CHAPTER-ONE

INTRODUCTION

The present study on "Multilingual's Use of Language: A Case of Vocabulary in Context" consists of general background, statement of problem, rationale of the study, objectives of the study, research question or hypothesis, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background

Second language acquisition is a discipline like other disciplines as; language testing, pragmatics, phonetics and phonology and so on. It is a newly developed discipline which is not older than 40-50 years. Second language acquisition (SLA) refers to the acquisition of any other languages after acquiring the first/native language. 'Some of the disciplines that are related to SLA are; third language acquisition/ multilingualism, heritage language acquisition, bilingual acquisition and first language acquisition', (Gass and Selinker, 2009, p. 20). Interlanguage is also related to SLA because, if the learners have not acquired second language, they wouldn't have developed their interlanguage. For the development of interlanguage, we need learners to become multilingual and that requires second language acquisition.

Interlanguage is a term first coined by an American linguist Larry Selinker (1972). Interlanguage refers to the language used by second language learners, when an L2 learner attempts to express something in target language s/he makes use of his/her interlanguage. Interlanguage does not belong to first language and second language. It is unique and it has its own system and rules. We can find some influences from both first language and second language to the learners' interlanguage. Interlanguage lies somewhere in- between first language (FL) and second language (SL). Interlanguage is dynamic in nature as the learners get comprehensible input, feedback, recasts, opportunity for

interaction, scaffolding and so on they move towards achieving target like competence but, some of them fossilize at the stage of interlanguage. While interacting with others, learners produce interlanguage as they are focusing on meaning not on accuracy.

According to Mitchell and Myles (2004, p.131) “It is argued that meaning-making efforts on the part of learners are a driving force in ongoing second language development, which interacts with the development of formal grammatical systems.”

Interlanguage is the process/stage of second language learning which involves learners’ construction of interlanguage (IL). IL is a personal construct, it differs from one learner to another, and even they have similar linguistic background. IL is an idiosyncratic variety of learner’s language. Language used by second language learner contains lots of mistakes and errors, if we look at IL from error analysis perspective. Before error analysis (EA) came into existence, there was contrastive analysis (CA) which gave emphasis on L1 transfer during L2 learning. CA assumes that all the errors that an L2 learner commits are the result of L1 influence. To validate the assumptions made by CA, EA came into existence. But, when EA analyzed erroneous expressions produced by L2 learners it was found that the assumptions made by CA were wrong. Learners’ language was not based on L1 and L2 they have their own system and rules. This could be viewed as a separate linguistic system different from both learner’s NL and TL but, linked to both of them.

While analyzing interlanguage, the researchers use utterances produced by second language learners when they are trying to communicate meaning in target language. In this proposed study, I have used second language learner’s utterances in written form as the data for study and their utterances were analyzed to meet the objectives of this study.

1.2 Statement of the Problem

Everyone in this world requires language to communicate with each other. Some may have the knowledge of only one language and some may have competence over more than two languages. Persons with the knowledge of more than two languages are known as multilinguals. Many researches have shown that the multilingual learners are more creative than monolinguals. The main problem that the multilingual learners face is they couldn't keep the languages and interlanguages apart; they tend to mix and merge their languages and interlanguages. In our context as well we have multilinguals, how multilinguals make use of language in their learning is a matter of concern in this research. In case of other's, many researches have been conducted to find out multilingual's mixing and merging of language and they do come up with the results that there occurred interlanguage transfer in multilingual's use of language. But in case of our context, nobody has conducted research under this area so, I would like to explore the outcomes of the problem on whether interlanguage transfer occurs in our context or not.

It has been observed by Angelis (2005) that Spanish and English learners of Italian as an L3 or L4 rely extensively on their non-native languages for function words. Multilingual learners with the same L1 but different L2 may develop some differences in their target language knowledge. They transferred theirL2 interlanguage during L3 or L4 acquisition in case of function words and languages of multilinguals may influence each other. During L3 production the language learner often unintentionally produces IL forms that consists either partially or completely of L2 forms. And, what I wanted to observe is that, we could generalize that multilinguals and monolinguals certainly differ in terms of their use of language. So, the problems being addressed in this study are; how multilinguals' make use of language? Do they transfer their interlanguages or not? Could we see influence from other languages they know into their target language or not? Do they make use of apt vocabulary items while translating or do they translate literally? There is the gap between what

others have observed and what I would like to observe. The gap or the problem between the previous studies and the present one is that all the researches were conducted on the foreign land or nobody has attempted to explore about this in our context. Similarly they have not explored about multilinguals use of language focusing on vocabularies, they have just focused on function words, and they have observed that languages of multilinguals' may influence each other but without researching we couldn't say this is true in our context as well. Other findings drawn by them as, L2 interlanguage transfer during L3 or L4 acquisition in case of function words and so on. It couldn't be claimed true in our context too. Even, if we do have multilinguals, their multilinguals and our multilinguals differ in terms of their linguistic background and other background as well so, we could not assume what they found is true in our context too. The research which that have been carried out attempted lots to bridge this gap as well. And, we also do not have any fixed policies or plans that would help multilinguals' learning and monolinguals' learning. All the things mentioned above are the problems and this study has been focused for this concern.

1.3 Rationale of the Study

The main objective of this study is to explore the use of language by multilinguls; how do they make use of languages? Do they keep their languages and interlanguages apart without mixing and merging them? and so on. Researches conducted by different scholars in foreign land explore that interlanguage transfer do occur in their context of language use by multilinguals. This study has been conducted to explore whether this sort of interlanguage transfer occurs in our context or not, especially in case of vocabularies. The findings drawn out from this study will help the learners to know about themselves as well as the teachers will be benefited in their teaching task, they could teach according to learners' need so, the learning would become pleasure for them not a pain. Others such as planner, policy maker and those who wants to research under this area will also be benefited.

It is important to conduct research under this area because in our context, nobody has attempted to explore about multilinguals' use of language. Language used by multilinguals and monolinguals certainly differ from each other. Many researches have been conducted under multilinguals use of language or interlanguage transfer. For e.g.; Angelis (2005) carried out a research under 'Interlanguage Transfer of Function Words'. Similarly, Aysan (2012) conducted research on 'Reverse Interlanguage Transfer' which came out with the result that the languages of multilinguals may influence each other. Researches carried out in our context do not exactly match with the objectives of those researches. There is a research conducted by Sharma (2010) under 'The role of monitor in learning the English language', Pun (2011) carried out a research under 'Interlingual Errors Committed by Tharu Learners of English' and so on. All these researches focused on different aspects of interlanguage or multilingual, they do not focus on multilinguals' use of language in case of vocabularies or interlanguage transfer of vocabularies by multilinguals. That's why it is important to focus on interlanguage transfer by multilinguals or multilinguals use of language.

Results drawn from this research study would bring new insights into learners to learn, teachers to teach, policy makers to develop policies and so on. They would know about 'in what way do multilingual learners make use of language, they could compare monolinguals' use of language and multilinguals use of language and plan to teach or develop different materials or curriculum or syllabus according to multilinguals use of language'. They would expose them to be alert while using vocabularies in such interlanguage phase. In our context or under the department of English Education nobody has conducted research under this area. The results drawn from this study would certainly provide valuable information to solve the problem related with multilingual's use of language and interlanguage transfer in case of vocabulary seen within the classroom setting or outside the classroom. Other researchers who want to conduct research under this area in future will also be benefited. This research would open the possibilities for others for further researches under this area.

This research would somehow bridge the current gaps. In this extent, it would highly be rationale in the field of SLA in our context.

1.4 Objectives of the Study

The objectives of this study were:

i. To find out multilingual learners' use of vocabularies in case of their interlanguage transfer.
ii. To recommend some pedagogical implications.

1.5 Research Questions or Hypothesis

This study has addressed following research questions:

1. How does interlanguage transfer bring variation in vocabulary?
2. How do multilinguals make use of language?
3. Whether they transfer, mix or merge their languages or interlanguages or not?
4. Do they make use of apt vocabulary items while translating or do they just translate literally (i.e. word for word)?
5. Is there any difference in translations as they have different linguistic background?

1.6 Significance of the Study

This research work is significant and helpful for the English teachers, educational administrators, policy makers, trainers and the person who are interested in carrying out research on different aspects of interlanguage transfer. It is fruitful for teachers, students, and those who are engaged in the realm of language teaching. The findings of this study suggest some pedagogical implications in the field of second language research. This is equally significant for those who want further study in this field in future.

1.7 Delimitations of the Study

The time period to carry out the study was of only three months, so I was unable to incorporate every aspects of the interlanguage. That's why the study had following delimitations:

- The study was limited within 40 multilingual learners only.
- The study was limited within the transfer of vocabulary or code-mixing at word level.
- Only learners from M. Ed. II year were sampled.
- The data were collected only once.
- Only multilingual learners were used for data collection.

1.8 Operational Definitions of the Key Terms

Second Language Acquisition: Language that the learners acquire after acquiring their mother tongue or native language.

Interlanguage: A language created by students of a foreign language, incorporating aspects of their own language.

Interlanguage transfer: Influence of one IL over another IL.

Talk foreign: Influence from or mixing and merging of different known languages or interlanguages.

Semantics: A branch of linguistics studying the meaning of words.

Multilingualism: Condition of being able to speak several languages.

Vocabularies in context: Use of different vocabularies in different contexts as; linguistic context, situational context …etc.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter incorporates review of all the related theoretical literatures, empirical literatures, implications of review for the study and conceptual framework of the whole study.

2.1 Review of Related Theoretical Literature

This section includes all the theoretical background of the topic that has been reviewed from the related literatures.

Interlanguage is a theoretical concept, it is the stages of development through which L2 learners pass to achieve L2 competency. Interlanguage holds the theoretical framework of mentalism. Up to 1960s, views on language learning were derived from a theory of learning in general. Behaviourism was the dominant theory at that time, which viewed language learning and learning other behavior as same. Behaviourism explained the behavior in relation to stimulus-response chain; different stimuli produced different responses from a learner. Behaviourism views that L1 acquisition occurs as the children imitate the adult's utterances. It also believes that SLA could also precede in the similar way, that is to say, L2 acquisition also occurs as a result of imitation and habit-formation. This habit-formation theory dominated L1 and L2 acquisition up to 1960s. Behaviourists take errors as undesirable and those errors should be avoided. For them, errors were the product of interference done by their old habits while they were learning new one. After that there came Contrastive analysis hypothesis which compared L1 and L2 and predicted that the similarities between two languages lead towards facilitation and differences between them lead towards hindrance. Later, researchers found that the predictions made by CA were wrong, differences do not always hinder and similarities do not always facilitate. So, the CA was also criticized for its

predictions. All those things attacked on behaviourism and paved the way for mentalism. Mentalism came with the idea that learner's internal factors are powerful determinants of SLA, which minimized the importance of imitation and reinforcement. It focused on 'acquisition device' which was thought to be responsible for L1 acquisition. It claimed that child's knowledge of his L1 was derived from a Universal Grammar. Language acquisition device (LAD) contained universal grammar (UG), UG contains principles of languages that are same for all languages and the child goes on developing parameters of the language he/she is exposed to. The child builds up his knowledge of L1 by means of hypothesis-testing and he forms a series of hypothesis about the 'transformations' necessary to convert innate knowledge into surface form of his L1. These hypotheses were, then, tested and they acquire their L1 accordingly. The concept of 'hypothesis-testing' was used to explain how the L2 learner progressed along the interlanguage continuum.

> So far the account of interlanguage theory has closely followed the principles of mentalists theories of language acquisition. The emphasis on hypothesis-testing and internal process together with the insistence on the notion of a continuum of learning involving successive restructuring of an internal system, are direct borrowings from L1 acquisition theory. (Ellis 1985, p. 49)

For mentalists, L2 acquisition can proceed in two different ways; it can utilize LAD for L2 acquisition as well, or it can make use of alternative mechanisms, which are responsible for other types of learning.

All these evidences mentioned above reveal that interlanguage is related to mentalism which emphasizes on learner-internal factors for learning rather than

imitation and habit-formation. The major theoretical concepts for this study are as follows:

- Second Language Acquisition
- Interlanguage
- Historical Perspectives of Interlanguage
- Key Concepts in Interlanguage
- Language Transfer in Multilingual Situation
- Semantic Aspects in Interlanguage
- Multilingualism
- Contrastive Analysis
- Talk Foreign

1.1.1 Second Language Acquisition

Second language acquisition does not have very old historical background. We can call it a young field of study, it is fair to say that the study of SLA has expanded and developed in the past 40-45 years, when CA came into existence. According to Cook (2008), "Second language learning/acquisition includes all learning of language other than the native language, in whatever situation or for whatever purpose: second simply means other than first."(p.12)

In Mitchell and Myles' (2004) words "Second languages are any languages other than the learner's 'native language' or 'mother tongue'."

Similarly, Gass and Selinker (2009, p.1) say that;

> It is the study of how second languages are learned. It is the acquisition of non-primary; that is, the acquisition of a language beyond the native language. It is the study of how learners create a new language system with only limited exposure to a second language. It is the study of what is learned of a second language and what is not learned; it is the study of

why most second language learners do not achieve the same degree of knowledge and proficiency in second language as they are in their native language.

After looking at these definitions, we could say that second language acquisition refers to the acquisition of any other language beyond our native language or primary language. Second language could be called a secondary language that we may have acquired or learned after sometime of the acquisition of the first language. They may be their third, fourth or fifth language. Some researchers tried to differentiate between second language acquisition and second language learning. They call acquisition as the unconscious or informal process and learning as the conscious or formal process. It still has both its supporters and critics.

For Gass and Selinker (2009, p. 7) second language acquisition is a term used for the name of the discipline. It is the process of learning another language after learning their native language. According to them, the learner who acquires additional language in his own native language environment that's foreign language learning and who acquires additional language, for example English in the environment in which English is spoken is second language learning. Foreign language learning always takes place in classroom setting but second language learning may or may not.

It is difficult to find monolinguals these days, as people are becoming multilingual for many reasons. Such as; they may get more opportunities as better education, better job, emigration, expansion of one's benefits and horizons and so on. Second language affects their careers, futures, lives and their identities.

Cook (2008, p.1) in this regard says, "In a world where the acquisition and use of second language are vital to everyday lives of millions; monolinguals are becoming almost an endangered species".

