

**SIGNIFICANCE OF INTERLANGUAGE IN THE RESEARCH STUDY OF SECOND LANGUAGE ACQUISITION (SLA) AND ITS IMPLICATIONS FOR LEARNING STYLES**

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**Abstract**

*Second Language Acquisition (SLA) and its research studies are the trending phenomenon in this age of digitalization and globalization which needs to make the new ways of learning. The interlanguage theory is the new but the understood phenomenon which can be applied to make the SLA and research studies easier. The present study is being conducted in this perspective and is qualitative in its nature which describe the already made studies through which different aspects are studied and elaborated to made easy the process and provision of theoretical perspectives for further researches. The results also describe that the significance of the IL (Interlanguage) theory is of high concerned with respect to learning styles as it would be manipulated more in future for the construction of new researches to make easy SLA process.*

**Keywords:** Interlanguage, Research, Second Language Acquisition (SLA), phonology

**Introduction**

SLA (second language acquisition) is the process of learning a language other than mother or native language (Yule,1985) and the research is considered as the phenomenon of defining new knowledge of which can be testified as well as judged and the certain results would be attained. The second language acquisition research can be said as the research phenomenon of finding the problems as well as proposing the results regarding the acquisition of L2. The situation can be justified in many of the problems while learning L2 and giving the possible solution in the bilingual and multilingual societies as well.

Interlanguage is the broad term of the AL (Applied Linguistics) which was specifically defined by person who firstly coined so Selinker (1972) defined it as the system of separate linguistic concerns having the basis of observable outputs and these outputs are because of the learner 's at temptations towards the norms production of the target language(TL). The attention in this definition is being drawn towards the language of L2 (second language) learner instead of the keen following the L2 rules. So, this can be implied as towards the system of language acquisition which is not being adopted in L1 or L2 language acquisition process. Taroon (1994) says that the interlanguage is the different phenomenon of learning a language as it is well separate from the L1 as well as L2 as these are considered as NL (Native Language) or TL (Target Language) but it is the phenomenon of

interlinking the different aspects of the language which are being seen by the learners as the grammar, rules, phonology and the accent.

Taron (1994) also illustrate that this system not only the covers the basics linguistic levels rather it also covers the levels of pragmatics, discourse and lexical concerns as well while Takac (2008) limited this phenomenon towards the grammatical system only. Yule (1985) calls this phenomenon as the system as well as the features of interim level of both L1 and L2 having the same as well as the different levels of language acquisition.

Linguistics is consisted on the both type as theoretical and applied linguistics. Theoretical linguistics helps to understand the problem in certain issues while applied linguistics helps to implement the theoretical and researched tools for the better results for learning a language.

Learning styles, being the learning theories, are important in this concern that it helps to understand the learning styles of the students which are being influenced by the social, economic, heredity and perception factors as well. Through observing the learning styles, one can be come on the stage to deal such type of students to overcome the remedies as well.

Neuro-Linguistics Programming (NLP) belongs to the subgroup of applied linguistics as well which is consisted on the set of skill through which the development of personality, communication and psychotherapy is being manipulated. This concept was given by John Grinder and Richard Bandler from California, USA during 1970s. It illustrates that there is connection between behavioural patterns of human and neurological processing of language while the behavioural patterns are the based on the experiences that is called programming. Programming refers to the changing mind capacity and states of body in specific situation. Many of the scientific reviews also describe that NLP is consisted on the significant methodologies helping for the tackling the difficult situation while language processing.

The present study is also with the certain aim to define the things of L2 learning styles and its research with perspective to the interlanguage concerns.

### **Objectives**

- To highlight the significance of Interlanguage in the study of SLA Research and its implications for learners.
- To manipulate the different aspects of Interlanguage spectrum while SLA and its research.

### **Research Questions**

1. What is the importance of Interlanguage in the study of SLA and its research?
2. Which different aspects can be described while Interlanguage phenomenon in the SLA and SLA research studies?

