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INTERLANGUAGE AND ITS FOSSILIZATION PHENOMENON FOR THE LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE.

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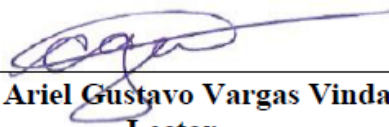<u>YOSELIN YIRLANI JIMÉNEZ CHACÓN</u>
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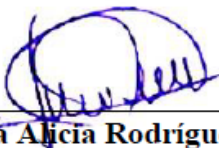POWERED BY Arizona State University

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Abstract

The interlanguage process is a normal process and through which all students of a language must go through. it is the construction of the language or the linguistic processes that the student goes through from his mother tongue. Within this bridge between one language and another, there are many characteristics in it, such as the production of errors, dynamic, permeable, systematic, and contains its own rules. If it is not addressed correctly, lead to the phenomenon of fossilization. Fossilization supposes a stop in the learning process. It is product of five different cognitive processes: language transfer, overgeneralization of target language rules, transfer of training, strategies of Communication and strategies of Learning. It is here that it is understood that students, despite having several classes of English in schools and high schools, can be in a fossilization phenomenon product of those cognitive processes. An important point is that the phenomenon of fossilization can be remitted, applying some strategies as positive attitudes towards errors, strengthening positive, input and output balanced in class, attaching importance to the quality of language input and output, optimizing learning methods, improving teachers' proficiency and the quality of teaching material. By applying these strategies, students will be able to continue to grow and learn in a correct way the English language.

Resumen

El proceso de interlengua es un proceso normal y por el cual todos los estudiantes de un idioma deben pasar. es la construcción de la lengua o los procesos lingüísticos que atraviesa el alumno desde su lengua materna. Dentro de este puente entre un lenguaje y otro, hay muchas características en él, como la producción de errores, dinámico, permeable, sistemático y contiene sus propias reglas. Si no se aborda correctamente, conducirá al fenómeno de la fosilización. La fosilización supone una parada en el proceso de aprendizaje. Es el producto de cinco procesos cognitivos diferentes: transferencia de lenguaje, sobre generalización de las reglas del idioma meta, transferencia de entrenamiento, estrategias de Comunicación y estrategias de Aprendizaje. Es aquí que se entiende que los estudiantes, a pesar de tener varias clases de inglés en colegios y liceos, pueden estar en un fenómeno de fosilización producto de esos procesos cognitivos. Un punto importante es que se puede remitir el fenómeno de fosilización, aplicando algunas estrategias como actitudes positivas hacia los errores, fortaleciendo entradas y salidas positivas y equilibradas en clase, dando importancia a la calidad de las entradas y salidas del lenguaje, optimizando los métodos de aprendizaje, mejorando la competencia y la calidad del material didáctico. Al aplicar estas estrategias, los estudiantes podrán seguir creciendo y aprendiendo de manera correcta el idioma inglés.

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This thesis would not have been possible without the help and guidance of my teacher, Roy Alfaro, who with great dedication and commitment was always present to guide me and advise me. Without the help and presence of the professor, this thesis would not have had the same effect. I am grateful not only for his help and vocation, but grateful to have such a great example as he is.

Dedicatory

This thesis is dedicated to my beloved husband, who has always been my support, my confidant, and my inspiration, who at all times encourages me to move forward and be a better person. I appreciate every word of encouragement he gives me, and I also appreciate his help, both financial and emotional. I will be eternally grateful for every word when I needed it, for creating spaces of motivation when I felt that I could no longer continue, since as it is known, the path of education is not easy, although it is very rewarding.

I would also like to dedicate this work to my mother, brothers, and sister, who from the first day I decided to study supported me in every possible way, I will always remember every plate of hot food or every hug when some things got difficult. To my mom, I owe everything, her unconditional love and the acts that demonstrate it will always be in my heart and memory. To my two brothers Steven and Kenneth, they are a great example of academic excellence and commitment, I appreciate each advice and teaching when on many occasions I did not know how to develop some things. To my younger sister, Valerie, I appreciate every detail and surprises she had with me, many times even though I was tired and stressed, she came with some surprise or words that made me renew those forces.

And of course, I want to dedicate this thesis to God, who has been the basis of my whole life. I would like to dedicate my life, profession, and vocation to his service.

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CHAPTER I

INTRODUCTION

1.1 Introduction

Interlanguage in the learning process of English as a foreign language, is the construction of the language or the linguistic processes that the student goes through from his mother tongue, such as Spanish, to another language such as English. In this process a constant evolution is needed, and it is here where the term fossilization phenomenon takes the student away from this goal, since it is cause that he or she cannot reach the goal of having a native speaker level of the language. Manuel, J. (2021) defines that Interlanguage is the term for a dynamic linguistic system that has been developed by a learner of a second language (or L2) who has not become fully proficient yet but is approximating the target language: preserving some features of their first language (or L1), or overgeneralizing target language rules in speaking or writing the target language and creating innovations. On the other hand, it also explains what fossilization is, and explains it as the freezing of the transition between the native language and the target language. The term interlanguage is a term that was first used by Larry Selinker, and it remains an unknown topic by teachers and students of a foreign language even today. In this process there is a concept that needs to be understood and clarified, which is fossilization. This term in linguistic morphology is based on preserving ancient linguistic features which have lost their grammatical functions in the language. The concept of fossilization is also used in linguistics to refer to the process in which incorrect linguistic features get a permanent part of the form a person communicates, in writing and speaking the new language. It is important to know that fossilization does not have to be seen as something of no return, if not that with the help of teachers and of course learners that can change.

1.2   Problem Statement

Why Students fail to reach the desired level in English classes as a foreign language and how is the interlanguage process affected by the phenomenon of fossilization?

It would be hoped that over time and with many classes of English as a foreign language, students would finish their secondary education process with a high level of command of the language, but this is far from being a reality. In the process of learning English as a foreign language, a series of problems that affect the interlanguage process can be analyzed. The phenomenon of fossilization avoids students from growing in the language and keeps them from reaching the desired level.

1.3   Justification

When talking about learning a foreign language, a series of issues appears in this way. Is in here where the theory of interlanguage of Larry Selinker takes an important place. But what is interlanguage? Interlanguage is an idiolect that is develop by a learner of a foreign language. The idiolect is the speech habits peculiar to a particular person in a specific language. In the process of teaching and learning a foreign language this theory has an important view and impact in the way of seeing the process, because it can be seen as the bridge between the two languages. Rangelova, R, (2018) defines that the person who is learning another language needs to build this bridge plank by plank to be able to walk across it. Understanding this, interlanguage can be seen as the bridge between the languages, in this case speaking about Spanish as a first language and English as a foreign language. Therefore, it can be said that interlanguage is a series of rules or processes that influences the evolution of the student, which include the influence of the first language, the contrast of the foreign language that the person wants to learn and of course the newly found rules in it. According to Tarone, interlanguage helps to compare the structure of that

learner language, or with the structure of the learner's native language, and the target language too, and to identify the psycholinguistic processes that shape interlanguage over time. (2018, p. 1). The concept of the phenomenon of fossilization means a stop in the process of learning a foreign language and occurs in English of course. It is important to understand how it can affect the learner and how it influences the goal of perfect communication in the foreign language. It is important to recognize this concept and understand how it is included in interlanguage, and in the learning and acquisition process of English as a foreign language and how its characteristics influence it to have a complete and conscious success process and achieve a native speaker level.

1.4   Objectives

1.4.1   General Objective

● To examine interlanguage and its fossilization phenomenon for the learning process of English as a foreign language.

