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**Second Language Learning and Errors Fossilization**

**Case Study of First and Third Year Students at IbnKhaldoun University of Tiaret**

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Linguistics

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## DEDICATION

I dedicate this dissertation to my lovely parents, to those whom no one can match in the universe, to those whom Allah has commanded us to honor, to those who have given a lot and what cannot be returned to them. These words are to you, my mother, Sahnoun Daoudia, and my father, Aissat bin Ali, who are dear to my heart. As you have been the best supporter of me throughout my academic journey.

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*AISSAT Imane Saida*

## DEDICATION

After Allah's guidance and blessing, I dedicate this work to the one who worked hard for me and taught me the meaning of struggle, leading me where I am; to the one who cleared the thorns from my path to pave the way for knowledge; to whom I proudly carry his name, my dear father Abdelrahman, may Allah prolong his life; to my angel in life, to the one who breastfed me with love and tenderness, the one whose prayers were the secret of my success, to the symbol of life, to my most precious loved one, my mother Moukhtaria, I hope that I can make them proud of me. To those I depend on, to those whose presence gives me strength, and who always supported me, to my brothers: Mohammed, Abdelkader, Abdelhak, Allel, Ahmed; to those whom I see optimism in their eyes, and happiness in their laughter, to those who gave me strength when I thought of giving up; to my dear sisters: Souad, Nadjjet, and Khadidja. To my little chicks: Anfel, Youcef, Mohamed, Takwa, Insaf and especially Ishak; to my dear friends who were always there being for me when I needed them the most: Saida, Aya, Imane, Khadidja, Khansaa, Hayet, and Brahim thank you for your unwavering friendship. To all colleagues, friends and relatives, who shared their encouragements to complete this work.

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## ABSTRACT

English pronunciation process significant challenge for EFL students due to its complexity. Sometimes students encounter difficulties to produce the right pronunciation, and the mispronounced words are not to be corrected even if they attempt to do. This phenomenon is known as fossilization which hinders students' fluency in the target language. Necessitating focused attention on addressing these challenges to enhance language learning outcomes. This study focuses on the reasons for fossilized pronunciation by EFL students, and it aims to highlight the pronunciation difficulties faced by first and third year students when speaking English and provide recommendations for both students and teachers. The study employed a mixed method combining qualitative and quantitative approaches which include: a questionnaire and observation conducted with first and third year students and an interview with their teachers from the department of English at IbnKhalidoun University of Tiaret. The qualitative method interpreted and explained the data within the theoretical framework, while the quantitative approach facilitated the quantification of errors and their underlying reasons. The findings of this study revealed that the reasons behind fossilized pronunciation are due to factors such as: lack of awareness, lack of exposure to native speakers, fear of making mistakes, lack of confidence and limited practice opportunities all contribute to such errors. By addressing these factors, students can boost their pronunciation skills and reduce fossilization in their speaking.

**Keywords:** EFL students, Fossilization, Mispronunciation, Second language learning, Target language.

## List of Tables

<b>Table 1:</b> Gender of First Year Students.....	20
<b>Table 2:</b> Gender of Third Year Students .....	20
<b>Table 3 :</b> Fossilized Pronunciation in the Presentation “Colonies” .....	31
<b>Table 4 :</b> Fossilized Pronunciation in the Presentation “An Introduction of Slavery in America.....	32
<b>Table 5 :</b> Fossilized Pronunciation in the Presentation “How Do You See Yourself After 5 Years” .....	33
<b>Table 6 :</b> Fossilized Pronunciation of Participant .....	34
<b>Table 7 :</b> Fossilized Pronunciation of Participant .....	34
<b>Table 8 :</b> Fossilized Pronunciation of Participant .....	35
<b>Table 9 :</b> Fossilized Pronunciation of Participant .....	36

## List of Figures

<b>Figure 1</b> : Preferred Language for Speaking.....	21
<b>Figure 2</b> : Skills Difficulties.....	21
<b>Figure 3</b> : Speaking Mistakes.....	22
<b>Figure 4</b> : Kinds of Mistakes.....	23
<b>Figure 5</b> : Students' Awareness on their Mistakes.....	23
<b>Figure 6</b> : Students' Attitudes when Asked to Speak.....	24
<b>Figure 7</b> : Teachers' Feedback on Students' Mistakes .....	25
<b>Figure 8</b> : Students' Addressing their Mistakes .....	25
<b>Figure 9</b> : Mistakes Repetition after Teachers' Correction.....	26
<b>Figure 10</b> : Repeating Mistakes: Spontaneous or Intentional .....	27
<b>Figure 11</b> : The Emotional Impact of Repeated Speaking Mistakes on Students.....	27
<b>Figure 12</b> : The Effective Methods to Correct the Mistakes in the Classroom.....	28

## **List of Acronyms**

**EFL** : English as a Foreign Language

**SLL** : Second Language Learning

**L1** : First Language

**L2** : Second Language

**TL** : Target Language

**NL** : Native Language



## Table of Contents

Dedication .....	I
Acknowledgments.....	III
Abstract .....	IV
List of Tables.....	V
List of Figures .....	VI
List of Acronyms.....	VII
General Introduction .....	1
Chapter One: Theoretical Background.....	3
1.1 Introduction:.....	3
Section One: The Notion of the Term Fossilization .....	3
1.2 Definition of Fossilization .....	3
1.2.1 Slinker’s Definition .....	4
1.2.2 Zhaohong Han’s Definition .....	5
1.2.3 Other Views on Fossilization .....	5
1.3 The Relationship between Fossilization and Second Language Learning.....	8
1.3.1 Fossilization.....	8
1.3.1.1 Language Transfer.....	8
1.3.1.2 Training Transfer.....	8
1.3.1.3 Learning Strategy .....	9
1.3.1.4 Communication Strategy .....	10
1.3.1.5 Overgeneralization .....	10
1.3.2 Second Language Learning .....	10
Section Two: The Classification of Fossilization and Its Types.....	11
1.4 The Classification of Fossilization.....	11
1.4.1 Individual Fossilization and Group Fossilization.....	11
1.4.2 Temporary Fossilization and Permanent Fossilization.....	12
1.5 Types of Fossilization .....	13
1.5.1 Phonological .....	13
Section Three: The Causal Factors of Fossilization.....	14
1.6 Causal Factors of Fossilization .....	14

1.6.1 Internal Causes .....	14
1.6.1.1 Cognitive Factors .....	14
1.6.1.2 Neuro-Biological .....	15
1.6.1.3 Socio-Affective Factors.....	15
1.6.2 External Causes .....	16
1.6.2.1 Environmental Factors .....	16
1.6.2.2 Transfer .....	16
1.6.2.3 Interaction with Non-Native Speakers .....	16
1.6.2.4 Interference from Learners' L1 .....	17
Conclusion.....	17
Chapter Two: Methodology, Data Collection and Analysis .....	18
2.1 Introduction.....	18
2.2 Description of the Participants.....	18
2.3 Research Method and Data Collection Tools .....	18
2.3.1 Teachers' Interview .....	18
2.3.2 Students' Questionnaire.....	19
2.3.3 Observation.....	19
2.4 Analysis of Data Tools.....	20
2.4.1 The Analysis of Students' Questionnaire .....	20
2.4.2 Analysis of Teachers' Interview .....	29
2.4.3 The Analysis of the Observation .....	30
Conclusion.....	37
Chapter Three: Interpretation of the Results and Recommendations .....	38
3.1 Introduction.....	38
3.2 Interpretation of the Results.....	38
3.2.1 Interpretation of Teachers' Interview .....	38
3.2.2 Interpretation of Students' Questionnaire.....	39
3.2.3 Interpretation of Classroom Observation.....	45
3.3 Recommendations.....	46
3.3.1 Recommendation for Teachers .....	46
3.3.2 Recommendations for Students .....	47
3.4 Limitations of the Study.....	48

Conclusion.....	49
General Conclusion.....	50
List of References .....	52
Appendices.....	55
الملخص.....	61
Le Résumé.....	62

# **General Introduction**

## General Introduction

Learning a foreign language is a very complex and challenging task especially in the mastery of the four skills which are speaking, writing, listening and reading. Among these skills, speaking is often considered as the most challenging and difficult one for EFL learners.

Second language learning is a sensitive process which refers to the process of learning other language rather than the native language. It is common that learners in the process of second language learning are always confronted with some intricate language problems and errors at the level of structure, vocabulary and pronunciation, and it is difficult for learners to get rid of some of rules of L1 this is what is called fossilization. Fossilization is considered as a common phenomenon in EFL learning, and it mainly deals with the language form where most people experience a rapid improvement in their English language proficiency at the beginning of their learning process and then enter a stage where it is challenging to improve, no matter whether they make errors in vocabulary, grammar, syntax and parts of speech that are difficult to correct. Therefore, the current research aims to shed light on this phenomenon and explore its causes in order to clarify it and raise awareness among learners of its impact on language learning by understanding fossilization better and find ways and methods to prevent it and enhance language learning. The main problem taken up in the present research paper raises the following questions:

1. How does fossilization effect EFL learners language?
2. What are the main factors that lead EFL learners to make fossilized errors in their speech?
3. What are the most effective instructional strategies to avoid or adopted to minimize fossilization in second language learning?

The following hypotheses are suggested to answers the above research questions:

1. EFL learners who experience fossilization may exhibit persistent errors from their mother tongue leading to difficulty in achieving proficiency and accuracy in the second language.
2. The influence of first language causes learners to transfer linguistic patterns, including pronunciation from their native language into the target language.

3. Teachers can adopt instructional strategies in order to provide timely and specific feedback on learners' errors to help them recognize and correct those fossilized patterns.

The present study opts for a mixed method that combines both qualitative and quantitative approaches for the collection of data. The quantitative method is used to quantify the numbers of errors made by the students and the reasons behind. The qualitative method is used to interpret and explain the data in relation to the theoretical framework. The research tools consist of a questionnaire, observation and an interview. The data was collected from both English teachers and learners, the interview conducted with ten English language teachers, and the questionnaire was submitted to a total of 100 learners. In addition, the observation aims to establish an idea about learner's fossilized pronunciation. The population of this study is first and third year students, and teachers of the department of English at the University of IbnKhalidoun in Tiaret.

This research work consists of three chapters. The first one provides a theoretical review about fossilization which is divided into three sections. The first section introduces the definition of the concept fossilization in language learning and explores the relationship between fossilization and second language learning; the second one lists the classification of fossilization and describes its types; the third one details the causal factors of fossilization. The second chapter is concerned with the practical study, it represents a description of participants, research methods and data collection tools. The third chapter interprets the findings from the previous chapter, which includes the field work and data analysis and it includes recommendations based on the interpreted findings.

# **CHAPTER ONE**

## **Theoretical Background**

## 1.1 Introduction:

In the field of English as a Foreign Language (EFL) learning, one of the challenges that teachers often face is the phenomenon of Fossilization, which is a common phenomenon that occurs while learning a new language and mainly deals with the language form. This phenomenon has prompted researchers to investigate the reasons behind such errors. In this study, we aim to discuss the factors that lead EFL students to be fossilized.

This chapter presents a theoretical background on fossilization and its relationship to second language learning, lists its classification and describes its types, and finally describes the causal factors of fossilization.

## SECTION ONE: The Notion of the Term Fossilization

### 1.2 Definition of Fossilization

The notion of fossilization has been interpreted differently by different scholars since it was proposed. For instance, there are some terms like backslidings, stabilized errors, learning plateau, typical error, persistent non-target-like performance, de-acceleration of the learning process, ingrained errors, systematic use of erroneous forms, cessation of learning, structural persistence, long-lasting free variation, persistent difficulty, and inability to fully master target language features describing the similar meaning, which lead to confusion for quite a long time (Wei, 2009; Han, 2003).

Fossilization has been defined by many articles and resources, and most of them have agreed on one common definition “The point where no further learning appears possible, with the student’s performance apparently impervious to both exposure to English and explicit errors correction” As cited in Luiz Otavio Barrors website, this means that EFL learners reach a stage where they cannot make any more progress and their errors become fixed and difficult to correct.

This term has been defined many times by many scholars and linguists who worked on this phenomenon of what Han Z-H in his book *Fossilization in Adult Second Language Acquisition* said “*non– progression of learning despite continuous exposure to input, adequate motivation to learn and sufficient opportunity for practice, and yet it remains a problem that should be solved due to its complex process and facts*”. This means that learners



reach a point where they stop learning the target language, even if they continue to practice and use it, and even if they have the motivation to learn.

### 1.2.1 Slinker's Definition

The term fossilization was introduced into the field of Second Language Acquisition by Larry Slinker in 1972. He defined it then in the following words “*Fossilizable linguistic phenomena are linguistic items, rules and subsystems which speakers of a particular [NL] will tend to keep in their IL relative to a particular TL, no matter what the age instruction he receives in the [TL]. (Slinker,1972,p215).*

In other words, the concept of “Fossilizable” linguistic phenomena refers to the linguistic words, rules, and how people speak in a certain native language. These phenomena tend to stick around and persist in their language use, regardless of age or instruction. Selinker's idea suggests that even with additional instruction, and practice, learners become unable to progress in their language acquisition due to these phenomena. It is assumable that this psychological structures can affect various linguistic domains like vocabulary, pronunciation, and syntax, regardless of the age or instruction they receive.

Selinker and Lamendella (1978) redefined fossilization as “*A permanent cessation of IL learning before the learner has attained TL norms at all levels of linguistic structure and in all discourse domains in spite of the learner's positive ability, opportunity, and motivation to learn and acculturate into target society*”.

