

CROSS-LINGUISTIC INFLUENCE IN ENGLISH USAGE AMONG VIETNAMESE EFL LEARNERS: A CROSS-DOMAIN ANALYSIS

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Abstract: *In the context of Second Language Acquisition (SLA) in Vietnam, learners' language production is significantly affected by cross-linguistic influence (CLI) from their first language (L1). While previous studies have often examined semantic, pragmatic, and phonological transfer in isolation, there remains a lack of integrated qualitative research focusing on high school Vietnamese EFL learners in under-resourced learning contexts. This study investigates the L1 interference phenomenon by examining how Vietnamese learners transfer different linguistic features from Vietnamese to English across semantic, pragmatic, and phonological domains. Based on Transfer Theory and Error Analysis, the study analyzes the language production data collected from classroom-based tasks completed by grade 11 students (n=20) at a local language center. The study identifies three primary categories of transfer: semantic, pragmatic, and phonological, demonstrating that these transfer-related patterns systematically affect communicative effectiveness rather than constituting isolated learner errors. In addition, this study contributes to SLA research by highlighting the interdependence of semantic, pragmatic, and phonological transfer in high school Vietnamese EFL learners' interlanguage development. Furthermore, the paper discusses evidence-based pedagogical measures that can be used to avoid negative transfer and improve the communicative competence of Vietnamese EFL learners.*

Keywords: *cross-linguistic influence, L1 interference, pragmatic transfer, semantic transfer, Vietnamese EFL learners*

1. INTRODUCTION

In the era of global integration, English proficiency has become a vital asset in Vietnam's educational landscape. Despite years of formal instruction, many Vietnamese learners of English as a Foreign Language (EFL) struggle to achieve native-like fluency and accuracy. According to Transfer Theory (Odlin, 1989) and the Interlanguage Theory (Selinker, 1972), language transfer effects usually cause such difficulties, i.e., the influence of the native language due to its similarities and differences from the target language.

In Vietnam, learners frequently rely on Vietnamese syntactic structures, lexical collocations, and cultural norms when producing English. This cross-linguistic influence can result in "negative transfer," leading to errors that hinder pragmatic appropriateness and phonological clarity. This study situates these challenges within the framework of Contrastive Analysis and Error Analysis to provide a clearer academic grounding for L1-induced errors.

Three main aspects of L1 interference are distinguished in this investigation. Semantic transfer, which is mainly based

on literal word-for-word translation and thus leads to unnatural collocations. Pragmatic transfer refers to the application of Vietnamese cultural communication styles when speaking English, which mostly results in sociolinguistic inappropriateness. Phonological transfer occurs when the phonetic system of Vietnamese interferes with English pronunciation and intonation patterns.

Understanding these interference patterns is crucial for developing effective remedial interventions. Accordingly, this research seeks to investigate the following questions:

RQ1: What types of cross-linguistic transfer from Vietnamese to English are most common among Vietnamese EFL learners?

RQ2: What are the underlying linguistic and cultural causes of these transfer-related errors?

RQ3: What instructional strategies can be employed to mitigate the negative impact of L1 interference on English language acquisition?

To explore these questions, the study analyzes written data collected from high school students' classroom tasks. By identifying recurring patterns of interference, this research aims to contribute to the field of SLA by suggesting pedagogical improvements tailored to the Vietnamese context.

2. LITERATURE REVIEW

2.1. Theoretical Perspectives on Cross-Linguistic Influence

2.1.1. *Language Transfer and Interlanguage Theory*

Defining Transfer and Interlanguage in the Theory Language transfer, changed

in contemporary Applied Linguistics to Cross-Linguistic Influence (CLI) (Sharwood Smith & Kellerman, 1986), occurs when a learner of a language transfers their L1 knowledge to L2. Recent studies highlight that CLI is not only a "habit" but also a cognitive process with L1 as a mental filter (Odlin, 2003). Thus, usage of the Vietnamese native language by learners of English to understand or produce English may involve errors due to differences in grammar, meanings, and usage.