1.1.2 Interlanguage

The concept of interlanguage lies somewhere in-between native language and target language. That is to say, as the learners start learning another language after they have acquired their first language and before having competence over the second language they will produce the interlanguage. The sentences they produce will not match with their first language and second language and those utterances will have its own rule that is their interlanguage. Different scholars have defined the term 'interlanguage' differently. Lets' look at some of the definitions;

"The interlanguage concept relies on two fundamental notions: the language produced by a learner is a system in its own right, obeying its own rules; and it is a dynamic system, evolving over time" (Mitchell and Myles, 2004, p.39).

This definition explores that learner's language has its own rules and systems. It is dynamic because, even if their language does not match with the target language they will have their own rules and system. The rate of learning between different learners may be different but the route would be the same. It is dynamic because, there will be the sequence of development in learning an L2 due to different linguistic and non-linguistic factors. We may find some influence from L1 and L2 but, it is not possible to determine how far the particular characteristics of the learner's interlanguage are the product of first language influence.

In the similar vein, Tarone and Swierzbin (2009, P.12) states that;

> Learner's language seems at first like a collection of mistakes, most of them due to the influence of their native language. Research has shown that learner language is also rule-governed. It follows its own sets of rules, which are different from the rules of the learner's target language and the rules of the native

> language as well. The linguistic system of learner language has been called interlanguage.

This definition also advocates for the unique system of interlanguage which does not match with L1 and L2, they have their own system of language. According to Tarone and Swierzbin (2009), learners do not produce interlanguage when they are focusing on accuracy or doing form-focused drills but, we can observe their interlanguage when they are focusing on meaning. Their language is enormously different from L1 and L2. For Selinker, "Some of the processes claimed to shape the rules of IL include native language (NL) transfer, overgeneralization, transfer of training, strategies of communication and strategies of learning" (as cited in Tarone and Swierzbin, 2009, p.13).

Interlanguage is the term for a dynamic linguistic system that has been developed by a learner of second language. An interlanguage is idiosyncratically based on learners' experiences with L2. Interlanguage is dynamic because as the learner gets more comprehensible input, interaction and output they move on the path of target language competence. As the learner fails to achieve target language competence or fossilizes somewhere in-between native language and target language that is his /her interlanguage stage. Some learners move ahead from their stage of interlanguage but some of them fossilize there. Interlanguage is idiosyncratic, to say that, it is the personal variety of language used by the second language learner. We can distinguish between interlanguage and creole and pidgin languages. Pidgins and creoles are used by certain group of speakers but interlanguages are idiosyncratic or they are the personal variety of language.

Lightbown and Spada (2006, p.201) view that;

> Interlanguage is learner's developing second language knowledge. It may have characteristics of the learner's first language, characteristics of the second language and some characteristics that seem to be very

general and tend to occur in all or most interlanguage systems.

Interlanguages are systematic, but they are also dynamic. They change as learner receive more input and revise their hypothesis about the second language.

In nutshell, we could say that interlanguage lies somewhere between first and second language. It has its own system, rules and it is the idiosyncratic variety of language. Every second language learner passes through this step of learning, some of them move ahead to achieve target language proficiency but some of them fossilize there and cease to develop to achieve the target like competence. Anyway, it is the blend of learners' first and second language as it includes some features of those languages.

1.1.3 Historical Perspective of Interlanguage

To talk about the history of interlanguage;

> "Interlanguage was coined in 1972, by Selinker, to refer to the language produced by learners, both as a system which can be described at any point in time as resulting from systematic rules and as the series of interlocking systems that characterize learner progression". (Mitchell and Myles, 2004, p.39)

From the above mentioned definition, we come to know that the term interlanguage was coined by Selinker in 1972. Selinker (1972) in his book 'Rediscovering Interlanguage' has mentioned the works done by different scholars as Lado, Fries and Weinreich that is important for the development of interlanguage.

Selinker further (1992, p. 27) says "I maintain that it does and begin with two brief examples: in my view, two of the concepts in the SLA literature that continue to be the value are 'permeability' and 'transferability'.

Let’s look at the history of interlanguage from the development of different theories. At first, behaviorist theory came into existence, during 1950s or 60s. CA was the product of this theory or to say that CA assumes that language learning is based on habit-formation. Behaviorist theory ignores the role of mind in learning language. It believes that learning a language and any other behavior is similar. While learning, learners imitate new behavior and forms new habits that is what they call learning. As a reaction to behaviorist theory mentalist theory came into existence, which focuses on the role of mind for learning language. It believes that learning a language and any other behavior is not similar, to learn a language learners already have Language Acquisition Device (LAD) in their mind at the time of birth which contains principles and parameters. Principles are same for all the languages but parameters differ, as the learners get exposure to a certain language they acquire that language with the help of principles and go on developing the parameters of that language.

Tarone (2006, p. 747) analyses that, the history of interlanguage starts with the concept of CA, which believes that L2 learners’ language is shaped by their L1. Similarities between L1 and L2 facilitates learning whereas differences between L1 and L2 hinders learning. To validate the assumptions made by CA, EA came into existence. EA took learners’ erroneous forms of language and analyzed them to see whether the predictions made by CA were correct or incorrect? And the results showed that the predictions made by CA were wrong, the erroneous expressions made by their learners were not the product of their L1 transfer. EA possessed some questions to contrastive analysts and other researchers like, ‘what is it which determines how learners use their language? Or what shapes their language?’ As a result, Larry Selinker used the term interlanguage in 1972 to refer to the learners’ language.

Though the concept of interlanguage was developed by Selinker in (1972), but we could see that the concept was there before Selinker coined it. Many linguists/ researchers were researching, what is it that shapes learners’ language? So, we could say that the term is new but the concept is old.

1.1.4 Key Concepts in Interlanguage

Key concepts in interlanguage include different things related to interlanguage. In this section, features of interlanguage (IL) development, IL development in first language acquisition (FLA) and variability in IL have been dealt. What could be the features of interlanguage? The answer of this question is related to the unique system of interlanguage, its dynamic nature, idiosyncratic nature, its' autonomy and so on. Interlanguage development deals with how an L2 learner develops his or her interlanguage, what are the responsible factors for the development of interlanguage? We know that interlanguage is produced by L2 learners, meantime can we say interlanguage occurs during first language acquisition as well? And what variability means in interlanguage? All these questions will be answered in following sections.

1.1.4.1 Features of Interlanguage

There are mainly three features of interlanguage mentioned by Selinker (1972) as cited in Ellis (1985, p.50). They are:

a) Interlanguage is Permeable

This feature of interlanguage says that interlanguage is not fixed. It allows for the subjectivity of learner, it is flexible in nature. We could not say that the learners of English with Nepali language background will produce this fixed sentence for this work because it depends on learners own subjectivity.

b) Interlanguage is Dynamic

Interlanguage is dynamic in nature because, as the learners get more exposure in TL they will move towards achieving the target like competence.

c) Interlanguage is Systematic

Interlanguage of a learner varies from that of the another learner. Although, they vary from one learner to another they have their own system. They are

based on their own rules, so they are systematic. Systematicity and variability are the two major features of interlanguage.

1.1.4.2 Interlanguage Development

Some of the processes that are useful for the development of interlanguage by Selinker (1972) are “NL transfer, overgeneralization, transfer of training, strategies of communication and strategies of learning.” (as cited in Tarone and Swierzbin, 2009, p.13)

Development is the qualitative changes that occur within a learner. We couldn’t judge learners’ development in terms of quantity. We could understand it clearly if we look at it from the point of view of maturity. Learners become matured when they themselves search for the knowledge not when they grow old only. For interlanguage to be developed within a learner they must be an L2 learner and they must focus on meaning than the accuracy. The qualitative changes that we could see when a learner attempts to express something in his/ her additional language/ second language, beyond their native language, are the main features of interlanguage. This is how interlanguage develops within the learner.

The process could be discussed in brief as below:

NL transfer: It occurs when a second language learner makes use of rules from his/her NL. This may occur in the initial stage of acquisition.

Overgeneralization: Second language learner who has acquired correct rule for one context may overgeneralize that rule for another context too. For example, an L2 learner who has acquired the past form of talk as talked may overgeneralize that rule for go as *goed.

Transfer of Training: Learners get instructions from their teachers and others. The same instruction could be interpreted differently by different learners, in that case how do learners perceive those instructions also matters. They will try to do what they have understood from the instructions they get.

Strategies of Communication: It also affects learners IL development process. What sort of strategies do they use while communicating with others and with whom they are communicating depends upon the communication strategies.

Strategies of learning: Strategy used by learners for learning the same thing may be different. Because of learning strategies, some learners may achieve target like competence and some may not. So, learning strategies could also be one of the processes for IL development.

Ellis (1985, p. 170) provides a framework for automation of L2 rules by L2 learners in following ways:

i. Hypothesis formation: Learners form hypothesis on this stage about L2 in following three ways:

- By using prior linguistic knowledge;
- By including new rules from the input data;
- By a combination of both the rules mentioned above.

After the formation of hypothesis there comes;

ii. Hypothesis testing: In this stage learners test the hypothesis they have formed previously. They may test them receptively, productively, metalingually and interactionally.

iii. Automatization: At the previous stage they may verify or reject the hypothesis they have formed. As they verify them they go towards automation of those L2 rules.

Learners could develop their IL through the process mentioned above as well. Mostly they produce their interlanguage at the stage of hypothesis testing.

1.1.4.3 Interlanguage Development in FLA

First language refers to our mother tongue or native language that we acquire in our childhood. We acquire our first language by passing through different

stages of L1 acquisition. The stages we imply to acquire L1 could be called interlanguage in FLA.

Gass and Selinker (2009, p.30) provide different stages of first language acquisition. They are:

Babbling: Before this stage also children produce different sort of sounds as crying, cooing but, they couldn't be interpreted linguistically. At this stage, children produce more language-like sounds which consist of both consonant-vowel sequences.

Words: At this stage children produce words. They may use one word for many purposes. They may over-extend or under-extend the word.

Sounds and Pronunciation: The sounds and pronunciation of children differ from those of adults. Children's sound and pronunciation is not exactly identical to the adult's. Children may substitute one sound for another regularly. They could differentiate but they couldn't pronounce them correctly as adults do**.**

Syntax: At the earlier stages, children produce only single words but at this stage they start to combine words. They make use of content words but grammatical endings are lacking. As children move beyond the two word stage, their speech becomes telegraphic.

Morphology: Research works by Dulay and Burt and Bailey, Madden and Krashen have shown that there was a predictable order of acquisition of certain inflectional morphemes in English. In this way children acquire their L1, and all these process/ stages through which children acquire their L1 could be called L1 interlanguage.

1.1.4.4 Variability in Interlanguage

Variability is one of the features of interlanguage. Learners vary in terms of their interlanguage from one another. We could not say that all the L2 learners

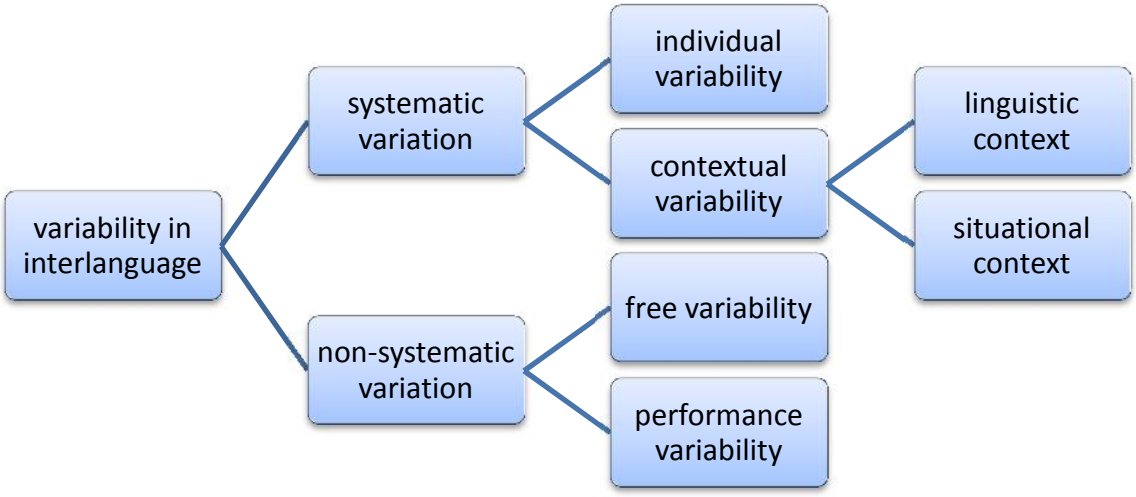
will produce certain sentences at their interlanguage stage. One may produce sentences with one pattern and another may produce with another pattern.

For Towell and Hawkins (1994, p.5, as cited in Mitchell and Myles, 2004, p.16) “Learner language or interlanguage as it is commonly called is not only characterized by systematicity. Learner language systems are presumably-indeed, hopefully-unstable and in course of change; certainly, they are also characterized by high degrees of variability”.

Whereas Gass and Selinker (2009, p.259) state that “Many external variables (such as the specific task required for a learner, social status of the interlocutor, the relationship of interlocutors to one another, gender differences, and so forth) affect learner production and developing interlanguage system.”

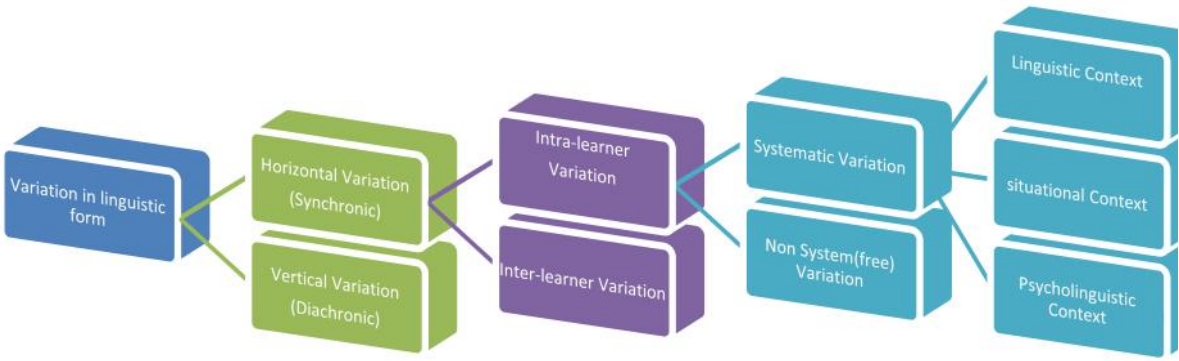
Gass and Selinker (2009, p.259) also mention that interlanguage vary more than native languages do.