In other words, fossilization refers to a situation where a language learner's IL development permanently stops progressing in their target language, even though they have the ability to learn and adapt to the target society. This means that fossilization occurs when a learner gets stuck at certain level of language proficiency or reached a point where they cannot improve or evolve the linguistic norms of the target language at all levels of linguistics structure and in all discourse domains, despite having the ability, opportunity, and motivation to learn and integrate into the target society.

### 1.2.2 Zhaohong Han's Definition

According to Han "Language fossilization is a phenomenon in second language acquisition where learners reach a stage of persistent interlanguage errors and non-native-like features that resist further development despite continued exposure to the target language" (Han, 2004, p. 23).

In other words, fossilization in second language acquisition occurs when language learners reach a certain stage in their development where they make consistent errors and exhibit non-native-like features in their language. These errors become stuck and cannot improve even with continued exposure to the target language and ongoing efforts to improve. These learners find it difficult to progress within this stage and have challenges to reaching native-like proficiency in a second language.

In second language acquisition, fossilization refers to a situation where the language of the learners stops developing at a certain stage and cannot progress further leading them to repeat the same errors. Han's insights shed light on the challenges of reaching native-like proficiency in a second language. Additionally, it can be inferred that the acquisition of a second language for non-native-like speakers can be an incredibly complex process when learners lack opportunities to engage in the language, so their progress can stagnate leading to the maintenance of fossilized elements in their second language.

Han also posits that fossilization is "*An interlanguage-unique phenomenon in which a semi-developed linguistic form or construction shows permanent resistance to environmental influence and thus fails to progress towards the target*". (Han, 2009, p. 133).

In other words, fossilization occurs in language learning where a learner's interlanguage system develops a linguistic form or construction that is unique to their own language learning process. This linguistic construction or form becomes resistant to environmental or external influences. This resistance leads to a lack of progress towards the target language.

### 1.2.3 Other Views on Fossilization

The definition of the term fossilization differs, for instance; R. Ellis defined it in the following words "*Fossilized structures can be realized as errors or as correct target language forms. If, when fossilization occurs, the learner has reached a stage of development in which featured x in his interlanguage has assumed the same form as in the target language, then fossilization of the correct form will occur; if, however, the learner has reached a stage in*

*which features y still does not have the same form as the target language, the fossilization will manifest itself as errors”.*(R.Ellis, 1985,p48).

Fossilization occurs at a certain point during the development of the interlanguage, which leads to both persistent errors and target- like forms that become fossilized.

According to Hyltenstam “ *Fossilization according to observations is a process that may occur in the second language acquisition context as opposed to first language acquisition. It covers features of the second language learner’s interlanguage that deviate from the native speaker norm and are not developing any further or deviant features which- although seemingly left behind re-emerge in the learner’s speech under certain conditions. Thus, the learner has stopped learning or has reverted to earlier stages of acquisition”* (Hyltenstam,1988.p68).

Fossilization can take place in second language acquisition, unlike in first language acquisition, involving the learner’s interlanguage structures from native norms that do not conform to the target language and stop developing.

According to Vigil and Ollel “*Fossilization occurs when learner’s interlanguage development stops short of attaining the norms of the target language* “(Vigil and Oller,1976,p264).

This means that fossilization happens when a second language learner’s interlanguage development does not reach the native like-norms of the target language. This means that their progress remains stuck at a particular level and they cannot fully achieve native-like proficiency.

Lowther state “*Fossilization, as presented in much of the literature, is understood to be the inability of a person to attain native-like ability in the target language”* (Lowther,1983,p127).

Based on Lowther’s statement, fossilization refers to the situation where a person struggles to reach a native-like proficiency in the target language, which means that individuals may find it difficult to achieve the level of mastery of language like a native speaker.

Bley-Vroman state “*It has long been noted that foreign language learners reach a certain stage of learning a stage short of success and that learners then permanently stabilize at this stage. Development ceases and even serious conscious efforts to change are often*

*fruitless. Brief changes are sometimes observed but they do not take. The learner backslides to the stable state (Bley-Vroman,1989,p47-49)*

This means that foreign language learners often reach a particular stage in their learning process, but they become stable at that stage, where their development stops. Even if they make efforts to improve or change, these changes might be transient improvements, but the learner usually returns to the stable stage.

Patsy Lightbown state: *“Fossilization happens when the learner has satisfied the need for communication and or integration in the target language community, but this is a complicated area, and the reasons for fossilization are very different to determine with any certainty” (Patsy Lightbown,2000,p179).*

In other words, fossilization occurs when a learner achieved a level of proficiency of communication and integration in the target language communication. However, the reasons for fossilization are not easily identifiable and determine them can be challenging and complex.

The Longman dictionary of Language Teaching and Applied Linguistics defines fossilization as: *“...A process (in second language learning) which sometimes occurs in which incorrect linguistic features become a permanent part of the way a person speaks or writes a language Aspects of pronunciation, vocabulary usage, and grammar may become fixed or fossilized in second language learning”.*

This means that, fossilization in second language learning refers to a process where a learner's language features such as vocabulary, pronunciation or grammar become permanently ingrained in a person's speech or writing this means incorrect linguistic features become resistant to change at certain level despite efforts to improve and progress them.

## **1.3 The Relationship between Fossilization and Second Language Learning**

### **1.3.1 Fossilization**

Fossilization is related to the process of second language learning to describe the linguistic system that learners develop as they are learning a new language. During this process, the learners are influenced by their native language and the target language they are learning, and they will make errors. If these errors are not properly addressed and corrected, they can really stick in the learner's mind and become a part of their language system. It is a continuous process toward fluency. However, learners will face challenges in learning and mastering the correct structures and rules of the second language, potentially leading to a state of stagnation called fossilization.

Selinker (1977) was the first who conceptualized the five cognitive processes or strategies of second language learning. He describes the five processes in terms of: language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization.

#### **1.3.1.1 Language transfer**

Selinker (1972) believed that linguistic rules in a learner's IL are transferred from his/her L1. Error in the use of L2 is mainly due to L1, and the difference between L1 and L2 is the reason for the error. Therefore, transferring L1 rules may lead to fossilization. L1 transmission can be positive or negative. Positive transfer means that the similarity between L1 and L2 supports the learning of the second language. Likewise, negative transfer refers to the differences between L1 and L2 that affect second language learning. According to the behaviorist view, negative transfer from the first language is a form of active inhibition that is the influence of what was previously learned occurs in the context of and interrupts what is learned later.

#### **1.3.1.2 Training transfer**

Graham (1981) believed that one of the main reasons for fossilization of incorrect language forms is the lack of formal English teaching. This is what this researcher argues that *“learning simply by contact has led many students to devise IL or idiosyncratic languages with rules often wildly different from those of Standard English”*.

It is an irrefutable fact that wrong method of teaching and learning a second language can lead to negative transfer of learning and hence promoting fossilization in the target language. In other words, deficiency in formal instruction in English can be regarded as one of the main causes of fossilization of errors. In other word, the absence of formal instruction, some areas of L2 learners' IL appear to be at least stagnant if not necessarily fossilized. Likewise, it is particular L2 structures can be candidates for fossilization, while others are not. Incorrect teaching method can prevent successful second language learning in the sense that the use of inadequate teaching methodologies has also been suggested as an explanation for the occurrence of fossilization.

### **1.3.1.3 Learning strategy**

Fossilization in learning a second language results from incorrect use of learning strategies. Sims (1989) suggested that "Someplace along the IL continuum, inappropriate or misapplied learning strategies could lead to fossilization of some features (phonological, morphological, syntactic, lexical, psycholinguistic, or socio-cultural)" Learning strategies refer not only to general strategies but also to specific strategies that the learner uses when learning a second language, the former most likely leading to language proficiency. Implementation of learning strategies helps to improve TL input and therefore improve the quality of the second language. However, some students may use learning strategies that are more general, simplification, incomplete rule application and inadequate declarative knowledge of L2. According to Sims, the repeated use of unsuccessful strategies, i.e., those strategies which do not enable completion of a given language learning task, could impede a learner's progress. Finally, Sims concluded that the "proposed relationship of fossilization and learning strategies... could be a key to the remediation of systematized errors, as the role of the learner information processing in the second language acquisition process becomes more clearly understood" (Sims, 1989).

#### **1.3.1.4 Communication strategy**

As Ellis (2002) defined, the cognitive skills of the cognitive process consist of various mental processes related to the acquisition and application of new L2 knowledge and the use of L2 knowledge and other sources of knowledge to communicate in the L2. It's evident that, these processes also include second language learning and use. The first refers to learning strategies and the second to communication strategy. In real communication, students can use the communication strategies and systematic skills that the speaker uses when he or she has difficulty speaking, to maintain communication. Unfortunately, sometimes such "*successful use of communication strategies will prevent acquisition*", Ellis (2002) said, the effective utilization of these strategies can hinder language learning. This occurs when learners become overly proficient in compensating for their lack of linguistic knowledge through the application of different communication strategies, such as avoidance or paraphrasing. Also, students' interest in simplifying the target language, especially in simplifying grammar rules, shows the negative effects of communicative teaching methods. If a student focuses on fluency but ignores accuracy, language errors can easily occur. If a student focuses only on improving communication skills and neglects language skills, their language skills can be easily fossilized.

#### **1.3.1.5 Overgeneralization**

Overgeneralization (Ellis, 2000) involves the use of existing L2 knowledge by extending it to new IL forms. It happens when the learner generalizes all the rules in all target structures. In fact, language overgeneralization always indicates the ignorance of rule restrictions, including semantic or lexis or other linguistic items. The reason for which overgeneralization is important in L2 learning is that it leads to failure in detecting the errors for language learners. The phenomenon always occurs unconsciously without timely instruction and correction, the errors will stay for as long as it can do.

#### **1.3.2 Second Language learning**

According to Karmina "Language learning is a conscious process, is the product of either formal learning situation or self-study program" (Karmina,2000,p27).

In other words, language learning is a conscious process in which individuals engage and make an effort to learn a new language. This process can occur in two main ways in formal learning situations and through self programmes. Formal learning situations involve

organized educational settings like colleges, schools or language institutions, where learners get structured guidance to develop their language skills. On the other hand, self-study programmes occur where individuals take responsibility for their language learning by employing various resources, like books, mobile applications, and websites, to improve their language abilities at their own pace and in their favorite settings.

## **Section Two: The Classification of Fossilization and Its Types**

### **1.4 The Classification of Fossilization**

Fossilization has been classified into various categories such as: individual and group fossilization, temporary and permanent fossilization

#### **1.4.1 Individual Fossilization and Group Fossilization**

According to Selinker's opinion, fossilization can be divided into two categories, namely individual fossilization and group fossilization. The first one refers to the persistence of an individual learner's interlanguage development, while the second one refers to a plateau in the diachronic development of a community's language. Individual fossilization can be further divided into two subcategories: errors reappearance and language competence fossilization. Error reappearance is those a language phenomenon whereby previously corrected language errors occur again, and it is often seen in the interlanguage of beginners or learners with lower proficiency levels. On the other hand, language competence fossilization refers to a plateau in the development of a learner's phonological, lexical, pragmatic, and grammatical skills. This typically occurs in L2 learners who have been studying in the TL for a long period and have reached a relatively advanced level; in fact, persistent errors in language use serve as indicators of competence fossilization. When fossilized language competence spreads throughout a community, it leads to group fossilization and the emergence of a new dialect.

In other words, individual fossilization occurs when a language learner reaches a point in their interlanguage system and cannot progress further. This form of fossilization is caused by limited exposure to the target language, psychological factors like stress and fear of making mistakes, and a lack of interaction with teachers. The output hypothesis by Swain (1985) suggests that the insufficiency of opportunities to use the language can lead to fossilization. Other factors, such as motivation, learner attitude, and instructor feedback, are



also considered in understanding fossilization. On the other hand, group fossilization occurs when language learners, who are isolated from native speakers and foreign influences, continue using their interlanguage rather than progressing towards the target language. This phenomenon often occurs among immigrants who are living in a country where the spoken language is different from their native language. As a result, their interlanguage is deeply ingrained, making it difficult for them to acquire the target language fully and limiting effective communication within the target language community.

#### **1.4.2 Temporary Fossilization and Permanent Fossilization**

Slinker also classified fossilization into temporary fossilization and permanent fossilization. Temporary fossilization was also known as "stabilization" (Wei, 2008, p. 127). refers to a brief period during second language acquisition where certain linguistic features or elements are preserved and fixed but later may disappear or change over time. This can occur when learners consistently receive correction, have sufficient exposure to the target language, and reconstruct incorrect rules with feedback and observation from the instructor. On the other hand, permanent fossilization" *takes place as a result of social, psychological, and interactive variables. Researchers who temporarily arrest IT development can be susceptible to defossilization. It has also been referred to by Sims(1989) as soft fossilization or jellification" (Wei,2008,p128).* Permanent language fossilization occurs when a language learner's abilities become fixed and unchanged, with little hope for further improvement. This phenomenon happens more often with adult learners who started learning the language later, as opposed to those who learned it as children. It's like getting stuck using incorrect vocabulary, pronunciation, or grammar structures. This is because younger learners are generally more adapted, while adults have already established certain language patterns and habits.

In other words, Slinker classified fossilization into two classifications: Temporary and permanent fossilization, also known as stabilization, occurs when a learner temporarily stops for a certain period in their target language; in contrast, permanent fossilization occurs when an EFL learner becomes permanently fossilized and their language abilities are unable to be improved. So temporary fossilization can be overcome, but permanent fossilization is more challenging to fix.

