

GRAMMATICAL LANGUAGE TRANSFER ON ENGLISH CAPTION IN INSTAGRAM'S HASHTAG #englishexpounivet *by Turnitin®*

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GRAMMATICAL LANGUAGE TRANSFER ON ENGLISH CAPTION IN INSTAGRAM'S HASHTAG #englishexpounivet

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ABSTRACT

This is such a kind of descriptive qualitative research that aims at describing the types of grammatical language transfer on English caption in instagram's hashtag #englishexpounivet. Data were collected through observation and documentation by observing the English language caption of the students of a private university in Sukoharjo in their instagram's hastag #englishexpounivet, then documenting them using *screenshoot* or *capture* (taking pictures via phone cellular). The results showed that the types of language transfer may be positive or negative. However, negative transfer was more dominant relating to grammatical field. Generally, this negative transfer did not arise alone but along with other forms. There were some cases relating to negative transfer, such as *tenses*, *plurality*, *subject-verb*, *passive voice*, *preposition*, *pronoun*, *noun phrase*, *article*, *diction*, *capital letter*, *auxiliary*, and *translation*.

Keywords: *positive transfer, negative transfer, grammatical field*

ABSTRAK

Penelitian ini bersifat deskriptif kualitatif yang bertujuan untuk mengetahui bentuk transfer bahasa dalam bidang gramatikal pada *caption* berbahasa Inggris di instagram dalam tagar #englishexpounivet. Data diperoleh melalui observasi dan dokumentasi. Observasi dilakukan terhadap *caption* berbahasa Inggris di instagram yang ditulis oleh mahasiswa sebuah perguruan tinggi di Sukoharjo dalam tagar #englishexpounivet. Data lalu didokumentasikan melalui *screenshoot* atau *capture* (memotret di telepon seluler). Hasil penelitian menunjukkan bahwa transfer bahasa dalam *caption* berbahasa Inggris di instagram yang ditulis oleh mahasiswa dalam tagar #englishexpounivet bisa berbentuk positif dan negatif tetapi transfer negatif muncul lebih banyak dalam bidang gramatikal. Rata-rata transfer negatif tidak muncul secara tunggal atau satu jenis saja, tetapi bersamaan dengan jenis yang lain. Ada kasus-kasus terkait *tenses*, *plurality*, *subject-verb*, *passive voice*, *preposition*, *pronoun*, *noun phrase*, *artikel*, *diction*, *capital letter*, dan *translation*.

Kata kunci: transfer positif, transfer negatif, aspek gramatikal

1 INTRODUCTION

English as the biggest international language has very influential effects in all aspects in our life. Thus, it is considered very crucial to learn that then it is set as an obligatory content, either in formal or informal institution. However there are still many errors in its use, either oral or written forms. These errors relate to the fact that it is a foreign language in Indonesia. First language has a significant effect on the second language acquisition. Second language acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1). In Indonesia, English language learners often use Indonesian language (SL) system when they speak or write in English as a foreign language (Wahyuni, Sudarso, Arifin, n.d).

It has long been acknowledged that a learner's first language (L1) has a considerable influence on both the acquisition and use of second language (L2) (Swan in Dissington, 2018). The learner will learn the foreign language in a very limited and unrealistic context, that is, the classroom. It will not be learnt in a natural way, and the learner will associate that foreign language with the classroom rather than with a real context. It is quite different from second language (L2) that is learnt in an environment in which the learner will be immersed in the language and it will be a natural context to learn the language. The learner then, may use different languages according to the contexts he/she is in, therefore, the use of one or another language will be natural.

The process of target language learning will always relate to language transfer. In the context of non-native language acquisition or use, transfer broadly refers to the influence of the learner's native language (Harlig and Rex, 2018: 1). It can be defined as the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps perfectly) acquired (Odlin 1989 in Yifei, 2015). He stressed that language transfer was a kind of "cross-language implication". Learners would judge some parts of target language consciously or unconsciously, which did not conform to the actual situation.

In line with, Harlig and Rex (2018:1) state that any two languages diverge in some respects but converge in others. When the influence of the native language leads to errors in the acquisition or use of a target language, we say that negative transfer or interference occurs. When the influence of the native language leads to immediate or rapid acquisition or use of the target language, we speak of positive transfer or facilitation. Thus interference is transfer that has (at least temporarily) a negative or inhibitory effect on mastery of a new language, while facilitation is transfer that makes the acquisition task straightforward or trivial. The extent to which transfer occurs is an important issue in any general model of second language acquisition; whether a given instance of transfer is negative or positive is purely a function of whether proficiency in the target language is inhibited or facilitated.