Ellis (1985, p.76) presents a figure on the types of variability in language-learner language:



As Ellis (ibid) describes there are mainly two types of variability on language use: systematic and non-systematic. Systematic variation can be explained with reference to both situational and linguistic factors, which determine which

variants are used where, when and how. Non-systematic variability is of two types; performance variability (occurs when language user is unable to perform his competence) and free variation is circumscribed; it is unlikely to be observed in more than few instances. Speaker may use the variety of a single word interchangeably in a same context, for example; speaker may use '/ɔfn/ or /ɔftn/ in a same context.



(Source; Ellis, 1994, p. 134)

Ellis (ibid) explains that horizontal variation refers to variation in learner language at any single time, and vertical variation refers to variation over time and is, therefore, coterminous with order/sequence of development. Inter – learner variability reflects individual learner factors. Same social factors are involved in intra-learner variation.

Similarly there are two types of variability in interlanguage. Ellis (1985, p. 81) mentions them as: Contextual variability and free variability.

Contextual variability is also of two kinds; that which is determined by situational context and that which is determined by linguistic context. Situational context deals with learners' background, language transfer and so on. And linguistic context occurs when two different linguistic contexts induce different forms even though in the target language they require same form. For example;

> Mr. Smith lives in Gloucester.
>
> Mr. Smith who live in Gloucester married my sister.

This is an example of linguistic variability, under contextual variability. Another type of interlanguage variability is free variability. Ellis (1985, p.84) presents "Learner possesses two or more forms which he uses to realize the same range of meanings. For example; Ellis (ibid) quotes two utterances produced by an eleven year old Portuguese boy who was learning English:

No look my card.

Don't look my card."

In the above mentioned example, where the boy was focusing on meaning, the boy used two structure 'no+v' and 'don't+v' interchangeably at that stage in his development.

In the same respect, Gass and Selinker (2009, p.277) view that;

> Variation can be of two sorts, free and systematic, although systematic variation is far more prevalent…Free variation occurs as an initial stage when two (or more) forms are involved. The next stage (systematic variation) involves consistency of forms/ meaning relationships with

overlapping forms and meanings.

Similarly, (as cited in Mitchell and Myles, 2004, pp.25-27) Romaine (2003) comments that;

> Second language variability is usually 'conditioned by multiple causes'. She lists a series of possible explanation for second language variability, which she divides into 'internal' and 'external' groups. Explanations for internal validity includes; linguistic markedness, language change, universal developmental constraints and L1 transfer. Explanations for external validity includes style and task-based variation and gender-based variation.

In this way, variability is one of the features of interlanguage. Interlanguage is idiosyncratic variety of learner language so, it differs from one individual to another. There are different types of variability that we could see in interlanguage. Due to different learner and language factors, we could find variability among them. Even if they vary they have their own system or rule, which is known as systematicity of interlanguage. We could find both variability and systematicity within it.

2.1.5 Contrastive Analysis

What we understand by CA in general term is that, CA is a branch of linguistics which makes use of comparison between two languages, L1 and L2 or so on to find how one language helps or hinders the process of learning in another language. Normally, CA assumes that all the errors committed by an L2 learner is the product of his/her mother tongue influence. It believes that it is L1 because of which learners tend to commit errors while learning an L2.

> CA seems to be a hybrid linguistic enterprise, CA is a linguistic

> enterprise aimed at producing inverted (i.e. contrastive, not comparative) two-valued typologies (a CA is always concerned with a pair of languages), and founded on the assumption that languages can be compared. (James, 1980, p.3)

This definition advocates CA as a linguistic enterprise that has valued classification of a pair of languages. CA assumes that two languages can be compared. Lets' look at the history of CA; for James, 1980, modern CA starts with Lado's 'Linguistics across Cultures' (1957), although Di Pietro (1971, p.9) finds an early example of CA in C.H. Grandgent's book on the German and English sound systems, published in 1892.

Tarone and Swierzbin, (2009, p.14) mentions that;

"Lado (1957) provided a clear statement of the logic of this theory. If learning is a process of replacing old habits with new habits, then all learning difficulties can be predicted by systematic comparison of NL and TL linguistic systems."

Before the existence of CA hypothesis, people tended to see L2 learners' utterances as the collection of mistakes and errors of target language. As the CA hypothesis came into existence, it focused on the influences from first language. If there is the similarity between L1 and L2 linguistic system there will be no problem in learning an L2 but if there is the difference, there will be learning difficulty.

"CA is concerned with how a monolingual becomes bilingual." (James, 1980, p.8)

In the same way, Gass and Selinker (2009, p.96) opine;

> CA is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned and

what does not need to be learned in a second-language-learning situation. Lado detailed, one does a structure-by-structure comparison of the sound system, morphological system, syntactic system and even the cultural system of two languages for the purpose of discovering similarities and differences. The ultimate goal is to predict areas that will be either easy or difficult for learners.

Gass and Selinker (ibid) also present some assumptions of CA hypothesis:

- Language learning is based on the establishment of habits; new habits.
- Main source of error in L2 learning is native language.
- By finding out the differences between L1 and L2 we can take amount of errors.
- Errors will occur due to differences and similarity results in ease.
- Learners must learn differences between two languages while learning an L2.

By looking at all these definitions and assumptions about CA hypothesis, we can say that CA is a branch of linguistics, which is used to compare two languages (normally L1 and L2) to find the similarities and differences between them. It mainly investigates the causes of errors committed by L2 learners due to their L1 influence by comparing their linguistic system. It assumes that similarities between two languages facilitate L2 learning and differences between them hinder L2 learning. The modern CA is the outcome of the work done by Lado (1957) and Fries (1945).

Selinker (1992, p.65) presents two major purposes/views of CA hypothesis;

- A particular theoretical model is first chosen by the CA analyst and two comparable structures are compared and contrasted.
- A CA is undertaken in order to shed light on a particular theoretical issue by gathering relevant data in a contrastive framework.

2.1.6 Language Transfer in Multilingual Situation

“Everyday observation tells us that learners’ performance in a second language is influenced by the language or languages that they already know. This kind of phenomena in learner production is often called language transfer” (Mitchell and Myles, 2004, p.19).

For Gass and Selinker (2009, p.519) language transfer is, “The use of first language (or other languages known) in a second language context.”

Normally, language transfer refers to the transfer of one language to another language. It is needless to say that in a multilingual context (i.e. where learners are multilinguals) learners tend to transfer their knowledge that they have previously acquired while acquiring a new language. To say that, while acquiring second language, learners may use their knowledge of first language. This is known as language transfer. Language transfer is one of the sub fields of second language acquisition.
As cited in Gass and Selinker (2009, p.89) Lado (1957) states that:

> Individuals tend to transfer the forms and meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture- both productively when attempting to speak the language and to act in the culture, and receptively when attempting to grasp and understand the language and culture as practiced by natives.

There is one example of language transfer (LT) provided in Gass and Selinker (2009, p. 22) a quote from the king Charles V of Spain as;

‘I speak Spanish to God, Italian to women, French to men, and German to my horse’.

But this is an exceptional case. Most of the multilinguals do not have such control; they could not keep languages and interlanguages apart. On the basis of these things, I could say that language transfer will occur for sure.

Similarly, Postman (1971, p.1019, as cited in Gass and Selinker, 2009, pp.93-94) mentions that;

> Learning is a cumulative process. The more knowledge and skills an individual acquires, the more likely it becomes that his new learning will be shaped by his past experiences and activities. An adult rarely, if ever, learns anything completely new; however unfamiliar the task that confronts him, the information and habits he has built up in the past will be his point of departure. Thus transfer of training from old to new situations is part and parcel of most, if not all, learning. In this sense the study of transfer is coextensive with investigation of learning.

Odlin (1989, as cited in Talebi, S.H. 2013, p. 432) states linguistic transfer is "The influence resulting from similarities and difference between the target language and any other language that has been previously (and perhaps imperfectly) acquired" (p.27).L1 influence on L2 is known as 'Substratum transfer' (Odlin, 1989, P.169).On the other hand, 'borrowing transfer' happens when the direction of linguistic transfer is reverse (Odlin, ibid).

According to Ellis (1994, pp. 301/302) in traditional accounts of language transfer, the research focus was placed on the errors that learners produce. He presents four manifestations of transfer. They are errors (negative transfer), facilitation (positive transfer), avoidance and over use. Errors occurred as a result of the negative transfer of mother tongue patterns into the learner's L2. Facilitation is evident not so much in the total absence of certain errors. It can best be obtained through the longitudinal study of individual learners. Learners

sometime may also avoid using linguistic structures which they find difficult because of differences between L1 and L2. In such cases, the effects of L1 are evident not in what learners do but in what learners do not do. Over-use of certain grammatical forms in L2 acquisition can occur as a result of over generalization.

In a nutshell, the concept of language transfer could be found easily in a multilingual context. Multilingual learners couldn't use their knowledge of one language and another separately as we have seen in the previous example of the king Charles V of Spain. The concept of language transfer was started with the emergence of CA or behaviorist theory. The concept of language transfer is completely based on behaviorist theory of language learning, which assumes that old habits help to form new habits.

Language transfer is also of different types which are described as below;

2.1.6.1 Positive Transfer

When, the knowledge of previously acquired language helps learners to learn new language that is known as positive transfer. Due to some linguistic similarities between learner's native language and target language they may learn their target language more easily. In case of similarities between two languages, (i.e. one previously acquired and another acquiring) the knowledge of previously acquired language makes learners easy to learn their target language. This is known as positive transfer.

> There are two different underlying learning processes, one of them is positive transfer …But the actual determination of whether or not a learner has positively or negatively transferred is based on the output, as analyzed by the researcher, teacher, native speaker/hearer, when compared and contrasted with target language output. In other words,

> these terms refer to the product, although their use implies a process. There is a process of transfer; there is not a process of negative or positive transfer (Gass and Selinker, 2009, p.90).

From the above citation we could say that it is the result of transfer which determines whether the transfer was positive or negative. If the previously learnt knowledge facilitates learning new language or habits that is known as facilitation. During 1950s or 60s there was CA to find out the similarities and differences between two languages; first language and second language to determine which aspects of the second language would be easier for learners to learn. CA came with the results that the similarities between languages facilitate learning and that facilitation results in positive transfer whereas differences results in negative transfer.

2.1.6.2 Negative Transfer

Negative transfer from previously acquired habits or knowledge hinders learning of new habits. We have already discussed that it is not the process of language transfer which determines whether it is positive or negative transfer. But if the results drawn from language transfer are negative then, it is known as negative transfer. In this sort of transfer, previously learnt knowledge hinders the learning of new knowledge. For example, English learner with Nepali background may produce sentences with 'subject-object-verb' pattern because of language transfer which results in an erroneous sentence in that language. Here, the knowledge of Nepali language hinders learners' learning English language. Negative transfer is also known as interference or hindrance. CA also assumes that difference between two languages (L1 and L2) is the main cause of learners' errors. Learners transfer their L1 knowledge while acquiring L2 knowledge, if there is difference between their linguistic systems, as a result learners will produce erroneous sentences. It is known as negative transfer.

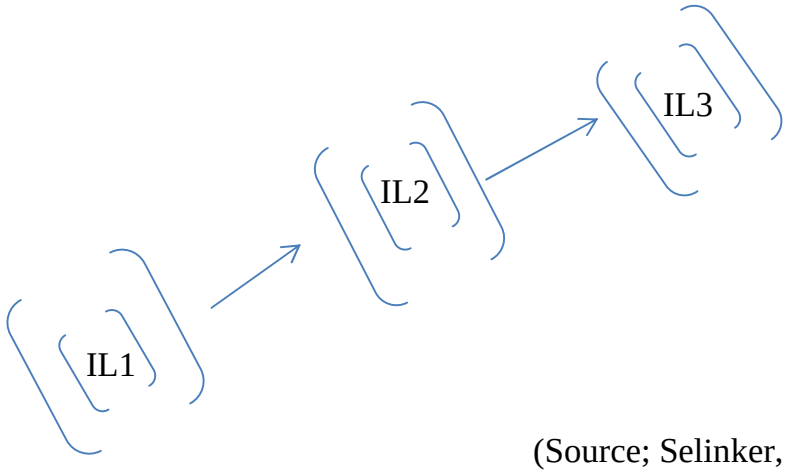
2.1.6.3 Interlanguage Transfer

Before discussing about the interlanguage transfer, let me discuss about the role of language transfer in creating interlanguage.

For Selinker (1992, p.207);

> The phenomenon of NL influence on learning of second language has been recognized for centuries and is a most substantial influence. The consensus view is that language transfer is not an 'all or nothing' phenomenon as was thought in the earlier days of CA. The use of NL information in the formation and structure of ILs is, it is now clear, a selection process, i.e. there are some native language structures and processes more likely to be transferred than others.

The process of interlanguage transfer can be shown in the figure as below;



(Source; Selinker, 1992)

The figure itself describes about what interlanguage transfer is. Transfer or influence of one interlanguage over another interlanguage is known as interlanguage transfer.

Gass and Selinker, (2009, p.152) say that "By definition, interlanguage transfer is the influence of one L2 (using the broad sense of this term) over another."

In the same way, Cook (2003, as cited in Gass and Selinker, 2009, p.152) says,

> Just as there exists, under certain conditions, reverse transfer from interlanguage back into the native language, there is a parallel set of influences from interlanguage back into previous interlanguages, from earlier interlanguages into newly developing ones and even from various interlanguages back into the native language.

There may occur some exceptional cases as well, sometimes learners may not transfer their interlanguage. They may use their languages or interlanguages separately. But, most of the multilingual people transfer their one interlanguage while they were using another one. The concept of interlanguage transfer is somewhat related with the concept of code-mixing too.

De angelis (1999, as cited in Gass and Selinker 2009, P.152) examined the production of Italian by a French-Canadian L1 speaker with three other foreign languages: Spanish, English, and Italian. She identified two types of interlanguage transfer: (a) full lexical interlanguage transfer and (b) partial lexical interlanguage transfer.

