

Interlingual Interference in Students' Writing

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Abstract : Interlanguage has transcendentally capitalized its central role over a considerable metropolitan landscape. Either academically driven or pedagogically oriented, Interlanguage has principally floated as important than ever before. It academically probes theoretical and linguistic issues in the turf and further malleably flows from idea to reality to vindicate a bridging philosophy between theory and educational rehearsal. Characteristically, the present research grants a prolifically developed theoretical framework that is conversely sustained by empirical teaching practices, along with teasing apart the narrowly confined implementation. The focus of this interlingual study is placed stridently on syntactic errors projected in students' writing as performance. To attain this endeavor, the paper appropriates qualitatively a plethora of focal methodological choices sponsored by a solid design. The steadily undeniable ipso facto to be examined is the creative sense of syntactic errors unequivocally endorsed by the tangible dominance of cognitively intralingual errors over linguistically interlingual ones. Subsequently, this paper attempts earnestly to highlight transferable implications worth indicating both theoretical and pedagogically professional principles. In particular, results are fundamentally relative to the scholarly community in a multidimensional sense to recommend actions of educational value.

Keywords : interlanguage, interference, error, writing

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