

# CROSS-LINGUISTIC TRANSFER AMONG UNIVERSITY STUDENTS IN MALAYSIA

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## ABSTRACT

Not many people know what cross-linguistic transfer is. Not only that, we may not even know what is the effect of this theory. In this report, we will demonstrate the cross-linguistic transfer that occurred among university students in Malaysia. The first objective that we want to achieve for this research is the positive and negative cross-linguistic transfers faced by university's students in learning English in writing. The second objective is the factors that contribute to negative cross-linguistic transfer in studying English and how to minimize the negative cross linguistic transfer. There are two methods on how to find the result where we organize oral interviews and writing tasks. The results of this research in terms of students' positive transfer is that they are transmitting similar linguistic features from L1 to L2 while for the negative is the students are integrating L1 and L2 grammar concepts that are different for both languages. The factors that contribute to negative cross-linguistic transfer in studying English is they tend to mix language between Malay and English as they live in a multicultural society and they are also unaware of the cross-linguistic transfer. So, we suggest that the teachers can minimize the cross-linguistic transfer by creating a fun but memorable teaching class.

*Keywords: Cross-linguistic transfer, second language, writing, university students*

## 1.0 INTRODUCTION

In general, cross-linguistic transfer can be defined as “language learners’ use of linguistic knowledge of one of their languages to leverage the learning of another language” (Yang et al., 2017). The theories of cross-linguistic transfer have existed by the use of a first language in introducing the second language or other foreign language in learning. Cross-linguistic transfer always happens when the learners learn their second language using the rules of their first language or vice versa. This is due to many factors of learning such as intelligence, aptitude, learning styles, personality, age, ethnic identity and so on.

The cross-linguistic transfer can occur in many terms or skills in learning the language such as speaking, listening, reading and writing. Malaysian people tend to write in English using the grammar rules of Malay Language. “In the school context, L1 can be maintained as long as the outside environment provides sufficient stimulation, in the meantime, the intensive exposure of L2 in school can contribute to rapid bilingual development without compromising the development of L1” (Verhoeven, 1994 as cited in Yang et al., 2017).

According to Radha (2009), “Malaysia practises a bilingual education system with Bahasa Melayu and English serving as mediums of instruction in all levels of education – primary to tertiary.” In other words, Malaysia uses their first language which is Bahasa Melayu or Malay and their second language, English as the intermediate language. This situation has occurred since the independence day of Malaysia in 1957.

## 2.0 LITERATURE REVIEW

The main research direction of our group is on cross-language transfer. In our main content, we first collected and studied a series of issues that occurred during the conversion process between the first language and the second language in the three countries of China, Iran, and Spain. There are questions and characteristics of the language. Secondly, we collected the main conclusions and results of the conversion process between Malay and English for research. In total, we have collected six research literature from 2009 to 2017. We hope that the literature collected from it will bring results to our group's research. Because there is a large amount of literature for research on cross-language transfer. However, since the focus of the group's research is on the cross-language transfer of Malay, it will not review the content of other languages in detail, and will only mention it where appropriate.

We have studied the problems that arise in the cross-language learning of Chinese characters. In a study about ‘Linguistic distance effect on cross-linguistic transfer of morphological awareness’ by Dongbo Zhang (2013), paper and pencil tests were used to explore the transfer promotion effect of mother tongue morphology on the second language vocabulary reasoning ability of Chinese sixth-grade English learners. Experts tested the morphological consciousness and lexical reasoning ability of Chinese and English children. The results show that the contribution of Chinese morphological consciousness to the morphological consciousness of English compound words is greater than the contribution to the morphological consciousness of derived words. And the article tells the indirect influence of Chinese compound consciousness on the inference of English compound word meaning.

Talebi (2014) specifically conducted semi-structured interviews with four university students in Iran. Research shows that students understand and cross-language migration does not equally cover all aspects of cross-language migration, cross-language non-verbal aspects of student migration, cross-linguistic factors that lead to migration and how to improve cross-language migration. -Language transfer. According to research and analysis, teachers can improve language learners’ cross-language awareness and help learners overcome the inhibitory effects of existing languages, which is of great significance to learners’ learning progress.