Thus, language transfer is a broad term. Interlanguage transfer also comes under language transfer. In our previous sections we have said that NL influence during L2 learning is obvious. In the same way, transfer of L2 linguistic system while learning L3 or L4 is also obvious.

2.1.7 Semantic Aspects in Interlanguage

For Gass and Selinker (2009, p.521) “Semantics is the phenomena relating to the meaning of words and sentences.”

Semantics deals with the meaning aspect within the sentence level. It does not concern with the context where the utterances are used. It only focuses on what words conventionally mean in that particular sentence (logical meaning derived

from the words). Synonymy, antonymy, homonymy, homophony, polysemy and so on are the study area of semantics i.e. the sense relations of the words. It deals only with the explicit meaning reflected through language not the implicit meaning that utterance may convey if used in a particular context. Semantics studies the meaning of words, phrases, and sentences on the basis of its' field, sense relations, components (in terms of binary features) and so on. It concerns with the logical or literal meaning of words, not the intended meaning and contextual meaning of those words.

While learners were passing through interlanguage stage in the process of acquiring second language, they were focusing mainly on meaning rather than on structure, as many researchers have found such in their studies. Meaning-making effort is taken as the main driving force for learners' interlanguage. When learners focus on meaning, at that time, they produce interlanguage but when they are focusing on accuracy, they may not produce interlanguage. That's why we could say that semantics is one of the important aspects in interlanguage. For example, in case of first language as well, when other people talks with a child they use child centered language which contains content words only, rather than producing the structurally correct sentence. Their utterances will be comprehensible but, grammatically incorrect.

In conclusion, semantics plays vital role in driving first language acquisition, second language acquisition and so on. For interlanguage as well, semantics helps in its development. Through different meaning-making process, learners develop their interlanguage. We could interpret the aspects used in interlanguage with the help of semantics. For example; the portugues boy producing two utterances within short time interval could be interpreted as follows; No, look my card.*

Don't look my card.

In this case the boy has focused on meaning, among them second one is correct and first one is incorrect, hence, the boy substituted 'no' with 'don't'. He may

have taken those words as synonymous. This way, we could say that semantics is one of the important aspects in interlanguage.

2.1.7.1 Vocabularies in Context

Vocabularies in context refer to the use of vocabularies by the learners in different contexts. In other words, 'Use of vocabularies' in different utterances or written forms is known as vocabularies in context. Context could be situational or linguistic one. Situational context is the situation which it refers to and linguistic situation is the following or preceding utterance within the sentence, linguistic context is also known as co-text.

Since interlanguage transfer can largely be seen in vocabulary aspects, I have discussed it more importantly here in this section.

Lightbown and Spada (2006, p.96) say that; "An educated adult speaker of English is believed to know at least 20,000 words. Fortunately, most everyday conversation requires a far smaller number, something more like 2,000 words."

Vocabulary consists of words that a language consists of. To be able to use any language, one should have the knowledge of vocabulary of that language. Learning vocabularies in L1 and L2 is different in terms of the exposure that the learners get. While acquiring L1, children get exposed to large vocabulary of that language. But, children or adults may not get as much exposure as they got while they were acquiring their L1. Lightbown and Spada (2006, p. 96) view that, "Circumlocution and gestures can sometimes compensate the importance of vocabulary, can hardly be over-estimated". This statement reflects the vitality of vocabulary.

Lightbown and Spada (2006, p.98-9) explain that there are different factors that help learners to learn those vocabularies easily. They are;

Frequency: As much as the vocabulary is repeated, learners will notice them and acquire easily.

Cognates: Cognates refer to the words which are similar to learners' NL and have the same meaning. A word in target language (TL) may resemble another word from learners' NL. It also helps learners to learn the vocabulary easily.

Borrowed: Many languages have borrowed and adapted words from other languages. For example; 'bindi' and 'satyagragha movement' has been borrowed and adapted within English language from Hindi language. So, the English learners with Hindi language background might find those words easy to acquire.

Vocabulary is very important to learn while learning an L2. Vocabulary may convey different meanings on the basis of where they have been used. Word in context may provide different meaning than when used in isolation. For example; the word 'book' refers to the printed material to be used for reading but at the same time the same word in the sentence 'I want to book the bus ticket from Chitwan to Kathmandu for tomorrow' may refer to different thing. Context helps us to findout exact meaning of that word, the intended meaning of the word. An L2 learner should acquire the vocabulary in context rather than in isolation. Vocabulary learnt in context would be easier for learners to understand and to make use of that vocabulary while speaking or writing in that L2. So, context plays vital role in learning of vocabulary.

2.1.8 Multilingualism

Widespread multilingualism is one of the forms of language contact. Multilingualism was more common in the past than is usually supposed: in early times when most people were members of small language communities, it was necessary to know two or more languages for trade or any other dealings outside one's own town or village and this holds good today in places of high linguistic diversity. In multilingual societies, not all speakers need to be multilinguals.

Linguistic society of America (Sollors, 1998 p.389) presents that; “The vast majority of the world’s nations are at least bilingual, and most are multilingual, even if one ignores the impact of modern migrations.”

Multilingualism is the quality of an individual or community who can make use of more than two languages in terms of reception (reading and listening) and production (writing and speaking). Multilinguals have ‘polyglot’, here ‘poly’ means ‘many’ and ‘glot’ means ‘language’ altogether multilinguals are those people who can speak two or more languages.

In this context, Cook (2008, p.1) says; “In a world where the acquisition and use of second languages are vital to everyday lives of millions; monolinguals are becoming almost an endangered species.”

The above mentioned statements clearly explain how much important it is to be a multilingual. In present multilingual context, only multilingual would be able to grasp the opportunity that they encounter.

Poudel, H. B. (ELT views, vol.1, no.1, 2011 June) concludes that, in multilingualism, many languages share official status or a language also has official status in regional basis. Different factors are responsible in making an individual and a community multilingual. They could be; foreign language influence, language contact, migration, exogamy, foreign employment, invasion profession, political affairs, media, international organization etc. may be the cause of multilingualism. Marriage could also make people multilingual. For example; in Tukano of the North Western Amazon on the boarders between Columbia and Brasil, men must marry the female from different language group. So multilingualism becomes the norm in such societies. According to the census 2058 B.S. there are about 123 languages in existence in Nepal and 48.61% of total people speak Nepali as mother tongue. Every language spoken from Mechi to Mahakali within the territory of Nepal was given the status of National language. It depicts the reality of multilingualism in our context.

Regarding multilingualism, Sollors (1998, p. 189) says that;

> Multilingualism is not just the matter of few established literary genres. The pressures of multilingual society are palpable in monolingual texts of many genres in single languages, and can be measured by the presence of small thematic or linguistic elements.

Multilingualism is the need of today's world. Multilinguals get more opportunities than those of monolinguals. Multilingualism affects our daily life. We could find different consequences of this multilingualism. Some of the consequences of multilingualism could be listed as below;

- Code- switching and code-mixing.
- Pidginization and creolization.
- Language change.
- Language shift.
- Language loss.

Let's discuss them in brief;

Code-switching and code-mixing: Sometimes multilingual speakers switch from one code to another may be because of context that changes or for fun and so on. For e.g.; the speakers may switch their code if the new participant joins them at talk. Similarly, in code-mixing multilingual speakers may mix different codes as they speak or write. That may happen due to the lack of knowledge, or they may find another code more suitable to express that meaning.

Pidginization and creolization: Pidgin and creole are the result of multilingual situation. Language that has been created for certain purposes as; for trade, for working in mines, is known as pidgin. And the process of creating pidgin is pidginization. Pidgin is a contact language that helps people to contact with one another in a multilingual situation. We could say that creole is the advanced form of pidgin. Pidgin is nobody's mother tongue but when it is

acquired as mother tongue it becomes creole. Creole is used in much more wider domains than pidgins.

Language change: Language change is the natural process. Multilingualism could also be one factor for language change. Today's world is multilingual, in this sort of situation, people may borrow and adapt different words from other languages. So, multilingualism is also responsible for language change.

Language shift: When the speaker of one language is obliged to use another language due to different reasons that is known as language shift. For e.g.; if we migrate to America we would be obliged to use English language in every sector of that society. It results in our language shift. Language shift results in language endangerment. Due to limited exposure and expression, Nepali language could be endangered in case of the example mentioned above.

Language loss: As we shift from minority language to dominant one, there is the high possibility of the loss of minority language. If we do not take any remedial action to revitalize the endangered language that language could die. Lack of revitalization of endangered language may result in language loss or language death.

In a nutshell, Multilingualism is vital to talk in today's context of the world. Interlanguage is also related with multilingualism, because monolinguals may not pass through the stage of interlanguage. We could say that interlanguage is also one of the consequences of multilingualism. Interlanguage is directly related with acquisition of different languages, and the knowledge of different languages is multilingualism. They are highly related to eachother. So, multilingualism is important for interlanguage too.

2.1.9 Talk Foreign

Mixing and merging of languages and interlanguages even the influence from unrelated languages have been termed as 'Talk Foreign' for the first time in 1995 by Selinker and Baurmgarther-Cohen. In 1995, they presented a paper on

"Multiple Language Acquisition: Damn it, Why can't I keep these Two Languages Apart?" which addresses the questions like, in multiple language acquisition, what principles exist in the mixing and merging of interlanguages? The data they used are primarily fragments from a five year diary study into the learning of German. They claim that there is 'interlanguage logic' in multiple language acquisition, where the learner is in cognitive mode which we can call "Talk foreign". In that paper, they intend to show diary and observational evidence that the cross linguistic influence especially from prior interlanguages is to be expected (Source; Selinker and Baumgartner-cohen, 1995, p. 115).

Many people have described the experience of influence from unrelated languages. When a person with different interlanguages attempts to talk in a particular language, s/he fails to do so, because s/he will not be able to keep his/her languages and interlanguages apart. May be what happens is what could be called 'Talk Foreign' (Selinker and Baumagarther-Cohen, 1995 p. 115).

It seems to them that having fragments of more than two languages in one's head is or always have been the norm in human history. And, they have contended that equally 'normal' is mixing and merging of various prior languages and interlanguages. Some principles as (ibid) presented that exist in the mixing and merging of interlanguages, are as follows:

- Meaning plausibility, especially lexical substitution that makes sense to the learner.
- Phonetic similarity or 'physical resemblance' of some sort.
- The substituted word exists in the target and the learner knows it.
- The same functional class.
- Transfer of training
- Input from other learners in the class.
- Reinforcing influence from both native language and prior interlanguage.
- Native language analogy

The whole things mentioned above show that ‘Talk foreign’ do not have very old history. It was first used by Selinker and Baumgartner-Cohen in 1995 to refer to mixing and merging of languages and interlanguages that one knows.

2.2 Review of Related Empirical Literature

A number of researches have been carried out under interlanguage transfer. However, all of them are not related to present study. Only a few relevant studies related to my concern are hereby reviewed.

Angelis (2005) explained about interlanguage transfer in her article on ‘Interlanguage Transfer of Function Words’. The main purpose of her study was to answer ‘Do multilinguals tend to use function words from their native or non-native languages?’ And, to provide some empirical evidence in support of the claim that prior knowledge of non-native languages may lead to some meaningful differences in learners’ target language knowledge. She purposively sampled two universities; University of Pennsylvania and the University of Puerto Rico and the participants were 54 L1 speakers of English, of whom 37 had prior knowledge of Spanish and 17 had prior knowledge of French as non-native language. And there were also 54 Spanish L1 participants, of whom 45 had prior knowledge of English and 9 had prior knowledge of English and French. Her research design was action and the tools she used for data collection were questionnaire. Results showed that Spanish and English L1 learners of Italian as an L3 or L4 rely extensively on their non-native languages for function words. And, multilingual learners with the same L1, but a different L2, may develop some differences in their target language knowledge. Therefore that prior knowledge of non-native language is central variable for the study of cross-linguistic influence and interlanguage development. And it was also found that, L2 interlanguage was transferred during L3 or L4 acquisition.

In the same way, Murphy (2005) presented a paper under ‘Second Language Transfer During Third language Acquisition’. The main objectives of the study

were ‘what L2 effects during L3 production reveal about the nature of cross-linguistic influence when more than two languages come into contact?’ And ‘what are the factors that lead the multilingual speaker to produce such mixed utterances and hybrid forms?’ After analyzing different researches conducted by different researchers she concluded that during L3 production the language learner often unintentionally produces interlanguage forms that consists either partially or completely of L2 forms. And the variables that are responsible for hybrid forms are different learner-based variables (Proficiency, amount of target language exposure and used, language mode, linguistic awareness, age, educational background, context) and language-based variables (language typology, frequency, word-class, morphological transfer).

Some of the researches have been carried out under the broad area of second language acquisition in Nepal too. Some studies were conducted under learning strategies, interlingual errors, role of monitor, personality and so on under the department of English Education, T.U. which are indirectly related to multilingual’s use of language and interlanguage transfer. Two of them are reviewed as follows:

Sharma(2010) carried out a research under ‘The role of Monitor in Learning the English Language’. The main objective of this study was to identify under user, over user, and optimal monitor user students on the basis of pre settled criteria and characteristics, and to examine the role of monitor in English language learning. 40 students of PCL first year from Mahendra Ratna Campus Tahachal were randomly sampled through fishbowl draw. Tools used for data collection were written test and structured-interview. Results showed that students who monitored language produce more accurate and better language than those who didn’t monitor. Role of monitor is important for learning language accurately. In this sense, use of monitor does not help to develop interlanguage because interlanguage is produced when learners do not focus on accuracy. Use of monitor hinders for the process of interlanguage development.

Pun (2011) carried out research under the title 'Interlingual Errors Committed by Tharu learners of English' to identify, classify, and explain the interlingual errors committed by Tharu learners of English. Sample populations of his study were Tharu students of grade 10 from Kapilvastu, from which eighty students were sampled through purposive non-random sampling procedure. Test items were used to collect the data. It was found that Tharu learners were highly influenced by their mother tongue while learning English as a second language.

