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**Analyzing the Discourse of Negotiating Meaning Through Cross-linguistic
and Cross Cultural Interferences. Case of International Language Institute –
RIHI (Tiaret-Algeria)**

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TEFL Didactics

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DEDICATION

Mom & Dad,

Maria,

Ibrahim,

& Ismail,

Words can never fully express how grateful I am to have you in my life.

Thank you for holding me up and being there for me when I needed you the most.

DEDICATION

In the memory of Mahi Saliha

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ABSTRACT

The negotiation of meaning that is carried by cross-linguistic transfers and cultural interferences exerts an influence on the learners' interpretation of the negotiated foreign locutions, where items from the previously acquired languages come to sway the process of decoding and encoding discussions about the nature of discussed meaning. In researching this phenomenon, we chose to observe, interview and experiment with a group of ten learners from The International Language Institute – RIHI. In the district of Tiaret, Algeria, the data garnered here was used as inputs to be treated, discussed and analyzed which permitted us to develop a deeper understanding about the linguistic transfers that occur during negotiating meaning. Further developments went on to conceptualize the elements within the phenomenon, this allowed us to categorize its components by determining the rate and the frequency of the researched structure and how it affected the adult learners' competences in gaining knowledge about foreign concepts in the target language. The interpretations of these concepts were a decisive factor in determining the extent of influence the previously acquired languages have on negotiating meaning.

Key words: adult EFL learners, cross-linguistic transfers, cultural interferences, negotiation of meaning.

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LIST OF ABBREVIATIONS AND ACCRONYMS

BICS: Basic Interpersonal Communication Skills

CALP: Cognitive Academic Language Proficiency

EFL: English as a Foreign Language

H: High Variety

L1: Mother Tongue

L2: 1st Foreign Language

L3: 2nd Foreign Language

L: Low Variety

MT: Mother Tongue

NM: Negotiation of Meaning

OSV: Object Subject Verb

OVS: Object Verb Subject

SOV: Subject Object Verb

SVO: Subject Verb Object

TL: Target Language

VOS: Verb Object Subject

VSO: Verb Subject Object

LIST OF SYMBOLS

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or Flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Zimman (2020). Reprinted

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GENERAL INTRODUCTION

General Introduction

In our upcoming work we will try to examine and analyze the negotiation of meaning in relation to cross-linguistic transfers and interferences of the adult language learner. The interpretations are presumed to be influenced by the learners' cultural background in which languages are thought to be a culture carrying medium. Verbal discourse analysis shall be used as a primary instrument in analyzing the input, this may support our claim that learners tend to project newly learned linguistic concepts on to their own underlying knowledge through possible transfers. The first part of the analysis shall deal with the negotiation of meaning as a systematic tool used to incite a discussion which's end goal is to decode the meaning of the newly acquired locutions. We will analyze the rate and frequency of the phenomenon in order to infer the causation out of these counts.

In the second part of the analysis we will see how the learners' item transfers can affect interpretation. The learners' first and probably second language will be regarded as cultural carriers that influence the act of acquiring new concepts.

In the third part we shall analyze the relationship between negotiation of meaning, personal interpretation and the role of the learners' previously and learned languages negotiating meaning in the target language.

The Purpose of the Research

This research aims at finding, defining and conceptualizing the role of cross-cultural transfers on negotiating meaning in English as a foreign target language for a group of adult learners from the International Language Institute - RIHI in the district of Tiaret, Algeria. The subjects were observed interviewed and experimented with in order to identify the process and the patterns behind such a didactic phenomenon.

Research Questions

In this research we focus on finding a link between the learners' linguistic background and how it conditions their negotiation of meaning in reference to cross-linguistic transfers. The following questions shall be used as a guide that maps our thesis.

1. How does cross-linguistic transfers and cultural interferences shape the negotiation of meaning process in adult EFL learning centers?
2. How does the learners' linguistic/cultural background affect negotiation of meaning in foreign language learning?
3. How culturally influenced personal interpretation and the adult learners' previously acquired and learned languages intertwine to influence negotiation of meaning?

The following hypotheses shall guide the course of this research

1. The lack of the language competences may permit for the interference of cross-linguistic transfers and cultural influence when negotiating meaning.
2. Item transfers that include pragmatics might be responsible for modeling the negotiation of meaning when interpreting the announced utterance.
3. Negotiation of meaning is probably influenced by the linguistic transfers and cultural interferences that are carried by the learners' underlying knowledge.

Research Methods

The adult subjects are observed over the course of eight weeks then interviewed and re-observed after conducting a quasi-experiment, this shall determine the rate and the frequency of the phenomenon which may grant us the chance to conceptualize the elements of negotiating

meaning through cross-linguistic and cultural interferences. the conceptualization can be developed to form a deeper understanding of the researched structure.

THEORETICAL PART

CHAPTER ONE
LITERATURE REVIEW

1. Introduction

This chapter aims at introducing the concepts of discourse, discourse analysis and negotiation of meaning through possible cross-linguistic transfers. Here we try to link the elements within the phenomenon being investigated by referencing the background and the context that allowed for the existence of such a structure.

1.1 Classroom Discourse Analysis

1.1.1 Discourse

Discourse is perceived as the act of communicating meaning that serves social purposes between interlocutors. On the other hand, a text is the visual or auditory (spoken or written) codification of the channeled message. The difference between the text and the discourse lays in the interactivity of the latter and the passivity of the former. Some theorists use the terms interchangeably thus implying synonymity between both concepts Hawthorn (1992).

1.1.2 Discourse Analysis

Discourse analysis aims at inspecting the structure of naturally occurring linguistic interactions that varies from everyday conversations to interviews to political speeches. On the other hand discourse analysis of written language focuses on the structure of scripted language found in “texts” such as road signs, pamphlets and books both “discourse” and “text” can contain all language units that serve a functional communication Crystal, D. *The Cambridge encyclopedia of language* (Vol. 2).

1.1.3 Classroom Discourse Analysis

Classroom discourse analysis can be described as the process by which the language-in-use is contextualized in order to be examined. The discourse that happens inside the classroom can be subjected to multiple affecting variables that might bring off different changes and transpositions during the interaction. Rymes, (2015). The analysis is conducted in a manner suggesting that the classroom is treated as micro-ethnography. Drawing from that we proceed into to viewing classroom discourse analysis as ethnography of communication that focuses on both the personal, Cultural and linguistic background of learners as an agent of influence while negotiating meaning. Bloome, Carter, Christian, Otto, & Shuart-Faris (2005).

1.1.3.1 Classroom Discourse Analysis in Foreign Language Teaching

Discourse analysis that takes place in a foreign language classroom views the language as an amalgam of structured patterns and units that carry both culture and meaning. The language here is used as a medium, an object and an objective of learning, the first function utilizes the targeted language as both a vehicle of information and a purpose of learning that channels the sought after linguistic knowledge. Coulthard (2014) The object can be seen as the examples and illustrations given to learners during the presentation, whereas the objective is considered as the final aim of the course that may regroup both language productive and receptive skills.

1.1.3.2 Classroom Discourse Analysis of Negotiating Meaning

During the process of linguistic knowledge construction, teachers and learners negotiate meaning in a manner that allows for the target language to be employed as a subject of learning and as a means of communicating personal ideas, thoughts and ideations that aim at clarifying the meaning of disputed concepts, terms or utterances within the classroom setting. Cook (2015). This permits the language to act as a liaison between the learners' previously acquired linguistic skills

and the concept being discussed. It is an endeavor with communicative intention that seeks to deconstruct the communicated input in order to explain, simplify and clarify its meaning.

Language is perceived as both a carrier of meaning and a carrier of culture Ngũgĩ (1986). By that we deduce that within knowledge transfer in foreign language classrooms the culture of the target language is transposed to the learning setting making it a part of the information to be learned or negotiated. Choudhury (2014). The negotiation that happens due to cultural dissimilarities between the target language and the receiving one can find its roots in the linguistic distance between the language branches and within the same branch. Neighboring languages are easier to learn because of to the cultural, structural and morpho-semantic similarities that happened on the account of geographical and historical grounds, mutual intelligibility between such languages makes it easier for teachers to adopt curricula that are based on contrastive and comparative teaching methods and approaches that focus on the similarities and differences found in the target language and the learners' mother tongue. By using cognates, terms that that share the same etymological roots or by highlighting cultural elements that are shared by both languages learners can reinvest their mother tongue in learning in interpreting the message carried by the sought after language.

In an article Ruzhekova-Rogozherova (2014). claims while referencing Richard Schmidt's that a contrastive analysis of the languages-teaching situation can be applied in a way that allows learners to develop awareness and attention to the subject thus gaining the ability to being aware and fully noticing of learning especially in the act of comparing and differentiating between universal concepts found in the target language and in the previously acquired language or languages. Ruzhekova-Rogozherova (2014). Richard Schmidt (2012) believes that being aware and noticing of the language learning process, learners can develop their language aptitude leading

them to overcome difficulties related to internal factors that vary from motivation to readiness to the personal belief of how languages are perceived and taught.

1.1.3.3 Classroom Intercultural Discourse Analysis

Intercultural discourse analysis is a field of study that seeks to deconstruct the communication that takes place in a setting where different cultures come into contact; it seeks to develop communication to the point of eliminating possible misunderstandings therefore optimizing the channeling of the message between interlocutors. Holliday, Hyde & Kullman, (2021). It can be either through done through a lingua franca where meaning is negotiated in accordance to the negotiators' cultural and linguistic backgrounds or through other linguistic mediums that can be seen as the ability of a negotiator to master the language of the other party or parties. Canagarajah (2007). In an EFL classroom we consider a competent teacher of English as someone with communicative abilities equal to that of a native speaker. In this case the teacher acts as an agent who facilitates the transmission of the cultural aspects of the target language to learners thus eliminating the cultural boundaries between the transmitter of linguistic knowledge and the recipients of the latter. Byram, (1997). Here English does not only act as a subject of learning but also as a carrier of the Anglo-Saxon "cultures". (the use of plural here is deliberate due to American exceptionalism).

Varonis and Gass (1985) proposed a model for analyzing the trail in negotiating meaning their proposed model contained four elements described as follows:

- The trigger is the element that started the miscommunication between the speakers
- The indicator represents is the statement used to express the confusion and inability to understand the other party.

- The response aims at mending the miscommunication in order to surpass the confusion.
- The reaction to the response is the answer to the response itself and acts as a way to confirm the delivered possible explanation.

This model was developed to analyze and address the misunderstandings between native and non-native speakers of a given language in our research and as mentioned earlier we take into consideration the teachers' linguistic competences to be equal to that of a native speaker.

1.2 The Effect of the Cultural Background on Foreign Language Learning

Cultural concepts that are historically and socially constructed in the geographical area that nurses the target language are carried in the situational and pragmatic daily uses of language and in the acts performed by the native or native like speaker, some acts may provoke confusion even to learners with high degrees of socio-cultural awareness in the target language. Kachru & Smith (2008). On the other hand familiarity i.e. awareness of the target language culture may have a major influence on acquiring and learning the target language. Certain aspects of language that are either carried by written or spoken forms can be the result of the non-material and material culture the former may include the practiced religious rituals, the dominant moral code and the norms that guide the interactions between the individuals who carry the culture, oral literature and other forms of spoken and art also have a great authority on language use. Dant, (1999). Material cultural artifacts include all objects created by human beings within a social contour that gives an image about the creation of the object and its practical use. In the same sense language can be viewed anthropologically as an artifact that molds the interactivity between individuals, it also comes to existence through those interactions making it an ever-evolving and changing entity that is constructed and produced by humans by contact and social interaction. Smelser & Baltes, (Eds.).

This artifact is transposed in an EFL classroom from the context in which the target language was created in to the classroom where the dominant language is presumed to be linguistically distant, therefore representing a distant culture from that of the former.

1.3 Learners' Interpretation of Cultural Concepts

Learners being a product of their own environment may find difficulty in associating with the target culture due to the cultural differences, inciting a cultural clash resulting from language contact. Learners may interpret cultural concepts not as intended by the teacher but through personal projection, negotiation of meaning may bridge both the background of learners with the context where the language was developed allowing for a synthesis to happen that would result in a conceptual transfer between the alien language and the receiving culture. Social norms, beliefs and social practices that have accumulated in the subconscious of learners may hinder the channeling of the message even with a proper negotiation due to the interference of ideological entrenches rooted in the milieu that nurtured the novice learner in what we can consider as an interference of the first language culture in interpreting the received knowledge in the target language. Thanasoulas (2001). As we mentioned earlier this interference is caused by the accumulation of tacit ideological beliefs that shape the learners' perceptions. These views act as a reference in interpreting the newly acquired concepts as they are used as a tool for deductive analogy in transferring and deconstructing meaning in accordance with the learners' cultural background. This background is adopted as a milestone to which they refer what they just came across to. In referring to their cultural background learners try to draw an analogy making a contrastive analysis by comparing and projecting the meaning in a sense that regroups both languages where the mother tongue is used as a basis to make an allusion to. Connor & Long (1996).

1.4 Negotiation of Meaning

1.4.1 Concept Awareness in Negotiating Meaning

By returning to their original culture these learners become aware of the concept as dictated by their surroundings therefore using cultural universalities in both languages as a format to avoid errors in either interpreting or producing the message while negotiating meaning. Van Lier (2014). Negotiation of meaning here plays the role of a channel that traverses the learners' previously knowledge to the new foreign concept that is being negotiated. Kötter (2003). Through observation we contemplate the negotiation of meaning tendency to utilize communication as tool that compares and contrasts the cultural universalities allowing for a form of linguistic awareness to happen in the teaching process. The latter is viewed as a skill developing mechanism that transfers concepts.

1.4.2 Competences Development in Negotiating Meaning

The ongoing negotiation of meaning of cultural aspects using the target language develops the learners' communicative skill and language competences as it gradually constructs and builds knowledge a layer at a time. The developed competences are later utilized as a set of information to be invested in future situations. Hull & Saxon (2009). Once learners gain familiarity with both the language and its surrounding culture they procure a form of autonomy in deconstructing meaning that is governed by the non-native culture of the target language.