### **Significance of the Study**

The study will be significant in its concern as it will describe the study of SLA research in the theoretical perspectives and rules of interlanguage theory. This study will also be significant to understand the different views of the researchers regarding the understanding of the significance of interlanguage theoretical perspectives to minimize the learning hurdles with accordance to the problems and challenges faced while SLA.

**Research Methodology**

The current study is qualitative in its nature based on the different already written journals and articles published in research journal or on websites. The study is being conducted being adopted the method of qualitative nature as Gay (2012) defines qualitative study as the study which is being conducted based on the text rather than the figures and numerical interpretations.

**Literature Review**

The present study is diary study as it illustrates the things which are being referred as the phenomenon of problems and challenges of SLA research in the theoretical perspectives of interlanguage phenomenon.

**Aspects of IL (Interlanguage) and SLA**

There is influence of many of the factors in IL and this type of influences are certainly described by Ellis (1997) illustrate them as the SAIL (Social Aspects of Interlanguage) and describes them as in three different segments. Firstly, he describes that IL is in the mental capability of learner through which is being used by the learner for the purpose of production of abstract type of system of language which is based on the routine behaviour of linguistic concerns. The second segment is the inputting of the social influences which are there in the mind of learner for the purpose of learning a language as well. Ellis (1997) says that the failure of the language acquisition is because of the social and mental exiting gapes. While the third segment is there of the shaping of the concerns related to provision of the opportunities where there is already existed gap of learning in the environment.

**IL and DA (Discourse Aspects)**

The role of inputting as well as the role of iteration is described by Ellis (1997) in these words as there is inputting of informal way of grammatical, syntactical, lexical and semantically things through which the huge concerns is being paid by the learner on the internalizing the linguistics and mental linguistic processes. While the role of the output of the language is there in the perspectives of L2 is the production of grammatical and ungrammatical terms but having the certain semantic concerns as well.

**PAIL (Psycholinguistic Aspects of Interlanguage)**

There is transformation of the interlanguage roles making the straight rules for the development of the second language acquisition which is being keenly as the transformation of the lexis and their class and acquisition of the L2 rules consciously.

**LAIL (Linguistics Aspects of Interlanguage)**

These are the typological access of the language terms and their different aspects making the semantic understanding of the lexis into different classes for the purpose of using of this lexis in the daily routine life. These are of the crucial aspects as these are related to all those aspects which construct the language.

**Significance of IL in the Perspectives of SLA Research**

The conscious attempts of the L2 learner is there when this IL approach is being studied or employed which made the learner to make control on the provided aspects of controlling the L2 learning process (Sercombe: 2000) so the significance of this theory cannot be neglected as there is active role of L2 learner in the perspective of language learning process, other is the process of the encountering the rules by the learner itself. While it also emphasis on the FL (Foreign Language)

learning process as the certain types of rules are there taught at this stage. Thirdly it can be said that the problems of L2 learners can be encountered very easily because of his/her self-evaluation. Thus, the need as well as the significant role must be there of the teachers to reduce the problems and their participation in the language learning process (Richard, 1996).

There can be certain aspects which are needed to be evaluated in this concern and the need is there to conduct the researches and provide the theoretical framework of the learning process through which the reduction would be made regarding the continuous teaching and making learners be able to assume the rules in his mind as well.

The significant of the interlanguage phenomenon is also of high concern as this leads a learner towards the language learning phenomenon of own behalf yet the understanding of the rules is very much necessary to be taught him/her regarding the class of lexical items, social, psychological, discourse concerns as well.

The significance of this method in the field of SLA stems from the fact that it may be the first attempt to take into account L2 learners' intentional attempts to exert control over their learning (Sercombe, 2000). As a result, Interlanguage Theory is significant for a variety of reasons. For starters, it considers the L2 learner to be an active participant because he or she has the potential to construct rules based on the material presented to them. This leads to the conclusion that Interlanguage research is universal and systematic in character, making it comparable to the innateness idea. Secondly, research into Interlanguage theory may aid in determining what a FL learner knows at any given time and what he or she should be taught. Third, the IL theory aids in better comprehending L2 learners' issues and offering timely assistance to such learners, allowing them to attain competency. Fourth, Interlanguage theory has resulted in considerable changes in teaching methodology, with communicative teaching becoming a part of the educational system. The acceptance of errors as a natural part of the learning process was also introduced by IL, which reduced the need for constant instructor supervision.