Likewise, Wrembel (2011, August) presented a paper under the title 'Cross-linguistic Influence in Third Language Acquisition of Voice Onset Time'. The main aim of the study was to investigate the sources of cross-linguistic influence in the acquisition of voice onset time patterns in third language phonology. A language background questionnaire and interaction with researcher were carried out and recorded, for the collection of data. In that study, the multilingual subjects contrasted between voice onset time length in L1 Polish, L2 English and L3 French. The results showed that Polish advanced learners of English produce long-lag voiceless plosives in L2 English with native-like values. It was expected that by transferring L1 VOT values into L3 the participants should be able to produce French voiceless stops in a native-like manner. This assumption was not substantiated, the reported L3 values correspond to intermediate L1 and L2 mean VOT.

Smilarly, Aysan (2012) conducted a research on 'Reverse Interlanguage Transfer: the Effects of L3 Italian and L3 French on L2 English Pronoun Use'. The main objective of the study was to answer the question; 'Is there an L3 French or L3 Italian influence on the participants' use of L2 English subject pronouns?' This study was carried out by following experimental research design. Sample size was 60; two experimental group and one control group. They were sampled using stratified random sampling procedure on the basis of results of their proficiency test. Tools used for data collection were tests (proficiency test and grammatical judgment tests). Results showed that the languages of multilinguals may influence each other. Especially if the source

language is linguistically, culturally, or socio-linguistically an active language in the learners mind, it may be more influential on the learners' other language(s).

Many researchers have conducted research under interlanguage transfer and they had found that learners learning L3 or L4 had influence from their L2 interlanguage. Although different researches have been carried out to find out the role of language transfer in language learning and learner language, no one has conducted research to find out the interlanguage transfer under The Department of English Education. Therefore I have focused this study to find out the interlanguage transfer in a case of vocabulary in context. This is different from other in terms of design and many other aspects too.

2.3 Implications of the Review for the Study

All the above reviewed studies are directly or indirectly related to this study. The study conducted by Angelis (2005) provided the information that multilingual learners with the same L1 but a different L2, may develop some differences in their target language knowledge and L2 interlanguage was transferred during L3 or L4 acquisition, which motivated me to find out whether interlanguage transfer occurs in multilingual's use of language in our context or not. Similarly, the research conducted by Aysan (2012) showed that languages of multilingual's may influence each other, reverse interlanguage transfer do also occur. That provided me with more insights and helped me to carry out this research appropriately. Some of the implications of these literature reviews could be listed as below;

- Results of review show that the rate of transfer is not equal in L2, L3, or L4.
- From one of the reviewed research I have generalized that the use of monitor hinders the process of interlanguage development and interlanguage transfer.
- Interlanguage transfer is a natural phenomenon in multilingual learners.

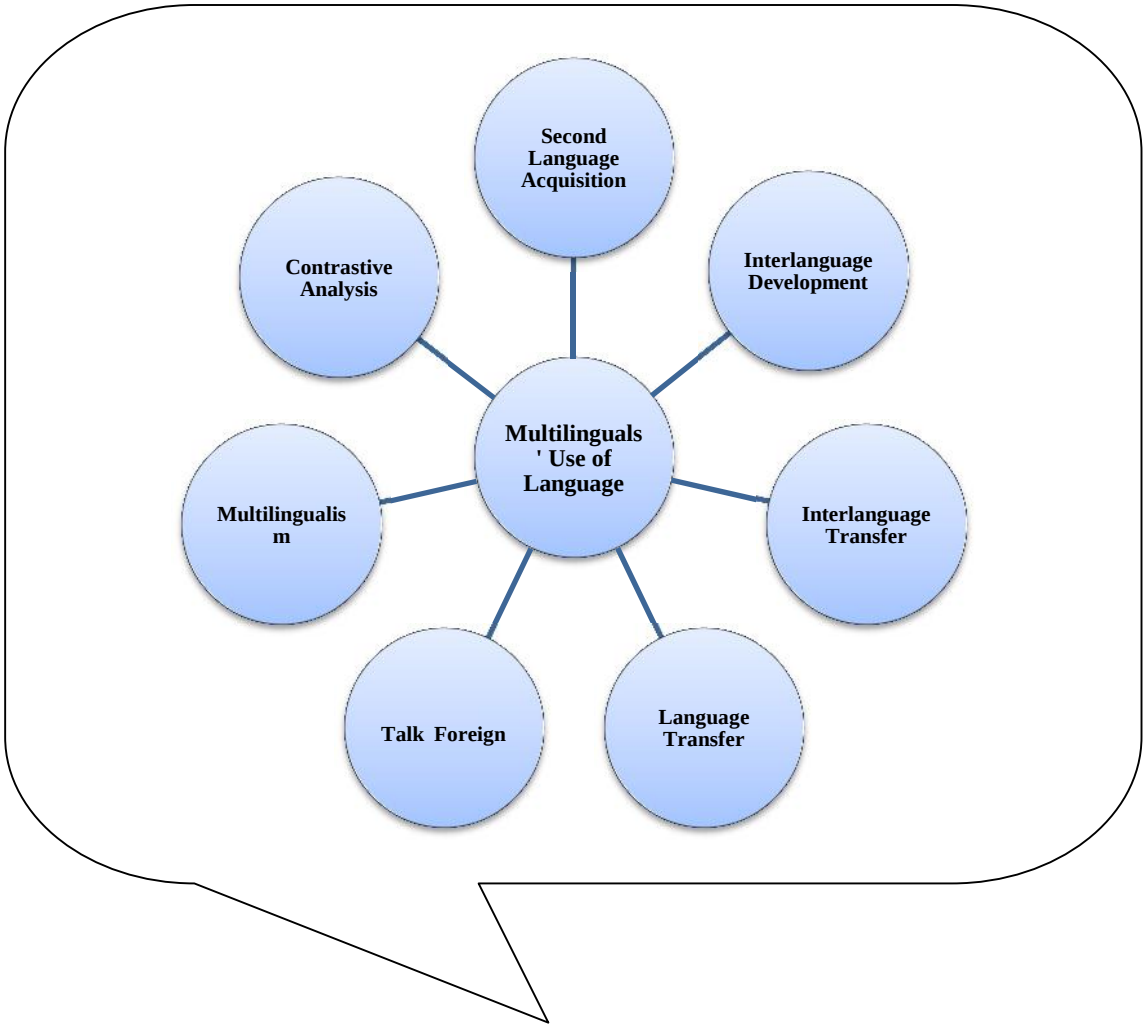
- Interlanguage transfer may influence reverse or reconstruct the multilingual's language proficiency.
- From the review I found that, while producing L3, learners produce interlanguage forms that consists either partially or completely of L2 forms.
- To be specific, variables that are responsible for learners' production of hybrid forms are different learner-based variables and language-based variables.
- From the review of related literature I got the guidelines for conducting such SLA oriented research.

In the same way, researches conducted by Wrembel (2011) and Murphy (2005) also provided more insights on how to conduct this sort of research, what type of tools are appropriate and how the data should be collected and analyzed and what sort of findings they have drawn. After reviewing all those related literature to my study, I am highly motivated to conduct research under this area.

2.4 Conceptual Framework

Conceptual framework of this study could be presented as below;

Multilingual's use of language.



Use of Vocabularies in Context

↓

Influence on Learner's Interlanguage

CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

This section deals with all the methodological foundations of this study as design of the study, population of the study, sample size, sampling procedure and so on. This includes all the procedures that are necessary to collect data as well as to analyze them.

3.1 Design of the Study

While carrying out a research we have to follow certain research design. There are different research designs such as; experimental, quasi-experimental, survey, historical, ethnographic, auto-ethnographic, case study, action, correlational and so on. These are the specific classification of research. To classify them in general, there are only three classifications; theoretical and applied, qualitative and quantitative and mixed-method. For this study I used the survey research design. Here is the brief description of survey research.

Survey is the most commonly used method of investigation in education research. It may range from a large scale research like census to small scale study like school improvement plan. It is a cross sectional study. The collection of data occurs in natural situation and the quantifiable data is assumed to be obtained. It usually addresses large group of population and sampling is a must to carry out an investigation in survey research. The sample population should be representative of the study population and the findings derived should be generalizable to the whole population of the study.

Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared or determining the relationships that exist between specific events. Thus, surveys may vary in their level of complexity from those that provide simple frequency counts to those that present relational analysis. Surveys may be further differentiated in terms of

their scope. A study of contemporary developments in post-secondary education, for example, might encompass the whole of Western Europe; a study of subject choice, on the other hand, might be confined to one secondary school. (Cohen et al., 2010, p.205)

Different features of this design can be listed as below:

- The data is collected only once, so it is economical and efficient.
- Triangulation approach could be used for data collection i.e. different research tools could be used at the same time for data collection.
- It relies on large-scale data gathering from a wide population.
- Sampling is must and sample should be the representative of the study population.
- Finding is generalizable and applicable to the whole group/study population.
- Captures data from multiple choice, closed questions, test scores or observation schedules.
- Generates accurate instruments through their piloting.
- It is hypothetico-deductive study i.e. hypothesis is fixed and cannot be changed during the process of data collection.

There used to be a large numbers of population from which researcher samples the study population to collect primary data. And the findings derived from the analysis of the collected data will be generalizable to the large scale from which samples have been taken. Some examples of surveys are; opinion polls, students' preferences for particular course. Normally surveys in education often use test results, self-completion questionnaire and attitude scales to collect data and the collected data could be analyzed descriptively or statistically. In surveys, researchers draw sample from the population to be studied (do not contact every member). Some data gathering techniques used in survey are; structured or semi-structured interview, self-completion or postal questionnaires, telephone interviews, internet surveys, standardized tests of attainment or performance, and attitude scales.

The detailed process of survey investigation that is followed in the Department of English Education includes following steps;

- Identifying broad area.
- Framing the topic.
- Expanding the theoretical knowledge.
- Writing research proposal and preparing research tools.
- Field visit.
- Contacting selected authority, population/informants, then getting consent from the authority and building good rapport with the informants.
- Requesting for the list of population then sampling the required number of informants/population.
- Collecting data using different tools.
- Analysis, interpretation and presentation of data either statistically or descriptively.

After passing through all these steps, findings will be drawn and those findings could be generalized to the whole study population. The main purpose of this sort of research is:

- To access certain activity.
- To findout the behavior of different professional.
- To study certain trend, at a single point of time then compare the findings with the standard ones.
- Finally, to forward some suggestions for improvement of the research area.

The above mentioned design i.e. survey design is used to carry out this research. I have used questionnaire to collect data; all the processes mentioned above were used while collecting data. This design is economic and the factual data could be derived. That is why this design was chosen to be used for this research.

3.2 Population and Sample of the Study

Populations of this study were multilingual learners from master's level. In this study multilingual learners refer to the learners who could speak and write at least three languages. Forty multilingual learners of master's level i.e. studying M. Ed. II year at The Department of English Education were sampled. The populations of the study were all the multilingual learners from M.Ed. II year and the sample of the study were forty.

3.3 Sampling Procedure

Samples were selected to obtain primary data. The required numbers of population were sampled by using purposive/judgmental non-random sampling procedure. In it, the sample were selected being based upon my purpose and subjective judgment. The learners with the knowledge of three or four different languages were assumed to have three or four interlanguages respectively in this study.

3.4 Data/Information Collection Tools

The main tools for collecting primary data were the questionnaire. The questionnaire was developed to find out how multilingual learners make use of language in written form especially to the selection of apt lexical items i.e. vocabulary. For that case the learners were provided with the questionnaire in which the target language was English and source language was Nepali.

3.5 Data/Information Collection Procedures

In case of this research I have collected the data from the primary source using questionnaire. For that, I followed the following procedures:

- At first the authority has been contacted for getting consent from them.
- After getting consent from them the population/informants were contacted for building good rapport with them.

- One of the tools used was questionnaire, which was distributed to the informants requesting them to return the questionnaire on the fixed date.
- After the collection of data that was analyzed, interpreted, and presented descriptively.

The survey design was used to carry out this research. Questionnaire was used as the tools of data collection, all the process mentioned above were used while collecting data.

3.6 Data Analysis and Interpretation Procedure

The process of data analysis and interpretation has been mentioned in this section. All the collected data needs to be analyzed and interpreted. On the basis of objective, responses were marked systematically and multilingual's use of language in case of vocabulary was tabulated. On the basis of the tabulation of multilingual's use of language, the analysis and interpretation of data was carried out. To make the study more objective the analysis was done both statistically and descriptively. 'Item Analysis' has been done in this study. The data have been interpreted in terms of frequency and percentage as well. All the questions mentioned in questionnaire have been analyzed under following five main topics;

i. Analysis and interpretation of background information.
ii. Analysis and interpretation of words.
iii. Analysis and interpretation of sentences.
iv. Analysis and interpretation of texts.
v. Analysis and interpretation of communicative-function.

At first all the questionnaires have been under these five headings according to their nature and analyzed. They have been tabulated in terms of frequency and percentage and some of them have been presented using paraorthographic texts too. Data has been presented in the table quantitatively after that qualitative description of the table also has been presented.

CHAPTER-FOUR

RESULTS AND DISCUSSION

This section consists of analysis and interpretation of the collected data in detail. Equally, it includes the results and discussion of the result in both orthographic and paraorthographic forms.

4.1 Results

After the analysis, this study comes up with following results:

- Interlanguage transfer in vocabularies by multilinguals can be seen in both words and sentence translation.
- Same word has been translated differently by different learners. For eg. 'dosh lagaunu' as blame, blaming, accuse… etc.
- Few learners transfer their interlanguage while greeting.
- Most of the learners used informal way of proposing a toast and some of the responses were interlanguage form.
- For persuading, learners imagined about what they would say in that situation in their own language and translated them into English.
- Learners' expressions of complaints were filled with more angriness than only complaints.
- Most of the learners have not used more offensive expressions which could also be used by target users while expressing anger.
- Learners' comments did not sound target-like and it seems that they were influenced from their linguistic background.
- Different learners have taken different points to describe people rather than using the points that the target language users use (i.e. height, weight, complexion…etc.)

4.2 Discussion

This section includes the discussion of all the results mentioned above, how they have been analyzed and interpreted has been shown here. The analysis and interpretation was done in the following ways.

- Analysis and interpretation of background information.
- Analysis and interpretation of words.
- Analysis and interpretation of sentences.
- Analysis and interpretation of texts.
- Analysis and interpretation of communicative-function.

