



APPLYING NON-LINGUISTIC FRAMEWORKS FOR INVESTIGATING THE LANGUAGE TRANSFER



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ABSTRACT

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The taxonomy of transfer is defined with the distinction between linguistic transfer and conceptual transfer. The linguistic transfer is primarily related to linguistic forms and structures of mother tongue and target language, while the conceptual transfer is analyzed in relation to the mental concepts that underlie those non-linguistic forms and structures. This study is based on the premise that nonlinguistic factors concerning language transfer act as both barriers and facilitators to support psychological, biological, and social effects on an individual's ability to learn a target language. This study attempts to synthesize the theory from the previous studies to give an overview of L1 transfer phases for conducting L1 transfer research, basing on a qualitative method. From these theoretical backgrounds, the author supposes the non-linguistic conceptual frameworks on cross-linguistic influence (CLI) for such kind of research. Eight domains were synchronized and reported in this study as poles of CLI factors: objects, emotion, personhood, gender, number, time, space and motion. These frameworks briefly demonstrate how various facets are affecting the way in which L1 transfer affects the functional and structural uses of L2 learners and vice versa.

Contribution/ Originality: The paper is one of the first logical analyses of non-linguistic frameworks for investigating language transfer by using the Bio-psychosocial model, Social-ecological model and early communication aspects. These frameworks have demonstrated how various facets affect the functional and structural bilinguals with emphasis on the acquisition of target language.

1. INTRODUCTION

The history of cross-linguistic influence (CLI) research has explored a variety of studies on different dimensions of language studies. One of these dimensions of CLI taxonomy is the distinction between linguistic transfer and conceptual transfer (Jarvis & Pavlenko, 2008). The linguistic transfer deals with the relationship of language forms and structures in two languages. On the contrary, the conceptual transfer investigates the influence of the language-mediated conceptual categories of one language on the performance of a second language or additional languages. Studies focused on linguistic transfer can be further divided into phonetic transfer (Bleses, Basbøll, Lum, & Vach, 2011; Burt & Dulay, 1978; Cambier-Langeveld & Turk, 1999; Chavez-Peon et al., 2012; Gordon, Barthmaier, & Sands, 2002; Tarone, 1974) morphological transfer (Lidner & Johnston, 1992; Pelishenko, 2009; Sagarra & Ellis, 2013) syntactical transfer (Biria & Ameri-Golestan, 2010; Paradis & Genesee, 1996; Yip & Matthews, 2000) semantic and pragmatic transfer (Allami & Naeimi, 2011; Bu, 2012; Golestani, Rosen, & Scott,

2009) and sociolinguistic transfer (Bayley, 2007; Behrens & Neeman, 2004; Meyerhoff, 2009). These studies fortify Oldin's conclusion that 'transfer can occur in all linguistic subsystems' (Odlin, 2005).

Recent studies on conceptual transfer present similarities and differences in conceptual representations corresponding to the linguistic subcategories of source and recipient languages such as English vocabulary usage (Huiping & Yongbing, 2014; Iakovleva, 2012; Phuc, Tat, & Tin, 2019; Zhang & Luo, 2017) number cases (Charters, Dao, & Jansen, 2012) concepts (Odlin, 2005), L2 writing (Omar, 2018) language proficiency and age (Bagherian, 2012) and many others. On this dimension, Jarvis and Pavlenko (2008) carried empirical studies the "effects of one language on the verbalization of thoughts in another" (p. 115). Jarvis (2007) however proposed the Conceptual Transfer Hypothesis (CTH) which is based on Thinking for Speaking Hypothesis (TFSH) developed by Slobin (1991). It means that conceptual transfer can be hypothetically stated that L1 transfer in a person's use of specific items of target language originates from 'the conceptual knowledge and patterns of thought' (Jarvis, 2007). Although linguists do not want to admit that conceptual transfer is a unidirectional phenomenon, but transfer scholars often offer such hypotheses to test possible expressions of the conceptual transfer.

