UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

UNDERGRADUATE RESEARCH PROFILE:
STRATEGIES TO REDUCE THE EFFECTS OF INTERLANGUAGE
FOSSILIZATION IN THE SECOND LANGUAGE PERFORMANCE IN THE
STUDENTS ENROLLED IN THE INTENSIVE ADVANCED ENGLISH I
SUBJECT FROM THE BACHELOR IN MODERN LANGUAGES:
SPECIALIZATION IN FRENCH AND ENGLISH FROM THE SCHOOL OF
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Tell me and I forget.
Teach me and I remember.
Involve me and I learn.
Benjamin Franklin

DEDICATION

First, the research team wants to dedicate this achievement to God because without Him, they would not have been able to overcome all the difficulties. Researchers are grateful with their parents, who were always supporting them in the good and bad moments; they were their strength when the moments were hard. The research team wants to thank all the people that, in some way, helped them arrive to this point of their life. Finally, the researchers thank their teachers, classmates, friends, and every person they have met in their life since all those have been important to achieve this goal.

The goal of education is not to increase the amount of knowledge but to create the possibilities for a child to invent and discover, to create men who are capable of doing new things.

Jean Piaget

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ABSTRACT

The following research explores Interlanguage Fossilization (ILF) and its implications in the students' English performance from the University of El Salvador enrolled in the Intensive Advanced English I subject, from the Bachelor of Arts in Modern Languages: specialization in English and French, Semester II 2018 and the use of strategies to reduce its effects. Seen as a main problem in the second language acquisition process, the need to explore fossilization in English learners in the University of El Salvador arose as a result of findings that showed scarce or no information in the subject and that required to be more scrutinized. The research design selected for this particular investigation will be exploratory. This paper focuses on current data from a previous dissertation, and it will explore the students' profile based on their study habits and current teaching methodology being used at the University of El Salvador. This achieve through interviews, analysis of teaching methods and analysis of previous researches, in order to contextualize the current state of things; all with the purpose of establishing the most effective ways of reducing ILF that will lead to a methodology-based fossilization reduction proposal from this research.

1. INTRODUCTION

Nowadays, in most of the labor fields, there is an increasing demand of professionals with a high domain of the English language, which implies more commitment from the educational institutions to form competitive professionals. It is important to address that education in general is a complex task in every sense; especially to teach a second language. Education must prepare the people to communicate their ideas in an efficient and effective way, due to the fact that the communication is essential to achieve interpersonal relations, as well as to be able to accede to all kinds of knowledge and produce new knowledge. Therefore, if it is challenging to teach a mother language, much major is the challenge of teaching a foreign language and at the same time to reduce the mistakes that a person could have at the time to produce the target language. The intention of this research is to offer to teachers new tools that allow and facilitate the education and learning of English by means of strategies that address the reduction of Interlanguage Fossilization.

1.1.   STATEMENT OF THE PROBLEM

Interlanguage fossilization refers to the process in which incorrect language usage (particularly that of a second language) becomes stagnated and cannot easily be corrected once it is learned in a certain way, or as the word says, it is "fossilized" in its primary stage. For many years, students from the Foreign Language Department of the University of El Salvador have encountered difficulties when learning a second language. Out of the many problems an English student can face, fossilization is the one with long-lasting and negative repercussions in the learning process; and the hardest to get rid of.

In the University of El Salvador, in an ideal context, students and teachers alike have accurate and vast resources to rely on when it comes to the improvement of their English language acquisition skills; and also, it is expected that these academic tools will be subject to constant scrutiny and renovation from this academic institution in order to meet the required standards of quality set by experts all around world. Nevertheless, it is wise to acknowledge that the access to these resources is very limited in the University of El Salvador and therefore it leads to a particular gap in knowledge when it comes to the study of Interlanguage fossilization and the means to reduce it.

Despite the many researches, dissertations and essays that touch upon the subject in different parts of the world with different realities and milieus, it is still information that remains virtually unknown and untested in the University of El Salvador, particularly in the Foreign Languages Department, where languages are taught on a daily basis. Because of that, further investigation, which is set and tested in a local context with English language students from the University of El Salvador, is expected and more importantly, needed in a higher educational institution such as the University of El Salvador.

Furthermore, as pointed out previously, the problem lies in the lack of information and no guide or proposal specifically aimed at languages students from the University of El Salvador. Such scarcity leads to disorganization and misdirection in terms of teaching languages. As a problem that is purely rooted in linguistic abilities with the language, it is crucial to tackle them directly if students and teachers are to perform at the expected level. Not only that but as part of a higher educational institution, interlanguage fossilization studies are sought for and expected to occur at a university level. Only a group of students graduating in 2018 presented an academic paper that deals directly with the phenomenon, but even so, conclusions that were drawn were very limited and needed some more digging and exploration.

Therefore, this investigation sought to make a thorough analysis of the types of Interlanguage fossilization and its effects on the performance of students enrolled in the Advanced English I subject, Semester II 2018 from the Bachelor of Arts in Modern Languages, specialization in French and English. The research made reference to current fossilization trends and identifies teaching methodologies used by professionals in the Foreign Languages Department of the University of El Salvador to explore how they tackle Interlanguage fossilization. It also identified a students' profile based on study habits that have led to the creation of an Interlanguage fossilization reduction proposal, which was the purpose of the research.

It is of interest for students and teachers to have access to valuable information that can enhance and contribute to their fields of study. A research like this provide a basis for Interlanguage fossilization reduction strategies that definitely have an impact on how the study of languages in the University of El Salvador is approached and on the limitations and scopes of current methodologies and strategies used by professionals.

2. RESEARCH PROBLEM

Strategies to Reduce the Effects of Interlanguage Fossilization in the Second Language Performance in the Students Enrolled in the Intensive Advanced English I Subject from the Bachelor in Modern Languages: Specialization in French and English from the School of Arts and Sciences of the University of El Salvador, Semester II, 2018.

2.1. DELIMITATION OF THE PROBLEM

2.1.1. SCOPE

The research explored Interlanguage Fossilization (ILF) and the use of strategies to reduce its effects in the students' English performance from the University of El Salvador enrolled in the Intensive Advanced English I subject, from the Bachelor in Modern Languages: Specialization in French and English. Since semester II, 2018 did not have an established number of students enrolled in the subject, it is estimated that around 30 - 35 students were enrolled in each of the groups by August 2018, and therefore, the research continued with this projected number to proceed with the sampling selection. Once students have enrolled, one of the Advanced English I groups was selected to run a survey where students were asked about their study habits and to provide feedback regarding the topic of study. Furthermore, a series of semi-structured interviews from three professors currently teaching English at the University of El Salvador were asked to participate, in order to obtain feedback regarding the subject of study and help to the creation of a proposal for the reduction of Interlanguage fossilization in the target population.

2.1.2. TIME

The theoretical part, meaning the gathering of information and the reading of literature for the theoretical framework, the selection of the research topic, general and specific objectives, justification, research questions, and statement of the problem for this research, have taken place between the months of February to July 2018. Details are shown in the timetable. The collecting of data has taken place in the Semester II 2018 of the University of El Salvador, which comprises the months of August through December 2018. During this time, the first two months were dedicated to the gathering and further discussion of the collected data from students and teachers, and the next months were invested in the creation of a methodology-based proposal for the reduction of Interlanguage Fossilization, which is the main purpose of this research.

2.1.3. PLACE

All information were collected within the campus of the University of El Salvador, specifically in the Foreign Languages Department. The population (active students and teachers) selected for this research were frequent users of the establishments and classrooms and they were expected to be at the University of El Salvador during the time of the investigation.

3. RESEARCH OBJECTIVES

3.1. GENERAL OBJECTIVE

To establish a research proposal with strategies to reduce Interlanguage fossilization in Second Language Acquisition amongst students of the Bachelor in Modern Languages: Specialization in French and English enrolled in the Intensive Advanced English I subject.

3.1.1. SPECIFIC OBJECTIVES

- To investigate current methodologies being used by professors to teach students of Modern Languages enrolled in the Intensive Advanced English I subject.

- To create a students' profile from the Intensive Advanced English I subject based on their study habits.

- To set a number of strategies in order to create a fossilization reduction methodology.

3.2.   RESEARCH QUESTIONS

- What are the best strategies to reduce ILF amongst Bachelor in Modern Languages Students in 2018?

- What are the current methodologies being used by professors?

- Do they tackle Interlanguage Fossilization directly?

- Are students aware of Interlanguage Fossilization and how it affects their performance?

- What are the students current study habits?

- Do those habits already include Interlanguage Fossilization reduction strategies?

3.3 ANSWERS TO RESEARCH QUESTIONS

As part of the research endeavor, the research team was able to answer the following questions based on the information that was gathered before, during and after this research paper was completed:

1. The best strategies to reduce Interlanguage Fossilization are found in page 26 of this research, Topic 5.2.10. STRATEGIES FOR SUCCESS.

2. Current methodologies used by the professors at the University of El Salvador can be found in the INSTRUMENT section, Topic 7.2. RESULTS OF THE INTERVIEWS, pages 51 – 56.

3. Some English professors tackle ILF directly, others don't, as can be found in pages 51, 53, and 56 of this paper.

4. Students are not aware of ILF and how it affects their performance. The answers can be found in the answers provided in the RESULTS OF THE SURVEY section. Pages 42, 43, and 44

5. Students current study habits can be found in the RESULTS OF THE SURVEY, pages 37 – 41.

6. The study habits described by students do not include interlanguage fossilization (at least directly) as it can be deduced in the results of the survey, pages 37 – 41.

4. JUSTIFICATION

As learners and educators of English as a Second Language (ESL) most of our academic lives revolve around the English language in all its forms: the grammatical, semantic, phonological, pedagogical and didactical aspects of the language are part of our daily lives and as professionals or as future educators, we seek a constant improvement of these competences in ourselves and in the students as well. With that thought clearly established, it is paramount that access to information correspondent to second language acquisition be accessible and available for anybody who takes interest in any language, especially English. In the University of El Salvador, the Foreign Languages Department is in charge of providing such tools for teachers and students to take advantage of; which is, ideally, plentiful and resourceful.

However a particular gap in knowledge has been noticed by students of this department. There seems to be very little information, if any, pertaining Interlanguage Fossilization and the means to reduce it. Interlanguage fossilization is a linguistic phenomenon that is still being widely investigated and debated by scholars and linguists around the world. We know thanks to research and theories on psycholinguistics and sociolinguistics that students who have taken interest in learning any language, have faced a number of difficulties regarding the study of said language, and find themselves 'trapped' in a transitional or 'midway' phase called Interlanguage.