1.4.2   Specific Objectives

● To determine how interlanguage is included in the learning process of English as a language.
● To identify fossilization phenomenon characteristics and how affects in the learning process of English as a foreign language.
● To describe how to avoid fossilization phenomenon in the learning process of English as a foreign language

1.5 Scopes and Limitations

The objectives of this project were achieved, however due to time constraints, disposition of teachers and educational centers because of COVID 19, no opinions were obtained from students or teachers on the subject. Another important limitation was being able to find up-to-date information and data on the subject.

CHAPTER II

THEORETICAL FRAMEWORK

1.1 Interlanguage Definition

In the process of learning a new language the student experiments and lives a series of aspects and characteristics peculiar to interlanguage. Of course, everything is new in this process, and it is of utmost importance to identify it and recognize how it is included in the learning process with the aim of getting better and reaching the desired level in English. Based on Wang & Fan in their article ''An Analysis of Interlanguage Features and English Learning'', expresses that it is of utmost importance to know who the author of the term is and what it really is:

the term interlanguage was first used by American linguist Larry Selinker. It is the unique linguistic system because it is neither L1 nor L2 but at the same time bears resemblances to both, which functions as a relatively systematic transition from initial knowledge of a language to native proficiency during the process of language acquisition, is always regarded as an unstable set of language characteristics produced by learners. (2020, p. 31).

The author Nordquist (2019) stated that interlanguage can be used by learners of a foreign language too, as noted in the following paragraph: ''interlanguage is the type of language or linguistic system used by second- and foreign-language learners who are in the process of learning a target language.''(para.1). Contributing to understanding the concept better and that it is a necessary process for a student in the learning process of a foreign language. This author also explains that interlanguage studies how the student or the non-native speaker uses, acquires, or understands the different rules of linguistics of the foreign language.

According with Nordquist, (2019) view '' "[Interlanguage] reflects the learner's evolving system of rules, and results from a variety of processes, including the influence of the first

language ('transfer'), contrastive interference from the target language, and the overgeneralization of newly encountered rules." (David Crystal, "A Dictionary of Linguistics and Phonetics")'' (para. 3). It is important to point out the influence that the native language has in the learning process of the foreign language and that all the new rules the student is discovering need to be acquired correctly.

Rangelova, R, (2018) defines that the person or student who is learning another language needs to build a type of bridge between the native language and the foreign language plank by plank, with the purpose of being able to walk across it, and can exist a very good connection with the concept of interlanguage, because it can be seen as this bridge that helps the person to reach the objective to communicate rightly in English.

To explain the term interlanguage easier, Nurul & Khoirul in their article Il Fossilization Phenomenon Analysis in Student´s Writing Performance, maintains that: ''it can be stated that interlanguage is concentrated as the result of interaction between two linguistic systems, the source language and the target language. Second or foreign language students usually produce different language from both source and target language norms.'' (2021, p. 5). It explains that it is impossible that a person who is learning another language does not experiment interlanguage, because that is a result of the interaction of both languages, for example between Spanish and English as a foreign language.

Tarone, E. in her article ''Interlanguage'' explains that ''it is a separate transitional linguistic system that can be described in terms of evolving linguistic patterns and rules and explained in terms of specific cognitive and sociolinguistic processes that shape it.'' (2018, p.1). Describing better that student needs to have a complete process to understand the new rules speaking about grammar, pronunciation, speaking, writing and more factors that are included in

every language learning process. This author expresses: ''the most fundamental claim of the interlanguage hypothesis is that the language produced by the adult learner when he or she attempts meaningful communication in a foreign language is systematic at every level: phonology, morphology, syntax, semantics, and pragmatics.'' (2018, p.1). We can understand by systematic that the student applies the rules or knowledge that he already has based on his mother tongue or systems already learned.

1.2 Interlanguage Characteristics

Interlanguage is a term that has many different characteristics, and the first ones are the errors, those are part of every learning process, and of course in a language learning process is included. Betancourt & Alvarado (2019) argue that ''the production of errors is part of the natural process of language development in the interlanguage system of these learners, and the types of errors they make depends on their situational background.''(p.7). Based on that, errors are a basic characteristic of the interlanguage process of a learner because that is natural.

To define better the characteristics of interlanguage, Tarone, E. argument:

another important claim is that the processes of interlanguage acquisition and use are typically unconscious and not open to introspective analysis by the learner. Indeed, the learner is typically not aware of the linguistic characteristics of the language he or she is unconsciously using.

It is impressive but real, the learner does not realize consciously about his or her process of interlanguage, if not that is totally unconsciously and natural.

The learner uses different rules that they learn consciously in the classroom but emphasizes that those are not the interlanguage rules that she or he uses when focusing on

meaning, so it is understood as something internal and very specific to each person. (Tarone, 2018, p,3)

From the position of the authors Wang & Fan (2020) interlanguage has three main characteristics, which are dynamic, permeable, and systematic. In the first characteristic the authors explain dynamic as ''Compared with some other forms of language growth, interlanguage are typically changing rather fast in development terms as learners receive more input'' (p.31) As it is explains in the text, one basic characteristic of interlanguage is the constantly changes that it can has, depending on the changes the student experiments in the learning process and how much he or she is acquiring on the language. The second characteristic attributed to interlanguage based on these authors is permeability, that means the rules the learners have can change according to the development of the student. ''in the sense that rules that constitute the learner's knowledge at any stage are not fixed, but open to amendment. In many respects it's a general feature of natural languages, which evolve over time in ways not dissimilar to the developments that take place in interlanguage.'' (p.32). The third characteristic described is that interlanguage is systematic, in based on:

despite the variability of languages, it is possible to detect the rule-based nature of student use of the second language. It does not select randomly from its warehouse of inter-language rules, but in predictable ways. He bases his performance plans on his existing rules system in the same way that the native speaker bases his plans on his internalized knowledge of the L1 system. (p. 32)

According to Betancourt & Alvarado, they propose that interlanguage involves more characteristics or factors that describe it, for example, the first one is that it contains its own rules, and those ones are created by the learner. They argue that interlanguage can be influenced

by a series of different factors and those can be internal or external ones. The third characteristic they describe is that it is transitional, because the student periodically restructures his or her system by the addition and deletion of rules. Another characteristic is that interlanguage is developed in different ways as the learner uses different ways or strategies that reflect the mistakes or errors they made and the last characteristic it has is that it can be fossilized, that because of the learner´s mental process stops before reaching the desired level of language. (2019, p 3).

1.3 Interlanguage Models

From the point of view of Wang & Fan (2020), interlanguage has three principal models, and states that foreign language learning includes accumulating, reorganizing, and creating in its process. Considering this, they hold that there are three formation models for interlanguage, arguing that:

there are three formation models of interlanguage: 1) drawing on mother tongue. L2 learners' trend to apply the models or rules to the learning of the target language. 2) expanding the modes of the target language. L2 learners often use a word or a drill pattern by analogy without considering the discrepancy of culture, background, thinking, morality, and the like between the two nations. 3) expressing oneself with learned words and grammar. This is called communication strategy beginners use to make up of their lacking in grammar, words, and expressions. (p.33).

Can be considered that students of English as a foreign language can live or experiment one, two or even all the models in their learning process. The first model proposes that the learner can apply rules of his or her mother tongue, and of course that can be an error because all the grammatical structures are not the same, even if some of

those are similar, there exists a difference. In the second model they propose, students

tend to use words or expressions thinking that those have the meaning they know in their

mother tongue, but can be a discrepancy of culture, background, thinking, morality, and

the like between the two nations. In the third model, the learner only communicates with

a limit of basic words or grammatical structures he or she had learned before.

