

Interlanguage Dynamics: Unraveling the Natural Development Process

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Abstract

Interlanguage refers to the knowledge structure that forms during a particular stage of acquiring a second language. In the realm of second language learning, research on interlanguage holds great significance. This research aims to explore the existing literature on Interlanguage Dynamics. They are: 1) Identifying the factors that shape the development of interlanguage, 2) Analyzing the role cognitive processes and social interaction in the formation of development of interlanguage and 3) Understanding the implications of interlanguage dynamics for language teaching and learning. This study is a library research study, The data from books and articles published in scholarly journal. After the sources were collected, the writer wrote or took a note of all findings from the selected sources. This research found that interlanguage dynamics are influenced by both universal cognitive processes and individual differences. Social interactions and environmental factors also play a significant role in language acquisition. This research emphasizes the adaptability and flexibility of interlanguage, which is the constantly evolving language system of L2 learners. Instead of abruptly transitioning from one stage to another, the learner gradually modifies their interim system. Furthermore, the interaction between interlanguage and the native language has significant implications for language learning and teaching. This emphasizes the need for approaches that are specific to the context. The existing literature on Interlanguage Dynamics provides more information about the process of interlanguage development. This research shows that interlanguage is a dynamic and adaptive system that is influenced by both cognitive processes and external factors.

Keywords: Interlanguage, Dynamic, Natural Development, Process, Unraveling

Introduction

The idea of interlanguage is part of the notion of learning a second language, it was introduced at the Cambridge International Forum by American linguist Selinker. Selinker covered this phrase in greater detail in a paper titled in 1972. According to Selinker (1972), interlanguage refers to the systemic separation of a second language learner that exists between their native and target languages on a structural level. Interlanguage, as used by L2 learners, is simply a language system between the first and attempt languages. There are differences between this system and the learners' first language and the attempt language in terms of phonetics, vocabulary, grammar, culture, and communicative function. Additionally, it is a motivational language technique that approaches the target language correctly as learning and development advance. This system does not equal the target language; rather, it begins with the native language and gradually moves toward it. In 2020, Wang and Fan Interlanguage is a frequent occurrence when learning a second language (L2). It relates to the body of knowledge that develops over time during the process of acquiring a second language or foreign language by learners. it is a transitional language structure, which is always evolving as learners' competence in a second language grows. Guo (2022).

For a variety of reasons, L2 learners create interlinguistic forms rather than exact target language forms when learning the language. Language transfer, training transfer, L2 learning techniques, communication techniques, and overgeneralization of L2 rules are a few of the cognitive processes that lead to interlanguage (Selinker, 1972).

Permeability, dynamic nature, and systematicity are the three main features of interlanguage. The term "dynamic nature of interlanguage" describes how L2 learners gradually progress from L1-like forms to advanced L2 forms on a linguistic continuum. L2 learners test new linguistic theories and review previous one by incorporating new rules into their interlanguage. Since every L2 learner makes some progress toward mastering the target language, interlanguage is originally a dynamic process for all of them. But not all of them are successful in getting the TL. A portion of L2 learners become stuck while learning the target language. L2 learners' interlanguage transforms from a dynamic to a static occurrence when they fossilize. (2019, Cervatiuc)

Larsen (2009) investigates how learners adjust their language planning over time, shedding light on cognitive and sociocultural factors that impact interlanguage development. Factors influencing second language acquisition, including cognitive, social, and individual factors based on Ellis (2008). According to Doughty, & Long (2003) "factors influencing second language acquisition. It covers cognitive, social, and environmental aspects, offering a comprehensive view of interlanguage development"

The role of cognitive processes and social interaction in the formation interlanguage. cognitive processes they are: Overgeneralize of L2 law, language transfer, training transfer, L2 learning strategies, and communication strategies (Selinker, 1972). Social interaction they are: Input and Comprehensible Input, Negotiation of Meaning, Feedback and Error Correction, Collaborative Learning and Task-Based Language Learning. The objectives of this library research are to explore existing literature on Interlanguage

Dynamics. Specifically, this research aims to:

1. Identifying the factors that shape the development of interlanguage
2. Analyzing the role of cognitive processes and social interaction in the formation of interlanguage
3. Understanding the implications of interlanguage dynamics for language teaching and learning

Methods

This study is a research conducted in a library. The writer collected data specifically related to the study's topic from books and articles published in scholarly journals. Once the sources were gathered, the writer documented or took notes on all the findings from the selected sources.

