

A Brief Analysis of the Fossilization Phenomenon of Interlanguage in Second Language Acquisition and Its Enlightenment on Foreign Language Teaching

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Abstract

The phenomenon of interlanguage fossilization is widespread in second language acquisition, and it is also an important feature that distinguishes second language acquisition from mother tongue acquisition. The research on petrochemical phenomena has attracted the attention of the research field of second language acquisition. This article mainly defines interlanguage and petrochemical phenomena, expounds the reasons for the formation of petrochemical phenomena, and puts forward suggestions on how to help students overcome rigid phenomena in foreign language teaching to promote foreign language learning and teaching.

Keywords

Second language acquisition; Interlanguage; Petrification.

1. Introduction

In 1967, Corder published the paper "The Significance of Learner's Errors", which since then marked second language acquisition as an independent subject. This article focuses on the basic definitions of interlanguage and petrochemical in second language acquisition, and explains the causes of petrochemical phenomena in interlanguage and discusses how to avoid and prevent petrochemical phenomena to the greatest extent. These measures will help foreign language teachers effectively improve the quality and effectiveness of foreign language teaching, and for foreign language learners, they will be able to better master the second language.

2. Definition of Interlanguage and Petrochemical

As an important theory in second language acquisition in the past 20 years, interlanguage was first proposed by the famous British linguist Larry Selinker at the Cambridge International Conference in 1969. Interlanguage is an independent language system between the native language and the target language used by learners in the process of learning foreign languages. It starts from the native language of foreign language learners and approaches the target language along the interlanguage continuum. Because it is an intermediate state between the native language and the target language, it has the characteristics of both, and with the continuous increase of language input, it gradually moves closer to the target language, but it is impossible to achieve a complete coincidence with the target language.

Petrochemical is another concept proposed by Selinker in his article "Interlanguage". For the vast majority of second language learners, with the gradual progress of language acquisition, the interlanguage will gradually approach the target language, but it is almost impossible to achieve the same language level as native speakers. However, as learners age and the amount of learning increases, certain characteristics of interlanguage, such as grammar, semantics, phonetics, etc., will tend to stagnate and no longer have further development, thus forming the phenomenon of language fossilization. The fossilization of interlanguage is a common

phenomenon in foreign language learning. Therefore, exploring the causes of fossilization and how to avoid it has become a hot topic in the study of second language acquisition.

3. Causes of Petrification

The phenomenon of fossilization is inevitable in the process of foreign language learners' acquisition of foreign languages. Over the past two to thirty years, applied linguists have conducted multi-faceted investigations on the causes of language fossilization. Different linguists have different focuses on the answers to this question. This article combines the famous linguist Selinker to further discuss and analyze the main explanation of this problem.

3.1. Selinker Summarizes the Causes of Petrochemical Phenomena Into Five Points

Mother tongue transfer refers to the phenomenon that learners use the rules of their mother tongue to process and recognize the language rules of the target language in the second language and foreign language learning intentionally or unintentionally, and produce the phenomenon of learning the language rules of the interlanguage. Transfer includes positive transfer and negative transfer; mother tongue transfer is mainly interfered by many aspects such as pronunciation, word usage and grammar.

3.2. STraining Transfer

Training transfer is not only a means of constructing interlanguage, but also another important cause of petrification. In view of the fact that most foreign language teachers' own interlanguage has not yet reached the target language, their pronunciation, grammar, and language use inevitably have inauthentic aspects. Reflected in teaching, these incorrect habits are easily acquired by learners. If this kind of training transfer occurs in the initial stage of learners' learning, it will be more ingrained and difficult to correct.

3.3. Learning Strategy

Selinker proposed that learners' learning strategies are another important cause of petrochemicals. Learning strategies refer to the learning methods, management methods and various activities used in the learning process. Learners can help special means and methods to acquire, refine and process new language input materials in the learning process. If inappropriate learning strategies are used in this process, it will inevitably cause language inaccuracies and errors.

