

Wholeness in Language Acquisition: Language Learning Through Reading and Writing Among Multicultural Students

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Abstract

Understanding the reading and writing of L2 learners (Second language) has always been a challenge for language teachers. The Morpheme Order Studies and Language Transfer Theory have confirmed the challenges of L2 learners, especially among multicultural students. Teaching such L2 learners requires an immense theoretical, practical, and, subsequently, holistic approach. This qualitative study (case study) examines the challenges of language transfer among multicultural students of a private higher education institution in Silang, Philippines. The research respondents were multicultural students and their English language teachers. The data was collected through observation, interviews, and focus groups. The results and findings show the possible challenges and acceptance of language transfer. The study ended with recommendations to bridge the gap between the challenging knowledge experiences of L2 teachers and learners of multicultural backgrounds.

Keywords: Multi-cultural Higher Education Students, L2 Learners, Morpheme Order, Language Transfer Theory, Qualitative Study, Wholistic Language Teaching/ Learning.

Introduction

Learning is acquired through knowledge or skills through study, practice, or instruction. Giving instruction, directing, providing knowledge and a reason to know or comprehend, as well as demonstrating to someone how to do something are all examples of teaching. Nunan (2009) contributes the conceptual basis of Second Language Teaching and Learning (SLTL) and the components of each. First, he starts with the humanistic tradition where the three elements of humanistic psychology, traditional versus experimental learning as well as deductive and inductive learning, play a part in L2 learning and teaching.

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The second aspect is communicative language teaching and learning which includes a new view of the language needs of the learner. The third aspect is learner-centered education which includes defined learner-centered learning, learner's input, and adult education. The fourth is the context and process, contributing to and developing the learner's skill through negotiations.

Furthermore, Troike (2012) states that there are three elements that contribute to learning and teaching Second Language Acquisition (SLA); the integrating perspective deals with the linguistic, psychological, and social perspectives. The learner comes to know through the system of knowledge, patterns of recurrent elements, encoding the concept, and so on. L2 acquires knowledge through innate capacity, application for L1 (First Language), processing of language input, interaction, building relationships, and automatization. The implications of teaching and learning include considering the goals of L2, priorities for learning and teaching, approaching learning and teaching with appreciation, understanding the potential strengths, being cautious in giving instructions, and recognizing the achievement of progress through patience. Brown (2007) adds that L2 learners are more into the rules and concepts of learning.

Some students succeed in learning a new language more rapidly than others because they are determined, persistent, and hardworking. But there are some important elements that affect their success. Language learners' internal characteristics include things like age, personality, motivation, experiences, cognition, and native language. The learning of a certain language is characterized by external elements such as the environment and educational setting, culture and status, competency, bilingualism, acquisition and learning, input, and interaction. The targeted language is the objective here. (Lightbown & Spada, 2006).

Review of Related Literature

A new knowledge of how the brain controls the many language systems is necessary to learn a language. Language switching might demand more processing time in the brain. Adapting to a new learning environment also contributes to this aspect. Acquiring a new language varies from person to person, depending on the brain's plasticity. For instance, children have the capacity to learn a new language in a new environment due to the fact that their brains can quickly grasp and register what they see, hear, and speak. Adults have a slow acceleration in learning a new language in a new environment or setting. The plasticity of an adult's brain is up to a certain point or level due to age factor and other related factors.

Language teaching has been one of the most challenging tasks and by no means easy to design as a logical course for teachers (Hedge, 2001). Students from various linguistic backgrounds can be present in the same classroom. Some language learners may have picked up a language from infancy by hearing their parents speak. As a result, during the teaching process, teachers should be aware of the distinctions between each student.

Additionally, teachers must carefully examine the various languages that their students speak. Non-native speakers of the target language for learning experience various learning challenges. (Myburgh, Oreson, Poggenpod, & Rensburg, 2004). Unwanted pressure on the learner to grasp the learning process can occasionally result from a lack of knowledge and interpretation of the language.

