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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de
Licenciada en Ciencias de la Educación Mención: Inglés.**

“The Immersion Method and fluency of the English Language”

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Ambato – Ecuador

2020

TUTOR APPROVAL

Lcda. Mg. Lorena Fernanda Parra Gavilánez, holder of the I.D No 180303520, in my capacity as supervisor of the Research dissertation on the topic: **“THE IMMERSION METHOD AND FLUENCY OF THE ENGLISH LANGUAGE”** investigated by Miss Denise Alejandra Noroña Gamboa, with I.D No. 1804608907, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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DECLARATION PAGE

I declare this undergraduate dissertation entitled “**THE IMMERSION METHOD AND FLUENCY OF THE ENGLISH LANGUAGE**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility

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DEDICATION

To God for being my strength, support, and guidance through this process of fulfilling one of my dreams. To my parents for believing in me, being there for me, and giving me unconditional love and support since day one. To every single person, that stood by my side helping me become the person I am now.

Denise.

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I thank God for taking care of me my whole life, for his guidance and patience, for not letting me down and giving me the strength to achieve my dreams.

My parents, who motivate me every single day to work hard for my goals. Thank you for doing everything possible for our family to have the best in life. Thank you for taking care of me and doing nothing more than love and guide me, thank you for supporting my dreams and always being there cheering me on.

My friends, that made my whole college years one heck of an experience. You know who you are. Thank you for giving me such wonderful memories, that I will hold on to forever.

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TOPIC: “The Immersion Method and fluency of the English Language”

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DATE: October 27th, 2020

ABSTRACT

Currently, students do not feel motivated when learning English, and that is the main reason why teachers should consider reading and studying new methods and strategies to motivate students to learn a language and not feel stress about the process. The objective of this research was to determine the influence of the use of the Immersion method in the class to develop fluency in speaking. The 28 students who helped in the following research were from the second level of PINE (Pedagogía de Los Idiomas Nacionales y Extranjeros) from Universidad Técnica de Ambato. The present research focused on both, exploratory and descriptive levels. First, an online survey was applied towards students which determined the strategies, activities, and methods used by the teacher in class. Next, an observational checklist regarding the teacher was used to analyze the class which took 2 weeks, and finally, a rubric that measured students' fluency in speaking while they participated in class.

After the study, the conclusion indicated that the Immersion Method develops and improves fluency in speaking in students when applied in class. A variety of activities, materials, class settings, and studying groups made a huge difference in their fluency level.

Keywords: Immersion Method, Fluency, English language, methods, strategies

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TEMA: ‘The Immersion Method and fluency of the English Language’

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FECHA: 27 de octubre del 2020

RESUMEN

Actualmente, los estudiantes no se sienten motivados al aprender el idioma inglés, y esa es la razón principal por la que los maestros deben considerar la lectura y el estudio sobre nuevos métodos y estrategias para motivar a los estudiantes a aprender un idioma nuevo y no sentir estrés sobre el proceso. El objetivo de esta investigación fue determinar la influencia del uso del método de inmersión en clase para desarrollar fluidez en el habla. Los 28 estudiantes que ayudaron en la investigación fueron de segundo nivel de PINE (Pedagogía de los idiomas Nacionales y Extranjeros) de la Universidad Técnica de Ambato. La presente investigación se centró tanto a nivel exploratorio como descriptivo. En primer lugar, se aplicó una encuesta en línea a los estudiantes. Se determinó, las metodologías que fueron utilizados por el profesor en clase. A continuación, se utilizó una lista de verificación observacional con respecto al maestro para analizar la clase que tomó 2 semanas y finalmente una rúbrica que midió la fluidez de los alumnos al hablar mientras participaron en clase.

Los resultados concluyeron que el Método de Inmersión desarrolla y mejora la fluidez en el habla en los estudiantes cuando se aplica en clase. Una variedad de actividades, materiales, entornos de clase y grupos de estudio hicieron una gran diferencia en su nivel de fluidez.

Palabras clave: Método de inmersión, fluidez, idioma inglés, métodos, estrategias

CHAPTER I.- THEORETICAL FRAMEWORK

1.1 Investigative Background

1.1.1. Problem

‘Deficiency of fluency in speaking’

1.1.2 Previous Studies

Having various sources is the key to be able to develop this research, there are three papers taken into consideration related to ‘The immersion method and fluency of the English language’, however exact information about the topic is challenging to find. The reports that have been found are the following.