Baker (2017) introduces a calculator adaptive Spanish decoding game. The purpose of this game is to improve students' decoding skills and oral reading fluency when using Spanish and English. Participants in the game experiment project are 78 first-year Spanish-speaking students. The results show that the game has a potential small but meaningful educational effect on Spanish oral fluency and English pseudo-word reading. Games are indeed an attractive tool for students to guide in groups or to respond to intervention methods used in independent time.

The above content mainly introduces the cross-language research in different countries, let us return to the analysis of cross-language articles on Malay. Nambiar (2009) introduces the learning strategies of bilingual Malaysian learners between reading Lombard and using English. Through reading, you can learn more about the obstacles caused by the complexity of the article when

reading from the first language to the second language. The research results show that learners did not use similar strategies in understanding the two articles. There is no problem in reading L1 articles, but it is difficult for them to read L2 articles. The complexity of second language articles is an obstacle for some learners, and they need more practice to be proficient in them.

Tati (2017) introduces the main influences of the second language and the first language in the process of learning English writing in Malaysia. This research mainly selects five local students in Malaysia to analyze the errors and reasons in their use at the syntactic and vocabulary level. This study also used questionnaires to investigate their language dominance and language knowledge. The conclusions of the research lead to the syntactic and lexical level. Therefore, it is analyzed that learners use the form and meaning of the second language based on their own learning language rules and the experience of the first language to express it uniformly.

Bakri (2012) discusses the importance of the learner's L1 (Malay) in the production of L2 (English) writing. Research participants need to write papers in Malay and English, and use the "compulsory occasion" or "compulsory context" in the written corpus for analysis. The results of the study prove that the use of tense markers in the Malay present tense form interferes with the acquisition of English present tense. Therefore, mastering the timing of two languages at the same time will make learning more effective.

Through the above six literatures, the first three introduced the expression form and language influence of Chinese to cover the second language. Talking with Iranian college students, we learned that people should learn about the importance of cross-language earlier, and the language games developed in Spain. Let more children be interested and attract them willing to learn and understand a second language. Therefore, in the last three cross-language studies on Malay, we found that people have dyslexia when reading second language articles. At the same time, many Malays will combine the experience of L1 and the grammatical knowledge they have learned when they speak L1. Similarly, when it comes to writing, Malays also have problems with tenses. Therefore, these contents tell us that teachers should use a variety of methods to guide and teach students how to switch languages earlier, how to speak a second language into an independent language system into the brain, and there are more ways that we need to discover and learn.

### **3.0 RESEARCH QUESTIONS**

This research is conducted to find out about the positive and the negative cross-linguistic transfer phenomenon between the Malay language and English Language from a writing aspect. Moreover, we also aim to determine the factors that may influence the cross-linguistic transfer and ways to overcome this matter. Moreover, this research is designated to discover the following research question which are:

1. What are the positive and negative cross linguistic transfers faced by University Students in learning English in writing?
2. What are the factors that contribute to negative cross-linguistic transfer in studying English and how to minimize the negative cross linguistic transfer?

### **4.0 METHODOLOGY**

Our research is carried out to identify the positive and the negative cross-linguistic transfer that is developed among university students in their writing aspect. Apart from that, we are going

to find the factors and the solutions to overcome the negative cross-linguistic that the students are facing. The methodology that has been used in this research is the qualitative method. Unlike quantitative research, we cannot gain a numerical result from our research because we are examining the pattern of the cross-linguistic transfer in university students (Taylor, 2019). So, we provided qualitative tasks and qualitative interviews to gain information from our interviewees. By doing this, we can find the qualitative data from the participants to support our research findings. To explain, qualitative data provide an open-ended result to our research (Moran, 2018). From then, we are able to examine the pattern in the cross-linguistic transfer as a whole.