The process of successfully acquiring a second language requires a language learner to develop competence in the phonology, morphology, syntax, semantics and lexicon of a non-native tongue (Karim and Hossein, 2013). Then, the transfer may happen in such aspects, phonology, morphology, syntax, semantics, and lexicon.

Such language transfer phenomena can be also seen in the process of learning English language by the students in a private university in Sukoharjo. Although the students had got English for years before studying in the university, even they also got it for at least one semester there, however their English competence should be still improved. It is evidenced by their written work that they should upload as caption on such a kind of social media, instagram hastagged #englishexpounivet.

#englishexpounivet is a hastag created by English department of a private university in Sukoharjo to accommodate the students' caption in giving reviews or evaluations on an entrepreneurship expo donated annually by the second semester students of English department. The expo was a series of entrepreneurship courses taken by the second semester students. And this year, the theme was *Entrepreneurial Creativity Go International*.

To enliven the event, English department invited some representatives around the university including the Rector, the Dean of teacher training and education faculty, and all the heads of departments in Univet, as well as the students, either from English department or outside of English department. Especially for the students, they were assigned to provide their descriptions, reviews, or ratings toward the event by uploading on instagram via the hastag #englishexpounivet. Their descriptions or reviews should be written in English language to improve their writing skill. Besides, the hastag would be useful to determine the best stand in which the stands were categorized into some groups, namely learning media stands, cultural stands presenting Japanese and Chinese cultures, and food and beverage stands serving Javanese and Korean food and beverages. The students should take a photo in the stand that they chose then they should write their reviews or descriptions about the stand. The best stand would be rewarded for the stand that got the most reviews. It was actually the main point of the the creating of the hastag.

However, the English caption written by the students, in fact, was also tempting to observe. It is due to the fact that their English caption showed many errors that belong to language transfer phenomena. Many of their captions contained grammatical errors, such as in using tenses, preposition, article, subject verb agreement, ellipsis, etc. Thus, this research was carried out to explore much more about the occurrence of language transfer in English language learning in Univet. Then, this research proposed a problem, namely "What are the types of language transfer relating to grammatical aspect found in Univet students' English caption posted on instagram in #englishexpounivet hastag? Then, this research purposes to identity and describe the types of language transfer relating to grammatical aspect found in Univet students' English caption posted on instagram in #englishexpounivet hastag.

It is not the first research on language transfer. In fact, there have been such researches on language transfer carried out to show how first language influence the process of learning target language. One of them is First language transfer in second language writing: An Examination of current research by Kohn and Nassaji in 2013. It found that L2 writers make use of their L1 when writing in the L2 as a composing strategy, to compensate for the possible deficiencies in their L2 proficiency, and also as a tool to facilitate their writing process. They use L1 for generating ideas, searching for topics, developing concepts, and organizing information

and for planning purposes. Studies have also shown that learners transfer a number of other L1-based strategies including meta-cognitive, cognitive, and social/affective strategies to L2 writing, and that these are transferred across languages positively. However, L2 proficiency might mediate the successful transfer of L1-based strategies. Lower proficiency writers may not be able to easily transfer L1-based strategies when writing in an L2. Advanced level learners appear to be better able to use their L1-based strategies and are also better able to make use of their L1 resources for other matters such as generating idea, monitoring, and lexical-searching purposes. L2 learners may also use translation into the L1 as a strategy when composing L2 texts.

Another research is Negative Transfer of Mother Language in English Compositions by Yifei Wang in 2015 that presented facts that transfer errors occurred in students' writing for students consciously or unconsciously turn to their mother tongue. Many students had a tendency to translate every English word with the Chinese meaning on all occasions. When they wrote, they would constantly form their hypothesis of equivalents in their thoughts between English and Chinese.

Brogan's research entitled Native Language Transfer in Target Language Usage: An Exploratory Case Study in 2015, stated the results that show that transfer errors do not become less relevant as student proficiency increases, the most frequent error types change from level to level. The acquisition patterns identified in this study serve to improve our understanding of the second language-learning process and help us to implement effective changes in our lower-level classrooms.