4.2.1 Learners' Background Information

On the basis of responses given by the learners, their background information has been analyzed in terms of frequency, percentage and that has been tabulated. There were altogether 7 items under background information, which has been tabulated in terms of frequency and percentage as below;

Table No.1

Motivation or Learner's Background Information Regarding English Language

S.N	Item	Students' responses	Frequency	Percentage
i.	Years of learning.	17 years	13	32.5%
ii.	Use of English.	To communicate	11	27.5%
iii.	Place of learning.	At school	29	72.5%
iv.	Age, when learning of English has been started.	10 years	10	25%
v.	Conversation with native speakers of English.	No	22	55%
vi.	Encourage others for learning English.	Yes	30	75%
Vii.	Enjoy learning English.	Yes	32	80%

The following table is about the students responses related to their background information. First item was about how many years they were learning English and the responses shows that some of them were learning English for 13 years, 14 years, some of for 15 years and so on. But most of them i.e. 32.5% students were learning it for 17 years. Item second was used to ask for what purpose do they like to use English and they responded that they liked to use it for teaching, for developing career, for fulfilling different roles in society and so on. Most of them responded that they liked to use English for communication. Third item in the questionnaire was to ask where they learned English; shows 72% learners have learned English at school rather than at home and at English speaking country. Fourth item was to ask when they have started learning English, on that question they responded differently as 5, 6, 7, 8, 9, 10, 12, but majority of them (25%) have responded for 10. Fifth item asked about communication with L1 speakers of English and the collected responses shows that most of the learners i.e. 55% do not got the opportunities to communicate with them outside the classroom. Some of them who got opportunities for communication also do not get that sort of chance frequently. Sixth item was to ask about whether they encourage others to learn English or not, that shows 75% learners like to encourage others to learn English and seventh item asked whether they enjoy learning English or not, also shows that 80% learners also love/enjoy learning English. Some examples of the responses by learners are as follows;

i. How long have you been studying English?

- I have been studying English for 17 years.

ii. What would you like to do with your English?

-I would like to communicate and develop fluency on it.

v. Do you talk to L1 speakers outside the classroom?

If yes-how often do you do this?

-I rarely speak with L1 speakers of English outside the classroom.

viii. Differences in first language and second language use:

- Tone, pronunciation, grammar, vocabulary, communicative function, preposition use, sentence pattern (word order), article, pitch, stress, rhythm and one is stress timed and another is syllable timed.

ix. Influencing factors

According to learners influencing factors that create difference between L1 and L2 use are:

- Culture, environment, exposure, age and so on.

x. Language beside English they know:

The learners for this study are multilinguals so it is needless to say that they do have competence over more than two language. The languages that they know have been tabulated as below:

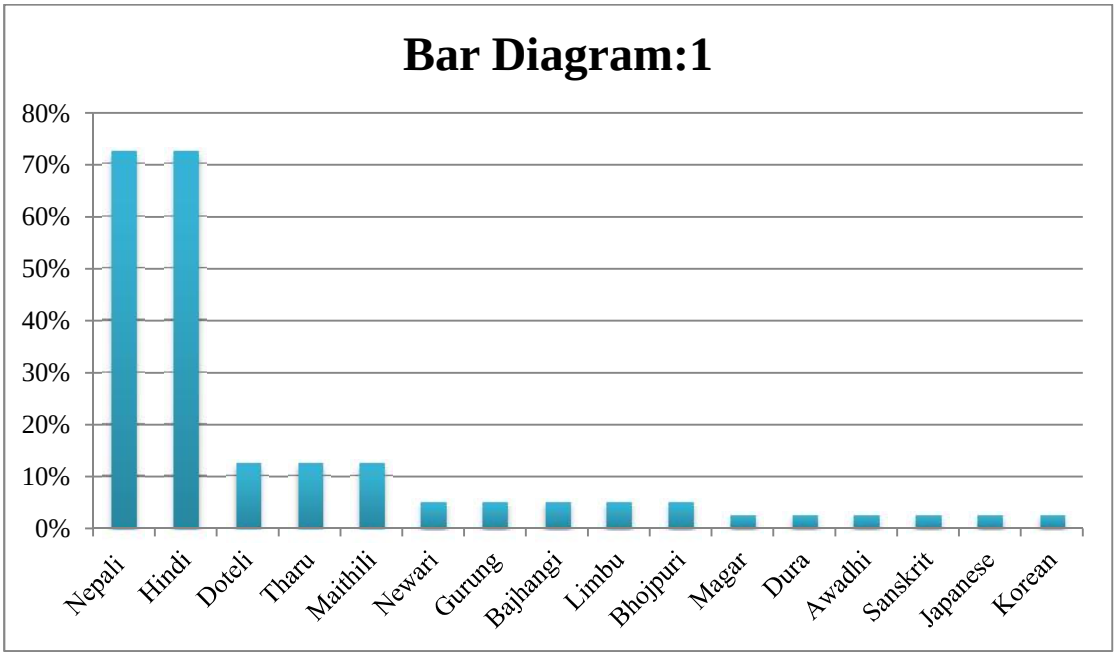
Table No.2

Learners' knowledge of Languages Beside English

S.N	Languages	Frequency	Percentage
1.	Nepali	29	72.5%
2.	Hindi	29	72.5%
3.	Doteli	5	12.5%
4.	Tharu	5	12.5%
5.	Maithili	5	12.5%
6.	Magar	1	2.5%
7.	Dura	1	2.5%
8.	Awadhi	1	2.5%
9.	Newari	2	5%
10.	Gurung	2	5%
11.	Bajhangi	2	5%
12.	Limbu(Kirant)	2	5%
13.	Sanskrit	1	2.5%
14.	Bhojpuri	2	5%
15.	Japanese	1	2.5%
16.	Korean	1	2.5%

On the basis of this table we could say that most of our informants were familiar with Nepali and Hindi. And, other languages that are spoken in Nepalese society by certain speech community, mentioned in the table were their L1. Some of them have Tharu L1, some have Maithili, some have Limbu and so on. For the languages; Korean and Japanese they might have learned them, they could not be their L1.

The above mentioned table could be presented in a bar diagram as below:



This bar diagram clearly shows that our informants were multilinguals. Here, their knowledge of different languages has been shown with their percentage in the bar diagram.

II. Analysis and Interpretation of Words Translated

Learners were asked to translate the words, where source language was Nepali and target language was English. As our learners are multilingual, they do have different languages and different intelanguages. This research work attempts to explore about learners' interlanguage transfer on behalf of words/ vocabularies so, their translation was analyzed in terms of interlanguage form and target language form which has been tabulated as below:

Table No.3

Translation of words

S.N.	Given Form	Target Language Form	Interlanguage Form
i	Pasinale bhijnu	Drenched with perspiration	Wet with sweat, to sweat, sweating, full of sweat……etc.
ii	Chhalakojutta	Leather Shoe	
iii	Dosh lagaunu	Reproaching	Blame, blaming, accused of, blame to somebody, to point out a fault, accuse, blamed, blame on...etc.
iv	Patta lagaunu	Trace out	Find, find out, discover, identify Finding…etc.
v	Tikha Ankha	Shrewd eyes	Sharp eyes, bird's eye, pointed eye, strong eye….etc.
vi	Khanepani	Drinking water	
vii	Jutta	Shoes	
viii	Bharti	Recruitment	Admit, admission, entry, enroll, intake ……etc.
ix	Lash	Dead body/corpse	Corpus, death body, mummy, funeral….etc.
x	Sun	Gold	

From the above table, it was found out that the informants who were multiliguals have developed their own system of interlanguage in case of English. They have not got mastery over English. In above table, we could clearly see that our informants have used their interlanguage form of English to translate the given words. This clearly shows that informants have developed their interlanguage and they have not got competency over the English language. They were given 10 words in Nepali and asked to translate them in

English, for some words, as sun‘(gold)’, jutta ‘(shoes)’, Khanepani ‘(drinking water)’ and chhalakojutta‘(leather shoes)’, they provided the correct translation or the exact matching English word for the given Nepali word, but for other words as : ‘pasinale bhijnu’, ‘dosh lagaunu’, ‘patta lagaunu’, ‘tikha aakha’, ‘bharti’ and ‘lash’ they were unable to provide the correct target words for that they translate those words by providing their own interlanguages. For example: sweating for ‘pasinale bhinju’, blame for ‘dosh lagaunu’, identify for ‘patta lagaunu’, sharp eyes for ‘tikha aakha’, admission for ‘bharti’ and mummy for ‘lash’ as presented on the above table. They have tried their best to translate these words correctly but because of their interlanguage they were unable to do so, we found out that they have English interlanguage. Similarly, on the basis of results, we could say that they may have other interlanguages too which could have also influence over these translation.

So, the above table shows that we have informants with different interlanguages as a result of which we got those mix responses from our informants. They may have influence from their different interlanguages and languages they know so, there is no uniformity in their use of target language. No uniformity or variability is also one of the major characteristics of interlanguage.

III. Analysis and Interpretation of Sentences Translated

In the same way, the questionnaire used to collect the data included the item to translate the sentences from Nepali to English. Under this section I have analyzed student’s translated work of those given sentences. Here, their translation was analyzed by comparing the vocabularies within the context and without the context. And some common differences of translating the same vocabulary were also analyzed.

Some examples of translation could be presented as below:
II. Aafna tikha aakha farkaera khalashile haat pasaryo.

-Assistant driver extended his hand by turning his careful eyes.

-The conductor stretched his hands with his eager eyes.

-Khalashi pull the hand by watching carefully.

III. Khilraj Regmi pradhanmantri bhaichhade.

-At last, Khilraj Regmi became primeminister.

-Anyhow Khilraj Regmi became a prime minister.

-Khilraj Regmi became the prime minister by hook and crook.

V. Sathiko sthitile Sutarlai murchhaparnu bhayo.

-Sutar nearly fainted because of his friend’s condition.

-Sutar had to be faint due to his friend’s condition.

-Sutar was faint after hearing her friend’s condition.

VII. Akabari sunlai kashilaunu pardaina.

-Good things always remains good.

-Diamonds no need to give its own identification.

-Fair face needs no paint.

IX. Aafno aangko bhaisi nadekhne arkako aangko jumra pani dekhne.

-The pot calls the kettle black.

-People blame others but don’t know ownself.

-We don’t see our own mistakes but we see other’s small mistakes.

Table No.4

Comparison of Vocabularies Within the Context and Without the Context

Vocabularies	Without the context	Within the context
Pattalagnu	Find out, discover, to find out, identify, finding,…….etc.	Found, find, reach out.
Tikha aakha	Sharp eyes, bird's eye, proudy eyes,….etc.	Sharp eyes, pointed eyes, angry eyes, viewing carefully.
Pasinale bhijnu	Sweating, wet with sweat, sweat, to sweat,…..etc.	Sweaty, wet with sweat, drenched with sweat, sweated, soaked with sweat, full of sweat, has sweated ,….etc.
Sun	gold	Fair face, beautiful thing, an axiom, quality, pure gold, natural flower, gold….etc.
Jutta	shoes	Opportunities, way shoes, fulfilling desire, job,…etc.

Some of the words mentioned above on the table like 'pattalagnu, tikha aakha, pasinale bhijnu, sun, jutta' were provided to the learners in one item to translate without the context and in another item the same words were given within the context to translate. For example, 'sun (gold)' in one item and 'akabari sunlai kashilaunu pardaina', in another item were assigned. Here I have compared their translations of those words without the context and within the context. For 'pattalagnu' and 'tikha aakha', most of the informants (i.e. 99%) have used their interlanguage, they have used similar words while translating without the context and within the context. And, those words were the interlanguage form rather than the target language form of the given word. For ex; for 'pattalagnu' they used find out, discover, identify, finding….etc. and for 'tikha aakha' they used sharp eyes, pointed eyes, angry eyes, proudy eyes…etc. The correct target form for 'pattalagnu' is 'trace out' and 'tikha aakha' is 'shrewd eyes'. For the

word ‘pasinalebhijnu’22.5% learners used the words as ‘sweating’, 25% used ‘wet with sweat’, 10% used ‘sweat’ without the context and within the context only 2.5% have written as ‘drenched with sweat’ and 5% used ‘soaked with sweat’ which sounds more contextual than ‘sweated’ used by 20% learners, ‘wet with sweat’ used by 30% learners….etc. They have used their IL form while translating that’s why there is no similarity in other learners’ translations to calculate them into percentage. Learners seem somewhat unable to maintain the contextuality of the words. While translating also, most of them translated word-for-word or literal translation rather than translating in a native like way or contextually.

For the words ‘sun’ and ‘jutta’ while translating without context, all of them translated ‘gold’ and ‘shoes’ and they used sense translation while translating within the context. They were provided with proverbs which contains those words ‘sun’ and ‘jutta’, while translating ‘sun’. Out of them 70% learners used sense translation and 60% learners used sense translation for translating ‘jutta’ than literal translation. They used fair face, beautiful thing, quality, an axiom,…etc. for ‘sun’, opportunities, way, fulfilling desires, and so on for ‘jutta’ which sounds more contextual and target like than their translation for other words like; ‘pattalagnu, tikha aakha and pasinale bhijnu’.

In case of variation between the translation of within the context and without the context, I have found two types of results. For the vocabularies that were presented in simple statement or question, learners were found using same sort of vocabularies within the context and without the context, for e.g. ‘sharp eyes’ within the context and without the context. But the vocabularies provided within proverbs have been translated differently within the context than without the context as, ‘opportunities’ without the context and ‘shoes’ within the context.

Their translations may have become so because it is in written form, where we couldn’t find ourselves within the context, we need to imagine about the context because of what the learners may have failed to maintain its

contextuality properly.

Some of the differences in the translation can be presented in the table below;

Table No. 5

Differences in the translation form of the same vocabulary

Vocabularies	Common Differences
1.Yetro Bheed	Mass, crowd, large crowd, great crowd…
2. Khalashi	Khalashi, assistant driver, bus boy. conductor, driving helper...
3. Bhaichhade	At last, became, finally, succeed, eventually, anyhow, by hook and crook, somehow, hardly, after all, anyway, at any cost...
4. Murchhaparnu	(laugh), become faint, shocked, nearly fainted, out of control, became unconscious, heart attack, about to faint, almost fainted...
5. Diyeko diyei	Attempted several times, taking more and again, facing many times, tried a lot, giving several times, many times attend, several attempt, many try, frequently given…

The above table shows that the same word has been translated differently by the different learners. More than three forms were used by learners for the same word have been mentioned there. All the vocabularies mentioned in the table were typical Nepali words, which may not have exact counterpart in English. That may be the main reason for the differences.