Jim Cummins (2008) in the article ‘*Immersion Education for the Millennium: What We Have Learned from 30 Years of Research on Second Language Immersion*’ emphasizes a French immersion program. The research focuses on the results of, how the immersion method was an impact on students that are learning a second language, taking into consideration that learning the target language was one of the biggest challenges and problems. After the 30-year research based on mixed methods, Cummins concluded that to attain the maximum potential of the second language, immersion education must be integrated into an educational philosophy that goes beyond the discipline of applied linguistics. He says that it is important for students to have the opportunity to communicate powerfully in the target language as well as being able to develop their cognitive skills and letting them grow in their identities.

In the publication of ‘*Immersion in Primary School*’ by Wode & Bongartz, (2002) which discusses research done in a state primary school, the authors mention how difficult it was for students to learn the target language, and were hoping that implementing an immersion program will help students in the learning process. After finishing the qualitative research, both Wode & Bongartz, concluded that the immersion

method was the most successful method to learn a foreign language and was known as a superior method to any others. However, the authors mention that the immersion method is also a challenge for both teachers and students, where the method requires many important decisions and time for the program to run smoothly.

Bissinger, (2017) with the article called *“A case study of a Spanish language immersion school”*, Dissertation presented to the faculty of the education department at Carson-Newman University. Where the state problem for this research was about how difficult it was for students to learn a second language.

The research was based on a qualitative case study examined in a partial immersion elementary school, where the purpose of the study was to determine what made foreign language immersion elementary school unique, and as a result, the author obtained that the foreign language immersion school was a success by the end of the school year with high grades in all standardized test scores. Students were exposed to different cultures which in a way determined the reason why students are now bilingual. However, the teacher and institutions weren't the only ones who were the reasons for the project's success, but also the help of strong parents and community involvement.

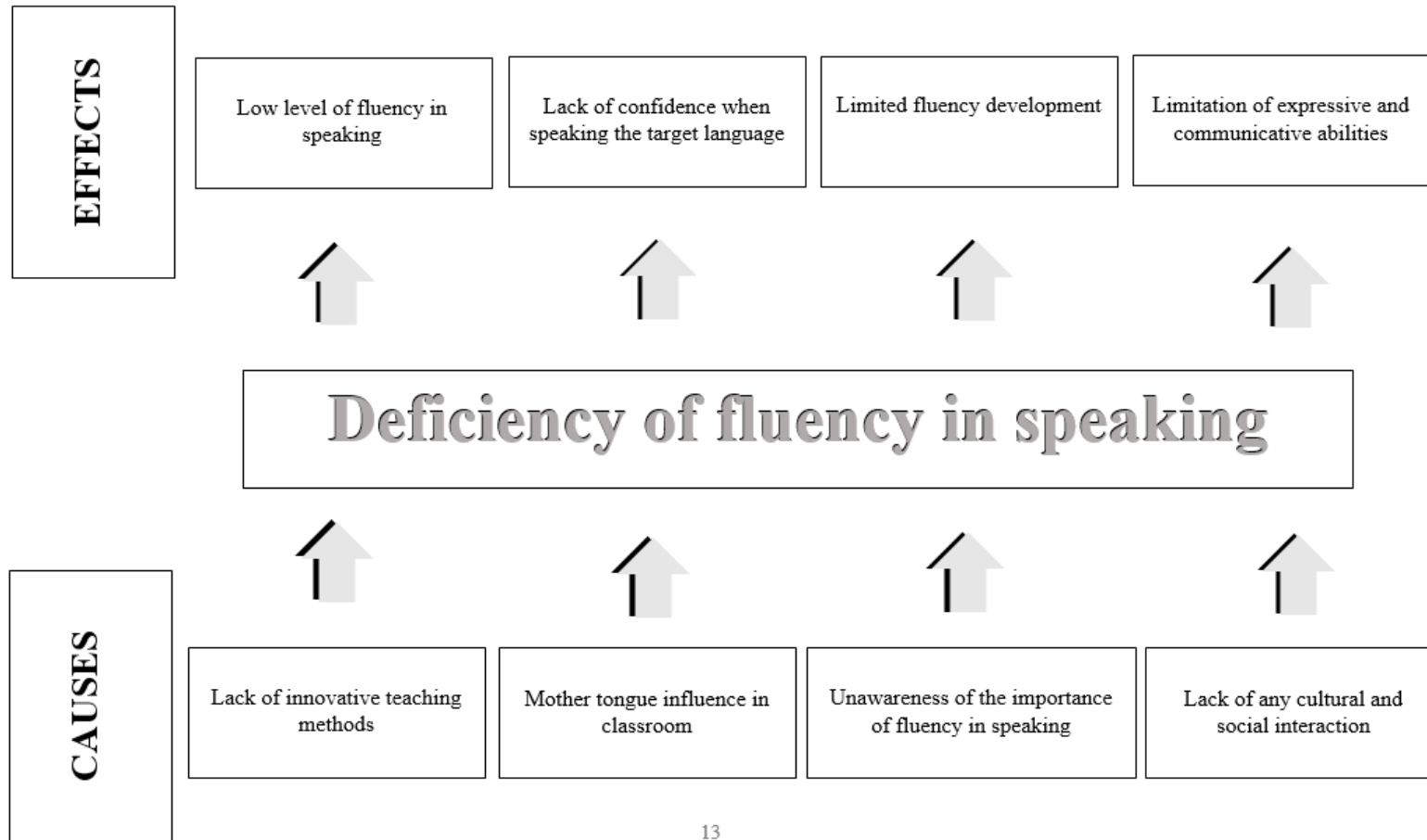
Zuju Chen (2019) in the following article titled *“An Exploration of the Immersion English Teaching Model”*, discusses the successful experience of the immersion teaching method under a Canadian bilingual background, and the problems of implementing it in Chinese background.