Language teachers can assist students to enhance their command of the targeted language and achieve the language's objectives by explicitly teaching learning strategies to them. Knowledge of strategies is vital because the more conscious one is, the more learning will be more effective. There are three ways of introducing a strategy-sample lesson, like collecting information, and learning preference. First, sample lesson task- learning process in general, content and environment, macro skills, and linguistics systems. Third, task typology-cognitive, interpersonal, linguistic, affective, and creative strategy of teaching. In addition, teaching strategies should be interactive techniques for learning, like, having conversations and developing their own strategies. Second, the use of compensatory techniques, low tolerance of ambiguity, and impulsiveness can aid the learning process. Third, administer an inventory or self-checklist on styles of teaching. Fourth, the use of impromptu teacher-initiated advice can aid in learning the language. Furthermore, emphasis on the direct strategies has been made- memory, cognitive, and compensation as well as the indirect teaching strategies which include the metacognitive, affective, and social (Nunan, 2009; & Brown, 2007).

According to Cook (2008), there are teaching strategies on language that are helpful, for instance, audio-lingual method, audio-visual, communicative teaching, direct method, translation, and task-based learning. The most important point is that strategies based on instruction are increasingly successful in learning the language. The teacher helps the learners to be aware of styles, preferences, and actions taken by them. By doing so, it will help teachers identify the weakness and strengths of L2 learners.

Cognitive factors do play a role in the acquisition of a language. Second language learners have oftentimes used the cognitive concepts of the first language in the second language relating the same meaning to it. Other approaches are the complexity, accuracy, and fluency of the language that the learner acquires in the process of learning. The rules and concepts of learning a new language may not be similar to what has been learned in the first language (L1).

Another factor contributing to the acquisition of a second language is sociocultural factors. There are three settings that can affect the learning like if the language is spoken by the majority or minority of the population or whether it is widely spoken or restricted. Other factors are age, gender, social class, and ethnic identity. It is important to recognize how the knowledge of L2 learners are internalized through experiences rather than explaining how learners acquire the cultural values of Second Language Acquisition.

Morpheme Order of Studies

Research on second language reading and writing, as well as the differences between native and second languages, has significantly increased during the past thirty years. (Wang, 2003& Wang& Weng, 2002). If there is a natural order of second language acquisition similar to that of the native language, the Morpheme Order of Studies frequently questions the acquisition of the language. The so-called natural order could not be changed through instruction when learning a foreign language. Vocabulary and grammar are interrelated and both manifest themselves in word morphology that is attached to the beginning and end words to form new words. There are different stages when dealing with the acquisition of morphemes like the progressives-ing with plurals and so on. This natural order cannot be altered remains the same and is not affected by L1 (Nunan, 2009; Krashen, 1982).

Reading has also become the most challenging skill for most L2 learners where they are forced to inhibit vocabulary development. The number of vocabulary that a student must have also matters a lot in the process of reading comprehension. Past models of reading considered vocabulary knowledge to enhance reading comprehension skills. L2 learners have a slow vocabulary development as they are unable to decipher the meaning of each unknown vocabulary in the reading (August, Carlo, Dressler& Snow, 2005). L2 learners have had their experience reading their first language learned on the order of five thousand to seven thousand words before they begin their formal reading. When they are acquiring the L2 learning, however, it is not as how it is in L1. The L2 learners face challenges of knowing a word with only one meaning, however, it is an in-depth learning with connotations, morphological orders, and so on (Nagy & Scott, 2000). It is essential for second language learners to have in-depth word knowledge in order to be able to have good reading comprehension skills.

Reading morphemes helps pupils expand their vocabulary and gain a better comprehension of any new terms they may come across in the future. The depth and breadth of knowledge should reflect this increase. (Bowers& Kirby, 2009). It is possible to understand words at a deeper level using morpheme understanding. Students can learn to analyze word structure and decipher meaning by using vocabulary and morphemes. The practice also aids in grouping words that are related and, most critically, in identifying patterns in morphological families that share a common root word. Students will benefit from this analysis by understanding not only what the term means but also how it came to have that meaning.

While other studies examined the use of L1 in L2 writing, many studies compared L1 and L2 processes. As a result, L2 is distinct from L1 since L2 writers use two languages for cognitive functions. (Wang & Wen, 2002). This distinction has drawn the attention of numerous scholars who are trying to determine what impact the writing style of L1 would have on L2. Others, however, contend that it is preferable to discourage the usage of L1 on L2 writing because it would obstruct the lengthy writing process. Cook (2001) expounds that there are two groups discouraging the use of L1 on L2. One side opposes the use of L1

with L2 students, while the other urges for less L1 usage in the classroom since it might be detrimental to L2 students. This can facilitate learning and help maintain discipline throughout the language-learning process. Akbari (2008) espouses that there are ways of transforming English Language Teaching (ELT) in classrooms and through the implementation of L1 as a resource to be utilized for learning.

