct guessing? In particular: o Is a purely quantitative difference (e.g. Levenshtein's distance) self-explanatory? o Does 'phonological substance' (e.g. number of syllables) play any role? o Is it the case that 'consonants may contribute more to the subjective transparency of cognate relationships than do vowels' (Vanhove & Berthele 2015: 99)?

To address these issues, two parallel experiments were carried out in Italy (MontecatiniTuscany) and Romania (Iaşi-Moldovia). o 113 Italian final-year students were asked to recognize (and if so, to translate) 159 Romanian words –108 cognate words with the same etymon and same meaning in Italian and Romanian (es. lup 'wolf', mână 'hand', timp 'time') and 51 words of nonLatin origin that have no equivalent in Italian (abur 'steam', iad 'hell', pisică 'cat'). o 116 Romanian final-year students were presented with 143 Italian words in total –94 cognates and 49 Italian words that have no equivalent in Romanian (bosco 'woods', gatta 'cat', gambero 'shrimp'). The stimuli were selected according to four main criteria: (i) identity/non-identity of lexical root; (ii) identity/non-identity of inflexional affix; (iii) number of syllables; (iii) presence/absence of consonant clusters. Moreover, they were coded for frequency and Levenshtein distance. We propose that factors of morphological structure should be considered when looking at interlingual inferencing and intelligibility. Our analysis, in fact, will show that (i) Levenshtein distance cannot always account for the data; (ii) lexical root identity is sufficient (but not necessary) for the correct guessing of lexical meaning, provided correct segmentation between root and inflexional ending is

achieved. And (iii) speakers of a language with extensive root allomorphy (within inflected lexemes but also variation in shape across derivationally-related lexemes) seem to be an advantage for the cognate guessing task.

References

Berthele, Raphaele, 2011. «On abduction in receptive multilingualism», Applied Linguistics Review 2, 191-220.

Gooskens, Charlotte, 2013. «Methods of measuring intelligibility of closely related language varieties», in: Bayley, Robert et al. (ed.), The Oxford handbook of sociolinguistics, Oxford, Oxford University Press, 195-213.

Vanhove, Jan & Berthele, Raphaele, 2015. «Item-related determinants of cognate guessing in multilinguals», in: De Angelis, G. Jessner, U. & Kresić, M. (eds), Crosslinguistic influence and crosslinguistic interaction in multilingual language learning, Londra, Bloomsbury, 95-118

Mutual intelligibility in Philippine Austronesian languages: The case of Tagalog and Bikol
Orlyn Joyce D. Esquivel
University of the Philippines Diliman

An archipelago of 7,100 islands located in Southeast Asia, the Philippines is marked by significant linguistic diversity with 181 living languages being used (Bravante & Holden, 2019). Most of the languages are dialectally diverse, having several originating extensive dialect strings. Moreover, the Philippine languages belong to the Western Malayo-Polynesian group of the Malayo-Polynesian branch of the Austronesian languages family. The archeological record implies that the earliest Austronesian speakers arrived in the northern Philippines about 5,500 years ago prior to the Austronesian expansion. According to Grimes (2000), with 167 Philippine ethnolinguistic groups, at least ten are presently spoken by more than a million population, and account for what have been noted to as the 'major' Philippine languages. These are Tagalog, Cebuano, Ilokano, Hiligaynon, Bikol, Samar-Leyte, Kapampangan, Pangasinan, Maranao, and Maguindanao. With this context, the researcher established the degree of mutual intelligibility of closely related languages within the Tagalog and Bikol language groups in the Philippines in a large-scale webbased investigation, specifically through the use of Leipzig corpus collections.