2. CONCEPTUAL TRANSFER

In language and cognition, Jarvis and Pavlenko (2008) claim that transfer research is the phenomenon of investigating the inclusions between languages and getting much progressing so fast in four phases. The first phase is related to research issues that explore the questions in recognition as possible *explanans* (viz. explanation, affecting factor or independent variable) that may affect the process of SLA. In this phase, most of the research issues cover identifying the cases of the language transfer, defining the scope of the transfer, and quantifying language transfer effects (Jarvis & Pavlenko, 2008). The second phase describes the phenomenon in question itself as an independent variable or *explanandum*. This phase is crucial in transfer research because all the studies relate to 'verification of the transfer effects, identifying causes of transfer, identifying constraints in transfer, investigating the selectivity of transfer and directionality of transfer effects' (Jarvis & Pavlenko, 2008). The third phase is the continuousness of the development of the theory design to explain the phenomenon concerning social, situational, and mental constraints, constructs, and processes. In this phase, the research issues are focused on the theoretical development of CLI models, hypotheses, and empirical researches. The fourth phase analyzes why the previous two phases (Phase two and three) cannot find their directions. The research work in this phase investigates into neurophysiology of how language works and stores images in our brains.

The first and second phases relate to the transfer of linguistic elements such as pronunciation and syntactic structure and the third phase focuses on bilingual and multilingual meanings and concepts. The fourth phase refers to the impacts of cognition on language performance, especially the study of 'the effects of patterns of cognition acquired through one language on the receptive or productive use of another language' (Jarvis, 2011). Linguistic transfer typically explains 'transfer' by examining similarities and differences between the structural properties between two languages: the source and target languages. Conceptual transfer aims to interpret another locus of transfer by 'comparing similarities and differences in conceptual categories corresponding to lexical and grammatical categories of the source and recipient languages' (Jarvis & Pavlenko, 2008). This type of transfer is not fully empirically examined so far. Hence, in this research, the author uses the hypothesis to manifest this conceptual transfer. Although most of the studies in the field of language transfer discuss the L1 influence on the L2 or foreign language and on the performance of language users, this research attempts to find the evidence to show that 'conceptual transfer is unidirectional phenomenon' (Jarvis & Pavlenko, 2008).

3. LANGUAGE INDEPENDENT CONCEPTS VS. LANGUAGE-MEDIATED CONCEPTS

The focus of the current research is on two closely related notions, that is, concepts and conceptual categories. According to Murphy (2002) both terms follow the tradition strictly in concept research. The term 'concepts' refers

typically to 'mental representations of classes of things, while the term 'conceptual categories' refers to classes themselves' (Murphy, 2002). We can distinguish two terms as mutually implicated, that is reference to concepts implies categories and vice versa (Jarvis & Pavlenko, 2008). This can be explained as follows: when we mention 'central and peripheral category members' to refer as 'conceptual categories as a whole', we talk about the 'concepts', and when we mention 'prototypes and mental imagery' entailing 'mental representations of particular category members', we talk about "conceptual". The conceptual language development is referred to as an experience-based process of the two conceptual representations: 'language-independent' and 'language-mediated concepts'. Whorf (1956) admitted the existence of language-independent thought but emphasized his interest in linguistic thinking, viz., 'thought insofar as it is linguistic' (pp. 67-68)". The term 'language mediation' is also mentioned by Vygotsky (1978) but we did not take his ideas in this research because Vygotsky himself paid no attention to CLI. However, we must acknowledge his influential notion of 'language mediation' for later research that should be based on 'language logical entities' and 'cognitive psychology'.

As mentioned above, the language-independent presentations (or mental concepts) are experientially developed and are not determined with means of linguistic expression. In other words, language-mediated concepts are formed in the progression of language socialization, in which learning of words and their category acquisition influence one another over a long period. This is consistent with a research by Murphy (2002) who synthesized 'word meaning development' in a process, and showed evidence that 'word learning progresses creates changes in conceptual structure' (p. 402).

