

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

University of Tlemcen



Faculty of Letters and Languages

Department of English

**The Effect of Interlanguage on EFL Learning Process:
Case of 3rd Year Pupils at Boublenza Mohamed
Secondary School in Tlemcen**

**Dissertation submitted to the Department of English as a partial fulfillment of
the requirements for Master's degree in Language Studies (LS).**

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Academic Year: 2017-2018

Dedications

First of all, my biggest thanks go to "Allah" who gave me the strength to achieve this work and to succeed in my studies.

I am so proud to dedicate my efforts to my beloved parents, my sister Nihed, and my brother Mohamed who filled my heart with courage and support, may God protect them.

Special dedication to my special friends for their help and support: Meriem, Narimene, Amina, Amira, Noura, Nor Meymouna, Imane, Hanane, Mohamed, Sabah, Belkacem, Amal, Brahim, Marwan, and Abir.

Best wishes to group 3 of class 2016 with whom I spent the most unforgettable three years of my life, and for the group of master LS, I wish them all the best in their studies.

Acknowledgements

Many thanks will go first to my supervisor Dr. Nawel BENMOSTEPHA for her guidance, support, motivation, and valuable advice.

Special thanks go to the members of the jury Dr. Nawel BENMOSTEPHA as my supervisor, Prof. Zoubir DENDANE as the chairperson, and Dr. Fatima Zohra ADDER as an examiner.

Special thanks also go to Prof. Zoubir DENDANE and Dr. Taoufik DJENNANE for their help and their advice during the preparation of this research paper.

This thesis would not have been accomplished without the participation of the English teachers with whom the interview was done and their pupils who answered the test at Boublenza Mohamed secondary school. Indeed, their answers were the basis of reliability of my investigation results.

Heartfelt thankfulness to all the teachers of English department for their great efforts devoted to our preparation.

Abstract

The investigation of second language acquisition includes numerous angles, among which interlanguage is an imperative idea that has been very powerful in the investigation of second dialect obtaining since it was proposed by Selinker (1972) in his fundamental paper "Interlanguage". This idea gave the hypothetical structure to translating second language obtaining as a mentalistic procedure and for the observational examination of interlanguage.

The present study is carried out to understand the effect of interlanguage in EFL learning process in general, and to shed light on learners' errors in particular. We will first focus on the theorization of interlanguage as a wide-ranging approach, its characteristics, its variability and the phenomenon of "*fossilization*" a central element in IL as well as on its *psychological learning strategies*. The practical part of this work was done with third year pupils and their English teachers at Boublenza Mohamed secondary school in Tlemcen. From the pupils' test and teachers' interview, different data were gathered and analyzed quantitatively and qualitatively, the aim being to study the erroneous psychological strategies that are used by EFL learners during the process. Finally, our research concludes with some suggestions and recommendations to deal with learners' errors and to facilitate the process of English teaching and learning.

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List of Acronyms

ALS: Approximative Linguistic System

EFL: English as Foreign Language

FL: Foreign Language

IL: Interlanguage

L1: First Language

L2: Second Language

LAD: Language Acquisition Device

NL: Native Language

SL: Second language

SLA: Second Language Acquisition

TL: Target Language

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General Introduction

The thought of “interlanguage” has been fundamental to the improvement of the field of research on second language acquisition (SLA) and keeps on applying a solid impact on both the advancement of SLA hypothesis and the idea of the focal issues in that field. The term interlanguage (IL) was presented by the American etymologist Larry Selinker in (1972) to allude to the etymological framework that is initiated when a moment language student endeavors to express implications in the language being found out. The interlanguage is seen as a different etymological framework, obviously not the same as both the student's native language and the target language being found out, yet connected to both NL and TL by interlingual distinguishing pieces of proof in the impression of the student.

Preceding the improvement of the possibility of interlanguage, contrastive examiners had affirmed that the second-language student's language was molded exclusively by exchange from the local language. Since this was thought to be along these lines, a great contrastive investigation of the NL and the TL could precisely foresee every one of the troubles that student would experience in endeavoring to take in the TL. These cases were made on intelligent grounds and quite often upheld just by reference to episodic proof. Note that these cases were not upheld by reference to information acquired from the orderly investigation of student language itself, however just to expressions that investigators had taken note. Lamentably, it is very likely that experts tend to see information that their speculations foresee and not to see information that don't fit their hypotheses. Student's articulations that were clear confirmation of exchange were seen, yet student's expressions that did not give proof of exchange obviously went unnoticed or were delegated 'residue'. Thus, in the late 1950s and the 1960s, there were essentially no efficient endeavors to watch student's language and to report deductively the manner by which it created, or to check the solid cases of the contrastive investigation speculation that language exchange was the sole procedure molding student language.

The arrangement of interlanguage is in some sense self-governing and critically particular from both NL and TL. It was produced by a few distinct specialists.

Somewhat unique conceptualizations of student language were alluded to as 'approximative system' by Nemser (1971) and as 'transitional competence' by Corder (1967). In any case, the notion of "interlanguage" appeared to be the idea that got on and utilized as a part of the examination of second-language acquisition.

This exploration work has a tendency to research on The Effect of Interlanguage in EFL Learning. The examination was done at Boublenza Mohamed secondary school in Tlemcen, to shed light on the erroneous psychological strategies of interlanguage framework that are utilized by students during the learning procedure. The outcomes demonstrated that numerous students in used these systems amid the learning procedure as it was expected.

The focal question of interlanguage examine is to clarify this distinction – basically, to depict and clarify the advancement of interlanguage, and furthermore to clarify a definitive disappointment of interlanguage to achieve a condition of personality with the objective language. Accordingly, three research questions are asked as follow:

1. What is the real nature of IL system?
2. Why are learners' errors considered as helpful for EFL learning?
3. Does the phenomenon of fossilization occur with all learners with no exception?

These inquiries are replied by expressing the accompanying speculations:

1. IL system is kind of erroneous strategies used by learners during the learning process.
2. Because of errors, teachers are able to identify learners' points of struggle in order to adjust them.
3. Yes it does, even successful learners may find difficulties since they are non-natives.

So as to explore on the past research questions, two diverse research tools are used; the test for third year pupils at Boublenza Mohamed secondary school in Tlemcen, and the interview with two of their English teachers. The findings of the

test that was done by pupils demonstrate that, informants use erroneous strategies during the process of EFL learning. Concerning the teachers' interview, the outcomes demonstrate that the erroneous phase of IL's framework is viewed as supportive in learning for one teacher, and may be viewed as a hindrance for the other teacher which may lead to the idea that fossilization is a key to the idea of interlanguage and SLA. What's more, this erroneous stage which is called "fossilization", skips just few effective students as a special case. Yet, all students whether are successful or not, they will never accomplish full English language proficiency since they are foreigners and they learn it in a target community.

This dissertation is separated into two sections. The principal section is committed to the theoretical framework, it will offer an opportunity to define the term interlanguage generally. Then, it will handle the theorization of interlanguage as a wide approach beginning from the basic ideas of Weinreich (1953), until the apparatus of the concept "interlanguage" by Selinker (1972). It likewise presents a brief description of the characteristics and variability of interlanguage. Finishing up this theoretical review by managing the stage of "Fossilization", in which the Learning techniques of IL are mentioned with more clarification and delineation. Concerning the second chapter, it depicts the practical work of the dissertation. Primarily, it demonstrates the methodology utilized as a part of the examinations that were done in the field required. Besides, it shows the research instruments which are the pupils' test and the teachers' interview. It finally ends up with the analysis and interpretation of the information assembled and some recommended answers for the issues that were seen during the examination.

The Interlanguage Hypothesis gave the underlying flash that touched off a field of research on second-language teaching/learning, and it keeps on giving what some vibe to be the most beneficial system for look into. The examination addresses that interlanguage had raised are proceeding to be among the most focal and fascinating exploration inquiries in the field of SLA.

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Chapter one

1.1. Introduction

Interlanguage as a fundamental field of study ended up one of the solid securities that prepared for excessively numerous researchers of phonetics to describe, explain, and clarify the hypotheses of second language acquisition. This section will offer an opportunity to characterize the term "Interlanguage" generally. Then, it will clarify the hypothesis of IL as a wide field of concentrate beginning from the essential ideas until the apparatus of the last idea "Interlanguage". Moving forward to a brief depiction of the characteristics of interlanguage and learners' errors as a fundamental part of this hypothesis. Concluding this theoretical review by dealing with the stage of "Fossilization" in which the Learning procedures of IL are mentioned with more clarification and outline.

1.2. Definition of Interlanguage

The term 'Interlanguage' is generally credited to the popular American educator of phonetics Selinker. IL is an idea that showed up in the exploration of SLA and ended up as a fundamental guideline of the discipline. Tarone (1994,p.748) defines interlanguage as:

The separate linguistic system evidenced when adult second language learners attempt to express meaning in a language they are in the process of Learning. This linguistic system encompasses not just phonology, morphology, and syntax, but also the lexical, pragmatics, and discourse levels of the interlanguage. The interlanguage system is clearly not simply the native language morphological and syntactic system relexified with target language vocabulary; that is, it is not the morphological syntactic system that would have been evidenced had the learner tried to express those meanings in his or her native language.

A few suppositions could be extracted from Selinker's definition as following:

- IL is a structure hidden in the mind which is initiated mentally when somebody starts to take in a moment language.
- IL is a different framework that intermediates amongst L1 and L2 (between NL and TL).
- IL is viewed as a "Dynamic Linguistic System" i.e. it changes all the time, and it is produced by L2 students when they draw near to TL capability without achieving it.
- Interlanguage is more worried about comprehension and utilization of implications as indicated by the unique circumstance and not just phonology, morphology, and language structure.

1.3. The Theorization of Interlanguage as a Wide Ranging Approach

It should be notable that the term interlanguage was first presented by Selinker (1972) however the essential ideas were fundamentally first detailed by Weinreich (1953). After Weinreich, Corder (1967) began the examination of fundamental thoughts in his paper "The Significance of Learners Errors". Then in 1971, this phenomenon was referred to Nemser as "Approximative systems" of outside language learners, and as "Idiosyncratic dialect" again by Corder (1971) just before Selinker's last term of this phenomenon "Interlanguage" (1972). This section gives more clarification to the diverse conceptualization of interlanguage as takes after:

1.3.1. Basic Concepts of Weinreich(1953) :

Since philologists became aware that there is no language which is spotless from components of an alternate language, they began to center around the wide range approach "Languages in Contact". Most examinations of all complicated relations are between two etymological frameworks and the impact in the middle of on various levels. These essential ideas were hypothesized by Weinreich when he expressed the accompanying meaning of language contact as: "...two or more languages will be said to be in contact if they are used alternatively by the same person. The language using in individuals are thus the locus of the contact". (Weinreich, 1953,

p.1). Weinreich tends to say that at least two languages will be said to be in contact on the off chance that they are utilized on the other hand by a similar individual.

As indicated by Dimanovski (1956), The examination in the field of languages in contact saw a do not have that was insufficient to constructed propelled hypotheses or land at conclusions after the 1950's, Three capital thinks about characterized the extension with more examinations: Weinreich *Languages in Contact* Findings and Problems(1953), Einar Haugen's *The Norwegian Language in America: an investigation of Bilingual Behavior*(1953), and William Mackey's critical article "towards a redefinition of Bilingualism"(1956). Weinreich's works concentrated on the investigation of cooperation between languages including chiefly the social and mental perspectives in the research. Different phrasings were contemplated in this field. Those social wonders which are: languages in contact and semantic getting, bilingualism, code switching, and interference.