Result and Discussion

1. The factors that shape the development of interlanguage

According to Larsen (2009) investigates how learners adjust their language planning over time, shedding light on cognitive and sociocultural factors that impact interlanguage development.

a. Cognitive Factors:

- Language planning refers to the cognitive processes that learners employ to choose and use words and structures during communication. As learners become more proficient, they may improve their language planning strategies by automating certain processes and becoming more strategic in their use of language resources
- Cognitive Development: Cognitive development encompasses memory, attention, and problem-solving abilities. Learners may adapt their language planning according to their cognitive development, such as improving their capacity to comprehend complex sentence structures or remember new vocabulary.
- Transfer and Interference: The cognitive processes of learners are influenced by their first language. Transfer and interference occur when aspects of the natural language impact the acquiring of the language proficiency .Cognitive Development: Cognitive factors include memory, attention, and problem-solving skills. Learners may adjust their language planning.

b. Sociocultural Factors:

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- **Social Interaction:** Sociocultural factors, such as interactions with native speakers or peers, have a significant impact on cross-linguistic development. Learners adapt their language planning, negotiate meaning, and refine their language use in social contexts through real-world communication experiences.
 - **Language Exposure:** The degree and quality of connection with the attempt language plays a vital component. Learners who are deeply familiar with language in different contexts can adapt their language planning more effectively by incorporating different registers, vocabulary, and cultural nuances.
 - **Feedback and Corrective Input:** Social interactions provide opportunities for feedback and corrective input. Learners adjust their language plans in response to the feedback they receive, whether it is explicit correction or implicit guidance through meaning negotiation.
 - **Cultural awareness:** Socio-cultural factors include awareness of cultural norms and customs. As learners become more culturally aware, they may adapt their language planning to cultural expectations of politeness, formality, and appropriateness.

According to on Ellis (2008) Factors influencing second language acquisition, including cognitive, social, and individual factors.

a. Cognitive Factors:

- **Information Processing:** discusses cognitive models that explain how learners process and store linguistic information. For example, the Information Processing Model suggests that learners go through stages of attention, comprehension, rehearsal, and retrieval when exposed to language input.
- **Working Memory:** The capacity and functioning of working memory play a crucial role in language acquisition. Learners need to manage limited cognitive resources to process and comprehend language input effectively.

b. Social Factors:

- **Interaction and Communication:** Social interaction is considered fundamental to language learning. Learners benefit from opportunities to engage in meaningful conversations and interactions in the target language.
- **Input and Output Hypotheses:** Ellis discusses Stephen Krashen's Input Hypothesis, which provide that being exposed to understandable material is producing language, or "output," also contributes to language development.

c. Individual Factors:

- **Affective Factors:** Ellis acknowledges the impact of affective factors, such as motivation, attitude, and anxiety, on language learning. Motivated learners are more likely to engage actively in the journey of learning and continue in the face of difficulties.
- **Cognitive Styles:** Individual differences in cognitive styles, such as analytical versus holistic processing, influence how learners approach language tasks. Understanding these differences can inform instructional strategies tailored to individual learners.
- **Age and Critical Period Hypothesis:** Ellis explores the Critical Period Hypothesis, suggesting that there may be a good moment for language acquisition, and beyond this moment, it becomes harder to attain native-like proficiency. However, the influence of age is complex and interacts with various other factors.

2. The role of cognitive processes and social interactions in the formation of interlanguage. a. Some of the cognitive processes that contribute to interlanguage are:

- **Language transfer** refers to the transfer of the learner's L1, including linguistic and cultural aspects, to his/her organizing the L2 data, learners' interlanguage systems are greatly influenced by them.
- **Transfer of training** refers to the phenomenon that it's possible that L2 learners have trained in some interlanguage structures so much that they are unable to effectively continue learning the new structures. (Guo, 2022)
- **strategies of L2 communication** (i.e., "an identifying approach by the learner to communication with native speakers")

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- strategies of L2 learning (i.e., "an identifying approach by the learner to the material to be learned")(D'Anglejan, 1979)
 - Overgeneralization of TL refers to the interlanguage cognition produced in expanding TL rule. According to Richard's viewpoint, overgeneralization includes learners' expanding or mixing some language rules.

b. Some of the social interactions in the formation of interlanguage, such as Input and Comprehensible Input, Negotiation of Meaning, Feedback and Error Correction, Collaborative Learning, and Task-Based Language Learning.