Next, a research entitled Addressing the Problem of Negative Lexical Transfer Errors in Chilean University Students by Dissington in 2018 focused on common lexical errors made by Chilean Spanish-speakers due to negative first language transfer and aims to analyse the effects of systematic instruction and practice of this problematic lexis. It is suggested that raising awareness of lexical transfer through focused attention on common transfer errors is valued by students and seems essential for learners to achieve productive mastery.

Then, A Review of Negative Language Transfer Regarding the Errors in English Writing in Chinese Colleges by Xiaoyu Yang in 2019 researched the negative transfer done by Chinese students from L1 to L2, more specifically from Chinese to English. It investigated some researches that focusing on writing articles. Its results showed that mostly Chinese students did negative transfer because of their logical thinking about L1 to apply in using L2.

There are some similarities among the researches, namely mostly they dealt with writing works. However, this research explored more in Instagram, a kind of booming social media recently that has not been much explored. Then it was really interesting to learn the language transfer in the students' process of learning target language by identifying the types of language transfer in its English captions.

METHODOLOGY

This part discusses method and procedure in carrying out this research relating to design, data and data source, technique in collecting and analyzing data.

Design of the research

It was such a kind of qualitative research that purposed to understand the phenomena about behavior, motivation, action, etc. (Moloeng, 2017: 6). Then this research tried to describe the phenomena of language transfer in grammatical aspect on English caption written by the university students' posted on instagram in #englishexpounivet hashtag.

Data and source of data

Data are information relating to condition, phenomena, and events during the research while source of data is where the data were gotten. Then, data of this research were words reflecting the grammatical language transfer on English caption in instagram's hashtag #englishexpounivet. The data were achieved from instagram's hashtag #englishexpounivet.

Technique of collecting data

It is how to get the data from the source. According to Sukardi, there are some techniques to collect data, namely observation, interview, documentation, and questionnaire (2019: 48). This research used observation and documentation in collecting the data. Observation in this research was carried out by observing the words containing grammatical language transfer in students' English caption posted on instagram with hashtag #englishexpounivet. Then they were documented using *screenshot* or *capture* to take the picture from cellphone.

Instruments

Instruments are tools to use in collecting data. Because this research used observation and documentation in collecting data, then the instruments were the researchers with the help of cellphone by applying *screenshot* and *capture*.

Technique of analyzing data

Due to the fact that it is a qualitative research, then it follows some techniques of analyzing data, namely reduction, display, and verification (Moleong, 1998 in Sukardi, 2019: 72).

Reduction data is selecting relevant data, classifying them into an available group, and reducing the irrelevant data. In this stage, the data were collected by observing the captions that showed grammatical language transfer. Then they were classified based on their types, whether belonged to tenses, ellipsis, subject-verb agreement, preposition, articles, etc. Next, they were arranged in a systematic way to display in order that they had meanings and could be understood well. Next, verification was executed to draw a conclusion. This step was to answer the problem statements in which to find the types of grammatical language transfer on English caption in instagram's hashtag #englishexpounivet.

FINDING AND DISCUSSION

This research explored the language transfer on English caption written by Univet students on instagram's hashtag #englishexpounivet in giving reviews on entrepreneurship expo. Although language transfer may take place in all aspects of language but this research focused on grammatical aspect. Then it found 76 data consisting of 3 data of positive transfer and 73 data of negative transfer. However, in general, the grammatical negative transfer did not occur in single way but accompanied by other types. For example, one datum might contain errors in relating to *tenses* and *preposition* or *pronoun* and *article*, etc. As the result, the phenomena of language transfer occurred in various types. The 73 data of negative transfer occurred in 115 cases in which they spread in 62 cases in relation to *tenses*, 14 cases in relation to *plurality*, 12 cases in relation to *subject-verb*, 6 cases in relation to *passive voice*, 6 cases in relation to *preposition*, 3 cases in relation to *pronoun*, 6 cases in relation to *noun phrase*, 1 case in relation to *article*, 1 case in relation to *diction*, 2 case in relation to *capital letter*, and 2 cases in relation to *translation*. Then, there are about 118 cases in this research.

Language transfer is common to happen in bilingual society, either in language acquisition or learning. It is a result of similarities and differences between native and target language that may be second or foreign languages. Then, there is positive or negative transfer.

Positive transfer will occur when there are similarities between native and target languages. It results in integration or facilitation. While negative transfer will occur when there are differences between native and target languages. It contributes to interference, deviation toward the language system. Interference may occur in levels of morphological, phonological, vocabulary, semantic, and syntactical or grammatical. And from 76 data found in instagram's hashtag #englishexpounivet, 3 data of them are categorized into positive transfer and 73 data are grouped into negative transfer.