Within a framework of second language acquisition (SLA), transferring meaning is a kind of interlingual transfer, which involves bringing the ideas, forms, and use from one's first language (Vietnamese) to the second language (English). This is the basis of Selinker's (1972) Interlanguage Theory that a learner's language construct is a separate entity different from both the L1 and the L2. When there is a contradiction between the language features of Vietnamese (an isolating and tonal language) and English (an inflective language), interference will entail that without proper education, learners' errors will be reinforced and fixed by fossilization.

2.1.2. *Semantic Transfer and the Lexical Mapping Hypothesis*

Semantic Transfer and the Conceptual Map Semantic transfer takes place when language learners view L2 words through the cognitive framework of their first language. According to Jiang (2004), it is a common phenomenon that language learners link the new L2 words with the L1 concepts already known. Such "lexical mapping" is very common in the Vietnamese context of English language learning because teaching is mostly dependent on translation.

For example, the Vietnamese “sự tự do”, the word that covers both “freedom” and “liberty”, misleads learners to ignore the subtle sociolinguistic differences between these two synonyms. Besides, studies of regional language learners, such as Thai and Chinese EFL learners, also have found similar phenomena of overlapping concepts; thus, L1-based semantic processing is a challenge shared by Asian EFL environments (Ellis, 2015).

2.1.3. Pragmatic Transfer and the Influence of Sociocultural Values

Pragmatic transfer and sociolinguistic competence Pragmatic transfer means that speakers apply first language (L1) conventions of politeness, speech acts, and social norms when communicating in the second language (L2). Qian, Sha, and Wu (2024) paraphrase it as the exploitation of one’s own native pragmatic conventions for linguistic intercultural communication. For Vietnamese learners, it may be the case that what they say is polite in Vietnamese, notwithstanding, the English language speakers see it as insincere or awkward due to the individualistic nature of Western-speaking cultures that contrasts strongly with the collectivist Vietnamese culture. Such “pragmatic failure” (Thomas, 1983) is mostly rooted in the clash between the two cultural values. This kind of interference is less correctable than grammatical ones, as the learner’s cultural identity and worldview are involved.

2.1.4. Phonological Transfer and the Challenge of International Intelligibility

Phonological Transfer and International Intelligibility Phonological transfer

designates the L1 phonological system’s impact on L2 phonology. The Vietnamese language is a tonal and syllable-timed language, so its speakers find it challenging to get used to the stress-timed rhythm of English and have difficulties in handling consonant clusters. Many sound contrasts that exist in English, such as /i:/ versus /ɪ/ or /s/ and /z/ in final positions, are foreign to Vietnamese phonology. One of the reasons is that Vietnamese lacks word-final consonants, which are often omitted when learners speak English (Disney & Le, 2024), leading to a substantial decline in “International Intelligibility”, a major aim of modern ELF (English as a Lingua Franca) teaching.

2.2. Review of Previous Studies and Critical Synthesis

After a certain period, researchers have moved beyond superficial error analysis towards exploring the cognitive and social origin of transfer. While the groundbreaking work of Nguyen (2007) was pivotal, the current research- Ngan et al. (2023) and Nguyen (2025) has shed light on the influence of psychological factors that exacerbate L1 interference, for instance, speaking anxiety. On the other hand, a deep literature review exposes a “silo effect”, as semantic, pragmatic, and phonological problems are examined only as separate issues. Besides, even though much attention has been given to English majors at the university level, there is still a notable absence of research data of a longitudinal or qualitative nature for high school students living in rural areas (e.g., Phan Thiet) where L1 dominates and L2 exposure is very limited.