#### **4.1 Sample**

This research sample consists of a male and four female respondents that aged from 20 to 21 years old. Five students from public universities in Malaysia namely Universiti Malaya (UM), Universiti Malaysia Sabah (UMS), Universiti Teknologi MARA (UiTM) and Universiti Sains Malaysia (USM) cooperated in this research. In addition, they are non-English majors where they consist of Law, Engineering, Accounting, Special Education and Marine Science students. Moving on. All of them are Malay language speakers even though some of them are not a Malay. Hence, they are eligible to participate in this study because they are able to understand Malay and English language. This happens because we are giving them a task that is in Malay and English, respectively. It is important for us to find participants that can understand both languages so that we can observe and examine their cross-linguistic transfer from the Malay language to the English language. Their demographic was obtained through the interview where we asked them to introduce themselves by giving us their name, course and university.

#### **4.2 Instruments**

Two instruments were used in this research to collect data which are oral interviews and writing tasks. Firstly, we provided two writing tasks which are in both English and Malay language. In this task, participants are asked to do a summary of each article given in less than 100 words. From their writing, we are able to find out their cross-linguistic transfer pattern that can deal with the first objective in this research which is to find the positive and the negative cross-linguistic transfer between Malay language and English Language from the writing aspect. The articles that have been used to determine the student's cross-linguistic transfer from the writing aspect can be referred to in Appendix A.

Secondly, we did an oral interview with the participants after they had finished with their writing task. A semi-structured interview was used because we provided some follow up questions to the participants. We conducted four online oral interview sessions with each participant through the Google Meet application and an audio oral interview session with a participant. Before we start the interview session, we promised that the data that are taken from the interview will be confidential. In addition, we also asked for their consent so that we can record the interview session. All of them agree to let us record the session. To explain, it is crucial for us to record the session so that we can revise their answer and achieve the second objective in this research which is to determine the factors that may influence the cross-linguistic transfer and ways to overcome this matter. A total of eight questions excluding their demographic information were asked during the interview. From the interview, we identified that their answer quite varies from each other because we are collecting qualitative data. The list of questions can be referred to in Appendix B.

## 5.0 DATA ANALYSIS

On the first stage of analyzing, we initially identify each writing error in terms of grammar, punctuation, and words of choice. In comparison to Malay tasks, respondents are mostly making mistakes on English tasks and mainly facing problems in understanding the English grammar concepts especially on tenses, nouns, adjectives (comparison), indefinite articles, and prepositions. The table below shows the detailed identification of errors made by our respondents.

### 5.1 Data Analysis for Task 1 & 2

#### CROSS LINGUISTIC TRANSFER - DATA ANALYSIS (TASK)

Respondent's Name	Answers Task 1 (English)	Writing Mistakes
Respondent 1	Bullying is an action that <b>are (is)</b> mean to other people. It can be in many forms such as teasing, threatening to hurt people, <b>hit</b> people until the victim <b>become trauma (becomes traumatized)</b> . Bullying also can be in text messages, mocking people <b>in comment (in the comment)</b> section, and more. Bullying can give a negative <b>effects to (effect on)</b> the victim. Victim might feel useless, powerless, traumatized and <b>depression (missing - conjunction, but)</b> vice versa for the bully, they will think that they are powerful enough and try to act like a man. Some <b>(missing - modal verb)</b> think that being a bully will make them <b>being (unsuitable verb)</b> respected by others but they did not know that being a bully will make them be <b>(become)</b> more <b>wild (wilder)</b> and <b>involve in a problems (getting involved in problems)</b> such as drug, alcohol and more.	<ol style="list-style-type: none"> <li>1. Article</li> <li>2. Noun - plural formation</li> <li>3. Gerund</li> <li>4. Comparative adjective</li> <li>5. Preposition</li> <li>6. Verb - tenses, modal verb</li> <li>7. Adjective</li> <li>8. Conjunction</li> </ol>
Respondent 2	Bullying <b>(missing - is)</b> justified as <b>be mean (being mean)</b> to another kid repeatedly. It comes with various forms namely teasing, threats, telling lies about someone and even hitting the victim physically. The victim will feel powerless, low self-esteem as well as alone. Several other occasions can occur like feeling sick or having setbacks in school. Some of the reasons why bullies are occurring will be the bullies wanted to be respected or <b>make (making)</b> them popular. Bullies often grow up to become <b>(missing preposition - as a)</b> bad <b>persons</b> and might drop out from schools. Any <b>grounds (ground)</b> of bullying should be reported to adults so <b>them (they)</b> can <b>resolves (solve)</b> this issue.	<ol style="list-style-type: none"> <li>1. Verb</li> <li>2. Gerund</li> <li>3. Noun</li> <li>4. Pronoun</li> <li>5. preposition</li> </ol>
Respondent 3	Bullying can take many forms. It can be teasing, threatening to hurt someone, telling lies, or yelling at or hitting someone. Bullying can also take place over text messages or emails, or by posting rumors on sites like Facebook. Being bullied makes kids feel different, powerless, unpopular, and alone. The best and safest thing to do is always bring the bullying to the attention of an adult, who will stop it. The bullying can even lead some kids <b>to (for)</b> want <b>(ing)</b> to be a bully themselves.	<ol style="list-style-type: none"> <li>1. Preposition</li> </ol>