Language Transfer Theory

In the psychology of learning, the term “transfer” refers to the process by which a learner applies previously learned patterns to a new learning environment or circumstance. This happens when someone is learning a new language and their native tongue has some sort of influence on their learning process. It is not necessary to re-learn what has already been learned in one language in another (Isurin, 2000; Garcia, 2009). The meaning system that the pupil has already mastered in the first language can be transferred to the new language. Only the underlying tenets of the languages and the learner’s capacity to objectify language as a process of that knowledge can allow this transfer of cognitive abilities. (Gass & Selinker, 1992).

Cross-Linguistic Influence

This occurs as a result of the original language’s influence on second-language acquisition. CLI in language transfer comes in two flavors: positive transfer and negative transfer. When the two language systems’ structural similarities are good, there is a positive transfer that results in a smooth transition. Words from other languages that are similar in spelling and meaning are called cognates, for example. This transfer of conceptual knowledge helps the student assign vocabulary and ideas for linguistic acceleration. When the structure and meaning of two languages do not match well and understanding is difficult to come by, a negative transfer occurs. The inhibition frequently leads to misunderstanding or overloaded learning. The native language can in fact have a significant impact on learning a second language. (Garcia, 2009; Insurin, 2005).

Language Processing and the Brain

New knowledge of how the brain interacts with various language systems is necessary for learning a new language. As an adaptation to the task of handling two languages, different brain tissues are recruited in second language learners. The average English second language learner needs between five and seven years to truly prove their ability. It is impossible to interpret the processing time as a deficiency or a delay, but rather as the brain growing more capable. the disparities between monolingual and bilingual learners’ cognitive abilities to govern functions (Conboy, 2013; Thomas& Collier, 2009).

Acceleration

Each student learning a new language has his or her own uniqueness and the learning experiences depend on the acceleration of the new language. The transference of a new

language depends on the plasticity of one's brain. Instead of being a passive or intentional type of learning, accelerated language acquisition depends on and characterizes education that is quick-moving, integrating, engaging, and empowering. Instead of making students feel good so that their self-esteem won't suffer, effective English as a Second Language (ESL) teachers always challenge and engage the students and provide them with opportunities to contribute. In order for children to be proficient language users and ultimately become proficient in the language, teachers should place a strong emphasis on the fundamentals of vocabulary, grammar, pronunciation, and reading comprehension. In order for the students to be effective language users, ultimately fluent in the language (Mohr, 2004; Francis, 2010; Li, 2010). Smith (2008) expounds that a student must understand or comprehend at least 90% of written words. Ontario (2005) espouses that there is a gap to fill and only teachers can be at the front line helping the students overcome this hurdle.

Fossilization

Additionally, fossilization is crucial for the spread of languages. Depending on how similar or different the languages are, the learner's past linguistic expertise might help or hinder the acquisition of the second language. As a result, the learner may make mistakes or not in the same linguistic contexts. The importance of prior information in the learning process is evident in the adult's L2 production. On the one hand, it can be an empirical phenomenon, but on the other hand, it can be utilized to support another learning phenomenon. (Han, 2004).

Research Gap

Studies have not clearly delved into the choice of program models and exposure to new instructional practices. This is the population gap and evidence gap in the literature that did not mention (Miles, 2017). Attainment of learning a language is essential in these two aspects. The main goal of the case study is to conduct an in-depth analysis of the issue and to understand the perspective of the participants. The researcher would seek to explore and understand the participants in their natural settings (Creswell, 2013; Merriam, 2009).

Philosophical Position

Social Constructivism and Interpretivism commonly permeate this research design. The theories that are related to empowerment are Self-determination and the Social Cognitive Theory (Bandura, 2001; Deci & Ryan, 2008). These theories do support the research study.

Research questions

Reading and writing have been one of the most challenging skills for many L2 learners in the L2 language. Students have the fear of learning the skills as they don't have a command over the language and especially with these two skills. L2 learners are not able to identify between formal and informal language. The main reason is that they are overconfident and they think like a pass for passing the exam and they don't care for

English lectures. The other reason is that their participation in the class is poor so they hesitate to be involved in class conversations (Rajwani& Gohel, 2012).

