

Fossilization Error of High School Students in the Acquisition of a Foreign Language

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Abstract

The following work tries to analyze the possible fossilization errors of the students when acquiring a second foreign language. For this purpose, two languages have been chosen: maternal (Spanish) and foreign (English). In the present work we have examined the effects of the Spanish language and the English language when learning another language as a second language (EFL) and a difference has been found both in the phonetic, the lexicon and in the grammar between the two languages. The order of words between Spanish and English is also different. When learning a language the apprentices almost always make some mistakes that in the long run could be fossilizable or quickly become fossilized.

The fossilization in the lexical plane occurs when we change the words that are similar to the native language (L1) because the teachers think that these words mean and pronounce themselves in the same way in (L2). There are some unique words and phrases in L2 that are similar in L1 since they come from the same origin. Even so, there are words that can change from one place to another, changing the meaning and pronunciation. Phonological is another aspect that we must take into account listening comprehension as a way to focus on the pronunciation of reading, analyze the structure of writing and the fluency of speech.

Keyword: acquisition of a foreign language, fossilization, EFL, L1, L2

Introduction

All those who teach a second language know that the learning process that supports the acquisition of a foreign language is a succession of stadiums so the student will have to go to know, interpose and use the rules that make up that whole complex that configures a language as an instrument of communication. In this process, he acquires a series of grammatical, lexical and cultural tools to develop his learning and communication strategy, which allows him to expand his linguistic and communicative competence (<http://www.cuadernos cervantes.com>).

It is true that related languages are a peculiar set in terms of fossilization, which has led to contradictory statements. On the one hand, it defends the idea that the proximity of languages allows a faster advance in the first phases, but also promotes a faster fossilization, surely in virtue of what we have called "communicative sufficiency" (to which we can link the developments, also didactic, arising from the concept of intercomprehension). On the other hand, and to the contrary, we have a series of studies that normally consider the pair of Spanish-English languages to refute the most habitual positions on the hypothesis of the critical period and the final level of acquisition. In any case, the problem is that it is useless to raise a theory about fossilization if it is not able to "incorporate" all the data. And if it tries to set aside a series of data by virtue of the proximity of the systems, it will be necessary to consider the existence of different general principles for the learning of L2, which would be even more controversial. (Nakuma, 1998).

The aim of this study is to analyze the fossilization errors of secondary school students in the acquisition of a foreign language, from the educational center Matias Ramón

Mella, Esperanza Municipality, Educational District 09-02, during this year. School 2018-2019.

When verifying which the fossilizable errors in the interlanguage are, we use a group of 20 students, in order to investigate the veracity of the situation. The present study will help the students to face their fossilization problems which have been going on and to help them to implement diverse strategies that will help to eradicate this problem, in such a way that their learning process is more bearable and meaningful. It will also be a contribution to the High School Matias Ramón Mella Teacher Training Center, in the expansion of knowledge of the reality of its students as an educational center.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographic references

Chapter I: Introductory Part of the Investigation

Statement of the Problem

One of the great dilemmas of English teachers working with native speakers is to make the student not use the language fearsome «input». The similarity between the foreign language and the mother tongue makes the Student often does not identify the error, as seen in the classrooms of the secondary level of the educational center Matias Ramón Mella, belonging to the educational district 09-02.

However, we are aware that not always the teacher knows how to work with the model of AE and many times, believes that for such, it is necessary to think about heavy activities, which include more grammatical exercises than usual apply to demystify this belief. Next we will focus on analyzing the fossilizing errors that we think students commit in the acquisition of a foreign language, due to the interference of their mother tongues. To try to determine some errors that may be fossilized or could be fossilizable, as well as transient errors that could be avoided by paying more attention when constructing the sentence. Therefore, we are interested in studying these difficulties, asking the following questions: What are the fossilizable errors in the interlanguage? What is the relationship between fossilized and fossilizable errors?