Respondent 4	<p>Bullying is an action that is meant to another kid again and again. Bullying can be in many ways such as teasing, threatening to hurt someone, telling lies about someone, not including others in order to make them feel bad, or it can be actually yelling at or hitting someone. Kid (Kids) that has been bullied felt powerless, unpopular and alone. There is some (are some) reasons why kids bully other kids. Some want to copy their friends. Some think that being a bully will make them respected by other kids, or make them popular. Sometimes bullies think that they are better than their victims, and so they bully other kids to prove it. Bullies is totally (are totally) wrong because they use power to hurt people. Been (Being) bullied make (makes) us feel depressed or worried and may not feel safe. In other words, bullying makes you so angry that you stand up to the bully yourself. The action of bullying (bullying) must be stop and please report the action of bullying so that the one whom (who) bully (bullied) others will be punished.</p>	<ol style="list-style-type: none"> <li>1. Spelling error - bullying</li> <li>2. Whom/who confusion</li> </ol>
Respondent 5	<p>The passage above states that bullying can be defined as being meant to another person again and again. Teasing, threatening to hurt, spreading lies, yelling or hitting someone are the forms of bullying. Bullying can occur through text messages, emails, or by posting rumors on sites. The negative effect of bullying can make someone feels (feel) different, powerless, unpopular and alone as well as feeling sick or having problems at school. This overly obsessed behaviors (behaviour) should be stopped as it can ruin someone's life. So, bullying can be prevented by reporting it as it can bring the attention to everyone.</p>	<ol style="list-style-type: none"> <li>1. Original verb after modal verb</li> </ol>

Name	Answer Task 2 (Malay)	Negative transfer
Respondent 1	<p>Menurut petikan di atas, Bahasa Inggeris merupakan bahasa yang luas penggunaannya di seluruh dunia. Hal ini dapat dibuktikan dengan penggunaan Bahasa Inggeris sebagai bahasa utama di 67 buah negara manakala 27 buah negara lagi menjadikan Bahasa Inggeris sebagai bahasa kedua mereka. Terdapat banyak kepentingan yang boleh diperolehi dengan mempelajari Bahasa Inggeris. Antaranya, dengan mempelajari Bahasa Inggeris boleh membantu dalam mengejar dan mendapat lebih banyak peluang pekerjaan. Selain itu, mempelajari bahasa Inggeris juga dapat membuka ruang hiburan yang lebih luas. Contohnya, menonton blockbuster Hollywood dengan mudah dan masih memahami jalan cerita walaupun tanpa sebarang sari kata yang disediakan. Akhir sekali, belajar bahasa Inggeris dapat membuka minda dan pemikiran penutur untuk memberi idea yang bermas. Hal ini kerana, otak yang mempelajari bahasa lain lebih cenderung untuk memproses dengan lebih cepat dan efisien.</p>	<ul style="list-style-type: none"> <li>- No grammatical error</li> </ul>
Respondent 2	<p>Bahasa Inggeris dikategorikan sebagai salah sebuah Bahasa yang dimana penggunaannya di peringkat marcapada. Sejumlah 67 buah negara menjadikan Bahasa Inggeris sebagai bahasa pertama dan 27 negara sebagai bahasa kedua mereka. Terdapat beberapa</p>	<ul style="list-style-type: none"> <li>- Spelling error.</li> </ul>

