



# گۆڤاری ئەكادیمیای كوردی

Kurdish Academic Journals

| No. 61 | 2024 |

هه‌ولێر - شه‌قامی هه‌له‌بجه

<http://gov.krd/ka>



# گۆڤاری ئەكادیمیای كوردی

## Kurdish Academic Journals

• No. (61) • 2024 •

President of the Kurdish Academy and the executive publisher:

**Hamasaheed Hassan**

Editor-in-Chief:

Prof. Dr. Karwan Omer Qadir

Executive Publisher and Journal Manager:

Dr. Pakhshan Fahmi Farho

Journal Board:

Prof. Dr. Qais Kakl Tofiq

Prof. Dr. Mohsen Ahmed Omer

Associate Professor Bakhtiar Sajadi

Prof Dr. Farhad Qadir Karim

Assist. Prof. Dr. Abdulwahid Idris Sharif

Assist. Prof. Dr. Nawzad Ahmad Aswad

Dr. Lazgin Abdulrahman Ahmed

Advisory Board:

Prof. Dr. Martin Van Bruinessen

Prof. Dr. Michiel Leezenberg

Prof. Dr. Jalili Jalil

Prof. Dr. Salih Akin

Prof. Dr. Jaffer Sheyholislami

Prof Dr. Abdulrahman Adak

Prof. Dr. Hashim Ahmadzade

# CONCEPTUAL TRANSFER IN KURDISH EFL LEARNERS' SPOKEN PERFORMANCE.

*Rawand Ahmed Mamand*

English Department,  
College of Education and Languages,  
University of Charmo, Chamchamal  
rawandmamand7@gmail.com

*Jamal Ali Omar*

Assistant Professor Department of English  
Language, College of Basic Education,  
University of Raparin, Rania  
jamal.ali@uor.edu.krd

---

## Abstract

*The present investigation aimed to explore the potential and scope of concept transfer in parity and internal content among Kurdish learners of English as a foreign language, utilising Jarvis' (2007) framework. Specifically, the study focused on three aspects: concepts in Kurdish that lack direct equivalents in English, concepts that are either more encompassing or narrowing than their English counterparts, and concepts in Kurdish and English that seem to be broadly equivalent but still exhibit subtle differences. The study also examined the role of language proficiency in the potential transfer of concepts among Kurdish learners of English as a foreign language. The research participants consisted of 20 female and 10 male Kurdish learners who were enrolled in English language courses at the University of Raparin located in Raniyah city, Kurdistan region of Iraq. The students were classified into stages two and four under the English department of the College of Basic Education. A placement test was conducted to reaffirm the learners' English level. Visual tests were used, consisting of the presentation of images and a brief movie, in order to conduct comparisons between the groups. The statistical software SPSS (version 26) was applied for data analysis. Upon doing statistical analysis on the data, the results revealed noteworthy instances of conceptual transfer occurring from the Kurdish language to English. Both types of positive and negative CLI occurred and the influence of the participants' English proficiency level on their ability to transmit ideas was also seen. Key Words: Cross linguistic influence, Conceptual Cross linguistic influence, Conceptual errors, Concept transfer, Conceptualization Transfer.*

## **I. Introduction:**

Cross-linguistic influence arises as a result of the interplay between several languages that are processed within the same cognitive framework. Research on the effects of Cross-Linguistic Influence (hereafter CLI) on Second Language Acquisition (SLA) has attracted a substantial academic community for a considerable amount of time (Gass & Selinker, 1983; Jarvis, 2002; Jarvis & Pavlenko, 2008; Kellerman, 1983; Kellerman & Sharwood Smith, 1986; Odlin, 1989, 2003; Omar 2012; Ringbom, 1987). CLI continues to attract the interest of researchers because, as a multidimensional phenomenon, it may cast light on some of the most fundamental aspects of language acquisition and contribute to a deeper comprehension of how languages are acquired. CLI is a complex phenomenon whose study can assist in both the acquisition and instruction of a second language, as evidenced by more than 60 years of research.

Individuals who have attained proficiency in their native language, referred to as the first language (L1), and are now in the process of acquiring an L2, are often known as second language learners. Numerous studies have been conducted to investigate the importance of the L1 in the process of acquiring a second language. Scholars such as Ringbom (1987, 2007) have researched this phenomenon, and their findings indicate that the L1 may have both positive and negative effects on second language learning. This suggests that the L1 can serve as a significant factor in shaping the acquisition of a second language, as shown by Odlin (1989).

Language proficiency is widely recognised as a critical factor and variable influencing CLI. However, research on this variable has yielded contradictory results (Jarvis, 2000; Jarvis & Pavlenko, 2008; Odlin, 1989), demonstrating

the need for additional investigation (Celaya, 2006; Helms-Park, 2001). Several studies have demonstrated that CLI is more pronounced at lower levels of competence and diminishes as individuals acquire more language skills. However, there are studies that suggest the opposite, that higher-level learners exhibit more instances of CLI (Cenoz, 2001), and others that demonstrate that CLI does not occur until higher levels are attained. Given that the criteria for defining L2 proficiency in each study, as well as the region and structure of analysis, may influence the findings, it is essential to be precise when investigating this variable (Athanasopoulos, 2011; Jarvis, 2000; Jarvis & Pavlenko, 2008).