Justification

Our country has taken the learning of a foreign language as a second language very seriously, in this case English, because it has been observed that this language allows to open roads in which all human beings must walk, being also the key that opens the door to the best horizons not only work, but also intellectual wealth, it is also said that who knows

more than one language has different personalities because each language teaches you to think in a different way. Since English is not our native language, it is normal for it to make mistakes and fossilize if it is not solved in time. These days, it is mentioned about an original or native language, where fluency plays an important role; however, this project does not speak about the language in which they make mistakes when opening an unknown term where researchers ignore or modify the word natively. Within the range of this study based on errors and fossilization, it was possible to find a percentage of the participants who manifested some pronunciation phenomenon that was noticed in the data collection process.

This research is intended to indicate to EFL teachers in this country and around the world about our conditions of instruction that cannot be avoided due to lack of budget, trained teachers, classrooms and materials. Teachers give examples of what they teach, and English teaching challenges us as foreign users of the English language. In addition, the results found here can help students; teachers and researchers use it as a reference to avoid future fossilization in the teaching-learning of the English language.

Objective

General Objective:

To analyze the possible fossilization errors of secondary school students in the acquisition of a foreign language (EFL).

Specific Objectives

1. To analyze the fossilizable errors in the interlanguage.
2. To verify the relationship between fossilized errors and fossilizable errors.

3. To identify errors in written expression.
4. To inquire about the analysis of errors as teaching resources.
5. To investigate the Methodological Problems for the Study of Fossilization:

To answer the research objectives, we will investigate the following questions:

Research Questions

1. What are the possible fossilizable errors in the interlanguage?
2. What is the relationship between fossilized errors and fossilizable errors?
3. What are the most common mistakes in written expression?
4. When to perform an error analysis as teaching resources?
5. Which are the most common methodological problems for the study of fossilization: stabilization?

Delimitation

This study is limited to exploring fossilization errors of high school students in acquisition of a foreign language (EFL) during the August-December months of the current 2018-2019 school year. In the facilities of the High School Matias Ramón Mella educational center, Esperanza Province, pertaining to Educational District 02, Regional 09. The finding and possible conclusion of this study cannot be generalized to all EFL students. The population chosen in this study was limited to 20 students at the secondary level.

Geographical Context and Historical Backgrounds

The Matias Ramón Mella Mathematics High School. Characteristics of the Environment

Social: The Matthias Ramón Mella Mathematics High School is located on Gaspar Polanco Avenue, in the Esperanza Municipality, Valverde Province, bordered on the north by Gaspar Polanco Avenue, on the south by the play Matias Ramón Mella, on the west by Jesus Displan Street and to the west with the Villa Flores neighborhood. It was founded in 1966 by a group of restless young people, being its main mentor Arturo Peña Tejada, accompanying Rubén Minier, among others. He began his first work in the old Dominican party, being transferred to the Cristobal Colón School. Later, by the year 1976, the current building was built as a result of the great student struggles of the town. The Esperanza Municipality constitutes one of the geopolitical extensions of the Valverde Province. It is located in the northern sub-region. It is one of the most populated municipalities in the country, with a population that exceeds 100 thousand inhabitants. At present it is the main academic center of the municipality. In its physical plant it houses the semi-official night school "Aurelio Maria Santiago (since 1966) and made official in 1969, the evening school Matias Ramón Mella (1980) and the evening school Matias Ramón Mella, in 2008. A high school of PREPARA, distance education on Saturdays and Sundays of Radio Santa Maria. (Historical Overview of the Matias Ramón Mella High School, 2019)

Economic: This center is located in an eminently agricultural and industrial area; since some important areas of the national economy are cultivated such as rice, bananas for export and consumption, among others. Industrial free zone of hope; we have rice mills, brick factories, etc. This community has small and medium commercial and banking companies that boost the economic development of the population, so that the execution of this project is feasible.