## 1.5 Types of Fossilization

Fossilization has several types such as: morphological, syntactic, semantic, pragmatic and phonological fossilization which is the main type.

### 1.5.1 Phonological

According to Wei (2008), "Fossilization is a linguistic phenomenon in its own right and manifested as deviant forms from TL. It occurs at all levels, from the phonological layer to the pragmatic layer. Our main concern in this study is to know what "phonological fossilization" means. A clear and direct definition has been given by Wei (2008) as follows: "The difference in phonology is possibly the greatest difference between languages. Phonological fossilization refers to the repetition of phonological errors that result from the incorrect acquisition of the pronunciation of L2, usually affected by L1. In English, there are certain pronunciations, such as [θ] correctly. It is often heard that Chinese students say "Thank [snk] you" instead of "Thank [θæsk] you." When such phonological errors are repeatedly made and eventually stay stable in the incorrect manner, phonological fossilization occurs." (Wei,2008,p30).

Meaning that phonological fossilization basically happens when learners keep making the same pronunciation errors over and over again. This problem arises from an ineffective second language learning process based on rules that are derived from the L1 norms and rules. For example, a Chinese student has been given as an example; he cannot pronounce the sound / θ/ due to his L1 pronunciation. This mispronunciation is called phonological fossilization. In essence, it's about learners getting stuck in incorrect pronunciation patterns due to a flawed learning process that follows certain rules.

Phonological fossilization can result from a lack of exposure to target language sounds, difficulty in perceiving and producing these sounds, or a lack of attention to pronunciation in language instruction (Selinker & Long, 1983).

In other words, phonological fossilization can occur when language learners do not have enough exposure to the sounds of the target language, struggle to perceive and reproduce these sounds accurately, or when pronunciation is not emphasized enough in language teaching. The continuous repetition of phonological errors as a result of an incorrect learning in the pronunciation of the L2. Which is affected by the L1. It is like getting stuck in

incorrect pronunciation habits because of limited exposure, challenges in hearing and replicating sounds, or insufficient focus on pronunciation during the learning process.

Another theory suggests that phonological fossilization occurs when learners reach a certain level of proficiency and start to focus more on meaning and communication than on pronunciation (Eckman, 1994).

In other words, when language learners get to a certain skill level, they tend to concentrate more on getting their message across rather than perfecting their pronunciation.

### **Section Three: The Causal Factors of Fossilization**

#### **1.6 Causal Factors of Fossilization**

Fossilization has several factors that can lead learners to be fossilized, which can be divided into two types: internal and external.

##### **1.6.1 Internal Causes**

When learners use incorrect language due to negative transfer without proper guidance, it can lead to permanent fossilization, regardless of the trainer's native or experienced status, due to internal factors that affect the learners, for instance, stress, lack of concentration, and public fear.

###### **1.6.1.1 Cognitive factors**

Cognitive factors are different in younger and older learners. In this respect, adults have the ability to comprehend language as a formal system. This is to say, adults can learn about a language by consciously studying linguistic rules (Ellis, 1986: 108). For children, language is a tool for expressing meaning. Furthermore, the cognitive development refers to the greater ease with which young children learn languages. Children are less conscious of what they are doing. Ellis (1986: 109) considers this absence of “meta-awareness” beneficial. This is the reason that leads children to learn a SL automatically. Fossilization can lead to permanent indeterminacy in language learning, where learners struggle to choose the correct grammar rules. This phenomenon was highlighted in studies by Sorace (1990) and Coppieters (1987), showing that both native and non-native speakers may face challenges in distinguishing between different grammatical forms, ultimately leading to fossilization. The

inability to settle on the correct linguistic forms results in a state of permanent variation, impacting the learners' language proficiency and development.

### **1.6.1.2 Neuro-biological**

Lenneberg (1967) proposed the Critical Period Hypothesis. Beyond this period, language development is limited due to the loss of plasticity in lateralizing brain functions. By the time adults begin to learn a second language, learners have already missed the critical period for language acquisition, so they subconsciously apply many of the rules of their native language to the regulations of the target language in second language learning, and fossilization is naturally formed. This hypothesis explains the cause of fossilization mainly from the perspective of biological growth. Neuro-biological processes play a crucial role in how individuals process and internalize language, affecting their linguistic abilities and overall language learning experience. Maturational constraints, age, and a decrease in cerebral plasticity for implicit acquisition, neural entrenchment, and lack of talent—all these aspects can influence language learning and development because the brain's neural plasticity allows for adaptation and language acquisition, but maturational constraints, influenced by age and individual, can impact the ease and speed of language learning.

### **1.6.1.3 Socio-affective factors**

Socio-affective factors refer to the ability of younger learners to respond easily to the foreign language culture. Ellis (1986: 109) asserts that children can move through the stages of acculturation more quickly because they are seen as less culture-bound than adults. Socio-affective factors such as the lack of acculturation and the will to maintain identity can create socio-psychological obstacles to language learning. When individuals face difficulties acculturating or resisting assimilation into a new culture, it can hinder their language learning process. The desire to preserve one's identity and cultural roots may lead to challenges in fully engaging with the target language and embracing linguistic and cultural differences. This can impact their overall socio-psychological well-being and language learning journey.

## **1.6.2 External causes**

External causes of language fossilization are those factors that come from outside the language learning environment and influence the learner's language development. Some common external causes of language fossilization include;

### **1.6.2.1 Environmental factors**

The absence of corrective feedback, lack of input, reinforcement from the linguistic environment, and environmental factors all impact language learning. It is crucial to have well-structured instruction, diverse input sources, and communicative activities to enhance language skills effectively

### **1.6.2.2 Transfer**

Transfer can result in fossilization, where relying on the first language as a backup to understand the target language rules and forms can be ineffective. This reliance might lead to the development of new rules and forms that do not align with those of the target language, ultimately leading to language fossilization. This process can hinder learners from fully adapting to the target language, impacting their language acquisition and fluency. Understanding the complexities of transfer and fossilization is crucial in language learning and teaching, as it sheds light on the challenges learners may face in mastering a new language.

### **1.6.2.3 Interaction with Non-Native Speakers**

When learners mainly interact with non-native speakers of the target language, they might miss out on the accurate language inputs and systematic structures crucial for language development. Interacting mainly with non-native speakers can limit exposure to accurate language inputs and systematic structures needed for language growth. This lack of exposure may hinder learners' development and proficiency in the target language.

#### **1.6.2.4 Interference from Learners' L1**

During the journey of learning a second language, learners often encounter interference from their native tongue, leading to the production of errors. These interferences primarily manifest in pronunciation, commonly referred to as "foreignese." It is observed that the majority of foreign language learners struggle to overcome the foreign influence of their mother tongue. Consequently, this inability to overcome native language interference hinders the development of learners' second language competence, ultimately resulting in fossilization (Han, 2013, p. 19).

As a result, younger individuals typically find it easier to pick up new languages than older adults, who might face more obstacles in their language development journey.

#### **Conclusion**

To conclude, fossilization is a phenomenon that can occur during the process of learning a new language, which can influence learners negatively. However, learners can minimize fossilization by engaging with native speakers, or they can seek out opportunities for practice in the target language environment. On the other hand, teachers can also play a crucial role in minimizing it by providing regular opportunities for practice, focusing on error correction, and providing a clear explanation to help learners understand and correct their errors. So both learners and teachers can help to prevent fossilization.

# **CHAPTER TWO**

## **Methodology, Data Collection and Analysis**

## **2.1 Introduction**

This chapter presents the methodological and data collection of the current research. The research provides a description of the participants as well as the procedures used for data collection, including an interview conducted with teachers to gain insights into their teaching methods and strategies, in addition to a questionnaire submitted to students to gather data about their attitudes towards fossilization, and observation in order to observe their fossilized pronunciation.

## **2.2 Description of the participants**

In order to achieve the results of study, it requires two participants: teachers and students. 10 teachers from the English Department at Ibn Khaldoun University were interviewed. The purpose behind this was to know the causes of fossilization. The other participants are students. The population had been chosen from first and third year students of the Department of English at the University of Ibn Khaldoun, the total of 100 students divided into 50 first year students and 50 third year students. They were chosen randomly. The purpose behind this was to know their attitude towards fossilization. The challenges faced by the students and the reasons behind.

## **2.3 Research method and data collection tools**

In order to accomplish our aims, several research tools were used to achieve research's objectives. The tools used to collect data are teacher's interview, student's questionnaire, and observation.

### **2.3.1 Teachers' Interview**

In order to validate the research, an interview was presented orally and written to English teachers at Ibn Khaldoun University. The main purpose behind using this tool is to gather background information from the teachers concerning the research topic and collect data about their effective teaching strategies that are used to avoid fossilization so that the investigation would support the study results. The interview involved 06 questions, it was distributed to 10 English teachers at Ibn Khaldoun University.



Question 01 seeks to know the teachers' background information about fossilization.

Question 02 was designed to know if the teachers notice any sign of fossilization among their students.

Question 03 attempt to see teachers' attitude towards students' mispronunciation.

Question 04 seeks to know if their students repeat the mispronounced words even after their correction.

Question 05 was designed to mention the reasons that lead students to be fossilized.

Question 06 was intended to find out the effective method by the teachers to improve their students' mispronunciation and avoid repeating the same errors.

### **2.3.2 Students' Questionnaire**

The questionnaire involved 13 questions, it was distributed to 100 first and third year students at Ibn Khaldoun University. The objective of this questionnaire is to gain data about student's attitudes towards fossilization, and shed lights on the main difficulties that students encounter when speaking. At the same it provides the research with useful information about student's level in English in general and speaking in particular.

Question (01) seeks to know the students' gender.

Question (02) attempt to know the impact of language exposure on language learning.

Question (03) was designed to check the skills of the students.

Question (04), (05) seeks to determine the difficulties faced by the students while speaking.

Question (06) attempt to see whether students are able to recognize their mistakes or not.

Question (07) seeks to investigate confidence of students about their pronunciation.

Question (8) designed to know if the students receive feedback from their teachers or not.

Question (9) seeks to see whether the students correct their errors immediately or not.

Question (10), (11), (12) were designed to know if the students are encounter repeating mistakes despite receiving correction or not and knowing their feelings

Question (13) attempt to see if students are able to correct their errors by themselves or by their teachers.

### **2.3.3 Observation**

The observation was scheduled with first and third year students at Ibn Khaldoun University. The objective of this observation is to observe and note the mispronounced words that will be produced by EFL students, and shed lights on student's attitudes in the classroom

toward presenting their work orally to gain data about their mispronounced production of words.

## 2.4 Analysis of Data Tools

After data collection, the obtained results have interpreted as the following.

### 2.4.1 The Analysis of Students' Questionnaire

The questionnaire involved 13 questions. The following tables show the outcomes of these questions:

#### Question 1: Students' Gender

**Table 1:** Gender of First Year Students

<b>First year students</b>		
<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
<b>Female</b>	39	78 %
<b>Male</b>	11	22 %
<b>Total</b>	50	100 %

This table shows that the majority of the participants are females with a number of (39) making up (78%) whereas a number (11) male students making up for (22%).

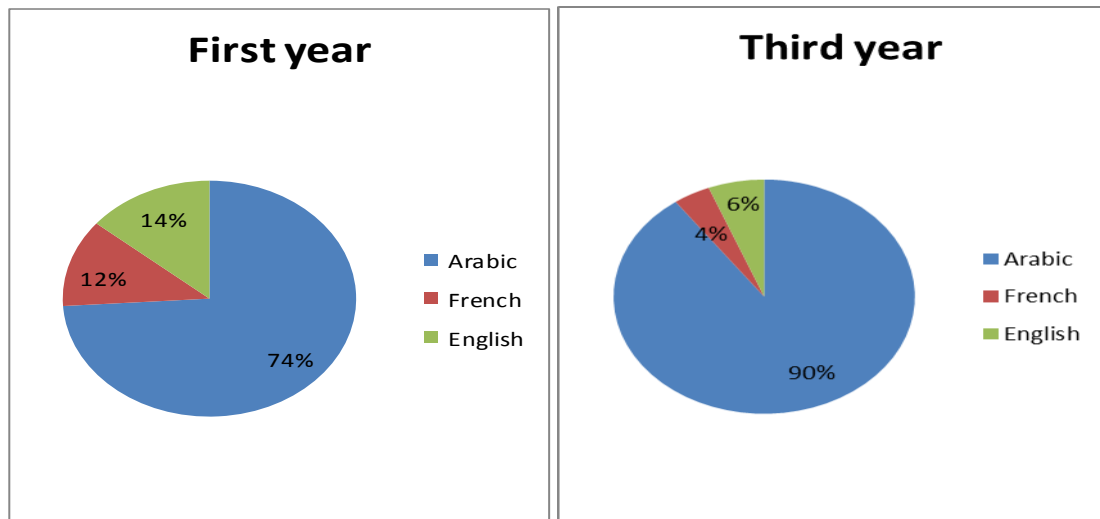
**Table 2:** Gender of Third Year Students

<b>Third year students</b>		
<b>Gender</b>	<b>Number</b>	<b>Percentage</b>
<b>Female</b>	45	90%
<b>Male</b>	05	10%
<b>Total</b>	50	100 %

This table indicate that the most of participants are females with a number of (45) making up to (90%) and just a number of (5) male students making up to (10%).