2.1 Fossilization Definition

Based on the characteristic of interlanguage that can be fossilized as the result of a stop in

the process of the learner, the term fossilization phenomenon takes a lot of strength and

importance in the learning process of every person who studies English as a foreign language. As

Nurul & Khoirul (2021) indicates:

as noted by Selinker in Fauziati (2011:23) that most of second or foreign language

learners fail to reach the same level of target language competence. They often use

deviant forms from target language norms permanently. The reason for the occurrence of

errors is the difference between the source language and the foreign language. As a result,

their target language (TL) always contains errors. (p. 2)

It is impressive how most of foreign language learners experiment fossilization and do

not reach the same level of their mother tongue and constantly have errors in their

communication, as Tarone expresses ''central to the notion of interlanguage is fossilization—the

tendency of the learner's interlanguage to stop developing short of the learner's goal.'' (2018,

p.2). According to Wang & Fan (2020) indicates that ''Fossilization occurs in most language

learners and cannot be remedied by further instruction.'' That demonstrates that the phenomenon

of fossilization means a failure to reach the desired level in target language competence, or in

this case English language.

Nurul & Khoirul exposes that ''Selinker (1972) in Wei (2008:127) first put forwarded the notion of fossilization in the paper interlanguage. He noted that 95% of second language students failed to reach the same level of first language competence from his observation'' (2021, p.6). That demonstrates that there is a high number of students that experiments fossilization either one way or another.

2.2 Fossilization Characteristics:

It has been said that fossilization can only occur in adults who are in the process of learning a foreign language, as says Tarone (2018) ''Selinker felt that fossilization results because adults acquiring second languages use more general cognitive processes'' (p.2). This is true, because adults need to comprehend every single rule and aspect of the language, and always compare the mother tongue with the foreign language he or she is learning. But Tarone (2018) arguments that interlanguage fossilization not only occurs in adults if not that occurs in children, as stated in the following paragraph:

> the original interlanguage hypothesis was restricted to apply only to adults acquiring second languages. However, subsequent studies in French immersion programs in Canada showed that children produced interlanguages that were apparently fossilized and had substantial influence from NL transfer. There appeared to be sociolinguistic reasons for this phenomenon: the children received native speaker input only from their teacher and gave each other substantial non-native input. They had not usually been given enough opportunity and incentive to produce what Swain (1995) called "comprehensible output"—attempts to produce the interlanguage in meaningful communication with others. P.4

Understanding this, children can experiment interlanguage and not only adults. The principal reason is that those children only receive input from their teachers, and in the majority, those are not native speakers and, in their environments, do not interact with the language. For instance, children can experiment it because of very little interaction with the language.

According to Souza, T. (2017) in his work ''fossilization in English as a foreign language: an attempt to operationalize the noticing hypothesis in order to fix fossilized errors in English amongst Spanish speakers'' explains that ''l1 influence can lead to fossilized errors across the learner's linguistic competence. As a result, it can occur in areas of phonology, morphology, syntax or semantics.'' Based on that, fossilization can affect a lot of aspects in the process of learning a foreign language and affects the communication process, not only in speaking if not in writing, and affects the comprehension of the language too.

Wang & Fan (2020) postulate some characteristics of fossilization phenomenon:

I would like to emphasize the following facts about fossilization: -it can be conscious, -it is not experienced as a problem by individuals, -it is deeply connected to the idea of purpose, -it is changeable... it can be modified if purposes and factors vary, -it is difficult to eradicate, -and finally, it is unpredictable. (p.33)

As the paragraph indicates, a lot of characteristics describe fossilization phenomenon. It can be conscious because the learner can know that needs to improve, study or use more vocabulary, grammatical structures or improve the pronunciation, to give some examples, but on the other hand it also can be not experienced as a problem by the students that do not realize it in their learning process. Something very important is that it is changeable, that means, the learner

can stop the fossilization and reach the desired level of English in his life, but that is difficult and requires a lot of work.

2.3 Fossilization Cognitive Processes

There are five principle processes operated in fossilization, some authors agree with that, for example Tarone (2018) in his work referring to Slinker, he indicates that exist five different cognitive processes that are the base or the principal reasons why fossilization occurs, and those ones are: (a) native language transfer, (b)overgeneralization of target language rules, (c) transfer of training, (d)strategies of communication, and (e) strategies of learning.

Souza (2017) also refers to those five processes, and states:

Selinker also argued that "the most interesting phenomena in IL performance are those items, and subsystems which are fossilizable in terms of the five processes" (p.216). These processes, which also account for second language learning, are: (1) language transfer, (2) transfer of training, (3) strategies of second language learning, (4) strategies of second language communication and (5) overgeneralization of TL linguistic material. Thus, he concludes, "combinations of these processes produce what we might term entirely fossilized competences3" (p.217). (p.10)

Hameed & Murad agree with that and emphasizes that:

adopting a latent psychological structure as framework for his theory, Selinker (1972), suggests five main processes according to which SLA occurs. They are briefly: 1). Language transfer 2). Overgeneralization of target language rules 3). Transfer of training 4). Strategies of L2 learning 5). Strategies of L2 communication in the following

sections, according to their importance, light is to be shed on each of these processes. (2018, p.100).

2.3.1   Native Language Transfer.

In this process students should use rules in their native language to deal with target language knowing it or not, consciously, or subconsciously, that is because they do not even get the complete target language rules (Wang & Fan, 2020, p,33).

Using the words of Hameed & Murad, they describe language transfer as:

technically, Arabski (2006) presents two definitions of transfer: one behaviorist and another applied linguistic. "Behaviorist psychologists, who first defined 'transfer' technically, used it to refer to a process described as the automatic, uncontrolled, and subconscious use of past learner behaviors in the attempt to produce new responses". On the other hand, the applied linguists define it as "a process in foreign language learning whereby learners carry over what they already know about their first language to their performance in their new language" (see, e.g. Lado, 1957; Corder, 1971; Crystal's Dictionary of Linguistics and Phonetics, 1980). (2018, p.100)

This is related with the thought of Wang & Fan, since it relates a previous knowledge, in this case the knowledge of their mother tongue and its rules, with the new language. That in all the cases is not the best, since fossilization can occur, as a result of a misunderstanding or bad use of these same rules.

2.3.1.1 Positive transference.

The authors Wang & Fan define it as "when there are some similarities among characteristics from native language and target language or these similarities are the same, the transference can be called positive transference." (2020, p,33).

2.3.1.2 Negative Transference.

The authors Wang & Fan define it as "in contrast, when there are some differences in those characteristics, we still use native language rules, which can be called negative transference." (2020, p.33). Of course, it is a source or an agent of fossilization.

2.3.2 Overgeneralization of Target Language Rules.

To explain this concept better Tarone argues "a process widely observed in child language acquisition and sometimes called a developmental process. The learner shows evidence of having mastered a general rule but does not yet know all the exceptions to that rule" (2020, p3.) The author gives some examples to clarify better and says that the student can be experiment overgeneralization of rules in cases as the regular verbs, where the learner can apply the same rule of the "ed" to make verbs in past at the end of regular verb and at the end of irregular verbs.

Hameed & Murad (2018) agree with Tarone describing that "the overgeneralization involves the application of grammatical or morphological rules in contexts or cases where such rules do not apply..." (p.101). Reinforcing that the student can be committing errors or mistakes and does not know it, and that is based on fossilization.