1.4.3 Cultural Perception and Integration in Negotiating Meaning

The cultural awareness in negotiating meaning integrates the learners' perception about the target culture in producing accurate verbal and written communications since it develops their capacities in decoding and encoding messages that are produced within the socio-geographical

contour of the target language. Lyster (2007). This accuracy finds its bases on the awareness of the use of certain concepts that are only understood through the contexts they are produced in i.e. through the semantics and pragmatics of discourse and meta-discourse. To negotiate the meaning of a text is to build an interactive and collaborative representation of the concept being negotiated and to transform into a verbal text that is used in transferring foreign knowledge with a reference to the systems of the mother language. It is less about constructing a representation of the meaning than of “reconstructing” it according to the mother culture. The negotiation is used as an interface for language learning and acquisition. Interpreting the concept can be used as an example of reconstructing meaning in adult foreign language learning, the representations of that action lays in communicating / receiving concepts culturally specific to that context. This context is characterized by the interaction between the speaker (the one transferring the knowledge) and the receiver of that knowledge.

1.4.4 Negotiating Meaning Effect on the Receptive Skills

Cultural awareness in negotiating meaning serves the receptive skills by making the conversation that seeks to render the meaning of the message decodable. Lyster (2007). Especially within a setting that opts to achieve maximum efficiency in decoding the delivered message through auditory perception that takes the form of listening to the discourse or by reading the communicated text. The communicators behind the knowledge being communicated either through direct transmission and representation of the information found in educational materials that range from text-books to syllabi to the raw transposed knowledge found in scientific articles, journals and encyclopedias.

1.4.5 Negotiating Meaning Effect on the Productive Skills

The genuine negotiation of meaning that seeks to develop learners awareness of the target language through concept transmission expands and enlarges the learners' capacities to produce and receive language items in the foreign language as it advances their level in writing and speaking as well as in listening and reading. Thus developing their aptitude in obtaining then composing, Byrnes (2006). analyzing and producing a proper message in the target language would work on developing their critical perception of foreign concepts as it renders the language learner an active subject rather than a passive knowledge receiving individual. Byrnes (2006).

1.5 Adult Learners

The adult here is believed to have both autonomy and responsibility with a sense of maturity, Maturity reflects a notion of completion in both the mental and emotional development, there are various criteria to define maturity but here we refer to the individual's competences accumulated and the way they can reinvest their prior knowledge in problem solving. Biologically maturity refers to a precise and decisive point in life where the subject is reaches a biological stage in life that is determined by age and social roles dictated by the society. Adults know what they want and their decisions are clear. They have the luxury of knowledge and the intellectual capacity to use it. Adults have the ability to recognize their strengths and weaknesses. Knowles (1990).

Adult learners are the ones who can know whether the education being received meets their needs as they enter the language course with more experience than younger learners. The simple fact of having lived longer allows them to accumulate experiences. Knowles (1990). That permits them to have a broader self-awareness when it comes to preferred learning strategies, needs, motivation, interests and in identifying objectives.

1.5.1 Concept Transfer in Adult Negotiation of Meaning

The verbal behavior of an adult in a foreign language classroom is principally dictated by the mother tongue acquired during the early stages of development where the particularity of each individual is governed by the language experience of each latter. From which we can deduce that in negotiating meaning adult subjects tend to use their experience by resourcing to the mother tongue in decoding foreign cultural concepts as a natural response and reaction to the non-native input. Unlike adults children benefit from privileged early stages which allow them to start automatically and innately in acquiring languages as they are predisposed to pick language items in their daily activities, adults on the other hand need a voluntary control and motivation as they are not privileged with such mechanisms found in early stages of children language acquisition. This allows them to have the faculty of being aware of the learning process especially in negotiating meaning with the intent of learning and acquiring new language items. Karmiloff-Smith (1981). Linguistically, the children discover “discourse” naturally in their surrounding environment where they pick automatically the produced sentences by those living around them, this results in the reconstruction of a linguistic infra-system, that allows them to passively receive the message and the discourse even if they show tendency to not to negotiate it. The adults discover the foreign discourse as they go into contact with it, while having an awareness of the process this permits them to discover the systems of the target language and the concepts it carries when negotiating meaning with the intent of gaining access to a natural speech that is produced and accepted by the natives. Sane adult learners have the intellectual capacity of interpretations that can be pre-determined by the mother tongue or the previously acquired and learned languages and in which reflective thought can assess the situation in which negotiation of meaning takes place. Hyams (2012). It can be assumed that the verbal activity in negotiating meaning is driven by the

behavior of the latter and is organized according to the systems initially structured by the mother tongue and the culture it carrier.

1.5.2 Adult learners' Ability to Decode and Encode Responses when Negotiating meaning

Observations have shown that the pervasive influence of the mother tongue is greater in adults, both in terms of decoding the message and in encoding a response while negotiating meaning. Foreign language learning process must be based on the principle that human beings tend to contrast by using analogy in analyzing inputs of knowledge with consideration to the tendency to employ a contrastive analysis in acquiring new concepts. Taking into account intellectual requirements for understanding, adult learners vary according to their readiness in accepting cultural elements that are alien to them and the conditions for a considered acceptance of the system that governs the cultural specificities of the target language, explanation and commentary seems to be have a great influence in teaching adult especially while communicating and negotiating newly learned terms. Tyler (2012) the linguistic performance can be extrinsically motivated as some adults are obliged to learn the language for professional purposes that are dictated by the linguistic register found in their work field. Educators and linguists have recognized the importance of such agents of motivation. In order not to only assimilate with workers in communicating work related concepts but also in avoiding alienation from the workplace itself that may require some degree of knowledge about a foreign language that is used for specific purposes. Learning a foreign language appears to be primarily done through rehabilitating and reinvesting the prior knowledge of semantics and pragmatics of the mother tongue in acquiring the target language by negotiating meaning adults can call into question the mechanisms of constructing a verbal knowledge and therefore stabilizing their linguistic competence, both at the

level of semantics and at the level of the pragmatic use of language, allowing them to gain familiarity with the target language systems. Pavlenko, & Blackledge (2004).

1.6 Languages Similarities

1.6.1 Sister Languages

Related languages that we consider as neighboring or in other terms as sister languages are cognate languages that share a common linguistic ancestor that we refer to as a proto-language. In their development languages are geographically and socially separated, that separation through time develops a new language system that is derived from that of mother language (a proto-language). The derivative languages are therefore genetically related, with a relatively strong Inter-comprehension and mutual intelligibility between them. Dixon, Dixon & Robert Malcolm Ward (1997).

1.6.2 The Cross-linguistic Similarity Between L1 and the Target Language

The Cross-linguistic similarity between the target language and the learners' mother tongue that promotes Inter-comprehension and mutual intelligibility is apparent on the grounds that suggest systematic similarity in the language items and words that can be found in both languages. Ringbom, (2006). These similarities can be found at functional and semantic levels. On the other hand, grammatical similarities may exist across distant and unrelated languages due to the universal nature of grammatical structures that follow a similar track in producing structural syntactic patterns.

1.6.3 Mutually Intelligible Target Languages

A related target language with a strong mutual intelligibility and common cultural references to the mother tongue can be a facilitating agent in acquiring a neighboring foreign

language for adult subjects; the similarity can also be a source of errors. Ringbom (2006). Morphological proximity can generate errors that are rooted in the cognates found in both the target language and the source language (mother tongue) that we refer to as false friends for example coin in French refers to a corner whereas in English coin refers to a piece of metal that it circulated as a government issued exchangeable currency. It is true that proximity brings about some negative interference in the process of contrasting meaning, but we cannot deny that it promotes and facilitates learning. The errors found here usually result from a careless transfer of knowledge.

1.6.4 Awareness About the Systems in the Target Language

The partial awareness about the systems of the target language permits learners to save time as it is believed that the learners would benefit from the morphological and semantic similarities in the process of knowledge transfer. Adding emphasis on teaching linguistic similarities may present the adult learners with the faculty of positively transferring concepts from the prior linguistic knowledge found in the learners' previously learned and acquired languages this may accompany the learners in the developing and optimizing the language system of the target language. Jessner (1999).

Beenstock et al. (2001) noted that in order to determine the factors behind the mastery of the productive and receptive skills in Hebrew by Jewish immigrants who happen to come from different geographical backgrounds. A survey was carried in Israel (the occupied territories of historical Palestine) that investigated the linguistic assimilation of these immigrants. Both the country of origin and language spoken by the immigrants had an impact on the proficiency in Hebrew. Looking at the geographical area of origin, French speaking immigrants from North Africa showed inadequacy in assimilating in terms of learning the language. Linguistically

speaking, those from Arabic backgrounds i.e. Arabic language speakers were the most capable in learning and acquiring Hebrew with high proficiency, due to the short distance between the two languages that fortified the positive linguistic transfer.

1.6.5 Learning a Distant Language

In learning or acquiring a distant foreign language where there is no room for Inter-comprehension and mutual intelligibility, learners tend to try to reproduce words that they were able to aurally spot and somehow retain. We can notice this in first contacts between the learners and the alien language. This reproduction is characterized by the memorization of these reproduced items that are regrouped in a simplified structural system of the target language and can be fatherly generalized by learners as a grammatical unit to be used as analogical references in dealing with newly learned language items. Robert (2004). Through the accumulative learning of the aforementioned items learners can develop a system in negotiating meaning in the foreign language that sounds like a simple regrouping of utterances which are intended for acquiring meaning. This system can be seen as a prototype to be optimized through the continuous use of the target language especially in the case of adult learners who are aware of their needs, lacks and wants when it comes to learning the distant foreign language, they can apply this system in developing a further knowledge of the language as a subject to be learned and mastered.

1.7 Linguistic Transfers

1.7.1 Types of Cross-linguistic Transfers

The incremental acquisition of words and references develops the adult learners' vocabulary learning system in a way that it can be applied critically in situations that require negotiating meaning with the purpose of decoding the received message that is seen here as both

a linguistic knowledge and a subject of learning. Sometimes during production learners tend to recourse to the mother tongue for concept transfer (linguistic transfer) as a way to develop the acquisition of vocabulary in the target language. Here we can recognize two types of linguistic transfer one is positive and rarely discussed since such a phenomenon usually goes unnoticed due to the fact that the main focus in transfer studies usually revolves around negative transfers as it was thought that linguistic transfers are predominantly and chiefly dismissed to be negative in their nature. Ringbom, (2006). The negativity and the positivity in transfer can be bound by the language distance between the mother tongue and the target language as it is thought that the larger the distance is the greater the possibility of a negative transfer to happen between the source and the target language due to the existence of false cognates or borrowed words that evolved past their intended meaning. Whereas related languages or languages with a short linguistic distance favor a positive transfer as the meaning of cognates between the two languages is not distant a good example about this can be clearly seen in the fact that the ratio of good cognates to false cognates between French and English is approximately 11 to 1. Hammer & Monod, (1976). In learning a closely related language meaning can be negotiated through a verbal linguistic transfer from L1 to the TL it is proven that quasi-correct communication can be carried between speakers of Scandinavian languages (north Germanic languages) due to the closeness of the languages where meaning can be encoded and somehow decoded between interlocutors making it easy for them to easily learn the targeted language especially between Danish, Norwegian and Swedish with an exception to Finnish that belongs to a different language family . Ringbom, (2006). Negotiation of meaning can be carried by beginners through the total reliance on the good cognates found in these languages. These cognates can be used as a foundation for acquiring items (phonemes, morphemes, words, and phrases) and procedures (the grammatical systems that guide the language

morphological and syntactic patterns) through the Cross-linguistic transfer from L1 to L2 where the former is used to develop the knowledge of the latter. Otwinowska, (2015).

Teaching English as foreign language in Finland and Sweden would have different outcomes for the natives who speak the dominant language in both countries as it is much easier for “Swedes” to learn English than it is for “Finns” due to the fact that English and Swedish are Germanic languages that belong to the Indo-European language family whereas Finnish belongs to the Uralic language family. The favorable outcome for Swedish learners seemed to happen due to the positive transfer making it a salient facilitating agent in learning English as a foreign language.

Languages are composed of three main items that are regrouped as follows phonological, structural and lexical here we also consider pragmatics of the target language as an indispensable item making it a primary one, since it can alter and affect the cross-linguistic transfer process.

1.7.1.1 Phonological Transfers

Phonological transfers are easily detected as they are evidently visible once the learner speaks where the perception of sound in L2 is guided by the system of the mother tongue. Even fluent learners who master the productive and receptive alike are usually left with a recognizable accent due to the predominant negative transfer from L1 to L2, with some exception that are made through the predictive process by using a contrastive analysis of errors that the learners are prone to fall into. Awareness about the reoccurring errors that happen due to negative phonological transfers may guide the language learner towards an effective reception of phonological

knowledge in the target language. The negative attitudes towards transfers have witnessed cautious positive shift in the attitude with the development in the published works of (Kellerman & Sharwood Smith (1986), Dechert & Raupach, (1989); Ringbom, (1987); and Odlin, (1989) and later works that studied the positive overall transfers (Jarvis and Odlin (2000); Kellerman (1995); Odlin (2003); Odlin and Jarvis (2004) with recent publications focusing on positive phonological transfers from L2 to L3 where the phonological characteristics of L2 would ease a positive transfer in learning a neighboring L3 in a paper published by Mehlhorn (2007) entitled from Russian to Polish: Positive transfer in third language acquisition the researcher highlighted the rule of being aware of a variety of the phonological systems in both L1 and L2 and their possible interferences would optimize the learner's ability to correctly form the speaking patterns of the target language thus improving their chances in obtaining native like skills. The paper also shed light on the efficiency of predicted negative interferences from L1 to L2 and L3 and the learners' ability to consciously overcome them with a reference to learning Polish as an L3 through positive transfers from Russian as an L2 and German being L1.

Correct pronunciation in the target language increases mutual intelligibility which may have an effect on negotiating meaning using the target language as learners become more acquainted with the phonological patterns allowing for a clearer message to reach the interlocutor in this case the opposing negotiator in a classroom setting it can either be a teacher or a fellow foreign language learner with a focus on the instructor as a prompter and a source of knowledge with native like familiarity with the target language and its systems.

1.7.1.2 Structural Transfers

Structural transfers occur in learning systems as it happens inevitably after learning the target language items, where learning structured grammatical patterns takes place after acquiring

the oversimplified one to one relations that connect the lexical items. Swedish learners would face less problems in acquiring grammar let us say when compared to their Finnish counterparts due to the morpho-syntactic similarities between English and Swedish that promote a successful positive transfer Ringbom (2006). Possible universal structural items that are common even with unrelated languages can ease knowledge transmission favoring a positive structural transfer from unrelated languages Seppanen (1998) functional cross-linguistic similarity is a key factor in validating the use of a link between grammatical items while depending on the common structural items between the mother tongue and the target language as a way to understand basic functional structure and ease the transfer according to the typology of both the source and the target language.