**Question 2:** Which language do you speak most of the time?

**Figure 1 :** Preferred Language for Speaking



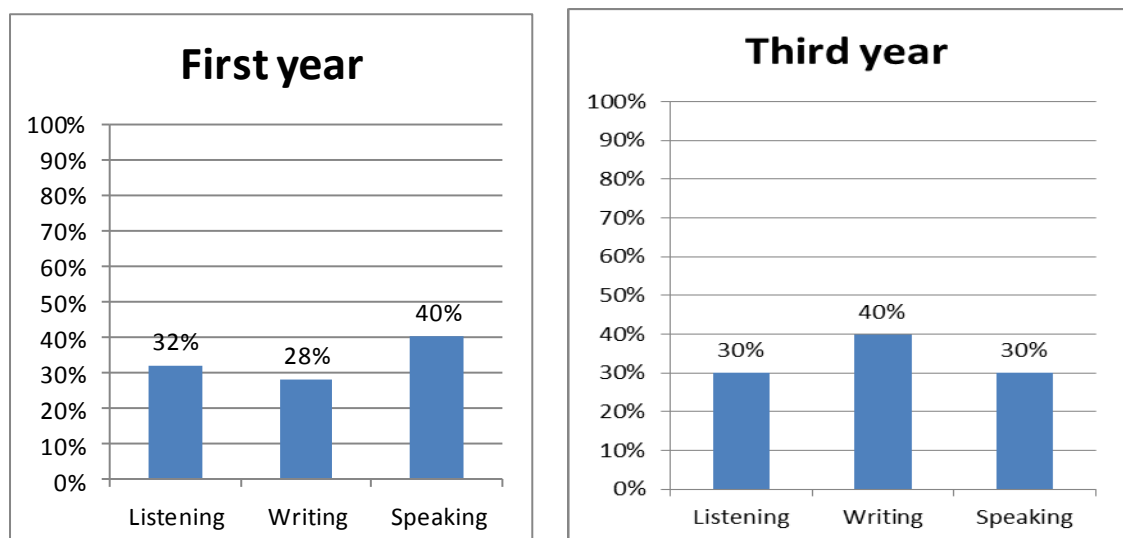
First year: The responses show that the majority of the students speak Arabic most of the time, (74%) each. However, some respondents (14%) said French. On the other hand, a small minority of respondents (12%) speak English most of the time.

Third year: the majority of students speak Arabic most of the time (90%) each.

On the flip side, a minority of respondents (4%) and (6%) speak French and English most of the time.

**Question 3:** Which skill do you consider the most difficult among the three intended below when speaking English?

**Figure 2 :** Skills Difficulties

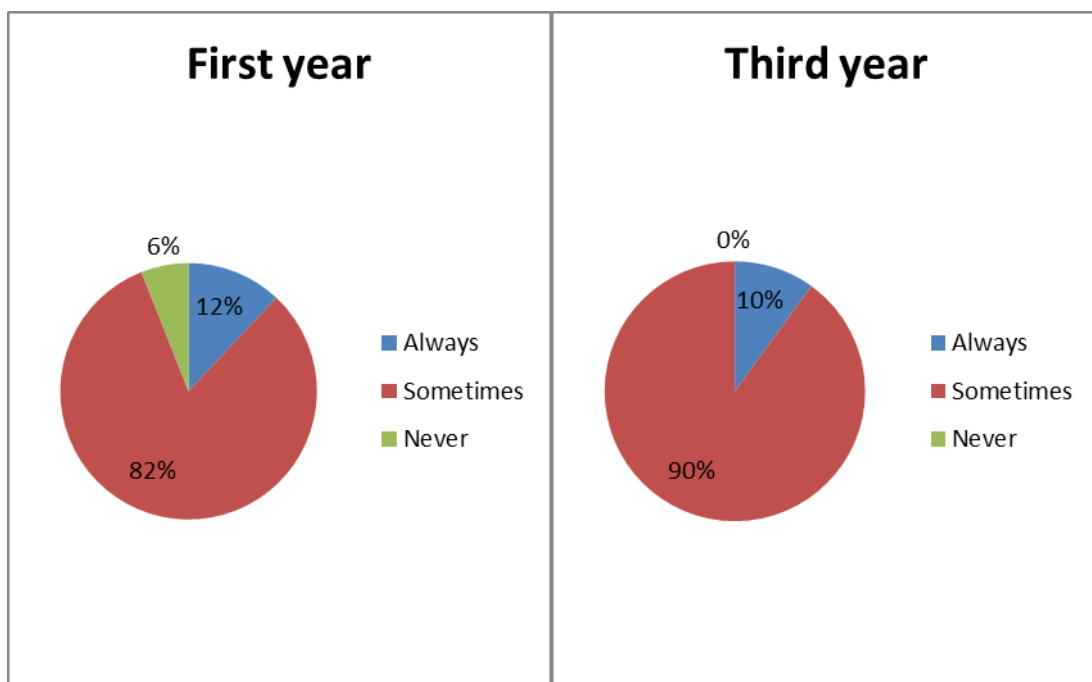


First year: The bar graph indicate that (32%) of students find listening most difficult when speaking English, while the largest number of (40%) find speaking most difficult when speaking English, and only (28%) find that writing is most difficult when speaking English.

Third year: The bar graph indicate that (40%) of students find writing most difficult when speaking English, while a number of (30%) Find speaking most difficult when speaking English, and (30%) find that writing is most difficult when speaking English.

**Question 4:** Do you make mistakes when speaking English?

**Figure 3 :** Speaking Mistakes

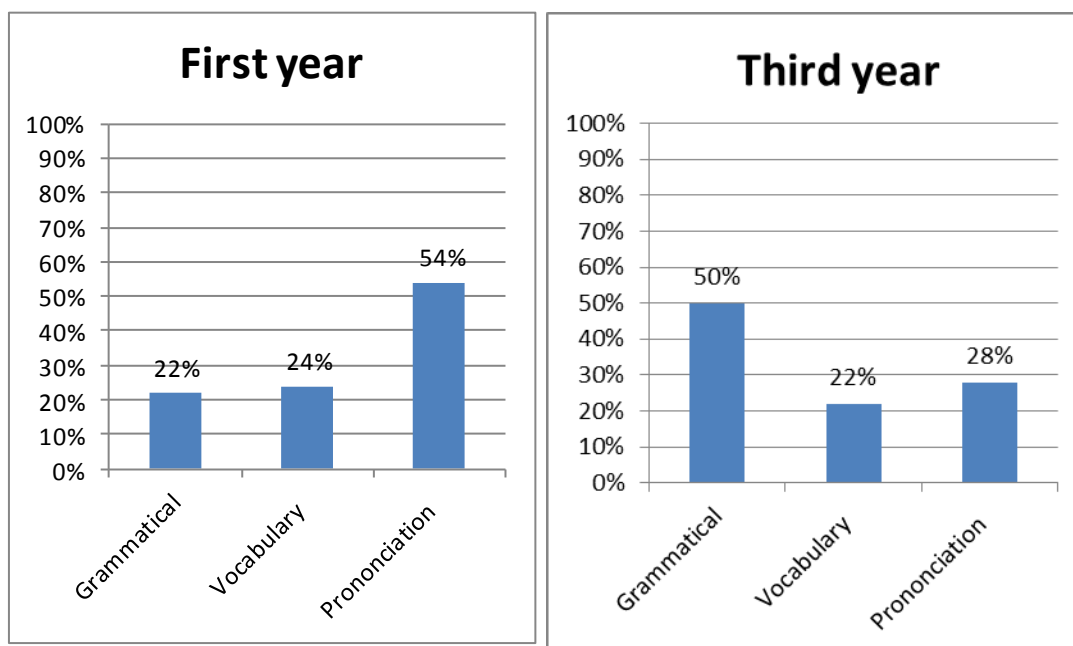


First year: The chart indicate that the majority of first year students (82%) make mistakes sometimes when speaking English, while (12%) always make mistakes, (06%) never make mistakes.

Third year: The chart indicates that the majority of third year students (90%) make mistakes sometimes when speaking English while, (10%) always make mistakes, (0%) never make mistakes.

**Question 5:** If yes, what kind of mistakes do you make?

**Figure 4 :** Kinds of Mistakes

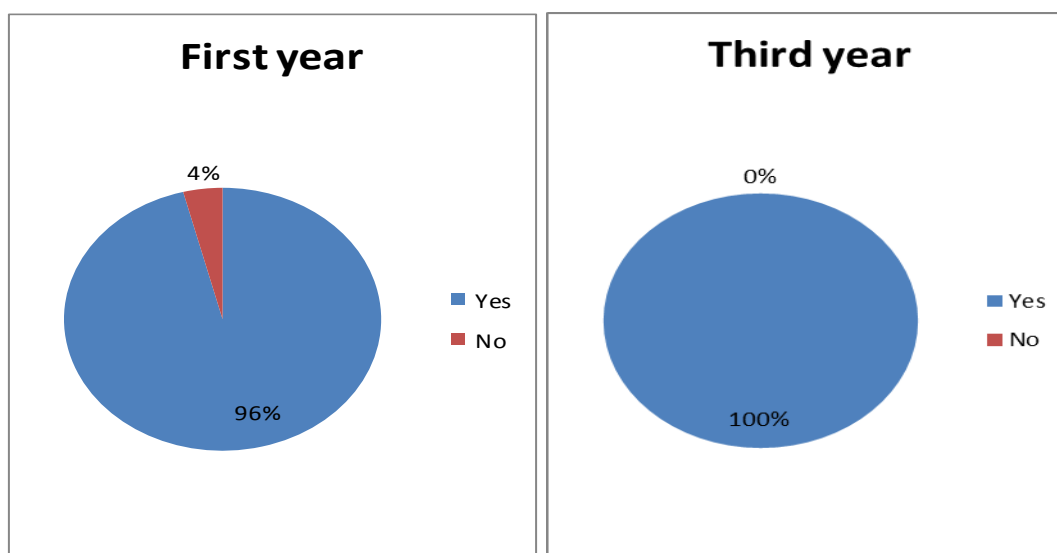


First year: The bar graph indicates that (54%) of the respondents make pronunciation mistakes during their speech, (28%) make vocabulary mistakes, and only (22%) make grammatical mistakes.

Third year: The bar graph show that (50%) of the respondents make grammatical mistakes during their speech. (28%) make pronunciation mistakes; only (22%) make vocabulary mistakes.

**Question 6:** Are you able to recognize the mistakes you make in class?

**Figure 5 :** Students' Awareness on their Mistakes

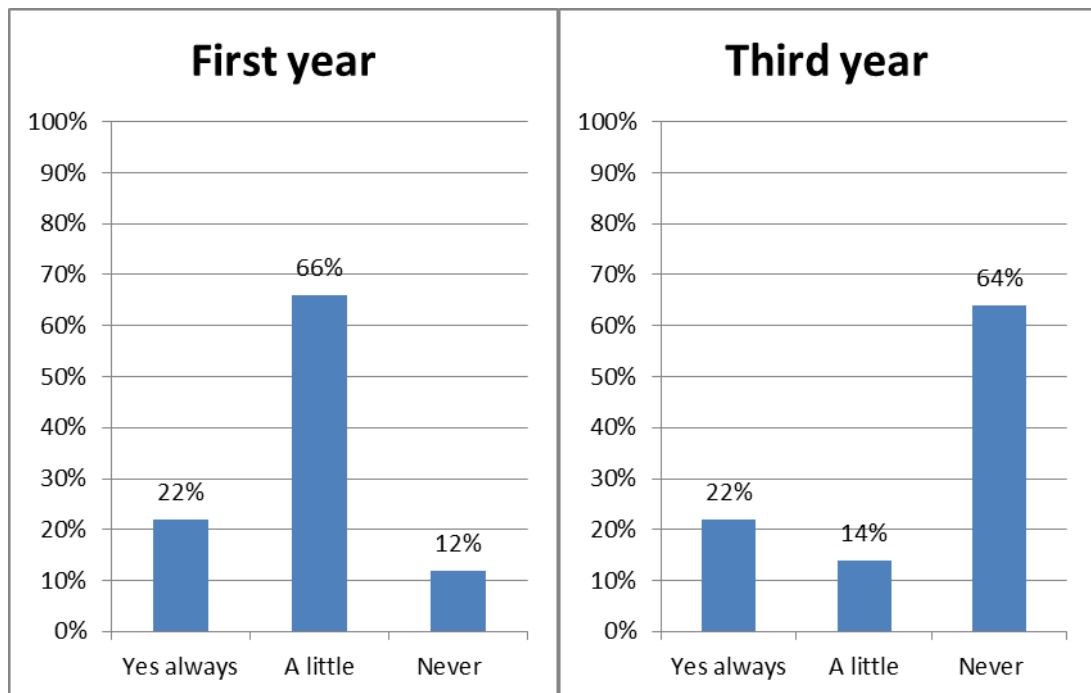


First year: (96%) of students said yes they are able to recognize the mistakes they make in class, while, (04%) said no they are not able to recognize their mistakes.

Third year: (100%) of students say yes they are able to recognize the mistakes they make in class.