This particular stage in the learning process of a second language, along with Fossilization; which is the 'stagnation' of the native and target language in the early phases of the language acquisition process; become, together, a linguistic phenomenon that deserves the attention of English learners and educators in the University of El Salvador. There is a perceived number of students who do not seem to perform at the 'expected' level even when, in theory, they have already overcame the intermediate or advanced levels of the language. This precisely due to an ever-present Interlanguage fossilization problem which has been tackled and discussed in a previous endeavor by a research paper on Interlanguage Fossilization presented by

students from the Foreign Languages Department that also tracked trends and common mistakes made by the students.

Even though the problem was pointed out, the paper offered scarce or no solution at all to the problem in question. This research paper delves for an approach to Interlanguage Fossilization strategies aimed at the reduction of these mistakes and seeks to create a method-based proposal that will enhance students' performance in English in a meaningful way by using resources available to teachers and students.

All this with the purpose of creating a tool for teachers and students to access to. So that, it provides an input for anyone who wants to deepen into Interlanguage Fossilization knowledge, and in a practical way it will help to introduce new strategies to current methodologies or ways of instruction teachers and students may find helpful to include in their classes in order to reduce Interlanguage Fossilization.

5. THEORETICAL FRAMEWORK

5.1. INTRODUCTION

Learning a second language has become, in an ever-growing competitive world, a necessary tool to attain success. As such, countless students from all economic and social backgrounds direct their energy and attention to soak in a new language, especially English, which has gained such widespread popularity as to become the lingua franca of the world for several decades now. It is for this reason that interest in the dynamics and processes that involve the learning of said second language has increased over the years. Linguists and scholars have dedicated their works to better understand such mechanisms or phenomena in order to improve the approach to these topics, especially when it comes to tackle issues with teaching-learning processes that may happen in the classroom.

One of these phenomena is Interlanguage Fossilization, an extension of Applied Linguistics that studies the stagnation of the native and target language in the early phases of the language acquisition process. This research will focus on previous works that have deepened in the understanding of Interlanguage and Fossilization and how much the conceptions and frameworks have evolved from those early concepts to the present stand points; and also, it will shade a light in current trends occurring in the University of El Salvador in order to establish a context for the Fossilization reduction strategies that will be further discussed in much more detail throughout the investigation and that are the core of this research.

5.2. THEORETICAL BASIS

5.2.1. INTERLANGUAGE

The term dates back to 1927 and is a combination of the words 'inter', which comes from the Latin "between" or "amid", and 'language', which is, as we know, a body of words, and set of methods of combining them (called grammar), understood by a community and used as a form of communication. (https://en.wiktionary.org/wiki/interlanguage). According to this information we can deduce that 'Interlanguage' is something in between. Is it a language that is not fully considered as such, and therefore rests somewhere in between? Is it maybe a language that is not fully developed? Does it constitute a language on itself?

According to the McMillan dictionary, Interlanguage is: a mixture of two languages, especially one used by someone learning a new language that contains features of the person's first language mixed with those of the language they are learning. This concept came to be, thanks to the efforts and thorough research endeavors of linguists and experts such as Stephen Pit Corder (S.P. Corder), Larry Selinker, Christian Adjemian, and many more who have contributed to the better understanding of the theory. In the next pages an approach to such concepts will be made, to contextualize and set the ground for the research currently being studied.

5.2.2. CONCEPTUALIZATION OF INTERLANGUAGE

- S.P. Corder (1967) called as transitional competence.

- William Nemser (1971) referred to the same phenomenon in his term "approximate system", stressing the successive approximation to the target language.

- Larry Selinker (1972) described it as a separate linguistic system.

- Christian Adjemian (1976) argued that IL was a set of systematically developed rules.

- Elaine Tarone (1979) sees the IL as a set of styles that are dependent on context of use.

- Both Tarone and Adjemian assumed that the IL is a natural language, with the same universal constraints and subject to linguistic analysis in the standard way.

- Larsen Freeman and Michael (1991) a continuum between the native language and the target language.

All these descriptions have one thing in common: the fact that second language learning is seen to be moving in the direction of the target language, with the learner constructing successive systems of phonological, grammatical, and semantic usage rules.

5.2.3. CHARACTERISTICS

- **Interlanguage is dynamic and permeable.**
   It serves as a bridge between L1 and L2. They refine certain rules and obtain new ones.

- **Interlanguage is systematic.**
   Although different learners have different Interlanguage, they all have their own rules within their variations.

- **Interlanguage is variable.**
   They may apply the same rule differently in separate contexts or domains.

5.2.4. INTERLANGUAGE FORMATION

- **Overgeneralization**

   Learners extend the application of a rule in L2.

- **Learning Strategies of L2**

   Some incorrect learning strategies may result in stagnation in the development of some aspect of L2 such as syntactic, lexical, sociocultural, etc.

- **Language Transfer**

   Learners use their knowledge of L1 to understand or produce meaning in L2.

- **Transfer of Training**

   Instruction plays a significant role in language acquisition. The way learners are taught produces both progression and mistakes. Lack of formal instruction or wrong instruction may result in replicating incorrect language forms.

- **Strategies of Communication**

   Learners may become more concerned with how fluent they sound rather than how accurate.

5.2.5. FOSSILIZATION

   Fossilization refers to the process in which incorrect language becomes a habit and cannot easily be corrected.

5.2.6. CONCEPTUALIZATION OF FOSSILIZATION

- Vigil & Oller (1976) any case where grammatical rules, construed in the broadest sense, become relatively permanently incorporated into a psychologically real grammar.

- Lowther (1983) the inability of a person to attain native like ability in the target language.

- Ellis (1985) can be realized as errors or as correct target language forms.

- Hyltenstam (1988) is a process that may occur in the second language acquisition in which the learner has stopped learning or has reverted to earlier stages of acquisition.

- Bley-Vroman (1989) a stage short of success in which learners permanently stabilize at this stage.

- Tarone (1994) it ceases to develop at some point short of full identity with the target language.

- Selinker (1996) Fossilization is the process whereby the learner creates a cessation of interlanguage learning, thus stopping the interlanguage from developing, it is hypothesized, in a permanent way.

- Han (1998) mechanisms that produce permanently stabilized IL forms.

5.2.7. INTERLANGUAGE FOSSILIZATION

Interlanguage Fossilization is a broad term used to describe many forms of arrested progress in second language (L2) acquisition. This arrested progress can occur in one or more specific features of the target language, and many teachers and researchers consider Fossilization an unavoidable process.

5.2.8. TYPES OF INTERLANGUAGE FOSSILIZATION

Fossilization is a linguistic phenomenon in its own right and manifested as deviant forms from TL. It occurs at all levels, from phonological layer to pragmatic layer.

- **Phonological fossilization**

The difference of phonology is possibly the greatest difference between languages. Phonological fossilization refers to the repetition of phonological errors which result from the incorrect acquisition of pronunciation of L2, usually affected by L1. When phonological errors are repeatedly made and eventually stay stable in the incorrect manner, phonological fossilization occurs.

- **Morphological fossilization**

English has got a variety of changes in morphology and therefore has various grammatical morphemes. The most common problems lay in two aspects, inflectional morpheme and article. The third-person singular –s is a facet of syntactic agreement such as drinks and is suffixed to lexical verbs and auxiliaries such as has. However, there are other markers for third-person singular, such as buses, crises, and criteria. Articles are also big headaches for students. When and where to put which article stays as a mystery for certain amount of learners even those who with higher proficiency.

- **Syntactic fossilization**

Different languages have their own syntactic rules. The most typical manifestation of syntactic Fossilization among is presented in tense. English has present tense and past tense in general that can be further divided into sixteen categories. Not to mention complicated marker system for past tense and past participle tense, it often takes time for students to decide the right kind of tense. In the situation that they cannot make clear distinction, they have to turn to their instinct for help from time to time and thus fossilization occurs.

- **Semantic fossilization**

Semantic Fossilization refers to the use of language forms that exist in TL but do not represent the meanings L2 learners intend to express in the context.

- **Pragmatic fossilization**

Due to the close relationship between pragmatics and semantics, Fossilization in the two aspects is interrelated and overlapping. A pragmatic deviance is also termed "pragmatic failure" by Thomas (1983). In her view, pragmatic failure takes place in the cross-cultural communication and refers to the "inability to understand what is meant by what is said". Inappropriate language use results in misunderstanding, embarrassment, and even insult.

5.2.9. CAUSES OF INTERLANGUAGE FOSSILIZATION

Interlanguage Fossilization is caused by many factors, and can come into shape as a result of a small deviation in the foreign language learning process. The causes of Interlanguage fossilization can be briefly classified into internal factor and external factor.

A. INTERNAL FACTORS

- **Age of the foreign language learner**

Generally, the plasticity of the brain of a foreign language learner decreases along with his aging. Researchers have shown that the age from 12 to 15 is a critical period for human language acquisition. Before this critical period, the Interlanguage Fossilization hardly occurs, and the learning of target language is relatively easy. Nevertheless, after the critical period, Interlanguage Fossilization may occur, embodied in the inability of foreign language learner to exactly grasp the target language's characteristics. However, it is not that the learners are unable to acquire a target language after the critical period, but it is just easier for them to do so before the critical period.

- **Purpose of the foreign language learners**

Generally, the purposes of the foreign language learners can be classified into comprehensive purpose and instrumental purpose. The comprehensive purpose means that the learners learn the foreign language for the purpose of communication. These learners tend to regard highly the cultural and historical background of the target language, and study hard and long with a strong interest. The instrumental purpose means that the purpose of learning is to pass the examination. These learners tend to care only about the examination, and not about the use of the language to communicate. Once they pass the examination, they will lose their motivation for further learning. This short-term way of learning is prone to cause Interlanguage Fossilization.

- **Mentality of the foreign language learner**

The mental changes in the learning process of the foreign language learners take crucial effect. For instance, when just beginning to learn a foreign language, the learners are always enthusiastic and have a strong interest, so they improve fast. When they reach a certain level and encounter bottlenecks,

the learners will feel anxious about the setback in the learning state, and thus lose their interest and motivation. If the foreign language learner cannot adjust their mentality at this time, the Interlanguage Fossilization may probably occur.

- **Method of the foreign language learner**

The foreign language learners must adjust their learning methods, based on various problems encountered in the learning process. An efficient learning method that is fit for a learner can accelerate the acquisition of a foreign language. Learning by rote is prone to cause Interlanguage Fossilization.

B. EXTERNAL FACTORS

- **Influence of target language culture on the foreign language learner**

In order to acquire a foreign language, the cultural background of that language in related countries must be known. Cultural differences may result in different understanding of the same thing. If the foreign language learner cannot understand or accept this difference in the heart, they will be resistant to that language. This resistant feeling will directly result in the difficulty of the foreign language learner to improve their level. If this situation continues, the Interlanguage Fossilization will occur.