2.3.3 Transfer of Training.

It is the unsuitable use of materials or even expressions used by the teacher that probates a misunderstanding of the language in the student, or even a non-native language used in the class, that is a big problem because the students can misuse the target language's rules. (Wang & Fan, 2020, p,33)

Hameed & Murad (2018) help to understand this process better, describing that:

the aim of teachers in their training courses is to allow students to transfer the knowledge acquired in class to real life situations outside the classroom environment in an appropriate way. Therefore, the training will be considered successful if it succeeds in getting students to apply it when needed, for example by making requests outside of the instructional setting after having covered related conversation excerpts in class. It goes without saying that the transfer of training can be positive if the training course facilitates the mission of the students to convey their communicative messages in similar situations in their daily lives. On the other hand, if such facilitation did not occur, then the transfer of training is negative. The criterion of positivity and negativity of such a transfer, then, is the success of students in adapting their knowledge acquired in class to real-world situations. (p.101)

When the process is negative, and the teacher does not achieve the goal of applying the topic correctly, that means that a negative transfer of training can trigger fossilization, but also the transfer can be occurring with material, or textbook, videos on any other resource. Taron gives his point of view and gives an example that is very clear:

transfer of training occurs when the second language learner applies rules learned from instructors or textbooks. Sometimes this rule application is successful, but sometimes it is not. For example, a lesson plan or textbook that refers to the English past perfect tense as the "past past" can lead the second language learner to erroneously use the past perfect for events in the distant past(all events which occurred long ago) without relating these to any more recent past event or time frame, as in the isolated statement,*"My relatives had come from Italy in the 1800s."Another example is the use of overly formal classroom expressions in conversations with peers outside the classroom. Such errors resulting from transfer of training have been called "induced errors." (2018, p.3)

2.3.4 Strategies of Communication.

From de point of view of Wang & Fan (2020) strategies of communication are:

> quite a few language learners who communicate with native speakers realize that some errors don't hinder their expression of ideas, so they are misled to hold the opinion that it's unnecessary to further develop interlanguage so long as it doesn't affect communication. This situation can easily result in fossilization of interlanguage when learner receives active affective feedback. (p.34)

One cause of fossilization is this one, when the learner realizes that it does not matter that she or he commits some mistakes because the process of communication is not affected, and they continue with that practice ending in fossilization.

This strategy also includes committing some errors that do not affect the communication at all. Those are used by the student to communicate something that she or he is not sure or is not

able to transmit yet in a native way, so the learner tries to use simple or common words to try to describe what he or she is thinking about it. (Tarone,2018, p.3)

Hameed & Murad (2018) consider that "this concept is clearly detected in Bialystok's (1983) definition of CS "all attempts to manipulate a limited linguistic system in order to promote communication". Thus, such strategies, to certain extent, can be understood as problem-solving ways to facilitate communication." (p.103). summarizing the concept very well.

2.3.5 Strategies of Learning.

The author Tarone explains very good what strategies of learning is and how can affect the learning process and ended in fossilization:

> strategies of learning are the learner's conscious attempts to master the target language. Examples of such strategies are the use of mnemonics to remember target vocabulary, the memorizing of verb declensions or textbook dialogues, the use of flash cards, and so on. Clearly, such strategies are often successful, but they can also result in error. For example, the mnemonic mediator word may become confused with the TL word. An example of the latter might be that an English-speaking learner of Spanish might use a mediator word pot in order to remember that the Spanish word for duck is pato—but might end up using the English word pot in interlanguage productions. (2018, p.3)

Hameed & Murad (2018) postulates that "learning strategies may simply cover all the mental processes that are activated when a linguistic task is performed." (p.102). Different methods can be included in it, those methods to learn new things in the learning process of the

foreign language can be conductive, and this means can be corrected, or psychological and logical, which ones cannot be corrected or eliminated because they are rooted. (Wang & Fan, 2020, p.34)

2. 4 Remission fossilization to improve learning efficiency.

Wang & Fan (2020) determines that the phenomenon of fossilization can be remitted as established "fossilization can be remitted and improve study efficiency and also optimize study effect." (p.4). Both students and teachers can avoid it and be aware of it applying some strategies, those one are: Positive attitudes towards errors, Strengthen positive, Input and output should be balanced in class, Attaching importance to the quality of language input and output, Optimizing learning methods, Improve teachers' proficiency and the quality of teaching material.

2.4.1 Positive attitudes towards errors.

For the authors Wang & Fan (2020) this point is a basis for the learning process of the learners and is a key to prevent fossilization phenomenon, they indicate that:

> some teachers never or seldom correct students' errors, as a result of which students cannot sense the errors which they have made so that the proportion of error repetition is very high. Furthermore, if some students' errors have not been corrected for a long time, it is possible that their errors will be considered as the correct input by other students. In this regard, teachers may repeat the meanings students express in the right form to correct students' errors skillfully; for the serious errors made in written work, teachers should point them out immediately.(p.4)

The teacher is a principal part of the student's learning process, and if he or she does not correct them there is a risk that the student thinks that he is doing well, and that everything is going well with his or her learning development when it is not true. For this, the teacher needs to point out those errors, of course tactfully and use a good way to correct it to avoid a contrary response. Apling this technique, the learner can avoid fossilization and improve day by day.

2.4.2 Strengthen positive - interference and shorten negative – interference.

When a learner is in the process of learning a foreign language the teacher can use the positive interference of the native language, that was explained before. The negative interference can be seen in the learning process in pronunciation, grammar, and application at the time of use of the language. In this point the teacher needs to take advantage of this and try to potentiate those points in the classroom, as Wang & Fan indicates:

> teachers should make use of language positive interference. And experience generalized from studying native language can be used to promote English language learning. Language negative interference mainly embodies in pronunciation, application and grammar. Teachers should encourage students to speak more, listen more and imitate more, and encourage them to correct the mistakes of pronunciation consciously. By comparing the learners' native language with the target language, differences could be identified and used to predict areas of potential error. In this way classroom practice could be directed on the problem areas in order to help the learner overcome the negative effects of first language transfer. (2020, p.34)

2.4.3 Input and output should be balanced in class.

The input and output have a principal role in the learning process of English as a foreign language because that means the knowledge received and the knowledge expressed by the learner. That is mentioned by Wang & Fan when express "comprehension input and output play an important role both in English learning and interlanguage development and that teachers should not ignore either of them but try to make good use of both of them." (p.34). As they think, this input and output need to be comprehensive and its good application falls to the teachers, as they postulate:

> in English teaching, therefore, teachers may join students' groups in talking, create an interactive and emotionally safe environment, and provide them with more authentic meaningful materials, encouraging them to participate in classroom activities more actively to get more opportunities for comprehensible input and output. (p.35)

Some strategies and different activities can be applied to get more opportunities for comprehensible input and output during the class, as Wang & Fan indicates, it is necessary to create more opportunities to grow and develop the new language.

2.4.4 Attaching importance to the quality of language input and output.

Relating with the third point, Wang & Fan proposes "language input premises language output; then language output is the final goal of input." (2020, p.35). This established that depending on the quality of the input, the learner will be able to communicate and create communication, which is the principal goal of learning a language. At this point the teacher has the principal role as this author emphasizes:

> in order to improve language input quality, teachers should improve language ability; on the other hand, the quality of teaching material also should be

improved. Teaching materials should better use original materials. Reality not

only embodies reading comprehension training, but also in listening training,

speaking and writing training and other skills' training. (2020, p.35).

The quality of the material the teacher used is basic and needs to be adequate to the

necessities of the student. It is important to use input in every skill and try to produce output in

every moment during class.