The following research was based on a qualitative case in China, the author considered that English immersion teaching is still infancy, although various schools try their best to create an environment for learning the second language, which they create an all-English environment, design textbook courses for English learning and to teach content. At present, the biggest problem is when students who lack a large social environment, return to their mother tongue naturally after days in school. In conclusion, the author states that no teaching method is a total success, although the implementation of immersion education is a reform of English teaching which reflects huge improvements.

The following article ‘*Immersion technique and its benefits for English Language learners: A literature Survey*’ from Jevtha Vijayadasan & Prajeesh Tomy, (2020) is a qualitative study taken place in Tamil Nadu, India. The authors state that the following study reviews in detail the benefits of the immersion technique and how it has made an impact in the past years. It also looks into some immersion programs that help utilize the principles of the immersion learning process to make the language fun and easier to learn. They concluded the study that the Immersion technique has benefits like developing grammar and vocabulary, as well as learning the culture and diversity behind the language. It has been noted that the number of language learners has drastically improved and stated that immersion techniques are suitable for all age groups and social backgrounds.

1.1.3. Critical Analysis

Figure 1: Critical Analysis



13

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

1.1.4. Problem Formulation

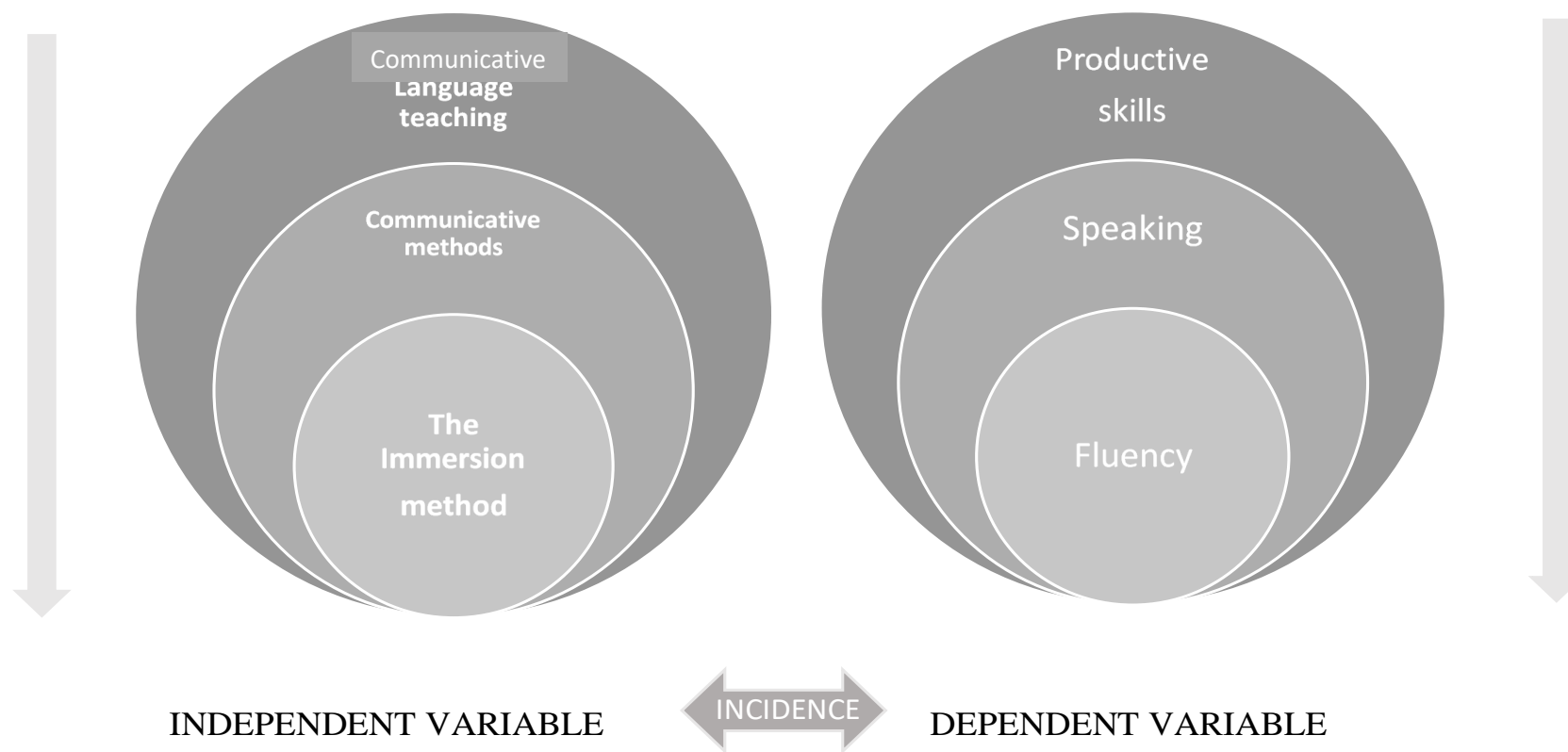
How does the Immersion Method improve student's fluency in speaking?

1.1.5. Research Questions

- What teaching methods are used in English classes?
- What is the importance of using the Immersion method to improve fluency in speaking?