Table 1. Comparative Matrix of Meaning Transfer Research

Author	Aims of Studies	Methodology	Key Findings	Critical Research Gap
Ton Nu Hoang Minh Tam, Nhung, and Van (2021)	Analyzed apology strategies among elementary-level English learners at Hue University	Qualitative analysis of speech acts using hypothetical situations	Learners applied culturally rooted Vietnamese strategies such as emotional restraint, which appeared unnatural in English contexts	The findings are primarily descriptive and lack a systematic correlation between semantic interference and pragmatic failure.
Chu Thi Kim Ngan, Nguyen Thi Thu Trang, and Le Anh Tho (2023)	Explored pronunciation difficulties in first-year students at National Economics University	Mixed methods using questionnaires and interviews	Learners experienced challenges distinguishing long and short vowels and articulating final consonants due to Vietnamese phonology	Findings are context-specific to higher education, leaving a gap for high school EFL learners.
Stephen J. Disney and Le Nu Cam Le (2024)	Investigated omission of final s and z sounds among Vietnamese learners of English	Quantitative analysis of spoken samples from 16 learners	The study found a 28.4 percent omission rate of final consonants, which negatively affected pronunciation and sentence meaning	The study maintains a narrow phonological focus and does not address the broader impact of CLI on overall communicative intelligibility.
Nguyen Thuc Anh (2025)	Explored the effects of speaking anxiety and accent on pragmatic meaning transfer	Not clearly specified	The author identified that anxiety and foreign accents contributed to pragmatic transfer difficulties, particularly in expressing intentions	While the study provides contemporary insights, it lacks a detailed pedagogical framework for direct classroom intervention.

Taken together, prior research indicates that cross-linguistic influence (CLI) remains an enduring challenge for EFL learners; however, the majority of studies continue to treat semantic, pragmatic, and phonological transfer as separate phenomena. Such

fragmented approaches fail to adequately capture how these domains interrelate in authentic communicative contexts. Moreover, existing research demonstrates a strong bias toward university-level contexts, with high school learners remaining largely underrepresented. Finally, while CLI has been widely documented across Asian EFL contexts such as Thailand and China, relatively limited attention has been devoted to how different forms of transfer co-occur and influence individual interlanguage development.

2.3. Research Gaps and the Current Study

Building on the aforementioned review, this study addresses three critical gaps. First, the lack of an integrated analysis that examines how semantic, pragmatic, and phonological transfer co-occur in learner production qualitative case study design. Second, the underrepresentation of secondary school learners who are in a critical stage of interlanguage development. Third, the absence of a comparative regional perspective, as this study seeks to situate Vietnamese learners within the broader context of Asian SLA challenges.

3. METHODOLOGY

3.1. Research Design

This study employs a qualitative research design that combines Error Analysis and Contrastive Analysis to explore cross-linguistic influence in the English produced by Vietnamese high school learners. A qualitative case study approach is particularly suitable for examining transfer-related phenomena in depth, as it allows for close analysis of learners' cognitive and sociocultural processes underlying L1 interference-dimensions that are not fully accessible through quantitative measures alone (Duff, 2008).

The analysis focuses on three major types of transfer-related errors: semantic, pragmatic, and phonological. By comparing structural and usage-related differences between Vietnamese and English, the study identifies linguistic and cultural mismatches that contribute to negative transfer in learner production.

3.2. Participants and Research Setting

The participants were twenty ($n = 20$) 11th-grade students (12 females and 8 males, aged 16–17) enrolled in an English course at a private language center in Phan Thiet, Vietnam. They had received an average of six to seven years of formal English instruction, most of which was delivered through the grammar-translation method.

A purposive sampling strategy was employed for selecting learners at a critical stage of interlanguage development, where cross-linguistic influence from the first language is particularly salient. This approach allowed for an in-depth examination of transfer-related phenomena within a specific educational context.

Despite the small sample size, the study was appropriate for a qualitative case study that aims to explore patterns of cross-linguistic influence in detail rather than to generalize findings to a wider population.

Ethical considerations were strictly observed throughout the study. Informed consent was obtained from all participants, and their identities were kept confidential through anonymization. Data collection was conducted during regular classroom sessions to maintain ecological validity.

3.3. Data Collection Instruments

The study draws data from diversified classroom-based tasks to capture a

comprehensive picture of learners’ language production across written and spoken modes.

1. Translation Tasks: Students were required to translate 10 Vietnamese sentences into English. The task was designed to elicit specific semantic and syntactic interference patterns, resulting in a total of 200 written language samples (20 students × 10 sentences). The full list of translation items is provided in Appendix A to ensure transparency and replicability.