Natural: Our community is located between the banks of the Yaque Del Norte River and the northern mountain range, with a privileged position against natural phenomena. All this leads to a conversation about renewable natural resources and our educational center is a lung, since our facility is well forested, the result of large planting days of trees with the support of the center's actors and the Ministry of Agriculture. In addition we can affirm that this municipality, the lyceum constitutes the main link to conserve the environment.

Educational: The educational center is in a favorable environment, receiving students from diverse communities and educational centers. It is located on an easily accessible road (main avenue), in addition to students entering with many technological knowledge designed by the dozens of Internet centers and enabling a virtual library that is in the municipality.

Characteristics of the Educational Center

Physical Plant: It is built in block. It has 4 pavilions and a total of 29 classrooms. We also have laboratories: one for science and another for computer science, a library, an address and a sub-direction and three secretaries a teacher and two assistants. We also have two cafes in particular and commissary. The physical plant is constructed of block and concrete roof, painted with aluminum blinds, granite floor, and metal doors and also with electrified classrooms with ceiling fans.

Furniture's: The high school Matias Ramón Mella is equipped with the following furniture: 1,100 chairs, 1100 tables, 33 blackboards, 29 magic slates.

Equipment: This high school has the following equipment: 2 projectors, 5 Plasma TV, 5 mobiles and 12 in the classrooms, 2 sound equipment, 3 mobile speakers, 1 computer

lab that has: 24 laptop and 3 mobile speakers. 1 computer labs that has 24 laptop and 3 pc. 5 radio, a camera, an external disk, 3 extensions, 3 router, 2 inverters, 8 batteries, 2 printers, 2 photocopier, 4 air conditioners, 1 natural science laboratory, 1 Robotics laboratory.

Human Resources: This center has an administrative, teaching and support staff, consisting of 53 people, distributed as follows: 2 teaching secretary, 2 assistant secretaries, 1 counselor, 1 psychologist, 1 computer technician, 1 data entry clerk, 2 library clerk, 1 professor in charge of science laboratory, 32 teacher teachers. The administrative and support staff form it 15.

Family: The students of our academic institution (Liceo Matias Ramón Mella) come from different types of families. Here converges a student population of families of different social, economic, religious, political and cultural, which characterizes a heterogeneous group. Students who come from well-compacted families, well united, solid, are given the condition of achieving the best academic performance and have good behavior, while those of broken families, the results are negative: low academic level and bad behavior. The students come from the following communities, both urban and rural: downtown, peripheral areas, peñuela, cacheo, barrero, 7, crossing of hope, the batey, and mouth of Mao, in others.

View

Great Dreams of the Educational Center: a. Form subjects with a comprehensive education, capable of developing skills and abilities that enable them to play their role in society. b. To promote young people with a degree of knowledge and leadership in decision-making, in the improvement of the education that is taught in our center. In short, our students (as) can feel more satisfied, confident and self-realized.

Ultimate long-term aspirations: We aspire to have a larger center in terms of physical structure, more modern of several levels, with technician classrooms, with your computer, electronic whiteboard, comfortable and sufficient seats, teachers with your assistant, air conditioning. Work with a single batch, until 3 o'clock in the afternoon; in various rest rooms, gymnasium, homework room, conference room, music room, theater, various sports areas, such as swimming pool, table tennis, etc. We aspire that this center works only, not sharing physical plant with other centers, to have better control of everything and conservation of resources and furnishings. That all the students graduated from these center become professionals.

Mission

Responsibilities and tasks that the center meets every day: A) Educate, instruct, train, inform, socialize, share, forge and project the learner as a person suitable for the present and the future. B) Educate a critical, self-critical and conscious subject, with the capacity to make contributions through a creative and productive action to society. C) Provide a quality education, adapted to the new times. D) Teachers and students use technological tools to improve the effectiveness of the teaching-learning process.