## **II. Background and Literature Review:**

The notion of conceptual transfer has been a topic of interest for a considerable duration; however, it was not until the study conducted by Lakoff, Levelt, von Stutterheim, and Slobin throughout the 1980s and 1990s that it gained broader recognition within the field of second language acquisition (SLA) research. The term “conceptual transfer” pertains to the impact of a particular language on an individual’s cognitive understanding and perception of the environment. The aforementioned impact is observable in the manner in which learners use language, as they have a tendency to apply the conceptual categories and structures of their first language to their second language.

In his study, Odlin (2005) draws a comparison between conceptual transfer and the linguistic relativity theory, positing that language has the potential to have an impact on cognitive processes. Jarvis (2009) concurs with this parallel and posits that conceptual transfer is a consequence of effects that transpired inside the

conceptual system prior to the transformation of conceptual structure into linguistic structure. Jarvis (2007) provides another differentiation between the processes of idea transfer and conceptualization transfer. The term “concept transfer” pertains to the impact of the conceptual categories of one language on another language, while “conceptualization transfer” pertains to the effect of one language’s cognitive processing of conceptual information on another language. Poulisse and Bongaerts (1994) investigated the occurrence of unintentional language transfers during Dutch L1 learners’ English as L2 production. High, intermediate, and low-intermediate proficiency levels were represented among the participants of the study. The results revealed a correlation between the occurrence of switches and L2 proficiency, with less proficient learners exhibiting more instances of switches. Helms-Park (2001) investigated the impact of L1 on L2 verb acquisition, focusing on causative verbs and other semantic classes with L1/L2 translation counterparts. Learners of English whose native language was either Hindi-Urdu or Vietnamese participated in the study and were divided into one of three proficiency levels (beginner, intermediate, and advanced). The students’ competency levels were determined based on their performance on the first three sections of Nation’s (1990) frequency-based vocabulary placement exam. The quantity of negative transfer differs considerably between the intermediate and advanced levels of lexical competence, suggesting that it is more pronounced at the lower levels of lexical competence.

Salaberry (1999) examined how four competency groups (corresponding to different academic semesters) of English L1 learners acquired the verbal morphology of the past tense in L2

Spanish. Those with less L2 proficiency displayed a greater L1 effect than those with more. Celaya (2006) followed a group of Spanish and Catalan bilinguals for seven years to investigate the relationship between lexical transfer and English language proficiency. The subjects of the study were followed from fifth grade through their first year of elective high school curriculum. She found that as L2 proficiency increased, lexical transfer from L1 decreased, as evidenced by fewer instances of misspelling, borrowing, and coinage. However, there was a type of lexical transfer known as calques that violated this criterion. The participants’ output of calques increased as their command of the L2 increased between the second and third data collection. On the basis of these findings, it would appear that not all forms of L1 impact manifest and mature in the same manner: It is conceivable that different mechanisms are involved in acquiring the vocabulary of a second language dependent on whether or not the target language is already known.

Navés et al. (2005) analysed data from a corpus of English and Spanish texts in order to determine whether proficiency influences CLI in terms of lexical borrowings and lexical innovations. The ages of the participants ranged from fifth grade to twelfth grade, and they all spoke Spanish or Catalan at home (corresponding to the number of instructional hours). Researchers observed that borrowings and lexical innovations decline steadily and predictably from lower to higher grades. Only when proficiency (grade) was taken into consideration was the decrease in borrowings found to be statistically significant. The decline in newly introduced English words was not statistically significant. The findings support prior research indicating that advanced language learners become less dependent on

their L1 as they advance.

In summary, conceptual transfer is a multifaceted phenomenon that has the potential to have a substantial influence on the process of acquiring a second language. Researchers may enhance their comprehension of second language acquisition and the impact of language on thinking by gaining insight into the many forms of conceptual transfer.

### **III. Methodology**

#### **3.1 Method:**

This research opted to use three basic groups of participants, The Kurdish Learners of English (KLE), the English Native Speakers (ENS), the Kurdish Native Speakers (KNS). The focus group was the KLEs whom were compared with the other two. Therefore, the baseline which the KLEs were compared to were ENS and KNS. Quantitative and qualitative approaches were used to describe the data from the above groups, finally the SPSS program (version 26) was used to analyze the obtained data.