In sum, it is vividly seen that there is a gap in the vocabulary development in-depth in the language transfer of reading and writing in L2 learners and the need to acquire specific knowledge and skills related to the language and culture of the learner. From the cultural point of view, teachers will have to understand how literary expectations and opportunities for learning are arbitrated through cultural classroom expectations that may not be common to all students. Mainstream teachers will have to identify the language demands in content areas and organization of learning in order to develop and support the academic proficiency of L2 learners. This study will identify the gap that L2 learners have in language transfer through reading and writing. In order to identify their need in learning and acquiring the language the study has considered the following research questions:

1. How do L2 learners use L1 vocabulary on L2 in the reading and writing activities and the difficulties they encountered with?
2. What similarities and dissimilarities of L1 vocabulary have with L2 reading and writing?

Methodology

This part presents the methodology that was utilized in this study, which includes research design, and other research procedures (sampling procedures, research instrumentation, data collection process, and analysis). In the end ethical principles that will be included in the study are discussed.

Purpose of the study

The purpose of this study is to find whether or not First Language (L1) vocabulary development contributes to the L2 reading comprehension and writing process of higher education L2 learners and the specific factors contributing to their learning. In addition, this study seeks to resolve the hidden ideas of having in-depth vocabulary knowledge towards the L2 reading and writing process as this is considered the most vital part in achieving fluency and proficiency in the language. Furthermore, this study seeks to unravel the possibilities of students and teachers to avail more learning tools and activities for L2 learners in L2 learning.

Research Design

This qualitative research is an apt design as it visualizes the purpose of the study. This research is done using the case study, which guides to discussion and identify by seeking the primary data from the sample. For the sampling, the study considered one higher education Institution. Further, from this private institution two faculty, nine students were chosen to be the purposive sampling. The theoretical approach is informed primarily by the Morpheme Order Studies and the Language Transfer theory (Krashen, 1982 & Cziko,

1978). The primary goal is to identify the knowledge gap in language transfer through reading and writing. Furthermore, this study provides recommendations for Higher Educational Institutions (HEIs) for the robustness of language transfer through reading and writing whether it is accepted or a challenge in language development.

After obtaining approval from the Ethical Review Board, a consent letter was given to the chosen faculty, students of the private institution here in Silang, Calabarzon Region (Region IV-A). After obtaining the consent, the interviews were conducted, and the data collected were coded and then decoded, after transcribing the interview data. Themes and trends were derived from the data using the response analysis qualitative coding method. Overall, around 9 students and two faculty from higher education will be the participants. This sums up to 11 participants.

The study followed the ethical guidelines provided by the Adventist International Institute of Advanced Studies (AIAS) and the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association, 2010). The study ensured the voluntary participation of the respondents and their contribution by signing a consent form and avoiding any kind of personal information. In sum, this study followed and got approved by the Ethics Review Board of AIAS in the data collection procedures.

Research Tools

The researcher used the inductive method for data collection as well as the analysis (Merriam, 2009). The researcher did take field notes, pictures were taken and a two-day brief observation as well as inclusive attention on the attitudes and behaviors of the individuals were done. In addition, semi-structured interviews were done with the participants. The researcher initially had to get a permission letter from the concerned research advisor. The researcher did prepare a letter of permission for entering the language center. The coordinator and the office assistant gave directions and the researcher met the teachers of the language center. The coordinator gave permission and the next day, the research was conducted.

The researcher started the data collection procedure with the help of the coordinator and was able to get the participants. Then, notes were taken and the ideas were converted to themes. At the outset, the participants were informed of their voluntary participation, and informed consent forms were given to them with their signatures. The interviews were brief and done in a simple manner for the comfort of the participants and the time for each interview was only 30-40 minutes and it was a three-day interview. Digital recorders were used during the interviews.

Description of the Setting

This case study was done to identify the way teachers are empowered to teach the language in the setting. The study was done on just one language center, Barangay II, Cavite. This Language center is under the leadership of a missionary, a man who willingly signed and gave permission to conduct the study. The population of this language center

is 15 -20 students from different countries and the ratio is equal for females and males. This language center has the reach of tricycles as means of public transportation while cars and motorcycles are private means of transportation. With regard to cleanliness, the location is clean and neatly kept and the area is quiet and has peace and order.