Order	Number of analyzed languages	Percentage	Examples	English equivalent
SOV	497	47	Ancient Greek, indo-Iranian, languages,	"She it wants."
SVO	435	41	English, French, most Arabic dialects,	"She it him."
VSO	85	8	Classical Arabic, Biblical	"Wants she it."
VOS	26	2.5	Belauan, Quiché,	"Wants it she."
OVS	9	0.85	Mopán Apalai, hixkaryana	"It wants she."
OSV	4	0.38	Warao, Nadëb,	"It she wants."
Total	1056	100	Tobati	

Table 1.1: Word order typology as proposed by Dryer & Al (2005).

This classification shows the division in structural patterns across languages giving us a clear idea on the universality of the grammatical systems that guide the functional aspects of languages which furthers the concept of possible positive structural item transfers (Swan, 1985). Negative interferences from languages with different word order typologies can take place if not addressed and corrected, these interferences can be predicted through the contrastive analysis of errors corresponding with syntactical and morphological elements. When learners reach the stage where they gain awareness of the complex structural patterns of the target language and the ability to apply them in their productive skills interferences will cease to be errors and become unintentional mistakes in the form of slips of tongue and pen.

Referring to the previously mentioned statements it is affirmed that functional similarities between related languages facilitate the transmission of language knowledge and comprehension of the target language items the latter can vary from the oversimplified item-to-item connected structures to the more complex grammatical units that are shared between related languages. Ringbom (2006).

In negotiating meaning the learners can find common grounds that are guided by the structural patterns which permit them to use functional similarities as a way to transfer L1 grammar competences to learn grammatical units in L2 easing the process of linking items for novice learners when trying to encode and decode the channeled message that carry the disputed concepts being negotiated.

1.7.1.3 Lexical Transfer

During comprehension activities and tasks novice learners are inclined to transfer lexes at every presented opportunity where they think that the transfer is feasible. Making associations

between the newly acquired items and their equivalents in the mother tongue as similar items in the related languages are susceptible to be guessed and appropriated as way to understand the comprehension task all depending on the closeness of the connotation the lexical item holds in target language and mother tongue or in the previously acquired languages Ringbom (2006). Where cultural correspondences play a major role in deciding the use of the cognate due to the closeness of the connotation of the transferred equivalent in order to avoid the negative interferences of deceptive cognates where the similarity can be caused by pure coincidence or the opposing word has evolved past its original meaning that was calqued, borrowed or derived (from the mother language that is related to the target and the transferring languages).

1.7.1.4 Pragmatic Item Transfers

The pragmatic transfer that can be seen through the lens of cultural interferences from the mother tongue be it positive or negative are believed to have a higher importance than that of cross linguistic transfer as the pragmatic similarities may deliver and receive the encoded message in a fashion that is understood by both parties due to the analogy between the cultures that ranges from manners to social behaviors and situational attitudes, through hints and signs that are received and interpreted by the learners with varying L1 arguing that they utilize indirect gestures in decoding the message. Later researches failed to pin a positive or negative correlations in cross-linguistic pragmatic interferences Kasper & Schmidt (1996). With other papers favoring the pragmatic transfer as a reflection of awareness and proficiency in transferring pragmatic items of L1 to L2 during production. (Takahashi (1996). Kasper & Rose, (2002), with sensed feelings of reservations from Ringbom (2006).

A mutual understanding in the pragmatics can ease the process of negotiating meaning as concepts being discussed are guided by the cultural references found in the learners' L1 repertoire

and the in the repertoire of the opposing interlocutor therefore bridging the understanding of these notions through finding a common ground to which both parties refer to when negotiating meaning.

1.7.2 Levels of Cross-linguistic Transfer

The language transfer during production can be broken-down structurally to three distinctive levels that start from the item level moving to the procedural level (system level) up to the overall level. This classification develops diachronically with the time spent learning the TL in the language learning process where the cross-linguistic transfer can be observed either in learning a distant or a close target language. An overall transfer is an overarching concept that describes formal similarities at the item level to the functional analogies between the compared language systems alongside the cross-linguistic similarities learners perceive that range from the alphabetical system up to the complex structural patterns Ringbom (1987).

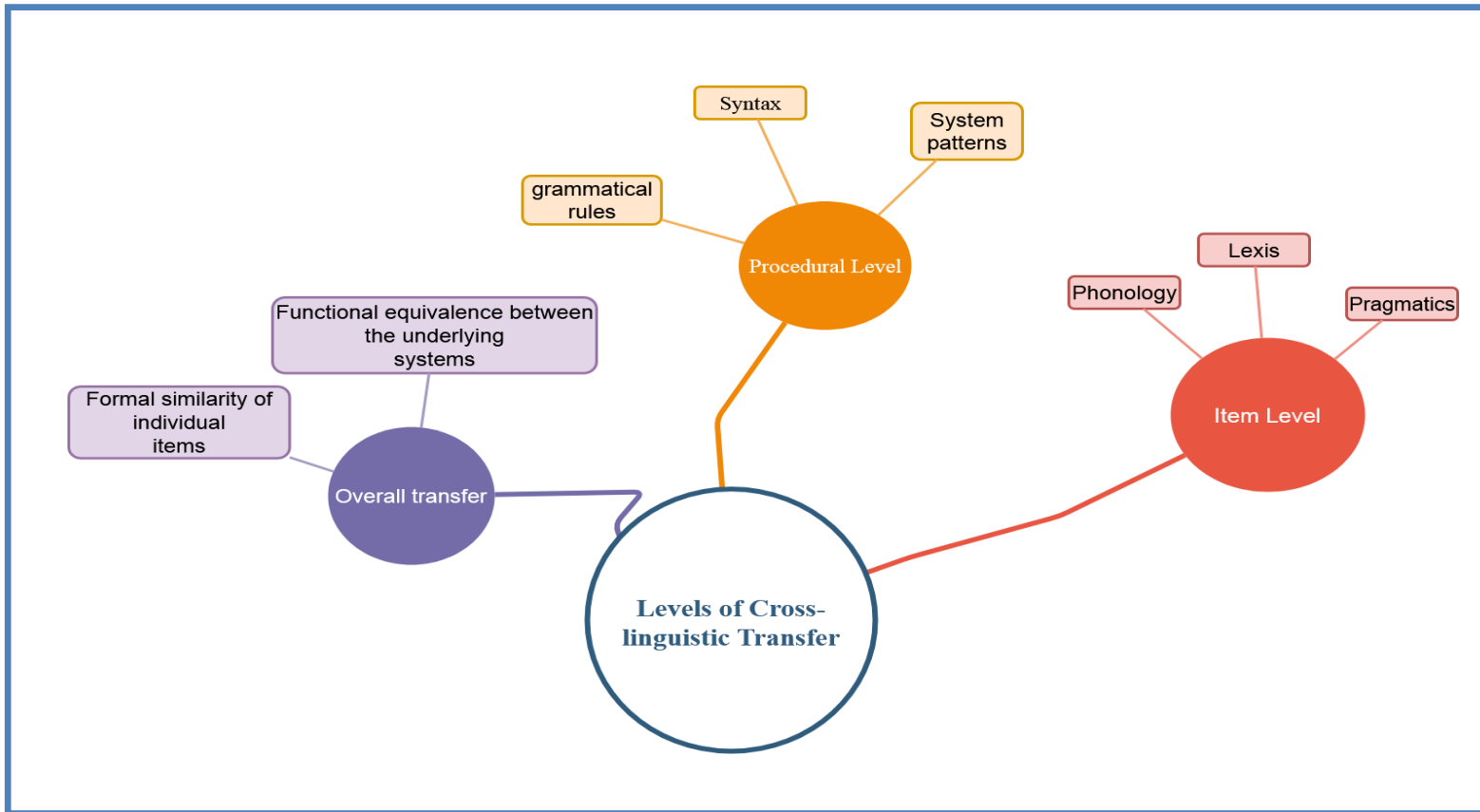


Figure 1.1: Levels of Cross-linguistic Transfer

1.7.3 Linguistic Interdependence Hypothesis

The interdependence hypothesis is represented by two metaphorical icebergs that are supposed to represent L1 and L2. The surface icebergs may seem for the naked eye separate and opposing to one another yet in reality they share a common basis from which the dual icebergs sprout. The tip is supposed to represent BICS (Basic Interpersonal Communication Skills) the basis is a representation of CALP (Cognitive Academic Language Proficiency) Cummins (1984).

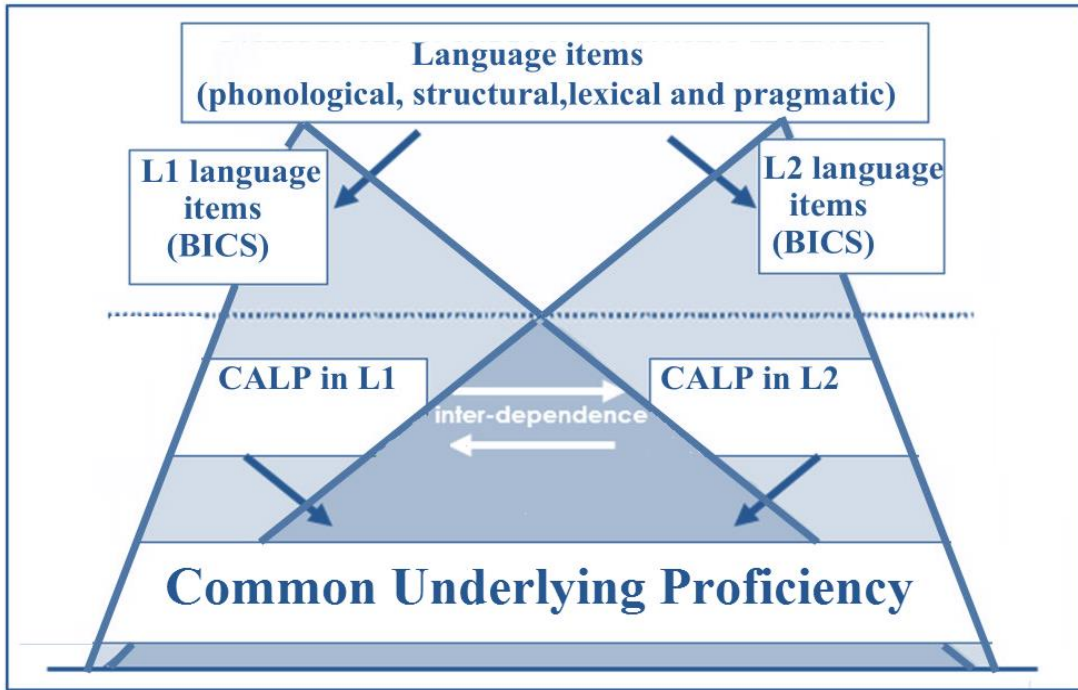


Figure 1.2: Cummins (2005) ‘dual iceberg’ analogy of possible cross-linguistic transfer adapted

Cummins (1979) differentiated between BICS (Basic Interpersonal Communication Skills) as a set of conversational fluency skills that range from phonological items to grammatical units to everyday uses of the social language. Whereas the CALP (Cognitive Academic Language Proficiency) revolves around the learners’ abilities and aptitudes to take part in the academic discourse engaging with it and the ideas and concepts carried by that discourse. Cummins argues that conversational fluency in L2 progresses in a sense that it can reach advanced levels in a period of six months to two years. Where the development in learning target specific registers related to academic settings takes significantly longer periods in order to reach native like proficiency in the subject matter Cummins (1984).

The way BICS and CALP come together is through the transfer of CALP from L1 to L2 facilitating the process of linking concepts and notions.

Cummins & Swain (2014) advocate for the existence of a common underlying proficiency system where cross-linguistic proficiencies advance the transfer of cognitive and academic skills from L1 to L2, the lexical items representing the same academic notions and literary skills are carried cognitively from the mother tongue to the target language where the concepts in both languages are interdependent in the deep level as represented in the diagram above.

In this case negotiation of meaning acts as a bond that connects eases the transfer of these negotiated concepts from the mother tongue to the target language within the common underlying proficiency system. In appropriating the newly acquired inputs learners try to relate these notions back to their repertoire.

Conclusion

In this chapter we discussed the surroundings of the phenomenon being researched, from that were able to develop and shape the research presented before you. Certain elements mentioned here acted as manual on how to analyze, study and assess the data collected and shown in chapter three. With specific segments having the role of a reference to the interpretation of the observed phenomenon.

CHAPTER TWO
RESEARCH METHODS AND TOOLS

2. Introduction

The presented chapter lays out the methodological schema we followed in conducting the researcher alongside the systems we designed and developed in the data collection process and treatment that detects the frequency of the researched phenomena in order to spot positive correlations between negotiation of meaning and cross-linguistic transfers in adult EFL learning centers. The description of the research procedure shall give the reader an idea about the strategies that assisted us in conceptualizing the plan of work, the mechanisms behind it and outcomes of that procedure.

2.1 The Location

The phenomenon being investigated draws its specifications from the setting that brought it to existence which manifest in the fact that the sample population under study are adult learners with varying linguistic, vocational and educational backgrounds gathered in classrooms with the hope of gaining linguistic proficiency through the training programs that share the same common grounds and proposed by International Language Institute - RIHI. The similarities between the subjects were slim if not too slim as the learners have different learning motivations, aptitudes and competences. After a series of interviews and eight sessions of observation in each establishment we gained familiarity with the subjects which helped us in better understanding the points being investigated and how do they interfere, correlate and associate it also helped with determining the frequency of these interferences and in recognizing the elements who are more susceptible to be affected by the positive transfers while negotiating meaning, the gender of learners was not taken into consideration due to its insignificance as a variable in investigating the phenomenon.