4. CONCEPTUAL STRUCTURE

While referring to the conceptual structures, the knowledge-based approach is needed to view the concepts of the language structures and general knowledge about the world to examine them. In these situations, we have to use our general knowledge about the world to examine something (Keil, 1989; Murphy & Medin, 1985) There isn't any single conceptual representation to match with all of the things in the world. Any concept must contain an amalgam structure that meets three considerable information such as (i) it has the knowledge of categories that associate to a particular kind of things or a group of activities; (ii) it has the expertise of prototypes which are borderline or fuzzy; and (iii) it has knowledge or belief about the internal structure.

The conceptual structures are closely related to culture and cognition. Cognition can be a phenomenon that is reflected in both language and culture, while a few conceptual representations may be non-linguistic (Jarvis & Pavlenko, 2008). This point of view harmonizes with Lakoff (1987); Ungerer and Schmid (1996) who stated that cognition and culture are two sides of the same coin. The cognitive representations emphasize psychological nature and inter-individual differences, while cultural facets stress their socio-cultural and socio-historical nature and inter-group differences. Therefore, when the conceptual structures are considered, it is required to examine 'concepts' as multi-modal mental representations that consist of 'visual, auditory, perceptual, and kinesthetic information' (Barsalou, 2003). This phenomenon is subject to communicative changes based on social developmental changes while the conceptual knowledge is reflected by social, political, and cultural changes in the outside world.

To sum up, conceptual structures are not necessarily identical or same within the same speech community or generation and that differentiates from person to person and community to community. For instance, when Vietnamese speakers want to imply "a thing or animal in the garden", they often use a prepositional phrase "ngoài vườn". If it is translated with lexical equivalents to an English prepositional phrase, the result will be "outside the garden" or "not in the garden." Hence, in order to understand one very simple phrase in Vietnamese, the learners in a different community need to understand cultures and cognition of embodiment of the Vietnamese speakers.

5. THE TRANSFERS ON EIGHT CONCEPTUAL DOMAINS

According to Jarvis and Pavlenko (2008) the study of crosslinguistic differences and conceptual transfer is best explored in eight fundamental conceptual domains that help to express ourselves and surrounding world such as objects, emotions, personhood, gender, number, time, space, and motion (p. 122). In this section of the research, we will interpret these eight conceptual domains with CLI.

5.1. Objects

The traditional view of bilingual lexicon normally sees the conceptual equivalents for a concrete thing in the world, but some empirical researches (Ameel, Storms, Malt, & Assche, 2008; Malt, Sloman, & Gennari, 2003) show that people may categorize even the same objects in different ways and objects do not necessarily form same prototypes across different languages (Kamaruddin, Rosli, Hamid, Hamzah, & Salleh, 2019; Malt et al., 2003) It means that translation equivalents for an object does not match with the same prototypes in different languages. Therefore, conceptual transfer in this type relies on the conceptual categories of L1 situation to identify or classify an object in L2 situation.

5.2. Emotion

The cross-linguistic studies have conceptualized and categorized the universal domain of *Emotions* even though the concepts of *Emotions* have been controversial so far (Harkins & Wierzbicka, 2010; Harré, 1986). The first area where the Conceptual transfer on the domain of *Emotions* occurs is both in lexicalized and grammaticalized categories. For instance, the adjective in “he is sad,” stands alone and functions as pseudo participle followed by a perception verb as in “he becomes sad” or “he seems sad.” But in Vietnamese, the equivalent word for emotion “buồn” in a sentence “Anh ấy buồn bã” or “Anh ấy trở nên buồn bã” functions as a verb. This shows that in L1 scenario there may be more linguistic terms for domain *Emotions* than L2 and vice versa.

5.3. Personhood

Personhood constructs cluster individuals in a specific way and prescribes codes for appropriate relationships amidst them. Each category of relationships and memberships intercedes both lexically (kinship terms, types of address, and personal pronouns) and morpho-syntactically (gender and number marking). The grammaticalized and lexicalized concepts of personhood as a domain of cross-linguistic influence are often conceptualization, categorization, and encoding, contrarily depending on the context around the environment (Siewierska, 2004). At the core of these cross-linguistic variances is how people are divided into categories by several kinship and pronominal systems in a given context. These schemes make it possible for speakers to cluster individuals around them in different ways as well as positioning themselves and others.