2. Semi-structured Speaking Activities: Students participated in short oral presentations and role-play dialogues. These sessions were audio-recorded and transcribed verbatim (20 spoken datasets) for phonological and pragmatic analysis.

By focusing on classroom-based tasks, the study enhances pedagogical replicability and provides findings that directly reflect the authentic EFL learning environment.

3.4. Data Analysis and Coding Procedure

The data analysis followed Corder’s (1967) five-step framework for Error Analysis. Based on this framework, the study adopted an extended analytical procedure to examine cross-linguistic influence in learners’ language production, as illustrated in Figure 1.

The analysis involved identifying, classifying, and explaining learner errors through contrastive analysis between Vietnamese and English. In addition, a validation step was included to enhance the accuracy of error categorization. At this stage, a subset of the data was reviewed by two experienced English instructors with near-native proficiency, who work at the language center. They provided feedback on the classification of semantic, pragmatic, and phonological transfer errors. Before final coding decisions were made, disagreements were discussed and resolved.

A coding manual was developed based on three categories of transfer so as to ensure consistency. In this study, semantic transfer was identified through literal translations and collocational mismatches influenced by Vietnamese conceptual mapping. Pragmatic transfer was coded based on learners’ utterances, which reflected L1-based sociocultural norms that were inappropriate in English speech acts (e.g., *requests or apologies*). Phonological transfer included recurring pronunciation patterns such as the omission of final consonants and inaccurate vowel length distinctions.

Figure 1 presents the overall process of error identification, classification, and validation adopted in this study.

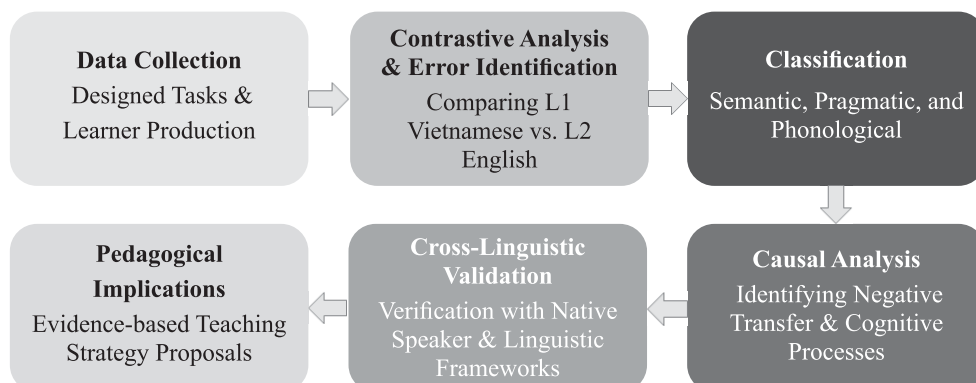


Figure 1. The Systematic Error Analysis Process

4. RESULTS AND DISCUSSION

4.1. Quantitative Overview of Identified Errors

A frequency analysis was conducted on the written and spoken outputs produced by the 20 participants in order to illustrate the extent of L1 interference. Among 145 errors attributed to cross-linguistic influence (CLI), semantic transfer was the

highest proportion (44.8%), which was followed by phonological transfer with 35.2%, and pragmatic transfer with 20%. Within the investigated context, these distributions suggest that grammatical accuracy may receive more instructional attention than semantic and phonological aspects of learner production, which often leads to the persistence of L1-based transfer patterns in learners' language production.

Table 2. Frequency Distribution of Identified CLI Errors (N=145)

Error Category	Occurrences (n)	Percentage (%)
Semantic Transfer	65	44.8%
Phonological Transfer	51	35.2%
Pragmatic Transfer	29	20%
Total	145	100%

4.2. Analysis of Cross-Linguistic Influence (CLI) Errors

4.2.1. Semantic Transfer: Literal Mapping and Lexical Mismatches

Semantic transfer errors predominantly arise from “word-for-word” translation strategies, where learners assume a one-to-one equivalence between Vietnamese and English lexical items.