**Question 7:** Do you feel comfortable when your teacher asks you to speak?

**Figure 6 :** Students' Attitudes when Asked to Speak

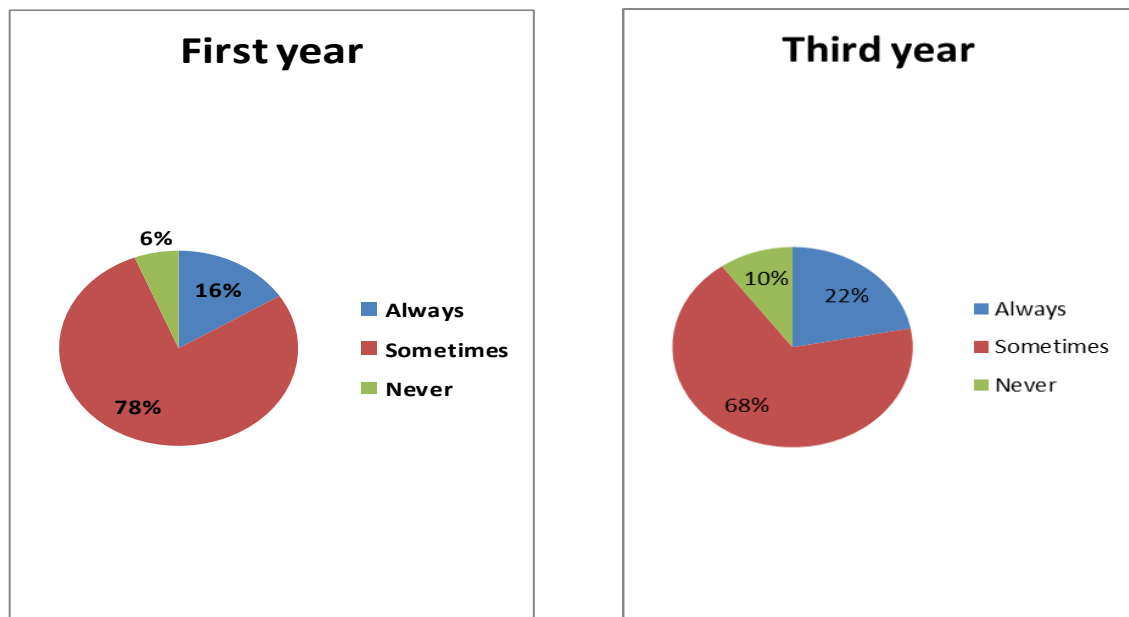


First year: (66%) report they feel little comfortable when their teacher asks them to speak, while (22%) said they always feel comfortable. (12%) never feel comfortable when their teacher asks them to speak.

Third year: (64%) never sense comfortable when their teacher ask them to speak, while (22%) said they always sense comfortable when their teacher ask them to speak. (14%) a little sense comfortable when their teacher ask them to speak.

**Question 8:** Does your teacher give you feedback on your mistakes?

**Figure 7 :** Teachers' Feedback on Students' Mistakes

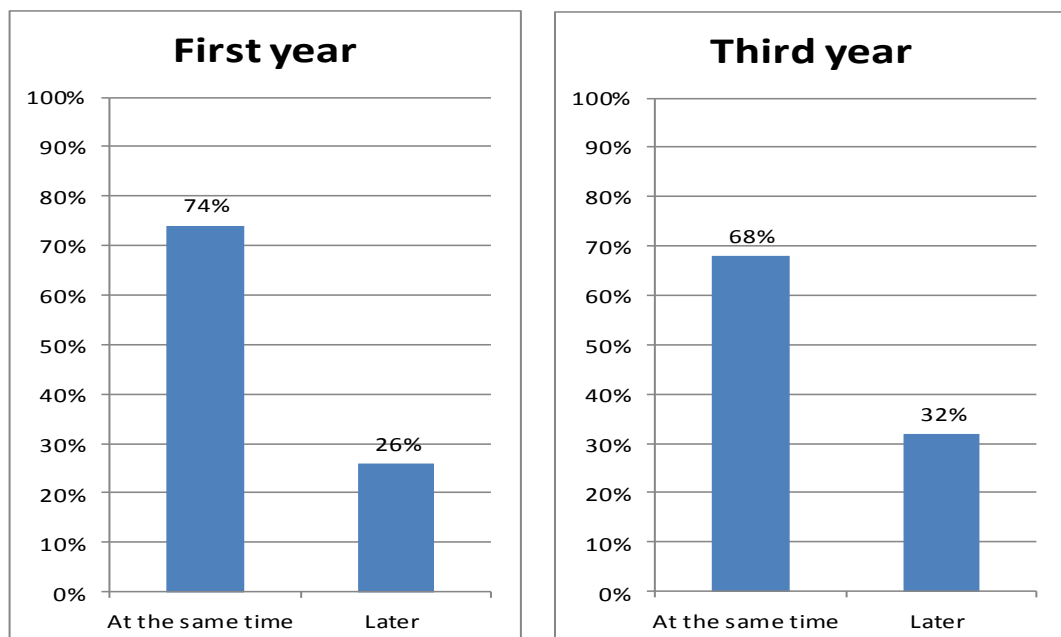


First year: A number of (78%) sometimes their teachers give them feedback on their mistakes. (16%) chose always (06%) select never.

Third year: (68%) a number of sometimes their teacher give them feedback on their mistakes. (22%) chose always. (10%) select never.

**Question 9:** Do you correct your mistakes at the same time or let them to a later time?

**Figure 8 :** Students' Addressing their Mistakes

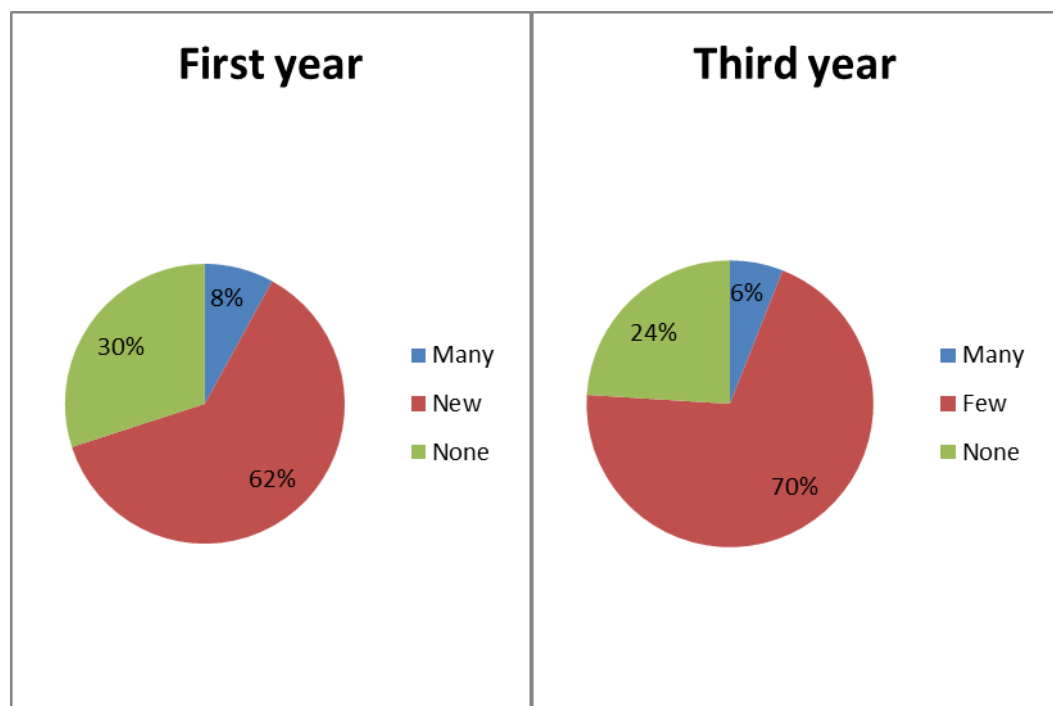


First year: Most (74%) of students fix their mistakes at the same time rather than leaving them for later. And a number of (26%) leave them for later.

Third year: (68%) most of students fix their mistakes at the same time rather than leaving them for later .And a number of ( 32%) leaving them for later.

**Question 10:** Are their mistakes that you repeatedly make, even after your teacher's correction?

**Figure 9 :** Mistakes Repetition after Teachers' Correction



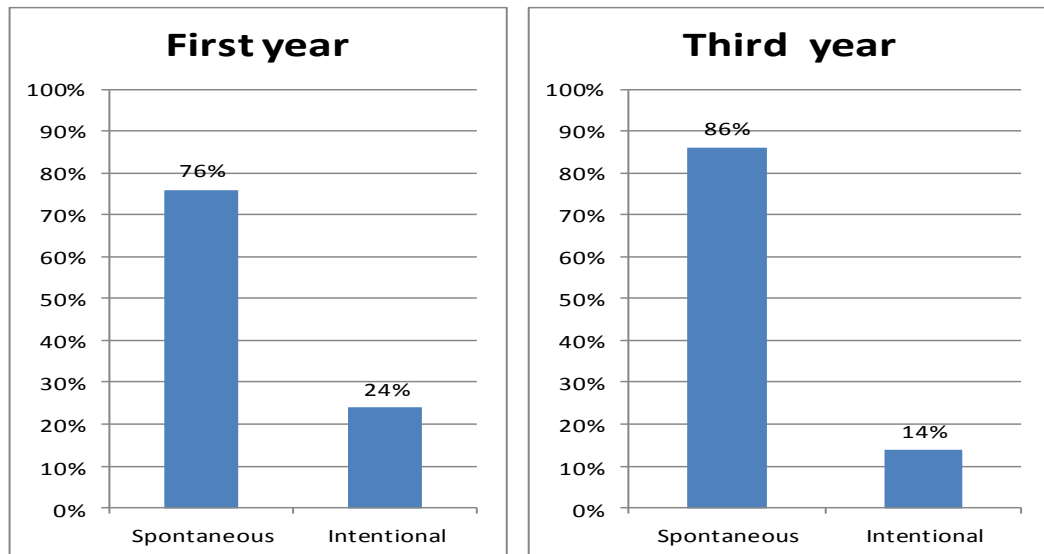
First year : (62%) of the students report that they make few repeatedly mistakes even after their teacher's correction, (30%) make mistakes, only (08%) make many repeatedly mistakes after their teacher's correction.

Third year: (70%) of the students report that they make few repeatedly mistakes even after their teacher's correction, (24%) make non mistakes, and only (7%) make repeatedly mistakes after their teacher's correction.



**Question 11:** The mistakes you repeat are:

**Figure 10 :** Repeating Mistakes: Spontaneous or Intentional

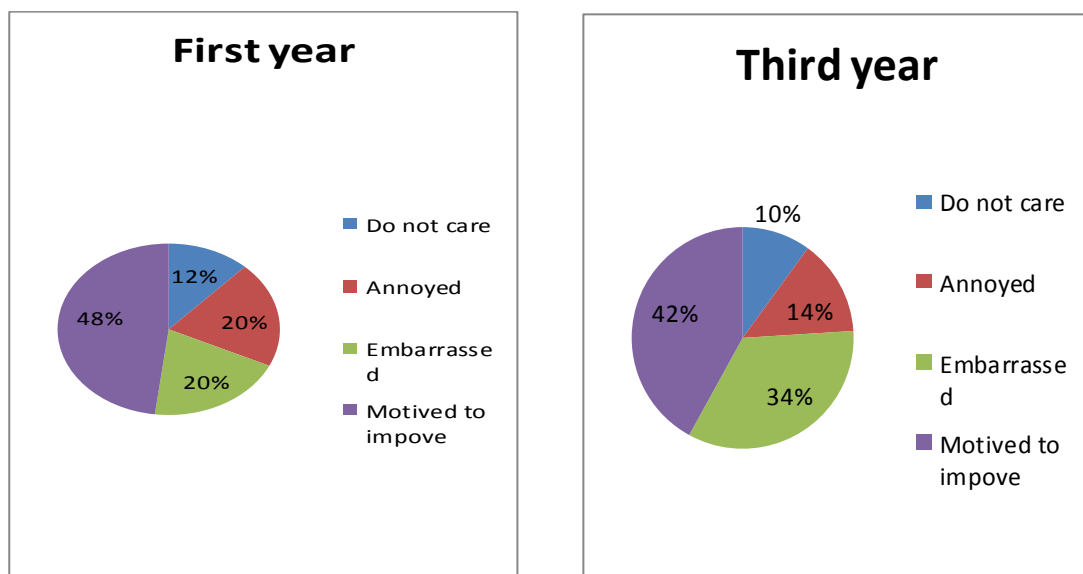


First year: The majority of the students (76%) make mistakes spontaneously, while only (24%) make them intentionally.

Third year: The most of the students (86%) make mistakes spontaneously, while only (14%) make them intentionally.