1.3.1.1. Languages in Contact and Linguistic Borrowing

Since the distribution of Weinreich's book (1953), *Languages in Contact* was acknowledged as a term, at a similar time Haugen's *Linguistic Borrowing* was introduced, both terms were utilized and still utilized as a part of these days. The most straightforward way that a language can impact another is the borrowing of words between each other.

1.3.1.2. Bilingualism

The thought of bilingualism by weinreich (1953) is considered as the fundamental of borrowing. Redefining the term bilingualism, which recommends that, a bilingual speaker needs to ace two language systems. Today there is an agreement that a bilingual speaker is a person who can without much of a stretch switch from one language to the next if the circumstance calls for it.

1.3.1.3. Code Switching

According to Weinreich (1953) code switching is most associated with bilingualism, as the substitute utilization of in excess of one phonetic code by a bilingual inside a solitary conversation. It is a frequent wonder in bilingual families where children effortlessly change starting with one etymological code then onto the next.

1.3.1.4. Interference

It was Weinreich (1953) who supplanted the term interlingual impact by the new idea 'Interference'. It is the situation in which the bilingual cannot keep the two languages apart. Interference show up on all language levels: phonological, syntactic, lexical and semantics. Two language frameworks meddle with one another. For the listener, this is perceived as a wrong inflection, unusual word arrange or a new similitude.

1.3.2. The Start to Research by Pit Corder (1967)

Corder (1967) in his paper " the Significance of Learners Errors " was the first to persuade the development of an elective structure that second language students don't start with their NL, but instead with an all inclusive 'built-in syllabus' or 'transitional competence' that guides them in the orderly development of their own linguistics system. Corder brought up that the NL serves a positive asset for SLA, it encourages the Learning of L2 features that is relatively like features of L1. Including that the errors made by learners in the Learning procedure are not irritating but rather considerably more accommodating for second language learning. In this regard Corder states:

When one studies the standard works on the teaching of modern languages it comes as a surprise to find how cursorily the authors deal with the question of learners errors and their correction. It almost seems as if they are dismissed as a matter of no particular importance, as possible annoying, distracting, but inevitable by products of the process of learning language about which the teacher should make as little fuss as possible.

(Corder, 1967, p.162)

It has been widely talked about in the field of SLA that the hugeness of learners' errors and mix-ups goes for managing understudies' mistakes so as to adjust the suitable substance of school lessons as indicated by their challenges through demonstrating what sort of mistakes and oversights can be found and how these could be rectified.

For students and in addition for teachers, it is an extraordinary case to manage mistakes with a specific end goal to enhance their language aptitudes. The accompanying talk is a theoretical part of mistake which is defined from various perspectives:

1.3.2.1. Defining Errors

The mistake was characterized as methodical in execution reflecting inadequate dominance of parts of the language. It reflects holes in language learning and students' knowledge. Corder (1999) states: "errors that are concerned by ignorance of the appropriate rules of the structure in the foreign language". (cited in Tafani,2009,p.49). Thus, errors happen in light of the fact that the learner does not recognize what is right.

1.3.2.2. Errors vs Mistakes

Corder (1967) recognized errors from the term 'mistakes'. He partners mistakes with disappointment in fitness and errors with disappointment in performance. This prompts the last express that mistakes are more sort of arbitrary missteps we as a whole make including slips of the tongue, occasional passes in performance, confusion, tiredness and so on. Corder (1999) says: "mistakes are a problem not of knowing but of the application". (cited in Tafani,2009,p.49)

Concurring to Corder(1967),it is inferred from one side that mistakes can be a consequence of insufficient concentration and are an inability to use a known framework effectively. On the other side, an error is somewhat of a deviation from precision of accuracy. Therefore, consider that errors exist in the teacher's mind who redresses an understudy's execution. Because from learner's point of view, the expressions made are correct, since they are a piece of their grammar competence.

Corder additionally won the mental orientation in the approach of SLA, using Chomsky's clarification of the part of what is known as the LAD system and rule formation and reformulation in SLA inquire about. LAD or Language Acquisition Device, is that inborn mental inclination to initiate the rules of target language from the input they are exposed to.

The transitional system mentioned by Corder (1967) clarifies that a L2 is viewed as an activity where the LAD assembles a framework utilizing the language to which the student is uncovered (input) and making out of that information a specific transitional competence. This competence is reformulated when new information experienced by the student apparently conflicts with the standards of that system. Using this transitional system, the student performs efficient articulations which the educator would call 'systematic errors'.

1.3.3. Approximative System by Nemser (1971)

The field of second language acquisition and how it is portrayed and comprehended is broadly debated. According to Corder (1967), linguists study the procedure of language learning and the different strategies learners may utilize and that errors should not be seen as problems, but rather as typical and unavoidable features occurring in the systems that learners use. On the contrary, Nemser (1971) in his work went for gathering and assessing of important impedance information. He attempts to test exactly the measure of obstruction that would follow from contending phonological classifications. Errors which do not fit deliberately into the NL or TL systems were, for the most part, ignored. Nemser classified the language systems with their functions; TL is the language in which correspondence is attempted i.e. the language learners realize when they are utilizing it. Moreover, NL is considered as a source act of interference. It prompts the deviation from the TL, it is typically the learner's NL. In this regard, Nemser (1974,p.56) says: "a given contact situation, the ALS of learners at the same stage of proficiency roughly coincide, with major variations ascribable to differences in learning experience". Thus, from what is stated before, Nemser remains for the possibility that the speech of a target language is basically organized, manifesting the order of a framework. He focuses on

that the student's discourse ought to be considered in its own terms, not just by references to SL and TL.

The approximative languages contrast from ordinary languages in that ALS speakers don't for the most part frame discourse groups. Yet, it is likely that ALS speakers as often as possible give fortification from the discourse conduct of each other. It is seen that they impart more effortlessly than with TL speakers. ALS features are regularly dismissed among students under unique conditions such as: age, modality, sociolinguistic situation, universal hierarchy and so on, they are sometimes transmitted to different generations and even end up conventionalized in TL.

1.3.4. Idiosyncratic Dialect by Pit Corder (1971)

The term idiosyncratic dialect was first presented by Corder (1971) where he trusts that the learner of second language has a thought process to carry his language performance as much with systems of those of the target language speakers. On the off chance that he can do so, this required precariousness in the attributes of a student's language is because of the setting changing of his rules that is ceaseless advancement of his grammar.

The idiosyncratic structures of second language learners may hold some sort of consistent connection to the sentences of his native language. From one side, the learner carries the habits for his L1 into L2, so called interference. The later may keep him from gaining habits of L2, this is from the habit formation and the linguistic view. On the other side, language learning is somehow an information processing and theory forming action of a cognitive sort. In this view, idiosyncratic sentences are indications of false hypothesis which; when more information is accessible and handled either by coordinate perception or by explanations by the teacher i.e. adjustment and cases, empower the student to reformulate the speculation as per the certainties of the TL. All idiosyncratic dialects have the qualities in like manner that some of the rules required account for them are specific to an individual.(Corder,1971) , as appeared in the accompanying figure :

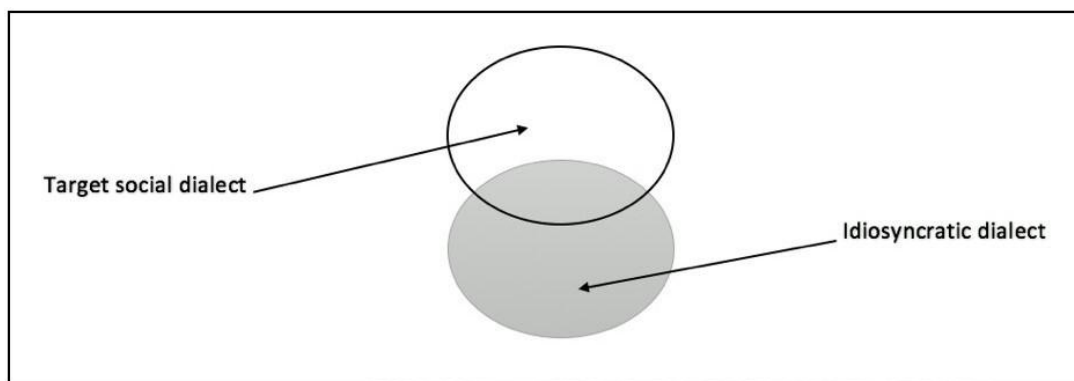


Figure 1.1: Idiosyncratic Dialect (Corder,1971)

1.3.5. Interlanguage by Larry Selinker (1972)

The idea of interlanguage has been compelling to the investigation of SLA since it was proposed by Selinker (1972), who gives the theoretical outline work to translating second language acquisition is a mentalistic procedure and for the experimental examination of interlanguage. Since then, the investigation on interlanguage and different parts of it have never ceased.

As indicated by Selinker (1972), the term 'interlanguage', which was embraced from Weinreich's term 'interlingual' alludes to the language framework that the foreign language student makes in view of the information he has been uncovered to. Interlanguage is neither the arrangement of the NL nor that of the TL, but rather falls between the two. It is a framework in view of the best endeavors of learners to give a structure to the linguistic stimuli encompassing them. By a slow procedure of experimentation and theory testing, learners gradually prevail with regards to building up closer and nearer approximations to the framework utilized by local speakers of the language they are learning, i.e. students get nearer to target language proficiency yet without achieving it. This phase of interlanguage is frequently called 'fossilization' or 'incompleteness'.

Amid the way toward learning a foreign language, learners will confront trials, make errors, and draw mental theory about the target language system. With regards to judging learners' achievement of learning target languages, many components ought to be thought about. For instance, the learners' social and

psychological factor, emotions, and strategical factors. A few psycholinguists likewise delineate that occasionally something incorrectly happens to the articulation simply because the time is limited, or the speaker is excessively excited, or too angry, or they need seeing a thoughtfulness regarding what he is saying. These mental components come as harassments, but legitimate controls over them are conceivable by method for altering teaching methods. The full of feeling factors change, so does interlanguage.