2.2 Aim of the Research

This research aims at finding and defining the role of personal interpretation that invokes a cross-linguistic transfer while negotiating meaning and how interferences from the mother tongue or the culture of the previously acquired languages have an effect on receiving and acquiring the negotiated items that are assumed to be alien to the subjects due to the linguistic/cultural distance between the Arabic as the language spoken by the majority of the learners and English as a distant target language. Item and procedural transfers are to be highlighted in this study since they were found to be within the core of the negotiation of meaning process with a major reference to the transfers that took place from French as second language and sometimes a third to English as a target language to be learned and trained at. Previous statement shows this research's inclination to link the learners linguistic and cultural background to the process of transfer in negotiation we also believe that the pragmatics of each language are carried within the language itself where the latter is considered as a cultural artifact that carries both the culture that produced it and the meaning that could be produced when using it. Through the qualitative and quantitative research methods employed in this research we aimed at quantifying the recurrences that decide the frequency of the investigated phenomenon while also collecting unquantifiable data that cannot be rendered numerical due to the fact that it can only be categorized into inclusive elements to be investigated as inputs of observable immeasurable concepts where these inputs were collected through the structured observation and the interviews we carried in both establishments.

The qualitative elements we categorized in our research seemed to form patterns of their own leading us to consider them as systems to be analyzed when the negotiation of meaning that is interconnected with the cross linguistic transfers takes places. This categorization led us to

consider devising other tools after conducting pilot observations and interviews that helped in the remolding both the observation grid and the interview form and later on the observation grid in the experimental lesson we presented.

2.3 Research Methods

A triangulation of methods was chosen when we were presented with a range of possibilities, we directly observed, interviewed and experimented with the subjects in order to test our hypotheses and explore the concepts from different angles in order to obtain a broader understanding of the investigated phenomenon, which should render the research credible, authentic and exhaustive.

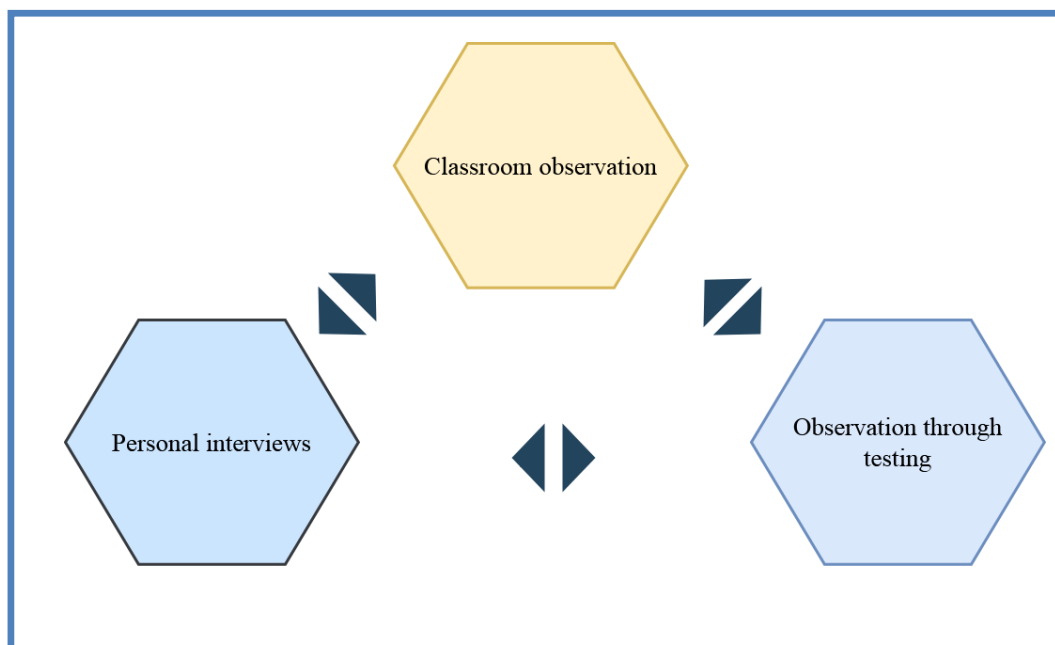


Figure 2.3: Research Methods

The triangulation of methods can be perceived as a compound consisting of a set of methodologies adapted to investigate a phenomenon and it is espoused by the researchers with the anticipation that it would fully cover their needs when looking into the researched subject.

Having a variety of options to use would benefit us in assuring a better understanding and representation of the phenomenon.

The school in which we conducted our research offers a variety of language training courses that draw influence from authentic situational learning teaching methods, by using immigrant integration programs in developing both the receptive and productive skills. The selected teaching materials act as an aid in training the learners to use the acquired language items. The course books as they are called were designed to include scenarios of situations mimicking real life that ranged from ordering food to booking flights, the workbooks on the other hand are manuals with practical problems to be solved directly in the book. Those problems are used as tasks and activities that support the elements found in the course book offering the learners the ability to autonomously develop their skills.

2.3.1 Research Methods

The observation grids were designed and then optimized after conducting two pilot sessions the final design included four segments that tracked the negotiation of meaning frequency and rate in relation to cross-linguistic transfers and interferences alongside the learners' tendency to relate newly acquired foreign concepts back to their original culture and/or the cultures previously assimilated to, which can be considered as a factor of influence (cf. Appendix A). Frequency here describes how often the phenomenon occurs where the rate is the recurrence of that phenomenon within a time frame.

2.3.1.1 Observation

The observation sessions were divided into three parts, eight sessions concerned with spotting the cross-linguistic transfers and cultural interferences in negotiating meaning while

also analyzing the verbal discourse that took place as the learners negotiated the concepts by focusing on the language they used and how it could optimize their learning. The two final observation sessions were meant for tracing the researched phenomenon through the induced testing of their ability to relate cultural references through possible transfers while negotiating meaning using the lesson we designed specifically for measuring the rate and frequency of the phenomenon (cf. Appendix C). The structured direct observation was meant for observing the adult EFL learners in their everyday setting, with very little to no interaction from the researchers as a way to investigate the phenomenon and how it happens in the learners' natural environment using a variety of tools that included notebooks, recording devices and tablets that allowed us to track of researched phenomenon. The purposes and objectives of our study were briefly explained to the subjects in order to gain their trust since we believed that it would make them feel at ease when observed by an alien element (the researchers).

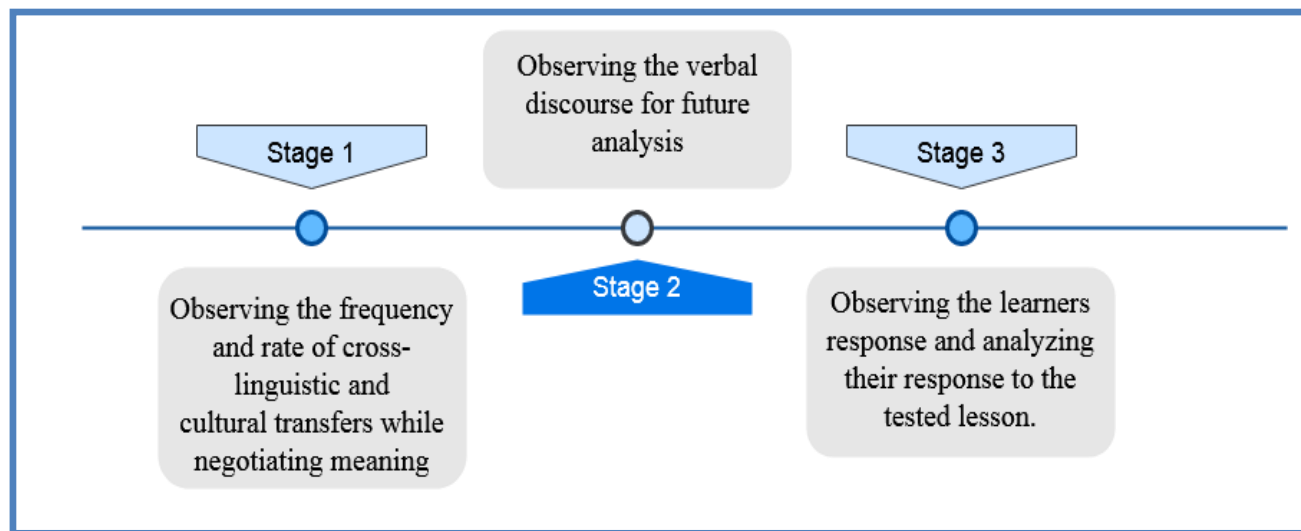


Figure 2.2: The Observation Stages

2.3.1.2 The Interview Form

The interview form included the total of ten questions structurally divided into three parts, with the first investigating the learners' linguistic knowledge and background and how they are used in negotiating the meaning. The second part goes over the learners' familiarity with western cultural concepts and how they are repurposed in bridging the negotiation with possible cross-cultural interferences. That we consider some to be universal elements shared by western societies due to the historical and material conditions that brought up the western civilization Harris, M. (2001). Last but not least the third segment of the interview was designed to inspect the acquisition through the assimilation of the negotiated cultural specific concepts back to the learners' mother culture or to the cultures of the previously acquired languages that may happen to have an influence of the learners' interpretation. (cf. Appendix B).

2.3.1.3 The Testing Phase

At the end of the observation and after analyzing videos of casual conversation in native speaker environments we compiled and adapted a set of expressions from the internet with references imbedded in the English language and put together a lesson to be presented and experimented with in order to test the learners responses to pure cultural references by inciting them to negotiate the meaning of these alien concepts so we could report the frequency and rate of cross-linguistic transfers and cross-cultural interferences when negotiating meaning. We started off by reenacting a situation between two individuals adopting it later on as a reference in contextualizing the cultural references that followed. Most of the examples we provided were figurative in their nature with a meaning that is considered a bit challenging to transfer and recognize this was done intentionally with the purpose of familiarizing the learners with the English used in complex real life situations while hoping to get them to negotiate meaning and

see how they would project that onto to their mother culture or to the cultures of the previously acquired languages.

2.4 Sampling

A group of ten subjects from International Language Institute – RIHI an EFL learning center in the district of Tiaret where chosen to be observed in their educational setting. By using classroom ethnographic research approaches during the first eight sessions of observation that were followed by two observation through testing sessions we analyzed the verbal discourse that took place there, focusing on deconstructing the elements that shaped the negotiation of meaning process through possible cross-linguistic transfers and cultural interferences we aimed at obtaining data directly from the learners that would help us in understanding the possible causes and outcomes of this gap that to the extent of our knowledge has not yet been researched.

After the end of the observation sessions we proceeded in conducting a series of personal interviews as mentioned earlier alongside the two extra observation sessions in which we tested the cross linguistic transfers of and cultural interferences in negotiating meaning through the aforementioned lesson we presented.

Of the ten observed subjects nine were interviewed with six tested in the ninth and tenth sessions. Dealing with these research phases was decisive in obtaining the data that helped us better understand the phenomenon as an interconnected entity with its own particularities. The data we gathered was computerized and organized in the sense that it would repurpose the raw data to be used as valid entries that can help us better understand the phenomenon through relating it to the setting in which can be recreated. For further insight, refer to the chart below.

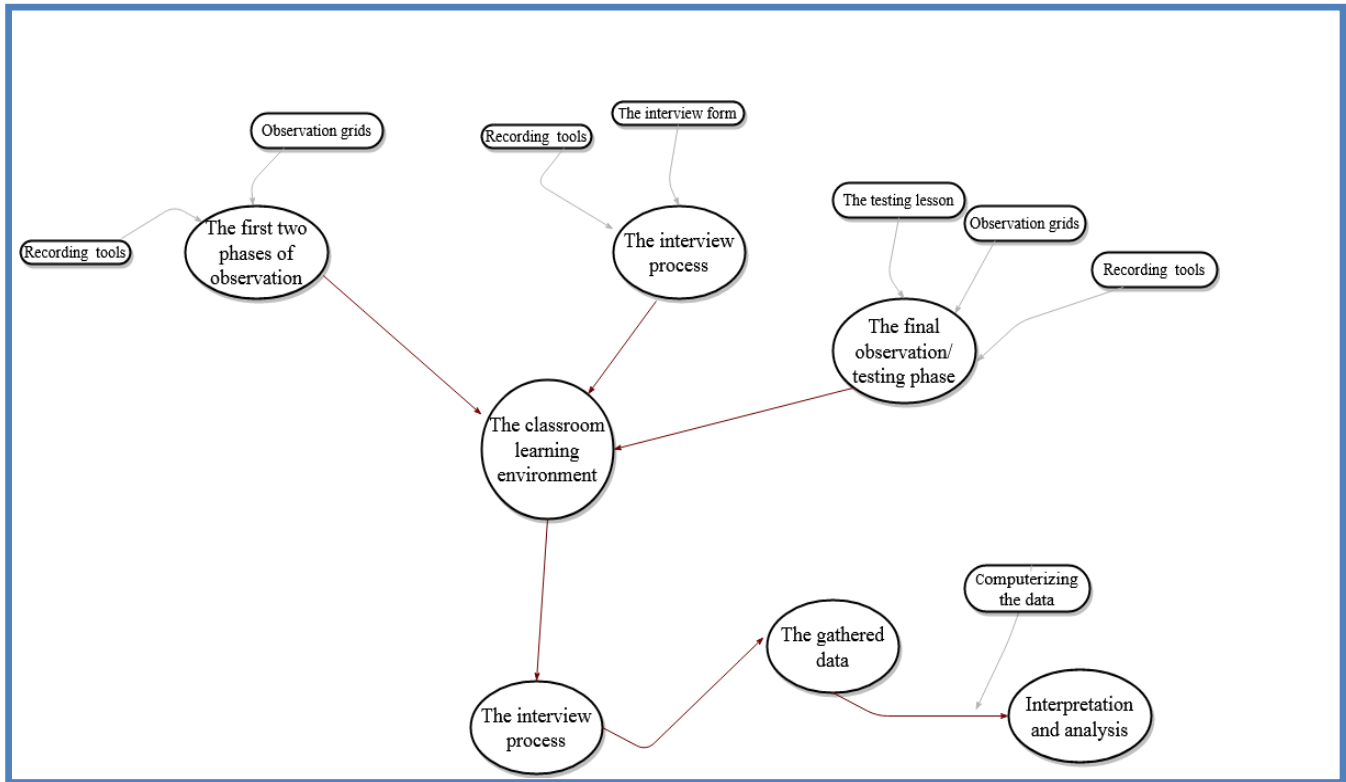


Figure 2.3: Depicting the course of the methodology stage

2.5 Data Analysis Techniques

- The negotiations of meaning using the learners' previously acquired languages were represented with linear graphs depicting frequency and rate the gathered input was later on contextualized and interpreted. For analyzing the discourse, we combined every two sessions as a way to ensure coherence since most of these sessions were either interrelated or a continuation to the lesson that preceded it. The interviews were used as way to investigate the reasons behind the tendency to make cross linguistic transfers when negotiating meaning and what affects their choice of the language use.
- The quasi experiment (the test lesson) was observed in a sense that it regrouped both the tracking of the frequency and rate of the investigated phenomenon and the analysis of the

discourse that took place in the classroom setting. The data processing is outlined as follows:

- Computerize the gathered data from the first two phases of the observation.
- Provide a detailed analysis of the collected data from the first phase to determine the frequency and rate in negotiating through cross-linguistic transfers and cultural interferences
- Bringing forth a description to the observed discourse in the second phase for a deconstructive analysis.
- Analyze the responses of the interviews.
- Invest the previously collected input to design a quasi-experiment by presenting the subjects with a lesson that would induce them to negotiate meaning by using their mother culture as a reference.
- Analyze, interpret and synthesize the collected data.