Description of the Participants

The participants come from different levels and experiences within the language center. Most of the participants are young graduates who completed their undergraduate level at different universities. Some had teaching experiences for one to two years. Few had training on how to teach English and then came to this particular Language center to learn more of the English language. Some were to pursue doctoral studies but had to learn English first before getting into regular doctoral classes.

Data Collection

The data was collected through semi-structured interviews and were digitally recorded. Before the interviews were done, I had to get a letter of permission from my advisor and then send it to the director of the language center and when she gave approval, she then gave it to the language center coordinator to arrange for the interviews. It took two days to get approval from the management. Then, I had to personally ask for the voluntary participation of the participants and informed consent was given to them for agreement. The interviews lasted for 30-40 minutes and probing questions were asked. The interviews were conducted in English as the teachers have a command of the language. The observation was done prior to the interviews and it took two days. All observations were written as field notes.

Documents like photographs, course outlines, activities, and other resources were part of my data collection. Documented photographs were interesting and they coincide with what I need to find. Member checks were done to ensure the accuracy of the findings.

Data Analysis

All interviews were recorded and then verbatim transcripts were created. The data were then coded using Saldana's first cycle of coding, classified according to their characteristics, and each group was given a label. Inferences about the data were drawn by me as the researcher. Themes were created from the data to address the study questions.

Ethical Considerations

I obtained Ethical Review Board approval for safety as a researcher to adhere to ethical principles. I then gave the participants an informed consent form while emphasizing that participation was voluntary and that they could withdraw at any time. I also let them know that their privacy would be maintained. The study's subjects did not provide permission to use their names, thus this is not permitted. From that point forward, I gave each participant a pseudonym.

Researchers' Reflexivity

As an English teacher, I had seen such a need for empowerment for teachers. Administrators do sometimes ignore them because of their busyness. However, teachers need to help and support the learners. To secure the integrity of this research study, I have to present my position in the research (Merriam, 2009). Being a second language teacher for more than 13 years, I could feel the need for a good system of language learning. The management was open for the study and the director and coordinator had no other queries.

Results and Findings

This study identified some significant themes and trends contributing to language transfer of reading and writing and the performance of the students. Additionally, the assured process of learning the language can be accomplished only through the process of three missions: 1. Having self-discipline by forgetting the first language. 2. More in-depth vocabulary development in reading and writing skills. 3. Joy-content learning without having fear can only be done with the guidance of the teacher helping to ease the fear and horror while learning the language.

The different methods L2 learners use L1 vocabulary on L2 in the reading and writing activities and the difficulties they encountered

There are some of the methods L2 learners use L1 vocabulary on L2 in the reading and writing activities. While attempting the activities they face a lot of hurdles in transferring the right words for such activities without knowing the errors that they would come across. Based on the findings, some of the significant themes are discussed below.

Grammar Translation of L1 on L2.

Grammar translation has been quite a challenge for many L2 learners. The mother tongue interference while learning the targeted language can hamper the learning process (Swan, 1985). The learner needs to encounter the language in order to learn it (Cook, 2001). The word order would not be the same as that of English and many errors can occur while doing this method of translation. The direct translation is much better than the latter. It would help the learners to pick up the language faster while it is done directly not using the first language. The humanistic element is the preferred strategy of their own way of doing the activities and time-saving device for administering their skills.

Memorization of words similar to their L1 on L2.

L2 learners do face difficulties when they come across new references of words and expressions in a passage. This can be solved only if they are exposed to the new vocabularies and have enough experience of the way the words are used in a sentence (Lui, 2008). The L2 learners feel comfortable as they infer the semantic structure likely linked to the L1 and they are permanently embedded in their brains. They have the self-

confidence to transfer the words on L2 and very convenient. In addition, they infer that the word order is similar to L1.

Think aloud of L1 on L2.

Oftentimes L2 learners try to think aloud of L1 on L2 as they feel more confident and what previous pattern they have learned from L1, they transfer the same on L2. They reread the passage and would attempt those activities through transfer as well as look for context clues. There are difficulties in the performance of tasks depending on gender and also the individual differences in the facility of verbal information and lack of additional cognitive demand (Yoshida, 2008). They also make predictions of L1 on L2.

Inferencing through L1 on L2.

L2 learners infer through homonymy or sound relationships from L1 on L2 effectively not realizing the errors they encounter. Further, they also use the morphological arrangements from L1 on L2 and the words associations and cognates. However, when it comes to difficult tasks they become dazed and stupefied not knowing how to proceed. They may find it very complicated to transfer the strategy to the new tasks (O'Malley & Chamot, 1990).