- What impact does the Immersion Method have in classes?
- Does the Immersion method motivate students to improve their fluency in speaking?

1.1.6. Key Categories

Figure 2: Main Categories



Developed by: Noroña, D. (2020)
Source: Universidad Técnica de Ambato

1.1.7. Independent Variable: The Immersion Method

1.1.7.1 Communicative language teaching

CLT emerged at a time when language teaching was looking for a change. The major goal of CLT is to teach communicative competence (Zeghdoud et al., 2019). Communicative language teaching (CLT) was first developed in 1970 and is widely seen as the definitive response to the communication needs of a globalized world. It was exported enthusiastically over the world as ready to use package, of ideas and techniques. However, there was no clear consensus about its nature and experiences teachers had when defining and implementing it (William Littlewood, 2013).

CLT is generally regarded as an approach to language teaching, which reflects a certain model or research paradigm, or a theory. Its principals are for learners to develop communicative competence or simply use a combination of various techniques and goals to improve students' communicative ability (Mangaleswaran & Aziz, 2019).

All human beings need to communicate to express their feelings, ideas, and thoughts, this is the main reason why communicative activities are important and should be integrated into teaching lessons when learning a second language, in this case, English (Toro et al., 2018). Communicative Language teaching (CLT) stresses the need to teach communicative competence rather than linguistic competence, focusing on working with authentic materials in small groups on communicative activities (Intarapanich, 2013). It is considered one of the most accepted methods by numerous teachers due to its major focus on developing learners' communicative competence (Diana, 2014).