Conclusion

In this chapter we discussed the methods, the methodology and the sample population under study. This was meant to show the readers the process that the research was designed to follow in order to achieve the end goal of this research which is to conceptualize the negotiation of meaning through cross-linguistic transfers and cultural interferences.

CHAPTER THREE

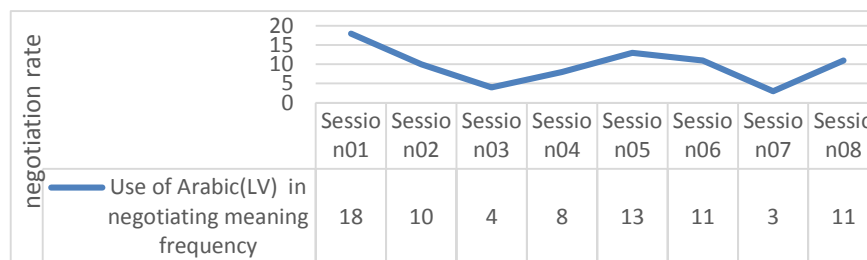
DATA COLLECTION, LAYOUT AND INTERPRETATION

3. Introduction

This chapter is meant to provide a representation, an interpretation and an analysis of the negotiation of meaning frequency and rate in relation to cross linguistic transfers and interferences with a reference to learners' tendency to approximate meaning to match their cultural perception and how it effects the adult learners' acquisition of concepts in the TL. Here we analyze both phases of the observation by visually portraying the collected data in the form of graphs that serve as representative elements to be examined, investigated and interpreted. The interview questions meant for the further development in understanding the phenomenon the items are used as a tool designed to inspect the learners' linguistic background, the learners' familiarity with the occidental culture, and the identification with these concepts. The results from observations of the quasi experiment are analyzed and interpreted in two parts mimicking that of the first two phases of the observation with the exception that we introduced a test lesson that incited further negotiations.

3.1 Analysis of the Observations

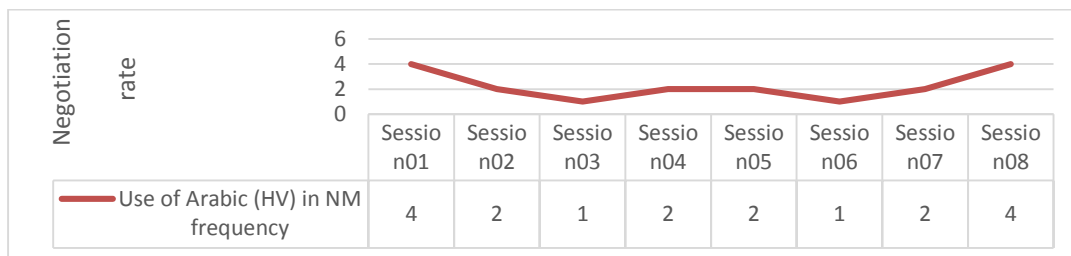
3.1.1 Observation of Negotiations Using Arabic (L): Frequency and Rate Analysis



Graph 3.1: Negotiation of meaning using Arabic L

Due to the large distance between Arabic and English the number of lexical cross linguistic interferences was limited except for few occasions where the transfers happened between French calque within the low variety of the Arabic spoken in Algeria and English, however since most learners were noticed translating the communication while trying to negotiate meaning directly from their MT to the target language incidents of pragmatic and procedural transfers were noticed. These transfers usually employed the cultural referencing as way to understand the pragmatics within target language while procedural transfers were syntactic in their nature as learners used the patterns found in the Algerian variety in communicating the inquiry in English. Negative phonological interferences after using the low variety when negotiating meaning were recorded as some students tended to pronounce “T” as “ط” (t) when switching from Arabic to English. The rate of using the low variety in negotiating meaning were affected by the following factors that included the nature of the subject being discussed and their underlying knowledge about it, the accessibility and difficulty of presented concepts, alongside the learners’ incentives and motivations in understanding the negotiated appellations.

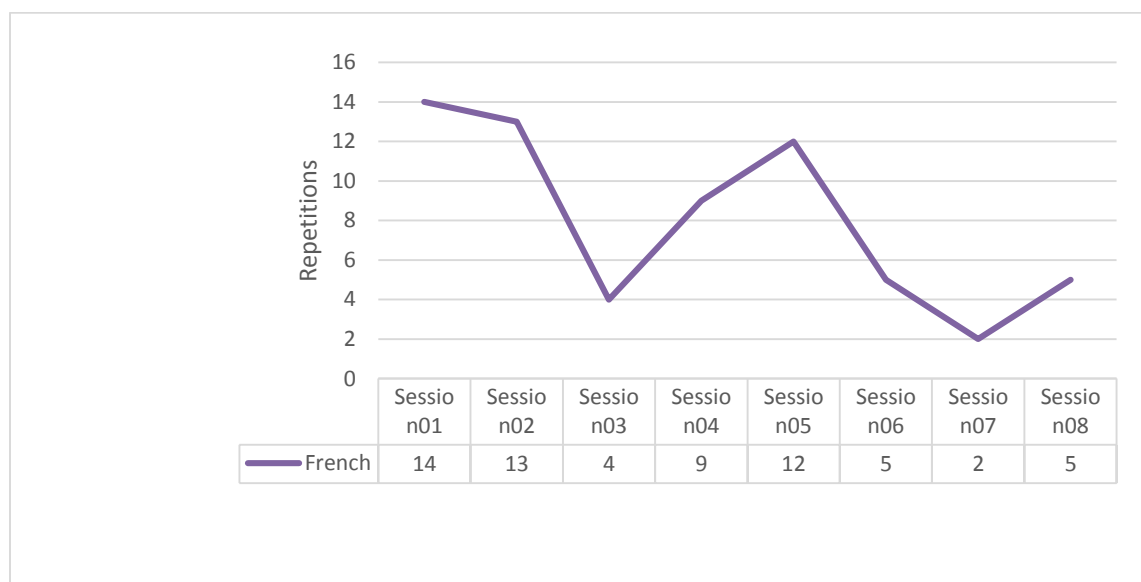
3.1.2 Observation of Negotiations using H Arabic



Graph 3.2: Negotiation of meaning using Arabic H

Negotiation of meaning using classical Arabic were rarely noticed and when they occurred it was mostly to debate the meaning of abstractions that are impossible to find equivalents to in the Algerian dialect due to the limited vocabulary of the latter, an example of that can be found in the fourth session where the teacher invoked philosophical concept dealing with the meaning of life and the utterance “معنى الحياة” " Ma’anaa Al hayat " was used as a starting point in negotiating the abstraction, we were not able to spot any lexical and phonological transfers from classical Arabic to English after negotiating meaning this can be due to the large distance between the two languages that share very few cognates that are usually field related registers. Pragmatic transfers were noticed when some subjects related the word “God” to “الله” “Allah” when some religious cultural aspects in English were being discussed. But these interferences can also be related to the cultural interpretation of religious concepts.

3.1.3 Observation of Negotiations Using French: Frequency and Rate Analysis



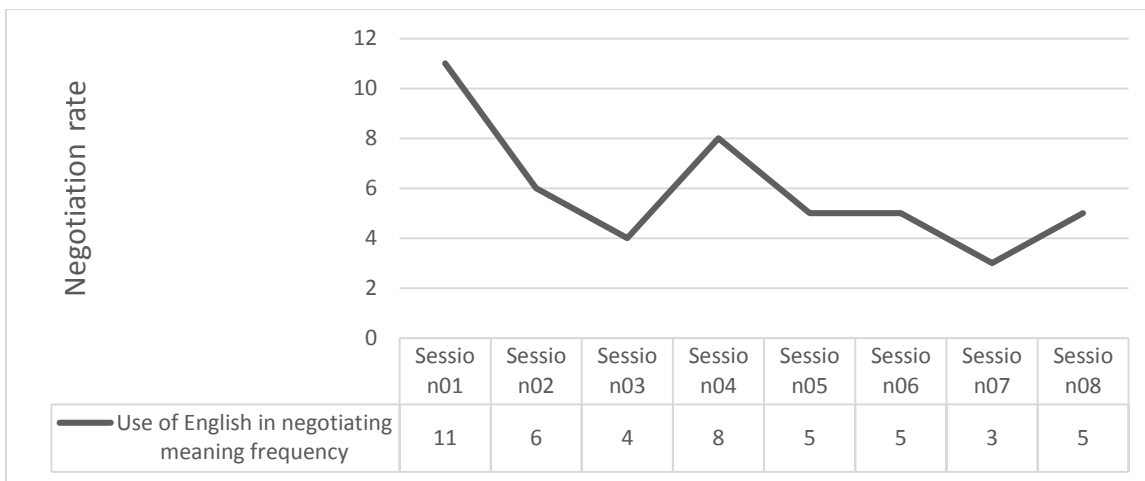
Graph 3.3: Negotiation of meaning using French

The short linguistic and cultural distance between French and English was a major agent of influence in negotiating foreign concepts as learners who were proficient in French were more likely to have an underlying prior knowledge of the concepts being negotiated. We could discern their ability to positively transfer cognates from French to English while discussing the meaning. relating the foreign concept to their L2 (French) allowed some learners to deduce not only the meaning of the words but also helped them in predicting the topic that was about to be discussed by the teacher in the lesson when the teacher mention the term cruise ship subject ten from International Language Institute - RIHI negotiated the term and related it to its French equivalent “Croisière” during the warmup phase then she went on predict nature of the lesson about claiming that it is going to be about holidays. Similar incidents were observed across all the sessions in RIHI Institute and in the discarded observation sessions that took place in El Azzaoui School in Frenda, Tiaret. You can notice in the graph accompanied by the table shown above that the frequency of using French averaged at eight times per session with a total of sixty-four negotiations using French. this frequency of use accompanied the discussion of concepts that are known to learners in L2 where they cannot usually attribute them or track them to their mother tongue an example of that is the word “concierge” where a number of learners directly related it to its French equivalent that happen to be an exact cognate “concierge”. Negative pragmatic transfers in responding to thank you was using “to nothing” as a direct transfer of “de rien”. Negative phonological transfers were noticed in pronouncing words ending in “tion” as /sjõ / instead of /f(ə)n/ the recorded incidents are as follows: attention using /sjõ / realization using /sjõ /and administration using /sjõ / instead of attention /ə'ten.ʃən/, realization /ri:əlɪ'zeɪʃn/ and administration /əd,mɪn.ɪ'streɪ.ʃən/.

At the end of the observation sessions we noticed that those who tend to negotiate meaning using French were more likely to renegotiate the concepts using English we believe that their

ability to use the underlying knowledge allowed them to develop their proficiency in English as a target language when compared with their counterparts who relied on both forms of Arabic. Those who used French more often were noticed to make less errors during verbal and written productions, this could be attributed to the fact that their language competences developed faster than those who only relied on L1 in associating concepts back to the previously learned and acquired languages. This tendency to be more proficient in English can be the result of a positive L2 to L3 transfer owing to the short linguistic and cultural distance between both languages that happened due to the prolonged language contact between French and English for further incite refer to Durkin (2014). Borrowed words: A history of loanwords in English. Oxford University Press.

3.1.4 Observation of Negotiations using English: Frequency and Rate Analysis

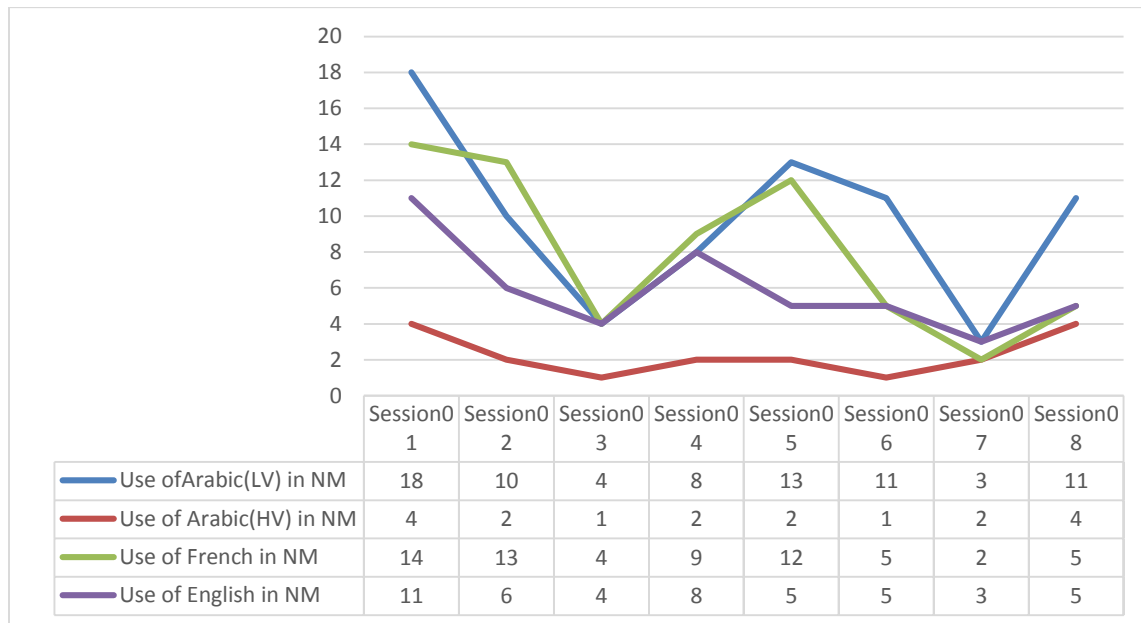


Graph 3.4: Negotiation of meaning using English

When negotiating meaning of newly acquired concepts using English lexical, pragmatic and procedural interferences from both varieties of Arabic and French to English were noticed.