We could see some vocabularies in one side and their different translations or the common differences in translation of those words in other side of the table. Those vocabularies are; ‘yetro bheed’, ‘bhaichhade’, ‘murcha parnu’, ‘diyeko dieyi’, and ‘dherai dinpachhi’. All the multilingual learners did not have same translation for these words. They had translated those words differently. For e.g.; the word ‘yetro bheed’ has been translated as ‘mass’ by some learner, ‘crowd’ by some, ‘large crowd’, ‘great crowd’…and so on. Here, the words

‘mass’, ‘crowd’ sound more target like than ‘large crowd’ and ‘great crowd’. The word ‘crowd’ itself refers to a large number of populations; in this case, large and great seem to be redundant. Learners have attempted to translate word-for-word. They translated ‘yetro’ as large or great and ‘bheed’ as crowd. These large crowd and great crowd are their interlanguage forms rather than target language forms because they have overgeneralized the words while translating.

‘Khalashi’ the another word has been translated as ‘Khalashi, assistant driver, bus boy, conductor, driving helper…etc. which are more target like. Among them, conductor is the target word but others are also target like, they have used the technique of ‘paraphrasing’ to translate the typical Nepali word ‘Khalashi’ which is taken as a good way of translation. Bhaichhade has also been translated differently by the learners. Some of them did not mention the word in their translation; they used avoidance strategy for not finding the exact target word for ‘bhaichhade’. They have translated this word as; at last, became, finally, by hook and crook, somehow, at any cost, and so on. We do not have exact target word for this word so, learners tried to maintain its contextuality in their translation by keeping its sense and somehow they become successful too.

‘Murchha parnu’ which has been translated as become faint, shocked, nearly fainted, out of control, about to faint, almost fainted and so on. Here also they used roundabout way or circumlocution to translate rather than direct rendering. ‘Diyeko diyei’ has also been translated differently as; attempted several times, taking more and again, facing many time, tried a lot, several attempt, frequently given …etc. They have translated ‘dherai dinpachhi’ as; after many days, after long days, after a long time and so on.

These are the common differences that we could find in our learners’ translation. They may have translated differently because of their different linguistic background. Another reason could be that variability is one of the main characteristic of interlanguage. Learners do not produce the same IL

form. Informants for this study were multilingual so, they do have different interlanguages, they may have influence of other interlanguages over this interlanguage of English, because of which they have translated the same word differently. Cross –linguistic influence, interlanguage transfer and different linguistic background could be the main reason behind these differences in translation of the same word.

IV. Analysis and Interpretation of Text Translation

This section mainly deals with the two texts that were assigned to the learners to translate. The analysis of those two texts' has been mentioned in this section. Those texts were analyzed in terms of three types of translation; literal translation, sense translation and pragmatic translation. And, most of the informants were found using literal translation mostly. The given form and translated form of the text and their interpretation in term of three types of translation can be shown as below;

First text

Given form

Recharge garne tarika

-Kalo masile chhopeko bhaglai kornuhos, terha ankako recharge number dhekinechha.

-1414 numberma phone garnuhos ra prapta nirdeshan anusar recharge garnuhos.

-Recharge garepachhi afno credit rakam ra samayabadhi thaha paunu hunechha.

-Recharge prakriya ka nimti prepaid sim card sahitko mobile phone prayog garnuhos.

-Kalo mashile chopiyeko bhag koriyeko khandama card swikar nagarnu hola.

Translated form

How to recharge?

-Scratch the shaded area: the 3 digit recharge number will be revealed.

-Dial 1414 and recharge according to its instructions.

-You can find credit balance and validity after recharging.

-Use pre-paid sim card mobile for recharge process.

-Do not accept if shaded area is tampered with.

The translated piece of above text has been analyzed in terms of:

-Literal translation,

-Sense translation and

-Pragmatic translation.

I) Literal translation:

Literal translation refers to that kind of translation in which translator translates in terms of word level equivalence. In case of the text given to the informants, most of them have also used the process of literal translation. While translating the first text about recharge procedure, informants have translated 'recharge garne tarika' literally by 22.5%learners and 15% learners translate it through sense translation. There is no uniformity in their translation while translating literally as well, some of them translated as, 'idea to recharge', some of them as, 'how to recharge' and so on. 'Kalo mashile chhopeko bhaglai kornuhos', has also been translated literally by 55% learners as, 'scratch the section with black ink', 'scratch the part which is covered by black ink'…etc. 27.5% informants translated'1414 numberma phone garnuhos ra prapta nirdeshan anusar recharge garnuhos' literally, 'recharge pachhi aafno credit rakam ra samayabadhi thaha paunuhunechha' has been translated literally by 55% learners as, 'after recharge you will know your new credit balance and validity?

Similarly 45% learners have translated ‘Kalo masile chhopiyeko bhagkoriyeko khandama card swikar nagarnuhola’ through literal translation. To talk about other learners, there is no uniformity in their translation as they were using their IL forms and they used avoidance strategy. The similarities found in their translation had been calculated and presented in the form of percentage. Some of the evidences of interlanguage transfer in the first text could be listed as below;

- *‘How to recharge’, ‘way to recharge’, ‘recharging procedure’*
- *‘Carbon coated area’, ‘black spotted area’, ‘spotted parts’*

All the translations mentioned above are typical examples of literal translation. By looking at these examples, we know that learners have used a strategy of literal translation while translating the first text. The target form of the first text goes this way;

Recharge procedure

-Scratch the shaded area with a coin, the thirteen digit recharge number will be revealed.

-Dial 1414 and follow the instructions.

-Listen and confirm your new account credit balance and validity.

-Please, use the mobile phone with your own prepaid SIM-Card.

-Don’t accept if the shaded area is tampered with.

II. Sense Translation

To talk about the first text, it is more technical type of text which does not require learners to translate them by its sense. That is to say the learners have not used the strategy sense translation for the first text.

III) Pragmatic Translation

While translating, context or situation also matters a lot. Pragmatic translation requires a translator to translate by focusing on its use or context rather than translating literally. Sense translation and pragmatic translation are related to each other. To some extent, both are focused on TL rather than SL. Sometimes pragmatic translation requires translator to translate SL word by TL word which is semantically different but provides closer translation. For e.g.: 'Thulo pani pariraheko chha'-'Raining cats and dogs'.

In terms of pragmatic aspects of above texts given to the informants, in the first text learners have translated 'kalo masile chhopeko bhaglai kornuhos'as 'scratch the shaded area' by focusing on its use. Target language users do not produce the sentence like 'scratch the area covered by black ink' so; this translation by the informants is quite practical one because 40% of the informants have done translation as 'scratch the shaded area'. In TL form of that sentence, they also insert/use 'a coin' after area but in SL we could not find that word in a given sentence.

Second Text

Given Form

Afno kothama pugepachhi Ananta dherai bersamma chinta ma dubirahyo. k ma euta byakti matra hun? Ma afno bhagya nirman garirahana swotantra chhu? Malai mero paribeshle sahayeta garnupardaina? Malai gaunle sodhnu pardaina? Gaunle sakenachha aare saharle sodhnu pardaina? Malai kasle jogaunchha ladnabata? Gharpariwarko samjhanale malai belabela chhoptachha. Gaunka sathisangi ra tyo mato samjhirahanchhu.Yata bidharthi sathi chhan.Samsad kakale bhaneka chhan- aba deshkolagi antimkranti garnuparchha.

Translated Form

Ananta got worry after reaching own room for a period. Am I only a person? Am I free to build own luck? Doesn't my condition support to me? Doesn't

village ask me? Doesn't city ask me if village can't do? Who can save from fighting ? Sometimes, memory of parents come to me. I am remembering that land and friends. Here are friends: students. Parliament uncle has said "we must revolt again for country".

This translated piece of above text has also been analyzed in terms of:

-Literal translation

-Sense translation and

-Pragmatic translation

I) Literal translation:

In case of second text also most of the learners have used the same strategy i.e. literal translation that they have used for first text. 'Dherai bersamma chintama dubirahyo' has been translated literally by 72.5% learners. 'K ma euta byakti matra hun?' has also been literally translated by 65% learners. Similarly, 65% of them translated 'ma aafno bhagya nirman garirahana swatantra chhu?' literally and only 12.5% of them translated it through sense. 'Malai mero paribeshle sahayata garnu pardaina? has been translated literally by 62.5% learners. 'Malai gaunle sodhnu pardaina?' has been translated literally by 60% learners, sometimes even without subject auxiliary inversion in question as 'my surrounding should not help me? my village should not ask me?' In the same way, 60% have translated 'yeta bidhyarthi sathi chhan' literally as 'here, the students are my friends', 'here I have student friends'...etc. 'Samsad kaka' has been translated literally by 57.5%. And 70% of them have translated 'antim kranti' literally as 'last-revolution', 'revolution' and so on.

All these examples mentioned above clearly demonstrate that they were literally translated. In comparison to first text, second text has been translated more literally. Second text has more typical Nepali words as 'dubirahyo, paribesh, jogauchha, chhoptachha...etc' than the first text, which may be one of the reasons that most of the learners translated second text more literally than

the first one. Even if they were using literal translation, there was no uniformity in their translation; they were using their interlanguage form. There was no uniformity in the choice of vocabulary as well and they have not chosen apt vocabulary items. While using the strategy i.e. literal translation, learners focus on translating word-for-word where learners concentrate on the language they have learned or SL and they search for counter part of that word in target language in that case they fail to focus on the sense that word or sentence wants to convey. Some of the evidences of interlanguage transfer in the second text could be listed as below;

- *'Ananta entering in his room', 'when I reached in my room' 'after reaching at room'*
- *'Am I single person?', 'Is there only me?', 'am I a simple person?' 'Am I only a person?'*
- *'Am I freedom to formulate my luck?', 'Am I freed to create my future?'*
- *'Here the students are my friends', 'Here are students friends', 'Here are classmates'*

They have used different vocabularies for the same word and those words are not appropriately chosen. We could say that they have used their interlanguage form. So, we could say that literal translation itself is a kind of interlanguage transfer in which learners transfer their knowledge of prior languages into the TL.

II) Sense Translation

To talk about the texts given, most of the sentences given in those two texts were clear without figurative or hidden meaning but some of the sentences given there in second text need to be translated in the forms of sense. They are: 'gharpariwako samjhanale malai belabela choptachha' , 'gaunka sathisangi ra tyo mato samjhinchhu' , 'yeta bidhyarthi sathi chhan' , 'antim kranti'…etc. Percentage of learners who translated them through sense are; 35%-'gharpariwarko samjhanale malai belebela chhoptachha', 35%-'gaunka

sathisangi ra tyo mato samjhinchhu', 7.5%- yeta bidhyarthi sathi chhan' and 5%- 'antim kranti'. They have translated them as: 'I often get home sick' or 'at times the memories of my family overwhelm me', 'I always miss my friends and my village', 'I have my colleagues here', 'decisive revolution' respectively.

Only a few of them have used sense translation to translate these sentences or words, where most of the learners found using literal translation to translate them. In the case of sense translation as well, learners were found using their interlanguage form. Sense translation strategy has been used by the learners but only a few of them found using that strategy.

III) Pragmatic Translation

In the second text, 'yeta bidhyarthi sathi chhan' should be translated as 'I do have friends here too' rather than 'here I have student friends' but most of the learners translated using second way of translation, only 5% learners have translated that pragmatically. For the words 'samsad kaka' and 'antimkranti', they should translate them as 'uncle or Bikram uncle' and 'decisive revolution' rather than 'representative uncle' and 'last revolution' respectively. But in this case as well learners failed to maintain its practicality or pragmaticity because only 15% learners used 'uncle' or 'Bikram uncle'and 5% used 'decisive revolution'.

Among these three types of translation, learners were found using literal translation most and pragmatic translation least. They focused on SL rather than TL. We are focusing on learners' interlanguage transfer while translating these two texts. Learners were from different linguistic and cultural background and they are multilinguals too. We have assumed that multilingual learners with the knowledge of three languages, at least, do have three different interlanguages IL1, IL2, IL3 because of their different linguistic background their interlanguages also differ. Literal translation shows that learners transfer their previous knowledge or they have influence form other learned languages

into newly learning language. So, we could say that learners do transfer their previous interlanguages into newly developing interlanguage.

Table No. 6

Key words that has been translated by using three different types of translation

Key Words	Literal Translation (%)	Sense Translation (%)	Pragmatic Translation (%)
1. Recharge garne tarika.	22.5% (idea to recharge, how to recharge..etc.)	15% (recharge procedure)	15% (recharge procedure)
2. Kalo masile chhopiyeko bhag.	55% (black spotted area, section with black ink..etc.)	22.5% (shaded area)	22.5% (shaded area)
3. K ma euta byakti matra hun?	65% (am I a person only?, is there only me?...etc.)	12.5% (am I merely an individual?)	12.5% (am I merely an individual?)
4. Yeta bidhyarthi sathi chhan.	60% (here students are my friends, here are friends…etc.)	12.5% (I have colleagues here, I do have friends here)	12.5% (I have colleagues here, I do have friends here)
5 Samsad kaka	57.5% (representative uncle, samsad uncle,…etc.)	15% (uncle, Bikram uncle)	15% (uncle, Bikram uncle)
6. Antim kranti	70% (last revolution, fight last,..etc.)	5% (decisive revolution)	5% (decisive revolution)

The overall translation under this item shows that learners use literal translation mostly, some learners use sense translation and only a few of them use pragmatic translation. To calculate these translations on average, I have found that 55% learners used literal translation, 20.62% used sense translation and 17.5% used pragmatic translation and other percent of learners were found using none of these strategies or their IL differed from one another to calculate them under any fixed strategy. The evidence of use of interlanguage form has

been mentioned earlier which shows that even the learners were using literal, sense and pragmatic translation they make use of their interlanguage form. There was no uniformity in choice of vocabularies by them. They may have influence over their use of target language from their other interlanguages and the knowledge of prior languages.