2.4.5 Optimizing learning method.

The process of learning a foreign language includes different techniques and strategies,

of course each student has different necessities and several forms of learning. Wang & Fan

proposes that "therefore, it is very important to teach and train learning strategies. Having the

proper learning strategy means that students have the ability and method to analyze and organize

any new information, and then they are able to evaluate their learning process and learning

outcome appropriately." (2020, p.36)

2.4.6 Improve teachers' proficiency and the quality of teaching material.

Teachers need not only to improve their proficiency in English but also to master some

information about teaching methods. There are two roles of teachers: one is to explain lexical

and grammatical knowledge for students; another is to provide learners with optimal input. Most

teachers pay little attention to the second role, so they don't know what kind of method is

efficient to introduce the material of target language. (Wang & Fan,2020, p.36)

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Research method (inductive, deductive, mixed)

Deductive research method is used in this thesis. Developing the topic based on existing theories and using bibliographical resources to achieve and clarify it. As the author Trochim (2021) expresses, "deductive reasoning works from the more general to the more specific." (para. 2). That is developed in the thesis because it goes from the more general, as in the case of what is interlanguage, to the most specific, as what is fossilization phenomenon and their causes and effects.

The author Hammond (2016) describes the deductive approach as "the deductive method seeks to draw valid conclusions from initial premises." (para.3). Explaining better the focus of this investigation because the principal aim of it is to generate valid and useful conclusions that allow to understand and describe better the chosen topic.

3.2 Type of investigation (descriptive, quasi-experimental)

The type of investigation is descriptive through the research and investigation of the topic and the collection of information via research. The research is descriptive since this study is directed fundamentally to the description of the interlanguage and the phenomenon of fossilization in the process of learning English as a foreign language. According to Nassaji (2015) "the goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened." (p.129).

Davis (2019) emphasizes that "a descriptive study is limited to a description of the occurrence of a disease in a population. It is unable to test hypotheses."(p.1) In that

description is reflecting the focus of this thesis, that is make a description of a phenomenon that is affecting the learners in process of learning a foreign language.

3.3 Research Approach (quantitative, qualitative, mixed)

The investigation will be developed with a qualitative approach because the chosen variables have a tone closer to this approach, that is, they will not seek to make a numerical measurement of them, but the information will be gathered with methods that allow to know and deepen the subject. According to Bhandari (2020), "qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research." (para 1). This research approach is used with the purpose of evaluating and understanding non numerical data, if not the concept of interlanguage and fossilization phenomenon and all the important aspects in them.

Document analysis and evaluation of different articles, books and investigations are remarkable to this thesis to collect, accumulate and analyze significant data relate to the topic of interlanguage and fossilization phenomenon for the learning process of English as a foreign language.

3.4 Sources and subjects of information

In order to give a consolidation and basis to this work, reliable sources with reliable and updated authors are used to support it. Based on it, this thesis is powered by bibliographic resources. Different investigations are used in this project, which are "An Analysis of Interlanguage Features and English Learning" by Wang, X., & Fan, "Interlanguage" by Tarone, E, "Fossilization in English as a foreign

language: an attempt to operationalize the noticing hypothesis in order to fix fossilized errors in English amongst Spanish speakers″ by Souza, T. An investigation of Rangelova, R, ''Interlanguage: Definition, Formation & Effects'', ''Approaching the Language of the Second Language Learner: Interlanguage and the Models Before.'' by Hameed, A & Murad, I, and the investigation ''The Interlanguage in Learners of English as a Foreign Language: An Error Analysis Approach'' by Betancourt, R. & Alvarado, E.

3.5 Instruments

The instruments used in the analysis are bibliographic techniques with material review existing bibliographic related to the topic.

CHAPTER IV

RESULTS ANALYSIS

4.1 Literature review analysis

In education there is a question that arises, and it is why students fail to reach the desired level in English, even with many classes during the week for all the years they are in school and high school. To answer this, it is very important to describe two terms that are of utmost importance, those are interlanguage and fossilization. The first one is seen as the bridge between two languages, in this case the native language and the foreign language. Interlanguage is a result of different processes that a learner goes through during his or her learning process, in other words it is a combination of encountered rules from the native language and the foreign language, the authors Wang & Fan (2020), Nurul & Khoirul (2021) and Nordquist (2019) agree with the term and share similar ideas about what is interlanguage, and Rangelova, R (2018) defines that the person or student who is learning another language needs to build a type of bridge between the native language and the foreign language plank by plank, with the purpose of being able to walk across it, and that defines better and in a clearer way the term, and also unify their ideas.

This process of interlanguage is characterized by being dynamic, permeable, systematic, according to the position of the authors Wang & Fan (2020). In the opinion of Tarone, E. (2018) it is impressive but real, it contains its own rules, and can be influenced by internal aspects, those ideas are shared by Betancourt & Alvarado (2019), but they add that can be influenced by internal or external factors, it is transitional and can be fossilized. This last point is shared by all the authors mentioned.

Interlanguage has some models in their learning process, as stated Wang & Fan (2020). The first model proposes that the learner can apply rules of his or her mother tongue, in the second model students tend to use words or expressions thinking that those have the meaning

they know in their mother tongue, but can be a discrepancy of culture, background, thinking and morality. In the third model, the learner only communicates with a limit of basic words or grammatical structures he or she had learned before.

The term fossilization appears when there exists a stop in the learning process of the student, and that means that the learner cannot continue or achieve the desired level of English. From the position of the authors Nurul & Khoirul (2021), Tarone (2018), Wang & Fan (2020) and Souza, T. (2017) fossilization has some principal characteristics: it can be conscious, not experienced as a problem by individuals, deeply connected to the idea of purpose, changeable, can be modified, difficult to eradicate and unpredictable. It has been said that fossilization can only occur in adults who are in the process of learning a foreign language, as Selinker felt, the pioneer on the subject, but the author Tarone (2018) contradicts this idea and expresses that, children can have fossilization in their process of learning a foreign language.

Fossilization counts with five cognitive processes, Tarone (2018), Souza (2017), Hameed & Murad (2018) and Wang & Fan (2020), agree with this. Those ones are: 1). Language transfer: it relates a previous knowledge, in this case the knowledge of their mother tongue and its rules, with the new language. That in all the cases is not the best, since fossilization can occur, as a result of a misunderstanding or bad use of these same rules. 2). Overgeneralization of target language rules: it involves the use of grammatical or morphological rules in some contexts or situations where such rules do not apply. 3). Transfer of training: it occurs when the process is negative, and the teacher does not achieve the goal of applying the topic correctly, that means that a negative transfer of training can trigger fossilization, but also the transfer can be occurring with material, or textbook, videos on any other resource. 4). Strategies of learning: it covers all the mental processes the student goes through, those methods can help, but in some cases can be

a problem. 5). Strategies of communication: the learner realizes that it does not matter that she or he commits some mistakes because the process of communication is not affected, and they continue with that practice, ending in fossilization.

Something very important is that the phenomenon of fossilization can be remitted according to Wang & Fan (2020), that means that if the student is in fossilization, can realize and improve in his or her learning process. To achieve that, there are some steps the teacher or the student can apply when they realize that fossilization is happening. Those are: positive attitudes towards errors, strengthening positive - interference and shortening negative – interference, input and output should be balanced in class, attaching importance to the quality of language input and output, optimizing learning methods, improving teachers' proficiency and the quality of teaching material.

Below is a comparative table that better reflects the analysis made.