#### **3.2 Instruments used in the study and data collection procedures:**

In this research the data were collected using Three Instruments:

##### **3.2.1 PROFICINCY TEST:**

The evaluation of the general English proficiency level of all learner participants was conducted using the Oxford Quick Placement Test series (UCLES 2001), with the exception of native English speakers and Kurdish native speakers who were excluded from taking this assessment. The comprehensive placement exam consisted of a total of 60 multiple choice questions, which comprised 25 questions divided across 5 cloze tests and 35 sentence completion tasks. The primary purpose of the OQPT is to provide a prompt and usually reliable evaluation

of a learner's overall proficiency in the English language via the use of a traditional pen-and-paper examination. The bulk of the test's inquiries are centered on two main areas: (1) the conventions of formal written English grammar and (2) the acquisition of vocabulary and the appropriate usage of commonly associated word combinations. None of the inquiries specifically addresses the metaphorical influence of Mother Tongue on the process of acquiring a second language. Hence, the OQPT score may be regarded as an autonomous measure of an individual's English language competency.

##### **3.2.2 A FILM-RETELLING TASK**

A film retelling task was utilised to elicit the learners' oral production, from which instances of cross-linguistic influence (CLI) will be analyzed. Students will also complete the task in Kurdish. The oral task, "Alone and Hungry," is a one-minute segment from the Charles Chaplin silent film "Modern Times," starring Chaplin and Paulette Goddard, in which a young girl from a working-class family tries to steal a loaf of bread, is caught, and then manages to escape with Chaplin's assistance. This segment is used to collect the students' English-language productions and to analyze the occurrence of CLI. Jarvis has included this elicitation task in transfer studies (Jarvis 1998, 2000).

The film adaptation was one in both English and the learners' L1 (Kurdish Sorani dialect). Thus, it is feasible to compare the performance of the learners in the source language and the target language to determine if the patterns in the target language are driven by those in the source language. This sort of comparison is referred to as "crosslinguistic performance congruity" by Jarvis and Pavlenko (2008). It is an essential comparison to ensure that CLI has occurred.

### 3.2.3 A PICTURE DESCRIPTION TASK

A visual exam consisting of seeing images utilized to evaluate the conceptual transfer of the participants. For this research, 8 pictures were selected to illustrate how students translate ideas from the English language into words from their native tongue. An example from the concepts is the term (Shila-(شله)-مه‌ره‌گه), whose English equivalent is (Soup), which was not exactly similar. Each image was used to illustrate a notion that can be translated from Kurdish to English. The 8 concepts fell into the parity and internal content categories of Jarvis' suggested concept transfer taxonomy (2007). The following is an explanation of the test questions:

**A. Parity:** Concepts associated with Kurdish terms for which there is no English equivalent, such as [Shila [شله

#### B. Content Internal

- Concepts in Kurdish that are just broader than their English counterparts, or vice versa
- Concepts in Kurdish that seem to be wider than their English counterparts such as [khwardn [خواردن] (meaning “to eat”), which is also used for beverages, medicines, etc. not the situation in English
- Concepts in English that seem to be wider than their Kurdish counterparts such as [baker], which is used for a person who makes and sells bread, cakes, and cookies. The Kurdish equivalent of Nanawa (نانه‌وا) is a person who only makes and sells bread.

### 3.3 Procedures:

The objective of this study is to assess the degree of similarity between Kurdish Learners of English (KLE) and English Native Speakers (ENS) as well as Kurdish Native Speakers (KNS) by examining their utilisation of various linguistic concepts. The research focused on examining the potential influence of L1 on L2

speech, specifically in terms of the conceptual framework and lexical selection seen in the recorded oral samples. The prevalence of positive transfer may be attributed to the similarity in structure and word choice across KLEs, ENS, and KNS. Negative transfer may occur when the structure and vocabulary of KLEs are comparable to KNS but different from ENS, resulting in non-standard English that may not sound as proficient.

To collect the necessary data, we administered visual stimuli in the form of photographs to Key Informant Experts (KLEs) and requested them to offer narratives for concise video clips. Both the embryonic neural stem cells (ENSCs) and the adult neural stem cells (ANSCs) undergo a similar procedure. In the second scenario, the instructions were rendered into the Kurdish language, since it is the designated medium for all spoken tasks. The linguistic data obtained from individuals who are native speakers of English and Kurdish was subjected to a comparative analysis utilising KLEs (Kurdish Language Evaluation) in order to ascertain the degree of similarity between the two languages. Initially, the ideas included in this research were subjected to coding. The last phase included comparing and contrasting the prevailing structures of the focus group with those of the control groups in order to identify similarities and differences.

The research methodology of the study was derived from Jarvis' (2000) methodological framework, which provides a systematic approach for examining the effect of the first language (L1). Jarvis' framework identifies three categories of evidence that should be taken into account in a comprehensive investigation of L1 influence. The three main factors that are being discussed are: (a) the level of similarity within a group of learners in terms of their target-

language proficiency, (b) the level of variation between different groups of learners who are performing in the same target language, and (c) the extent to which a learner's native language influences their target-language behaviour.

The technique used in this study is grounded on the theoretical framework put forward by Jiang (2000), whereby it is posited that individuals learning a second or foreign language tend to transfer semantic knowledge from their native language to the target language. Students who possess a single native language, referred to as their mother tongue, or a language that serves as a source for borrowing elements by other languages. The assessment of whether participants transfer any semantic or conceptual information from the source languages to the target language is deemed valuable due to the anticipated variations in use patterns.