- **Influence of communicative feedback on the foreign language learner**

In the process of learning foreign language, the learners communicate with the external world through writing and talking. Mistakes inevitably occur during the use of Interlanguage, and some of the mistakes do no harm to the understanding between the communicators. If the communicators do not provide feedbacks on these mistakes, the foreign language learners won't specifically and deliberately correct their interlanguage. Gradually, the Interlanguage Fossilization will occur. Moreover, intemperate feedback on the

mistakes in Interlanguage is inadvisable, because it will injure the learner's self-confidence, and deprive their motivation in the improvement of Interlanguage.

- **Influence of teachers on the foreign language learner**

The teacher's knowledge level and teaching method directly affects the foreign language learner's learning outcome. The teacher must have extensive and accurate knowledge. Once the teacher imparts some incorrect knowledge to the foreign language learner, the incorrect knowledge will solidify in the learner's mind, and result in Interlanguage Fossilization. Improper teaching method also affects the foreign language learner's enthusiasm.

5.2.10. STRATEGIES FOR SUCCESS

Nine specific learning strategies. These are not meant to be all inclusive, but simply as additional resource material for ESL and literacy teachers and their fossilized learners:

- **Memorization**

Memorization is an effective technique, the brain has limited storage capacity and thus memorization cannot be used for all new learning. It can be effective, though, in short conversational segments.

- **Large print bilingual textbooks**

These books are bilingual, Spanish and English, and this bilingualism also serves to strengthen the bond between learning a language and literacy. Students see that many rules of language are the same, no matter what language is being learned. Bilingual books are effective for a contrastive approach to teaching — comparing and contrasting specific grammar rules between first and second languages. This, of course, assumes some teacher knowledge in the first language of the students.

- **Simple grammar charts**

Grammar charts (for those students learning academic English) produced on 8 1/2 x 11 paper and encased in plastic sleeves for longer use can provide assistance to fossilized learners because it offers them a tangible reminder of the grammar rule. These can be kept in their notebooks for easy access when formal writing is necessary.

- **Working one on one**

Whether working with the teacher, tutor, or another student, fossilized learners crave and need individual attention. They may have had social, emotional, or linguistic distance previously and thus become estranged from learning, specifically language learning, as an ultimate goal. The first step for them is an awareness that certain changes need to be made in specific grammatical structures, and that these corrections can be made through practice and hard work. Working one on one provides the reference necessary and allows for a comfortable continuance of the ongoing language practice. When a bond develops between student and teacher, the student's self-confidence improves as he realizes there is someone present who cares about and is concerned for his future. The goal in this case is to negate the effects of all those years of emotional and psychological isolation.

- **Colors**

This can be a valuable teaching tool, ESL students are motivated by bright colors, not only with textbooks, but with work papers, use of colored pencils, markers, and even room decoration. Because the use of color has provided an element of excitement and awakening, the teacher has turned to color coding files and papers in order to increase motivation. For rooms with whiteboards, dry markers now come in about 16 different colors, all of which make writing even more fun.

- **Journals**

"Special" writing journals given to students are like gifts to them. They treasure the books, in which they write English phrases and sentences that they know. These journals are not used for creative writing, rather they are used as a reference or reflection for what students have learned. Teachers must check them regularly to make sure writing is correctly written. These are best done in pencil, on a one-to-one basis, either with the student and teacher, or student and tutor. This journal writing will serve as a model as students re-read them in their own time. Journals used in this way are empowering because the student has a hard copy of his own correct language production. Many ESL students have reported that they enjoy reading their own journals, practicing out loud what they have written.

- **From problem to solution orientation**

As part of language discussions in class, it is imperative to focus on identifying the problem at hand, and then thinking about solutions. Identifying problems and solutions should be part of the integral process of language learning, and orally discussing current problems can give students access to a new vocabulary, but insight into how to solve their problems within an institutional setting and outside its walls.

- **Specific English instruction**

Correctional teachers should give their students the language they need to function inside a correctional facility or any other institution. Sometimes students need specific language in order to make their voices heard. Creating lesson plans specifically for correctional education will certainly be required in many cases.

- **Visuals, visuals**

We know from research (and our own experience) that the more we see an image, a letter, a word, another person, the better we get to know him/her. This is a universal truth in literacy and especially valid in language learning. The more repetitions that occur, the better the chance that new learning will occur also. In this regard, all learners do well with visual images of not just pictures, but of words, phrases, and even sentence structures. For the classroom, this means that the teacher needs to write all spoken expressions on the blackboard and be mindful of a truly integrated curriculum — listening for pronunciation, speaking and practicing, reading, writing — and then practice, practice, practice, with and without the visual image.

5.3.   ANTECEDENTS

5.3.1. INTERLANGUAGE FOSSILIZATION IN THE UNIVERSITY OF EL SALVADOR

As it was mentioned earlier on this research, students have noticed a gap in knowledge when it comes to the existence of academic material concerning Interlanguage Fossilization and the way in which the problem can be reduced. Why is it important to have access to such information? As a higher educational institution it is important to ensure that each level of the SLA process evolves accordingly without any sort of limitation or impediment that slows down the learning experience; and to do so, students need to have access to quality material that will ensure just that.

By digging up the literature concerning this research, the only research paper whose subject was specifically aimed at the understanding of Interlanguage fossilization was one titled *"THE MOST COMMON PATTERNS OF FOSSILIZATION ON STUDENTS OF THE ADVANCED ENGLISH II COURSES OF THE BACHELOR OF ARTS IN ENGLISH LANGUAGE TEACHING AND THE BACHELOR OF ARTS IN MODERN LANGUAGES WITH SPECIALIZATION IN FRENCH AND ENGLISH AT THE FOREIGN LANGUAGE DEPARTMENT, UNIVERSITY OF EL SALVADOR, SEMESTER I-2017"*. The study is very recent, it was presented last year (2017) and its main purpose was to measure students' English performance based on their level of Interlanguage Fossilization. 24 English students from the Foreign Languages Department were given a questionnaire which contained a series of grammar questions created with the purpose of identifying Fossilization trends, specifically in the writing area, but they were also subject to interviews (oral proficiency) and class observation.

As the results poured in, it was evident Interlanguage Fossilization was a present phenomenon occurring in the Foreign Languages Department. Besides spotting trends, classifying and describing them as they came, the research team set themselves to explain why Interlanguage fossilization could not be reduced despite the instruction one student could receive within the first three years in the major. They concluded that most common trends of Fossilization presented in this particular group of students were as follows: generalized pronunciation, negative transfer, stress in words, and pluralization, being "negative transfer" the highest to score in the results. In the writing part of the test, types of Fossilization in "terms of part of speech", showed a considerable number of students to have problems with the use of preposition, usage of the correct verb form after a preposition, but conclusions were not very clear. Most of the students had a combination of fossilized errors, rarely they had one single error to work on. Interference (which is direct translation from Spanish to English) and lack of exposure to the second language being learned, were cited as the main causes of said errors in both oral and writing categories.

As the research team for this paper analyzed the results showed in that investigation, the team came to the conclusion that the 2017 research offered important findings in terms of Interlanguage Fossilization, mainly pointing out the existence and trends of the phenomenon in the Department. However, the 2017 research provided with some recommendations that included: the awareness of one's English level, that is, to be aware of one's skills, and that students should "spend more time practicing their English language skills in order not to have 'basic mistakes'…", which only provides with a partial solution to a much more complex issue where both students and teachers have a role to play if Interlanguage Fossilization is to be overcome. That is why it is necessary to provide with solutions that will stretched the need to tackle these linguistics errors in a more holistic manner. That is to say, including them as part of the academic agenda and as part of the whole learning process in the Foreign Languages Department.

6. METHODOLOGY

6.1. TYPE OF STUDY - MIXED METHOD

The type of study selected for this research was The Mixed Method research. It is a methodology that includes both the qualitative and quantitative data which can be integrated for a better understanding of a problem.

The need for a mixed method came from the fact that both qualitative and quantitative data were collected from two different sources: One, from the aid of English students who were currently taking Intensive Advanced English I subject from the Bachelor in Art of Modern Languages: specialization in French and English at the University of El Salvador. Two, from the aid of English professors whom were interviewed regarding Interlanguage Fossilization and their involvement or lack thereof, in the use of fossilization reduction strategies in their methodologies.

The integration of quantitative and qualitative data in the form of a mixed methods study had great potential to strengthen the rigor and enrich the analysis and findings of the instruments for this research. One of the advantages is that it has reflected the participants' point of view in a more detailed manner (in the case of the interviews) that has given a voice to participants and ensure that findings are grounded in participants' experiences. Also it had provided methodological flexibility due the advantage of having all sorts of data coming from quantifiable data and more subjective feedback. Another advantage was to collect rich and comprehensive data to provide a more complete information about the topic. The use of quantitative and qualitative approaches, in combination, provided a better understanding of the research problem for this enquiry. Researchers have decided to use this Mixed Method design because this research has multi-phases; one data resource may not be enough, and initial results need to be further explained. This method has been paired up with the exploratory design since it has helped the researchers to get clear information in order to corroborate and build the strategy for the research problem.

6.2. RESEARCH DESIGN - EXPLORATORY RESEARCH DESIGN

Researchers considered a number of research designs until it was finally concluded that the Exploratory Design was the option that best suits the needs for this research, since Exploratory Design focuses on explaining the aspects of the study in a detailed, more in-depth manner. It has led to a better understanding of the problem which contained certain limitations and was superficially treated in previous research endeavors.

6.3. POPULATION

Approximately, 240 students enrolled in 4 different groups of Intensive Advanced English I courses from the Bachelor in Modern Languages: specialized in French and English at the University of El Salvador.

6.4. SAMPLE

It was estimated that around 30 - 35 students were enrolled in each of the groups by August. The group selected was the group #7, who was taking Advanced English I from 8:00am to 10:00am, Semester II 2018.

6.5. SAMPLING METHOD - RANDOM SAMPLING

Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population. Random sampling have been used for this research in order to provide unbiased results so that participants from the selected population can attain the same level of opportunity for this research. The student sample have been chosen out of a hat.

6.6. DATA COLLECTION TECHNIQUES AND INSTRUMENTS

The following methods of data collection were used to gather the information needed to carry out the research:

6.6.1. ARCHIVAL RESEARCH

- **Previous graduation work from the University of El Salvador:**
The research was partly based in the findings contained in the graduation work from the year 2017 titled: "The most common patterns of fossilization on students of the advanced English II courses of the bachelor of arts in English language teaching and the bachelor of Arts in Modern Languages with specialization in French and English at the Foreign Language Department, University of El Salvador, semester I-2017", done by the students Cristian Ricardo Fuentes García, German Roberto Cortez Nochez and Roni Leonardo Henríquez Duran. The research contained useful information about the phenomena currently being studied and its data was partly used to have a better understanding of the issue at hand.