Table 3. Analysis of Semantic Interference in Translation Tasks (n=20)

Original (Vietnamese)	Student's Output	Revised Translation	Error Analysis (Source of Transfer)
Mưa như trút nước	Rain like pour water	It's pouring rain	Literal mapping of Vietnamese idioms.
Học tiếng Anh	Study English	Learn English	Failure to distinguish “study” (process) vs “learn” (acquisition).
Trồng thêm cây	Grow more trees	Plant more trees	Interference from “trồng,” which covers both “grow” and “plant.”
Boi trên sông	Swim on the river	Swim in the river	Direct translation of the preposition “trên” (on).
Anh ấy đã mất 1 tuần	He loss a week	It took him a week	Structural interference from the Vietnamese “mất” (to lose/to take).

All in all, the data reveal that L1 influence should not be viewed merely as a collection of “errors”, but rather as a systematic transfer of L1-based logic into L2 production. Addressing this issue therefore requires pedagogical approaches that promote contrastive awareness rather than isolated grammar practice, helping learners recognize discrepancies between their native modes of thinking and those of English.

4.2.2. Pragmatic Transfer: Cultural Norms and Speech Acts

Pragmatic transfer is often invisible to learners because their sentences are grammatically correct but sociolinguistically inappropriate.

* Case 1: Requests and Politeness. When Nam says “Give it to me” to a teacher, he is translating the Vietnamese “*Đưa em cái đó*” (which is acceptable with a polite tone in VN). However, in English, this lacks the required “mitigation strategies” (e.g., “Could I help you with that?”).

* Case 2: Rejecting Compliments. Minh’s response “No, no. It was very bad” is a direct transfer of Vietnamese “*khiêm tốn*” (humility). In Western culture, this triggers a “pragmatic failure,” as it may be perceived as fishing for more compliments or showing a lack of confidence.

The underlying cause is “sociopragmatic transfer”, the students apply the social rules of Vietnamese hierarchy and modesty to an English context where directness and “positive face” are more valued.

4.2.3. Phonological Transfer: Intelligibility and Sound Interference

Phonological transfer remains a major barrier to intelligibility. As Vietnamese is an

isolating language without final consonants, the participants showed a 65% omission rate in word-final sounds (e.g., /s/, /z/, /t/).

- Final Sound Deletion: During the short oral presentation task (see Appendix A, Task c), a participant failed to pronounce the final /s/ in the word “places”, resulting in the phrase “favorite place” instead of “favorite places.” This pattern was widespread; students frequently said “My sister... place” instead of “sisters... places.” In English, this is not just a pronunciation error but a grammatical one (plurality), leading to a breakdown in communication.

- Vowel Length Neutralization: The distinction between /i:/ (sheep) and /ɪ/ (ship) was almost non-existent in the recordings. This is due to the Vietnamese phonological system lacking length distinctions for high vowels, causing learners to “level” the sounds into a single Vietnamese-like vowel.

4.3. Contrastive Summary and Synthesis

To address the research questions concerning the sources of cross-linguistic influence, Table 4 synthesizes the contrastive features identified across the semantic, pragmatic, and phonological domains. The table illustrates that these errors are not random mistakes; instead, they stem from systematic mismatches between Vietnamese and English across multiple linguistic levels.

As shown in the table, flexible lexical categorization in Vietnamese is the primary cause of semantic transfer while pragmatic transfer is driven by sociocultural norms of humility and indirectness and phonological transfer is attributed to the absence of

word-final consonants in the Vietnamese phonological system. Taken together, the interaction of these contrastive features shapes learners' interlanguage development and directly affect communicative effectiveness.

Table 4. Contrastive Synthesis of L1-L2 Interference

Domain	Vietnamese Feature (L1)	English Requirement (L2)	Cognitive Cause
Semantic	Flexible word classes	Strict collocations	Literal Translation
Pragmatic	Humility/Indirectness	Clarity/Direct Acceptance	Sociocultural Mapping
Phonological	No final consonants	Essential final sounds	Phonetic Filtering

5. DISCUSSION AND PEDAGOGICAL IMPLICATIONS

5.1. Critical Discussion and Synthesis

Based on the analysis of language production by 11th-grade Vietnamese EFL learners, the study confirms that cross-linguistic influence (CLI) manifests across semantic, pragmatic, and phonological domains, aligning with previous findings in Vietnamese SLA research.