Individuals who share the same native language exhibit similar patterns of behaviour while acquiring a second language, which is referred to as intra-L1-group homogeneity. Conversely, individuals from diverse linguistic backgrounds tend to exhibit distinct behaviours when learning a second language, which is known as inter-L1-group heterogeneity. Hence, in order to exclude the influence of general or developmental patterns, it is crucial to ascertain that the disparity between the two groups surpasses the variability seen within each individual group. The third effect pertains to the congruency of the first language (L1) and second language (L2) in relation to the characteristic being examined. Specifically, it refers to the intra-L1-group congruity, which suggests that the behaviour shown in the L2 may be anticipated based on a certain attribute present in the L1 (Jarvis, 2000).

## **IV. Analyses, discussion and Results**

### **4.1 Analyses:**

Data from the picture and video description tasks were gathered and analyzed to investigate the level of conceptual transfer by participants and the influence of language proficiency in those CLI cases. The following is the analyses and discussion of the data regarding CLI and its types as well as the effect of proficiency variable on the extent of CLI in both groups of KLES.

### **4.2 Negative CLI**

Negative transfer refers to the interference of the mother tongue. Sometimes, the mother tongue is not conducive to learning a foreign language and may even impede the learner's ability to acquire new language skills. Negative transfer occurs when the learning tasks of the two languages are related but distinct, and the learner of the foreign language substitutes the expression and comprehension strategies of the native language for those of the foreign language. The reason for this is that the form and regular system of the maternal tongue and the target language are distinct, but the learner perceives them to be identical. It is common for the maternal tongue to interfere with the acquisition of a second language, and negative language transfer occurs in numerous ways. In This research there have been examples of negative transfer in both the video and photos experiment. These differences in concepts between the two languages led to some errors when speaking. Regarding the type of transfer that occurred during conducting the tasks with the students, the results illustrated that both positive and negative transfer occurred. The positive transfer happened only in three occasions whereas the rest of the cases were negative. Therefore, this study confirms that negative transfer is more prominent while acquiring a second language.



#### 4.2.1 Negative CLI in the photo description task

Regarding the test of the photos, which were eight concepts, the participants opted to use various techniques to compensate for the concept that is not available in their language. The techniques were mostly the explanation of the word, using a different concept which is close to it or simply reconstructing the whole expression in order to avoid using the concept.

Table 1. The concept of *Shila* [soup] among the four groups

		shila		Total
		stew	soup	
PARTICIPANTS	ENS	6	9	15
	KNS	15	0	15
	Level2	6	9	15
	Level4	5	10	15
Total		32	28	60

The first concept which was [*Shila*] food, a type of a common and traditional Kurdish food. Most of the KLEs participants used the word [soup]. This may lead to misunderstanding and it could be misleading. Since soup is also the name for another food which is mostly made of liquid with vegetables and meat sometimes. Therefore, when a KLE says they had [*shila*] they probably face difficulty to name it in English, instead, which gives the listener a different concept since soup is a different food. On the other hand, the KLE participants also used the concept of [stew] to describe the picture, but again this concept was not precise to convey the exact meaning.

Table 2. The concept of [Taking a pill] among the four groups

		taking a pill		Total
		eat a pill	taking a pill	
PARTICIPANTS	ENS	0	15	15
	KNS	15	0	15
	Level2	12	3	15
	Level4	3	12	15
Total		30	30	60

In the second diagram a lady is taking a pill, some of the KLEs participants said that she was eating a pill which was the literal transfer of the same Kurdish expression [*khwardn- eat*] since in Kurdish eating is a general term is also used for medicine.

Table 3. The concept of [disposable cups] among the four groups

		DPC		Total
		glasses	(coffee) cups	
PARTICIPANTS	ENS	0	15	15
	KNS	15	0	15
	Level2	9	6	15
	Level4	6	9	15
Total		30	30	60

Another picture used to detect CLI in KLEs was the image of some plastic cups. In Kurdish they are called disposable *glasses* not *cups*. The KLE participants in most of the cases transferred the same concept and used glasses instead of cups.

Table 4. The concept of [Bench [ among the four groups

		Bench		Total
		chair	Bench	
PARTICIPANTS	ENS	0	15	15
	KNS	15	0	15
	Level2	15	0	15
	Level4	6	9	15
Total		36	24	60

A picture of a *bench* is also utilized in the research. In Kurdish language [*Chair- kursi*] is a general term used for various types and sizes of seats, therefore the KLEs used the same generalization and used chair instead of a bench.

Table 5. The concept of [types of dogs [ among the four groups

		Dog		Total
		Dog	type of the dog	
PARTICIPANTS	ENS	3	12	15
	KNS	15	0	15
	Level2	15	0	15
	Level4	14	1	15
Total		47	13	60

Similarly, a dog is a general name for any type of this animal in Kurdish. Therefore, regardless of the type of the dog, it is still called a dog, however, in English dogs are usually called by their types. A Pomeranian dog has been exemplified in this research. Most of the ENSs called the dog by its type but KLES all referred to it as a dog.