- Input and Comprehensible Input: This refers to exposure to language, either written or spoken. Language acquisition occurs when learners are exposed to input that is just a little bit beyond their current level, claims Krashen's Input Hypothesis. often referred to as "i+1." This challenges learners without overwhelming them.(Krashen, 1985)
- Comprehensible Input:* Proposed by Krashen, this suggests that language input should be a current proficiency, making it challenging yet understandable. This concept emphasizes the importance of meaningful context in language learning.
- Negotiation of Meaning: This refers to the process by which learners and interlocutors clarify and negotiate understanding during communication. Learners often ask for clarification, confirmation, or correction to ensure mutual comprehension. (Pica, 1994)
- Feedback and Error Correction: Feedback, both corrective and positive, plays a crucial role in language development. Corrective feedback helps learners recognize and rectify errors.

Different types of feedback (e.g., explicit correction, recasts) have varying effects on language acquisition.

- Collaborative Learning: Collaborative learning involves learners working together to achieve a common goal. This interaction can present possibilities in language practice, agreement of meaning, and exposure to diverse language use. (Swain & Lapkin 1998)
- Task-Based Language Learning: involves using language to accomplish a specific goal or task. This approach integrates language skills and promotes meaningful communication, encouraging learners to use language as a tool for real-world tasks. (Willis 2007)

3. The implications of interlanguage dynamics for language teaching and learning.

a. Individual Variation

Implications: Recognize that learners' interlingual development varies among individuals and that progress may not be linear. Language teachers should provide individualized lessons to accommodate these differences. Ellis, R. (1997)

b. Error Analysis and Correction

Implications: Language teachers can identify persistent errors by analyzing learners' interlanguage errors and make targeted corrections while paying attention to the learners' development stages. Code, S.P. (1967)

c. Input and Comprehensibility

Implications: Language The input need to make sense and slightly above the learner's current performance level to support interlanguage development, consistent with Krashen's input hypothesis. Krashen, South Dakota (1985)

d. Role of Interaction

Implications: Promote interactive language learning activities that encourage learners to engage in meaningful dialogue and negotiate meaning, as suggested by the interaction hypothesis. Long, M.H. (1983).

e. Form-Focused Instruction

What it means: Integrate form-based instruction where appropriate, especially for learners in later language stages, to help address specific language challenges. Spada, N., & Tomita, Y. (2010)

Conclusion

The development of interlanguage is influenced by various factors, ranging from cognitive to social to individual factors. Fundamentally, cognitive processes aid in the establishment and

enhancement of one's interlanguage. Such processes may include language planning, memory retention, and attention orientation. On the other hand, social factors have a crucial impact on shaping a learner's language abilities. Interacting with native speakers or being exposed to genuine language use typically contribute significantly to linguistic competence. Lastly, personal traits such as motivation and cognitive styles significantly differ in how they impact the adaptation and improvement of interlanguage.

Social interaction has a catalyst influence on studying languages, as it presents possibilities for learners to receive feedback, discuss meaning, and witness diverse language usage. Throughout this process, cognitive development and the transfer of language features heavily influence language planning, which is a key component in shaping an interlanguage. Ultimately, cognitive processes and their impact on understanding, retention, and recall of linguistic information are crucial factors in language acquisition.

Cognitive processes play a crucial role in language acquisition and influence how learners understand, remember, and recall language information. Language planning is influenced by cognitive development and the transmission of language features and is a dynamic part of interlanguage formation. Furthermore, social interaction is a catalyst for language learning, giving learners the opportunity to discuss meaning, receive feedback, and experience different uses of language.

Understanding how interlanguage dynamics operate has significant implications for language teaching and learning. Educators can develop teaching strategies that are consistent with learners' cognitive processes and provide appropriate challenges to promote language development. Incorporating meaningful social interactions into language instruction can facilitate the negotiation of meaning and increase authenticity in language use.

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