Reasons for being of the Educational Center: The Matthias Ramón Mella High School arises from the need that had the students who approved the Primary and Intermediate Level and required to continue with secondary studies. Hence the need to create this space to train high school graduates with the conditions to continue their studies to opt for a career. We have played a stellar role in the formation of our youth.

Concise, direct and complete idea of reason: Delivering to society, young people with an integral education and with the necessary skills to enter higher education and

develop in society as productive entities. (Historical Overview of the Matias Ramón Mella High School, 2019)

Antecedents

In the search of antecedents that have a close relation with the objective of study, a field research work has been carried out in the different universities of the country, and others at an international level, yielding the following data: The present fossilization research project is similar to Jesus Semedo Rodríguez (2016). His study focused on "Implications of teaching and fossilization in the field of the acquisition of a second language" at the University of Salamanca in Spain. According to Jesus Semedo Rodríguez and his research: "Correcting and providing feedback to avoid making mistakes at present is not considered by many researchers as relevant as it really is. These advocate interesting and risky theories about the inefficacy of corrections in students. Consequently, the research has established a probable connection between the lack of correction and feedback from teachers and the notion of fossilization. The term, belonging to the field SLA (acquisition of second language) was appropriate to refer to the cessation of the acquisition of a second language by the student.

The objective of this article is to review the notion of fossilization from its beginnings in correspondence with correction and feedback, showing an investigation that can accentuate the importance of both to avoid the stagnation of new acquisitions in a second language by the students " (Jesus Semedo Rodríguez, 2016, section 1) Reviews and comments are considered to be elements for the learning-teaching process that help to improve the performance of language students, according to the research of the participants participating in the study. Environment, opinions and comments tend to have a better

pronunciation than those that are not, some other study projects on fossilization have been carried out, and however, it has also been observed that they have been based on the production aspect.

Definition of Terms

According to the Dictionary Encyclopedic and some authors it provides the following glossary:

Language acquisition: is a process which can take place at any period of one's life. In the sense of first language acquisition, however, it refers to the acquisition (unconscious learning) of one's native language or languages in the case of bilinguals during the first 6 or 7 years of one's life roughly from birth to the time one starts school. (<https://www.uni-due.de/ELE/LanguageAcquisition.htm>)

Fossilization. "The relatively permanent incorporation of incorrect linguistic forms into the competence of a second language of a person has been called fossilization" H. Douglas Brown (2007, p.270)

L1. "The language that someone learns to speak first" (Cambridge Dictionary)

L2. "The language a person knows is learning or is acquiring in addition to their native language." (Teaching English in Japan)

EFL. "English is taught to people whose primary language is not English and who live in a country where English is not the official or main language." (Cambridge Dictionary)

Chapter II: Review of the Literature

The Analysis of Errors as a Teaching Resource

It is perceived that ELE teachers still consider errors as undesirable and undesirable; that is, they are signs of failure in the teaching and learning process. This vision is reflected in the attitude of the apprentice in front of his misunderstandings that show the same refusal to err. To look for the origin of the traditional conception of error, we must return to the structural-based methods of teaching a foreign language that see error in a negative way, as an element that in class should be predicted and then combated. When commenting on the teacher's role in this method, Melero Abadía (2000: 73) states that "he plays a central and active role: it is responsible for modeling the language, correcting and controlling the steps of learning »and complements by teaching the procedures to be used: « The correction of grammatical or pronunciation errors is direct and immediate ».

The error is thus a tool that helps both the teacher and the student to identify their level of progression in the process of teaching and learning the target language. Under this vision, Corder (Ádud Torijano Pérez, 2004: 18) defines the error in three levels:

- a) In the first place, for the teacher, since they tell him, if he undertakes a systematic analysis, how much the student has progressed towards his goal and, consequently, what he has left to learn.
- b) Second, they provide the researcher with evidence of how a language is acquired or learned, what strategies or procedures the student is using in their discovery of that language.
- c) Third (and in some sense it is the most important aspect), they are indispensable for the student himself, since we can consider that making mistakes is a mechanism that

he uses to learn; it is a way that he has available to test his hypothesis about the nature of the language he learns. Making mistakes is, therefore, a strategy that is used both by children who acquire their mother tongue and by individuals who learn a second language.