Table 6. The concept of [rose [ among the four groups

		Rose		Total
		red flower	Rose	
PARTICIPANTS	ENS	1	14	15
	KNS	15	0	15
	Level2	13	2	15
	Level4	8	7	15
Total		37	23	60

Another picture used was a picture of a *rose* which is a type of flower. Some of the KLEs referred to this plant as a *red flower* which is the exact translation of its Kurdish name [Gulli Sur]. Red rose is a much wider concept than a rose.

Table 6. The concept of [shopkeeper [ among the four groups

		Shopkeeper		Total
		seller	shopkeeper	
PARTICIPANTS	ENS	0	15	15
	KNS	15	0	15
	Level2	11	4	15
	Level4	11	4	15
Total		37	23	60

The last picture which KLES had difficulty with was a picture of a shopkeeper. Most of the KLE participants referred to this job as a seller which is a general concept and does not mean the exact meaning the word has.

Overall, in most of the cases the negative CLI was present. It leads to the assumption that different concepts between these two languages will result in negative transfer and consequently in communication break down or misunderstanding.

#### 4.2.2 Negative CLI in the video description task

As it was mentioned above, the researchers chose three basic scenes in the one-minute video by Charlie Chaplain to demonstrate CLI. The following is the description of the negative CLI in these cases.

*Table7. The concept of [run away] among the four groups.*

		RUN AWAY		Total
		OTHER- NO STANDARD	RAN AWAY	
PARTICIPANTS	ENS	0	15	15
	KNS	15	0	15
	Level2	14	1	15
	Level4	9	6	15
Total		38	22	60

In the first scene of the video where the girl looked like she was very hungry, she passes by a bakery store, when no one was around she stole a baguette and ran away down the street. In this scene the KLEs mostly said she stole bread and ran. The ENS participants however, stated the girl in that particular scene ran away or ran off, the KNS also stated that the girl ran.

*Table8. The concept of [bump into] among the four groups.*

		BUMB INTO+RUN INTO		Total
		OTHER- NO STANDARD	BUMB INTO+ RUN INTO	
PARTICIPANTS	ENS	0	15	15
	KNS	15	0	15
	Level2	15	0	15
	Level4	10	5	15
Total		40	20	60

The next scene where the main actress bumps into Charlie Chaplain and they both fell down. Here most of the KLEs used the concept [hit] which was also utilised by the KNS instead of bump into which they transferred from their native language whereas the ENS participants mostly used run into or bump into.

*Table9. The concept of [arrest] among the four groups.*

		ARREST		Total
		OTHER- NO STANDARD	ARREST	
PARTICIPANTS	ENS	0	15	15
	KNS	13	2	15
	Level2	10	5	15
	Level4	5	10	15
Total		28	32	60

In another scene, where Charlie Chaplain got arrested, half of the KLE participants utilized a different concept instead of [arrest] which they transferred from their native language. They stated that Charlie was caught.

#### 4.3 Positive CLI

Positive transfer refers to the similarity between the target language and the native language, which can facilitate the acquisition of a second language by expediting the development of certain inter-language structures. It can assist second-language learners master some linguistic elements. Positive transfer occurs when the learning assignment is identical in both languages and permeates every aspect of the target language. In This research some evidences of positive transfer is evident in both the pictures and video description tasks. They are discussed below:

*Table 10. The concept of [baker] among the four groups.*

		Baker		Total
		Making bread	Baker	
PARTICIPANTS	ENS	0	15	15
	KNS	0	15	15
	Level2	6	9	15
	Level4	2	13	15
Total		8	52	60

For the prompt of a man who bakes bread, the KNS participants all agreed that this was

a baker [*nanawa*]. The ENS participants also stated that the man was a baker. As for the KLE participants, nearly all of them stated that the job of the man was a baker. *Table 11. The concept of [shopkeeper] among the four groups.*

		seller	shopkeeper	Total
PARTICIPANTS	ENS	0	15	15
	KNS	15	15	15
	Level2	11	4	15
	Level4	11	4	15
Total		37	23	60

The other evidence of positive transfer was the concept of *shopkeeper*. The man/woman who runs a store is called shopkeeper in both Kurdish and English languages. The ENS and KNS participants all said the man in the picture was a shopkeeper. On the other hand, some of the KLES mentioned that he was a shopkeeper and the rest stated that he was a seller.

*Table 12. The concept of [shopkeeper] among the four groups.*

		STANDARD	ARREST	Total
PARTICIPANTS	ENS	0	15	15
	KNS	13	2	15
	Level2	10	5	15
	Level4	5	10	15
Total		28	32	60

In the video description task, there were also some occurrences of positive transfer. The concept [arrest] in both Kurdish and English was used when the police seize (someone) legally and take them into custody. Half of the KLE participants stated that the police arrested Charlie Chaplin.