Target language learners, who desire to adequately categorize *Persons* and *Selves* in a new language, have to go past learning personal pronouns or practices of address and overt guidelines that outline their usage. The selection of a suitable pronoun in a target language entails an assessment of an individual’s status concerning the interlocutor to enable the marking of differences linguistically without being extremely well-mannered or offensive. Additionally, the use of pronouns can shift the meaning of a statement/sentence depending on the context of the application. Within *Persons* and *Selves*, learners of the second language get to understand how interlocutors influence the learning and understanding of people within a context.

5.4. Gender

The knowledge of lexical and grammatical gender domain involves universal *Gender* components of a particular word or phrase of language in which learners of L2 language can create the attribution to gender appropriateness and metaphor extensions. Conceptual transfer is recorded in this domain when L2 learners fail to define the

attributes of lexical and grammatical gender concepts in their communicative practices. If the mental representations of *Gender* fail to encode, it is because the Gender components vary from one language to another.

5.5. Number

The knowledge of number making in languages denotes to international concepts of *Countability* of a noun in a language. The conceptual transfer occurs when the L2 users encounter to encode the concept of *Countability* in their communications. The mental representations are affected both negatively and positively by many factors. L2 learners require a systematical examination of mental representations of the entities to understand the domain *Number* (Cook, Bassetti, Kasai, Sasaki, & Takahashi, 2006; Yoon, 1993).

5.6. Time

The relativity of time as a concept of the framework stems from Whorf (1956). Whorf claims that speakers of English cogitate recurrent experiences such as the passage of years, weeks, or days, as entities important in perceiving time as a substance that fills these objects. Crosslinguistic influence comprises the conceptualization of time with regard to lexicalized (e.g., temporal adverbs and particles, spatiotemporal metaphors) and grammaticalized conceptions (e.g., tense, or tense and aspect). For instance, Indonesian and English interlocutors incline to map sequential duration onto undeviating distance such as a long-time; while Spanish and Greek emphasize the conceptualization of time as magnitude such as much time (Casasanto et al., 2004). Conceptual transfer, in this case, will manifest in an orators' organized reliance on time-based perceptions of the source language when utilizing the recipient language. The differences noted in the conceptual transfer have effects for non-verbal cognition, whereby speakers of diverse languages fluctuate significantly on time approximation activities and events.

Crosslinguistic influence has differences regarding tense systems because diverse languages have different associations between events, time, speakers' purposes, and context. For instance, the Russian dialect needs its speakers to mark in both the future and past tense whether an occasion is on-going or completed. Although these distinctions are the same as those present in English concerning past progressive and simple past or present perfect, the aspectual system and English tense cannot entirely guide Russian language learners. The existence of linguistic-specific time-based distinctions produces extra complications for learners of the target language who may be unable to systematically consider various distinctions. With regard to time as dynamic, some of these difficulties faced by students entail the acquisition of structural features of the English tense and characteristic system. The proof of conceptual transfer within the time domain among students is attributable to the work of Pavlenko (Pavlenko, 2006). The author demonstrates that learners find it more problematic to distinguish between incomplete and complete events owing to acquired multiple morpho-syntactic markers in the second language. As a result, the domain helps learners to conceptualize symbols by minimally including knowledge language-specific spatiotemporal metaphors of time in a language.