Learners should be encouraged with communicative competence at all times; however, it should not be taking into consideration the fact that students have limitations using the language fluently and accurately, spaces should be provided for students to interact with others and it that way enhance their ability to use the target language (Toro et al., 2018). Implementing real communicative contexts is one of the best ways, students can exchange real-life information, in that way

the language and phrases they use will be emerged according to the situations their facing.

1.1.7.2. Communicative Methods

Methods are considered the practical form of approaches, focusing on reaching and instructing students in a meaningful and purposeful manner. Teaching methods should be adopted based on a certain criterion like knowledge of the student, environment, and a set of learning goals based on the school's academic curriculum. However, Harmer (1991) affirms that a method does not only determine the type of activity or material used in classes but also different roles teachers and students may adapt to, which at the end will lead up to the results, whether the method had been a positive or negative impact in the classroom.

The origins of Communicative Methods have arisen in linguistics and language teaching as a type of reaction against the view of language set of structures (Vojtková & Plocková, 2015). Linguistics was concerned mainly with the structure of a language and teaching it, in other words, language teachers were mainly interested in grammatical correctness, whether than dominating the language naturally.

Communication does not imply just composing correct sentences but using them to describe, to record, to make statements, to classify, and to ask questions. The communicative method places emphasis on developing communicative competence viewed as an overall underlying knowledge and ability for language use that the speaker and listener possess (Vojtková & Plocková, 2015).

The worldwide increasing demands for good communication in the English language, where the application of communicative methods has faced problems and resistance in the English as a foreign language context, is why Ahmad & Rao, needed to do a study on the implementation of communicative methods in Pakistan schools, where she wanted to determine if it was a success or not, comparing it to the traditional method used in class which was the grammar-translation method. Where (Ahmad & Rao, 2018) concluded that using communicative methods is better than the traditional method of teaching English. It provided learners an increase in their communicative ability, as well as their motivation for learning.

1.1.7.3. The immersion method

“Immersion” means being involved in-depth or submerged by something (Vijayadasan & Tomy, 2020). In this study, the language is being learned perpetually daily along with the first language.

Language immersion is assumed to adopt L2 most efficiently in true meaningful communication situations. The language is not systematically taught, but it is used for everyday activities in classes. This means that most or all instructions students receive, are in the target language. Immersion has its aim, which is to develop at least two languages L1 and L2, as well as the knowledge of subject content and intercultural competence. Learning through immersion programs resemble those in first language acquisition to language input and contact, leaving the learning process free from pressure and known as the most successful method of language learning (Wode & Bongartz, 2002).

Moreover, the immersion method should be followed by dedicated teachers which are focused on their student's learning process, the immersion method requires that teachers have a native or close to native language competence, also an outstanding knowledge of the culture of English-speaking countries (Wang, 2018). Teachers must be willing to design and deliver appropriate English lessons for all levels, especially for students who may have a minimal level of English. Thus, keeping immersion students in their environment while they practice, explore, and learn the language which is the important principle of this method.

Origin of the immersion method or program

The immersion teaching method was founded in Canada in the early 1960s, the method focused on sociolinguistic and societal purposes in monolingual students (Chen, 2019). The immersion method was initiated by 12 parents who wanted to guarantee their children with a bright future having a good command of French (L1) as well as the local language which was English (L2). After some years in the 1970s and 1980s, immersion education was also introduced in Europe and other continents looking not only for language enrichment but a minority language maintenance and revitalization (Nikula & Mård-Miettinen, 2014).

It can be claimed that the immersion program or known as the method nowadays was mostly spread and long-established in Canada as a full immersion program that meant a bilingual program in which L2 was learned through other areas of the curriculum (Barimani-Varandi, 2012).

Immersion Characteristics

Immersion programs are based on theoretical assumptions, that language is acquired through comprehensible input in the classroom, where Krashen's comprehensible input Hypothesis stated that to be exposed to a rich environment in the language, is sufficient for acquisition to take place (Stein et al., 2003).