In this study, cognates candidates were extracted using the 100 most frequent language words from both of the corpora. In addition, the researcher used Tagalog and Bikol PALI dictionaries for manually establishing the cognates or language pairs of both languages based on the frequency listings. The results of the data sets were compared, and the language distance was calculated through crosslanguage distributions (Ciobanu & Dinu, 2014) of the similar cognates. Finally, the results suggest that mutual intelligibility can be established between these language pairs over the use of online corpora and dictionaries. This study also provides evidence that linguistic similarities promotes mutual intelligibility between Austronesian languages

Biography

Orlyn Joyce D. Esquivel is a licensed professional teacher and a postgraduate student in the linguistics program at the University of the Philippines Diliman. She is affiliated with the Linguistic Society of the Philippines, British Association for Applied Linguistics, and AsiaTEFL.

L3 word recognition based on non-native competence in an L2
Jacopo Saturno
University of Bergamo

Against the background of intercomprehension (IC) studies, the present paper describes L3 word recognition based on existing knowledge of a genetically related L2. This configuration implies that the bridge language (i.e., the language used to make inferences about the unknown target language) is not the speaker's native language.

Traditionally, IC primarily targets native speakers of the bridge language — as opposed to language learners — because of their greater access to its grammar and vocabulary. However, compared to the untrained native speaker, language learners also feature skills that may facilitate IC, such as a larger multilingual repertoire (Berthele & Lambelet 2009; Vanhove & Berthele 2015; 2017), conceptual knowledge and strategic know-how (Berthele 2011), and greater tolerance to deviations of various type from the norm of their known languages (Berthele 2008). They also possess greater language awareness and meta-linguistic reflection skills (Jessner 1999).

The research question of the study is whether or not spontaneous L3 word recognition skills may benefit from explicit instruction on the systematic sound correspondences between L2 and L3. Such positive effects are effectively postulated by the majority of IC resources (Klein & Stegmann 2000; Hufeisen & Marx 2007), but were rarely tested empirically.

To pursue the research question, 26 L1 Italian university students of L2 Russian were asked to translate the Russian 30 Polish words, presented in their written form.

Target words were etymologically related to their Russian equivalent; however, some pairs diverged in a phonologically systematic and predictable manner (e.g. /dʲ/ vs. /dz/ in Rus. /xoˈdʲitʲ/ vs. Pol. /ˈxodzitɕ/ 'to walk'), while others presented unpredictable differences (e.g. /i/ in Rus. /iˈgratʲ/ vs. Pol. /gratɕ/ 'to play'). The participants then took a 20-hour, meta-linguistically explicit course in comparative Slavic grammar focussing on the systematic sound correspondences between the two languages. The word recognition task was then administered a second time.

The results show that indeed, the effect of explicit instruction was most noticeable on those targets whose difference from their Russian equivalent can be described in terms of systematic sound correspondences.

References

Berthele, Raphael (ed.). 2008. Dialekt-Standard Situationen als embryonale Mehrsprachigkeit. Erkenntnisse zum interlingualen Potenzial des Provinzlerdaseins. Sociolinguistica 22. 87–101.

Berthele, Raphael. 2011. On abduction in receptive multilingualism. Evidence from cognate guessing tasks. Applied Linguistics Review 2. 191–220.

Berthele, Raphael & Lambelet, Amelia. 2009. Approche empirique de l'intercompréhension : répertoires, processus et résultats. Lidil 39. 151–162.

Hufeisen, Britta & Marx, Nicole (eds.). 2007. EuroComGerm - die sieben Siebe: germanische Sprachen lesen lernen (Reihe EuroComGerm). Aachen: Shaker.

Jessner, Ulrike. 1999. Metalinguistic Awareness in Multilinguals: Cognitive Aspects of Third Language Learning. Language Awareness 8(3–4). 201–209.

Klein, Horst G. & Stegmann, Tilbert Dídac. 2000. EuroComRom - die sieben Siebe: romanische Sprachen sofort lesen können ; [français, català, español, italiano, português, română] (Editiones EuroCom 1). Aachen: Shaker Verl.

Vanhove, Jan & Berthele, Raphael. 2015. Item-related determinants of cognate guessing in multilinguals. In De Angelis, Gessica & Jessner, Ulrike & Kresić, Marijan (eds.), Crosslinguistic influence and crosslinguistic interaction in multilingual language learning, 95–118. London: Bloomsbury.