- **Essays, dissertations, and researches found on the internet:**
Part of the information was based on findings from official sources of the internet. The information gathered for this research stems from dissertations, essays and researches that touch upon the subject and provided with depth and insight for a better understanding of the topic.

- **Books and Publications on the subject:**
Part of the information was also based on publications and books corresponding to the topic at hand.

6.6.2. INTERVIEW

For the purposes of this research paper, several interviews were held with members of the academic staff (Professors) of the Foreign Languages Department from the University of El Salvador. The number of participants for such interviews has been set as three. The participants were subjected to a specific number of questions about their experience and knowledge about the topic being researched.

6.6.3. QUESTIONNAIRE

A questionnaire is a technique for collecting data in which a respondent provides answers to a series of either open or close ended questions. The benefits of this method include: speed increase of data collection, low or no cost requirements, and higher levels of objectivity compared to other alternative methods of primary data collection. In order to collect the necessary data for this research, a questionnaire has been created to ask the subjects about their experiences, opinions and ideas regarding the researched topic, with the purpose of creating students' profile that had helped with the creation of a proposal containing strategies to improve the English performance by reducing Interlanguage Fossilization in ESL students.

6.7. DATA COLLECTION AND ANALYSIS OF RESULTS

Statistical analysis has been used after data has been collected. The main sources of data collection were the questionnaire and the interview. The data that has been obtained from the questionnaire, due to its quantitative nature, was studied and analyzed based on trends and patterns that has been shown in the results. By the other hand, the interviews, which were held at the Foreign Languages Department with the participation of three professors, had the purpose to obtain qualitative data and meaningful information of their pragmatic knowledge and experience. However, the most important statements and remarks they shared with us have been explained and summarized in graphics to show the relationship between data from students and teacher. In both cases, pertaining both instruments, the analysis was made through the lens of the information gathered in the theoretical basis for this research.

7. PRESENTATION OF RESULTS

7.1. RESULTS OF THE SURVEY

Analyzing all the answer given by the participants from Intensive Advanced English I, from the bachelor of Modern Languages: Specialization French and English, semester II – 2018, the result are the following:

- **Academic Year:** All the participant are in their second year of study.
- **Age:** The ages of the participants are from 18 from 25 years old.
- **Gender:** 25 participants were women and 14 of them were men.

STUDY HABITS

1. **What type of material do you use to practice English?**

a) University Material	**29**
b) Internet Material	**35**
c) Books	**19**
d) Audio and visual aids	**24**
e) Textbooks	**11**
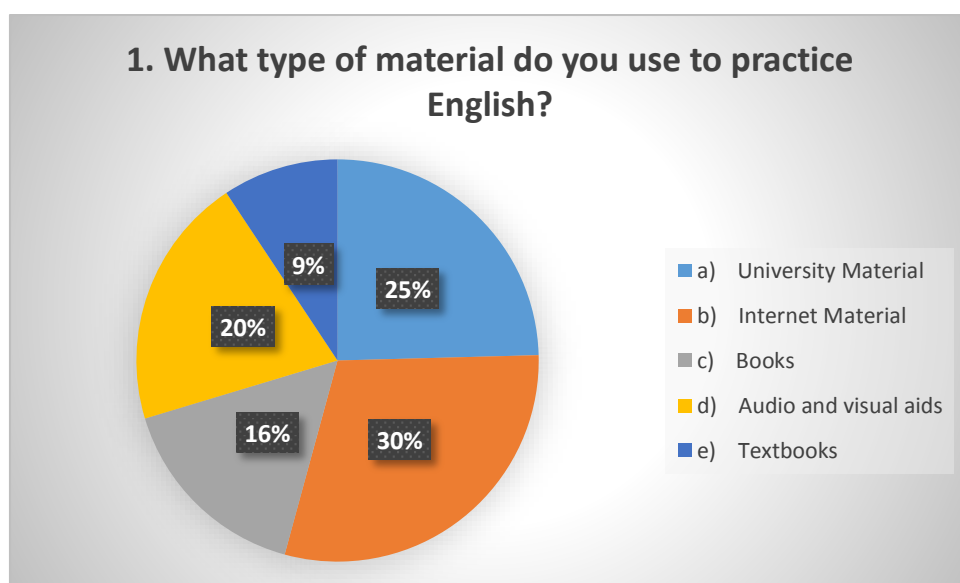
First, a 30% of the participants use Internet Material for practicing English; second, a 25% of the participants use the University material given by professors; third, a 20% of the participants audio and visual aids; forth, a 16% of the participants use books; fifth, a 9% use textbooks for practicing English.

2. How many hours do you dedicate outside the classroom to the improvement of your English skills?

a) Half of an hour or less	**11**
b) 1 hour	**16**
c) 2 hours	**13**
d) 3 hours or more	**0**

2. How many hours do you dedicate outside the classroom to the improvement of your English skills?
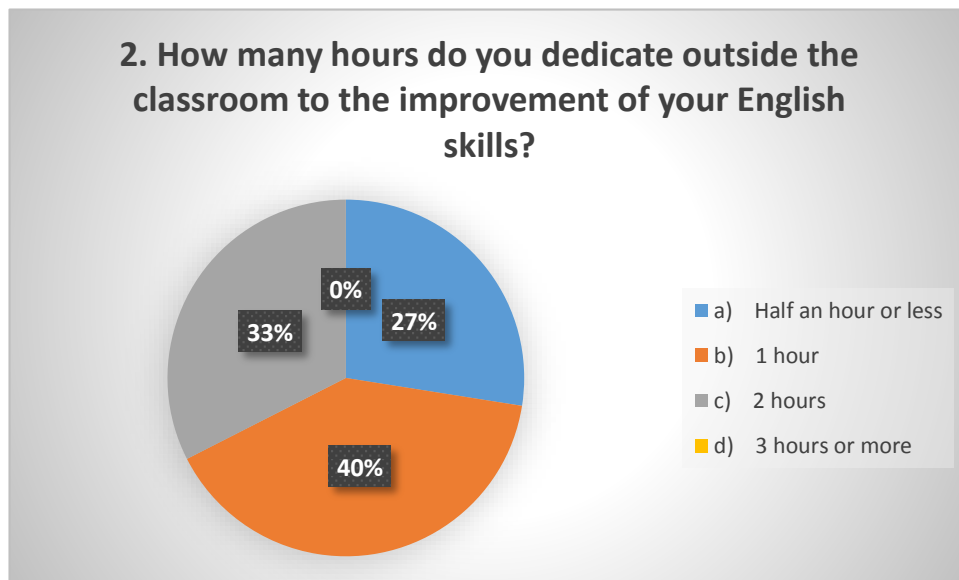
A 40% of the participants dedicate one hour outside of the classroom to the improvement of English; a 33% dedicates 2 hours; a 27% of the participants dedicate half of an hour or less for the improvement of the English outside of the classroom and no one of the participants dedicate 3 or more hours.

3. Do you have study habits for the improvement of your English? Select the options that best describe your study habits:

a) Review university material	**25**
b) Practice with a friend	**18**
c) Watch films and TV in English	**26**
d) Listen to the radio in English	**5**
e) Revise my vocabulary	**7**
f) Watch videos on YouTube	**31**
g) None	**0**
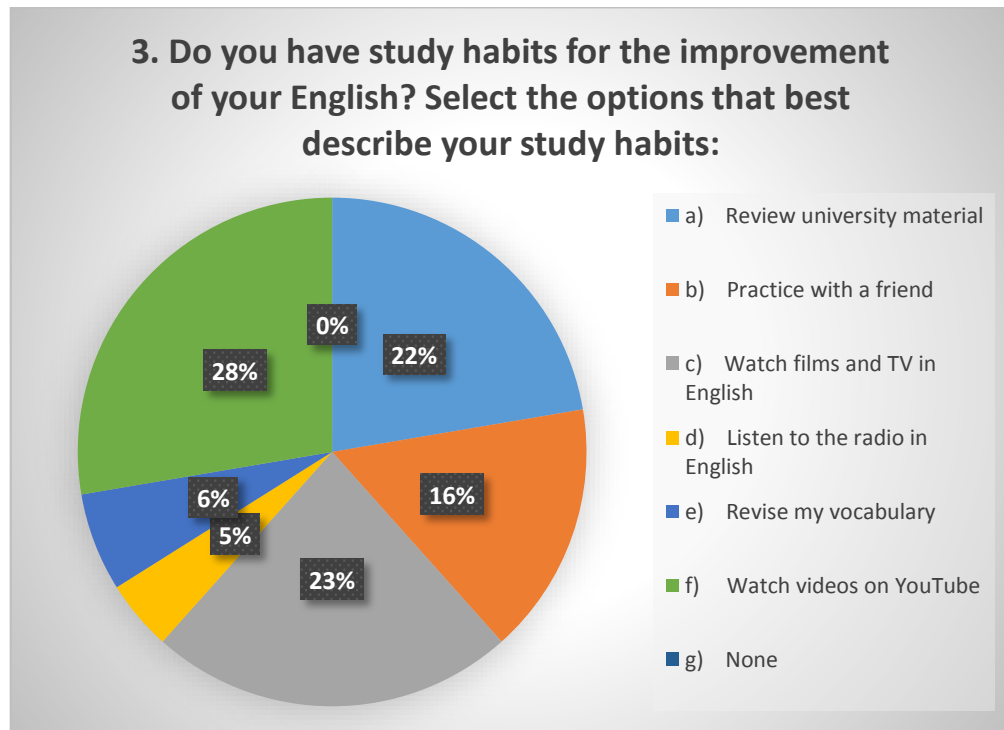
The 28% of the participants watch videos on YouTube as a habit for the improvement of English; a 23% watch films and T.V. in English; a 22% reviews the University material given by professors; a 16% practice with a friend; a 6% revises its vocabulary; a 5% listen to the radio in English.