**Question 12:** How do you feel when you notice that you repeat mistakes in your speech?

**Figure 11:** The Emotional Impact of Repeated Speaking Mistakes on Students

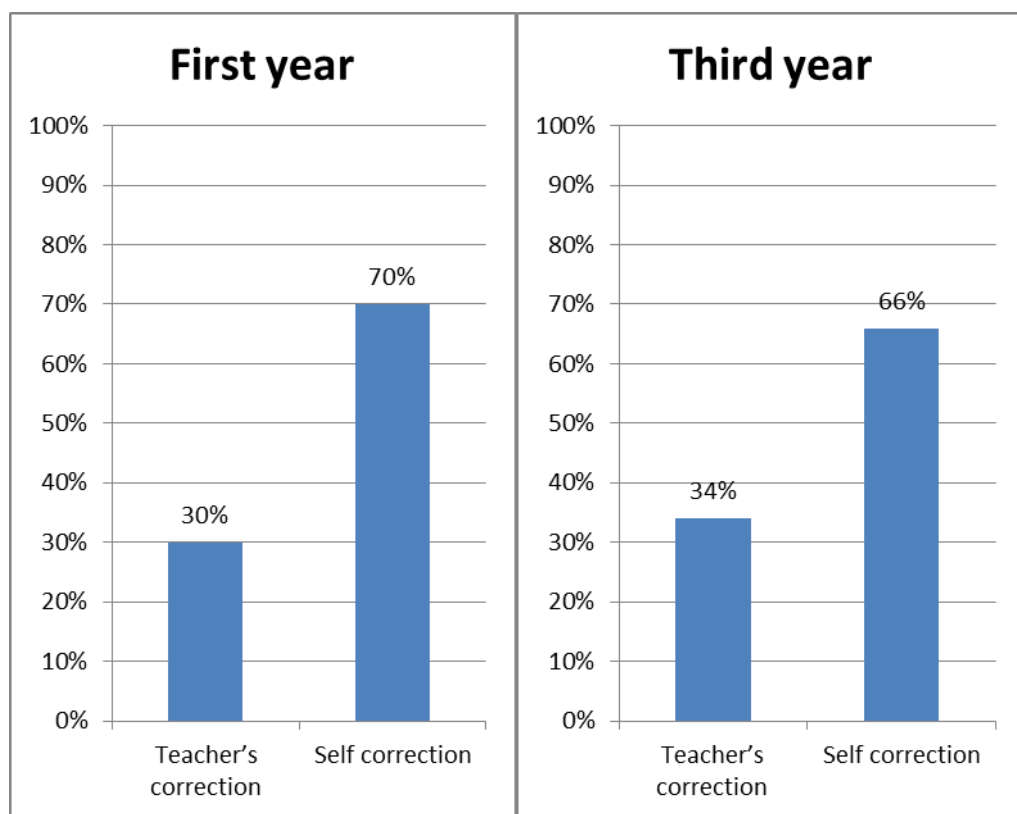


First year: (48%) of the respondents motivated to improve their mistakes (20%) feel embarrassed when repeated mistakes in their speech. (20%) feel annoyed, (12%) do not care.

Third year: (42 %) of the students motivated to improve their mistakes. (34%) sense embarrassed when they repeated mistakes in their speech, (14%) feel annoyed. (10%) do not care.

**Question 13:** Which one of these methods do you find more effective for correcting you mistakes and errors in the classroom?

**Figure 12 :** The Effective Methods to Correct the Mistakes in the Classroom



First year: The majority of the students (70%) believed that self correction is the most effective method for correcting their mistakes in the classroom; however (30%) favored teacher's correction.

Third year: Most students (66 %) believed that self correction is the most effective method for correcting their mistakes in the classroom. However, (34%) favored teacher's correction.

### 2.4.2 Analysis of Teachers' Interview

The interview involved 06 questions, it was administrated with English teachers at Ibn Khaldoun University

**Question 01:** Do you know the meaning of the term “Fossilization” in language learning?

The teacher's response to this question as follows: “No, we do not know the meaning of the term “Fossilization” in language learning”. This statement suggests that the English teachers are not familiar with the term fossilization.

**Question 02:** Have you seen or discovered any sign of fossilization among your students?

After introducing the term fossilization in second language learning, the majority of the teachers answer to this question as follows: “Yes, many times they have fossilized errors from their background at university and secondary school levels. It is apparent in their writing especially in speech.” The teachers admit that students make errors many times especially in their speech because of their background at university and secondary levels. Errors can happen due to several factors and reasons, such as influence from their first language, lack of language proficiency, lack of exposure to native language.

**Question 03:** Do you provide immediate feedback to students when they pronounce words incorrectly?

The majority of the teachers stated “Yes, of course we provide feedback to students when they mispronounce words”. Based on the teacher's answers providing immediate feedback to students when they mispronounce words is important for their language development because it helps them correct their mistakes and improve their pronunciation skills and enhance their overall language proficiency.

**Question 04:** If you correct your student's pronunciation, do they repeat the same mistakes again?

The majority of the teachers said “Yes, they repeat the same mistakes even after our correction”, and others said “No, they do not repeat the mistakes because they take our correction into account”.

According to teacher's opinion, we noticed that some students pay attention to their mistakes, and take the correction of their teachers into consideration and avoid repeating the same mistakes again, on the other hand, some students repeat the mistakes because they do not make efforts to improve their pronunciation, this repetition can occur when learners

internalize incorrect language features, which can lead to the repetition of mistakes even after receiving corrective feedback.

**Question 05:** What do you think are the reasons that lead students to fall into the problem of fossilization in language learning?

According to the teacher's opinions about the reasons that lead students to fall into the problem of fossilization, we remarked that lack of practice is the main factor that make students be fossilized. Additionally, language interference, absence of communication with others peers, lack of exposure to native language is also a reason, also learning incorrectly and not having a teacher to spot and correct their mistakes, some teachers mispronounce some words which influence the students, they do not make efforts to correct their errors, they do not check dictionaries.

**Question 06:** In your opinion, how can EFL students improve their pronunciation to avoid repeating the same mistakes?

The provided answers suggest several effective strategies to help students to improve their pronunciation and avoid repeating the same mistakes. We noticed that all of them agree that listening is the effective strategy. And some other said students should learn IPA so that they can correct their own pronunciation, try to communicate with native speakers or to watch their videos, also pay attention to teachers when they pronounce words, the use of online tools as Sound cloud and Voice Thread to improve their speech, they need to be exposed enough mostly outside of the classroom, use pod casts as a training tool.

### **2.4.3 The Analysis of the Observation**

The observation was conducted with first and third year students of English, the groups that have been observed are group 03 and 09 from first year and group 01 and 03 from third year.

**Presentation 01:**

The observation has been started on Wednesday, March 06<sup>th</sup>, it has been to attend with Mr. Regige Yassin and observe his students in Civilization courses, TD session from group (03), There were 20 students present where one girl started to present her presentation, there were 8 words which were fossilized. The words that have been mispronounced are:

**Table 3 :** Fossilized Pronunciation in the Presentation “Colonies”

<b>The word</b>	<b>International Phonetic Alphabets</b>	<b>The fossilized Pronunciation</b>
<b>Colonies</b>	/ˈkɒləniːz/	/ˈkɒləniːz/
<b>Carolina</b>	/kærəlˈɑːmə/	/kærəlˈɪmə/
<b>Debt</b>	/deɪt/	/deɪt/
<b>Labor</b>	/ˈleɪbər/	/ˈleɪbər/
<b>Institution</b>	/ɪnˈstɪtʃuːʃən/	/ɪnˈstɪtʃuːʃən/
<b>Establishment</b>	/ɪˈstæblɪʃmənt/	/ɪˈstæblɪʃmənt/
<b>Education</b>	/ˌedʒʊˈkeɪʃən/	/ˌedʒɪˈkeɪʃən/
<b>Family</b>	/ˈfæmɪli/	/ˈfʌmɪli/

**Presentation 02:**

The second presentation has been presented by two girls from group 09 where 28 students were present, there were 10 fossilized words such as:

**Table 4 :** Fossilized Pronunciation in the Presentation “An Introduction of Slavery in America

<b>The word</b>	<b>International Phonetic Alphabets</b>	<b>The fossilized Pronunciation</b>
<b>Slavery</b>	/ˈsleɪvəri/	/ˈslɪvəri/
<b>Africa</b>	/ˈæfrɪkə/	/ˈʌfrɪkə/
<b>Industry</b>	/ˈɪndəstri/	/ˈɪnduːstri/
<b>Carolina</b>	/kəˈrɒlˈaɪnə/	/kəˈrɒlˈɪnə/
<b>Children</b>	/ˈtʃɪldrən/	/ˈʃɪldrən/
<b>Coffee</b>	/ˈkɒfi/	/ˈkɒfi/
<b>Seventeenth</b>	/ˌsevənˈtiːnθ/	/ˌsevənˈtiːns/
<b>Lose</b>	/luːz/	/luːs/
<b>Master</b>	/ˈmæstər /	/ˈmʌstər /
<b>Americans</b>	/əˈmɛrɪkənz/	/ ʌmɛrɪkənz/

**Presentation 03:**

On Thursday, March 07<sup>th</sup>, it has been to attend with Ms. Lamar Fatima to observe her students in oral session from third year group 01, where were 30 students present their presentation's topic was "How do you see yourself after 05 years ". One girl started to present there were 06 words which mispronounced:

**Table 5 :** Fossilized Pronunciation in the Presentation "How Do You See Yourself After 5 Years"

<b>The word</b>	<b>International Phonetic Alphabets</b>	<b>The fossilized pronunciation</b>
<b>Children</b>	/ˈtʃɪldrən/	/ˈʃɪldrən/
<b>Achieve</b>	/əˈtʃi:v/	/əˈʃi:v/
<b>Rich</b>	/rɪtʃ/	/rɪʃ/
<b>Travel</b>	/ˈtrævəl/	/ˈtrʌvəl/
<b>Car</b>	/kɑ:r/	/kɑr/
<b>Money</b>	/ˈmʌni/	/ˈmʊni/
<b>Italy</b>	/ˈɪtəli/	/ˈɪtali/
<b>Care</b>	/keə/	/ker/

The second presentation has been presented by a boy, where the mispronounced 05 words:

**Table 6 :** Fossilized pronunciation of Participant

<b>The word</b>	<b>International Phonetic Alphabets</b>	<b>The fossilized Pronunciation</b>
<b>Dream</b>	/dri:m/	/drim/
<b>World</b>	/wɜ:ld/	/wɜ:rld/
<b>Body</b>	/'bɒdi/	/'bʊdi/
<b>Responsibility</b>	/rɪ,spɒnsɪ'biləti/	/rɪ,spɒnsɪ'biləti/
<b>Goal</b>	/gəʊl /	/gɑʊl /

The third presentation was presented by a girl, there were 07 words which has been mispronounced:

**Table 7 :** Fossilized pronunciation of Participant

<b>The word</b>	<b>International Phonetic Alphabets</b>	<b>The fossilized Pronunciation</b>
<b>Happy</b>	/'hæpi/	/'hʌpi/
<b>Korea</b>	/kə'ri:ə/	/kə'ri:ə/
<b>Gentleman</b>	/'dʒɛntəlmən/	/'dʒɛntəlmən/
<b>Married</b>	/'mæriɪd/	/'mɑ:riɪd/
<b>Life</b>	/laɪf /	/laɪv /
<b>Mom</b>	/mɒm /	/mɒm /
<b>Love</b>	/lʌv/	/lʊv/



The other presentation was presented by a girl, and some fossilized words have been produced such as:

**Table 8 :** Fossilized pronunciation of Participant

<b>The word</b>	<b>International Phonetic Alphabets</b>	<b>The fossilized Pronunciation</b>
<b>School</b>	/sku:l/	/skul/
<b>May</b>	/meɪ/	/maɪ/
<b>Weak</b>	/wi:k/	/wik/
<b>Can't</b>	/k a:nt/	/kant/
<b>So</b>	/səʊ/	/sɪʊ/
<b>No</b>	/nəʊ/	/nɪʊ/

The last presentation was presented by a boy; there were 09 words which were fossilized:

**Table 9 :** Fossilized pronunciation of Participant

<b>The word</b>	<b>International Phonetic Alphabets</b>	<b>The fossilized pronunciation</b>
<b>Sometimes</b>	/ˈsʌmtaɪmz/	/ˈsɪmtaɪmz/
<b>Know</b>	/nəʊ/	/nɔɪ/
<b>Children</b>	/ˈtʃɪldrən/	/ˈʃɪldrən/
<b>Money</b>	/ˈmʌni/	/ˈmɒni/
<b>This</b>	/ðɪs/	/ðɪz/
<b>Family</b>	/ˈfæmɪli/	/ˈfʌmɪli/
<b>Often</b>	/ˈɔːfən/	/ˈoʊfən/
<b>Go</b>	/gəʊ/	/gɪʊ/
<b>At least</b>	/æt liːst/	/ʌt list/

## **Conclusion**

To conclude, this chapter present in details the discussion of the findings obtained from the interviews conducted with teachers, the questionnaire to first and third year students, as well as the observation with students. Through these methods the research aimed to investigate the phenomenon of fossilization among EFL students and its impact on their second language learning process. The findings of this study hold significant implications for this field of language learning and provide valuable insights into the factors that may facilitate second language learning. Hence, the results show that first and third year students at University of Tiaret commit a lot of fossilized errors. Thus the results reveal that the most obvious frequent errors are in pronunciation. The researcher provides a description of the instruments and the data analysis.

# **CHAPTER THREE**

## **Interpretation of the Results and Recommendations**

### **3.1 Introduction**

This chapter presents an interpretation of the results gained from a questionnaire and observation to first and third year students, and an interview conducted with their teachers, the current research aims to gain insights, experiences and perspectives of the participants and to provide some effective strategies and recommendation that can relieve fossilization in second language learning.

### **3.2 Interpretation of the results**

After the results were analyzed, the findings obtained from students' questionnaire, teachers' interview and observation were interpreted.

#### **3.2.1 Interpretation of Teachers' Interview**

Based on the information provided in the analysis, the majority of the teachers are not familiar with the meaning of the term fossilization in language learning, according to them "No, we do not know the meaning of the term fossilization in language learning". This statement suggested that the term fossilization is not commonly taught in teacher training programmes or discussed in professional development.

After introducing the term fossilization in language learning the majority of the teachers observed that many students tend to keep making errors during their speech according to one of the respondents, " I have seen that many of my students have fossilized errors from their background in secondary school level, it is apparent in their writing, and especially in their speech". The teachers claim that their students struggle with their errors due to various factors such as limited practice opportunities, and lack of confidence.

The teachers stated "Yes, of course we provide feedback to students when they mispronounced words. "According to them, providing immediate feedback to their students when they mispronounced words is necessary because it allows them to make corrections and learn the correct pronunciation sooner, and to prevent the reinforcement of incorrect pronunciation habits.