The accompanying figure shows how Selinker describes and characterizes the idea of interlanguage as: "a separate linguistic system based on the observable out-put which results from a learner's attempted production of a target language norm". (Selinker,1972, p.35). So, he showed this wonder as follows:

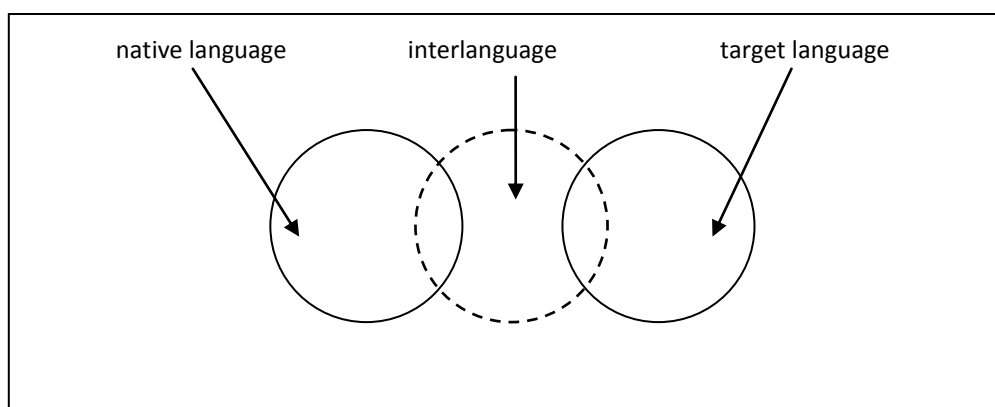


Figure 1.2: the Notion of IL (adopted from Corder,1981 :17)

Corder (1981) expressed that IL is "a dialect whose rules share characteristics of two social dialects of languages, whether these languages themselves share rules or not" (Selinker,1972 cited in Corder,1981,p.17). It can be said that the learner's language could be considered as a dialect in the linguistic sense, he implies that two languages which share a few rules of grammar progress toward becoming dialects. He expresses that language A and language B are in a dialect relation which prompts IL, as represented in the accompanying figure:

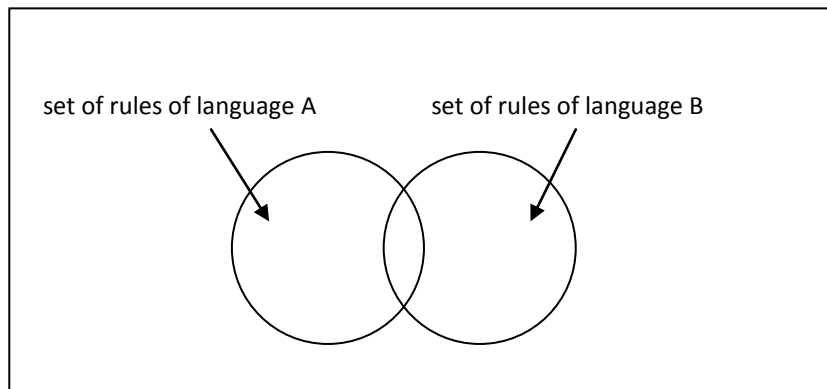


Figure 1.3: The Notion of Dialect Relation (Corder,1981,p.14)

Selinker (1972) additionally stated that "the second language the learner is attempting to learn is here restricted to mean that there is only one norm of one dialect within the inter-lingual focus of attention of the learner". (cited in Richards,1974,p.34). So from all extraordinary linguistic views, it can be abridged that an interlanguage is an impression of the L2 learning, in which components of the NL and those of the TL might be watched, resulting in a crisp classification of a mixed language. One may watch some perplexity in the learner's mind which is because of their deficient comprehension of the TL. Thus, while in his attempts to create the TL, the student delivers an IL with specific errors or deviant structures. They ought not be seen as pathological side effects of failure or as obstacles that should be eliminated, but as typical unavoidable features of the learner's advance towards the target language.

There are numerous approaches to describe that movement of etymological advancement and students additionally indicate variety in their acquisition. As per Brown (1980), there are four stages of IL improvement. The first stage is 'random errors', in which the learner does not realize that there are some deliberate requests to a specific class of items. The second stage is 'emergent', in which the learner becomes predictable in language production. The third stage is the 'systematic stage', in which the learner can demonstrate unimportant consistency. When their errors are pointed out, they will correct them right away. The fourth stage is the 'stabilization stage', which is included by the learner's capacity to self-correction. It ought to be called attention to that the fourth stage does not depict a learner's total language system.

1.4. Characteristics of Interlanguage

Selinker(1972) arranges three main characteristics of interlanguage and explains it as follow:

The first is *permeability*, as Selinker stated, the second language learner's language system is permeable, in the feeling that decides that constitute the learners' information at any stage are not fixed, but are available to amendment. In numerous aspects, this is a general component of native languages. All languages systems are permeable. Interlanguage contrasts from other language systems just in the level of permeability.

The second one is *interlanguage is dynamic*, i.e. Interlanguage is always changing. However, the student's IL does not jump from one stage to the next, but rather gradually modifies the between time systems to adjust new hypotheses to the target language system. This happens by presentation of another rule, first in one setting and after that in another. A new manage spreads as in its scope continuously reaches out finished a scope of linguistic settings.

The third one is *interlanguage is systematic*. In spite of the instability of interlanguage, it is conceivable to identify the lead based nature of the learner's IL. The student does not choose unintentionally from his store of IL rules, but in predictable ways.

A section from the said characteristics, *variability* is another characteristic that cannot be ignored. At any stage of his development, the learner works as indicated by the arrangement of rules he has built up to that point. A pivotal issue is the reason his execution is so factor. On one event he utilizes one rule, while in another he utilizes an alternate one.

1.5. Variability of Interlanguage:

In the exploration of IL, it was expressed that it has been for the most part acknowledged that interlanguage is variable. This fluctuation is clear both synchronically and diachronically. Every student's interlanguage contains options

rules for playing out a similar capacity. Likewise, in spite of the striking consistency in the formative profile of various learners, there are varieties in the general course of improvement that learners take after. Interlanguage constitutes an unsteady system and is permeable to intrusion by new semantic forms; its dynamic quality is reflected in enormous interlanguage inconstancy and furthermore in covering stages over advancement as one arrangement of variable standards is updated for another. (Dickerson, 1975).

As per Ellis (1985), variability alludes to situations where a second language learner utilizes at least two etymological variations to express a phenomenon, which has just a single realization in the TL. For instance, Ellis (1985) announced a learner of English as person who utilized two variations to express invalidation in consistent parts of speech e.g. no look my card/don't look my card. Ellis endeavored to clarify the wellsprings of such SLA, researchers have worked and supposed. First, explained in work by Labov (1972) on native speakers of English, that inconstancy is a precise capacity of variables like the level of convention of the setting of articulation, and the idea of the etymological setting.

1.5.1. Study of Interlanguage Variability

Tarone (1983), endeavors to clarify methodical inconstancy by proposing that second language learners have a progression of covering mental grammars, which correspond to various settings in which the second language is utilized. At one level learners have a punctuation for casual or vernacular second language use e.g. in autonomous easygoing discussion. At alternate level, learners have a sentence structure for formal or cautious utilization of the second language for instance, in writing or classroom utilization of second language. Between the extremes, there are mental language structures for various levels of convention of use. Tarone alludes to this arrangement of covering styles as the interlanguage capacity continuum. learners gain syntax on the continuum through introduction to the second language in setting of various levels of convention.

An essential component in Tarone's description is the possibility that degrees of "attention to form" are what decide the specific syntax on the continuum which a

second language learner gets to. The language for formal or cautious discourse requires the students to pay a high level of regard for form. Whereas, the sentence structure for delivering easygoing or vernacular discourse requires no thoughtfulness regarding structure. In the event that this hypothesis is correct, asking second language speakers to perform distinctive undertakings in the second language which requires diverse degrees of thoughtfulness regarding structure should create variability.

1.5.2. Types of Interlanguage Variability

The diverse kinds of inconstancy in interlanguage are divided into two classifications: systematic and non-systematic variability. In this vein, Ellis (1992) classifies interlanguage changeability as takes after:

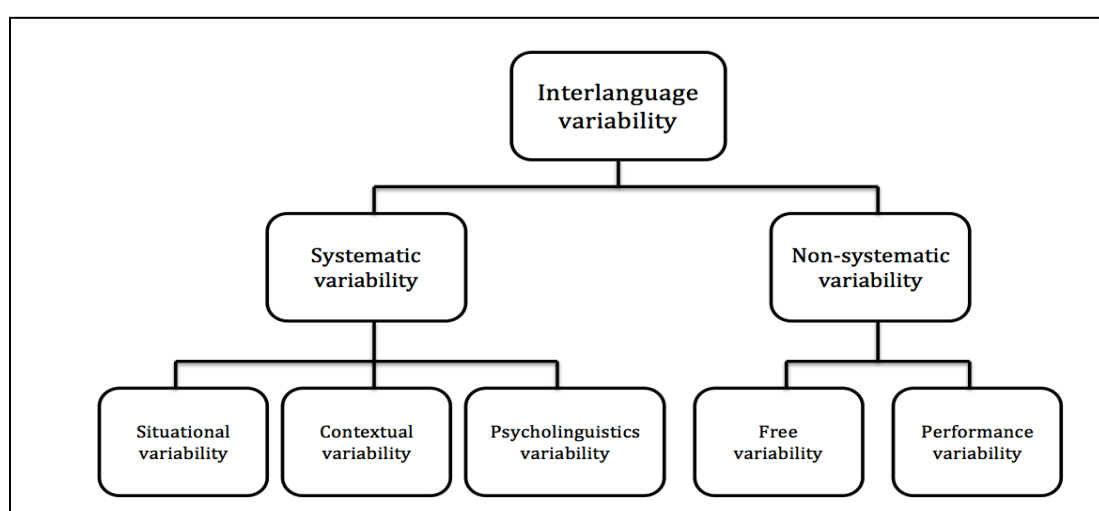


Figure 1.4: Types of Variability in IL (adopted from Ellis,2004,p.76).

As shown in the figure above, inconstancy of IL is described as being orderly and non-efficient. The deliberate sort can be either relevant or people and logical inconstancy may happen in an etymological or situational setting. In basic words, when the students' execution is not the same as a semantic or a situational setting, this distinction happens because of logical fluctuation. Be that as it may, the non-deliberate write is partitioned into free variability and performance variability.

1.5.2.1. Systematic Variability

Interlanguage is deliberately variable, in the feeling that albeit a portion of the variability watched is the consequence of generally erratic elements with respect to the perspective and enthusiastic factors. Other variability, particularly get from the user's information of how to utilize language fittingly is efficient. In other words, at slightest piece of the variability can be anticipated and accounted for, as because of the impacts of situational and etymological settings, mental factors and so on. (Ellis,1992)

As per Ellis (1992), *linguistic setting* alludes to the components that go before and take after the variable structure being referred to. The varieties in learner's language that is incited by the impacts of the semantic settings changes, and the learner's execution and generation of the TL additionally changes. The inconstancy is obvious at the phonological, morphological and syntactic levels of a language. Students will commit errors or mistakes in a single kind of sentence. When the etymological settings change, interlanguage likewise changes.

Othman (2003,p.92) explained that *situational context* "includes factors such as the field and mode of discourse, interlocutor(s) with whom a speaker is interacting and the task in which a speaker is engaged". Ellis (1992) assumes that situational setting overlaps a whole host of circumstances. When any of the situational circumstances changes, the learner's execution will change. For example, when a learner is requested to answer the educator's inquiry in class, he will commit mistakes which he will never make in sentence structure tests, for him it is a dire circumstance and he has no opportunity to make full utilization of his semantic knowledge. In the beginning period of elaborate examination, it is expected that the watchful style had been more right and target-like variations than the daily used style. A number of TL elements, the social contexts particularly, whether the learner is touchy to the social settings. Style changing is intended to think about interlanguage from the social etymological side, and it clarifies why the learner's performance of IL changes as indicated by various circumstances.

Psychological context, alludes to the degree to which the sort of language utilize manages time for arranging and energizes or discourages checking. In the

mental examination that explored the impacts of time affliction, focal point of attention, and metalingual information on exactness. The outcomes showed that neither metalingual information nor time affliction had influenced accuracy, but time affliction did affect two different parts of the learner's performance; response span and discourse speed. In the event that the learners utilize less arranging time to center around the semantic forms, less exactness will result. But on the off chance that they utilize more time to design and sort out a rich content, accuracy will probably achieve. Consequently, in a given errand, if time necessity is variable, it can be as one component in translating the different language creation of the learners. (Ellis,1992).

