

ACHIEVING LANGUAGE COMPETENCIES THROUGH INTERLANGUAGE THEORY

by:

Lorena A. Manuel

Teacher III, Bonifacio Camacho National High School, SDO-Abucay Annex

Frith cited on his work, *Interlanguage Theory: Implications for the Classroom* that the term interlanguage was first introduced into the literature by Selinker, in an influential paper published in the *International Review of Applied Linguistics* in 1972, although it was written in 1969 while he was on sabbatical leave at Edinburgh University, working closely with Corder.

The Interlanguage Theory is believed to be language or a style in language develop by the second language learner through his active and independent learning mind. It helps the learners to make their own generalizations at the time of dealing with a new language.

Based on my experience as an English teacher in a secondary public school here in the province for years, most of the students are really struggling in learning the language because of the interference of their first language. For an instance, most students who are tasked to let say, write an essay or even a simple paragraph, they used to have their sentences first in their first language, then translate it in English or the Second Language. However, because they only use their first language as their solely guide or pattern, in the end, the sentences are translated word by word which loses the idea of the sentences itself.

They also committed errors in terms of choice of words, SV agreements, use of appropriate tenses, including the correct formation of the verbs and others. Sometimes, our first reaction is to feel disappointed since it seems that they are not learning at all.

There are also times that you feel exhausted in thinking of other strategies that can be used for them to learn and apply what they have learned.

All these errors must be noted by us, teachers and do something to help our learners deal with these errors.

Form this Interlanguage Theory, as a Second Language Teacher, we can take these errors more positively since like what Holley and King (1974) suggested some productive ways to deal with errors. We can handle the errors of our learners as a necessary feature of experimentation with the language. We can use them as our guide for them to learn SL.

Personally, I do believe that errors like mentioned above can be taken positively because it means that they are trying or simply exerting effort to learn. Interlanguage Theory may not be the actual solution to all these errors, but then, we can use them to be better SL teacher.

The Official Website of DepED Division of Bataan

References:

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