Positive Transfer

Positive transfer is marked with the correct sentence, either grammatically as well as semantically. The English captions on instagram's hashtag #englishexpounivet that belong to positive transfer are from account:

1. andkprdn

The caption saying "*My name's Andika Pradana Ramadhan from the class 2A, and I'm a major in Communication Study at FISIP. What I'd like to tell you guys about today's event is that: it was really awesome! The photobooth was my favourite part, especially its diverse culture representation with the traditional costume from all over the world, such as Japan and China. There was also this cute panda plushie that reminded a lot of my friend. I often call him The Panda from Africa. He's really cute and adorable, hence my pet name for him*".

This caption can be categorized into positive transfer because in general, there is no error and it is appropriately using tenses, in which it is using simple present in introduction but using simple past in telling the expo.



2. agnes_siwimaharani

This caption writes “Hi I’m Agnes Siwi Maharani. I am a student of communication, class 2b, veteran bangun nusantara university. Today, April 30, 2019, students of the English language study program hold an Englishpreneurship expo with the theme ‘Creative enterprise go international’. In this exhibition there are many booths. Starting from food, drinks, photo booth and others. I am interested in Japanese photobooth. By paying Rp. 3000 you can take a picture of this distribution. But, if you want to take pictures using the ‘Kimono’ costume, we pay Rp. 5000”.

The caption belongs to positive transfer because it is consistently using simple present.



3. ilhamfadia941

The caption presents “Good evening... Hi my name is Ilham, i am a student from the Veteran Bangun Nusantara Sukoharjo University, second semester geography education. Today on the 3rd floor of building H, students from the English study program hold an English Powership Expo with the theme of ‘Enterpreneurial Creativities Go International’.

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#englishexpounivet There are spot photos with Chinese and Japanese theme, food, and learning media”.

In general, the caption does not contain serious errors so that it can be categorized into positive transfer. Its tense is also appropriate using simple present.



Negative transfer

Negative transfer is marked with the occurrence of errors when using target language because of the influence of native language. There are 73 data that belong to negative transfers [12] they are broken down into 111 cases of grammatical errors relating to *tenses, plurality, subject-verb, passive voice, preposition, pronoun, noun phrase, article, diction, space, and translation*.

Tenses

Tenses are *the* most common cases that appear on the English captions by Univet's students in instagram's hastag #englishexpounivet. It may be influenced by the fact that the grammar of English and Javanese and Indonesia as first and second languages of the students are different in which Javanese and Indonesian has no tenses systems. While in English language, tenses has important role until it has 16 tenses in which they differrenciate the verb/ predicate.

In general, the errors relating to tenses appear on the instagram captions in the form of misuse of tenses around simple present and simple past. In the beginning, the students will introduce themselves using simple present. After that, they should tell about the expo that they may use simple present or simple past depend on when they tell it. However, in general they tell the expo after the event finish around afternoon or evening, so that they should use simple past. For examples,

1. athalaalin.ya.

In the beginning of the caption, athalaalin.ya uses simple present to introduce herself continued by using simple past to tell her visit to the expo. However, she then changes the tenses into simple present. It is, of course, influenced by her instability in understanding tenses.



2. -aisyah.23

This caption is started by the use of simple present to introduce herself continued by the use of simple past to discuss the expo but next she changes the tenses into simple past.



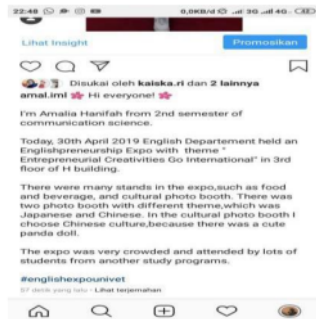
Plurality

Plurality is relating to the number of noun. It will be singular if the noun is single or one, and it will be plural if the noun is more than one. In English, singular noun can be signed by the use of article *a*, *an*, and *the* before the noun, such as a bag, an apple, the horse, etc. While plural noun, mostly can be identified by the use of plural markers *-s* or *-es* in the end of the noun, like cats, tomatoes, etc. In other hand, in Javanese or Indonesian language, only mention the number before the noun, like 5 kembang or 5 bunga, 3 omah or 3 rumah, etc. Then, the errors relating to plurality are influenced by the students' confuse about it.