The noted interferences from French were mostly positive as learners used the cognates they could recognize and reinvested their uses in the oral production when discussing the meaning behind the utterances. Yet the focus here is going to be about the negative procedural transfers as learners tried to employ the systems of the previously acquired languages in their oral production as mentioned earlier it can be due to the fact that processed their ideas in the mother tongue (mostly in the low variety of Arabic) with an exception to two subject who were observed processing their ideas in English. The learners were also observed using the simple word to word syntaxes they were taught in forming the sentences, they usually broke down these formations to pieces when trying to remember the grammatical rule. When observing grammatical errors, we could not determine whether these errors resulted from the over reliance on the simplified syntactic relations or they were carried by the negative procedural transfers from the previously acquired languages. However, when making errors using complex sentences learners seemed to be influenced by the grammatical patterns within the language they used to draw ideas from before reformulating their ideas in the target language an example of that can be found outside the negotiation of meaning when one of the subjects asked his classmates telling her to use her pen by saying “this is the yours, take it” this could be influenced by the following French syntactic structure “c’est le tien, prends le” other incidents like this were noticed when learners claimed that they relied on the structures of their MT in producing the utterances with the error.

3.1.5 Observation of Negotiations of Meaning: Frequency and Rate Analysis Comparison

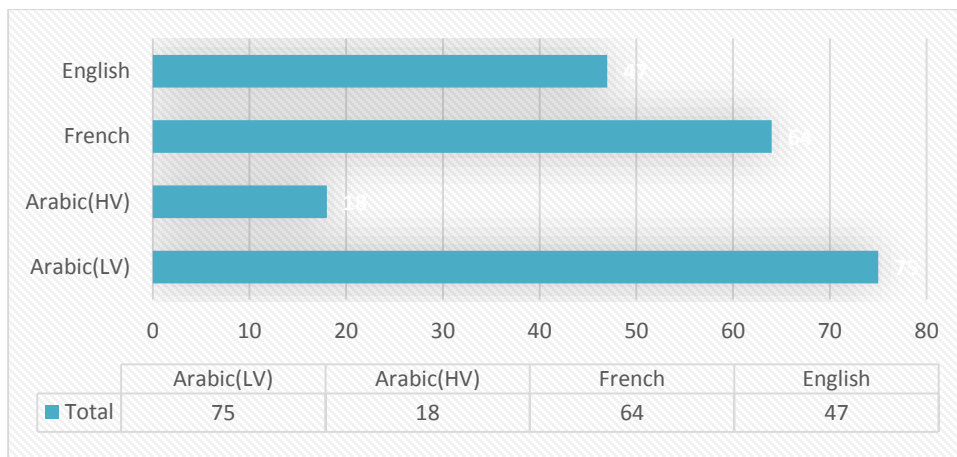


Graph 3.5: Negotiation of meaning using the four varieties

The multiple line graph compares the negotiation rates of the used languages and varieties. On the macro level when it comes to negotiating meaning each session seemed to be disconnected from the one that preceded and the one that followed when it comes to the subjects' reliance on the preferred variety they use to negotiate meaning due to the inconsistency and randomness of frequency shown above that are the result of an amalgamation of factors that go beyond the act of negotiating meaning to regroup all the surrounding factors that range from the familiarity and awareness about the theme to the learners' ability to understand the discussed topic, to the cultural perception of the latter, to the presence and absence of active learners. On the micro and after deconstructing the discourse produced by learners when negotiating meaning it seemed that this

inconsistency and randomness formed a pattern that guided the process of negotiation and it revolved around the learners' ability to interpret the subject according to their cultural background, when learners feel a personal association to the subject being discussed they are more likely to negotiate the meaning using the variety they see most suitable. This association can be seen as form of incentives that provoke their need to discuss and understand the subject. Incidents where some learners felt othered (alienated) by the topic or unable to associate with it, they seemed less likely to be motivated to discuss the meaning behind the utterance. This explains the drop of the number of negotiations in session three and seven as the learners' inability to relate to the subject being discussed lead them to remain reserved and the course of the lesson became more teacher centered.

3.1.6 A representation to the Frequency of Negotiations across Sessions



Graph 3.6: Negotiation frequency across all sessions

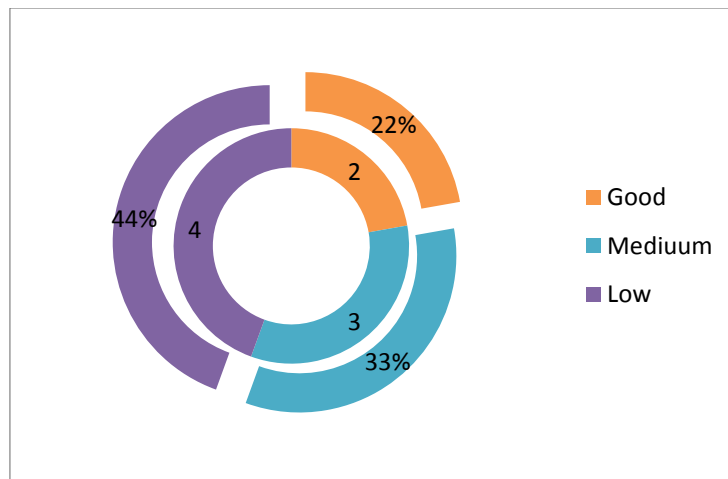
Two hundred and four negotiations of meaning took place across eight sessions totaling in sixteen hours of continuous observation, learners negotiated concepts alien to them using the

low variety of Arabic seventy-five times it was followed by sixty-four negotiations using French, forty-seven using Arabic and only eighteen negotiations in the high variety of Arabic were recorded.

As mentioned earlier the negotiations using languages and varieties other than English were triggered by various factors in this part we focused on the negotiations from the perspective of cross linguistic transfers alongside the cultural interferences though assimilation and personal interpretation. The frequency of using the low variety of Arabic and French show that learners tend to rely on their underlying knowledge in acquiring the foreign language.

3.2 Analysis of the Interview

3.2.1 Q 01: How do you assess your proficiency level in basic English?



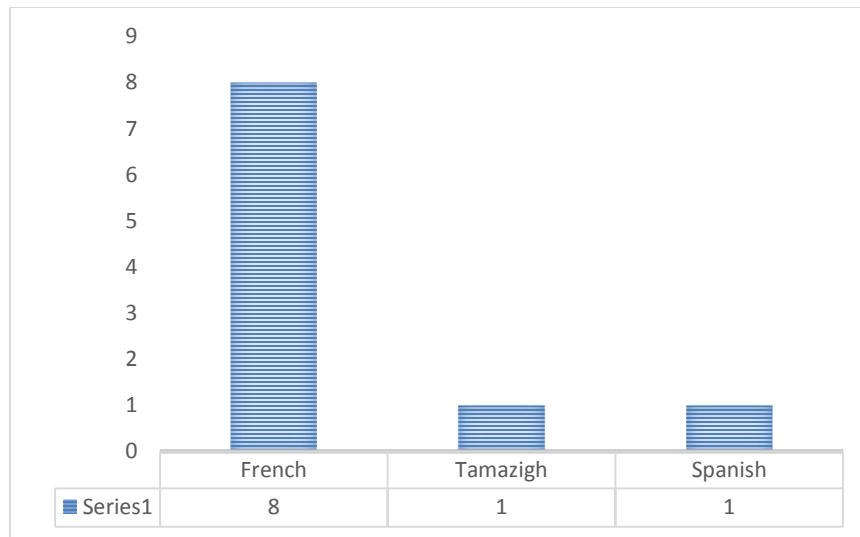
Graph 3.7: Assessment of the proficiency level in basic English

As shown in the graph, 44% of the subjects questioned affirmed that they have a low proficiency level in basic English, with 33% believing that they are average when it comes to the

basics of the target language. Only 22% believed that their proficiency sufficient in sustaining a communication using simple English.

When we relate this back to the observation sessions the elements who claimed higher proficiency were more likely to use French when negotiating meaning, as they were perceived not only using French but also making associative links between French as a source of transfers and English as a target language to be learned and transferred to. They were also recorded negotiating terms using English inside and outside the classroom as we spotted them practicing the target language in the hall way. Those who judge themselves to have a low proficiency level were more likely to be unfamiliar with French as a second language.

3.2.2 Q 02: Other than Arabic what languages do you speak?

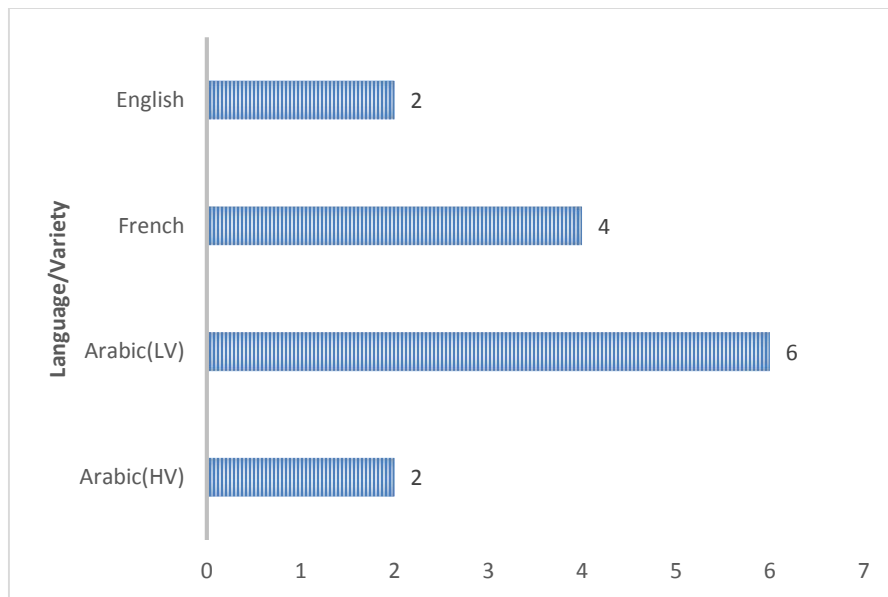


Graph 3.8: Alternative languages spoken by the learners

With most learners claiming varying levels of proficiency in French with a subject being fluent in Spanish and another in Tamazight, we observed the level of proficiency in French was a determining factor in the acquisition of English, the learners' ability to use the underlying knowledge in L2 was dependent on their proficiency in the latter.

When negotiating meaning the subject proficient in Spanish also seemed more likely to make positive transfers with few possible negative transfers that we could not determine their source.

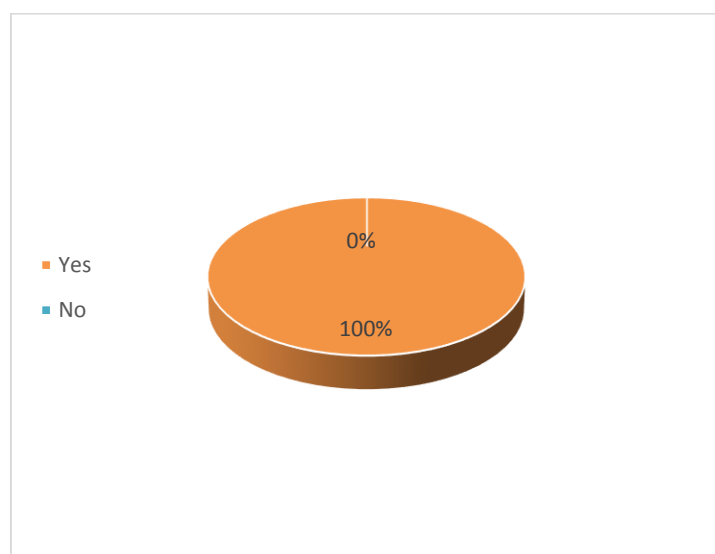
3.2.3 Q 03: What languages or varieties you prefer to use in negotiating new concepts?



Graph 3.9: The preferred variety used in negotiating new concepts

This description gives an idea about the linguistic preferences in negotiating foreign concepts, those who claimed to prefer using Arabic (H) were observed to better relate the concepts with no equivalents in the low variety. when compared to the subjects with their counterparts who inclined towards preferring Arabic (L). The four elements who had preferences for French were more likely to associate cognates between French and English this helped them in the development of their language competences. Those who were leaning towards the use Arabic (L) had less chances in the developing their target language competences. Those who claimed to prefer English were observed negotiating meaning by practicing negotiations in the target language during breaks with their fellow learners.

3.2.4 Q 04: Does the language you prefer act as a facilitating agent in learning?



Graph 3.10: The preferred variety as a facilitating agent

All learners claimed that the language they prefer using when negotiating meaning helped them in better understanding the debated concepts, the latter which may have different interpretations as learners utilize their underlying knowledge in negotiating meaning. The

preferred varieties may affect the conception of the debated locutions where the culture behind the language interfere in providing a representation of the concept being negotiated, as mentioned earlier in chapter one here we consider the language to be a carrier of culture and meaning alongside being a cultural artifact produced by the social groups who use that language as a means of communication. Therefore, multiple interpretations by the learners of the same concept maybe spotted after inspecting the understanding of the negotiated utterances. With those having more than one preference that include a language with a short distance to the target language being able to make better associations between the concept being discussed and their underlying knowledge.

3.2.5 Q 05: Can we inquire about the reasons that lead you to use the language you feel most comfortable with?

In inquiring about the reasons behind the preferences we could not categorize the latter nor represent their responses in the form of graphic illustrations as each subject was a case of its own this brings us back to what we mentioned earlier in chapter two the when we said that the similarities between the subjects were slim if not too slim as the subjects we investigated have different learning motivations, aptitudes and competences. The responses of the informants included long discussions the familiarity about the language they are most comfortable with, their inability to process ideas in the target language due to the lack of verbal competences in the latter seemed to have affected some subjects, unfamiliarity with the ins and outs of English seemed to hinder some learners from using it, some learners claimed that for them French with one claiming that both French and Spanish allowed them to make transfers and associations that helped them to optimize their understanding of English.