1.5.2.2. Non-Systematic Variability

Interlanguage is likewise portrayed by non-systematic variability which incorporates two types: performance variability and free variability. In this way, Ellis (1992) presents the following:

First, *performance variability* is the consequence of some disappointment of performance, including slips of the tongue, false starts, derivation from rules, changes of psyche thus one. These are alluded to as lapses, they might be the impact of the student's mental and passionate factors, this kind of variability are not a piece of the language user's skill. It happens when the language user cannot play out his competence. A run of the mill case in English would be: "that is the issue which I don't know how to tackle it", sentences like this are regularly right in perusing by the speaker himself. In any case, not all non-systematic variability is of this compose. It is of an incredible enthusiasm for understanding SLA.

Second, *free variability* alludes to the wonder that the student forms at least two forms, which he uses to understand a similar scope of meanings. It is the outcome of contending rules in the learner's knowledge. It isn't hard to discover cases of free variability, although the cases are probably going to be idiosyncratic. In local speaker speech, free changeability is constrained. Interlanguage, in contrast, is set apart by an elevated state of free variability, a feature that is essential for clarifying how interlanguage includes.

1.6. Fossilization

Vital to the thought of interlanguage and SLA is the marvel of fossilization, the procedure in which the learner's interlanguage stops developing, obviously and lastingly. Second language learners who start their investigation of the second language after pubescence don't prevail in developing a Linguistic system like the one that is created by natives. This perception drove Selinker to estimate that grown-ups utilize an idle mental structure to acquire second languages. Selinker (1972) proposes that the most vital recognizing factor identified with L2 obtaining is the wonder of *fossilization*, he clarifies it as:

Fossilizable linguistic phenomena are linguistic items, rules, and sub-systems which speakers of a particular NL will tend to keep in their IL relative to a particular TL, no matter what the age of the learner or amount of explanation and instruction he receives in the TL.

(Selinker,1972,p.215)

Selinker assumes that a great deal of L2 students don't achieve the fitness of TL, because they stop some place amidst their language learning process influenced by errors. He states that “fossilization occurs at different stages of the language learning process. In the process of IL continuum, this absolute success in a second language affects as we know from observation, a small percentage of learners, perhaps a mere 5 % ” (Selinker,1972,p.212). In other words, they cannot conquer fossilization. At the point when a learner of L2 quits advancing any further, his or her IL will be fossilized. In this case, only the effective students (5%) won't fossilize as they continually move along the IL continuum.

Selinker and Lakshamanan (1992) announce that the first or the preparatory indication of fossilization is stabilization. So from one hand, settled errors can be characterized as those errors which in the long run die down while the language learners get advanced. On the other hand, fossilized errors allude to those which happen notwithstanding the given information and introduction accommodated the learner.

Fossilization has gotten incredible attention among SLA scientists and has invigorated vital contrasts of sentiment. Fossilization is an urgent segment of IL process that shows up at a specific point in the advancement of IL. In SLA research, the idea of fossilization is fundamentally identified with the hypothesis of IL that is considered by Selinker (1972) as a basic wonder of all SLA. Selinker's idea of fossilization is not unique in relation to Tarone's (1976) and Nemser's (1971); every one of them had a few endeavors to investigate the wellspring of fossilization in the L2 learner's IL. In this regard Han (2005) additionally asserts that:

Even after many years of exposure to an L₂, in a situation where the speaker might use that L₂ every day for a normal language, it is not uncommon to find that the speaker still has a strong foreign accent, uses a non-native grammatical constructions, and has non-native intuitions about the interpretation of certain types of sentences.

(Han ,2005,p.13)

1.6.1. Strategies of IL Learning

Fossilization is a component which is expected to exist in the dormant mental structure, the last contains five focal mental procedures that are considered as strategies used deliberately by understudy in IL learning which are as per the following: *Language Transfer, Transfer of Training, Strategies of Second Language Communication, Strategies of Second Language Learning, Overgeneralization of Target Linguistic Materials*. These five fundamental procedure of IL are the principle factors that prompt the production of fossilizable items and implications by the learner in a second language procedure. Selinker claims :”...I would like to hypothesize that these five processes which are central to second language learning, and that each process forces fossilizable material upon surface IL utterances, controlling to a very large extent the surface structures of these utterances”.(Selinker,1972,p.217).

Selinker (1972) shows these five focal procedures as takes after:

1.6.1.1. Language Transfer

Language exchange includes things and principles in the learner's language being specifically traceable to his/her mother tongue. The student tries to make utilization of his/her NL. In this respect Selinker (1972,p.216) recommends that "...if it is experimentally demonstrated that fossilizable rules, items and sub-systems which occur in the IL performance result from the NL, then we are dealing with the process of *Language Transfer*".EFL learners utilize their own NT as a resource .It is clear that all learners fall back on their NL, mostly in the beginning period of SLA.

It is called attention to that L1 exchange for the most part, it refers to the joining of elements of L1 into the information frameworks of the L2 which the learner is endeavoring to construct. This taking in process is recognized from different procedures which include the utilization of the L1 for reasons for correspondence. Interpretation and acquiring are cases of correspondence transfer, such as code-mixing and code-switching. Transfer has been comprehended and remarked on inside a behaviorist structure of learning. It was expected that the propensities for the L1 is conveyed into the L2. (Ellis,1994). Two sorts of exchange have been distinguished in language learning:

1.6.1.1.1. Positive Transfer

Positive transfer encourages language learning, it may happen when the NL and TL have a similar frame. For instance, both Arabic and English have the unmistakable article 'the' separately. In this way, the Arab students are required to utilize the English article 'the' accurately in articulations, for example, 'the entryway', 'the pen', but in fact, they over utilize 'the'.

1.6.1.1.2. Negative Transfer

Negative transfer is the impact of the native language (L1) on the execution of the student's objective language (L2). For example, an Arab understudy may deliver the improper expression 'this student' rather than the right one 'this is a student' because of the Arabic sentence 'hatha taleb' truly 'this student'. It is on account of Arabic has no connection verb for obstruction or negative move result in the situations where the L2 contrasts from the L1. Another case of Arab students is

the utilization of the VSO (verb, subject, and object) shape rather than the correct frame in English which is SVO. In situations where the examples of the L1 and the TL were similar, positive exchange would happen.

1.6.1.2. Transfer of Training

Selinker characterizes the Transfer of Training as :

A process which is quite different from language transfer and from overgeneralization of TL rules. It underlies the source of a difficulty which speakers at all levels of English proficiency regularly have with the (he/she) distinction, producing in their English IL he on almost every occasion wherever he or she would be called for according to any norm of English.

(Selinker,1972,p.218)

In more clarification, when fossilizable rules, sub-frameworks and things come because of specific things in training procedures, then a procedure known as *transfer of training* shows up. In this process, the learners are straightforwardly traceable to how and what they have been educated, that is; the students endeavor to utilize rules gained from their instructors or course readings. The results of their endeavors can be either as per the tenets of the TL or some of the time they can be erroneous. For example, teachers or reading material that clarify the distinction between the inconclusive articles 'an' and 'a' by expressing that 'an' is utilized with countable nouns that start with vowels, may lead the learners to create incorrect articulations, for example, 'I am an university student' or 'I met an European traveler'.

1.6.1.3. Strategies of Second Language Communication

These correspondence procedures are related with the abilities that L2 learners use to conquer challenges that they may experience when they are empower to communicate because of restricted or fractional language assets. Such methodologies are viewed as imperative parts of relational abilities, in this regard Selinker says "...if they are a result of an identifiable approach by the learner to

communication with native speakers of the TL, then we are dealing with *Strategies of Second Language Communication* " (Selinker,1972,p.217).In other words, learners use this system when they run out of a vocabulary to convey what they want, they depend on sign correspondence methodologies to communicate as the need should arise. For example, if the student needs to allude to 'watermelon' in English, but he/she doesn't know the correct concept for it in English, he/she may utilize signs to demonstrate the state of it, along with the system of characterizing as: "it resembles a ball, it is outside green and red Inside, it is sweet and has dark seeds in it", he additionally does as such on the off chance that he/she wouldn't like to state it in their L1.

1.6.1.4. Strategies of Second Language Learning

On the off chance that fossilizable rules, items, or sub-systems show up because of a certain approach by the students to the information that is being presented, then a procedure known as Strategies of L2 Learning happens. In this regard Selinker says "if they are a result of an identifiable approach by the learner to the material to be learned, then we are dealing with *Strategies of Second Language Learning*" (Selinker,1972,p.216-217). In this procedure the learner takes after a few methodologies keeping in mind the end goal to encourage the learning procedure. These techniques are frequently fruitful and therefore, they help the Learning process. A case of this procedure would be the propensity to lessen the objective language to a less complex framework. A case of (Coulter,1968) referred to in (Selinker,1972,p.220) is taken, the propensity with respect to second language learners to stay away from syntactic formatives, for example, articles(1), plural forms(2), and past tense forms(3) :

(1) It was \emptyset nice, nice trailer, \emptyset big one. (Coulter,1968,p.22)

(2) I have a hundred carpenter(s) my own. (ibid,p.29)

(3) I was in Frankfort when I fill application. (ibid,p.36)

L2 learning techniques are cognizant in light of critical thinking, guided by reason and look to build the proficiency in the investigation. The students of L2 may understand their errors and gain ground when an appropriate learning procedure is

embraced or taken after. Just successful learners can make full utilization of learning strategies to achieve their goals, while others cannot.

1.6.1.5. Overgeneralization of Target Linguistic Materials

Selinker says in regards to these fossilizable items, rules or sub-systems that "if they are a result of a clear overgeneralization of TL rules and semantic features, then we are dealing with the *Overgeneralization of TL Linguistic Materials*" (Selinker,1972,p.217). In more clarification and illustration, it can be said that overgeneralization is an exceptionally normal in both first and second language learning. Learners make badly framed expressions because of their incomplete learning of the TL rules. In other words; they dependably expect more prominent regularity in the utilization of the TL than really exist there. A few illustrations (4) & (5) of overgeneralization are as follow:

- (4) "(What did he intendeded to say?). Where the past tense morpheme *ed* is extended to an environment in which, to the learner, it could logically apply, but just does not".(Selinker,1972,p.218)
- (5) "(Max is happier than Sam's these days). Most learners of English quickly learn the English rule of contraction which form things like the 'concert's' from the 'concert is', but then these learners may overgeneralize this rule to produce sentences".(ibid,p.218).

To conclude up these five focal processes, the following figure of Al-Khresheh (2015) will have a tendency to clarify the connection between all these mental systems:

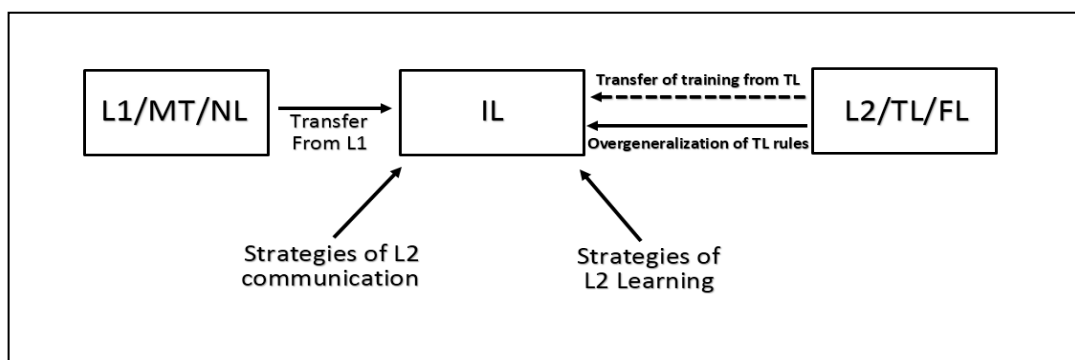


Figure 1.5: Fossilization-Determining Processes (Al-Khresheh,2015,p.126)

The marvel of fossilization, this innate mental structure that shapes interlanguage, is itself molded by the five psycholinguistic that were theorized by (Selinker,1972). These are systems of learning utilized by the learners to acquire the target language. Numerous examination ventures were attempted in light of this call to explore each of these hypothesized processes, and the outcome was a whirlwind of papers, conferences, and publications, and at last anything that was alluded to as a field of research on second language acquisition.