4. **What is the area that you consider is the hardest when learning English?**

a) Reading	**13**
b) Writing	**4**
c) Speaking	**19**
d) Listening	**22**
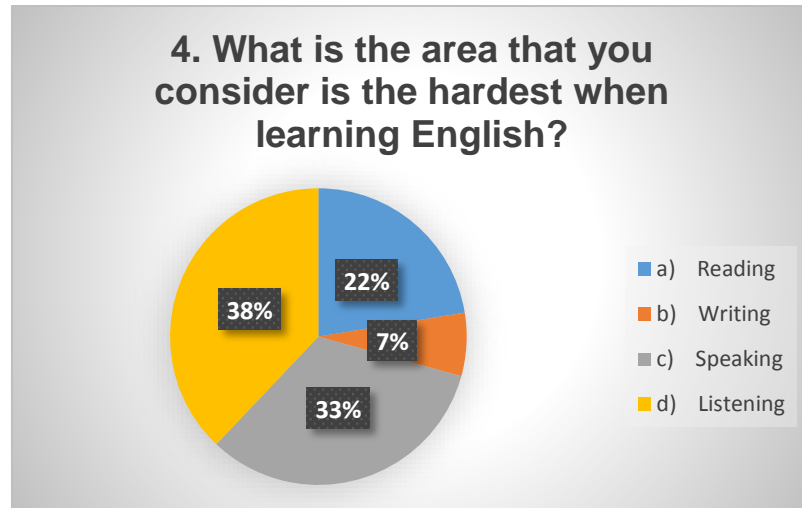
A 38% of the participants consider the listening skill as the harder when learning English; a 33% consider the speaking skill; a 22% consider the reading skill; and just a 7% consider writing skill as the harder when learning English.

Why is that competence you marked before harder than the rest?

- **Reading:** It is difficult to get the main idea of a text. There is a lot of unknown words. There is a lot of words with different meanings.

- **Writing:** Grammar is difficult to understand because there is a lot of rules to learn. Spelling of the words are difficult. Teachers demand a perfect grammar in tests and tasks.

- **Speaking:** There is insecurity because of shyness. Students don't have fluently in English spoken. Students get nervous easily.

- **Listening:** Difficulties to understand when someone speaks faster. There is no native speakers to practice in country or at university

5. Out of the 9 type of learners, mark the ones you consider match your type when it comes to learning a language. (Look at the chart that explains you the meaning of every type of learners):

a) Spatial	4
b) Naturalist	9
c) Musical	18
d) Logical-Mathematical	3
e) Existential	7
f) Interpersonal	11
g) Bodily – Kinesthetic	5
h) Linguistic	27
i) Intra – Personal	22

5. Out of the 9 type of learners, mark the ones you consider match your type when it comes to learning a language.
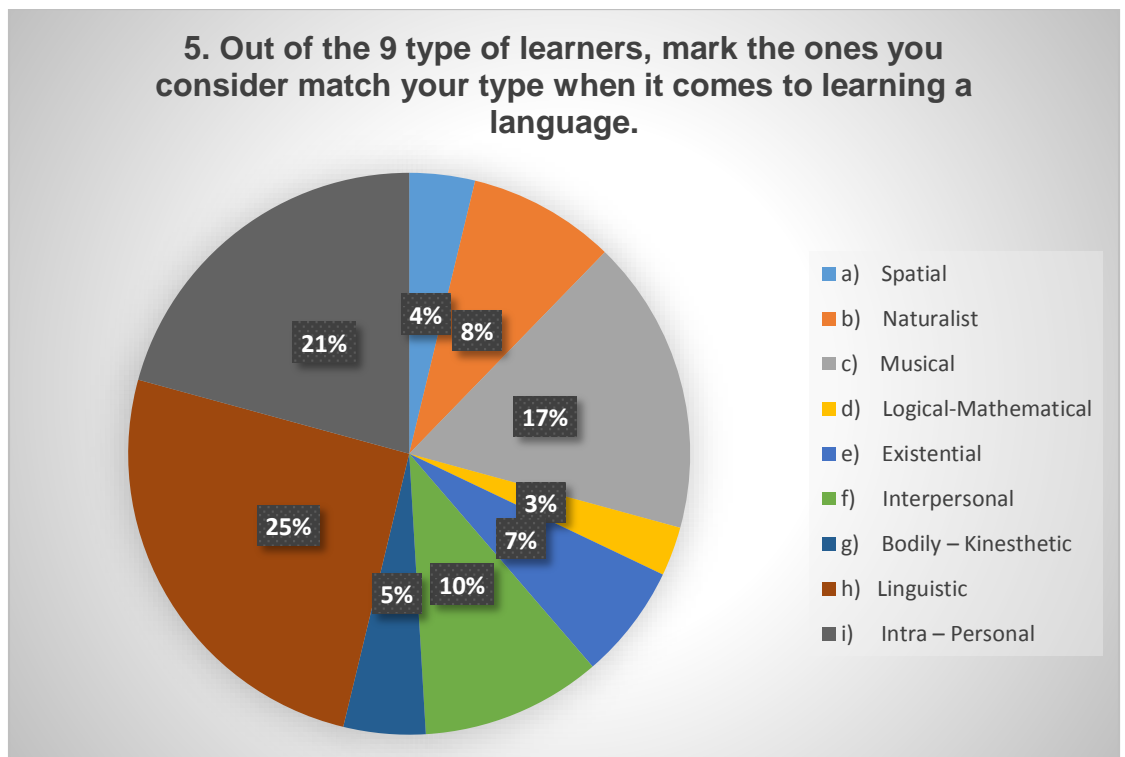
A 25% of the participants considers itself as a linguistic learner; a 21% considers itself as an Intra-personal learner; a 17% considers itself as a musical learner; a 10% considers itself as an interpersonal learner; an 8% considers itself as a naturalist learner; a 7% considers itself as an Existential learner; a 5% considers itself as a Bodily-Kinesthetic learner; a 4% considers itself as an spatial learner; and a 3% considers itself as a Logical-Mathematical learner when it comes to learn a language.

INTERLANGUAGE FOSSILIZATION KNOWLEDGE

Interlanguage Fossilization, when learning a language, is the first learning stage before achieving complete mastering of the target language in which incorrect usage of said language becomes a habit and cannot easily be corrected even at an advanced level.

6. Did you know what Interlanguage Fossilization was before reading that concept?

Yes	1
No	38
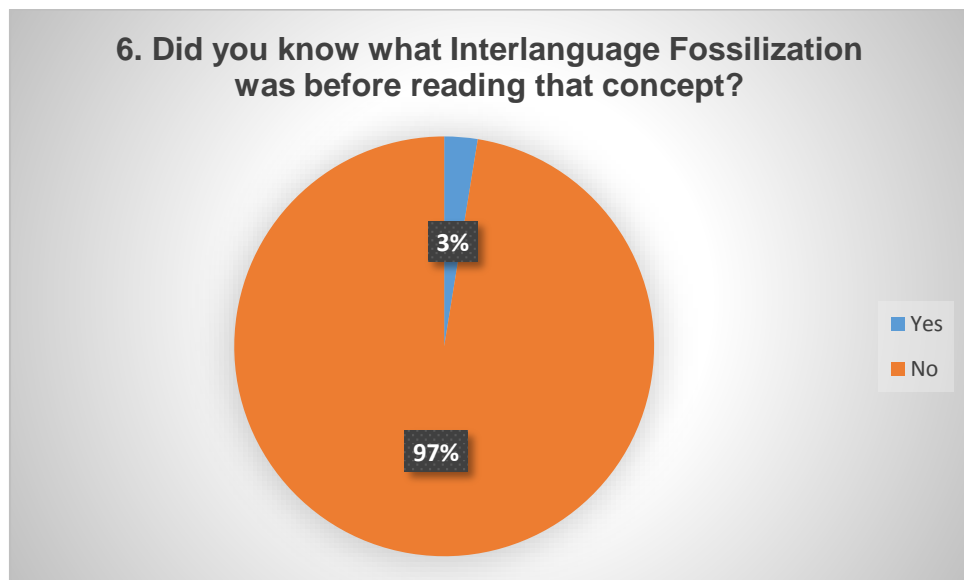
A 97% of the participants didn't know what Interlanguage Fossilization was before reading the concept; only a 3% knew this concept before reading it.

7. Do you think your English skills would improve if you knew you had Interlanguage Fossilization errors?

Yes	**38**
No	**1**

7. Do you think your English skills would improve if you knew you had Interlanguage Fossilization errors?

The 97% of the participants think that its English skill would improve if they knew they had Interlanguage Fossilization Errors; a 3% thinks otherwise of it.

8. Do you think your English skills would improve if your teacher knew what Interlanguage Fossilization is and let you know about it?

Yes	23
No	1
I don't Know	14

8. Do you think your English skills would improve if your teacher knew what Interlanguage Fossilization is and let you know about it?
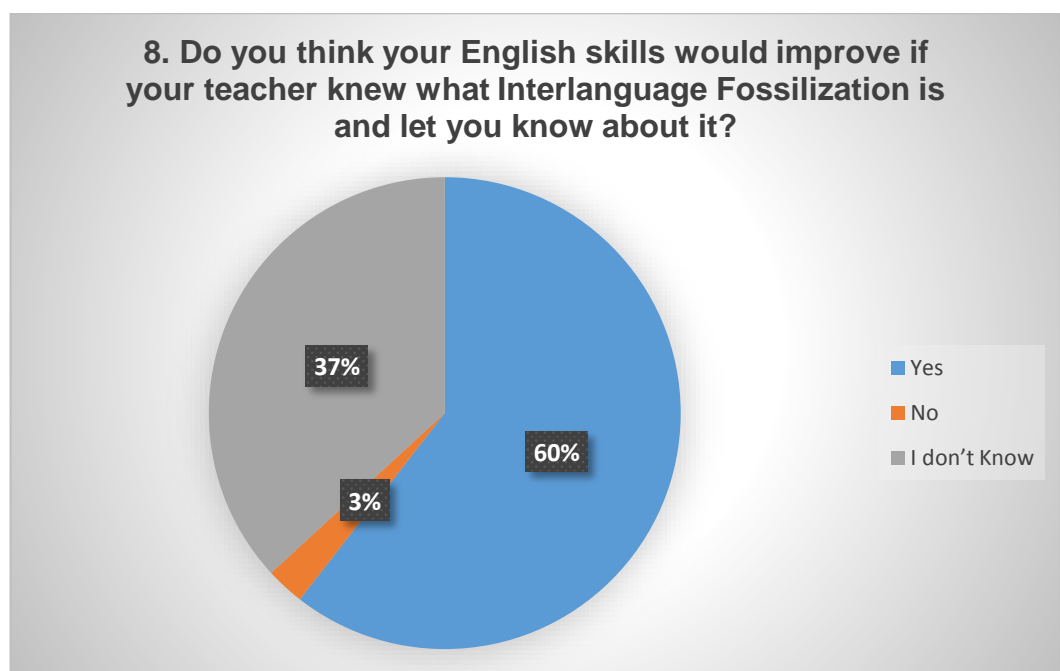
A 60% of the participants think that its English skills would improve if teachers knew about Interlanguage Fossilization and let students know about it; a 3% thinks otherwise.