Visualize words of L1

L2 learners visualize words of L1 on L2 as they can grasp the concepts quickly and it lessens the anxiety as they perform their activities. By doing this the learner grasps only one meaning of the word and that drags the level of vocabulary. The learner needs to encounter different words to reach the level of comprehension with new vocabularies. They try to visualize from their own general knowledge or contexts of understanding (Kong, 2006).

Flash Cards of L1 on L2.

The combination of words and uniting or consolidating vocabulary and concepts is often the strategy used by L2 learners; however, they do encounter difficulties with the new words in a passage. Revising those learned words of L1 over and over and transferring them onto L2 is effectively been done by L2 learners. Well, it may strengthen the learning, however, not with long-term learning as they would encounter new words down the line.

Writing the L1 word in their mind on L2.

Most of the L2 learners first write the new vocabulary in their mind in L1 and then later transfer the word to L2. They effectively do this frequently as it saves their time, and lessens the anxiety. They would have their quick meditation, purse their lips or close their eyes for a second in order to relate the word and produce in their reading and writing activities.

Difficulties Faced by L2 Learners

Grammar Structure

Grammatical structure is one that learners struggle with. When L2 learners try to transfer the language, they are not able to proceed as they have to deal with sentences and word order. This includes prepositions, articles, spellings, and subject-verb agreement.

Phonology Creation

Furthermore, phonology also creates a lot of complications for the L2 learners as the sounds of words are not so familiar to them and that creates a problem for getting the actual word correctly. Reading activities have a lot of phonological structures which puts the learners in a lot of confusion and they are not able to decipher the exact word for use.

Syntax Arrangement

Syntax or arrangement of words is also part and parcel of their struggle when transferring the language from L1 to L2. Several students face difficulties in arranging words in English. Teachers do try their best to navigate the syntax usage in English.

Lexis comprehension

Lexis is another part of the difficulty, especially, when the knowledge of vocabulary is shallow and the production of words becomes so hard in the writing activities. Authoritative writing becomes hard and difficult as the command of language is low and the writing goes very low in expression and generation of ideas as well. Moreover, when the language is low, language coherence is absent and unidentified. L2 learners struggle a lot as they are not able to express or paraphrase the language in a nutshell. This is the time for a need for a dictionary as they are helpless without it. Idiomatic expressions literal and figurative are like aliens for them as they are not able to comprehend the phrases given in a reading activity. Much more when given in writing they are crippled of words and unable to proceed.

Similarities and Dissimilarities of L1 Vocabulary on L2 Reading and Writing

First-language learners and second-language learners do face the same problem of producing meaningful utterances in their language experiences. Exposure to the second language for L2 learners varies in quantity and quality depending if the L2 learner comes from a multilingual family or being in the classroom, an immigrant or even being in a new country or as a foreign student. Second language learning greatly depends on factors- age, input and output, L1 and L2 distance, motivation, differences in memory, personality, and so on.

IPEK (2009) explains how the developmental processes, acquisition order, linguistic universals and markedness, input, behavioristic perspectives of language, and zone of proximity development are all similar across L1 and L2. The acquisition learning

hypotheses, the crucial time hypothesis, the fossilization theory, and social variables are additional differences between first and second languages.

Korean Language

The Korean language is a native language of North and South Korea and claimed that it is related to the Japanese Language. However, most words in Korean are coined using the Chinese character or directly borrowed. The Koreans have their own script and no English alphabet and so it is totally different from English. The significant differences between Korean and English are the sentence structure and morphological words, making it hard for Korean L2 learners to acquire the language at the same rate as others.

The alphabet is called Hangeul in the Korean language. It consists of 14 simple consonants and 6 simple vowels and it can be written horizontally and vertically. Their phonological structure is a time-syllable language and word stress is insignificant. The grammar is agglutinative language or different morphemes with different meanings. The verb information such as tense, and mood is added to the end of the verb. This is the reason why Koreans initially have problems producing English verb phrases. They do not conjugate verbs with subject agreement and for that reason, they have difficulties choosing the correct tense in English. They have a subject-verb verb word order. Furthermore, the Korean language does not have articles, however, their long-term seeing and hearing English from Americans have adopted and borrowed some vocabulary words directly from English. There is an absence of significant cognates in their language (Schmitt, & Tavassoli, 1994).