Language immersion programs are characterized by a focus on learning school subjects through learning a second language, instead of just an exclusive focus on the language being learned (Uhl Chamot & El-Dinary, 1999).

Very outstanding characteristics of the immersion method are teaching L2 along with its culture and content, however, leaving behind the application of the student's first language (Barimani-Varandi, 2012). The following characteristics of the immersion method can be listed as followed:

- ✓ Classes are staffed with high-quality teachers, who have the knowledge and skills not only the language but the subject matter.
- ✓ All materials are taught in L2, never re-taught in students the first language.
- ✓ Students are grouped by their level of language proficiency.
- ✓ Students engage in collaborative learning.
- ✓ The immersion method uses the target language for most instructions given in classes
- ✓ This specific method seeks to accelerate language learning by increasing time on task
- ✓ Maximizes the number of understandable instructions in L2 (Clark, 2000).
- ✓ Positive feedback is provided by teachers

Immersion programs vary in the amount of time spent in the second language each day. In total, the second language is used throughout the first, two, and three

years on the program, where at least it takes place half of the school day. There are many goals that the immersion method wants to achieve but the most important is that students achieve functional proficiency in the second language, students maintain and continue to develop skills in their first language, students master subjects content at their appropriate grade level, and finally, students acquire an understanding and appreciation of another language and culture, which does not detract their own home culture (Curtain, 2000).

Based on these characteristics, the immersion method is not easily employed, in comparison to others. However, by implementing appropriate materials in the foreign language; qualified teachers; administrative, community, and parental support; this method can become a successful program to consider not only in bilingual schools but public ones too.

Types of immersion

Language immersion can be characterized by the total time students spend in an immersion program. There are generally two types

There are a different number of immersion methods all over the world, and they are categorized by two factors, age, and extent.

The age refers to the time in which the method initiated, and this is classified into four groups:

- **Early Immersion:** It starts at the age of 5-6 when students start learning a second language in pre-school, kindergarten, or first grade.
- **Middle Immersion (Delayed Immersion):** It is initiated at age 9 or 10, once students are in primary school.
- **Late immersion:** It starts in time between ages 11-14, once students are in secondary school
- **Late-Late immersion:** It begins once students are at a college level (Barimani-Varandi, 2012).

Language immersion can be characterized by the total time student spend in an immersion program. Based on the extent, it refers to the percentage of curricular content covered in the second language, which is divided into two types.

- **Total Immersion:** This immersion means that the entire curriculum is taught in L2. As all subjects are delivered in the target language, the students acquire a high level of proficiency. In some cases, where comprehension is obstructed teachers mostly apply techniques to make themselves understand like using dramatization, demonstration, and the use of realia. The main problem of the total immersion is that students feel hard to understand complicated content (Wang, 2018).
- **Partial Immersion:** This method refers to half of the use of the target language in class, in other words, 50% of the curriculum is delivered through L2 (Barimani-Varandi, 2012).

Why use the immersion method?

This method is one of the most accelerated languages learning process, it is considered one of the most effective ways on how students can be bilingual in such minimal time, making them affluent on learning L2 and making them successful globally, preparing them for multiple beneficial uses of the language. It is the best of interests to start using this method instantly once a child starts school for better results, in some cases children who are already developing this method in different countries have demonstrated a high level of proficiency in the second language being able to understand diverse of cultures, people and perspectives around the world. Due to the many advantages that this method has revealed, it is crucial to encourage it worldwide as an appropriate method to teach English as a foreign or second language (Sweitzer, 2001).

Various studies have shown that students who study a foreign language in school, tend to receive higher standardized test scores than students who have not studied a foreign language in school. That is the reason why Wang, (2018) decided to do a study in China implementing the immersion method, whereas a conclusion she mentions that the integration of immersion teaching into the traditional language teaching curriculum benefits students with fluency and gain an appreciation of languages and cultures that are not their own.

Students in early total immersion programs receive their initial literacy and academic training through the medium of a second language. People are aware that English is not introduced into the curriculum until 2, 3, 4 grades; depending on the particular school district, where it is initially used to teach the English language successfully. Immersion programs aim to develop full bilingual proficiency and therefore they have been characterized as a successful implementation in English language teaching (Genesee, 1985).