We consider it essential to transmit that positive vision about what is error to the learner, with the aim of making him aware of his learning process and autonomous to express him in a foreign language, giving him resources to analyze the misunderstandings that are fossilized in their interlanguage.

The Fossilizable Errors in the Interlanguage

According to Marta Baralo (2005; 378), fossilization is the mechanism by which a speaker tends to keep in its interlanguage certain items, rules and linguistic subsystems of its mother tongue in relation to a given object language. If in the interlanguage used by the student errors appear that could not exist in the learning stage in which it is found and that, supposedly, should have been overcome previously, it can be characterized as fossilized errors. The origins of some of these errors are in the transfers that one does: either from his LM or from knowledge already acquired in the LE.

Selinker (Ádud Durão 2004: 63) subdivides transfers into two types: linguistics and instruction. Intrusive or instructional transfer occurs when there is no form in the mother tongue that the learner perceives as possible to be transferred to the foreign language. So the intrusive transfer is the conscious use of the mother tongue in the foreign language, as a way to fill the gap that the learner himself identifies. Linguistic transfer is already the use of elements, rules and subsystems of the interlanguage that come from the native language of the student, without him perceiving it.

Linguistic transfer is the most dangerous and little considered by teachers who limit themselves to correct it, crossing out the errors found, without leading the student to autonomous learning, capable of identifying what is the mother tongue and what is a foreign language. Students are still conditioned to the system of structural base method: stimulus-response-reward; is say, they respond to the stimulus provoked by the teacher and expect the reward for their production. As well as apprentices, teachers are also conditioned to reward either for a grade or for a compliment only. In In this relationship, the student is a superficial part of the learning process, because without the help of the teacher he will not be able to analyze at what level his interlanguage is and what are the errors that fossilize, (Selinker, Durão 2004).

According to Torijano Perez (2004: 38) the errors that arise in the process of interlanguage usually appear unexpectedly, when they were already believed eradicated and, in general, occur in special psychological situations, such as: Little linguistic attention; greater concern for content than for form; in a state of anxiety or fatigue; in contexts easily associated with those of the lapses. A communicative situation where the speaker has to make use of the target language can also be triggering the appearance of those errors fossilized.

The causes of fossils have not been clearly determined and it is not the aim of this workshop to point them out, but to point out the importance of analyzing these linguistic rules and subsystems and not ignoring them. It is our aim also to propose attention to the fossilizable in each particular group without considering generalizations; that is, to combat the fossilization in the root so that the student, when changing the level, does not accompany the same lapses, (Torijano, 2004: 38).

Errors in Written Expression

It is fundamental to differentiate the errors committed in the written expression from those found in the oral expression, since the characteristics of appearance, permanence and treatment are different. The characteristics of speech are different if compared to those of writing, whether in the sociocultural, pragmatic, discursive, grammatical or lexical. Generally, the speaker in a context of spontaneous speech (real communication situation) does not have time to think about their statements and then produce them. Therefore, the appearance of idiosyncratic output is different from writing, once said student at the time of writing usually has time to prepare their statements and even to rewrite them. Thus, the errors produced in speech and writing must be analyzed according to their particularities, (Torijano, 2004: 38).

Daniel Cassany (2005: 932 et seq.) States that apprentices have little idea of the audience and less awareness of the context, they also do less rereading of their drafts, as well as developing a very poor revision centered on the textual surface and do not have much control over his writing. Because of the methodological habit to which he is subjected, in which only the teacher corrects, the student demonstrates an enormous difficulty in revising his own text. From this reality, we focus our efforts on creating activities in which the learner can autoanalyze their statements in a playful way, without consciously realizing that they do so.