Chinese Language

On the other hand, the Chinese language has some word order, structure, and few inflections. However, they too, have a different script and no English alphabets. Their focus is more on meanings, not structure. Questions are conveyed through intonation and word order and the subject and verb are not inverted as in English. The concept of time in Tenses is not handled in Chinese as in English. Hence, they have complexities in learning the English verb system. They have no phonemes; or articles and they use more often nouns than pronouns. Adverbials precede the verbs unlike, in English (Huang, 1998).

Their language is monosyllabic and the phonemes are distinctive and tonal in form. They, too, have no articles. Hence, many Burmese students have difficulties in their reading and writing skills.

Indonesian- Bahasa Language

Last but not least is Bahasa, the Indonesian language. Bahasa has 26 alphabets, and arrangements of sentences and paragraphs are alike in English (Vianty, 2007). They have similar methods of classifying words in terms of prefixes and suffixes as well as the numbering systems. Similar punctuation marks, symbols, and capitalizations are alike in the English language. There are differences in some structures of the language. Bahasa is

a root-based language and the tenses for verbs are not similar. They have no gender and plural suffix. Pronunciations are different, however, not drastically different and contractions are absent in Bahasa. The primary thought focuses on the beginning of the sentence unlike, in English where it is inconsistent. Articles don't exist and no linking verbs and hyphens are used in repetitions of words.

Discussions

Cognitive or mental linguistics are not perceiving absolute reality in its totality. As human beings, we see a kind of reality of limited time and space we experience and construct that experience into schema or patterns. We have the insights and limitations of the way we express or describe our experience in learning. Language strongly influences the way we see things and the way that one sees things and how one has shaped his or her language (Lee, 2001). This is essential for every learner to bear in mind to achieve the targeted language. This is the ability of conceptualization of the experience to be communicated in the real world of learning.

Learners are given the opportunities to develop the grammar principles, phonology, syntax, lexis, discourse, coherence, and so on by progressively structuring and reconstructing the language through inductive learning experiences that encourage them to encounter the targeted – language items confidently (Nunan, 2009).

Comparative linguistics is when two languages can resemble each other in categories, construction, and type of meaning they use. Some can be borrowed or diffused in grammatical categories and construction types. On the other hand, there are languages that are totally different in grammatical categories and constructions (Aikhenvald & Dixon, 2006).

Recommendations emanating from the study

Based on the study there are recommendations for the furtherance of language transfer through reading and writing. This study envisioned to focus on a narrow area of study, however, highly contributing to the learning of the language and concentrating on the use of direct English without the transfer of the native language.

Recommendations for teachers and the learners

- 1) The teacher should spend more time administering the two skills as they are the heart of learning. Many L2 learners struggle with these two skills as their vocabulary knowledge is shallow.
- 2) The teacher should be patient enough in attending to the needs of the learner. Reading and writing have been a challenge for L2 learners and they need the support and understanding of the teacher. They need a mother in a classroom set up not a teacher as they are babies with weak mental strength.

- 3) The teacher should encourage the learner to forget the native language and focus on the targeted language for the present in order to reach the goal. Focusing on the targeted language is essential.
- 4) Learning should not be a terror or horror in the process of acquiring the language. The learner should be free and relaxed during the activities of the two skills.
- 5) Joy- content learning should be emphasized more and this can boost up the learning passion of the learner even though it is tough. This helps in learning the language faster and much easier without panting for breath or being nervous. Most L2 learners do suffer from a nervous breakdown, especially when there is no encouragement and support from the teacher.
- 6) Learners need to spend more time in reading and writing outside and within the classroom. Teachers need to limit assignments in order for students to have more extra time for self-study.

Conclusions

In-depth vocabulary learning should be both informal and formal learning. More practice and emphasis should be given to the enhancement of the two skills. Avoiding L1 can enhance the L2 learning of the two skills effectively. Creating a joyful learning environment is essential, even if it's complex, and can ease the fear of learning the two skills. More encouragement is needed in these two skills.

From this study, it is imperative that deep vocabulary knowledge contributes to the effective learning of English and it bridges the gap in the reading and writing process. Further, future research could also investigate the need to be found in the HEI English Center to enhance more vocabulary emphasis and other areas relating to reading and writing skills that may be missing from both this paper and the relevant literature.

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