The examples of errors relating to plurality can be seen in accounts of:

1. amal.iml

There is a sentence from this account saying "*There was two photo booth ...*" whereas there are two booths in the expo, namely Japanese and Chinese cultures. So, the sentence should be "*There were two photo booths...*".



2. Inovtsr

Inovtsr's caption shows inappropriate plurality in her sentence " ... *From all of the stand* ... ". Because *all* signs plurality so that it should be followed by *stands*.



Subject - verb

Subject and verb are very important elements of a sentence. Their relationship is very influential. Then there should be an agreement between subject and verb relating to plurality. However, there are still many errors in the captions relating to this case that they must be caused by the students' lack of understanding about the grammar of subject-verb agreement. And in general, the errors about subject-verb relate to the tenses and plurality. One of the examples is the captions of berlianachrschm saying "*The students very enthusiasitics*" shows the absence of the predicate. Because it is a nominal sentence to tell the expo that the writer just saw with plural subject, the tenses should be simple past, then the predicate should be *were* and the sentence should be "*The students were very enthusiasitics*".



Passive voice

Passive voice is a kind of sentence in which the subject accepts an action. It focuses on the receiver of the action or agent. It can be formed from an active voice containing a transitive verb, so it needs an object that the object will turn into subject. In general, errors about passive verb relate to the predicate about be and past participle verb. The examples can be seen in the captions below.

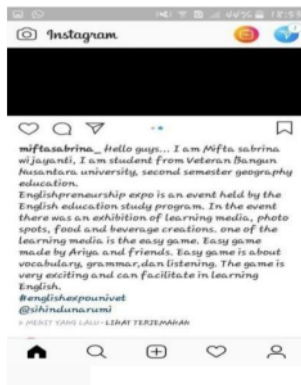
1. Tiara-santoso

This caption shows an inappropriate passive voice in the sentence saying *"Today, on April 30, 2019 English department was held Englishpreneurship exhibition with theme ..."*. It places the doer as the subject and the agent as the object. The sentence should be *"Today, on April 30, 2019 Englishpreneurship exhibition was held by English department with theme ..."*. Or, it can be made an active voice with the sentence *"Today, on April 30, 2019 English department held Englishpreneurship exhibition with theme ..."*.



2. Miftasabrina

The sentence in the caption saying *"Essay game made by Ariya and friends"* is not a good passive voice because it does not contain be before the past participle verb in. To be a correct passive voice the sentence should be *"Easy game was made by Ariya and friends"*.



Preposition

Preposition is a word to show the relationship between object and other parts in the sentence. It, with its object, modifies verb, noun, or adjective. English language has many prepositions that some of them may have similar functions. It is different from Javanese that only has 3 prepositions *ing*, *mung*, *sing* as well as Indonesian *di*, *ke*, *dari*. Even, the prepositions may join some verbs with specific treatments. This fact may contribute to the students' confuse in using English prepositions. As the following examples.

1. arisiswanti905

Inappropriate use of preposition *on* appears in the words "... *On April 30, 2019*" because it proceeds month (April). To show adverb of time, *on* is used with date and day, while month and year uses *in*.



2. oktaviyas_nt

The caption in this account shows the same error in using preposition *on* "*Today on April 30th 2019 ...*:"



Pronoun

Pronoun is a word to replace the noun. There are some types of pronouns in English that may lead to the errors, namely subjective, objective, possessive adjective, possessive, and reflexive pronouns. The most common errors relating to pronouns are misuses between subjective and objective pronouns. The following are the examples.

1. leisaelsiaw

In this caption, there is a sentence containing an error in pronoun saying “*In this expo our present learning media application*”. To fill the subject position, *our* should be *I*.



2. selanurrahmawati

This caption also presents an error in choosing subjective pronoun in its sentence saying “... *today me and my friends decided to attend the entrepreneurship expo...*”. *me* is an objective pronoun, so to fill the subject position, it should be *I*.



Noun phrase

Noun phrase is a combination of noun or pronoun and other words. There should be at least two words in a noun phrase with noun as the head and other words as the modifiers. The differences between English noun phrase and Javanese or Indonesian, especially in the order, are considered very difficult by the students that lead to the errors, except if the phrase consists of only two words, it is still quite easy because it only turn over, like *gadis cantik* to be *beautiful girl*. The problems will arise if the phrase consists of many words. However, the simple noun phrase is still a problem for the students. For example, in the caption of *sariuuuu* still writes the wrong noun phrase *stand culture* to refer *stand budaya*.