Differently, Cassany (2005: 938) suggests that teachers correct only the mistakes that the student can learn, that they correct as long as the student writes or while he or she has fresh what he or she has written. They must also help the groups and couples who are writing in class, correcting the previous versions of the text (drafts, diagrams), should speak

with the authors, if possible, before graphically marking the text, indicating the errors and asking Students looking for solutions and improvements. It is essential to give instructions to improve the writing: rewrite the text; expand a certain paragraph; add more points or commas in another; leave time in class to read and comment on corrections; teach students to self-correct with scripts, guidelines, dictionaries, grammars so that they use the correction as a teaching resource and not as an obligation.

According to Gargallo (2005: 396), the general purpose of an error analysis is concentered in the identification, description and explanation of those features of the linguistic production of a non-native speaker that move away from the cultured norm of the target language and that they could hinder an adequate or correct linguistic performance in a certain situation of intercultural communication. Thus, the conclusions derived from the analysis can and should serve to propose didactic procedures that allow reducing the quantitative and qualitative presence of unwanted forms in the interlanguage.

Fossilized and Fossilizable Errors

The analysis of errors (AE) that is based on the generativist theories of Noam Chomsky accepts that the apprentice uses an L2 as something independent and develops it in successive stages of approximation to the target language (LM), thus moving away little by little from its own L1. Corder (1967) called this language "transitory dialect" or "transitory competence" and insisted on the importance of L2 within the theories of acquisition and learning of second languages.

Studies on second languages gained importance in the seventies and, as Liceras (1991) mentioned, L2 assumes an important role in the field of cognitive sciences of language learning. Thereafter a more determined approach was sought by the study of the

target language (LM), to the detriment of the learner's L1 when explaining why errors occurred. The model of contrastive analysis (CA) is also based on the psychological behaviorism seen in the works of Fries (1945) and Lado (1957). This approach was based on the hypothesis that students tend to transfer the linguistic structures of their native language (L1) to the language they are learning.

It is in this case when we can talk about fossilization of the errors of the students of E / LE. The fossilization is the tendency that certain errors show to appear unexpectedly when they were already believed eradicated. As Vázquez (1999) indicates, it usually occurs under special psychological situations: little linguistic attention or concern more for content than for form. Auspicious situations are discussions in a foreign language or when there is a lot of fatigue. Vazquez thus defines the distinction between fossilizable error and fossilized error: The fossilizable error is a type of error that is usually related to the concept of difficulty of L2. What differentiates the fossilizable error from the fossilized one is that from the latter you realize as soon as you have committed it, it is usually interlanguage and it never affects the clarity of what you want to say. On the contrary, the fossilizable errors give you more work, you do not recognize them immediately and, no matter how much attention you put, you will always miss some. They are never individual errors (1999, p 43).

Fossilization is generally explained as a clear interference of L1. In principle, it would be logical to expect all errors to be transitory. But studies on students of different mother tongues and of different levels of learning have shown the opposite. The important thing is to be able to determine which are the errors that characterize each stage of learning and which are the errors that affect them through the interference of the L1, which appear

even in speakers who have developed a considerable linguistic capacity. If an error becomes a permanent problem, we call it fossilized error and, in this case, we will have to reflect on the learning strategies that are put into practice.

Methodological Problems for the Study of Fossilization: Stabilization

In any case, the discussion on whether or not fossilization can be turned off, ultimately leads us to think about the uncertainties of the research. Indeed, on what evidence is the idea that it cannot be deactivated? Or in another way: at what point can we properly speak of a fossilized error? How is it recognized? When can an error be considered fossilized?