#### 4.4 The impact of proficiency on CLI

This section is dedicated to investigate to what extent does proficiency affect CLI in learners of English as a second language. The researchers conducted a proficiency test to the students of stage two and stage four, English department,

university of Raparin. Under the guidance of the researchers a statistician using SPSS program for analyzing the differences between the two stages conducted some tests on the data that was collected. According to the results of both picture and video description tasks the proficiency variable has a definite effect on the amount of CLI. These are presented both quantitatively and qualitatively.

#### 4.4.1 CLI in picture description task

*Table13. The differences between the two groups in picture description task.*

PARTICIPANTS	N	Mean	Mean Difference	Std. Deviation	P(t)		p-value
					t-value	tabular t-value	
Level2	15	10.2000	-2.13333	0.67612	-2.925	2.048	0.007
Level4	15	12.3333		2.74296			

In order to illustrate the distinctions between level 2 and level 4 means and their proximity to standard English, an SPSS analyzing program was performed by a statistician. The (T- test) for two independent samples (independent test) had been done which compared the mean value in both stages. As it is illustrated in Table (12) and for the consideration that (P-Value=0.007) which is smaller than this research's suspicion that was (0.05) and the degrees of freedom were (28). Therefore, the researcher rejected the (H0) hypothesis and accepted the (H1) hypothesis. That indicates that there is statistical evidence for the differences in the means of the two stages. Observing the (t-value) taken with the (t-value) in the table, it shows that level 4 students are closer to the standard compared to the students of stage 2.

As the above results show, the variable of Proficiency had a significant effect on the participants usage of standard English. The results of this research indicated that the more advanced in English language the less dependent on the mother tongue will be. That means, learners who are beginners to the language will depend more on their native language.

PARTICIPANTS	N	Mean	Mean Difference	Std. Deviation	P(t)		p-value
					t-value	tabular t-value	
ENS	15	15.333	5.133	0.975	16.746	2.048	0.000
Level2	15	10.2000		0.676			

Table14. The differences between [ ENS and Level 2] compared to the standard concepts.

A statistician ran an SPSS analysis program to illustrate the differences between level 2 and level 4 means and their proximity to standard English. The (T-test) for two independent samples (independent test) was performed to compare the mean value of the two phases. As shown in Table (14), the degrees of freedom were (28), and the P-Value was (0.007), which was lower than the suspicion in this study, which was (0.05). As a result, the researcher chose to adopt the (H1) hypothesis rather than the (H0) hypothesis. This suggests that the disparities between the means of the two stages are supported by statistics. The comparison of the (t-value) taken with the (t-value) in the table reveals that the difference between level 2 students and ENS participants is 5.133 which indicated that the gap between these two groups were huge and their distant from the standard English is quite different.

PARTICIPANTS	N	Mean	Mean Difference	Std. Deviation	P(t)		p-value
					t-value	tabular t-value	
ENS	15	15.333	3.000	0.97	3.991	2.048	0.000
Level2	15	12.333		2.74			

D/Df= 28

Table15. The differences between the [ENS and Level 4] when compared to the standard concepts.

In order to highlight the variations between means at level 4 and ENS and their similarity to standard English. The mean value in each stage was compared using a (T- test) for two independent samples (independent test). As shown in Table (14), the degrees of freedom were (28), and the P-Value was (0.007), which was lower than the suspicion in this study, which was (0.05). As a result, the researcher chose to adopt the (H1) hypothesis rather than the (H0) hypothesis. This suggests that the disparities between the means of the two stages are supported by statistics. The comparison of the (t-value) taken with the (t-value) in the table reveals that level 4 students and ENS participants had some differences regarding using the standard English. Their point of difference was 3.00 which is far less than level 2 learners. These results confirm that, for the cases taken for this research, stage 2 learners were more dependent on their mother tongue as compared to stage 4 learners. As the results of the (t-test) illustrated the level 2 students were more likely to use a concept that was initially derived from their native language, for example the concept [bench] which KNS participants all used the word [kursi, Chair] and most of the level 2 students used the same concept.

#### 4.4.2. CLI in Video description task

PARTICIPANTS	N	Mean	Mean Difference	Std. Deviation	P(t)		p-value
					t-value	tabular t-value	
Level2	15	3.400	-1.000	0.632	-4.778	2.048	0.000
Level4	15	4.400		0.507			

Table 15. The differences between [level 2 and 4] when compared to the standard concepts.

For the purpose of indicating the differences between means in both level 2 and level 4 and their nearness to the standard English in the video description task, A statistician performed (T-test) for two independent samples (independent test) which compares the mean value in both stages. As it is illustrated in Table (15) and for the consideration that (P-Value=0.007) which is smaller than this research's suspicion that was (0.05) and the degrees of freedom were (28). Therefore, the researcher rejected the (H0) hypothesis and accepted the (H1) hypothesis. That indicates that there is statistical evidence for the differences in the means of the two stages. Observing the (t-value) taken with the (t-value) in the table, it shows that level 4 students are closer to the standard compared to the students of stage 2.