INSTRUCTION PREFERENCES

9. **From 1 to 10, 1 being ineffective and 10 being effective. How would you rate the English methodology currently being used in the Foreign Languages Department at the University of El Salvador? (Circle the number that best reflects your opinion)**

TEN	1
THREE	1
FIVE	4
NINE	4
SIX	6
EIGHT	9
SEVEN	15

How would you rate the English methodology currently being used in the Foreign Languages Department at the University of El Salvador?
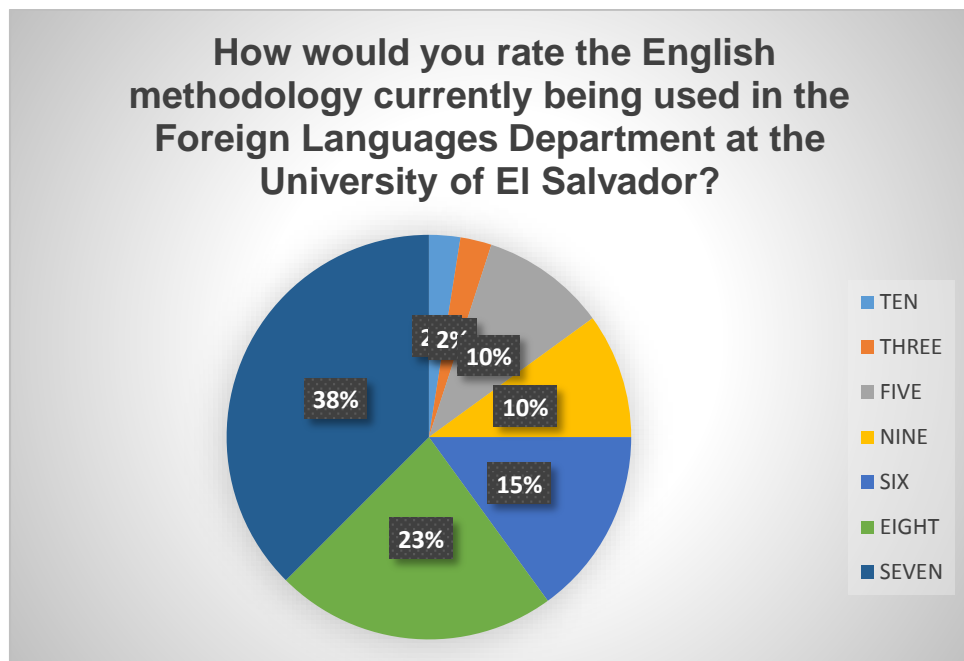
A 38% of the participants rates the English Methodology with a 7; a 23% rates it with an 8; a 15% rates it with a 6; a 10% rates it with a 9; another 10% rates it with a 5; a 2% rates it with a 3; and another 2% rates it with a 10.

10. What types of material do teachers use in your classroom?

a)	Photocopies (From Textbooks	**33**
b)	Audio and Visual Aids	**39**
c)	Board Games	**11**
d)	Roll Play Material	**21**
e)	Grammar-Filled Exercises	**23**
f)	Internet Articles	**25**
g)	None	**0**
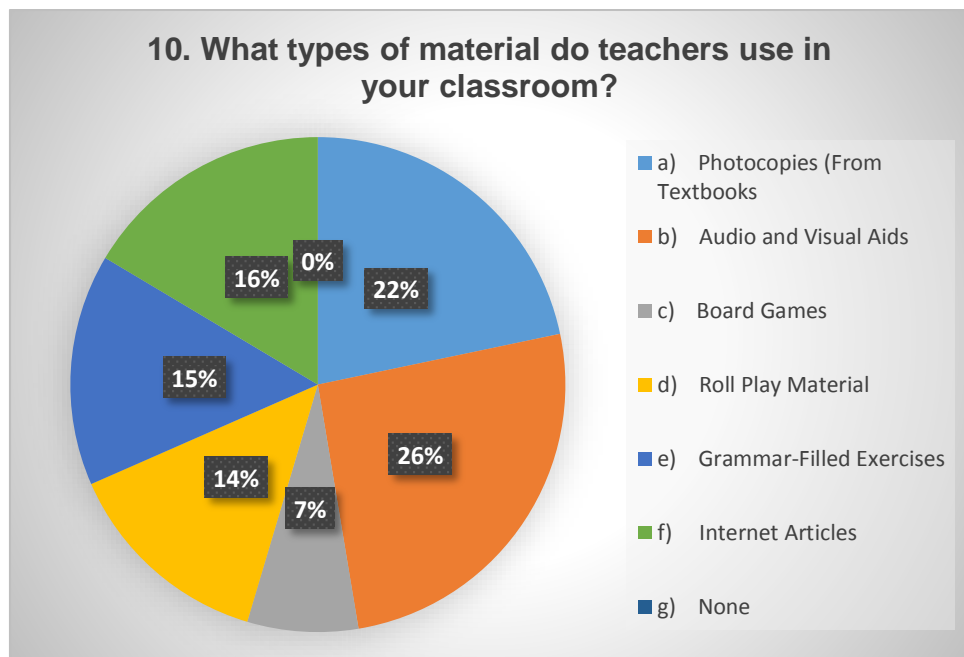
A 26% of the participants says that teachers use the most audio and visual aids; a 22% says teachers use photocopies from textbooks; a 16% says teachers use Internet articles; a 15% says teachers use grammar-filled exercises; a 14% says teachers use roll play material; a 7% says teachers use board games as material in classroom.

11. Do you think that the material is good or bad? Why?

Good	39
Bad	0
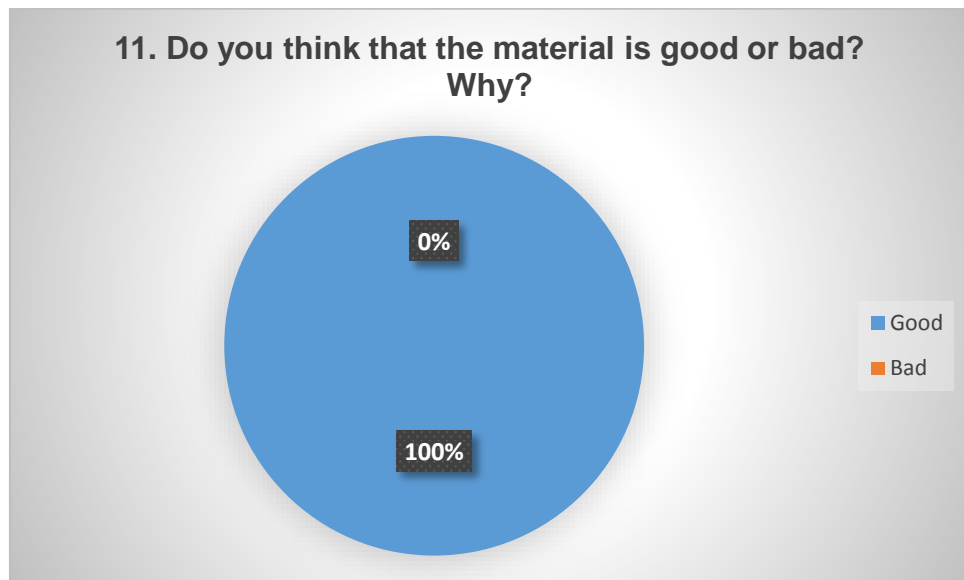
The 100% of the participants thinks that the material used by professor is good.

Good. Why?

It is useful to learn meaningful information and good grammar. It is easy to understand. There is a variety of material.

12. What type of strategies do teachers use in your classroom?

a) Vocabulary Building	29
b) Writer's Workshop	10
c) Peer Response and Editing	11
d) Cooperative Learning	22
e) Student Chosen Texts	8
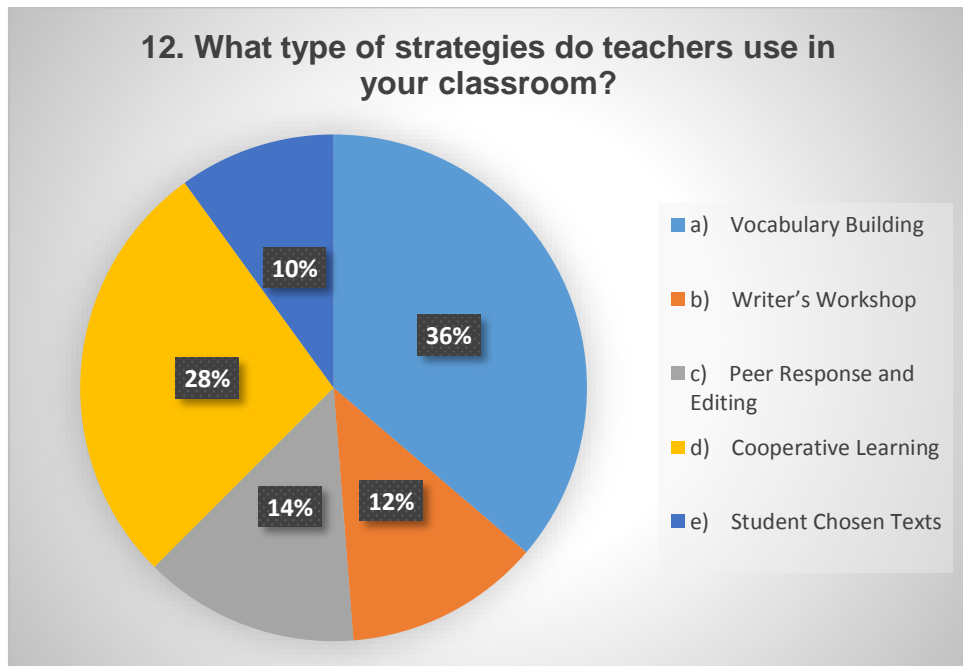
A 36% of the participants says that teachers use "Vocabulary building" as a strategy in classroom; a 28% says that teachers use "Cooperative learning"; a 14% says that teachers use "Peer response and editing"; a 12% says that teachers use "Writer's Workshop"; and a 10% says that teachers uses "Student Chosen books" as a strategy in classroom.