	Interlanguage characteristics	Interlanguage models	Fossilization characteristics	Fossilization´s cognitive processes
Wang & Fan	''it is always regarded as an unstable set of language characteristics produced by learners.''	There are three formation models of interlanguage, based on these authors: 1) drawing on mother tongue. L2 learners' trend	These authors express that -it can be conscious, -it is not experienced as a problem by individuals, -it is	These authors postulate the five main cognitive processes, which are: 1. Language transference 2. Transference training

(2020, p. 31). From the position of the authors Wang & Fan (2020) interlanguage has three main characteristics, which are dynamic, permeable, and systematic.	to apply the models or rules to the learning of the target language. 2) expanding the modes of the target language. L2 learners often use a word or a drill pattern by analogy without considering the discrepancy of culture, background, thinking, morality, and the like between the two nations. 3) expressing oneself with learned words and grammar. This is called communication	deeply connected to the idea of purpose, -it is changeable... it can be modified if purposes and factors vary, -it is difficult to eradicate, -and finally, it is unpredictable. (2020).	3. Study strategy for second language learning 4. Communication strategy of Second Language 5. Overgeneralization of target language

		strategy beginners use to make up of their lacking in grammar, words, and expressions.		
Nurul & Khoirul	''It can be stated that interlanguage is concentrated as the result of interaction between two linguistic systems, the source language, and the target language. Second or foreign language students	These authors describe that there are two parts that can influence the cognitive process, which are: Positive transfer, which is the transfer that helps or facilitates learning, and can also occur when the native language and the second language have the same form and the second is negative transfer, also	''interlanguage fossilization is the linguistic phenomena which the language students' interlanguage is stabilized permanently. The students frequently use inappropriate linguistic features in the target language. They use incorrect language form	

	usually produce different language from both source and target language norms.'' (2021, p. 5).	known as the used interference of a pattern or rule of the native language that leads to an error or inappropriate form in the target language.	permanently before reaching the correct linguistic forms of target language. '' (2021, p,7)	
Nordquist	''interlanguage is the type of language or linguistic system used by second- and foreign-language learners who are in the process of learning a target		""The process of learning a second language (L2) is characteristically non-linear and fragmentary, marked by a mixed landscape of rapid progression in certain areas but slow movement, incubation, or	

	language.'' (2019, para.1).		even permanent stagnation in others. (Selinker, 1972) "" (2019, para,4).	
Rangelova, R.	This author explains that it can be seen as this bridge that helps the person to reach the objective to communicate rightly in English.	This author expresses that: "What affects the formation of interlanguage has been a topic of controversy and debate for decades. Currently, there five agreed-upon factors that are believed to shape how learners create interlanguage: overgeneralization, learning strategies, language transfer,		

		transfer of training, and communication strategies."(2018, para,8)		
Tarone, E.	''it is a separate transitional linguistic system that can be described in terms of evolving linguistic patterns and rules and explained in terms of specific cognitive and sociolinguistic processes that	This author agrees and proposes that there are cognitive processes in interlanguage, although he does not mention them.	''central to the notion of interlanguage is fossilization—the tendency of the learner's interlanguage to stop developing short of the learner's goal.'' (2018, p.2).	He indicates that exist five different cognitive processes that are the base or the principal reasons why fossilization occurs, and those ones are: (a) native language transfer, (b)overgeneralization of target language rules, (c) transfer of training, (d)strategies of communication, and (e) strategies of learning.

	shape it.'' (2018, p.1). Another important claim that is argued by this author is that the processes of interlanguage acquisition and use are typically unconscious and not open to introspective analysis by the learner.			
Betancourt & Alvarado	They postulate that: ''the interlanguage	The authors describe that: '' The production of errors is part of	They define that there are different premises in the term of	They used different names or concepts, which are:

	is a system that contains rules that change according to the learners' knowledge of the new language. During this process, the L2 learners apply strategies that may be incorrect, and this produces errors in their performance of the target language'' (2019, p,7).	the natural process of language development in the interlanguage system of these learners, and the types of errors they make depends on their situational background'' (2019, p,7).	interlanguage, and one of them is fossilization and they explain it as that the development of the student stops before reaching the correct level of the L2. (2019)	'' 1. Overgeneralization: Application of an incorrect structure in contexts where the learner does not distinguish the linguistic difference and a different structure is used. 2. Ignorance of rule restrictions: A subtype of overgeneralization in which rules are extended to contexts where they do not apply. 3. Incomplete application of rules: A rule is partially applied unconsciously by the learner who expects

				that the idea is communicated effectively. This error represents the degree of the learners' development of the rules. 4. False concepts hypothesized: Incomplete or incorrect understanding of target language distinctions.'' (2019, p,4). And they proposed a fifth term that is interference errors, and this occur due to differences between the mother tongue

				and the target language. (2019)
Souza, T			''l1 influence can lead to fossilized errors across the learner's linguistic competence. As a result, it can occur in areas of phonology, morphology, syntax or semantics.'' (2017)	She refers that: Selinker also argued that "the most interesting phenomena in IL performance are those items, and subsystems which are fossilizable in terms of the five processes" (p.216). These processes, which also account for second language learning, are: (1) language transfer, (2) transfer of training, (3) strategies of second language learning, (4)

				strategies of second language communication and (5) overgeneralization of TL linguistic material. Thus, he concludes, "combinations of these processes produce what we might term entirely fossilized competences3" (p.217). (p.10)
Hameed & Murad	''technically, Interlanguage is a term with applied linguistic color. It is defined by its		They argue that: ''Slinker's view of fossilization was that it was an inevitable phenomenon of neurolinguistic	They agree that: adopting a latent psychological structure as framework for his theory, Selinker (1972), suggests five

| | coiner, Larry Selinker (1972), who in his article Interlanguage, views this term as "a separate linguistic system based on the observable output which results from a learner's attempted production of a target language (TL) norm"." (2018, p.96) | | feature. New IL researchers argue that the reason is not solely neurolinguistic; it can be sociolinguistic as some like to identify themselves with the native language, and this implies that fossilization may not necessarily be inevitable" (2018, p.99, 100) | main processes according to which SLA occurs. They are briefly: 1). Language transfer 2). Overgeneralization of target language rules 3). Transfer of training 4). Strategies of L2 learning 5). Strategies of L2 communication in the following sections, according to their importance, light is to be shed on each of these processes. (2018, p.100). |

CHAPTER V

REFLECTIONS

5.1 Reflections

It would be hoped that over time and with many classes of English as a foreign language, students would finish their secondary education process with a high level of command of the language, but this is far from being a reality. In the process of learning English as a foreign language, a series of problems that affect the interlanguage process can be analyzed. The phenomenon of fossilization avoids students from growing in the language and keeps them from reaching the desired level. Fossilization can affect many areas of the language, including phonology, morphology, syntax, or semantics. Of course, this can be seen reflected in their oral or written production, or even in their reading or listening.

7th Grade. Group: _____	Liceo de Poás	Teacher: Yoselin Jiménez
Unit: 1	Theme: Hello, Hi there, Hey, Bye	Week:	Time: 80min.	

SPECIFIC OBJECTIVES	MEDIATION ACTIVITIES	TIME
To identify basic greetings and leave taking expressions.	**Warm up:** Students watch a video that introduces the topic of greeting and leave taking expressions, (https://www.youtube.com/watch?v=gj5V4Ccgok4) then share which ones they identify.	5 min

To analyze basic greeting and leave-taking expressions.	**Pre-task:** Students watch the video in the warmup one more time, and search on the internet with the teacher the expressions they do not know and in which situations they can use them.	15 min
To construct a conversation introducing him/herself.	**Task:** Teacher divides students in pairs, they must create a conversation using the words of the video and then present it in front of the group.	25 min
To write straightforward information about him/herself in short sentences	**Post task:** Students create a writing conversation using greeting and leave taking expressions, the teacher divides the group in two or three subgroups, and then one student starts writing the first phrase, a second student answers, and so on with all the students of the group.	15 min
To use basic greeting and leave-taking expressions, farewell, and politeness.	**Wrap up:** The teacher writes a short conversation on the board and then pairs of students pass in front of the class and must play the conversation, but they have to change a word or a phrase in it.	20 min

8th Grade. Group: _____		Teacher: Yoselin Jiménez
Unit: 3		Theme: A Holiday to Remember: One of my
favorites	Week:	Time: 80min.