The results from the video description task again confirmed the same point that mentioned above which is that level 4 students are much closer to the standard English and less dependent on their mother tongue when speaking in English, however, the level 2 participants on the other hand, proved that they are far from the standard English usage of the concepts. Therefore, the

proficiency variable has a key role in determining the extent of dependency on mother language.

#### V. Conclusion

Main conclusions of the study:

1. Conceptual transfer is a common phenomenon in language learning and use.
2. The Kurdish EFL learners tended to depend on their native language to express the concepts they were not aware of.
3. The more advanced the KLEs, the lesser they depend on their mother tongue.
4. Learners with lower levels of proficiency are more likely to exhibit negative conceptual transfer.
5. The variable of Proficiency played a significant role in conceptual transfer.
6. Conceptual translation and conceptual awareness are important factors in conceptual transfer.
7. In other words, learners who are less proficient in the target language are more likely to make conceptual errors when they try to communicate in that language. This is because they are more likely to rely on their native language concepts to understand and express themselves in the target language.
8. Language exposure, time, volume, dominance, and proficiency can all help to reduce the likelihood of negative conceptual transfer.
9. Conceptual translation and conceptual awareness can also play important roles in helping learners to overcome conceptual errors.

**REFERENCES:**

- Celaya, M. L. & Torras, R. (2001). L1 influence and EFL vocabulary: Do children rely more on L1 than adult learners? *Proceedings of the 25 AEDEAN conference*. Granada: Universidad de Granada.
- Flege, J., & MacKay, I. (2004). Perceiving vowels in a second language. *Studies in Second Language Acquisition*, vol. 26, pp. 1–34.
- Fowler, W.S. and Coe, N., 1976. *Nelson English Language Tests: Teacher's Book*. Nelson.
- Helms-Park, R. (2001). Evidence of lexical transfer in learner syntax. The acquisition of English causatives by speakers of Hindi-Urdu and Vietnamese. *Studies in Second Language Acquisition*, 23(1), 71-102.
- Ijaz, I.H. (1986). Linguistic and cognitive determinants of lexical acquisition in a second language. *Language Learning*, vol.36, pp. 401-451.
- Jiang, N. (2000). Lexical representation and development in a second language. *Applied Linguistics*, 21, 47–77.
- Jiang, N. (2002). Form-meaning mapping in vocabulary acquisition in a second language. *Studies in Second Language Acquisition*, 24, 617–637.
- Jiang, N. (2004). Semantic transfer and its implications for vocabulary teaching in a second language. *The Modern Language Journal*, 88, 416-432.
- Kasper, G. (1997). The role of pragmatics in language teacher education. In K. Bardovi-Harlig & B. S. Hartford (Eds.), *Beyond methods: Components of language teacher education* (pp. 113–136). New York: McGraw-Hill.
- Keckes, I., & Papp, T. (2000). Foreign language and mother tongue. Mahwah, NJ: Erlbaum.
- Kroll, J. F., & Potter, M. C. (1984). Recognizing words, pictures, and concepts: A comparison of lexical, object, and reality decisions. *Journal of Verbal Learning and Verbal Behavior*, vol. 23, pp. 39-66.
- Lakoff, G. (1987). *Women, fire, and dangerous things. What categories reveal about the mind*. Chicago: University of Chicago Press.
- Levelt, W. (1989). *Speaking: From intention to articulation*. Cambridge, MA: MIT Press.
- MacWhinney, B. (1992). Transfer and competition in second language learning. In R.J. Harris (Ed.) *Cognitive processing in bilinguals*. (pp. 371-390). Amsterdam: North Holland.
- Matthews, S., & Yip, V. (2003). Relative clauses in early bilingual development: Transfer and universals. In A. Giacalone Ramat (Ed.), *Typology and second language acquisition* (pp. 39–81). Berlin, Germany: Mouton de Gruyter.
- Murphy, S. (2003) Second language transfer during third language acquisition. In *Working papers in TESOL in applied linguistics*. Vol. 3 nr. 1. Retrieved June, 2010 from <http://journals.tc-library.org/index.php/tesol/search/titles?searchPage=3>
- Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*. Cambridge, UK: Cambridge University Press.
- Odlin, T. (2005). Cross-linguistic influence and conceptual transfer: What are the concepts? *Annual Review of Applied Linguistics*, 25: 3-25
- Odlin, T. (2008). conceptual transfer and meaning extension, Terence Odlin, p. 306- 341. In Peter Robinson, Nick Ellis (2008). *Handbook of cognitive linguistics and second language acquisition*. Routledge: Taylor & Francis Group
- Poullisse, N. and Bongaerts, T., 1994. First language use in second language production. *Applied linguistics*, 15(1), pp.36-57.
- Pavlenko, A. (1998). SLA and acculturation: *Conceptual transfer in L2 learners' narratives*. Paper presented at AAAL 1998, Seattle, WA, March.
- Pavlenko, A. (2009) Conceptual representation in the bilingual lexicon and second language vocabulary learning. In Pavlenko, A. (ed.) *The bilingual mental lexicon: Interdisciplinary approaches*. Clevedon, UK: Multilingual Matters, pp. 116-120
- Salaberry, M.R. (1999). The development of past tense verbal morphology in classroom L2 Spanish. *Applied Linguistics*, 20(2), 151-178.
- Slobin, D. (1991). Learning to think for speaking: *Native language, cognition, and rhetorical style*. Prag