13. Do you think that the strategies are good or bad?

Good	39
Bad	0
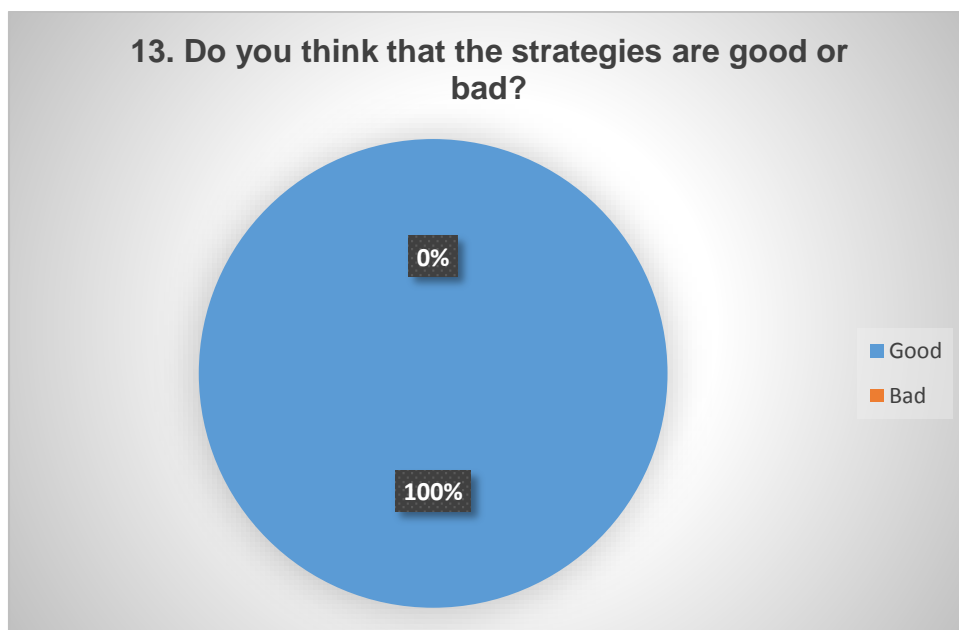
The 100% of the participants think that the strategies used by teachers are good.

Good. Why?

They make students talk, they improve all skills. Strategies present and increase new vocabulary and they are easy to understand.

14. If you could include something for the benefit of your English skills to your classes, what would that be?

- Strategies to improve English pronunciation.
- Teach more English vocabulary.
- Learn from movies and music.
- Watch more English videos.
- Make students speak more English.
- Create social media groups for practicing English language.
- Practice with native English speakers.
- More English audios

7.2. RESULTS OF THE INTERVIEWS

The interviewed professors belong to the department of Foreign Languages of the University of El Salvador. They were selected with the sample random technique to have a better conception of the needed information. Every teacher has a branch designated of education of the English language which expand in the knowledge on the methodology that is being used in the department.

Following responses to every question reflect most important of professor _Francisco Rodriguez_ opinions.

METHODOLOGY-FOCUSED AREA

1) Based on the methodology of the course, do you consider it has areas of improvement?

What we can improve are the areas of speaking, practice and talk about real topics.

2) What's the greatest strength that you perceive on the methodology of the course?

The strength is the interaction that students have and they exchange information crating an approach.

3) If you had all economical and spatial resources, what is something you would include in your methodology?

I would like to create spots to practice the language to talk and get the student´s attention in pronunciation and structure.

4) Based on your experience, what works and what does not work with younger generations of students?

What doesn´t work with the younger generation is that, they don't have a work manner and they don't really care about their study, what works is the communicative approach in classroom and pay attention when they are talking.

5) Out of the four English competences (reading, writing, speaking, listening), what is the most difficult one for students? Why do you think that's the case?

The hardest is speaking because they can speak but not well and listening because they have misunderstood in conversations.

IFL ORIENTED AREA

6) Do you know what Interlanguage Fossilization is?

Fossilization is the wrong repetition in the word structure and pronunciation. Even if the students know that it is something wrong they are lazy to pay attention in the mistake.

7) Do you use strategies that tackle ILF directly?

I use the repetition of the right pronunciation of a word and I write them on the blackboard in order the student that has misspell can recognize the right way.

8) Do you think self-awareness (the knowledge of one's mistakes) is something that can ultimately help students improve their English skills? Why?

Yes, because if they use the accusation theory, they are going to pay attention and they would monitoring themselves.

9) What do you think is the reason some students keep making basic mistakes in English, even though they are in an advanced level?

The reason is laziness. The students don't have a close attention and they have a lack of practice.

Following responses to every question reflect most important of professor _Carolina Ramos_ opinions.

METHODOLOGY-FOCUSED AREA

1)   Based on the methodology of the course, do you consider it has areas of improvement?

Students need to overcome different difficulties in the teaching-learning process and I try to adapt the methodology, depending on my Ss' needs.

2)   What's the greatest strength that you perceive on the methodology of the course?

It allows me to respect the students learning styles and their pace for the different activities in the classroom.

3)   If you had all economical and spatial resources, what is something you would include in your methodology?

Multimedia equipment in every classroom so that carrying it from one´s office to the different classrooms weren´t an inconvenient for the teacher and also for the time constraints.

4)   Based on your experience, what works and what does not work with younger generations of students?

What it works:

-      The time of exposure: The longer the time, the better the proficiency.

-      The use of authentic material.

-      The error correction techniques as part of the methodology the T uses.

What it does not work:

-      The lack of interest from the Ss.

-      Not respecting the Ss´ learning styles.

-      Not correcting when appropriate.

5)   Out of the four English competences (reading, writing, speaking, listening), what is the most difficult one for students? Why do you think that's the case?

Perhaps listening. It may be because of the time of exposure that is less in relations to the development of the rest of the other 3 macro-skills.

IFL ORIENTED AREA

6)   Do you know what Interlanguage Fossilization is?

Yes. It refers to the stage in which Ss' get "stuck" with the study of the second language and they do not seem to have any type of progression in their learning. It refers to the phase of restrictions of learning the new language.

7)   Do you use strategies that tackle ILF directly?

Yes. With the use of communication and learning strategies of different types I consider I help my Ss' to either make their fossilization periods shorter or less serious in their learning process.

8)   Do you think self-awareness (the knowledge of one's mistakes) is something that can ultimately help students improve their English skills? Why?

Yes. Self-awareness (monitoring) is something that really helps Ss' in their learning process because it helps them pay attention to their own and others' speech and to identify which errors must be solved and why.

9)   What do you think is the reason some students keep making basic mistakes in English, even though they are in an advanced level?

It can be for different reasons:

- Lack of interest to continue studying thee language.

- The social environment that surrounds them.

- The lack of correction from the people that teach them (I teach incorrectly, they learn incorrectly).

- The overgeneralization of terms that influence their speech or writing due to their mother tongue.

Following responses to every question reflect most important of professor _Rhina Franco_ opinions.

METHODOLOGY-FOCUSED AREA

1)   Based on the methodology of the course, do you consider it has areas of improvement?

It is to make the students speak when they are shy and also the classroom environment.

2)   What's the greatest strength that you perceive on the methodology of the course?

The strength is when the students analyze the structure in the speech and to create criteria thought.

3)   If you had all economical and spatial resources, what is something you would include in your methodology?

I would like to invest in good library with new books to practice the language.

4)   Based on your experience, what works and what does not work with younger generations of students?

The younger generation aren´t mature so they are disinterested to learn and put in practice the target language. They have a bad attitude to learn.

5)   Out of the four English competences (reading, writing, speaking, listening), what is the most difficult one for students? Why do you think that's the case?

The hardest is the writing because we aren´t use to write even in our native language, also the academic papers are really hard.

IFL ORIENTED AREA

6) Do you know what Interlanguage Fossilization is?

Fossilization is the way that people express the idea and they repeat the same mistake and Interlanguage is the mix of both language between the mother language and the target language.

7) Do you use strategies that tackle ILF directly?

No, not often.

8) Do you think self-awareness (the knowledge of one's mistakes) is something that can ultimately help students improve their English skills? Why?

Yes, when they are conscious of their learning and the use of the language, the students improve their learning process.

9) What do you think is the reason some students keep making basic mistakes in English, even though they are in an advanced level?

The main reason is the lack of use of language, the students need to practice more out of the classroom and to give their self the opportunity to practice and read in the target language.

8. DISCUSSION OF RESULTS

8.1. STUDENT'S PROFILE

The investigation on the student's profile is an excellent input for taking better academic decisions since it allows, in a tactical way, to select strategies and pedagogic methodologies according to the characteristics of the students. It is indisputable that the knowledge on the students is a preponderant factor in the development of practices that guarantees concrete actions according to the type of students who do part of every program of the career.

This investigation allowed to demonstrate that great part of the students, of the Bachelor in Arts of Modern Languages: Specialization French and English, had selected the career due to the importance that language has in the labor field; nevertheless, the interest for the courses relating to the teaching or to the communication is not a basic factor in the selection of the career. The students want to learn English language to be able to communicate, so that, they undertake tasks to learn English because they know that that could bring them over to the culture of that language, like watching films and T.V shows in English, watching videos on YouTube, listening to music, among other things. Students want to improve English pronunciation, they want to learn more vocabulary to have a large and wide conversation; students would prefer to practice with native speakers to improve their speaking and listening skills for a better communication.

For these reasons, one of the biggest challenges of the career consists of arousing the future professionals with a regard to their aims of formation and professional projection, with the goal of strengthening not only the competences concerning to the domain of English, but also of those that they related with the pedagogic and didactic formation or in the communication fields. It is fundamental to bring the students over to educational formal scenarios from their first academic periods, as well as to guarantee the proper processes of the pedagogic practice of the program, giving response to the need that presents our country with the regard to the formation of suitable teachers of English in its diverse areas of performance.

8.2. CURRENT TEACHING METHODOLOGY BEING USED IN THE FOREIGN LANGUAGES DEPARTMENT

- **METHODOLOGY-FOCUSED AREA**

Nowadays, the English professors, of the department of Foreign Languages of the University of El Salvador, already use more motivating and attractive methods for the students than the traditional classes or the dependence of a textbook. The professor´s image has stopped being the transmitter of information and has passed to be the accompanist in the process of teaching-learning that allows the students to construct their own knowledge. The professor mixes different methodologies and strategies, giving place to classes that responds to different styles of learning and different intelligences, but they do not attack directly ILF's problem. English professors of the department look for attractive and motivating methods to wake the interest up in the students. The methodologies need the cooperation and interaction of the students, giving a personalized education that cares the skills of each student, forming students who are capable to construct their own knowledge and learning in an autonomous and critical way.

- **Interlanguage Fossilization ORIENTED AREA**

Talking about the topic of Interlanguage Fossilization, English professors showed a full knowledge about this phenomenon, pointing that this is very present in the students of the bachelor of Modern Languages of the University of El Salvador. Also, they mention the strategies preferred to deal with this problem since they are conscious that it is something that has to be reduced if the purpose is to obtain better professionals at the end of the bachelor. English professors assure that one of the best strategies for students to reduce their mistakes is Self-awareness, since it allows it to create conscience of a better learning. English professors stress that the main reason that produce ILF is the laziness and the low interest of the students for improving their English skills and performance.

9. CONCLUSIONS

Interlanguage Fossilization has been studied by many researchers through the time; it has given a lot of information that has helped to improve teaching techniques. Interlanguage Fossilization is part of the learning process and it has a terrible influence on learning English as a foreign language.