	<p>kepentingan belajar Bahasa Inggeris sebagai contoh membantu dalam mengejar dan mendapat lebih banyak peluang kerjaya .          Kerjaya yang dapat diceburi ialah menjadi <b>penterjemah (penterjemahan)</b>, guru serta pemasaran. Kedua, ia nya membuka dunia hiburan yang lebih meluas dimana penutur tidak perlu bergantung kepada terjemahan wayang. Ianya juga membantu dalam mengubah perspektif dan cara berfikir seseorang itu.</p>	
Respondent 3	<p>Bahasa Inggeris adalah salah satu bahasa yang paling meluas penggunaannya di seluruh dunia. Mempelajari bahasa ini akan memberikan banyak kepentingan terhadap penuturnya. Pertama sekali, belajar bahasa Inggeris boleh membantu dalam mengejar dan mendapat lebih banyak peluang kerjaya. Selain itu, bahasa Inggeris adalah bahasa yang paling banyak digunakan secara dalam talian, <b>dengan (dan)</b> hampir 1 <b>bilion (billion)</b> pengguna menaip dan berkomunikasi dalam bahasa tersebut. Belajar bahasa Inggeris juga akan membuka ruang hiburan yang lebih luas. Tambahan pula, belajar bahasa baru seperti bahasa Inggeris membantu minda penutur berfungsi dalam cara yang berbeza. Jelaslah bahawa bahasa Inggeris adalah bahasa yang penting untuk memenuhi semua matlamat peribadi dan professional.</p>	<ul style="list-style-type: none"> <li>- Spelling error</li> <li>- Conjunction</li> </ul>
Respondent 4	<p>Bahasa Inggeris(BI) amat penting sebagai bahasa pengantar di dunia. Terdapat beberapa manfaat mempelajari Bahasa Inggeris yang pertama adalah untuk memudahkan diri mendapatkan peluang pekerjaan di pelbagai sektor. Pada hari ini kemahiran berkomunikasi dalam BI sangat penting seperti untuk berhubung dengan pelanggan dari pelusok dunia. Seseorang yang mahir berbahasa Inggeris boleh menceburkan diri dalam kerjaya penterjemahan, guru BI atau pengurus pemasaran untuk syarikat global. BI digunakan secara meluas terutamanya bagi tetapan aplikasi yang <b>dimuat turun (dimuat turun)</b> dari gedung stor. Manfaat yang seterusnya <b>ialah (adalah)</b> membantu meluaskan minda penutur untuk berfungsi dengan cara yang berbeza. Terdapat kajian yang menjelaskan BI dapat mengubah struktur minda yang lebih kreatif dan berinovasi.</p>	<ul style="list-style-type: none"> <li>- Spelling error</li> <li>- Linking verb</li> </ul>
Respondent 5	<p>Petikan tersebut membahaskan tentang bahasa Inggeris sebagai bahasa yang digunakan oleh semua orang di seluruh dunia (<b>no punctuation-fullstop</b>) Terdapat banyak kepentingan yang dapat diperoleh sekiranya kita berjaya menguasai bahasa Inggeris. Antaranya ialah fasih berbahasa Inggeris boleh membantu seseorang itu mendapatkan pekerjaan dengan lebih mudah. Selain itu, kemahiran berbahasa Inggeris dapat dimanfaatkan kerana kita boleh mengakses dan memahami sumber-sumber yang menggunakan bahasa Inggeris. Seterusnya, mempelajari bahasa Inggeris juga akan membuka ruang hiburan yang lebih luas. <b>Ianya (la)</b> juga turut membantu minda penutur berfungsi dalam cara yang berbeza. Oleh itu, jelaslah bahawa bahasa Inggeris ini juga penting untuk memenuhi matlamat peribadi dan professional.</p>	<ul style="list-style-type: none"> <li>- Punctuation</li> <li>- Double use of third person pronouns (Ianya).</li> </ul>

Based on the data analysis above, we divide the obtained cross linguistic transfer into positive and negative types.