### **Learning Styles and L2 Learning**

In educational research, learning style is a continuing topic of major importance. Since the 1960s, it has received a lot of attention in the teaching and learning process (Smith & Blake, 2005). Pei-Shi (2012) have looked at the impact of learning styles on various elements of teaching and learning, particularly foreign language teaching and learning. Learning styles and tactics are also important elements in determining how language learners learn a second or foreign language, according to Oxford (2005). As a result, learning styles appear to have a significant impact on the language learning process. Teaching English as a second or foreign language has changed dramatically over the last two decades and has become the focus of much attention, thus language teaching methods, teaching materials, and curriculum have been developed to address the changing needs of ESL/EFL students. Many researches (Kara, 2009) have looked into the possible connection between learning styles and teaching techniques and shown that by tailoring instructional methods to individual variances in learning styles, students' performance can be improved. They discovered that adapting teaching methods to students' learning styles improves their achievement, motivation, and interests. As a result, numerous educators have concluded that specific instructional methods can improve learning. They claim that determining a student's learning style and giving appropriate training helps them learn more effectively.

Learning styles are frequently identified in order to determine a learner's academic abilities. According to a decade of research, when low and average achievers are taught using their preferred

learning styles, they do better on attitude and standardized achievement exams. Some bright people can study effectively without using their preferred learning styles; however, low achievers perform better when they use their preferred learning styles rather than when they don't. According to Riding (2005), learners are not all alike, and that individual differences affect both their learning and academic accomplishment. The outcomes of numerous studies have validated the importance of learning styles in academic success.

Furthermore, some research has found that multilingual and monolingualism have an impact on learning style preferences. There are differences in learning styles between monolingual and bilingual people, according to several research. For example, Coper (1981) found that multilingual individuals are more dependent on the background in both context dependent and autonomous learning styles. A more holistic and physical approach is preferred by African-American bilinguals. The fundamental explanation for this disparity was thought to be the black people's language. Emamipour & Shams (2010) discovered that monolingual and bilingual pupils had considerably distinct learning styles. In a similar vein, Moradi (2010) found that monolingual and bilingual students had divergent learning styles. According to Clarkson (2008), over 60% of the world's population is bilingual or multilingual. Because of the large number of bilinguals in the world and the scarcity of research in this area, a thorough examination of bilingual learning styles and comparisons to monolingual learning styles appears to be of critical importance.

Emamipour & Shams (2010) has a greater understanding of many languages and is more willing to learn new ones. Because most thinking is verbal, language is a tool for both building relationships with others and cognitive activity. As a result, the bilingual person benefits from two languages, has two cognitive tools, and his potential skills are enhanced as a result of his bilingualism. The point that needs to be made here is that in situations where homework necessitates cognitive stability or divergent thinking and is directly tied to verbal merit, bilinguals are more testable than monolinguals. The fact that bilinguals are more familiar with the language grammar of two systems and have more knowledge than monolinguals is presumably the reason why they are better at completing job that requires cognition stability.

## **Learning Styles and Second Language Acquisition**

### **1. The Visual Learners**

These types of learners learn through the receptive sense as visuals. To diagnose the problem, such students would be demonstrated by viewing them the large pictures, videos or other visual aids. These types of learners have fast sense of seeing and learn the things how are being done before them so in this regard, they would be given "big picture" as the visual aid for the demonstrations and creating of the skills. When such type of students is asked any questions then they deeply go in imagination and reveals the images and the processing in a way that how the things were described before them so these types of students have their answers "*out of the windows*" or "*in the air*".