V) Analysis and Interpretation of Communicative Function

The next item included in the questionnaire was communicative function, under which learners were provided with some situation which requires them to respond according to their communicative function. In this section, I have analyzed and interpreted the responses collected from the informants in which they were provided with the situations which need them to perform communicative function in written form. Their responses have been analyzed by categorizing the communicative functions as: greeting, persuading, purposing a toast and so on. Here I was intended to observe interlanguage transfer in language function. Some examples of their responses could be shown as below:

a) You meet a friend on the way, how would you start conversation?

-Hello friend, how are you?

b) You were on a wedding partly of your friend, how would you start drinking with few words?

-Lets cheer for his happy married life.

d) Your room-mate always makes the apartments dirty and never cleans it. How would you complain?

-I am not your servant to clean your mess.

All the responses by informants for communicative function have been analyzed under these headings:

a) Greeting

In order to see Interlanguage transfer in language functions the questionnaire 14 was based on communicative function. The first item of the question was to say how they would start a conversation, if they meet a friend on the way. The forms that that they used for one of the communicative functions; greetings are:

Informants 1: Hi,… How are you?, Hi,…How is it going?

Informants 2: Hey …..?Good morning. Hey,…..How are you doing?

Informants 3: Hello….How are things with you?

Informants 4: Good morning …Long time no see.

In case of the situation I have given to the informants which needs them to express the communicative function greeting in respective they were found as using the exponents; Hi Sita! How are you?, Hey What's Up?. Namaste!, Good morning/afternoon etc. One of the informant was found using Namaste!, which is typically used in Nepali language for greetings rather than in English language which is also one of the example on interlanguage transfer. Only one learner was found transferring his Nepali Interlanguage while greeting that was Namaste! But all the other learners were found using the target language forms. This may have happened because of the medium of expression, further research needs to be conducted to find out such thing.

b) Proposing a Toast

In the second item of question informants were assigned a situation like, how they would propose a toast on a weeding party of their friend. Proposing a toast is an act of group of people for wishing somebody's happiness, success etc. by

drinking a glass of soft or hard drink at the same time. Some of the form that are used for proposing a toast are: Good health (formal), Your health(formal), Cheers (familiar), Here's to your job(familiar), Here's to the future (familiar) etc. Regarding the learners' responses, under that situation were; Let's cheers/, Ok everyone start, Ready 1,2,3.., It's my pleasure! Your wedding ceremony gave this chance, Oh! Let's start, Here comes a toast and so on. When I analyzed learners responses from above mentioned familiarness and formality I found the informants using informal way (expressions used for familiar) while purposing a toast rather than formal. And their responses also seem to be their interlanguage than the target form or, that may have been influenced form their knowledge or prior learned languages.

c) Persuading

Persuading is insisting in plain request. In the third item of questionnaire learners were provided with the situation in which they have to persuade their brother to go to cinema with them. Some of their responses of persuading that they used were: I would if I were you., I would not…if I were you, wouldn't it be better if you…, I see what you mean but if …., That's true but if …etc. and the responses, for the situation i.e. persuading brother for cinema, by learners we get are: 'Bro let's go to the movies, it would be fun', 'The movie is fantastic, would you like to go the cinema',…etc. Responses of them show that the informants imagined about what would they say in that situation in their own language and translated them into English for e.g.: 'Please brother let's go today only', 'you must go with me otherwise I will never call you my brother' and so on. They were just literally translating their source language knowledge into target language. They should think in TL so they could come up with target –like responses.

d) Expressing Complaints

Learners were assigned a situation in which they have to complain their room-mate for making apartment dirty and not cleaning it. Some ways of expressing

complaints are: I don't like this, this is not right yet, this is not what I wanted, I have a complaint, I want to make a complaint etc. And learners responses are: Is this only my duty to clean? What about you?, I am not your servant to clean your mess, I think you don't like clean and healthy environment, am I right?,...etc. The responses I got are more direct and rude. For its directness, it should be but complains mostly do not show anger, they show dissatisfaction. So learners' responses sound angrier than the complaint. In their culture or language they may show their anger for that sort of situation rather than only complaining, which may have influenced their responses in this situation. It might be the reason of their cultural influence.

e) Expressing Anger

Anger could also have different degrees, first degree of anger express only annoyance as 'what a nuisance', second type of anger are sarcastic as 'that's wonderful', third are to make use of swear word as 'Damn it!, and fourth degree expression may offend a lot of people. In fifth item of questionnaire, learners were assigned a situation that asked about how they would express their anger when they would be waiting for their friend and he is 40 minutes late. Some examples of their responses are; 'You hell! I have been waiting you for 40 minutes, wonderful! do the same tomorrow as well, how faithful and punctual you are, is this the time to come?, have you met your special friend on the way', and so on. Learners' responses also fall under the three types of degrees of anger mentioned above, most of them have not used is more offensive expressions. It may be because they are required to respond in a written form or they are more educated to use those offensive expressions or may be in their language they do not use those sorts of expressions. It shows that our multilinguals or, multilinguals in our context do not make use of more offensive words while expressing anger. They were found using first, second and third degree of expression but only a few of them used fourth degree expression.

f) Expressing comments

Some of the ways of expressing comments are: I think…., I feel …., In my opinion …., As I see it…, If you ask me…., If I were you…, and so on. In the questionnaire learners were assigned a situation which requires them to comment their friend for having new hair style. And learners' comments to their friend about his hairstyle were: It's better to change your hairstyle, I don't think this hairstyle suit you, You look like a….., I think it would be better …., and so on. Some of the responses as 'comb your hair properly and put cap on your head, you want to be like western people, you forget your culture, try to be serious', do not sound target like, their response seems that they have been influenced form their linguistic background or their competence over different languages.

g) Describing persons

A better way to describe people is by mentioning their characteristics. Some of the points need to be mentioned while describing people are: general personal impression, age, height, weight, figure, face, eyes, hair, complexion, clothes, interests, job, family, background etc.

The last item of the questionnaire was how learners would describe different sorts of people in their class. Let's see whether the informants have used those points to describe them or not. Their responses for the situation were: 'Some of us are handsome, beautiful, heighty, good characters, hairstyle, nice figures etc., Some of them are intelligent, some are dull and some other are very smart?, 'multilingual, multicultural, multicaste, multireligious people are in my classroom? And so on. Only some of the learners have taken the points already mentioned to describe people as height, weight …etc. Some of them have taken intelligence as main points to describe people and some of them have taken caste, cutlture, language, religion as main points to describe people. These differences may have been caused due to their different linguistic and cultural background.

In overall, to talk about majority of learners' responses, our multilinguals do not get influenced from their prior interlanguages while greeting in written form. It may not be true in spoken form, which needs further research for that. To talk about purposing a toast, it was found that our multilinguals make use of more informal way of purposing. This may have caused due to their prior interlanguages but it is not clear, from which interlanguage they were influenced. While persuading, their English interlanguage was found to be influenced from other interlanguages. They have used literal translation for persuading by thinking in SL and translating literally in TL. While expressing complaints they were found using angrier expressions than only complaining. This might have caused due to their linguistic or cultural background. More offensive expressions were not used by our multilinguals while expressing anger. It was also found that they were influenced from their linguistic background while expressing comments. At last while describing people, our multilinguals didn't take the points that the target language speakers use while describing people. All the things that we have found may be the result of multilinguals' diverse linguistic and cultural background.

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This section includes the summary of the whole research study. The research study has been concluded in this section and its' implication on policy level, practice level and further research has also been discussed. This chapter provides a brief summary of the whole study, this is also the concluding chapter of the study and it also provides some guidelines to implement the main findings in policy level, practice level and who wants to conduct further research under this area.

5.1 Summary

The whole study is incorporated in five chapters. First chapter includes introduction, second chapter includes review of related literature and conceptual framework, third chapter includes methods and procedures of study, fourth chapter includes results and discussion and at last fifth chapter includes summary, conclusions and implications. Here, they have been summarized chapter wise.

Chapter- one is about introducing the research. The title or topic of the research is 'Multilinguals' Use of Language; A Case of Vocabulary in Context. First chapter mainly deals with the background, rationale, statement of problem, objectives, research questions, significance and delimitations of the study. Under general background it talks about second language and interlanguage. Being coined first by an American linguist Larry Selinker, interlanguage refers to the language used by second language users when second language users attempt to express something in their L2, they make use of their interlanguage. The main purpose of the study was to find out 'how multilinguals' make use of language in course of their interlanguage transfer'. Even if it was rationale and significant to conduct this research, it was limited, the most important limitation lies in the fact that only 40 multilinguals of M. Ed. II year from the

Department of English Education were sampled. The current study was unable to include monolinguals and other variables rather than only vocabulary in the study. The present study confirms some of the previous findings and contributes additional evidence that would be helpful for teachers, learners, administrators, policy makers and so on.

Second chapter deals with the review of related literature and conceptual framework of the study. All the related literatures, that were found helpful for my study were reviewed and presented under the review of related literature. That included the concept about second language acquisition, interlanguage, history of interlanguage…etc. Implication of the review has also been discussed. Under that I have listed the points that would be helpful for this study. And at last, this chapter presents the conceptual framework of the whole study.

Chapter three is all about the methodological part of the study which includes design, population and sample, sampling procedure, data collection tools, data collection procedures and data analysis and interpretation procedures. First of all the area of 'Second language Acquisition' have been selected and the topic as 'Multilinguals' Use of Language; A Case of Vocabulary in Context?' For the intensive study or research study to be carried out under this area, different research works, articles, journals, books and so on have been studied to expand my theoretical knowledge as well as to develop insight into how to carry out this sort of research study? Then, a proposal to be submitted to the research guidance committee has been prepared along which the questionnaire (tools of data collection) also have been prepared and submitted to them. After getting approval for the research study that has been proposed, data has been collected by following the previously mentioned process. With the permission from the authority, informants were contacted and provided some description about the research study that was going to be conducted. Primary sources for my study were 40 multilingual learners from M. Ed. II year from the Department of English Education. Those questionnaires were distributed to them by telling

them to fill up and return the questionnaire. Among them only multilinguals were selected for my study. Then, the informants were purposively selected and distributed the questionnaire previously made for data collection. Those questionnaires were collected later. 40 questionnaires were sampled purposively for analysis and interpretation. And this chapter also provides the whole procedures of data analysis and interpretation.

Fourth chapter is about the results and discussions. At first all the results were listed and they have been discussed in detail in another section. The results have been discussed in detail by analyzing learners' responses. They were analyzed by categorizing them into different items and their frequency and percentage were withdrawn by calculating learners' responses. After that they were tabulated and brief descriptions of the tables were provided. Paraorthographic text has also been used to present the languages that the informants know beside English. The study was qualitative in nature that's why data has been analyzed qualitatively by using item analysis. Questions in questionnaire were categorized into different items as, background information, words, sentences, texts and communicative –function. The items were tabulated in terms of frequency and percentage and the qualitative discussion of the table has been mentioned below the table. Some of the data has been presented by using paraorthographic texts as languages beside English that the informants know has been presented in a bar-graph. Words were analyzed by categorizing into given form, target language form and the interlanguage form. Sentences were analyzed within the context and without the context in which the translation of the same word has been analyzed within the context and without the context. And some common differences found in the translation of the same word were discussed. Texts were analyzed from three types of translation as literal translation, sense translation and pragmatic translation. And, learners were found using literal translation mostly. In case of communicative – function, they were analyzed by categorizing into different communicative-functions as; greeting, persuading…etc. In this way all the research study has been conducted and conclusions were drawn from the whole research.

Finally, fifth chapter Presents the summary, conclusions and implications of the study. The whole research study was summarized in this chapter. And some important conclusions were drawn from the study. Implications of the study have been presented by categorizing them into three levels. The implications that should be implemented at policy level are mentioned in policy level. The things that should be implemented at practice level i.e. in daily teaching learning activities, are listed in practice level and, the things that would be helpful for researchers to conduct further research under this area are listed in further research level.

5.2 Conclusions

In this section the conclusions drawn from the research are listed. Which are as follows;

- The study has found that, informants used Interlanguage form of English while translating words from Nepali to English; they have developed their IL.
- Learners have different interlanguages which could have influenced their target language use.
- The study has shown that, while translating words within the proverbs they maintained contextuality but in other simple sentences they were unable to maintain contextuality.
- Learners were found using different strategies (i.e. word-for-word, paraphrasing, avoidance strategy, circumlocution) to translate the words.
- It was found that learners used literal translation mostly among literal, sense and pragmatic translation. Some used sense translation but only a few of them used pragmatic translation.
- Use of literal translation mostly shows that learners transfer their prior knowledge of different languages or their own interlanguages into newly developing IL.
- IL transfer is common for ESL/EFL learners.

5.3 Implications

This section includes the implications of this research study at different levels. They are:

5.3.1 Policy Level

This is the highest level of implementation. The things that are implemented at this level would change the whole system of the country. Some of the implications of this study at policy level are;

- The findings suggest several courses of action for policy makers that they should develop curriculum or syllabuses by incorporating the different aspects of interlanguage.
- Different types of awareness programs should be made available to learners, teachers, and others who are directly or indirectly involved in teaching, about IL.
- They should develop different sorts of teaching materials or reference materials should be developed.

5.3.2 Practice level

This is the level of actual implementation of the policies into classroom practice. Some of the implications of this study for this level are as below;

- There is a definite need for teachers to notice learners' IL form and motivate them to use target form by providing feedback.
- Moreover, learners shouldn't fossilize at their IL stage they should be aware about their IL form and should search for target form to use.
- A reasonable approach to tackle this issue is, IL development and transfer is a general process, so teachers and learners should be conscious about it and take it positively.
- Another practical implication is that, teachers could bring native speakers of English into the classroom and provide situation to the learners and native speaker too and compare their responses to motivate learners.

- It is recommended that learners should consult with authentic materials so they could know about the correct target form and would be motivated to use target form.
- Teacher should provide contextual forms of the words/sentences, they should expose learners with various forms while teaching and practicing translation.

5.3.3 Further Research

This is the first research under the area of IL in our department. This research has thrown up many questions in the need of further investigation. Some of the implications that would be helpful for those who attempt to conduct research under this area are as follows;

- Further experimental investigations should be conducted by focusing on spoken form which could provide more evidences about IL transfer.
- What is now needed is a longitudinal study to examine the whole process of IL development or transfer.
- Further research in this field regarding the linguistic background of the multilinguals would be of great help to trace out which prior language or interlanguage has been transferred to the newly developing IL.
- Further investigation using other methods of examining IL transfer rather than only translation is strongly recommended.