To answer these questions the concept of stabilization has been proposed. This concept, moreover, would seem to have a strictly applied dimension in principle. In effect, Nakuma (1998) opposes fossilization and stabilization as phases in the development in function of the "correctability" of the "erroneous" elements: in the first it is incorrigible, while with the second one something can still be done (in that meaning is pronounced, for example, Nakuma). In temporal terms, obviously, first a stabilization phase would elapse before the total fossilization of the given element occurred. Ultimately, what this distinction forces us to consider is from what moment we can or should consider a certain element (item, rule or subsystem) as fossilized.

One option would be to establish a time lapse totally arbitrary, but sufficient to properly refer to the phenomenon. In this sense, Gass's proposal (cited in Selinker 1992: 258) that a lapse of five years is necessary to consider an element as definitive fossilized. Another response that has been proposed is, as we saw, to distinguish a previous phase of stabilization. But the need remains to propose a really operative definition. Now, this idea

is far from clarifying the question we were asking before (when we can consider an element as fossilized) to incorporate a new term to the question. Both the moment and the question of correction, both questions run into the same problem: the empirical difficulties of the study.

In stating the requirements for a study of fossilization, Selinker and Han point out the need for a longitudinal study. Because the truth is that it is enormously easy to talk about fossilization. And that is one of the reproaches out loud that Selinker does, by establishing the requirements that a study must meet empirical fossilization:

We think there must be at least two conditions for any serious fossilization study, first there must be a longitudinal study to discern the nature of stabilization as a plateau or a real stabilization of leading potentially to fossilization, and, second, there must be a clear understanding of causal factors, primarily language transfer and in terms of multiple effects.

Han y Selinker (1996: 1). In fact, it is easy to assume that in the uncertainties surrounding fossilization, since it appeared in the original formulation, it is added to the aforementioned problem that there is no univocal understanding of the phenomenon the fact that a thorough investigation of the concept in empirical terms. The longitudinal study carried out by Han and Selinker, from the data of a native speaker of that in the process of learning / acquisition of English, focuses on the verification of the already revised "principle of multiple effects" to the same one that explicitly proposes the objective of "destabilization" and subsequent correction of the fossilized element. The biggest problem lies, in our opinion, in the duration of the study (one year) that the authors recognize as short when considering the results of attempts at destabilization.

Chapter III: Methodology

This document defines the methodology to effectively fulfill the purpose of the research topic.

Method: The method we use in this field research is the deductive method; this allows us to consider general principles to reach a specific conclusion.

Research Design: The study uses a qualitative design. According to Cresswell (2014), this approach is used "to explore and understand the meaning of individuals or groups attributed to the social or human problem". Studies that follow this approach try to interpret the reality of the participant to understand the problems under study. in the same way because it is described and explained about the problematic that is lived in that educational institution of the province of Valverde, explaining in detail each one of the factors that intervene.

Instruments: In this study, an in-depth interview was implemented for high school students from first grade to sixth grade. The researchers used the research questions for the in-depth interview to interpret the participant's opinion about the research problem.

Technique: For the data collection we use the interview technique and the questionnaire that will be applied to the students of Matias Ramón Mella high school ", Valverde Province.

Population: Our universe object of study are the students of the educational center Matias Ramon Mella ", with a population of 20 students, in the Valverde Province.

Schedule (Chronogram) of Activities

Schedule of activities on research in secondary school "Matias Ramón Mella"

Activity	Week 1	Week 2	Week 3	Week 4	Week 5
Elaboration of the project	X				
Search documentary references	X				
Reading documents	X	X			
Application Survey		X			
Organization analysis of the results			X		
Drafting the first draft report			X		
Drawing the second draft report			X	X	
Final Presentation of the report					X

Chapter IV: The Results and Data Analysis

Expect Results. In this research we expose the results of a previous analysis of fossilized errors expressed in the written expression of a group of English students studying at the Matias Ramón Mella educational center, we chose the English area to work since the regular students do not usually write essays. We note that after writing, students do not have the habit of revising their text and when they do, they do not perceive the need to rewrite one or another word or structure. However, if we change the wording and then ask that one correct the text of the other, they will find one or the other misunderstanding, even rewrite some fragments. From this idea, we choose fragments of essays that contain wrong statements and we distribute with the group to see who can identify the error. What we do with our activity is to force them to see it and analyze it without telling or letting it perceive that the sentences worked are theirs. We already recognize that the activities are difficult both to prepare them and to apply them.

