

INTER LANGUAGE THEORY

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Interlanguage

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- ▶ The term inter-language was first coined and developed in the interlanguage theory published in 1972 under the authorship of Larry Selinker, a well known SLA theorist

Features of Inter-Language

- ▶ Whenever one acquires second or another language, one develops a so called interlanguage, which is developed by him/her as a system of rules and applications that can either bear the

1. Properties and rules of L1 –
2. Properties and rules of both L1 and L2
3. can also not possess features of neither

Interlanguage is the type of language produced by second- and foreign- language learners

In language learning, learner's errors are caused by several different process

- ▶ a. Borrowing patterns from the mother tongue
- ▶ b. Extending patterns from the target language.
- ▶ c. Expressing meanings using the words and grammar which are already known

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- ▶ Firstly, it asks what processes are involved and responsible for interlanguage construction.
- ▶ Secondly, it addresses a question on the nature of interlanguage continuum.
- ▶ Thirdly, it asks for an explanation to the fact that most learners do not achieve the full L2 competence.

Interlanguage refers to the separateness of a second language learner's system

- a. System that has a structurally intermediate status between the native and target language .
- b. Interlanguage is neither the system of the native language nor the system of the target language, but instead falls between the two.
- c. It is a system based upon the best attempt of learners to provide order and structure to the linguistic stimuli surrounding them.
- d. By a gradual process of trial and error and hypothesis testing, learners slowly and tediously succeed in establishing closer and closer approximations to the system used by native speakers of the language.

Inter-Language Continuum

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- ▶ It means the learner travels along the interlanguage continuum towards L2 (L1 being the starting point of the development)
- ▶ The interlanguage continuum
L1
L2

▶ X_____X
Inter-language gradually improves (gets nearer to L2 set of rules)!

The continuum of *interlanguage development*

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From native language forms to target language forms includes three *stages*:

1. Basilang
2. Mesolang
3. Acrolang,

How can we examine Inter- Language

- ▶ The terms ‘strategic competence’ and ‘communication strategies’ are often used in
- ▶ examining interlanguage. It seems that the focus tends to be on learners’ strategies
- ▶ in dealing with conversational problems in second language learning due to their
- ▶ limited knowledge of the second language such as paraphrasing, withdrawing, and
- ▶ ignoring.

Examining Inter-Language Linguistic Competence

- ▶ It is based on the premise that language comes from people of
- ▶ various social backgrounds, not just confined to speakers of academic background or
- ▶ high social economic status. In this perspective, one can argue that every native
- ▶ speaker of a language has communicative competence.

Examples of Linguistic Competence

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- ▶▶ 1a. I don't eat nothing.
- ▶ 1b. I eat nothing (or I don't eat anything).
- ▶ Sentence 1a uses double negative.
- ▶ 2a. I recognise the student whom I danced with.
- ▶ 2b. I recognise the student with whom I danced.
- ▶ Sentence 2a ends with a preposition.
- ▶ 3a. I like to strongly reject the view that poor students are lazy.
 - ▶ 3b. I like to reject strongly the view that poor students are lazy.
 - ▶ Sentence 3a uses split infinitive.

Examples of Social Competence

- ▶ a. Shut up!
- ▶ b. Listen to me.
- ▶ c. May I have your attention, please?
- ▶ a. What a load of rubbish!
- ▶ b. I disagree with you.
- ▶ c. Your view is unacceptable.
- ▶ a. Name? (with a rising intonation)
- ▶ b. What's your name?
- ▶ c. May I have your name?

Examples of Strategic Competence

- ▶ a. You look beautiful, Mummy!
- ▶ b. All my friends have been to the zoo, except me.
- ▶ c. I won't love you any more if you don't take me to go to the zoo.
- ▶ d. A zoo has a lot of animals. We can learn a lot there.
- ▶ e. If I complete homework, will you take me to the zoo?
- ▶ f. I promise that I will be a good helper in the house.

STAGES OF INTERLANGUAGE DEVELOPMENT

- ▶ 1. RANDOM ERRORS
- ▶ 2. EMERGENT STAGE
- ▶ 3. SYSTEMATIC STAGE
- ▶ 4. STABILIZATION STAGE

Random Errors

Learner errors are evidence of their underlying linguistic system.

IL theory elevates “the status of error from undesirability to that of a guide to the inner workings of the learning process”.

Two sources of error are commonly identified

Interlingual errors

-specific to speakers of particular L1s

Developmental errors

-common to speakers of a variety of L1s

Five cognitive processes involved in inter-language

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1. Language Transfer

Learners fall back on their mother tongue to help create their language system. This is now recognized not as a mistake, but as a process that all learners go through.

2. Transfer of Training

They explored how individuals would transfer learning in one context to another context that shared similar characteristics – or more formally how "improvement in one mental function" could influence another related one. Their theory implied that transfer of learning depends on the proportion to which the learning task and the transfer task are similar, or where "identical elements are concerned in the influencing and influenced function",

Approaches of Transfer of Training

- ▶ Approach to transfer research that usually intends to categorize transfer into different types;
- ▶ An application domain-driven approach by focusing on developments and contributions of different disciplines that have traditionally been interested in transfer;
- ▶ The examination of the psychological scope of transfer models with respect to the psychological functions or faculties that are being regarded; and
- ▶ A concept-driven evaluation, which reveals underlying relationships and differences between theoretical and empirical traditions

3. Learning Strategies

- ▶ strategies which learners use when learning a second language. Strategies have been found to be of critical importance, so much so that *strategic competence* has been suggested as a major component of communicative competence. Strategies are commonly divided into learning strategies and communicative strategies, although there are other ways of categorizing them. Learning strategies are techniques used to improve learning, such as mnemonics or using a dictionary.

4.Communicative Strategies

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- ▶ Communicative strategies are strategies a learner uses to convey meaning even when she doesn't have access to the correct form, such as using pro-forms like *thing*, or using non-verbal means such as gestures.

5. Overgeneralization of L2 material

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Interlanguage theory revolves around seven main principles

First Principle:

The learner constructs a system of abstract linguistic rules

Second Principle:

The language learners grammar is permeable

Third Principle:

L2 learners competence is transitional.

Fourth Principle:

This principle tells us that the learners competence is variable, at any stage of development.

Fifth Principle:

Interlanguage development reflects the operation of cognitive learning strategies.

Sixth Principle:

Interlanguage can also reflect the operation of communication strategies

Seventh Principle:

Interlanguage may fossilize.

STAY SAFE