5.7. Space

Languages considerably differ in the way learners encode space as described by Levinson (2011). Crosslinguistic variances within the conceptualization of space (environment) trigger occurrences of abstract transfer on different levels as well as perceive the form of words in a sentence. The first variance entails frames of reference, which linguists classify under *deictic*, *intrinsic*, and *absolute* (Majid, Bowerman, Kita, Haun, & Levinson, 2004). With regard to absolute frame, learners and speakers of a language utilize the information that is external to their speech and figure-ground scene such east, west, north, and south affecting their ability to build word entry. However, the deictic frame is centered on the perspective/position of listener or speaker by using phrases such as 'to your right' or 'in front of me' (Jarvis & Pavlenko, 2008). The use of such phrases supports learners to define and

delineate their environment. With regard to the intrinsic frame, listeners and speakers use characteristics of an object as the reference point, which is common among some Australian speakers (Jaminjung) and Mopan (Belize) and Totonac (Mexico) (Majid et al., 2004).

Even though most languages are using these three major frames, some speech communities may prefer diverse locus frames. Accordingly, they differ systematically in their performance regarding non-verbal and verbal memory, problem-solving, description, and role-playing among speakers. These variances in the usage of reference frames cause a certain level of tasks in the conceptual transfer. For instance, English speakers favor intrinsic frames within the spatial descriptions while those of German language opt for deictic ones (Pederson et al., 1998). These differences are associated with the type of frame that reflects a way of thinking regarding and outlining of particular aspects of the world that surrounds speakers and listeners. Within the context of framing, a conceptual transfer can be witnessed mostly in second language users who rely on frames favored in the source language when giving spatial explanations in the addressee semantic.

Conceptual transfer in this field suggests learning a new language with the memorization of spatial prepositions and adverbs. The knowledge of the domain *Space* requires the internalization concepts such as (i) obligatorily spatial relationships; (b) prototypes of abstract meanings and metaphorical extensions, e.g. prepositions “on” or “over”; (c) spatial layout frames; and (d) spatial concepts. The conceptual transfer of space is explored by the reliance on motion concepts of the L1 language to encode spatial relationships in the L2 language.

5.8. Motion

The mental representations of the domain of *Motion* are the way people express their processes and action outcomes. The conceptual transfer of this domain relates to the direction of movement (e.g., ‘in’ versus ‘out’) and manner of movement (e.g., ‘flying’ versus ‘walking’). Talmy (1991) describes two types of languages in the domain of *Motion*: Satellite-framed languages (e.g., English, Dutch, German, and Russian) and verb-framed languages (e.g., Spanish, French, Turkish, Japanese, and Hebrew). Satellite-frame languages normally involve the manner of motions (e.g., run, travel, etc.) and its path of the motion (‘into’ or ‘through’), while verb-framed languages focus on the path which encodes from the verbs (e.g., ‘entrar’ means ‘come in’). That’s why conceptual transfer in both kinds of languages (viz., ‘satellite-framed’ and ‘verb-framed’) mainly take place in the domain of *Motion* prefers to path of motion.

The study of conceptual transfer in these eight domains, as analyzed above, draws differences in encoding the language features and matching with a particular domain in different languages. The existence of a lexicalized or a grammaticalized concept helps the learners of foreign/second language and induces them to reach to the conceptual category in their own way of thinking before practicing communications.

6. NON-LINGUISTICS FRAMEWORKS FOR INVESTIGATING CONCEPTUAL TRANSFER

After examining and studying several concepts regarding conceptual transfer on crosslinguistic influence, and to realize the objective of the study, it was appropriate to develop an improved conceptual framework emphasizing on the social-ecological model and biopsychosocial model. The proposed framework embodies the multifaceted interactions that involve mutual repercussions between biological, social, and psychological constructs of conceptual transfer. The framework suggests that nonlinguistic factors concerning language transfer act as both barriers and facilitators to support psychological, biological, and social effects on an individual’s ability to learn a target language. Additionally, the constituents of the framework do have a unidirectional cause-consequence temporality. These aspects have causality systems and processes that influence one another over time and space in an interconnected way. For instance, learners’ engagement networks (emotions and personhood) serve as determinants of bilingual identity Figure 1. However, time as an element affects the metalinguistic awareness of a

person learning a second language. The bi-literacy development system (e.g. space) increases the capacity of a learner to acknowledge and understand new vocabulary and mapping word meaning form.