Article¹⁵

An article is a word that is used with a noun to specify grammatical definiteness of the noun, and in some languages extending to volume or numerical scope. They are used before a noun that functions to modify the noun. It can be used definitely using *the* that can be followed by either singular or plural nouns, and indefinitely using *a* or *an* that can be followed by singular nouns only. In general, the errors about English articles are relating to indefinite articles *a* or *an*. The students are still confused with the facts that the use of *a* or *an* is determined by the sound of the first letter of the word not the first letter itself in which *an* will be followed by the vowel sound of the first letter of the word. While *a* will be followed by the consonant sound of the first letter of the word. For example, apple, orange, egg, umbrella should be preceded by *a*, and horse, bag, cat should be preceded by *a*. The example is a caption from the account of *sintaputriworld* saying “today there is a English premarriage expo event, ...”. English is started by the vowel sound so that it should use article *an* not *a*.



Diction

Diction refers to the linguistic choices a writer makes to effectively convey an idea, a point of view, or tell a story. Diction, or choice of words, often separates good writing from bad writing. It depends on a number of factors. Firstly, the word has to be right and accurate. Secondly, words should be appropriate to the context in which they are used. Lastly, the choice of words should be such that the listener or reader understands easily. anisafitriana08 yang mengandung penggunaan diction yang kurang tepat pada kalimat *other than that there are also equipped with ...* Kata *other than* seharusnya adalah *besides* sehingga kalimat tersebut seyogyanya *Besides, there are also equipped ...* Pemilihan diction *besides* dirasa lebih tepat untuk merujuk makna *selain itu disana juga dilengkapi*



Capital letter

Capital (or 'upper case') letter is a letter used to mark the beginning of a sentence. Besides. Capital letter is also to refer proper names, like names of person or city. The most common problem relating to capital letter is the students often ignore it. Just the example is a zefanya9's sentence saying *Today I go to english department expo* followed second sentence saying *im very excited*. *im* as a proper name and *I* is a first letter in the sentence, so they should use capital letter.



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Translation

Translation is the process of turning an original text into a text in another language. It can be done word by word literally, structurally, and semantically. It needs a complicated process that it then may lead to such errors. In general, the errors found in this research relate to translating the name of our university.

1. ulli_aa

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In its caption, this account mentions *veteran wake up* to refer *veteran bangun nusantara*. The writer seems to lack knowledge of translation theory by translating the name of her university literally, *bangun* is *wake up*. She should know that proper names should not be translated. So it must be only Universitas Veteran Bangun Nusantara.



2. dafra03

This caption also contains the same error in translating the name of our university. This account writes *Veteran university waking up to the Sukoharjo archipelago* to refer Universitas Veteran Bangun Nusantara Sukoharjo. If it will be translated it can be *Veteran Bangun Nusantara University Of Sukoharjo*.



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Briefly, the result of this research can be presented in the following table.

Table 1. Types of grammatical language transfer

No.	Types	Cases	Percentage
1.	Positive transfer	3	2 %
2.	Negative transfer :		
	1. Tenses	62	53 %
	2. Plurality	14	12 %
	3. subject-verb	12	10 %
	4. pasive voice	6	5 %
	5. Preposition	6	5 %
	6. pronoun	3	3%

	7. noun phrase	6	5 %
	8. article	1	1 %
	9. diction	1	1 %
	10. capital letter	2	2%
	11. translation	2	2 %
	Total	118	100 %

CONCLUSION

Learning a target language will always relate to language transfer that may positive or negative. The similarities between target and source languages will stimulate a facilitation in learning the target language so positive transfer will arise. Otherwise, the differences between target and source languages will lead to difficulties or error so negative transfer or interference will occur. The phenomena of language transfer can be found everywhere including in instagram as the most popular social media recently. It is are available for many uses, including in giving the reviews or evaluations toward an Englishpreneurship expo in a private university in Sukoharjo hosted by English department. The reviews should be written in English because it is also to improve the students' English skill. Then it is created a hastag #englishexpounivet to cover it. In fact, the works of the students in the instagrams' captions presented many errors. These errors are mostly influenced by the L1 use in using L2. And this research was still limited in exploring identifying and describing the types of language transfer. Other researches may handle on specific types of language transfer. Or they may focus on specific grammatical aspects that may be able to reveal specific linguistics phenomena.

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