SPECIFIC OBJECTIVES	MEDIATION ACTIVITIES	TIME
To discuss local holidays, celebrations, and festivals.	**Warm up:** Teacher shows some pictures of different holidays and shares with the students which are the favorites among all. **(See annex 1)**	5 min
To recognize about local holidays, celebrations, and festivals.	**Pre-task:** Students ask all the classmates about their favorite holiday; they make a survey of which are the preferred holidays of the group. **(See annex 2)**	15 min
To write a short text about local holidays.	**Task:** Students choose his or her favorite holiday and fill in a worksheet with the activities and other characteristics of how they celebrate this day. **(See annex 3)**	20 min
To describe a holiday, celebration, and festival in a short presentation.	**Post task:** Student presents in front of the class his or her favorite holiday and some activities they do during this day.	25 min

To distinguish different holidays and celebrations.	**Wrap up:** Students play charades, divide into groups of three and act out the holiday or celebration that the teacher assigns them, the rest of the group guess which holiday or celebration is.	15 min

Grade:11th Group: ____	Teacher: Yoselin Jiménez
Unit: 2	Theme: Inventions that Have Changed our Live Week: Time: 80min.

SPECIFIC OBJECTIVES	MEDIATION ACTIVITIES	TIME
To locate different vocabulary related to inventions.	**Warm up:** Students play an online word search that contains all the vocabulary related to the topic. **(See annex 4)**	10 min
To describe inventions, possible advantages, and disadvantages.	**Pre-task:** Students make groups of three and search information on the internet about history, advantages, and possible disadvantages about different inventions that the teacher assigns to each group, then present it to the class.	30 min

To express opinions and make suggestions about inventions.	**Task:** Students watch a video about Top 10 inventions in human history, (https://www.youtube.com/watch?v=FJIpcyax8_g), then discuss in groups of five what are the most important and helpful inventions and create their own list.	15 min
To explain my favorite invention and its importance for humanity.	**Post task:** Students write in their notebook a short paragraph about his or her favorite invention and why it is important for humanity, and then share some opinions with the class.	20 min
To describe an invention in an extensive way.	**Wrap up:** Students play hot potato and the students who lose the game must describe an invention that the teacher is going to give.	5 min

8th Grade Group: ____		Teacher: Yoselin Jiménez	
Unit: 4		Theme: Welcome to My Town	
Week		Time: 80min.	

SPECIFIC OBJECTIVES	MEDIATION ACTIVITIES	TIME
To identify different retail shops and services in my town	**Warm up:** Students watch the video Shop and Services in Town Vocabulary, in the next link https://www.youtube.com/watch?v=15q6Yb8LzCY and write the name of the different shops and services they could hear and watch.	5 min
To describe goods and services you can you get in different places.	**Pre-task:** Students write the different services or goods they can obtain in the shops they saw in the warm up video.	20 min
To tell a simple direction.

To write about how many shops and | **Task:** Students make groups of three and create a map of their town and present the different shops and places in front of the group using there is and there are and some prepositions. | 40 min |

services there are in the town. To recognize the name of different shops.	**Post task:** Students write a short paragraph about how many shops and services they can find in their towns. **Wrap up:** Play charades and guess what the shop is.	10 min 5min

9th Grade.   Group: _____   Teacher: Yoselin Jiménez

Unit: 3   Theme: Phonology, Minimal pair sounds: s/z

Week   Time: 80min.

SPECIFIC OBJECTIVES	MEDIATION ACTIVITIES	TIME
To distinguish the sounds /z/ and /s/. To recognize the difference between the sounds /z/ and /s/. To identify the correct audio with the correct	**Warm up:** Students watch the video, Pareja de sonido consonante Voiced z and unvoiced s in the next link https://www.youtube.com/watch?v=Ek0nVPdipzs&t=33s. **Pre-task:** Student search 10 words with both sounds in the dictionary, then create pairs and each one will pronounce the words to the partner and the other will have to say which sound is correct if /z/ and /s/.	5 min 20 min 20min

word.	**Task:** Students play an online game made by the teacher base on /Z/ and /S/ connect the correct audio with the correct word. **(See annex 5).**	20min
To get the correct mining and the correct sound for different words.	**Post task:** Students hear again the words of the online game, and with those words create a sentence for each one, then share some of them with the group and explain which sound is the correct.	15min
To identify the correct sound in different words.	**Wrap up:** Students make two groups, on the board will be written the sounds /z/ and /s/, the teacher will call a student per group and then will pronounce a word, the students must touch the sound thinks is correct and win a point for his group.	

9th Grade. Group: ____	Teacher: Yoselin Jiménez
Unit: 6	Theme: The Moral of the Costa Rican Legend is …
Week:	Time: 80min.

| SPECIFIC OBJECTIVES | MEDIATION ACTIVITIES | TIME |

To understand what a legend is.	**Warm up:** Students watch a video base on a legend of El Cadejos, Ghostly Myths of Costa Rica. https://www.youtube.com/watch?v=USmTA8ylJxU	5 min
To offer an opinion about a legend and its moral.	**Pre-task:** Students discuss with the teacher what is the possible moral of "Cadejos" and then students must write in the notebook what they think is the correct one for them.	15 min
To retell a Costa Rican legend read in class.	**Task:** Students make groups of three, and search about their favorite legend among: The "Cadejos", La "Segua", The Oxless Carts, The Souls, The Stone of Aserrí and The Witch Zarate, Iztaru legend, Witch of Escazu, Legend of Turrialba. Then present a short play of two minutes about it.	30 min
To create a new legend.	**Post task:** Students write a short narrative story about a new legend that they create.	20 min
To identify descriptions of legends.	**Wrap up:** Students read and work in a worksheet with description of legends, and then identify the name of each one. **(See annex 6)**	10 min

10th Grade. Group: _____		Teacher: Yoselin Jiménez	
Unit: 1		Theme: Interviewing	
Week:		Time: 80min.	

SPECIFIC OBJECTIVES	MEDIATION ACTIVITIES	TIME
To recognize job interview vocabulary.	**Warm up:** Students complete a word search based on vocabulary related with Interviewing. **(See annex 7)**	5 min
To distinguish main ideas, key points, and details in a job interview.	**Pre-task:** Students complete a listening exercise base on a job interview, (https://www.esl-lab.com/difficult/job-interview/).	15 min
To produce a face-to-face conversations and interviews.	**Task:** Students watch the video Basic English Dialogs Job Interview, in the next link: https://www.youtube.com/watch?v=NSq4XcwKZ8k, then they make pairs and choose six questions based on the video and ask each other.	30 min
To answer a written job interview.	**Post task:** Students complete a worksheet about a written interview and then share some answers with the class. **(See annex 8)**	15 min

To give an answer about a job interview question.	**Wrap up:** Students play hot potato, the student who has the potato must answer a job interview question.	15 min

8th Grade. Group: ____ Teacher: Yoselin Jiménez Unit: 1 Theme: What is Your Next Class? Week: Time: 80min.		
SPECIFIC OBJECTIVES	MEDIATION ACTIVITIES	TIME
To recognize different subjects.	**Warm up:** Students play an online game based on make pairs of different subjects. **(See annex 11)**	5 min
To describe their school schedule.	**Pre-task:** Students create their classes schedules in a worksheet and then answer some questions including in it**. (See annex 9)**	25 min
To answer questions about a specific schedule.	**Task:** Students make three groups, look at a school schedule, **(See annex 10),** then one student pear group answer a question based on it (for example: what is the first class on Monday?), and win a point for his or her group.	20 min

To identify a person´s school schedule.	**Post task:** Students listen to the audio and create the girl's schedule. https://recursos.mep.go.cr/teachers_guide8/audios.html	20 min
To create a conversation based on school schedule.	**Wrap up:** Students make pairs and make a conversation base on the next questions: What classes do you have on…? What is your favorite class?	10 min

CHAPTER VI

CONCLUSIONS

6.1 Conclusions

The following are the most relevant findings of this investigation synthesized in the following

points:

1. All students pass through interlanguage, which is a process between the native language
   and the foreign language.

2. Interlanguage has different characteristics, among them are the production of errors,
   dynamic, permeable, systematic, and contains its own rules.