1.7. Conclusion

This section has treated the principle focuses in the idea of interlanguage. Nearly similar thoughts and speculations in this field were introduced by various analysts beginning from Weinreich (1953) in his work "*Languages in Contact*" to Selinker's "*Interlanguage*" (1972). As indicated by the principle titles dealt with before, interlanguage is vital to the advancement of research in SLA hypotheses. The exploration of interlanguage gave the hypothetical Framework to translating second language acquisition as a mentalistic procedure and for the exact examination of interlanguage.

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Chapter Two

2.1. Introduction

This chapter describes the practical work of the dissertation. Primarily, it shows the methodology used in the investigations that were done in the field needed. Moreover, it presents the research instruments which are: pupils' test and the teachers' interview. It finally ends up with the analysis and interpretations of the data gathered, and some suggested solutions and recommendations.

2.2. Sample Population

The participants involved in the research were a combination of pupils in secondary school and teachers of English as a second language. This part is devoted for the description of the informants.

2.2.1. Teachers' Profile

Two teachers of English had a part in the interview at Boublenza Mohamed secondary school in Oudjlida Tlemcen. One teacher started teaching English in 1999 and the other joined in 2004. Both teachers obtained their master's degree from the department of Foreign Languages, university of Tlemcen, and spent more than thirteen years teaching English in secondary school.

2.2.2. Pupils' Profile

The investigation was done at Boublenza Mohamed secondary school in Oujlida Tlemcen. Fifty pupils of third year level were selected from different branches: Science, Literature and Mathematic.

2.3. Research Instruments

The selected instruments used to achieve reliable, valid, and objective results are the test for pupils and the interview with teachers. The following part will deeply focus on describing the research tools.

2.3.1. The Test

The test is the most important tool which is designed to describe and measure a sample of aspects of human abilities, potentials, achievements and behaviour tendencies. The test involves different degrees of validity, reliability, and applicability. It is mostly used in measuring language proficiency in general, language skills and psychological traits in particular.

2.3.2. The Interview

The interview is also used in the current research work. An interview is a tool used by researchers to elicit facts about the phenomenon under investigation using a list of questions. Gill and Stewart (2008) define it as "*...a list of predetermined questions are asked, with little or no variation and with no scope for follow-up questions to response that warrant further elaboration*" (p.292).

2.4. Data Analysis Procedures

There are a variety of procedures available for data analysis. The practical part includes two data analysis procedures: pupils' test and teachers' interview. These methods paved the way for gaining reliable data.

2.4.1. Pupils' Test

The test was given to third year secondary school pupils in March 7th, 2018. It consists of five tasks, each task aims to show different psychological strategies used by learners to learn English, and to test their potentials and competences. Moreover, the test attempts to answer the question about the real nature of IL system. The first task shows the strategy of "*negative transfer*". The second task shows how learners use the strategy of "*generalizing L₂ rules*". The third task shows the "*transfer of training strategy*". The two remaining tasks show the learners use of two strategies, the strategy of "*second language communication*", and of "*second language learning*".

2.4.2. Teachers' Interview

The face to face interview was done with two teachers of English as a second language in Boublenza Mohamed secondary school which took place on the 7th of

March 2018. It is a structured interview that contains 9 questions aiming to get different data. The first 6 questions are concerned with the objective of getting answers about whether learners' errors are helpful or not for learning EFL, and what are the possible techniques that are applied by teachers to recover the learners' erroneous strategies. Finally, the last three questions provided answers about whether the phenomenon of fossilization occurs with all learners or there is an exception of successful ones.

2.5. Data Analysis

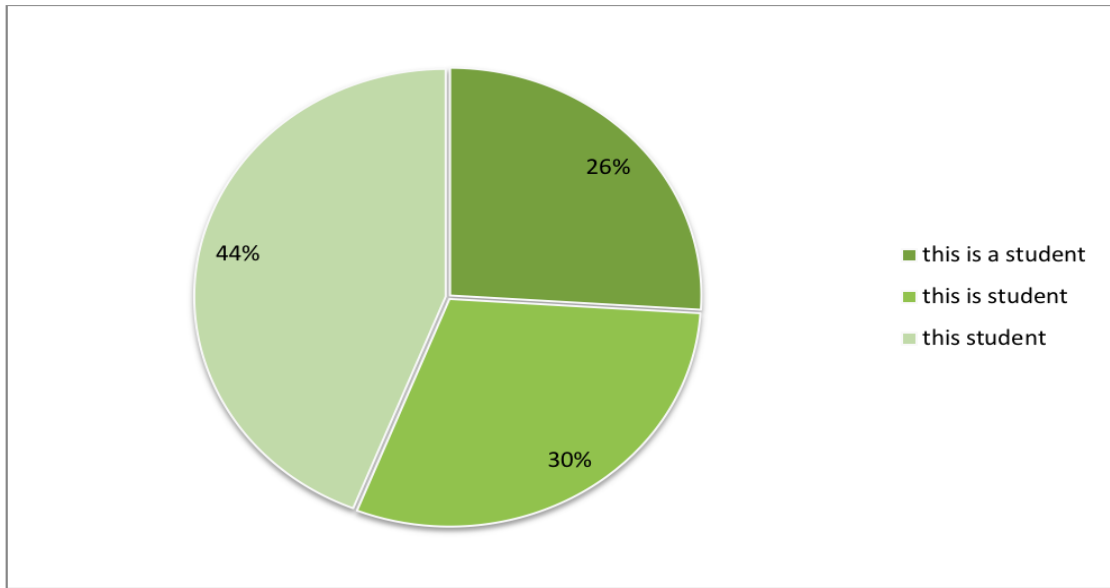
At this part, the results will be analysed from two perspectives using qualitative data analysis to analyse the teachers' interview, and the quantitative data analysis to analyse the pupils' test. Quantitative data analysis relies on statistics and statistical techniques that are employed for the description of information gained from the test for the purpose of describing and explaining the phenomenon that the test reflects. Bryman (2006,p.97) defines it as " a systematic approach to investigation during which numerical data are collected and the researcher transfers what is collected or observed into numerical data". On the other hand, qualitative data analysis formulates textual information. Corbin and Strauss (2008,p.1) define qualitative data analysis as " a process of examining and interpreting data in order to elicit meaning , gain understanding, and develop empirical knowledge". Qualitative data analysis relies one using the coding technique, which means summarizing the content of each response and classifying answers together according to their content.

2.5.1. Pupils' Test Analysis

This section represents the results which are gained from pupils of third year level in secondary school.

Item 1

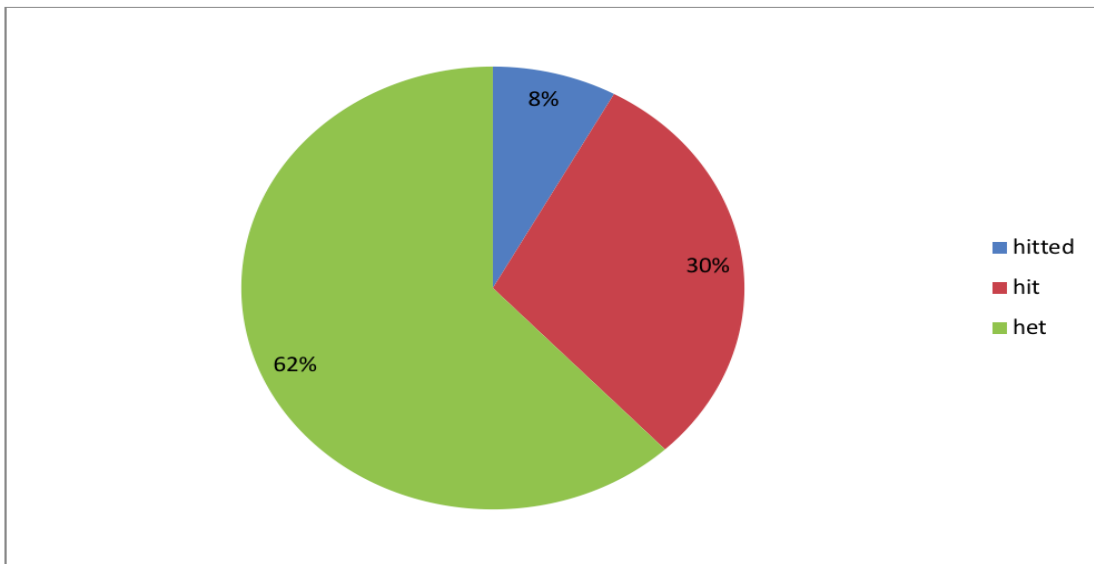
Pupils were asked to translate the expression "هذا طالب" into English. Only 26% of the pupils translated it to "this is a student", but 44% translated it to "this student", and the rest of them to "this is student".



Pie Chart 2.1: Translation of The Expression "هذا طالب"

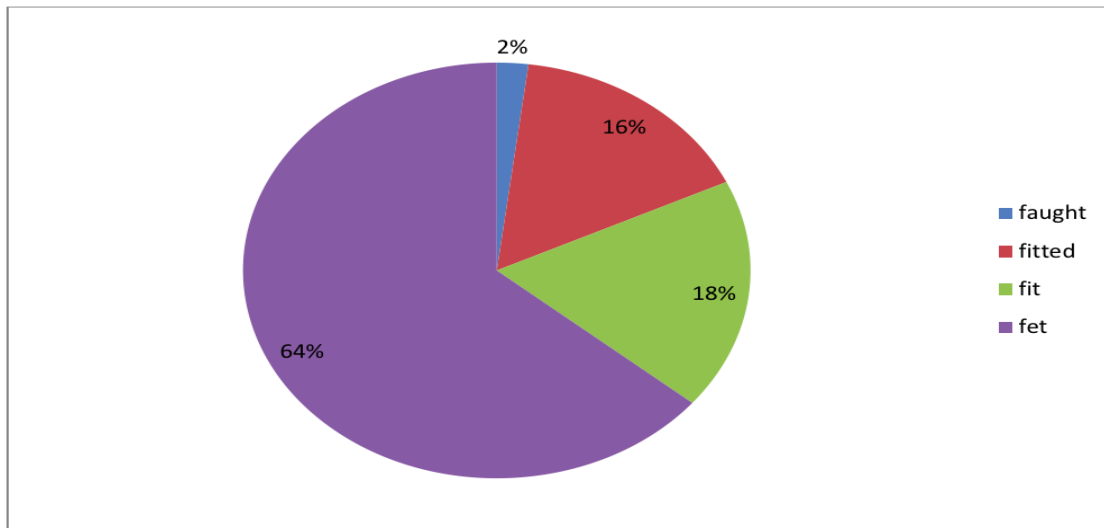
Item 2

Part A: this part is about filling the gaps with the right simple past tense n starting with the verb "hit", only 30% of fifty pupils wrote the correct answer "hit". But, 62% wrote "het", and the rest wrote "hitted".