Positive Transfer	Negative Transfer
<ol style="list-style-type: none"> <li>1. Transferring similar language features from L1 to L2.</li> <li>2. E.g. <i>The bullying can even lead some kids to (for) want(ing) to be a bully themselves.</i></li> <li>3. Translated to Malay, <i>Membuli akan menyebabkan sesetengah kanak-kanak ingin menjadi seorang pembuli.</i></li> <li>4. From the comparison above, it is shown that the student understands the whole passage context that enables her to create her own sentence although directly translated from L1.</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrating L1 and L2 grammar concepts that are different for both languages.</li> <li>2. E.g. <i>more wild (wilder).</i> Direct translation from Malay - lebih liar. (suppose to employ the comparative concept in this sentence).</li> <li>3. Common confusion on countable nouns, gerund, and singular inflected verbs (+s). <ul style="list-style-type: none"> <li>• E.g. countable noun; <i>Bullies is totally (are totally)</i></li> <li>• E.g. singular inflected verb <i>Been (Being) bullied make (makes) us feel depressed</i></li> <li>• E.g. gerund <i>...to hurt people, hit people until the victim...</i></li> </ul> </li> <li>4. Malay has no possessive pronoun like in English, so they tend to generalize all pronouns in the same function. <ul style="list-style-type: none"> <li>• E.g. <i>so them (they) can resolve (solve) this issue.</i></li> </ul> </li> </ol>

The second part of data analysis is to find out about what are the factors that contribute to negative cross-linguistic transfer in studying English. We transcribe all of 8 questions that were asked during the interview which is in the Appendix C and the table below is the conclusion for each question.

## 5.2 Data Analysis for Interview

### Data analysis for interview question based on Appendix C

Questions	Conclusion
<ol style="list-style-type: none"> <li>1. When did you start learning English as your Second Language?</li> </ol>	<p>Only one person from 5 respondents acquired L2 from home at a very young age. The rest formally learn it from preschool and primary school.</p>
<ol style="list-style-type: none"> <li>2. How aware are you of the concept of English language? Rate yourself. (1-5)</li> </ol>	<p>Most of the respondents rate themselves between somewhat aware (3) and moderately aware (4) except one rate herself as slightly aware (1).</p>
<ol style="list-style-type: none"> <li>3. Do you think your English development depends on your Malay language proficiency?</li> </ol>	<p>There respondents are divided into two groups; 1) Agree: 2 respondents 2) Disagree: 3 respondents</p>



<p>4. Do you think your Malay language/L1 interferes with how you use English language? In what way?</p>	<p>A respondent does not think it is confusing since he is bilingual. Four respondents agree that L1 interferes with L2 with various reasons such as in aspects of sentence structure, grammar, tenses and L1 has little information about it.</p>
<p>5. Are there any effects of Malay language and English language on each other?</p>	<p>Majority of respondents think that L1 has effects on L2 in a positive and negative way.</p>
<p>6. When it comes to learning English, L1 is not as important as the English language. What do you think about this statement?</p>	<p>Majority disagree and think that both languages are important.</p>
<p>7. Do you have confusion when using English language?</p>	<p>More than half responded that they don't really confuse using English language, meanwhile 2 of them get confused.</p>
<p>8. In your opinion, what is the factor to this problem?</p>	<p>Lack of practice, having anxiety to perform L2, and living in a multicultural society.</p>

From the table above, we can conclude that only one person from 5 respondents acquired L2 from home at a young age. The rest formally learn it from preschool and primary school. Next, most of the respondents rate themselves between number 3, somewhat aware and number 4, moderately aware except one respondent rate herself as slightly aware which is number 1. Based on their answers for the third question, they are divided into two groups; 1) Agree: 2 respondents, 2) Disagree: 3 respondents. The fourth question is asking the participants' opinion whether their L1 interferes with how they use English, one student stated that he does not think it is confusing since he is bilingual. While the other four respondents agree that their L1 interferes with L2 because of the differences between sentence structure, grammar and tenses.