Interlanguage Fossilization is a worldwide problem, it is a phenomenon that affects all type of language learners, and English students from the University of El Salvador are not an exception. Even when students look for better ways to improve their language skills with new technology, and even when teachers practice new strategies for English students to be more motived in the teaching-learning process of English, it is necessary to tackle Interlanguage Fossilization by applying specific strategies.

Interlanguage Fossilization deserves all the attention and more researches need to be done to solve or at least to reduce in all aspects the impact of this phenomenon in English students from the Foreign Languages Department of the University of El Salvador to make the production of the target language as accurate as possible.

10. RECOMMENDATIONS

Once finished the analysis of the instruments of data collection for this research, the researchers think that it would be advisable:

- To optimize the knowledge about Interlanguage Fossilization, the research team suggests carrying out future investigations oriented to emphasize this phenomenon and its ways of reduction to prepare better professionals.

- In order to reduce the ILF, English professors may contemplate the development of specific techniques in order to detect the erroneous structures that students produce so that they can apply specifics strategies to make the production of the language more accurate.

- To continue with researches of this like to update strategies or techniques that lead to a decrease of Interlanguage Fossilization of English in order to achieve a more accurate production of the second language.

11. RESEARCH PROPOSAL

According to the information gathered from the opinions of the students and the teachers that were part of this research, the researchers have decided to create a proposal with strategies that will aim to the reduction of ILF in the FLD of the UES. The selected strategies are presented below:

1. **Showing a positive attitude towards students' learning**

Professors must take a developmental attitude to students' mistakes; they should blame students less and encourage them more. This will help students to work on their confidence and avoid being afraid of making mistakes. Another fact that affect the performance in the students and the ILF is the lack of interest which is already recognize by professors; an option to reduce this phenomenon could be to start or end the class with a warm up that reinforces positive attitudes on the students on the language. Understanding this, not only does it help learners to overcome the psychological fear of mistakes and enhance the self-confidence to learn a foreign language, but it also helps professors take a correct attitude toward students' mistakes. It reinforces the search and development of more updated or appropriate teaching approaches and tasks so as to correct and reduce errors. As a result, it helps in reducing the occurrence of Interlanguage Fossilization.

2. **Motivate students to learn a foreign language**

Professors must motivate students by using different kinds of methods, approaches or strategies. They should make them not be satisfied with their present level and continue to learn more about the target language actively. Based on the questioner results to motivate the students, the activities should be based on students' interests and preferences in order to reduce the apathy towards the foreign language. The use of internet applications on the phones since they are already familiarized with technology and that will allow them to have a better approach to the language in question. In this way, students' learning process can be motivated to get closer to target language reducing Interlanguage Fossilization.

3. **Pay attention to verbal output to improve the relationship between accuracy and fluency.**

The proper practice of controlled production will correct any type of problems to know how to produce the target language correctly. Teachers should pay more emphasis during the controlled practice stage to make sure the majority of students can master the structure of the language in order to avoid problems not only in the grammar area but also in the pronunciation of some words that can lead to fossilization problems. There should be more emphasis on classes like pronunciation from the beginner's stage. So that the fossilization does not develop too much or the chances of it happening will be reduced. When the student´s preferences are applied in the class they could show a better production in the target langue, using for example books, music, movies or videos that students already selected by themselves, with this option not only the student should enjoy the langue but also the professor could work the student´ subconscious which is a great help to get fluency and accuracy.

4. **Give strategic feedback**

Carefully designed feedback can prevent the formation of Interlanguage Fossilization effectively. Professors should provide timely feedback after learners complete a learning task. The professor could create a list of ILF mistakes that were performed during the class and review at the end of the class, also the teacher could provide a feedback to the class in general with no feedback directed to one student only. As a result the professor encourages and stimulates students to continue to learn while making some changes and modifications as a feedback to a classmate.

5. **Develop good study habits in students such as:**

a) Being able to respond to the group dynamics of the learning situations so as not develop negative anxiety and inhibitions

b) Seeking out all opportunities to use and practice the target language;

c) Making maximum use of the available opportunities to practice the L2 in the different skills developed in the classroom.

d) Supplementing the learning that derives from direct contact with speakers of the L2 with learning derived from the use of study techniques (such as making vocabulary lists)----this is likely to involve attention to form;

e) Possessing sufficient analytic skills to perceive, categorize, and store the linguistic features of the L2 and also to monitor errors;

f) Possessing a clear purpose for learning the L2 (which may reflect an integrative or an instrumental motivation) and also develop a strong 'task motivation'(i.e. respond positively to the learning tasks chosen or provided);

g) Being prepared to experiment by taking risks, even if this makes the learner appear foolish;

h) Being capable of adapting to different learning conditions.

12. SOURCES OF INFORMATION

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13. ANNEXES

13.1. INSTRUMENTS - INTERVIEW

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

UNDERGRADUATE RESEARCH INSTRUMENT

Strategies to reduce the effects of Interlanguage Fossilization in the Second Language performance in the students enrolled in the Intensive Advanced English I subject from the bachelor in Modern Languages: Specialization in French and English from the School of Arts and Sciences of the University of El Salvador, semester II, 2018.

Interview

Objective:

To determine the professor's overall Interlanguage Fossilization knowledge and methodology preferences in order to provide the researchers with informed pedagogical feedback that will help to the conception of a methodology-based proposal aimed at the reduction of Interlanguage Fossilization in English students from the Foreign Languages Department at the University of El Salvador. Answer will be recorded for further analysis.

Type of Interview:

Semi-structured interview. An interview guide of topics or questions to be covered will be made to provide direction but interviewer is able to follow topical trajectories that may stray from the guide when interviewer considers it to be appropriate.

METHODOLOGY-FOCUSED AREA

1.   Based on the methodology of the course, do you consider it has areas of improvement?

2.   What's the greatest strength that you perceive on the methodology of the course?

3.   If you had all economical and spatial resources, what is something you would include in your methodology?

4.   Based on your experience, what works and what does not work with younger generations of students?

5.   Out of the four English competences (reading, writing, speaking, listening), what is the most difficult one for students? Why do you think that's the case?

IFL ORIENTED AREA

6.   Do you know what Interlanguage Fossilization is?

7.   Do you use strategies that tackle ILF directly?

8.   Do you think self-awareness (the knowledge of one's mistakes) is something that can ultimately help students improve their English skills? Why?

9.   What do you think is the reason some students keep making basic mistakes in English, even though they are in an advanced level?

13.2. INSTRUMENTS - SURVEY

UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT

UNDERGRADUATE RESEARCH INSTRUMENT

Strategies to reduce the effects of Interlanguage Fossilization in the Second Language performance in the students enrolled in the Intensive Advanced English I subject from the bachelor in Modern Languages: Specialization in French and English from the School of Arts and Sciences of the University of El Salvador, semester II, 2018.

SURVEY

Objective:

To determine the student's study habits, overall Interlanguage Fossilization knowledge and instruction preferences with the purpose of creating a Student's Academic Profile that will help to the conception of a methodology-based proposal aimed at the reduction of Interlanguage Fossilization in English students from the Foreign Languages Department at the University of El Salvador.

Select the best answer based on your own knowledge and experience. All collected information will be treated with confidentiality.

Academic Year: _____   Age: _____   Gender: _____

STUDY HABITS

1. **What type of material do you use to practice English? (You can choose more than one)**

f) University Material	
g) Internet Material	
h) Books	
i) Audio and visual aids	
j) Textbooks	

2. **How many hours do you dedicate outside the classroom to the improvement of your English skills?**

e) Half an hour or less	
f) 1 hour	
g) 2 hours	
h) 3 hours or more	

3. **Do you have study habits for the improvement of your English? Select the options that best describe your study habits:**

h) Review university material	
i) Practice with a friend	
j) Watch films and TV in English	
k) Listen to the radio in English	
l) Revise my vocabulary	
m) Watch videos on YouTube	
n) None	

4. What is the area that you consider is the hardest when learning English?

e) Reading	
f) Writing	
g) Speaking	
h) Listening	

Why is that competence you marked before harder than the rest?

_____

_____

_____

5. Out of the 9 type of learners, mark the ones you consider match your type when it comes to learning a language (Look at the chart that explains you the meaning of every type of learners):

j) Spatial	
k) Naturalist	
l) Musical	
m) Logical-Mathematical	
n) Existential	
o) Interpersonal	
p) Bodily – Kinesthetic	
q) Linguistic	
r) Intra – Personal	

Types of Learners	
Spatial	Visualizing the word in 3D.
Naturalist	Understanding living things and reading nature.
Musical	Discerning sounds, their pitch, tone, rhythm and timbre.
Logical-Mathematical	Quantifying things, hypotheses and providing them.
Existential	Tackling the questions of why we live and why we die.
Interpersonal	Sensing people's feelings and motives.
Bodily – Kinesthetic	Coordinating your mind with your body.
Linguistic	Finding the right words to express what you mean.
Intra – Personal	Understanding yourself, what you feel and what you want.

INTERLANGUAGE FOSSILIZATION KNOWLEDGE

Interlanguage Fossilization, when learning a language, is the first learning stage before achieving complete mastering of the target language in which incorrect usage of said language becomes a habit and cannot easily be corrected even at an advanced level.

6. **Did you know what Interlanguage Fossilization was before reading that concept?**

Yes	
No	

7. **Do you think your English skills would improve if you knew you had Interlanguage Fossilization errors?**

Yes	
No	

8. **Do you think your English skills would improve if your teacher knew what Interlanguage Fossilization is and let you know about it?**

Yes	
No	
I don't Know	

INSTRUCTION PREFERENCES

9. **From 1 to 10, 1 being ineffective and 10 being effective. How would you rate the English methodology currently being used in the Foreign Languages Department at the University of El Salvador? (Circle the number that best reflects your opinion)**

Ineffective	1	2	3	4	5	6	7	8	9	10	Effective

10. **What types of material do teachers use in your classroom?**

h) Photocopies (From Textbooks	
i) Audio and Visual Aids	
j) Board Games	
k) Roll Play Material	
l) Grammar-Filled Exercises	
m) Internet Articles	
n) None	

11. Do you think that the material is good or bad? Why?

a)   Good. Why?

_____

_____

_____

b)   Bad. Why?

_____

_____

_____

12. What type of strategies do teachers use in your classroom?

f) Vocabulary Building	
g) Writer's Workshop	
h) Peer Response and Editing	
i) Cooperative Learning	
j) Student Chosen Texts	

13. Do you think that the strategies are good or bad?

a)   Good. Why?

_____

_____

_____

b)   Bad. Why?

_____

_____

_____

14. **If you could include something for the benefit of your English skills to your classes, what would that be?**

_____

_____

_____