1.1.8. Dependent Variable: Fluency

1.1.8.1. Productive skills

Productive skills or also called active skills mean the transmission of different information that a language produces in spoken or written form. The productive skills will not exist without the support of the receptive skills, which symbolizes an active implementation of grammar structures and repeated sounds of L2 (Golkova & Hubackova, 2014).

Productive skills are evident in society in various styles such as formal, informal, normal, strong, which are situations based and are important for speakers to strike with the right thoughts (Sreena & Ilankumaran, 2018).

The productive skills need a wide variety of attitudes and modern ideas, to make speakers confident to express their feelings and ideas especially when speech is given to a live audience (Sreena & Ilankumaran, 2018).

1.1.8.2. Speaking

It is stated by the Ministry of Higher Education and Scientific Research (2015), that speaking is a productive skill that combines the use of the language to communicate with others. It is also manifested that speaking is one of the language skills that is arisen by its process of interaction of the individuals or intervention showing how an individual has acquired skills to develop the language.

Speaking is defined as students' ability to express themselves orally, coherently, fluently, and appropriately in given meaningful context in transactional and interactional purposes, having to use correct pronunciation, vocabulary, grammar, and the ability to adopt pragmatics and discourse rules of the spoken language (Torkey, 2006).

Speaking depends on the context or situation in which it is taking place. Some parameters would be taken into account when two individuals or more are involved in a conversation. Communication depends on the context in which it occurs, including participants' experiences, physical environment, and purpose for speaking (Ministry of Higher Education and Scientific Research, 2015).

1.1.8.3. Fluency

The terms fluency and fluent regularly appear in language testing and assessment, however, there are various definitions for fluency.

Fluency is a natural language that is used when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication. Fluency has a Latin origin meaning ‘‘flow’’, however nowadays the definition of fluency itself is closer to the simple definition of the term ‘‘fluidity’’ (Andaya et al., 2009).

The term is defined as the ability to use the language quickly and confidently, without hesitation or unnatural pauses in communication. The process of learning L2 in this case English as a foreign language is very frequent to experience in both teachers and especially in students (Ho, 2018).

Fluency occurs when somebody speaks a foreign language like a native speaker with the least number of silent pauses, filled pauses (ooo and emm), self-corrections, false starts, and hesitations (Mairi, 2017).

In other words, it is when the speaker can talk at length with few pauses and can express their ideas or feelings coherently, dealing with lexical and syntactic items at a fast speed (Yang, 2013).

‘Fluent’ means when a speaker can use the correct structures of a language in a normal speech, which means when a speaker produces the language naturally, they concentrate on the content delivery rather than the structure of the language (Yang, 2013).

It is also mentioned that a person is said to be a fluent speaker of a language when he can use its structure accurately while concentrating on content rather than form, using patterns and units automatically at a conversational speed when needed (Gamba, 2013).

Furthermore, Gamba also says that some define fluency as a feature that gives a speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and the use of interjections and interruptions.

Importance of Fluency

Fluency is an important factor in the language learning process as it indicates the ability to communicate with the speaker (Ho, 2018). This is mostly used to measure the student's success in learning a foreign language, which is the primary purpose of communication to make listeners understand what the speaker is trying to express. However, it is not an easy job for the teacher to be able to enhance students' fluency, as well as measuring their success (Ho, 2018).

The importance of speaking fluency and the implementation of cultivating long-term practice to prove fluency improvement in class is the reason why Yang (2013), created her method called 4/3/2 for adapting in an EFL class. This method guarantees to collect the statistical data and to monitor the progress of fluency. Language fluency can be carried out when students are motivated to use L2 in real-life situations. The large demand for speaking skills creates various opportunities to improve fluency in L2 (Yang, 2013).

Fluency development is important, even beginners need to become fluent, this aspect is important because in this way students can express themselves following a continuous and rich language pattern (Barrios, 2017).

Additionally, according to Albaraa, (2016), Fluency development is important at all levels of proficiency, not only for education matters but when students achieve fluency, they are more likely to have better job opportunities, most university education is carried out in English when planning to travel abroad and employees who are fluent in English are high in demand.