3.4. Communication Strategy

The communicative strategies that reflect the occurrence of interlanguage cognition will appear avoidance and substitution. Avoidance means that learners avoid using some unfamiliar language materials when encountering communication difficulties. However, the learner will not stop there in the process of communication. In most cases, the learner will consciously adopt an alternative method. This strategy adopted by language learners may realize its shortcomings in order to achieve their specific communicative goals, but because they stubbornly believe that they will not affect their understanding, they will continue to use them, so they gradually form a petrification of language use.

3.5. Generalization of the Target Language

The over-generalization of the target language is to expand the cognition of the interlanguage produced in the planning of the target language. It involves the learner's deployment or mixing of various structures in accordance with a certain plan of the target language, thereby over-expanding or unprincipled mixed use, leading to errors in the learner's cognition of interlanguage. Such problems are unavoidable in the process of learning English, especially in

the initial stage of learning. Therefore, in the learning process, learners must purposefully and consciously pay attention to various special grammatical phenomena.

4. The Enlightenment of Fossilization in Foreign Language Teaching

In view of the above reasons, the phenomenon of fossilization generally appears among foreign language learners, which poses a problem for foreign language teaching and foreign language learning. Facing this common phenomenon, the author gives several suggestions and countermeasures on how to reduce the fossilization phenomenon.

4.1. Choose the Right Textbook

As a carrier of social culture—language continues to develop with the progress of society and human civilization. If language teaching materials cannot keep up with this change, it will be difficult for students to obtain real target language materials from it, and it will be difficult for them. Let students become interested in the target language. In the process of foreign language teaching, teachers should teach students in accordance with their aptitude, adopt different teaching methods for students of different levels and characteristics, propose hierarchical teaching requirements, and provide students with learning content consistent with their cognitive and thinking abilities, and abandon both language and content. Outdated teaching materials.

4.2. Guide Students to Enhance Cross-cultural Awareness

If English learners want to learn English well and overcome language rigidity, the following related knowledge is indispensable, needs to be learned, and must be mastered. Specifically include: English language basic knowledge, grammar knowledge, vocabulary, related cultural background knowledge, customs, etc. To improve the cultural understanding of the target language, this requires learners to read and memorize a lot in daily life, and strive to cultivate their thinking ability in a second foreign language. In classroom teaching, English teachers must strengthen pragmatic knowledge, introduce knowledge of different cultural backgrounds, emphasize the role of social factors in communication, construct a real context, carry out meaningful and effective classroom exercises, and then beneficially promote learners' Pragmatic acquisition, as far as possible to get rid of pragmatic rigidity.

4.3. Stimulate Students' English Learning Motivation

Among the many individual factors in language learning, the most active factor is learning motivation, which is also one of the most important elements for success in language learning. First of all, we must break the concept of using scores to measure language proficiency. Pursuing scores alone cannot effectively improve the actual ability. On the contrary, it inhibits students' potential to a certain extent. Secondly, increasing the interest of English learners is also an effective way to stimulate their learning motivation. Teachers can use flexible and interesting teaching methods that allow learners to watch English movies, listen to English songs, read English original readings, foreign newspapers and magazines, so as to further cultivate students' interest in language input; or make students active by playing games and English performances. Participate in language activities, and be able to encourage and praise students for their progress in a timely manner. In short, if external pressure can become internal motivation and passive learning can be transformed into autonomous learning, the efficiency of English learning will be greatly improved.

5. Conclusion

The phenomenon of fossilization is an extremely common problem in the process of foreign language learning. The current research on the phenomenon of language rigidity is still in its

infancy, and there are still many controversial issues that still need to be resolved. Fossilization is inevitable in the process of second language acquisition. Based on existing theories, this article mainly discusses the definition of interlanguage fossilization and its causes, and puts forward some suggestions and countermeasures to reduce the generation of fossilization, aiming to help foreign language learners in the second language acquisition process more deeply Thoroughly understand the petrochemical phenomenon and prevent the occurrence of petrochemical phenomenon to the greatest extent, so as to inspire foreign language learners and teachers.

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