We could not visually represent these responses since all the feedbacks of informants seemed to overlap with one another here we discussed those that seemed redundant. Refer to Graph 3.2.3 for the references.

3.2.6 Q 06: Is it possible for you to use English when negotiating meaning?

The responses of the learners were readapted when translated.

Due to our inability to render the responses of the learners statistical we proposed the following table that regrouped their answers:

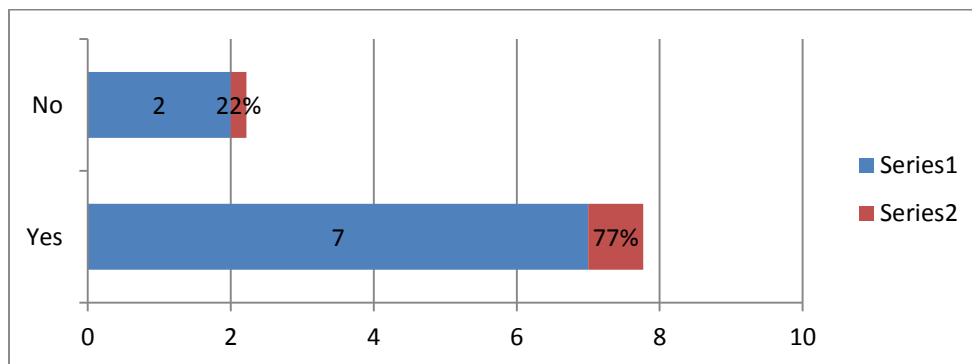
Yes	No
<ul style="list-style-type: none"> • I can easily negotiate the new concepts in English with the condition that I can understand the communicated message • Yes, it is feasible but I find it tiresome • Yes, but I find it difficult because it requires a higher level of proficiency, but my ability to do it can develop with time. • Yes, because it helps me in learning better. • Yes, since it can help save time that I spend when processing my ideas using another language. • Yes, but I still rely on Arabic I think it is possible with time, because I find it difficult to construct sentences and grammar, for me the grammar of English is inaccessible. • It is possible, because my goal in learning it. is to use it for communicative purposes. And avoid the reliance of translating back and forth from another language. 	<ul style="list-style-type: none"> • No, I need to be more proficient to do so. • At the moment I cannot, but I might through time after learning and doing more effort.

Table 3.1: Possibility of using English to negotiate the meaning

We translated their recorded responses to English for the sake of developing the interpretation and analysis of the phenomenon. The discussion we had with the learners showed the specificities that govern their attitude towards the use of English as a means to discuss and negotiated the disputed foreign concepts the various responses allowed us to relate the possible negative effects of cross-linguistic interferences to the learners' previous tendencies to transfer, their claimed here are self-describing yet when we tried to deconstruct the responses of these learners we found that the communications they produce were imbedded within their mother culture most learners could not dissociate from the previously learned languages we could not determine whether this was due to their age or that other surrounding factors interfered with their ability to break away from interferences and transfers. You can notice that some learners find the languages they use in processing concepts in English to hinder them when it comes to the learners' ability to negotiate meaning in the target language independently from negative transfers from L1 and L2.

3.2.7 Q 07: Are you open to Western culture (theater, music, history, and cinema)?

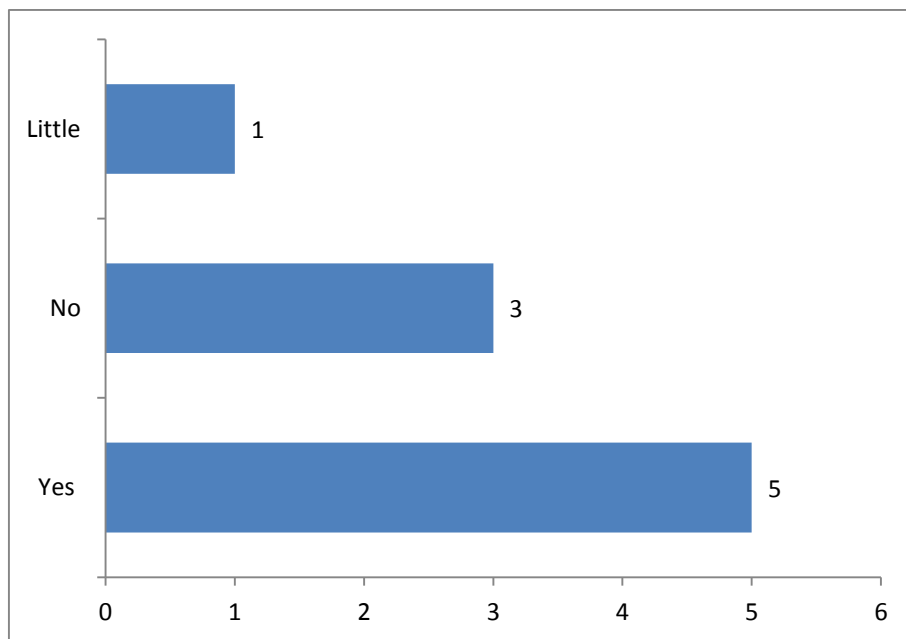
Please clarify.



Graph 3.11: The quality of being open to western culture

The two elements who had no cultural familiarity with the western culture were rarely observed negotiating foreign concepts, the other subjects had a varying familiarity with the western culture that ranged from general perceptions that they claim acquired from watching television and listening to music to more complex thoughts about the subject matter that they learned from the direct contact with western cultures one subject lived in France for a period of time another subject was highly interested in French literature the third subject was specialized in Spanish literary studies. this may give us a clearer idea on why some learners were observed relating to the topics dealing with politeness and etiquette in the British culture better than their counterparts.

3.2.8 Q 08: Do you find easy in associate the concept back to your mother tongue?

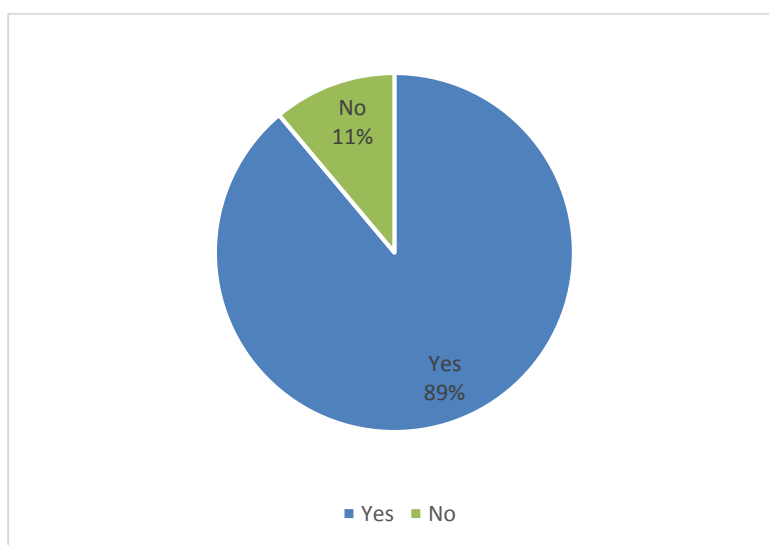


Graph 3.12: Ease in associating the concepts back to your mother tongue

The numbers here are a clear representation about the familiarity with the western culture as those who claimed to have the ability to assimilate cultural concept back to their mother tongue

had a what we referred to earlier as “complex thoughts” about the cultural elements in the western culture, two of those who claimed that they find it hard to associate the cultural concepts back to their mother tongue were more likely to negotiate the meaning of those concepts using Arabic H Arabic L. The subject who found it somehow difficult to associate the negotiated elements to her mother culture was not very proficient in French and had a little knowledge about foreign cultural aspects.

3.2.9 Q 09: Is it easy for you to retain the newly acquired concepts?



Graph 3.13: The ability to retain the newly acquired concepts

For most students retaining the newly learnt concepts that they negotiated did not seem troublesome as they claimed that the negotiations acted as a catalyst in remembering the discussed concepts, with some learners going as far as saying that they retain those concepts by practicing drills through extensive repetition and reemployment of discussed term as a way to train themselves to become more familiar with it, for other subjects it was easy for them to retain the utterance since they are already familiar with it in their second language which seemed for us

as researches as a sign of positive lexical transfer. One subject asserted that he had a strong memory which helped him in recalling the newly learned terms.

The following table represents some of the answers recorded when we asked the learners about their ability to retain the discussed concepts.

Yes	No
<ul style="list-style-type: none"> • Because I have a strong memory and I do not find it difficult to keep the concepts I acquire. • I find it easy, because I study for pleasure and I am not under any pressure, and I practice the language in my daily life and work without feeling. • By repeating it and using it in my daily life. • I like to write the concept to keep it. • By using the acquired concepts, as well as using a notebook that I always go back to. • By practicing and writing paragraphs, dialogues and when doing my homework, using new words to communicate. • I find it easy, because I try to memorize and preserve it by writing it. • I try to rely on my linguistic competences in acquiring these concepts. 	<ul style="list-style-type: none"> • It is difficult to keep them because I don't repeat and revise a lot.

Table 3.2: Learners' ability to retain the discussed concepts.

3.2.10 Q 10: How do you negotiate cultural concepts in general?

1. The following elements were directly transcribed from the recording device and translated with no adaptation.
2. I try to understand and discuss the cultural concepts in the language that I understand.

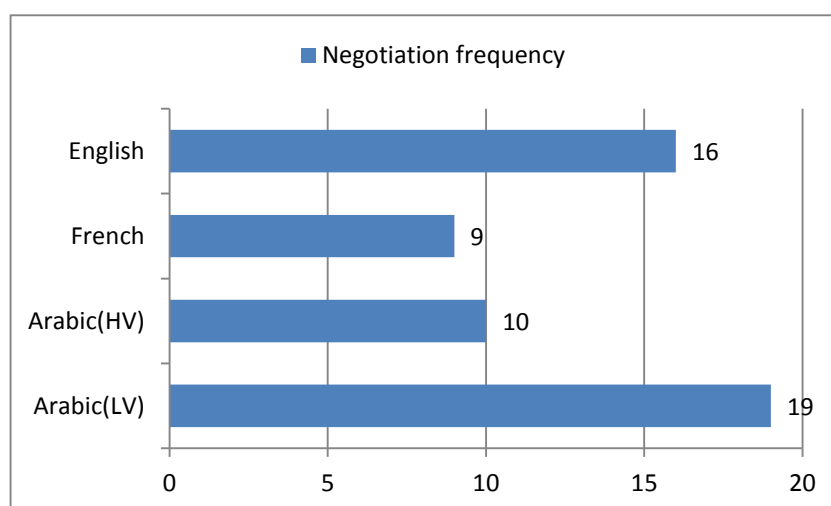
3. I prefer to keep it as it is, and in its language.
4. If I understand it, I accept it, but I do not accept it if I do not understand it, and I also find that the meaning must be translated to understand.
5. I do not reject it or change it, I try to understand it without affecting me.
6. You must have a personality to deal with cultural concepts, in order to choose/select only what suits you and what you benefit from.
7. I prefer translating concepts into a language I understand, so that I can understand its content.
8. I accept the cultural concepts, and prefer to negotiate those using French.
9. I get to know all the concepts, but only take what I find good and suitable for me. I accept and respect their culture.
10. I negotiate cultural concepts using French, and I have no problem changing the language for understanding.

Some learners did not seem to understand the question we had to explain for them what we consider to be culture specific and what we consider as a universal element. From their answers we can deduce that confused culture as a socially constructed amalgamation of elements and entities, with the belief enforced by the ideology here that cultural elements are mostly made of negative elements. This can be seen as an example of negative cultural interferences in the process of acquiring English. That maybe the result of the conservative ideology in the Algerian society. Going back to their responses we can deduce that a large portion of learners employ cultural associations and projections in decorticating the meaning of the negotiated utterances some of them preferred to translate while others liked to make analogies with and from L1 and

L2. These analogies were mostly lexical as no incidents of learners claiming they intentionally relate the grammatical patterns of the previously acquired languages in the target languages.

From what we just discussed we can deduce that the mutual understanding of cultural references can optimize the process of negotiating meaning where the utterances being discussed are referenced with the underlying knowledge in the L1 repertoire this can help with the understanding of the negotiated notions.

3.3 Analysis of the Quasi-experiment



Graph 3.14: The frequency of negotiations

3.3.1 Observation of Negotiations:

3.3.1.1 A Description of the Quasi-experiment Sessions

As soon as we started teaching learners seemed eager to decode the meaning of the highlighted utterances as they were unfamiliar with the figurative language that we aimed to use as a trigger for meaning inquiry and possible negotiations. At the beginning they did not seem to be able to relate these concepts back any underlying linguistic knowledge. The learners interrupted

the teacher asking for clarifications and elucidations, some of these interruptions evolved to become full negotiations where the learners negotiated the highlighted concepts fifty-four times, nineteen times using the low variety of Arabic, ten times using the high variety of Arabic, nine times in French and sixteen times using English.

3.3.1.2 Observation of Negotiations in Arabic (L): Frequency Analysis

The high frequency in using Arabic (L) can be explained by the fact that the learners aimed to transfer the pragmatics of their MT in the process of negotiation as a way to relate the alien concept back to their underlying knowledge in associating the meaning to language they use the most. These negotiations seemed to form a pattern as each time the learners couldn't spot cognates in French they used the low variety in negotiating meaning. We noticed some learners trying to guess the meaning of these utterances one of the subjects interrupted the researcher after responding to her "thank you" with "no sweat" by asking about the pragmatic use of such an utterance in which she said can we say that its Arabic equivalent is "تعبك راحة" "Ta'abek Raha" and that was a good example of positive cultural interferences in decoding the meaning of what seemed to be a universal figurative language.

3.3.1.3 Observation of Negotiations in Arabic (H): Frequency Analysis

The use of Arabic (H) with a relatively high frequency when compared to the other sessions (10 times in one session) seemed to have been caused by the learners' inability to find equivalents in the low variety especially in debating the meaning of an abstraction that was used as a trigger to negotiation of meaning. The researcher used this example "It is bad faith to say that you will fail your exam without even trying to take it" and when he asked the learners about the meaning of "Bad faith" some learners directly jumped for conclusions based on religious projections due to the existence of the word faith.