Consistent with the findings of Uyen et al. (2021), this study reveals that semantic transfer, particularly word-for-word translation, remains a challenge for learners. However, the findings further indicate that semantic errors are frequently accompanied by pragmatic failure. The example “*It was very bad*” reflects a pragmatic mismatch in compliment responses and supports the findings of Tam et al. (2021), proving that Vietnamese cultural values still heavily shape how students perform in English.

In addition, the phonological data aligns well with previous studies, particularly the results reported by Disney and Le (2024). The high rate of word-final consonant omission (approximately 65%) indicates that phonological transfer remains a persistent feature of Vietnamese learners' interlanguage. Moreover, such phonological

deviations extend beyond accent-related variation and directly affect grammatical meaning and communicative clarity.

Unlike previous research that has examined these domains separately, the present study shows that these domains are interrelated in learner production. The omission of the final /s/ not only leads to a phonological deviation but also results in semantic ambiguity in plural marking, which may in turn affect pragmatic interpretation in communicative contexts. This highlights the need to conceptualize CLI as a multidimensional phenomenon shaping learners' interlanguage development, particularly in high school settings where reliance on the first language is still strong.

5.2. Pedagogical Recommendations (Answering RQ3)

To minimize the negative impact of L1 interference on learners' L2 development, this study suggests a pedagogical framework grounded in contrastive awareness and explicit instruction.

First, a systematic incorporation of contrastive analysis exercises should be implemented in classroom practice, in which learners compare Vietnamese and English sentence structures through guided contrastive tables. Such activities

help learners move beyond word-for-word translation by encouraging them to recognize cross-linguistic differences at both structural and semantic levels.

Second, collocation-based learning should be prioritized over isolated single-word translation. With the support of digital learning platforms such as *Kahoot* or *Quizizz*, learners' awareness of fixed expressions and conventional word combinations can be reinforced, enhancing idiomatic accuracy and reducing semantic transfer.

Third, sociolinguistic sensitivity training, including explicit instruction on mitigation strategies and the performance of speech acts such as requests and apologies should be embedded through guided role-play activities to avoid pragmatic failure. This can help learners to internalize English pragmatic norms and reduce learners' dependence on L1-based sociocultural conventions.

Finally, the use of AI-assisted pronunciation tools (e.g., *ELSA Speak*) to mitigate phonological transfer should be encouraged. Such tools provide consistent individualized feedback on vowel length distinctions and word-final consonant production, helping learners correct phonological deviations, improve their pronunciation, and foster communicative effectiveness.

6. CONCLUSION

6.1. Summary of Findings

Within the investigated context, this study aimed to investigate how and why Vietnamese 11th-grade EFL learners' first language affects their English language learning. The study addresses its three main research questions: (1) identifying the

most common error types across semantic, pragmatic, and phonological domains; (2) determining that these L1-induced errors come from structural and sociocultural mismatches between Vietnamese and English; and (3) recommending a multi-modal instructional framework to reduce negative L1 interference in classroom practice.

6.2. Significance of the Study

The importance of this study is its value as a practical resource for both EFL instructors and learners. It provides a perspective for identifying L1-induced errors and offers strategy recommendations to foster communicative competence. By focusing on Vietnamese high school learners, this study addresses a relatively neglected segment of SLA research in Vietnam.

6.3. Limitations and Suggestions for Future Research

Like all empirical research, this study has several limitations. The small sample size, consisting of only 20 participants drawn from a single language center in Phan Thiet, limits the generalizability of the findings. In addition, the absence of interview data restricts a more in-depth exploration of learners' cognitive and affective factors.

Future research is encouraged to adopt a mixed-methods design, combining quantitative analysis with qualitative approaches such as learner interviews or perception surveys. Furthermore, using a bigger sample of participants from the different parts of the country would help provide a more comprehensive understanding of L1 influence in Vietnamese EFL contexts.

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APPENDIX A: DATA COLLECTION INSTRUMENTS

Task 1: Translation Task (Targeting Semantic and Syntactic Interference)

Instruction: Please translate the following Vietnamese sentences into English. Try to convey the meaning as naturally as possible.