The teachers noticed that some of the students tend to repeat the same errors even after our correction". This statement suggested that students forgot to apply the correction, lack of awareness, they are not aware of the importance of correcting those errors, or simply could not understand the correction. On the other hand, some teachers said "No, they do not repeat

the mistakes because they take our correction into account". Which means that students are learning from experience and growing as a learner; they are all about being super attentive and motivated to improve.

Teachers identified several reasons that lead students to fall into the problem of fossilization in language learning these included a lack of practice; students do not make autonomous efforts, or are not aware of their errors due to forgetfulness or lack of knowledge, or lack of exposure to native language.

Teachers suggested several effective strategies to help students improve their pronunciation and avoid repeating the same mistakes such as encourage them to practice speaking and giving each other feedback can be really helpful, they can take turns speaking and correcting each other's pronunciation, provides the learners with extra sessions, which includes reading texts, listening to podcasts, and using some strategies such as giving the learners opportunities to correct the mispronunciation by themselves.

### **3.2.2 Interpretation of Students' Questionnaire**

According to the analysis of students' questionnaire, it appears that the majority of first year students show that they use Arabic most of time while speaking. However, some respondents use French, on the other hand, a small minority of respondents using English most of time while speaking, it indicates that students use Arabic instead of English and French because Arabic is their native language, it is common that when they speaking in their mother tongue they feel comfortable and confident. Additionally the influence of cultural background or the relevance of Arabic in their daily lives. Based on the previous results covered from third year students, it seems that the majority of them speak Arabic most of the time, however the other proportion of students speak French and English.

Concerning the English speaking difficulties faced first year students shows that thirty two percent have difficulties in listening, it indicates the lack of exposure to spoken English, limited vocabulary or grammar knowledge, even unfamiliarity with accents or pronunciation. For the speaking skill, the majority of forty percent struggle with it, because lake of confidence in speaking, fear of making mistakes, limited opportunities for practice. Only twenty eight percent find writing more difficult when speaking English. It suggests that students do not consider writing as their main challenge in speaking English. In addition, the English speaking difficulties faced by third year students shows that students have equal difficulties in listening and speaking, thirty percent each, that indicates that students who

challenge with listening may also have difficulty with speaking. Forty percent of students find writing the most difficult skill in speaking English, because they struggle with expressing themselves effectively in written form, this is may be due to lack of vocabulary or grammar.

The majority of first year students show that they make mistakes when speaking English; this can indicate that making mistakes is a natural part of language learning process, especially in the early stages. It shows that these students are actively engaging in English despite the errors, this is to improve their skills. While a minority of students said that they never make mistakes, this could indicate that these students have higher level of proficiency or confidence in their language skills. Moreover, the results of third year students show that a majority of them make mistakes when speaking English. While a small proportion of them always make mistakes, and there are some who never make mistakes. This could indicate that language learning progress varies among students.

About fifty four percent of first year students make pronunciation mistakes during their speech, may be due to the influence of their native language, lack of contact with native speakers of the target language. Twenty eight percent make vocabulary mistakes, this suggests that expanding and learning a new vocabulary can be a challenge in language learning, learners struggle with memorizing and employing the appropriate terms in their target language. A small percentage with twenty two percent of learners make grammatical mistakes during their speech, this indicate that grammar rules can vary between languages. Students are not able to understand the grammatical structures and do not employ them in the appropriate way in their language learning. Based on the responses, it can be concluded that fifty percent of third year students make grammatical mistakes during their speech. This indicates the complexity of grammar rules, which can be challenging to grasp fully. However, twenty eight percent of respondents selected pronunciation as the most type of mistakes, which may indicate that many students struggle with pronouncing English words correctly and they may not even be aware that they are making mistakes or may not know how to fix them, the rest of the respondents identified vocabulary as the most type of mistakes, which indicates that students struggle with finding the right words to express themselves in their target language.

The majority of first year students that totalled ninety six percent state that they can recognize the mistakes that are made in class, it indicate that students have self-awareness in their language learning process, which shows that they are actively engaged and they are paying attention and focused on their activities in the classroom, while only four percent of

the students stated that they are unable to recognize their mistakes, due to lack of self-awareness and difficulty in self-evaluation. In the case of third year students about one hundred percent which means, all students declare that they are able to recognize their mistakes in classroom, it indicates that all of these students have developed a high level of self-awareness and can identify and correct their mistakes, this is a positive sign as it shows that these students have made significant progress in their language learning process, they have become proficient in self-evaluation and they are taking responsibility for their own improvement.

The majority of first year students about sixty six percent reported that they feel a little comfortable when their teacher asks them to speak, this indicates that these students have some level of comfort or confidence in speaking, this could be due to the supportive environment created by their teacher, practice or confidence in their knowledge. About twenty two percent of students always feel comfortable, this suggests that students have a high level of confidence in their speaking abilities, they have had positive experiences speaking in front of others, or they have opportunities for practice and feedback. For the twelve percent of the respondents, they are never feeling comfortable when their teacher asks them to speak; this might be due to lack of confidence. Moreover, the results of third year respondents are slightly different, it shows that the majority of sixty four percent reported that they never feel comfortable when their teacher asks them to speak, it means that there may be some challenges that are hindering their confidence, it could be due to lack of confidence about speaking in the classroom, lack of self-assurance in their language abilities or fear of making mistakes, or lack of supportive and encouraging classroom environment. The other twenty two are always feel comfortable, and only fourteen percent are feel little comfortable when their teacher asks them to speak, this is due to their high level of confidence in their speaking abilities.

The results showed seventy eight percent of first year students claiming that sometimes their teachers give them feedback on their mistakes, it indicates that teachers care about their students by recognizing and addressing their mistakes and supporting them to improve their language skills, even when they repeat the same mistakes, sixteen percent of the responders reported that the teachers always give them feedback on their mistakes and help them improve and grow in their language skills. By improving feedback, a teacher can identify areas where students may be struggling and offer guidance on how to correct those mistakes, while only



six percent claimed that their teachers never give them feedback, they might want avoid discouragement, constantly pointing out mistakes can be demotivating for students, teachers may focus on the improvement and the progress rather than dwelling on errors, giving feedback in a more constructive and positive manner. For the majority of third year students claiming that sometimes their teachers give them feedback on their mistakes, it indicate that feedback helps students understand where they went wrong, enabling them to learn from their mistakes and avoid repeating them. Ttwenty two percent of the students claimed that the teacher always give them feedback on their mistakes, they might want support their students' progress and provide guidance for their language learning process, while only ten percent reported that their teachers never give them feedback, they could be due to encouraging self-reflection, teachers may encourage students to identify and correct their own mistakes as a way to develop self-awareness and problem solving skills.

About seventy four percent prefer to correct their mistakes immediately, it indicate that they want to improve their language skills in real time, it helps them to avoid repeating errors, while, only twenty six percent of students claimed leaving their mistakes to later time, this could be due to lack of motivation or they may feel more comfortable reflecting on their errors and making correction when they have more time to think. As shown on the previous results, a majority of sixty eight percent of third year students fix their mistakes immediately, it shows that they are aware of their errors and are taking immediate action to correct them to improve their language skills, while a small percentage of thirty two percent of students claimed that they prefer leaving their mistakes for a later, this may indicate that students, need for further support and guidance to correct their mistakes.

The majority of first year students, about sixty two percent, show that they make few repeatedly mistakes even after their teachers' correction. On the other hand thirty percent of students claim to make no mistakes, meaning that they are able to learn from their mistakes and improve over time. Only eight percent of students admit making many repeated mistakes even after correction, may be students need repeated exposure and practice to internalize the correction, or this is due to lack of confidence that can contribute to making mistakes. The results have proven that the majority of third year students consisting of seventy percent show that they make few repeated mistakes even after their teachers' correction. Twenty four percent make no mistakes after the correction, meaning that teachers provide specific feedback which helps students identity their mistakes and understand how to correct them.

Only six percent of students claimed that they still make many mistakes after the feedback, that could be due to lack of self-awareness or not recognizing their own mistakes, or lack of carelessness.

The large number of seventy six percent of first year students declare that they make mistakes spontaneously, it might be due to lack of practice, the influence of anxiety some students are afraid of making mistakes causing them to make more spontaneous mistakes, lack of understanding, sometimes students could not fully grasp a topic which lead them to fall in mistakes. The other twenty four percent stated to make those mistakes intentionally, it could be a strategy to test their language skills or to seek clarification from their teachers. After analyzing the results concluded that, eighty six percent from third year students make mistakes spontaneously, it is for several reasons, this could be due to lack of feedback and correction, students keep making the same mistakes without recognizing that they are wrong. Only fourteen percent reported to make those mistakes intentionally, it could be due to learning from their errors, some students think that learning from errors is a part of learning process, by making intentional mistakes they aim to understand the topic better by correcting and identifying them.

The majority of first year students consisting of forty eight percent show that they are motivated to improve their repeated mistakes during their speech, that indicates their self-awareness and self-improvement, they recognize their errors and understand the importance of correcting them, for the other twenty percent of the respondents, they feel annoyed by their repeated mistakes might cause them low self-esteem or lack of self-confidence, they may worry about how other perceive their errors, while twenty percent reported feeling embarrassed, it indicates that students may feel self-conscious or worried about how they are perceived by others. Making mistakes can sometimes makes students feel like they are not progressing or not good enough. While only twelve percent of the responders do not care when they make repeated mistakes, this might be due to lack of attention to detail or they prioritize effective communication over perfection. The majority of third year students consisting of forty two percent show that they are motivated to improve their repeated mistakes during their speech, it indicates a positive mindset and strong desire for growth, this could be due to supportive teachers who provide constructive feedback and encourage them to improve their skills. For the other thirty four percent of the responders, they feel embarrassed due to fear of judgment. Fourteen percent reported feeling annoyed, that indicates that

students may feel annoyed by their repeated mistakes which can hinder their confidence and motivation. While only ten percent of students do not care about their mistakes, this could be due to lack of motivation or simply lack of interest.

The majority of first year students of seventy percent believed that self-correction is the most effective method for correcting their mistakes in the classroom, this could be because self-correction allows them to take ownership of their learning, by identifying their mistakes on their own they can develop a deeper understanding of the language and improve their skills and help them learn from their errors and avoid repeating them in the future, while, the rest of thirty percent favored teacher's correction, this could be because the correction of the teachers can serve as a confirmation that students have correctly identified and addressed their mistakes, and this can give them a confidence boost and reassure them that they are making progress, also teachers can offer explanations and clarification that students may not be able to find on their own. The results have proven that sixty percent of third year students believed that self-correction is the most effective method for correcting their mistakes in the classroom because when students correct their own mistakes, they gain confidence in their abilities and lead them to increase motivation and strong desire to learn. Additionally, self-correction encourages students to take ownership of responsibility and independence, as they are not solely reliant on their teachers for feedback and guidance. On the other hand, thirty four percent favored teacher's correction, teachers have extensive knowledge and experience in the subject matter, so their corrections carry a lot of credibility. Additionally teachers can provide immediate feedback and guidance which some students find helpful for understanding their mistakes better.

### 3.2.3 Interpretation of Classroom Observation

Based on the information provided, it's evident that first and third year students struggle with several common pronunciation mistakes, they frequently make mistakes related to words forms, this includes errors in choosing how to pronounce words correctly, for example, students often struggle with the silent letter because there are some silent letters which has not been noticed by students and they pronounced it as: the word (debt) students pronounced it /debt/ instead of /det/. Another common mistakes is the incorrectly pronounced voice and voiceless consonants pairs, like /s/, /z/ or /f/, /v/ for instance, the word (life) they pronounced it /laɪv/ instead of /laɪf/ this can lead to pronunciation errors and misunderstanding. In addition they may struggle with confusing vowel sounds, like mixing up short /ɪ/ and long /i:/ sounds like /wɪk/ instead of /wi:k/. this can result in difficulties in understanding and being understood by others, also it could hinder effective communication. Additionally, students find difficulty to distinguish between the use of the sound /ʃ/ instead of /tʃ/ like saying /'ʃɪldrən/ instead of /'tʃɪldrən/, this can cause confusion and misinterpretation, so it's important to pay attention to the specific sounds and pronunciation of words to ensure effective communication. First and third year students face a challenges in pronouncing the sounds, they may confuse different sounds or use them incorrectly for instance using /ʌ/ instead of /æ/ like saying /'hʌpi/ instead of /'hæpi/ these mistakes can negatively impact the overall clarity and the professionalism of their speaking. Another common mistake that students face a problem in being able to convey the correct meaning they wanted to transmute for example the word (may) they pronounced /maɪ/ instead of /meɪ/. This can lead to misunderstanding, as the intended message may not align with what is actually communicated. Additionally, limited vocabulary or grammar knowledge can hinder students from expressing themselves clearly and precisely, resulting in confusion for the listener. By addressing these common pronunciation mistakes through targeted instruction and practice, first and third year students can enhance their language proficiency and improve the quality of their speaking skills.

### **3.3 Recommendations**

In order to improve students speaking skills we attempt to suggest the following recommendations that are useful for both students and teachers.

#### **3.3.1 Recommendations for Teachers**

Teachers play a vital role in the classroom, as they provide available information and guidance to learners, therefore, teachers should help learners to develop their pronunciation skills and improving speaking proficiency. In this regard there are several key elements that the teacher should take into consideration.

It is recommended for teachers to provide constructive feedback on pronunciation errors and help students identify and correct them, by individualizing feedback and give them the chance of self-correction of their mistakes so the students would be able to gasp these mistakes and create opportunities for one on one discussion to address questions and concerns.