According to the main findings of this research in relation to the proposed objectives, analyzing the possible fossilizing errors committed by the students in the acquisition of a foreign language, we can find different reasons. According to the results of the test that we applied to twenty students of both linguistic groups, most of the errors seem to be intralinguas errors. Within these, the specific cause of the error must be sought as a rule in the application of the L2 rules to structures or contexts that are different in the mother tongue. However, if the learner clearly perceives the two languages as not equal, then the errors are neutralized or make false generalizations. In this second case what interferes is the L1. Most of these errors are caused by the interference of the L1. Students try to follow the rules of their mother tongue by learning L2, adapting them to this new language usually without realizing it.

Conclusion

When an activity is proposed in which the mistakes of the students are worked in a playful way, these students are not expected to overcome their inadequate mistakes automatically. In truth, it is admitted that they will commit them again, because as we have seen, the fossilizable errors appear in the productions written unconsciously and without apparent justification, once they arise in situations in which there is no doubt about certain content.

The activities, then, will be the input that will include just the mistakes that the students do not perceive, without repeating explanations that were already made and were not enough. Nor will the wording be corrected simply on the spot mechanic to cross out what is inappropriate and rewrite it. From the activities, the student will be able to review contents, remember rules and when composing a new text, he will have in mind the ludic correction of his crystallized errors that will enable you to overcome them. The objective is to create situations that, at the time of writing your text, help you to remember the correction. With respect to the prevention of possible fossilizations, the teacher must provide a rich and varied linguistic context, from which the student can extract "trigger" data (triggers) that allow him to build and verify his hypothesis. It is possible that the instruction serves to facilitate these clues and to provide linguistic activities that favor this construction of hypotheses. In this sense, it seems convenient to avoid simplistic or overly complicated or theoretical explanations, which can complicate or obstruct the natural acquisition process. Of course, all this makes sense only if we conceive the acquisition of an L2 as a process of creative construction, even within formal contexts, and not only as a process of changing linguistic habits.

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Attached

UNIVERSIDAD AUTÓNOMA DE SANTO DOMINGO
Faculty of Humanities
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Questionnaire on fossilization errors in students.

1. Institution _____ 2. Name _____
3. Class Level _____ 4. Teacher _____ 5. Aged _____ 6. Sex _____

The instrument, mentioned, allows to collect specific information, consists of 10 elements that allow describing the characteristics of the situation. Your information will be confidential.

1. 1. Do you have pronunciation problems that impede communication?
 - a. Yes
 - b. Not
 - c. Sometimes
2. Normally you commit fossilization errors, that is, you have interference from the mother tongue due to the incorrect use of the foreign language.
 - a. Yes
 - b. No
 - c. Sometimes
3. As a student internalize the contents little by little and learn a new one, but you continue using the old one.
 - a. Yes
 - b. No
4. You are able to realize the mistakes you make in class.
 - a. Yes
 - b. No
5. Integrate new words to your phonetic system.
 - a. Yes
 - b. No
 - c. Never
6. The teacher teaches the subject by making incorrect use of the rules.

- a. Yes
 - b. No
 - c. Never
7. Analyze your teacher the mistakes they make in class.
- a. Yes
 - b. No
8. The professor treats the correct methodology so that it is not an obstacle for the students.
- a. Yes
 - b. No
9. You have articulation problems.
- a. Yes
 - b. No
10. As students, you are unable to self-correct when you commit an interlingual error.
- a. Yes
 - b. No

Thank you