### **2. The Auditory Learners**

These types of students are mostly good in verbal communication as these are fast receptive through listening. These types of students mostly learn the things with audio aids and spoken words. These are fast in gaining facts and figures, dates and detailed scenario of the aspects. Such type student would be given the opportunity of talking and discussing so that the

detailed information would be provided to them. These students are enriched in language and like written and oral communications and learning process for the better development.

### **3. The Kinesthetic Learners**

These types of students learn the things by the practical phenomena as the practically and physical representation of the things is necessary for their learning. These types of students are interested in emotions and personalities rather than viewing and observing the things. Learners learn the things by considering the things "*how these fit together*" and similarly try to fit the subject according to their way if feelings. These type of student are difficult to handle and time taking as compare to the previous ones.

### **4. Auditory Digital Learners**

These types of learners learn the things and language but talking to themselves. Such type of learners would be given chance of thinking and understanding. These types of learners think as they talk to themselves and their lips seemed moving. Such types of learners are reasoning and think scientifically so respond logically.

## **Discussion**

After describing the many of the aspects as are there been discussed in the study, it can be assumed that the researches being conducted on the need of the SLA and IL theoretical perspectives are necessary to be made applicable. There is a lot of opportunity in this regard enabling the learner to be well aware from the rules as well as the grammatical structures which would make him/her enable to be more familiar with the lexical items. There might be identification by the learner regarding the item description and the class of the description of the items in the sentences. The significance as well as the different aspects of IL cannot be ignored yet there is a lot of need to pay attention of the existing problems which are related to the linguistic, discourse and the pragmatically aspects. The need is there to produce the competency in the learners regarding the learning aspects of L2 and there is a lot of need of conducting the research on these aspects which to minimize the challenges occurring in the minds of the learner who has to learn L2. There are certain challenges which are needed to fill as there are many of the aspects which should be described in a way that the construction of own mental lexical items and their class, motivation and the reduction of guidance of teachers for the learners.

The teachers are challenged in the field through the diverse human terrain as well as the different levels of sensing of students. The instructors and the teachers to face such type learners while language learning classes. The adaptation of teaching methodologies matters a lot in this regard. The auditory learners would be taught through the discussion method as they would give different types of topics and different terminologies for the discussion including part of speech, grammar, sentence patterns and the detailed discussion of essays. Visual type of learners would be demonstrated through the visual aids as videos and picture in which the utterance of the different patterns of language including phonemes, morphemes, and lexis would be demonstrated while the kinesthetic type of learners would be given opportunity of role playing. Such type of students would be demonstrated through dialogues and acts by which the pronunciation, utterance, sentence utterance and responding tasks would be assessed. The digital auditory learners would be given time as they think and respond scientifically and logically.

### Conclusion and Recommendations

Finally, because learning styles are critical variables in learners' learning, it can be inferred that identifying learners' learning styles aids educational planners and teachers in providing learners with the required educational assistance and resources. Educational planners and teachers are responsible for addressing this range of learning styles and developing appropriate learning methodologies.

- Teachers can produce different types of exercises and learning sheets with respects to different styles of learning for effective learning.
- Keeping in view, many of the things can be suggested for researchers and teachers of L2. As there are the four types of learners so the following research tools could be proposed for future research to make easy the learning process:
- The researchers would do research on SLA acquisition, keeping in mind the types of learning styles and they could propose the typical aspects and concerns regarding the learning styles.
- The states where English is gained as L2, there would be content which would proceed the neurological powers of individuals to learn the language with the domains of interlanguage skills (phonology, morphology, grammar, semantics and pragmatics etc.)
- Course contents could be formulated keeping in mind the different styles of learning so that every student could be able to learn the contents according to own skills.
- Students would be demonstrated that he/she would arise his/her capability of interlanguage skills to learn L2.
- Exercises and worksheets could be developed of different types, favouring the types of learning (visual, auditory, kinesthetic, auditory digital learners).
- Researchers would also suggest such recommendations in their researches of SLA, with respects to capability of learning L2 with the help of former learned language and learning styles.

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