3.3.1.4 Observation of Negotiations in French: Frequency Analysis

The lack of French to English cognates forced the learners to rely on other varieties (there were only 09 attempts to negotiate using French) with the exception to the abstraction made earlier where one subject translated and related it the sartarean concept of “la mauvaise foi” this showed and proved that cultural awareness can be a deciding factor when negotiating meaning. The same subject showed an over reliance on French making bad associations and that was an example of negative transfers when negotiating meaning.

3.3.1.5 Observation of Negotiations in English: Frequency Analysis

The learners made sixteen attempts in negotiating meaning using English some of them were successful in determining the meaning of the negotiated utterance. Few negative transfers from the other varieties were noticed this could be explained by the fact that the quasi experiment took place after two months from the first observation session. We noticed that those who were recorded using French more often seemed to master the language better than their counterparts who relied only on Arabic or English during verbal productions. This may prove our hypothesis that using transfers from French as an L2 may develop the proficiency in English.

3.4 General Discussion and Findings

Here the all sessions are analyzed and interpreted as one entity, focusing on the nature of the discourse held by the act of negotiating meaning through the analysis of transfers.

During the first two sessions of discourse observation we noted that negotiating meaning through task based activities that use authentic materials allow for cultural/pragmatic interferences as a way to relate the learners’ background and their repertoires to the concept being negotiated, inputs are understood and acquired through the negotiation of the concepts that reflect the

connotations behind them, These tasks act as training programs that condition the learners competences bringing them closer to their main objective which is to develop their competences in the target language. In order to understand the pragmatics of the target language learners are trained according to possible situations they may encounter in real life. This seems to be meant to optimize their proficiency in the target language. Transfers from real life experiences were observed surfacing when the teacher discussed how to order food in a restaurant, a similar incident was noticed when the teacher was training the learners on how to book a hotel room. The learners were highly interactive when the authentic real life situations were used as tasks this can be due to the fact that these situations can be projected on their experiences where we can say that these situations are universal in their nature as they can be found in almost every culture nowadays.

The learners' ability to negotiate meaning in the target language independently from negative transfers was observed to develop when the learners became more aware of the systems that guide the target language. This awareness enforces the familiarity with the target language allowing the learner to somehow break-free from having to resort to the mother tongue or the previously acquired languages, once knowledge about the systems that govern the target language was developed the subjects were noticed to make less errors in producing the simple item to item syntaxes as if the grammatical knowledge trickled down and covered the previously knowledge about the language systems.

When negotiating meaning psychological factors have been observed to affect the negotiation process, these factors ranged from stressed to anxiety they can be developed and investigated independently as a separate theme in negotiating meaning in a classroom setting.

The procedural transfers on the macro level in negotiating meaning using English were observed to diminish when learners gained more proficiency, learners appeared to have developed a tendency to rely on the pattern systems of English slowly moving away from the negative interferences of the systems of French and the systems of the low variety of Arabic. This could be due to the prolonged contact between the subjects and the target language that lead them to gain familiarity and awareness of the grammar in the target language it could also be caused the learners willingness to improve their proficiency that acted as a catalyst in breaking away from the over reliance on the previously acquired languages.

Lexical transfers grew more complex when the learners' proficiency level developed, the subjects became more critical in employing transfers this can explain the drop in the negotiations at certain stages of the observation. The critical lexical transfer corresponded with the learners' new tendency to be selective when transferring concepts from their mother tongue or from L2, subject one, four, ten and seven seemed to develop faster in terms of mastering negotiating meaning with few errors, their competences seemed to be explained by their proficiency in French and how they invested their underlying knowledge in learning the target language. The training for them was more successful in terms of being able to communicate discuss and negotiate concepts using English alone.

Phonological interferences were noticed to be predominantly transferred from French and Arabic (L) to English when negotiating meaning as most students used the speaking patterns in the variety they use in the oral communication. These interferences can be addressed by using a contrastive analysis of learning English in an Algerian setting this can determine the errors in the speaking patterns and from that teachers can develop a method that would allow them to overcome these negative interferences.

This interpretative analysis may provide a further understanding to the researched phenomenon as it recapitulates the previously discussed analyses regrouping them in one text. Going through the relationship between the transfers (lexical, procedural, phonological, and pragmatic) and negotiation of meaning we were able to determine some elements that shaped the researched phenomenon.

Conclusion

This chapter is supposed to represent the practicalities found in this research, here we aimed at representing, discussing and interpreting the collected data offering the reader the possibility to relate the inputs with the literature found in the library research in the first chapter rendering that bulk of theory into entity that can be practically used.

GENERAL CONCLUSION

General Conclusion

Our study shows that foreign alien concepts that are presented during the lesson trigger a flow of negotiations of meaning that leads the adult learners towards a noticeable pattern that is based on resorting to the linguistic underlying knowledge in order to negotiate, the pattern reinvests lexical, procedural, pragmatic and phonological transfers in referencing the verbal responses produced during the discussion. The communication that is maintained through the act of gap filling using transfers has been noticed to be constructive with minor negative interferences when these gaps are filled from a language that is both linguistically and culturally close to the target language (in our case French to English transfers), considerable negative interferences have been noticed that are caused by the over reliance on Arabic (L) when negotiating meaning, this was thought to be a result of the large distance between Arabic (L) and English as a target language.

The research indicated that lexical transfers may occur not only as a way to fill the gap left by the unfamiliarity with the concepts of the target language when negotiating meaning, but also a technique that allows the learner to critically assess their lack of vocabulary when producing the discourse and use their underlying knowledge to make an analogy between the items within the previously learned languages and the target language, this assessment permits the adult to compare the meaning between the cognates and use this comparison to retain the newly learned concept. Negative lexical interferences were recorded yet discarded due to their insignificance when compared to the positive transfers, this can be proven by the fact that the learners who were more acquainted with the French lexis and pragmatics were observed to develop faster in acquiring the language items in English.

In the process of developing this work we noted that learners tend to use pragmatic transfers when negotiating cultural references as a way to relate the utterance back to their culture which results in a distorted understanding of the notion being discussed. The distortion can be seen as the result of a cultural interference that carry the ideology dominant among the users of the mother tongue within. This may explain the inability of those who negotiate using the low variety of Arabic to accurately relate the newly learned concepts when compared with those who are more proficient in French.

Negotiation of meaning as a separate entity from the researched phenomenon can be considered as a process that bridges the antagonisms between the learners' lack of the linguistic competence in the target language and the teacher's knowledge about the subject matter. In this study we found that within the act of bridging knowledge cross-linguistic and cultural interferences shape the understanding and the interpretation of the stated utterance, the discussion that takes place during the negotiation acts as an of a reintroduction of the learners' underlying knowledge in acquiring the negotiated meaning.

The language being both a means of communicating meaning and a cultural representative of the society that constructed it, indicates that the latter is responsible for shaping the meaning imbedded in the language items and how they are used, which takes us back to the effect of pragmatics on decoding the meaning behind the negotiated discourse, and how the pragmatics of the previously acquired language may interfere in the process of encoding and encoding the responses when discussing meaning. saying that meaning is decided by the users and the originators of the language would help us better understand the effect of negative transfers when making analogies between the uses of the equivalents in both the target and the source language (the source of the underlying knowledge).

Adult learners having the capacity to critically assess the linguistic situation they are in, may help them develop a system that uses positive transfers as a technique to decode and encode responses with full awareness while negotiating meaning. this assessment can be utilized not only in negotiating but also in developing the verbal skills, as it may allow the learners to overcome the reliance on simple lexical item structures in favor of more complex lexes.

The study's main concern was to unveil the characteristics of negotiation of meaning through cross-linguistic transfers, investigating the phenomenon in the environment allowed us to have a clear idea about the elements being investigated; giving us a further insight about the subject matter which we believe can be a threshold for further research developments.

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APPENDICES

Appendix A

Observation sheet

NUMBER OF SUBJECTS		CONDUCTED BY	
OBSERVATION DATE		OBSERVATION START TIME	OBSERVATION END TIME
GROUP		LOCATION	
DESCRIPTION OF THE FOCUS GROUP INTERVIEW			

	Negotiation Arabic (L)	Negotiation Arabic(H)	Negotiation (English)	Negotiation (French)	Comments
Subject 1					
Subject 2					
Subject 3					
Subject 4					
Subject 5					
Subject 6					
Subject 7					
Subject 8					
Subject 9					
Subject 10					

Appendix B

Learners' Inventory

Arabic version:

كيف تقيمون مستواكم في اللغة الانجليزية؟

.....

ما عدا اللغة العربية, ما هي اللغات المحكية من قبلكم؟

.....

أي لغة او لسن تفضلون استعمالها في مناقشة المفاهيم الجديدة؟

.....

هل يمكننا معرفة الأسباب التي قادتكم لاستعمال اللغة التي تشعرك بالراحة ؟

.....

هل يمكن استعمال اللغة الإنجليزية لمناقشة المفهوم؟ في حالة الاجابة بنعم او لا يرجى التوضيح.

.....

هل لديكم انفتاح على الثقافة الغربية (مسرح, موسيقى, تاريخ, سينما)؟ يرجى التوضيح.

.....

هل تجدون سلاسة في نقل المفهوم إلى لغتكم الأم؟

.....

هل استعمال اللغة او اللسن الذي تفضلونه يسهل انتقال المعنى إلى لغتكم الأم؟

.....

هل تجدون سهولة في المحافظة على المفاهيم المكتسبة

.....

كيف تناقشون المفاهيم الثقافية عامة؟

.....

English Translated Version:

How do you assess your proficiency level in basic English?

.....

Other than Arabic what languages do you speak?

.....

What languages or varieties you prefer to use in negotiating new concepts?

.....

Does the language you prefer act as a facilitating agent in learning?

.....

Can we inquire about the reasons that lead you to use the language you feel most comfortable with?

.....

Is it possible for you to use English when negotiating meaning?

.....

Are you open to Western culture (theater, music, history, and cinema)? Please clarify.

.....

Do you find easy in associate the concept back to your mother tongue?

.....

Is it easy for you to retain the newly acquired concepts?

.....

How do you negotiate cultural concepts in general?

.....

Appendix C

Lesson Plan

Date: 01-06-2021

Conducted by: Yahiaoui Taha

Time: 1 hour

Location: International Language Institute
- RIHI

Number of students: 06

Level: A1

Lesson objective: To see how, and in which languages/varieties learners do negotiate new English meanings, using their receptive and productive skills.

NOTE THAT THE ELEMENTS IN THE LESSON WERE ADAPTED FROM THE INTERNET.

Introduction:

Define ‘Language’ and introduce the learners to the origins of English, and make them aware of the difference between formal and situational English.

Presentation:

Present new ENGLISH concepts to learners within context, and ask them to negotiate the meaning in whatever language they prefer.

1- By all means!

Is a polite way to encourage someone to take advantage of an offer.

For example, imagine if one friend invites another to come over, and the invitee asks, “Are you sure?” The inviter could say, “By all means!”

In the dialogue below, two friends are discussing a loan.

Jessica: I can’t believe I was robbed. It couldn’t have come at a worse time. I don’t even have enough money to pay my tuition fees.

Richard: Don’t worry. I can lend you money for your tuition fees.

Jessica: No, I won’t take it.

Richard: Please, take the money. I’m happy to do it. Jessica: Really?

Richard: By all means! Pay me back whenever you want.

-Incite learners to negotiate the meaning

2- "Thanks for helping." "Not at all."

Ask learners how would they reply on someone thanking them?

You welcome

Don't mention it

Not at all

3- No Sweat

When someone helps in doing a task (physically), and you thank them, so they reply: no sweat!

-Incite students to negotiate the meaning.

4- Brownie points

Brownie points in modern usage are an imaginary social currency, which can be acquired by doing good deeds or earning favor in the eyes of another, often one's spouse.

When a husband helps his wife, he says: I have earned some brownies points!

-Incite learners to negotiate the meaning.

5- Lay out the welcome mat

put out the welcome mat

lay, put, roll, etc. out the welcome mat

To show somebody that he/she is welcome

-Incite learners to negotiate the meaning

6- Overstay/Overstayed our welcome

Use when someone is no longer welcome in or at a place.

- Incite learners to negotiate the meaning

7- Cold Shoulder

The act of ignoring someone

- Incite learners to negotiate the meaning

8- Cold Feet

To get nervous or to have second thoughts about doing something.

He's getting cold feet about the wedding, but I told him that was perfectly normal.

- **Incite learners to negotiate the meaning.**

9- Bob's your uncle

To say that a set of instructions or task is simple or easy.

To make the salad dressing, you just put oil, vinegar, honey and mustard into a bowl, mix them together and bob's your uncle!

- **Incite learners to negotiate the meaning.**

10- Call it a day

To stop working on something.

It's almost 9pm. I think we should call it a day and finish the report tomorrow.

11- Elephant in the room

An obvious truth of fact that is being intentionally ignored.

- **Incite learners to negotiate the meaning.**

12- Glad to see the back of

To be happy that you no longer have to deal with someone.

I was very glad to see the back of John because he made the atmosphere in the office so uncomfortable.

- **Incite learners to negotiate the meaning.**

13- Bad faith (refusal to confront facts or choices)"she limits herself to that lousy job in bad faith, she knew she could do better."

Incite learners to negotiate the meaning.

RÉSUMÉ

La négociation du sens qui est portée par les transferts inter linguistiques et les interférences culturelles exerce une influence sur l'interprétation des apprenants des locutions étrangères négociées, où les éléments des langues précédemment acquises viennent influencer le processus de décodage et d'encodage des discussions sur la nature de la signification discutée. En faisant des recherches sur ce phénomène, nous avons choisi d'observer, d'interviewer et d'expérimenter avec un groupe de dix apprenants de l'Institut international des langues - RIHI, dans la région de Tiaret, Algérie. Les données recueillies ici ont été utilisées comme intrants à traiter, à discuter et à analyser, ce qui nous a permis de mieux comprendre le sujet à l'étude. Des développements ultérieurs ont permis de conceptualiser les éléments du phénomène, cela nous a permis de catégoriser ses composantes en déterminant le taux et la fréquence de la structure étudiée et la façon dont elle affecte les compétences des apprenants adultes dans l'acquisition de connaissances sur les concepts étrangers dans la langue cible. Les interprétations de ces concepts ont été un facteur décisif pour déterminer l'étendue de l'influence des langues précédemment acquises sur la négociation du sens.

Mots clés: négociation de sens, transferts inter linguistiques, interférences culturelles, apprenants adultes de l'EFL.