1. Mưa như trút nước.
2. Tôi đang học tiếng Anh để đi du học.
3. Chúng ta nên trồng thêm cây để bảo vệ môi trường.
4. Anh ấy thích bơi trên sông vào mùa hè.
5. Việc hoàn thành bài tập này đã mất của tôi 1 tuần (Anh ấy đã mất 1 tuần).
6. Bạn có thể cho tôi mượn cuốn sách đó không?
7. Cô ấy rất tự hào về sự tự do của mình.
8. Đừng quên đóng cửa trước khi ra ngoài.
9. Tôi đã làm mất chìa khóa xe sáng nay.
10. Anh ấy là một giáo viên giỏi với nhiều kinh nghiệm.

Task 2: Speaking Prompts and Role-play Scenarios (Targeting Pragmatic and Phonological Transfer)

Instruction: Students participate in pairs to perform the following situations. The conversations are recorded for later phonetic and sociolinguistic analysis.

a. Making a Request in a Classroom Context

Context: You need a specific document from your teacher to complete your assignment.

Task: Approach your teacher and ask them to give you the document. (This task evaluates the use of mitigation strategies versus direct L1 translation like “Give it to me”).

b. Responding to a Compliment (Modesty vs. Acceptance)

Context: A foreign friend praises your presentation, saying: “Your English is excellent and your ideas are very creative!”

Task: Respond to the compliment. (This task checks for pragmatic failure such as direct transfer of Vietnamese “khiêm tốn” like “No, no. It was very bad”).

c. Short Oral Presentation (Individual Task)

Context: Briefly introduce your family and your favorite places in your hometown.

Task: Speak for 1-2 minutes. (This task focuses on phonological transfer, specifically the omission of word-final consonants like /s/, /z/, /t/ and vowel length distinctions).

ẢNH HƯỞNG CỦA CHUYỂN DI NGÔN NGỮ TRONG VIỆC SỬ DỤNG TIẾNG ANH CỦA NGƯỜI HỌC EFL VIỆT NAM: MỘT PHÂN TÍCH ĐA LĨNH VỰC

Trần Thanh Trường Thị Hoàng Yến

Khoa Ngoại ngữ, Trường Đại học Phan Thiết, tỉnh Lâm Đồng, Việt Nam

Tóm tắt: Trong bối cảnh thụ đắc ngôn ngữ thứ hai (SLA) tại Việt Nam, việc tạo lập ngôn ngữ của người học chịu ảnh hưởng đáng kể bởi hiện tượng chuyển di ngôn ngữ (CLI) từ tiếng mẹ đẻ (L1). Bài báo này nghiên cứu hiện tượng giao thoa ngôn ngữ L1, cụ thể là cách người học Việt Nam chuyển di các đặc điểm ngôn ngữ khác nhau từ tiếng Việt sang tiếng Anh ở các cấp độ ngữ nghĩa, dụng học và ngữ âm. Nghiên cứu dựa trên Lý thuyết Chuyển di và Phân tích Lỗi, đồng thời khám phá dữ liệu của học sinh từ các bài tập dịch thuật của học sinh lớp 11 ($n=20$). Nghiên cứu xác định ba loại hình chuyển di chính: ngữ nghĩa, dụng học và ngữ âm. Kết quả cho thấy sự giao thoa ngôn ngữ tiếng Việt là nguồn gốc chính dẫn đến sự đứt gãy trong giao tiếp. Từ những phát hiện này, bài báo thảo luận về các biện pháp sư phạm dựa trên bằng chứng thực nghiệm nhằm tránh chuyển di tiêu cực và nâng cao năng lực giao tiếp cho người học EFL Việt Nam.

Từ khóa: ảnh hưởng chuyển di ngôn ngữ, chuyển di dụng học, chuyển di ngữ nghĩa, giao thoa ngôn ngữ L1, người học EFL Việt Nam

Thông tin tác giả:

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Ghi chú

Tác giả xác nhận không có tranh chấp về lợi ích đối với bài báo này.