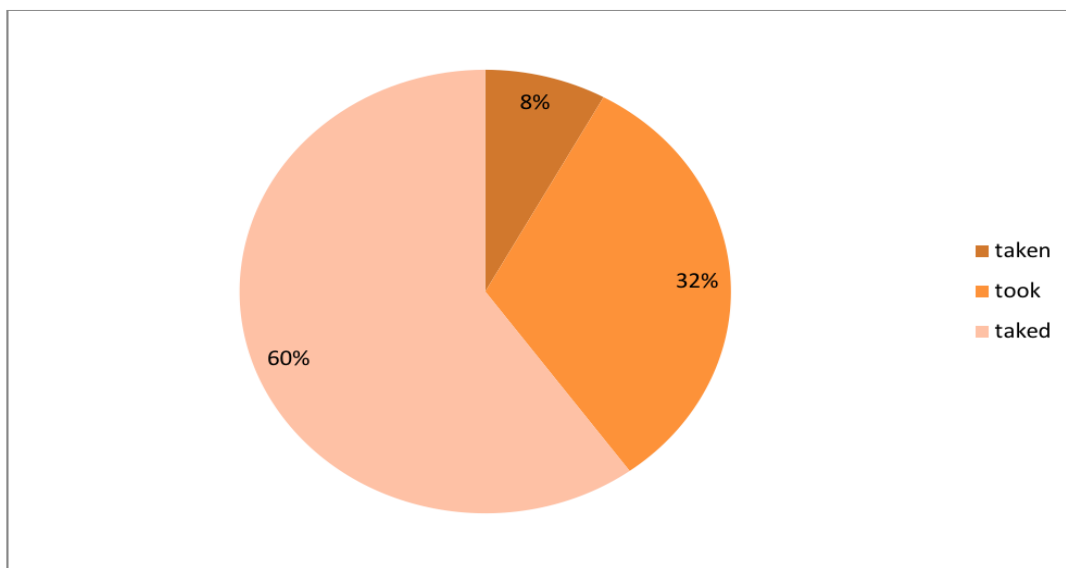
Pie Chart 2.2: Conjugation of The Verb "hit" in Simple Past Tense

The second verb is "fit", only 16% answered with "fitted". But, 64% wrote "fet", some of the rest wrote "fit", and some "faught".



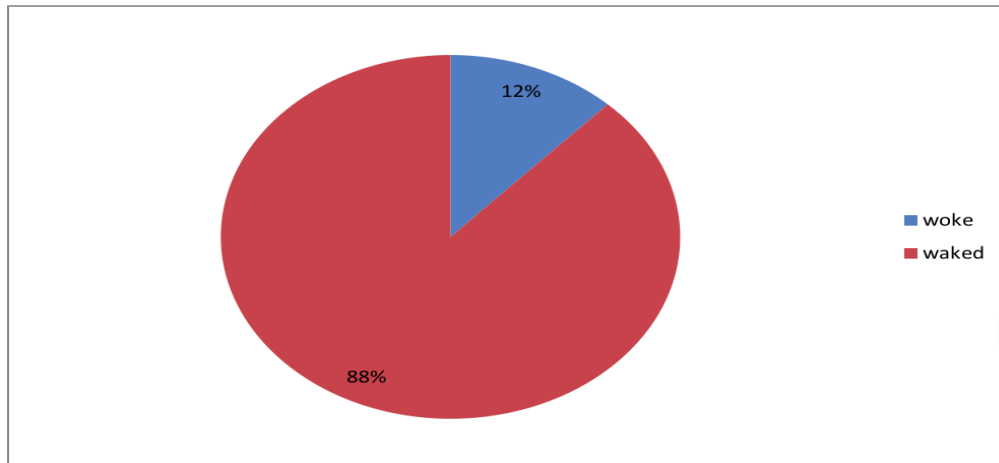
Pie Chart 2.3: Conjugation of The Verb “fit” in Simple Past Tense

The verb “take” in the past was written “taked” by 60% of the pupils, only 32% wrote “took”, and the rest answered with “taken”.



Pie Chart 2.4: Conjugation of The Verb “take” in Simple Past Tense

The last verb given is “wake”. Only 12% of the pupils gave the correct form “woke”, but all the rest of them wrote “waked”.

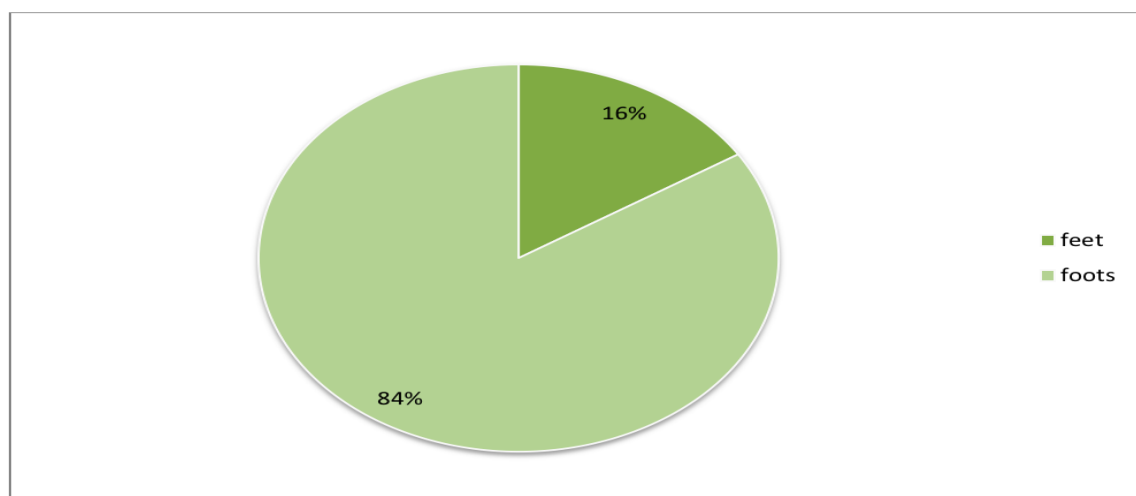


Pie Chart 2.5: Conjugation of The Verb “wake” in Simple Past Tense

In part A, almost 77% of the informants added “ed” in the past tense form of all verbs, few of them also changed the morpheme “i” in the verbs “hit” and “fit” into “e” in the past form following the same example “set” which was given as an example first.

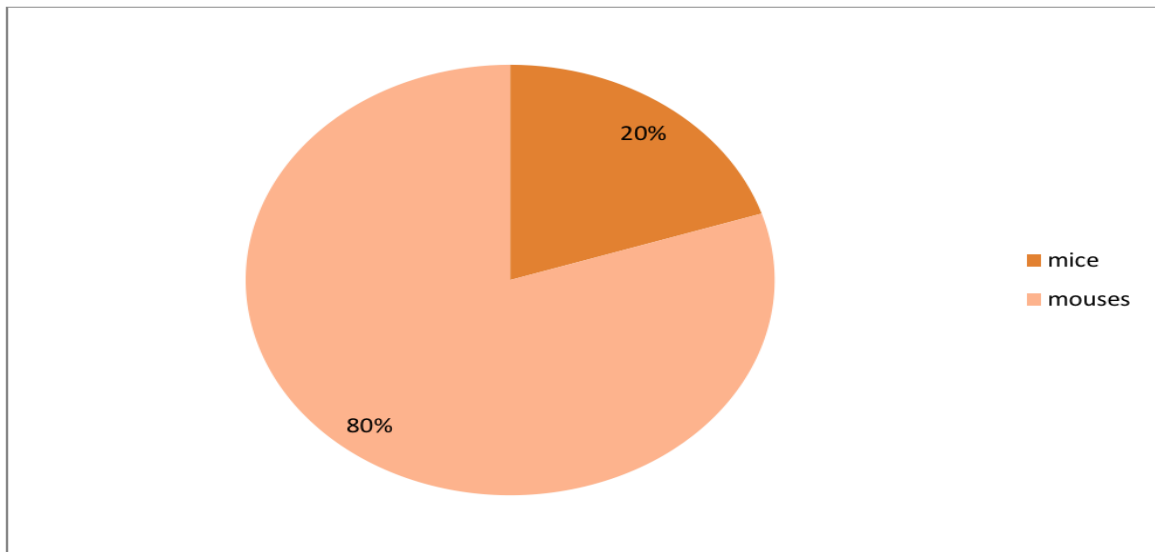
Part B: at this part pupils are asked to give the plural form of the nouns: car, foot and mouse. 100% of the pupils gave the plural form of the noun “car” correctly. But, the two other nouns “foot” and “mouse” were answered as it follows:

Only 16% of the pupils gave the correct plural form of “foot”, but the rest of them gave the answer “foots”.



Pie Chart 2.6: Plural Form of The Noun “foot”

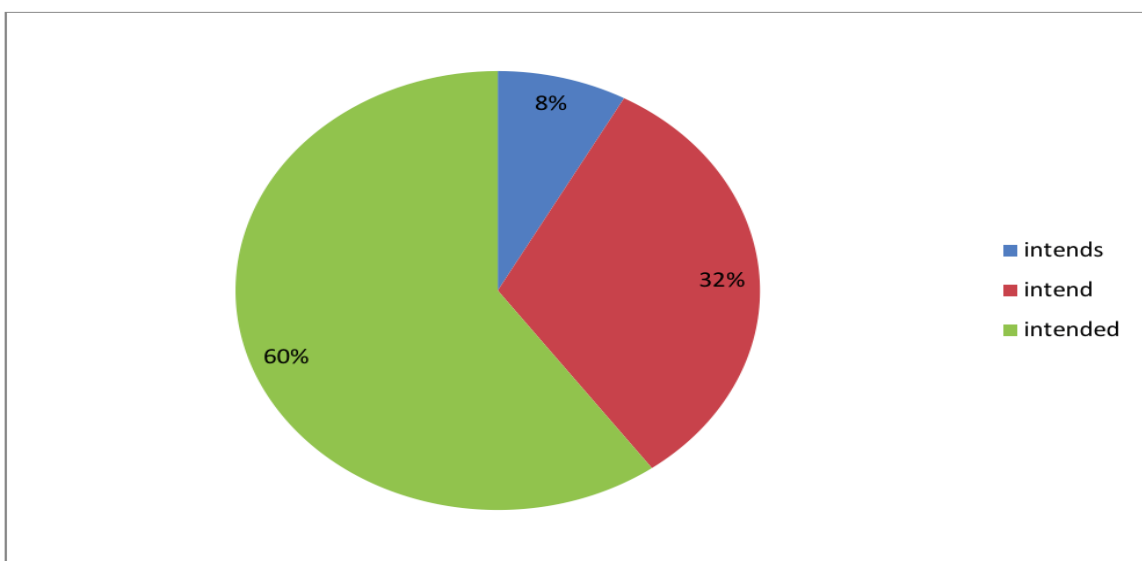
When it comes to the noun “mouse”, 20% of the informants answered with the correct form “mice”. But all 80% left, gave the plural form “mouses”.



Pie Chart 2.7: Plural Form of The Noun “mouse”

Concerning part B, 82% of the informants added “s” as a plural form of the nouns “mouse” and “foot”, only few of them gave the correct answers.