## **APPENDICES**

Appendix A: OXFORD QUICK PLACEMENT TEST

<https://www.scribd.com/document/461056813/oxford-quick-placement-test-pdf>

Put the placement test here not only the link

APPENDIX B: THE STANDARD CONCEPTS

1. SOUP
2. BENCH
3. BAKER
4. SHOPKEEPER
5. TYPE OF DOG
6. DISPOSABLE CUPS
7. TAKING A PILL
8. ROSE

APPENDIX C: STANDARD CONCEPTS USED FOR  
THE VIDEO TEST

1. RUN AWAY, RUN OFF
2. BUMP INTO, RUN INTO
3. ARREST



### پوخته

ئەم لیکۆلینەوویە پشکین بۆ ئەگەر و پادەئە گواستەووی زمان دەکات لە ئاستی زاراوەکاندا لە هاوتایی و ناوەرۆکدا، بە پشەبەستن بە چوارچێوەی جارقیس (۷۰۰۲) لە ناو فێرخوازانێ کورد بۆ زمانی ئینگلیزی وەک زمانی بێگانه که تەریکی لە سەر ئەمانە: ئەو زاراوانە لە کوردیدا هەیه که لە ئینگلیزیدا نییه، ئەو زاراوانە لە بەرفراوانترین لە بەرامبەرەکانیان لە زمانی ئینگلیزیدا یاخود بە پێچەوانەو. وە ئەو زاراوانە لە ئینگلیزی و کوردیدا هەیه که وادەردەکەوێت که وەک یەک بن بەلام جیاوازان. هەرۆهە لیکۆلینەوویە که لە پۆلی توانستی ئینگلیزی دەکۆلێتەو لە گواستەووی زاراوەکان لە ناو فێرخوازانێ کورد بۆ زمانی ئینگلیزی وەک زمانی بێگانه. فێرخوازانێ کورد (۰۲ پەگەزی می، ۰۱ پەگەزی نیر) لە شاری رانیه، باشووری کوردستان - عێراق، که زمانی ئینگلیزی لە زانکۆی راپەرین لە کۆلێژی بنه پەت بەشی زمانی ئینگلیزی دەخوینن. فێرخوازان لە قۆناغی ۲ و ۴ بوون لە بەشی زمانی ئینگلیزی لە کۆلێژی بنه پەت. بە گۆیهری ئەو دەیتایانە شیکردنەویان بۆ کراوه، ئەنجامه کان دەریده خەن که کهیسی زۆر هەیه لە گواستەووی زاراوەکان لە زمانی کوردییهو بۆ زمانی ئینگلیزی. هەرۆهە تێبینی ئەو کرا که توانستی خویندکاران لە زمانی ئینگلیزیدا پۆلیکی کاریگەری هەبووه لە پادەئە گواستەووی زاراوەکان.

کلیه وشەکان: زمانی دووهم، گواستەووی زاراوەکان، توانستی زمان، هەلهی زاراوەکان، کاریگەری گواستەووی زاراوەکان

### خلاصة

هذا البحث دراسة يبحث من سرعة انجاز اللسان من مراحل اللغات من مساوات ومعال المحتويات استنادا بالملاك [جاقيس] ۲۰۰۷ من بين طلاب الكورد للغة الانكليزية كلغة اجنبية كان دقتة وتركيزه على مايلي: \*الاصطلاحات الموجودة في اللغة الكردية غير موجودة في اللغة الانكليزية او بالعكس. \*والاصطلاحات الموجودة اللغتين يظهر تماثلين لكن مختلفين. هذا البحث دراسة يبحث دور استطاعة الانكليزية من انتقال اصطلاحات من بين متعلمين الكورد للغة الانكليزية كلغة الاجنبية تعودين طلاب الكورد من ۲۰ طالبات منجنس الانثى و ۱۰ طالب من جنس الذكور في مدينة رانية جنوب العراق وهم يدرسون اللغة الانكليزية من كلية الاساس قسم الانكليزية، حسب الارقام والتحليلات لهذا الموضوع، والنتائج يكشف ان هناك مقالات وبحوث كثيرة لتتقل الاصطلاحات من لغة الكورد الى اللغة الانكليزية، ويلاحظ ان مستوى الطلاب في اللغة الانكليزية دور مؤثر بنسبة انتقال اللغات.

الكلمات المفتاحية: اللغة الثانية، تناقل المصطلحات، مستوى اللغة، تناقل المصطلحات بين اللغات، خطأ في المصطلحات