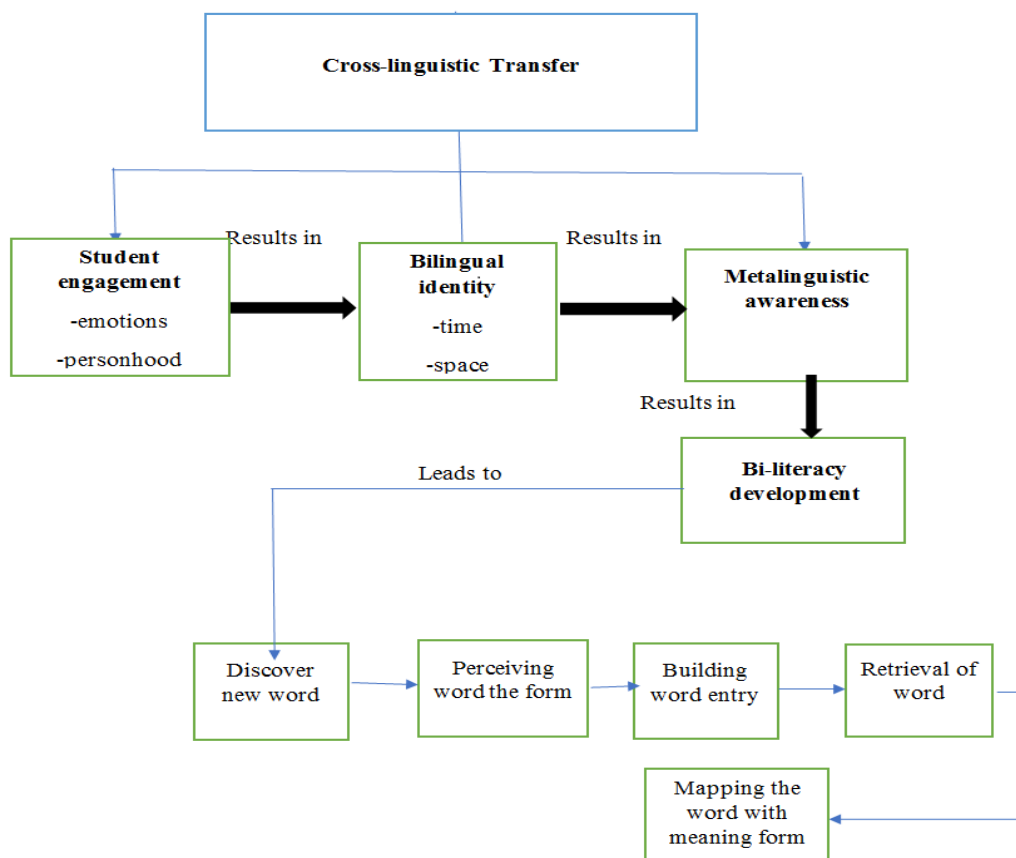


Figure-1. Non-linguistic frameworks to analyze the conceptual transfer.

6.1. Bio-psychosocial Model

The model suggests an interdisciplinary facet that examines the interconnection between psychology, biology of the human brain, and socio-environmental aspects influencing crosslinguistics. Perhaps the most significant dissimilarity that distinguishes this approach to the issue of crosslinguistic from most of the methods is that the concept of conceptual transfer will not be treated only with regard to mapping relations with each other. As a result, it will be understood as a link that is hooked on a complicated semiotic element initiated by learners' language performance. Therefore, the main issue is not how learners get abstract meanings from their target language but how their exemplified, shaped and situated communicative behaviors can ever become symbolic.

It is really important that we change our perspective for the study of language development: 'not as a child cracking the linguistic code' (Rączaszek-Leonardi, Nomikou, & Deacon, 2018) but a child mastering their language skills by 'gradual tuning process adapting the child to the way language functions in social encounters, shaping everyday interactions from day by day (Bruner, 1983; Rączaszek-Leonardi, Nomikou, Rohlfing, & Deacon, 2018). Another language development process is that a child may develop from their embodied multimodal interactions with others in their community to form a language as a system of symbols. The framework is in contraposition with most models in the development of linguistic. Few frameworks have addressed the problem from the same point of view.