Part C: in this part the task was about writing the verb between brackets in the right form. Only 32% of the pupils wrote the correct form “intends”, 60% gave the answer “intended” and the rest wrote “intends”.

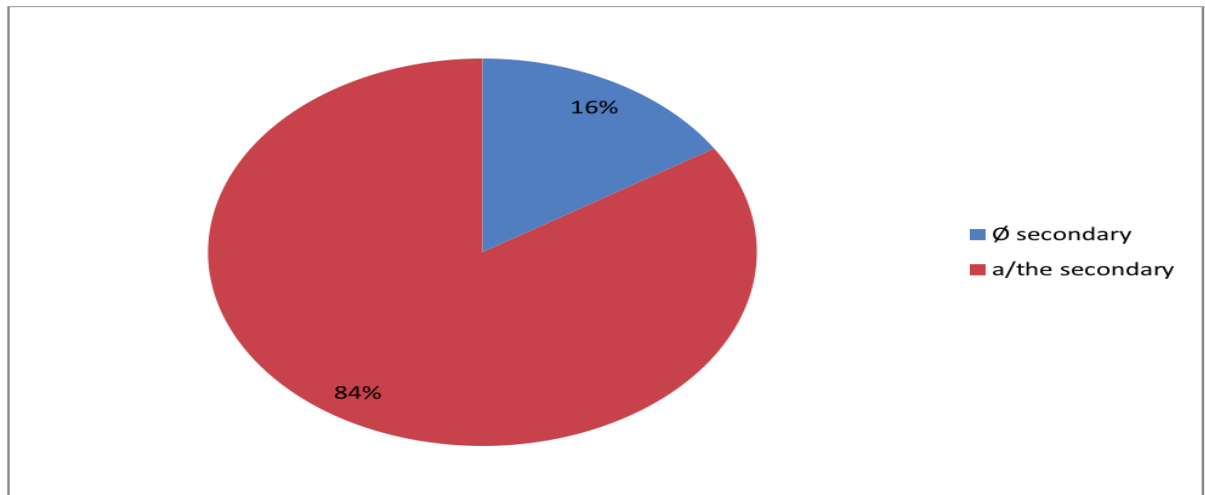


Pie Chart 2.8: Writing the Correct Form of the Verb “intend”

Item 3

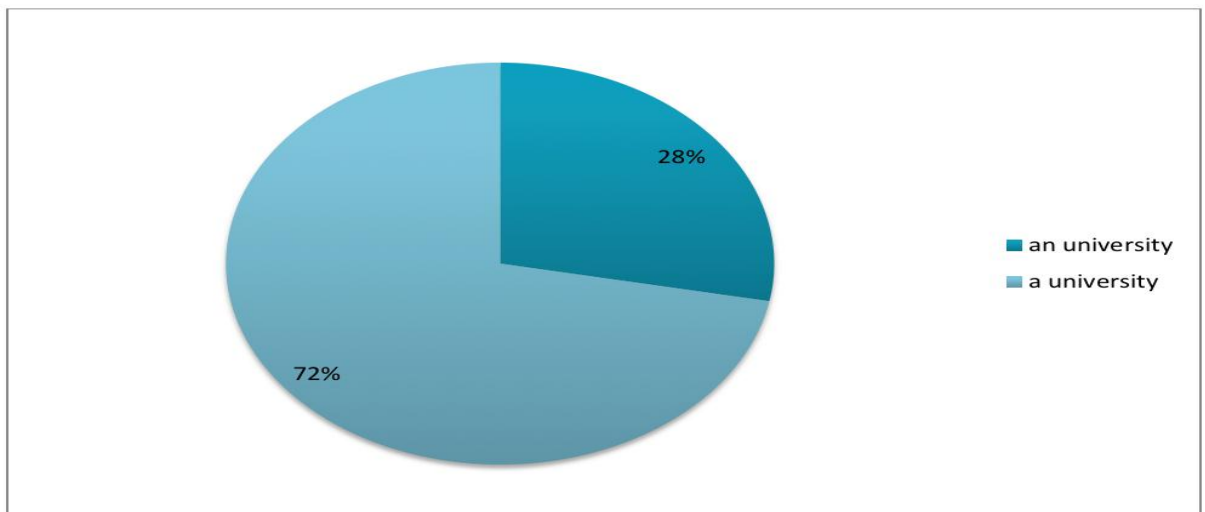
At this part pupils were asked to fill in the three gaps left in the passage given with the correct article “an” or “a” when it is needed.

The first gap was left empty only by 16% of the pupils, but some of the rest wrote “a” and some wrote “the”.



Pie Chart 2.9: Miss Use of Articles “a” and “the”.

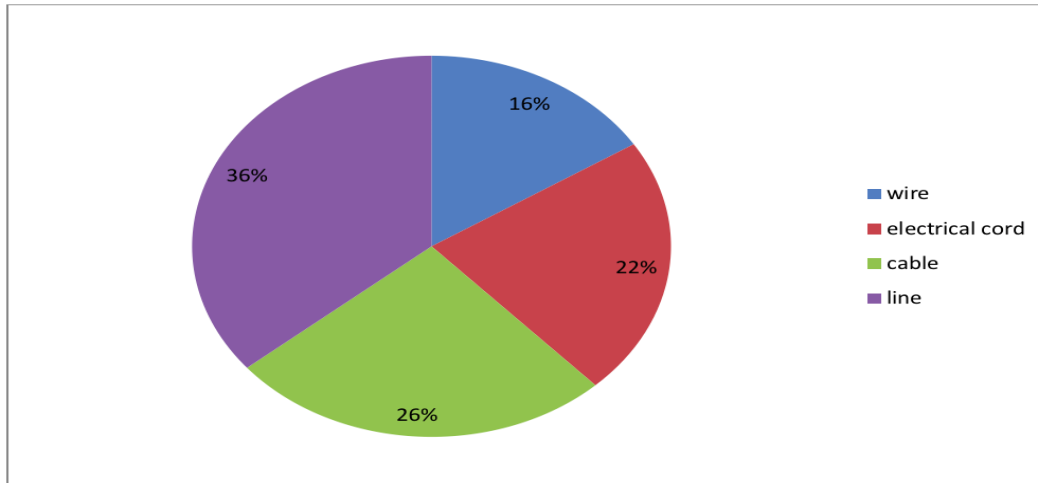
In the second gap, 28% of the informants wrote “an” and the whole rest of them wrote the article “a” as shown in the following figure:



Pie Chart 2.10: Misuse of Articles “an” and “a”.

Item 4

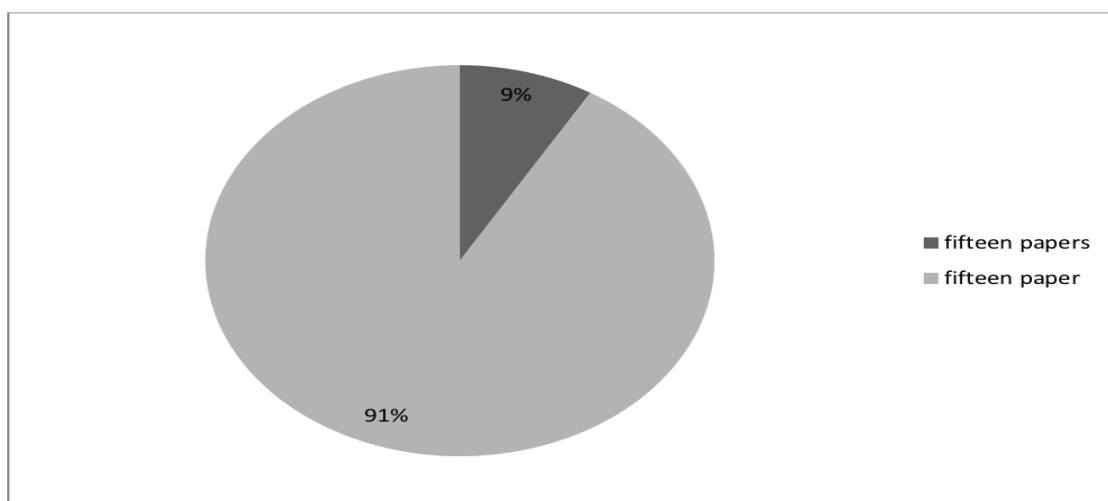
In this task, pupils were asked to name what the arrow is pointed to. Only 16% of them named it right as “wire”. But, 36% called it “line”, 26% wrote “electrical cord”, and the rest of them named it “cable” as shown in the following figure:



Pie Chart 2.11: Misuse of Vocabulary.

Item 5

From two sentences given in this task, the informants were asked to pick the correct form of the sentence. Only 30% of them picked the correct one “fifteen papers”, but the rest chose the other sentence “fifteen paper” as the correct one:



Pie Chart 2.12 : Avoidance of Grammatical Formatives.

The results gained from the pupils' test had shown the five psychological strategies used by learners, a huge percentage of the informants fell in using these erroneous strategies, only a few of them gave the correct answers.

2.5.2. Teachers' Interview Analysis

This section represents the information gained from the two teachers of English at Boublenza Mohamed secondary school.

Item 1: concerning the first question, one of the teachers agreed that the errors made by learners are helpful for the process of learning a second language like English but the other teacher disagreed and claimed that errors are not considered as helpful.

Item 2: the first teacher considered errors as helpful by saying that, because of errors, pupils learn easier. But, the other teacher who disagreed claimed that, errors are not helpful because they prevent pupils from getting advanced in learning.

Item 3: concerning the type of errors that are mostly used by pupils, one teacher mentioned errors such as: grammar, pronunciation, and spelling mistakes. The other teacher also mentioned the spelling mistakes saying that pupils write the words like they pronounce it, adding another type of errors; that most pupils do not use the appropriate tenses.

Item 5: when it comes to the ability of teachers to adjust the points of struggle for weak learners, one teacher said that it is up to the teacher's competence or the method of laying the lessons to take the appropriate measures. On the other hand, the other teacher claimed that it is not easy to adjust these struggle points at class, and that weak learners always need special help.

Item 6: concerning the possible techniques to recover the learners' erroneous strategies, one teacher said that it is possible to guide them and let them learn more by searching more details, to refuse also the works done on the net, and ask them to use simple words instead. The other teacher said that the most possible technique that the teacher can use is to manage extra hours for weak learners.

Item 7: at this part, one teacher said that learning difficulties are faced by most pupils and that even the successful ones make errors at some points. But the other teacher claimed that there is an exception of successful learners that never faced any difficulty in the learning process.

Item 8: at this stage, both teachers said that learners never achieve full English language competence or proficiency. One said that it is because we learn English in a target community, and the other said that it is because we are considered as foreigners to the language.

Item 9: finally, teachers were asked whether the stage of “fossilization” is central to the notion of interlanguage and SLA, one teacher said that it is central and the other said that it is not.

2.6. Data Interpretation

The objective of the present research is to understand the real nature of interlanguage system and its role in the process of EFL learning. In addition, this investigation aims at figuring whether errors made by learners are considered as helpful or not for learning a second language, and to see also whether the phenomenon of fossilization occurs with all learners with no exception or not.

2.6.1. Interpretation of Pupils’ Test

The findings of the test show that at each task, learners fall in using erroneous strategies in EFL. In the first task, the largest number of the informants fell in using a negative transfer by interfering L₁ habits in translating from Arabic to English. Just a few of them gave the right translation.