Vanhove, Jan & Berthele, Raphael. 2017. Interactions between formal distance and participant-related variables in receptive multilingualism. International Review of Applied Linguistics in Language Teaching 55(1). 23–40.

Biography

Jacopo Saturno holds a Ph.D. degree in Applied Linguistics jointly issued by the Universities of Bergamo, Pavia and Paris VIII (2017). His research agenda focusses on the intersection between Second Language Acquisition (SLA) studies, on the one hand, and the language teaching applications of intercomprehension, on the other hand, with particular regard to Slavic languages. He looks at intercomprehension as a particular case of SLA, whose peculiarities can be didactically exploited to promote multilingualism.

Negative Transfer Effects on Mandarin (Putonghua) Word Order Processing for Hong Kong (Cantonese-Speaking) Learners
Yijun Hu
Little Beijing Chinese Education Centre

With the emphasis on Mandarin education, Hong Kong schools have gradually set up mandarin courses as regular courses. However, due to the prevalence of Cantonese in Hong Kong, many students have not been exposed to Mandarin before enrolling the kindergarten. Cantonese and Mandarin pronunciation and intonation have huge differences, although mutual intelligibility in written form (lexical items, tense, sentence constituents and so forth) can help Hong Kong students understand parts of Mandarin, many phrases they still cannot express. For SLA, Birdsong (1999) discussed the critical period hypothesis with some linguistic and cognitive factors in the language learning process. Language transfer consists of positive and negative transfer (Ledo, 1957). Hong Kong students are often affected by language transfer and confuse Cantonese usage with Mandarin, such as pronunciation, classifier, word order, etc. Therefore, these problems reflect that Cantonese will produce negative transfer to a certain extent and interfere with learners to learning Mandarin. Many studies are based on the difference between Cantonese and Mandarin, for example, Lee, Vakoch, and Wurm (1996) compared in Tone perception and Cheng and Li (2016) focused on Lexical-Semantic Transfer with these two languages. However, in the actual teaching process, we can find that the inversion of word order is a great problem for applied writing in teaching evaluation even in those school teaching Chinese in Cantonese or high school students.

Therefore, this paper will use word order as an important entry point to investigate the types of errors in speaking Mandarin which is caused by the negative transfer from Cantonese in Hong Kong students, and propose targeted measures to improve academic writing in response to these errors. In this paper, we will select 40 lower grade primary school students in Hong Kong with the same male to female ratio, and use the survey method of oral interviews to design a questionnaire about vocabularies, sentence patterns and sentence components. The topics of the oral test are visual discrimination exercises, dialogues, multiple-choice and True-or-False questions. After data transcription, statistical analysis will be conducted on the experimental results to determine the types of errors. At meanwhile, according to the error analysis, effective teaching suggestions will be put forward. The importance of this study is in filling the gap in previous research. By emphasizing the importance of word order in language acquisition, this paper hopes to help Hong Kong students reduce negative language transfer. Practically, the error analysis will not only help students pay attention to the word order problem but also help teachers improve their expression in applied writing.

References

Birdsong, D. (Ed.). (1999). Second language acquisition and the critical period hypothesis. Routledge.

Cheng, K. Y., & Li, Y. (2016). Lexical-Semantic Transfer and Strategies for Teaching and Learning Putonghua Vocabulary for Cantonese-speaking Learners.

Lado, R. (1957). Linguistics across cultures: Applied linguistics for language teachers. University of Michigan Press:Ann Arbor.

Lee, Y. S., Vakoch, D. A., & Wurm, L. H. (1996). Tone perception in Cantonese and Mandarin: A cross-linguistic comparison. Journal of Psycholinguistic Research, 25(5), 527-542.

Slabakova, R. (2020). Second language acquisition.

FACULTY OF ARTS AND SOCIAL SCIENCES

University of Surrey
Guildford, GU2 7XH, UK

surrey.ac.uk