3. Interlanguage has three models which are: 1) drawing on mother tongue, where the
   learner can apply rules of his or her mother tongue. 2) expanding the modes of the target
   language, students tend to use words or expressions thinking that those have the meaning
   they know in their mother tongue, but can be a discrepancy of culture, background,
   thinking, morality, and the like between the two nations. 3) expressing oneself with
   learned words and grammar. the learner only communicates with a limit of basic words
   or grammatical structures.

4. Students can pass through one, two or even the three interlanguage models.

5. Fossilization is a phenomenon of interlanguage that supposes a stop in the learning
   process.

6. Fossilization has specific characteristics which are: it can be conscious, it is not
   experienced as a problem by individuals, it is deeply connected to the idea of purpose, it
   is changeable, it is difficult to eradicate, and it is unpredictable.

7. Students can be experiencing the fossilization, product of those five cognitive processes:
   1. language transfer, 2. overgeneralization of target language rules, 3. transfer of training,
   4. strategies of Communication and 5. Strategies of Learning.

8. The phenomenon of fossilization can be remitted applying those strategies: Positive attitudes towards errors, strengthening positive, input and output should be balanced in class, attaching importance to the quality of language input and output, optimizing learning methods, improving teachers' proficiency and the quality of teaching material.

CHAPTER VII

RECOMMENDATIONS

7.1 Recommendations

Recommendations for students

1. Students need to be conscious and pay attention to his learning process and how he develops the interlanguage in it. It is of utmost importance to understand the learning process and its characteristics in order to have a successful process.

2. It is necessary to pay attention to which models of interlanguage they are in, or which ones of them are applying in this process to avoid fall in fossilization, because they can think that it is normal and correct to commit those errors and make them part of their daily communication.

3. It is important to think and analyze if the students are in a fossilization phenomenon or not and be conscious about it to determine which or which ones of the five cognitive processes is causing fossilization, to stablish how to stop it and how to remitted.

4. Fossilization phenomenon can be remitted by students applying those strategies: Positive attitudes towards errors, attaching importance to the quality of language input and output, and optimizing learning methods.

Recommendation for teachers

1. Pay attention to each student and their learning process, to know that each learner has a different interlanguage process, and it has different characteristics for each one and try to improve and always help in the learning process.

2. Identify if the students may be at risk of falling into fossilization, and what could be the cause, if it is for language transfer, overgeneralization of target

language rules, transfer of training, strategies of communication or strategies of learning.

3. Be aware of always giving your best as a teacher since the phenomenon of fossilization can be the product of a bad teaching process.

4.   To use the positive interference of the native language, pay attention to the input and output because it has a principal role in the learning process of English as a foreign language, optimizing learning methods, improving teachers' proficiency and the quality of teaching material.

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Annexes

ANNEX 1

ANNEX 2

Holiday	Classmates' names
Christmas	
New Year	
Thanksgiving	
Easter	
Halloween.	
Mother's Day	
Father´s day	
Independence Day	
Valentine's Day	

ANNEX 3

My favorite holiday is….	when is celebrated?	Who do you celebrate with?	What do you eat this day?	What activities are prepared for this day?

ANNEX 4

https://es.educaplay.com/recursos-educativos/12487372-inventions.html

ANNEX 5

https://es.educaplay.com/recursos-educativos/12538244-minimal_pair_sounds_s_z.html

ANNEX 6

1 Write the correct name for each legend.

_____ _____ _____ _____ _____

2. Read the next descriptions and write the correct legend's name.

La segua   The headless priest   The witch   The weeping woman   El Cadejos

_____ It´s a legend about a pretty girl called Maria who threw her baby to the river.

_____ Is a beautiful woman who transformed her face into a horse to scare men.

_____ it´s the story of a priest who walks without his head and scare people.

_____ was a young man who turn into a big dog who follows and scare alcoholics.

_____ is a witch who turn the town into a stone, people into animals and governor into a peacock.

ANNEX 7

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Interviewing
Author: Yoselin Jimenez

```
I  B  S  W  I  N  T  E  R  V  I  E  W  B  P
X  M  A  E  X  P  E  R  I  E  N  C  E  D  X
V  F  T  V  Q  Q  D  D  C  S  G  T  S  U  O
U  V  P  B  A  K  X  T  C  H  N  B  A  F  A
L  D  S  W  J  M  Y  H  Q  T  I  A  L  X  H
M  T  H  I  E  I  S  F  Q  G  T  W  A  I  L
D  H  J  J  D  O  E  A  U  N  I  N  R  Q  E
X  Y  H  J  U  S  C  W  W  E  R  V  Y  U  A
Q  D  D  V  C  F  N  P  H  R  W  O  R  B  T
I  U  W  L  A  K  E  J  H  T  E  U  A  C  T
I  M  V  E  T  J  R  J  J  S  M  K  N  H  Q
J  B  M  I  I  H  E  O  C  K  U  D  G  N  P
B  K  T  W  O  P  F  B  D  F  S  P  E  X  X
O  M  S  B  N  O  E  M  G  W  E  B  Q  I  C
H  I  P  B  T  J  R  A  L  X  R  S  O  M  F
```

1. RESUMEWRITING
2. SALARYRANGE
3. EXPERIENCE
4. REFERENCES

5. EDUCATION
6. INTERVIEW
7. STRENGTHS
8. JOB

ANNEX 8

Job Interview

1. What is your first name? _____

2. What is your last name? _____
3. Tell me about yourself
   _____
   _____
   _____

4. Why do want this job?
   _____
   _____
   _____

5. What kind of salary are you thinking about?
   _____
   _____

6. How many languages can you speak?
   _____
   _____
   _____

7. What hobbies do you have in your free time?
   _____
   _____
   _____

8. Tell me about your education.
   _____
   _____
   _____

9. What special skills do you have?
   _____
   _____
   _____

10. Why should we hire you?
    _____
    _____
    _____

ANNEX 9

TIME	MONDAY	TUESDAY	WEDNESDAY	THRUSDAY	FRIDAY

What's your schedule? _____

What classes do you have? _____

When do you have lunch? _____

What time does it end? _____

What's your favorite class? _____

ANNEX 10

GRADE: EIGHTH B

GUIDE TEACHER (MARIA LAURA AGUILAR)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:40 - 8:20	Science	Computación	Matemática	Matemática	Science
8:20 - 9:00	Science	Frances	Matemática	Matemática	Science
9:00 - 9.40	Geography	Frances	Español	Science	Science
9:40 - 10:20	Geography	Ingles	Español	Ingles	Sociales
10:20 – 10:40	Recess	Recess	Recess	Recess	Recess
10:40 - 11:20	Frances	Ingles	Ingles	Español	Ingles
11:20 - 12:00	Guia	Música	Ingles	Sociales	Ingles
12:00 - 12:40	Ingles	Educ. Física	Sociales	Ingles	Valores
12:40 - 1:10	Recess	Recess	Recess	Recess	Recess
1:10- 1:50	Español	Civica	Sociales	Geography	Matemática
1:50- 2:30	Español	Frances	Orientación	Geography	Matemática

ANNEX 11

https://es.educaplay.com/recursos-educativos/12560185-schedule.html