The second task shows that most pupils overgeneralize the rules of the simple past by adding “ed” to irregular verbs in most answers, or of plural form by adding “s” to all nouns, or creating ill-formed utterances due to their partial learning of the TL rules when most of them gave the wrong form of the verb between brackets.

In task three, a huge number of the informants missed putting the right article in the gaps. In this case, the transfer of training appears as a strategy by which the learners attempt to use rules they had been trained of before with teachers or by textbooks, this may lead them to produce erroneous utterances such “an university student” taking into consideration the training of stating “an” before countable nouns that begin with vowels.

In task four, pupils’ answers show that most learners use the strategy of second language communication to overcome difficulties that they may encounter when they are unable to express themselves. This strategy is used when learners run short of vocabulary to give the right name for a certain signified. But instead, they describe it with different words that may indicate the interlocutor in a communication.

Finally, depending on pupils’ answers in the last task, the strategy of second language learning is obviously used by which the learners avoid grammatical formatives and reduce the target language to a simpler version.

2.6.2. Interpretation of Teachers’ Interview

Generally speaking, the results gained from teachers’ interview show that the erroneous stage of IL’s system is seen as helpful in learning for one teacher, and might be seen as an obstacle for the other teacher which may lead to the idea that the stage of fossilization is central to the notion of interlanguage and SLA. In addition, this erroneous stage so called *fossilization* skips only a small number of successful learners as an exception. But all learners whether are successful or not, they will never achieve full English language proficiency since they are foreigners and they learn it in a target community.

To sum up, the results obtained from the pupils’ test and teachers’ interview, it can be said that the hypotheses which are stated previously are nearly confirmed.

2.7. Suggestions and Recommendations

After the interpretation of the results gained from the pupils' test and teachers' interview, it has been noticed that interlanguage; the psychological structure that is triggered and activated when someone begins learning a second language is mostly an erroneous language. Since this separate system is used by learners during the process of learning English, errors are likely to be committed. These errors can be either intralingual i.e. within the L₂ and no interference of L₁, or interlingual errors i.e. results from L₁ interference on L₂. On the basis of the data gathered here are some suggestions for dealing with learners' errors and for better English language learning.

2.7.1. Age as a Relevant Factor for EFL

The relationship between age and EFL learning is not as simple as one may think. The age at which EFL learners start learning determines the level of accuracy that can be reached. In this respect Ellis (1986) states that "rate and success of SLA appear to be strongly influenced by the age of the learner" (p.104). Although, children learn at the same rate or slower than older learners, children are more likely to go further than older learners. Learners that are exposed to the language at the age of 15 can construct a good competence in morphology and syntax. However, learners who start learning English at the age of 6 develop pronunciation completely, they can become communicatively fluent but they will always have some noticeable accent: "very high standards can be attained starting later, of course, but not, it seems native like standards" (Long,1990,p.266).

From the assumptions stated before, it is more efficient if English is applied starting from the age of 6 at primary school like French is to found an earlier English competence for learners.

2.7.2. The Application of the Communicative Approach in the Classroom

The difficulties that EFL learners encounter while learning English had been highlighted. However, not everything depends on them; extra sessions must be created for learners to achieve more fluency and confidence to speak. Teachers can encourage and guide pupils to learn pronunciation through a communicative

approach; this approach avoids making learners study lists of vocabulary, phonological transcriptions, or syntactic structures. It supports meaningful and useful language learning by means of real world tasks. According to Celce-Murcia et al (1996,p.7) “this focus on language as communication brings a renewed urgency to the teaching of pronunciation”. The communicative approach must be dominant in second language teaching since the primary purpose of language is communication. Using language to communicate should be central in all classroom language instruction.

2.7.3. EFL Learners Must Hear Different Sources of Input

Language may come first from the teachers providing students with a constructed classroom language. However, learners can hear different pieces of language that had been really used by native speakers, whether films, conversation CDs, advertisements from magazines, or other sources.

Students in classroom follow a language learning process where comprehension precedes production in speech. A lot of the target language input goes over the learner’s head, but only the one that is comprehended semantically has the potential to be acquired. Then, this input is transformed into an intake which is the language that gets processed in working memory. For example, in a conversational interaction, the learners may ask for repetitions and classifications:

E.g. teacher: did you have a nice weekend?

Pupil: sorry!

Teacher: Friday, Saturday...did you have fun?

These kinds of signals push the teachers to modify their speech to facilitate the learner’s comprehension.

2.7.4. EFL Learners Must Receive a Good Feedback

Eskenazi (1999, p.68) claims that “ideal teachers point out incorrect pronunciation any time, however it is necessary to refrain from intervening too often

in order to avoid discouraging the students from speaking". Teachers have to prevent errors from being repeated several times and from becoming hard-to-break habits.

Helpful feedback implies that the type of correction offered will give pupils the tools to deal with other aspects of the same pronunciation problem. Feedback is important to help learners to be critical and develop the ability to notice and autocorrect their own and the others' errors. The role of the teacher must be of a facilitator rather than of an error corrector.

2.8. Conclusion

This chapter is devoted for the analysis and interpretation of data collected from the pupils' test and teachers' interview at Boublenza Mohamed secondary school in Oujlida Tlemcen. The results showed that learners use different erroneous psychological strategies of their interlanguage in the process of learning English which are not easy to prevent or avoid by teachers as they assumed. Finally, some different suggested solutions were given to facilitate the learning process for learners and teaching techniques for teachers as well.

General Conclusion

This research work was carried out to investigate the role of interlanguage in EFL learning in particular, and in SLA field in general, it aims also at describing the errors made by learners during EFL learning.

To conduct this research, three research questions were asked. The first one investigates about the real nature of IL's system. The second question asks about whether learners' errors are considered as helpful for learning EFL. The third question aims at figuring whether the phenomenon of fossilization occurs with all learners or there are exceptions. Then, in order to investigate the mentioned research questions, three hypotheses were proposed. First, it can be said that IL's system is kind of erroneous strategies used by learners during the learning process. Second, errors are considered as helpful, and because of them, teachers are able to identify learners' points of struggle. Then, the third hypothesis states that fossilization occurs with all learners, even successful ones may find difficulties in learning English since they are not natives.

This dissertation contains two chapters. The first chapter is a literature review, which addresses many essential elements to the reader concerning the notion of interlanguage, it includes the definition of interlanguage, the theorization of the notion, the characteristics and variability of interlanguage, and finishes with the central stage of interlanguage so called interlanguage.

The second chapter is empirical. The practical work was done at Boublenza Mohamed secondary school with fifty pupils of third year level, and two of their English teachers. The first part summarizes the definitions of research instruments used to collect data which are: pupils' test and teachers' interview. Additionally, this part introduces the data analysis and interpretation to approve or disapprove the given hypotheses leading this study. Concerning the last section of the second chapter, the researcher tries to give some suggestions to facilitate the teaching/learning process during EFL learning.

To sum up, both chapters show the role of interlanguage in the process of learning a second language like English. The analysis of pupils' test and teachers' interview helped a lot in answering the previous research questions, and most results gained from the participants confirm the hypotheses stated before. Therefore, findings like these provide some insights into the study of second language acquisition, revealing the way the notion of interlanguage evolve over time. Nonetheless, such results are far from enough, this is only a starting point to do research in second language acquisition, and still a long way to go in this field.

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Appendix A

Pupils' Test

Dear pupils,

I am presently conducting a research on the Role of Interlanguage in EFL Learning. This test deals with an investigation on the strategies used by learners during the process of learning a second language (English). I would be very grateful if you could answers these tasks. Your responses will be used for research only and will remain confidential and Anonymous.

Task (1): translate the following statement into English :

..... = هذا طالب

Task (2) :

A. Fill in the table with the right form of simple past tense :

Infinitive	Simple past
Sit	Set
Hit	
Fit	
Bake	Baked
Take	
Wake	

B. Write the following words in the plural form :

Singular	Plural
Car	
Foot	
Mouse	

C. Write the verb between brackets in the right form :

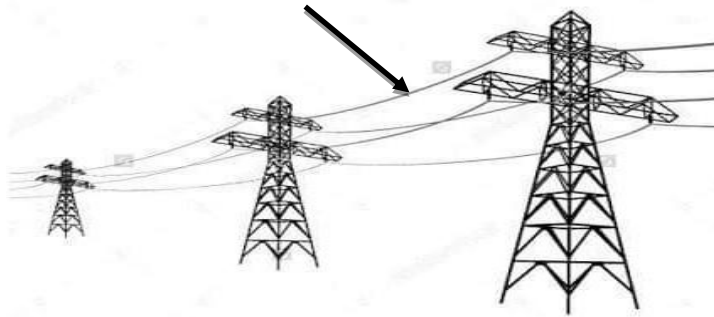
What did he (intend) to say?

What did he _____ to say?

Task (3): put the right article (a), (an) in the gaps or leave it empty when article is not needed:

This year I am studying in _____ secondary school. But if I worked hard, I will be university student next year. I will do whatever it takes to be _____ successful person to make my parents proud.

Task (4): how do we call in English what the arrow is pointed to?



Task (5): from the following two sentences, which one is correct? Put the symbol (v) next to the correct sentence:

I have fifteen paper left to be written.

I have fifteen papers left to be written.

Appendix B

Teachers' Interview

Q 1: as a second language teacher, do you think that errors made by learners are helpful for the process of learning a second language like English?

.....
.....

Q 2: why are errors considered as helpful or not?

.....
.....
.....

Q 3: what type of errors that are mostly made during the learning process?

.....
.....
.....

Q 4: do you think that errors made are because of rules taken from Arabic (thinking in Arabic to learn English), or just a miss use of English rules, or both cases?

.....
.....
.....

Q 5: is it easy for you as second language teachers to adjust the points of struggle for weak learners?

.....
.....
.....

Q 6: what are the possible techniques you can apply to recover the learners' erroneous strategies?

.....
.....
.....

Q 7: are the learning difficulties faced by all learners or there is an exception of successful ones?

.....
.....
.....

Q 8: why do learners never achieve full second language competence or proficiency?

.....
.....

Q 9: is the stage of errors which is called “fossilization” central to the notion of interlanguage and SLA?

.....
.....

(SLA: Second Language Acquisition)

Summary

This research paper tends to investigate on The Effect of Interlanguage in EFL Learning. The investigation was done at Boublenza Mohamed secondary school Tlemcen, to shed the light on the erroneous psychological strategies of interlanguage system that are used by learners during the learning process. The results showed that many pupils used these strategies during the learning process as it was expected.

تلخيص:

تهدف ورقة البحث هذه إلى دراسة تأثير اللغة البينية في تعلم اللغة الإنجليزية كلغة أجنبية. وقد أُجري التحقيق في ثانوية بوبلنزة محمد بتلمسان، لإلقاء الضوء على الاستراتيجيات النفسية الخاطئة للنظام البيني التي يستخدمها المتعلمون خلال عملية تعلم اللغة الأجنبية. وأظهرت النتائج أن العديد من التلاميذ وقعوا في استخدام هذه الاستراتيجيات خلال عملية التعلم كما كان متوقعًا.

Résumé

Ce document de recherche a tendance à étudier l'Effet de l'Interlangue dans l'Apprentissage ALE. L'investigation a été faite au lycée de Boublenza Mohamed à Tlemcen, pour jeter les lumières sur les stratégies psychologiques erronées de système d'interlangue qui sont utilisées par les apprenants pendant le processus d'apprentissage. Les résultats ont montré que de nombreux élèves sont tombés dans l'utilisation de ces stratégies au cours de processus d'apprentissage comme prévu.