Some authors such as Lock (1980) have presented some notions of how within social connections events become harmonized linguistically. Accordingly, a conceptual transfer is placed within a theory of development to emphasize perception and adaptation-action cycles in the world. Within the proposed framework, shaping early interaction dynamics becomes a relevant factor in examining how crosslinguistic influences help in the

understanding of target language. In acquiring a language, the affective and cognitive factors both take part in the process of improving the understanding of vocabulary and other terms in the second language (Kasbi & Shirvan, 2017). Various authors have acknowledged negative emotions such as anxiety as a crucial effective concern in the field of applied linguistics (Horwitz, 2010; Horwitz, Tallon, & Luo, 2009; Marwan, 2007). A sentiment (anxiety) as a factor is known to debilitate emotional reaction, which touches conceptual transfer in the linguistic field. Even though learners of a language are not aware of the affective responses such as those initiated by anxiety in understanding other dialects, they are unconsciously influenced by the traces of these reactions.

Crosslinguistic differences exist in emotion encoding among learners; it is this divergence that brings more concern over the acquisition of a second language. Concerning the emotional aspects of crosslinguistics, it is vital to acknowledge that the physiological and neurological centers of emotional experiences enable learners to elaborate, suppress, and discriminate the bodily feelings during language acquisition (Gregersen, Macintyre, & Meza, 2014; Harré, 1986). The aspect ensures that they are prepared in line with the existing conventions of how individuals perceive a particular socially defined condition when reading and listening. Every emotional span developed by a learner induces a culture-specific conceptual representation of vocabulary (Safa, 2018).

The differences in conceptual category features may be associated with both cultural beliefs (regarding emotional nature) and dominant grammatical classes. For instance, the working emotion dictionary of a speaker of a specific language has a higher quantity of emotional verbs compared to those of a language that translates sentiments as an inner state (Fredrickson, 2003). In situations regarding variances in conceptual category features, a conceptual transfer is manifested in a speaker's ability to sort properties of one language in their usage of a target language (Scott, 2011). One of the manifestations of conceptual transfer with regards to emotion is that when a speaker with fewer forms of conceptual discrepancies utilizes the terms of a second language in an undifferentiated manner and fails to make more desired distinctions.

Within a time construct, bilingual is enhanced because the dialect-facilitated concepts that enable a learner to categorize substances, objects, people, and their emotions are established. The significant difference regarding the model entails the conceptualization of time, which influences the grammaticalized (mode and tense) and lexicalized (metaphors) concepts. For instance, the presence of language-specific temporal differences prompts additional complexity for SLA. The target language's temporal system affects the conceptual transfer from the target language. However, errors noted during speaking could also result from other causes hence cannot serve as evidence of conceptual transfer.

6.2. *The Social-Ecological Model*

Ecological exploration of conceptual transfer in terms of interconnection between first and second language with their surrounding context can offer new insight to uncover the affordances that contribute to their emergence in crosslinguistic learning. Explaining the affective process of transferring knowledge learned from one language to support the understanding of the target language is not possible without taking into consideration the setting within which it is embedded (Larsen-Freeman, 2016). With regards to a classroom setting, the elements are not only the proxies (teachers and students), but also encompass properties of the temporal and physical settings as well. Therefore, applying a social-ecological viewpoint, it is possible to explore the considerable contextual dynamics both non-human and human that play a vital role in the use of target language and its patterns.

The social-ecological theory supports the understanding of factors influencing behavior as well as guiding the development of courses through a social atmosphere. Two features of SLA make it substantially diverse from first language acquisition, a concept referred to as crosslinguistics and fossilization. The effectiveness of crosslinguistic influence is attributable to environmental factors such as exposure time to the second language. The resulting words of a learner are beyond the sum of the source and target languages since they are shaped by natural tendencies of humans to learn a language, which is similar to the patterns seen in kids learning their first one.