According, to the findings the majority of students have many difficulties in distinguishing between sounds therefore it is recommended for teachers to focus on teaching students the correct pronunciation of sounds, intonation, and stress patterns in the target language, this will help students produce natural sounding and accurate speech.

It is crucial for teachers to provide students with clear and adequate instructions based on speaking materials such as: podcasts, videos and songs to help them improve their listening skills and develop their pronunciation through imitation, in order to create a supportive learning environment that promotes effective speaking skills development.

According to the results, we noticed also that students want more practice rather than just memorizing, teachers are received to offer a round of activities like oral presentations, dialogues and role plays, and these can help students to enhance their overall speaking proficiency.

The teacher should provide a clear explanation and examples to help students use a correct and good pronunciation effectively, it is important for teachers to create a supportive educational environment were they are able to freely express their thoughts without having to feel restricted or ashamed of what their colleges or teachers may think, which means that teachers can foster a classroom where the students will feel comfortable and develop a great awareness of their mistakes.

Teachers should schedule sessions where they go over past lessons and activities to check if students have really mastered the pronounced words, it is important to make sure that students are not repeating the same mistakes. Additionally, teachers should make students feel comfortable when making mistakes even after the correction and making students understand that making mistakes is not mean that they are not capable this can help them to stay motivated and producted in the classroom.

Finally, teachers should encourage students to take their time and produce correct language rather than hastering to produce a lot of words and sentences quickly.

### **3.3.2 Recmmendations for Students**

Students should not solely depend only on their teachers for their education, although teachers play a crucial role in guiding and fostering learning, students should also be proactive and take responsibility for their own education. They can engage in self-study to enhance their skills and knowledge, exploring supplementary materials.

According to the findings, students should understand and be aware of the importance of pronunciation in effective communication and language usage, recognize that mastering pronunciation will enhance their overall language skills and the future prospects.

Students should identify the sounds or phonemes that are particularly challenging for them and dedicate extra practice. Practice regularly to reinforce their pronunciation, improve their skills and reduce pronunciation errors.

Students should pay attention to intonation patterns and word stress that can greatly impact the overall meaning and clarity of the spoken language.

According to the findings, both teachers and students see that listening is an effective way to improve speaking skills. Hence, students should listen to native speakers and try to imitate their pronunciation and pay attention to how they produce sounds and try to repeat them, which can help students internalize correct pronunciation patterns.

It is crucial for students to take advantage of online resources, and pronunciation guides that provide audio exercise and samples. Dictionaries in particularly, are the most reliable and recommended tools for self-correction and language improvement , students should carry with them such types of resources so they can be able to reflect upon their mistakes, the students will then feel unrestricted and free to seek every assistance possible.

It is necessary for students to understand that the correction of repeated mistakes is a part of achieving learning and making mistakes is not a failure, but rather significant chance

for progress, they should make mistakes without fear of being judged or embarrassed. Students should have the courage to self-correction by recording their speaking and their own performance.

Students should have self confidence in their pronunciation because it helps them to be understood by others and have effective communication; when they believe in their pronunciation abilities, they will feel more comfortable and confident speaking even expressing themselves and it encourage them to keep participating and improving.

In general, effective pronunciation instruction requires a combination of explicite teaching, interactive activities, targeted practice and individualized support. By adopting these recommendations, teachers will play a crucial role in guiding students and helping them overcome common pronunciation mistakes. As well, students can actively engage in their learning, seeking additional resources and practicing regularly to improve their pronunciation accuracy and develop stronger language skills.

### **3.4 Limitations of the study**

The present research is about second language learning and errors fossilization by first and third year students at Ibn Khaldoun university. However, there are some limitations which are necessary to be mentioned.

Limited time frame for data collection, the data of this study were collected during a limited period of time which may limit the strength of our findings, therefore the research should be conducted in a longer period of time in order to demonstrate the fossilized pronunciation errors made by first and third year students and identify the reasons behind. Additionally, the sample size of the participants was limited, that is why the findings cannot be generalized to all first and third year students. In addition for more generalization and validity of the findings, diverse universities should take part in the research, since our study is conducted at Tiaret university so the results cannot be generalized to other universities. Another area of concern that may impact the robustness of our findings is the lack of response from teachers during the interview process despite our efforts to reach out through various means, including face to face and online communication; this limited engagement from teachers may have implications for the comprehensiveness and validity of the study findings.

## **Conclusion**

In conclusion, this chapter has interpreted the analysis of the findings by examining the outcomes of various data collection methods obtained from administering a detailed questionnaire to first and third year students and observations, coupled with interview conducted with their teachers through this interpretation the responses collected from the participants have been examined allowing to develop a deeper comprehension of the findings, this exploration helps to examine the degree of fossilization in second language learning considering the factors involved, and the research aims to provide suitable recommendations that are designed to provide practical guidance for both teachers and students by offering effective strategies, relieved the challenges of fossilization in second language learning. Finally, discussing the limitations serves as a foundation for further exploration and investigation into additional factors that may influence the mispronunciation by EFL students.



# **General Conclusion**

## General Conclusion

One of the main obstacles that hinder the process of learning English as a foreign language is fossilization. Fossilization is a phonological phenomenon that any EFL students may encounter. However, most EFL students face difficulties in pronunciation. Thus, this study focuses on investigating this phenomenon in second language learning and its impacts on students path towards the learning of acquiring accuracy and fluency in the target language.

We employed different methods to gather a credible and valid data. These methods included conducting interview with teachers to evaluate their experiences, as well as distributing a questionnaire to first and third year students and observe them in the classroom to gain insights into their challenges in second language learning.

The aim of this is study is to explore the common pronunciation errors that are made by EFL students and identify the underlying causes for these errors and develop ways that can reduce fossilization in second language learning. The findings revealed that the main pronunciation errors encountered by students are: silent letter, misuse of sounds, and mixing up short and long vowels. The underlying reasons for the occurrence of pronunciation mistakes among first and third year students, the results detected that students make mispronunciation due to several factors such as: lack of awareness, limited practice opportunities, lack of confidence, lack of exposure to native speakers, fear of making mistakes and carelessness. Finally, it was also determined that several solutions and recommendations were suggested to both teachers and students that can contribute in the reduction of fossilization in second language learning which are: creating a supportive environment in which students feel comfortable without fear of being judged or embarrassed, teachers should provide enough exercises to their students to reinforces their knowledge, also providing constructive feedback on pronunciation errors and help students identify and correct them, teachers should apply self-correction that is asking to correct their own mistakes. In addition, students emphasized the importance of practical application and suggested that teachers should offer more opportunities to practice pronunciation, students should be aware of the importance of pronunciation in effective communication.

This research contributes to the broader field of language learning by exploring a new perspective and developing effective solutions, it can provide guidelines for classroom

teaching and making productive outcomes, and furnish valuable insight for instructional practices and curriculum development for teachers and students.

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# Appendices



## Appendices

### APPENDIX A

#### Students' Questionnaire

Dear 1<sup>st</sup> and 3<sup>rd</sup> year students, we have the great pleasure to invite you to fill the following questionnaire, which aims to gain a better understanding about fossilization and the causes that lead students to be fossilized, we will appreciate if you provide us with answers to the given questions :

1. What is your gender?

Male

Female

2. Which language do you speak most of the time?

Arabic

French

English

3. Which skill do you consider the most difficult among the three listed below when speaking English?

listening

writing

speaking

4. Do you make mistakes when speaking English?

Always

Sometimes

Never

5. If yes, what kind of mistakes do you make?
- Grammatical
  - Vocabulary
  - Pronunciation
6. Are you able to recognize the mistakes you make in class?
- Yes
  - No
7. Do you feel comfortable when your teacher asks you to speak?
- Yes always
  - A little
  - Never
8. Does your teacher give you feedback on your mistakes?
- Always
  - Sometimes
  - Never
9. Do you correct your mistakes at the same time or let them to a later time?
- At the same time
  - Later
10. Are there mistakes that you repeatedly make, even after your teacher's correction?
- Many
  - Few
  - None

11. The mistakes you repeat are:

Spontaneous

Intentional

12. How do you feel when you notice that you repeat mistakes in your speech?

Do not care

Annoyed

Embarrassed

Motivated to improve

13. Which one of these methods do you find more effective for correcting your mistakes and errors in the classroom?

Teacher's correction

Self correction

## APPENDIX B

### Teachers' Interview

Dear teachers, we are doing master research on second language learning and errors fossilization. We would greatly appreciate it if you could help us make an interview with you to answer the following questions:

1. Do you know the meaning of the term "fossilization" in language learning?

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.....

.....

.....

2. Have you seen or discovered any sign of fossilization among your students?

.....

.....

.....

.....

3. Do you provide immediate feedback to students when they pronounce words incorrectly?

.....

.....

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4. If you correct your student's pronunciation, do they repeat the same mistakes again?

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5. What do you think are the reasons that lead students to fall into the problem of fossilization in language learning?

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6. In your opinion, how can EFL students improve their pronunciation to avoid repeating the same mistakes?

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**APPENDIX C**  
**Classroom Observation**

<b>The word</b>	<b>International Phonetic Alphabets</b>	<b>The fossilized Pronunciation</b>
<b>Colonies</b>	/ˈkɒləniːz/	/ˈkʊləniːz/
<b>Carolina</b>	/kærəlˈaɪnə/	/kærəlˈɪnə/
<b>Debt</b>	/dɛt/	/dɛbt/
<b>Labor</b>	/ˈleɪbər/	/ˈlaɪbər/
<b>Institution</b>	/ɪnstɪˈtjuːʃən/	/ɛnstɪˈtjuːʃən/
<b>Establishment</b>	/ɪˈstæblɪʃmənt/	/eˈstæblɪʃmənt/
<b>Education</b>	/ɛdʒʊˈkeɪʃən/	/ɛdʒɪˈkeɪʃən/
<b>Family</b>	/ˈfæmɪli/	/ˈfʌmɪli/

## الملخص

تمثل عملية نطق اللغة الإنجليزية تحديات كبيرة لطلاب اللغة الإنجليزية كلغة أجنبية بسبب تعقيدها. في بعض الأحيان يواجه الطلاب صعوبة في النطق الصحيح، ولا يتم تصحيح الكلمات المنطوقة بشكل خاطئ حتى لو حاولوا ذلك، وتعرف هذه الظاهرة بالتحجر الذي يعيق طلاقة الطلاب في اللغة الهدف مما يستلزم تركيز الاهتمام على معالجة هذه التحديات لتعزيز نتائج تعلم اللغة. تركز هذه الدراسة على أسباب النطق المتحجر لدى طلاب اللغة الإنجليزية كلغة أجنبية، وتهدف إلى تسليط الضوء على صعوبات النطق التي يواجهها طلاب السنة الأولى والثالثة عند التحدث باللغة الإنجليزية وتقديم توصيات لكل من الطلاب والمعلمين. استخدمت الدراسة أسلوباً مختلطاً يجمع بين المنهجين النوعي والكيفي، ويشمل: استبيان وملاحظة موجهة إلى طلاب السنة الأولى والثالثة، ومقابلة مع أساتذتهم من قسم اللغة الإنجليزية بجامعة ابن خلدون بتيارت. قام الأسلوب النوعي بتفسير البيانات وشرحها ضمن الإطار النظري، في حين سهّل النهج الكمي التحديد الكمي للأخطاء وأسبابها الكامنة. كشفت نتائج هذه الدراسة أن الأسباب الكامنة وراء النطق المتحجر متعددة الأوجه والعوامل مثل: قلة الوعي، وقلة التعرض للمتحدثين الأصليين، والخوف من ارتكاب الأخطاء، وانعدام الثقة وفرص الممارسة المحدودة كلها عوامل تساهم في مثل هذه الأخطاء. من خلال معالجة هذه العوامل، يمكن للطلاب تعزيز مهارات النطق لديهم وتقليل التحجر في تحدثهم.

## **LE RÉSUMÉ**

Le processus de prononciation anglaise présente des défis importants pour les étudiants EFL en raison de sa complexité. Parfois, les étudiants se heurtent à la difficulté de produire la bonne prononciation et les mots mal prononcés ne doivent pas être corrigés même s'ils tentent de le faire. Ce phénomène est connu sous le nom de fossilisation et entrave la maîtrise de la langue cible des étudiants. Nécessitant une attention concentrée sur la résolution de ces défis afin d'améliorer les résultats de l'apprentissage des langues. Cette étude se concentre sur les raisons de la prononciation fossilisée des étudiants d'EFL et vise à mettre en évidence les difficultés de prononciation rencontrées par les étudiants de première et de troisième année lorsqu'ils parlent anglais et à fournir des recommandations aux étudiants et aux enseignants. L'étude a utilisé une méthode mixte combinant des approches qualitatives et quantitatives comprenant : un questionnaire et une observation administrés aux étudiants de première et troisième années, et un entretien avec leurs professeurs du département d'anglais de l'université Ibn Khaldoun de Tiaret. La méthode qualitative a interprété et expliqué les données dans le cadre théorique, tandis que l'approche quantitative a facilité la quantification des erreurs et de leurs raisons sous-jacentes. Les résultats de cette étude ont révélé que les raisons derrière la prononciation fossilisée sont multiples. Des facteurs tels que : le manque de sensibilisation, le manque d'exposition à des locuteurs natifs, la peur de commettre des erreurs, le manque de confiance et les opportunités de pratique limitées contribuent tous à de telles erreurs et fautes. En abordant ces facteurs, les élèves peuvent améliorer leurs compétences en prononciation et réduire la fossilisation dans leur expression orale.