When they were asked about the effects of Malay language and English language on each other, the majority of the respondents think that L1 has effects on L2 in a positive and negative way. Regarding the sixth interview question, the majority of them disagree and think that both languages are important. For the seventh question, more than half of them responded that they don't really confuse using English language, meanwhile 2 of them get confused. The last question was asking about the factors why they have confusion when using English language, their answers are lack of practice, having anxiety to perform L2, and living in a multicultural society.

**6.0 RESULTS AND DISCUSSION**

The purpose of this study was to find out about the positive and the negative cross-linguistic transfer phenomenon between the Malay language and English Language from a writing aspect. Other than that, we also aimed to determine the factors that may influence the cross-linguistic transfer and ways to minimize this matter. Last but not least, to support the objectives of our study,

we came up with two research questions to identify whether Malaysian students are experiencing cross-linguistic transfer. The two research questions are:

- 1) What are the positive and negative cross linguistic transfers faced by University Students in learning English in writing?
- 2) What are the factors that contribute to negative cross-linguistic transfer in studying English and how to minimize the negative cross linguistic transfer?

### **6.1 What are the positive and negative cross-linguistic transfers faced by University Students in learning English in writing?**

In sum, from the task that we have given to the students, the results showed that there are positive and negative transfers when they write. The students' positive transfer is that they are transmitting similar linguistic features from L1 to L2. It is demonstrated that the students understand the entire passage context, allowing them to construct their own sentence despite being immediately translated from L1. This can be related to Johan's (2017) study. He stated that learners use the form and meaning of the second language based on their own learning language rules and the experience of the first language to express it uniformly. In the case of the negative transfer, the students are integrating L1 and L2 grammar concepts that are different for both languages. They often translate the words directly from Malay and there is also a common confusion on countable nouns, gerunds, and singular inflected verbs (+s). Furthermore, they tend to generalize all pronouns in the same function since Malay has no possessive pronoun like in English. Nambiar (2009) mentioned the dominance of L1 in their research. According to the findings of the study conducted by her, learners had difficulty reading L2 articles, but had no difficulty reading L1 articles. Just like Radha's, the results of our study showed that the students performed better when writing summaries in L1, but not in L2. They made a few minor mistakes in both languages, but it is safe to say that their L2 summaries incorporated a greater number of mistakes.

### **6.2 What are the factors that contribute to negative cross-linguistic transfer in studying English and how to minimize the negative cross linguistic transfer?**

Based on the interviews and the task given, we can conclude that cross-linguistic transfer occurs because they tend to mix language between Malay and English as they live in a multicultural society. They did not prioritize the English language as much as they prioritized the Malay language. They are also unaware of the cross-linguistic transfer, which leads them to think there is no problem with their English language. So, teachers can minimize the cross-linguistic transfer by creating a fun but memorable teaching class. For example, teachers can do mini games about both L1 and L2 so they will master these two languages. According to Dorris et al (2017), games have a small potential but meaningful educational effect on L1 and L2 fluency because it attracts students to be enjoying the subject. Hence, by doing this, students will become more interested in learning L2.

### **6.3 Discussion**

Based on the findings, Malaysian students do experience the cross-linguistic transfer phenomenon. This being said is because they are more dominant in their L1 than in their L2. It is almost impossible for students to identify the mistakes and therefore, they did not realize that

cross-linguistic transfer occurred when they wrote in L2. Knowing how hard it is to understand the existence of cross-linguistic transfer, it is normal for students to make mistakes. But due to this problem, it is important for teachers to be aware and come up with solutions on how to minimize this matter so students can improve their L2 skills. It is recommended that teachers should focus more on creating awareness since students are not aware that they are making mistakes. Rather than just pointing out the students' mistakes, teachers should also provide a task-based approach. For example, teachers can use a task-based approach to grammar learning. This will help students to improve their English language proficiency. Besides that, Malaysian students will also be able to understand about cross-linguistic transfer and this will help students with difficulties in improving their L2 or English language to produce students with high capabilities.

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