The model examines crosslinguistic influence to avert errors because long-term memory acquires some words through use while conceptual memory through explicit teaching, which will affect their SLA. Accordingly, the learner recalls the response of the teacher towards earlier performed mistakes and corrects his/her use of the target language. Most lexical items found in target language fossilize to embody the L1 language conceptual information owing to constraints imposed on second language instruction. Thus, the lexical information in the target language is fundamentally diverse from that of L1. However, the components of the model allow the incorporation of all pertinent information into the lexical entries in the target language. These aspects of the model need extensive and extremely high conceptualized exposure to the crucial semantic, morphological, and syntactic knowledge that builds the conceptual transfer. Within the framework of the model, lacking the contextual information in the second language does not necessarily mean one will produce incorrect form because they have gained explicit rules regarding a word in their ecology.

6.3. *Shaping Early Communication Aspects*

Adhering to the major tenets of the ecological thinking approach will make the work tends towards the environment of the developing human and focus on the emergence of relations between a cognitive system and the environment. Owing to the formation of such relations in progression, the environment becomes inherently instructive for an agent that is, tuned for some adaptive action-perception cycles. In learning, these relationships can be fine-tuned in a culturally specific manner, which is useful in acknowledging the already rich and meaningful aspects of the interaction between the target and first language in a given setting. Additionally, they help understand the progressive shaping by tuning to specific behaviors and events supporting bilingualism. Employing the ecological thinking philosophies of tuning to affordances in development has demonstrated how action may become a significant native-second language interaction. What is vital for this is to become known as a particular structuring of a person's ecology and social setting. With regard to social-cognitive skills, attaining them through such tuning considerably relies on the social recreation of vital events for developing agents in a given target language.

Language transfer is classifiable into three categories known as semantic transfer, linguistic transfer and conceptual transfer that correspond to the transferal of linguistic components (syntactic and pronunciation), concepts, and meanings (Zhang & Yongbing, 2013). These aspects of languages or dialects are affected by the ecological background of an individual in using particular definitions and meanings associated with the target or second language. There have been diverse suggestions of conceptual restructuring within a given social setting, with augmenting experience and aptitude in the learning target language. The development allows the mapping of a distinct set of conceptual appearances and recombination of conceptual features in SLA.

7. CONCLUSION

Cognitive studies of transfer are quite new to linguistics recently. Not many researchers carried on that line of business because it was complicated and intense. Only some of studies focus on the major lexical categories, L2 word order processing, language skills, teaching grammar, but not for minor lexical group of words such as prepositions and particles. Few cognitive analyses of preposition and particles have been studied so far, but the field of this research was mainly focused on language teaching. This research has mainly dealt with the comparison between two or more linguistic categories. That is why the research gap for conceptual transfer was mentioned and this paper proposed a non-linguistic framework for analyzing CLI in linguistic studies.

The conception of mapping second language words with existing meaning in the first language has been acknowledged to be affected by the ecology and social context of an individual for time (see Figure 1). The aspect is considered as a positive component in understanding and comprehending the target language. For example, it is easier for adults to learn new language compared to children because they do not need to acquire many concepts but

new verbal symbols that represent these ideas. A guided context during language learning offers learners an opportunity to learn the differences between concepts and words at the level of explicit knowledge. However, it does not necessarily lead to the implicit or automatic change process in the suggested conceptual level. With regard to the socio-ecological model, adults learn a new language easily because they are more exposed compared to toddlers or teenagers. The new language helps them to gain knowledge to map prevailing concepts obtained through the use of the first language. Given that teaching a target language is explicit by nature, an individual must consider the level at which the explicit teaching will influence the conceptual streamlining.

To sum up, the conceptual framework on crosslinguistic influence has demonstrated how various facets which affect the functional and structural bilinguals with emphasis on acquisition of target language. Throughout the framework, the researcher does hope to use this conceptual framework to analyze the data for the instances of problems in the crosslinguistic influence.

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