Factors that affect fluency

Learners' fluency performance is influenced by factors like performance conditions, affective factors, listening skills, and feedback during speaking tasks (Leong & Ahmadi, 2017).

Performance conditions are when learners carry out a speaking activity under different conditions which involve time pressure planning, the quality of performance, and the amount of support.

When referring to Affective factors, it is considered an important factor in learning a language, which is the affective side of students. Motivation, self-confidence, and anxiety were the three main types that connect to second language acquisition.

Learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them to have a successful dialogue.

Finally, Feedback, students expect their teachers to give them the necessary feedback on their speaking performance, it has been suggested that instructors should always correct their learners' mistakes positively with a bit more support and persuasion while speaking to feel motivated and not afraid in the moment of talking (Leong & Ahmadi, 2017).

More factors can in some type cause problems for students when trying to improve their fluency. According to Rahayu, (2015), there are some problems faced by students in speaking fluency, which are inhibition, nothing to say, the low of participation, the theme to be spoken, and the use of mother tongue;

- Inhibition is when students usually try to speak some words in activities, however, students worry about mistakes and simply shy in speaking the language.
- Nothing to say can cause students to lack motivation to express themselves and make them feel insufficient in language skills to express exactly what they want to say.
- Low participation, is a problem that is compounded by the tendency of some learners to dominate the language better, while others speak very little or nothing at all.
- Mother tongue influence in speaking activities is very common as it is easier for students to use and to feel less exposed, however it is the main factor in why students have problems when improving their fluency (Rahayu, 2015).

According to Thomson (2015), some factors can affect fluency in students and there is a specific way on how it can be operationalized for a more objectively quantifiable correlated way. The author establishes the following measures:

✓ **Speech rate:**

The average number of syllables spoken in a second or minute.

✓ **Phonation Time Ratio:**

Percentage of the time that is devoted to speaking to the total time that is taken to produce an utterance

✓ **Pruned Syllables:**

The number of syllables spoken in a second and minute after disfluencies that have been removed, like an example to self-repeat.

✓ **Articulation Rate:**

Several fluent syllables per second or minute between the pauses of predetermined length that is counted.

✓ **Mean length of run:**

The number of words or syllables produced in pauses of a length which is registered and measured.

✓ **Silent pause ratio:**

The number of pauses and time given to silent pauses per second or minute

✓ **Filled pause ratio:**

The number of pauses and the duration of them (e.g. 'um') is calculated.

Various aspects affect students' fluency in speaking; however, this is also one of the main reasons why students have problems with fluency and it is the type of activities provided by the teacher. Teachers need to be very careful in implementing and developing new and improved methodologies including approaches and techniques that can help the teaching and learning process (Andaya et al., 2009).

1.2. Objectives

1.2.1 General Objectives

- To determine the influence of the use of the immersion method on the fluency of the English Language.

1.2.2. Specific Objectives

- To study the relation between the use of the immersion method and English fluency.
- To establish the benefits of using the immersion method to develop production skills.
- To identify the impact that the immersion method might have in developing English language fluency.

CHAPTER II.- METHODOLOGY

2.1. Materials

2.1.1 Population

The students and the teacher of this study were from PINE (Pedagogía de Los Idiomas Nacionales y Extranjeros) at Universidad Técnica de Ambato. For the development of the study, it was necessary the participation of 28 students, the age range of 19 to 22 from the second-semester class ‘‘B’’, with the teacher Lcda. Mg. Dorys Cumbe.

Table 1: Population

Description	Number	Percentage
Students from 2 nd Semester of PINE of Universidad Técnica de Ambato.	28	100%
TOTAL	28	100%

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

2.1.2 Techniques and Instruments

Survey

The use of qualitative survey research is considered as a less structured methodology, used to obtain depth information about people's reasoning and motivations (Inc., 2018). The use of a survey is necessary for the following study as it allows the researcher to collect information from the population under several studies and diagnose students' perceptions about the topic of study and finally verify if it is feasible to solve the presented problem in the research work. The following survey consists of a total of 10 open questions based on a frequency Likert scale, and the questions are taken from both Dependent and Independent Variables. Each question consists of 5 items from the Likert scale which are Always, Frequently, Sometimes, Rarely, Never.

Likert scale survey is the choice for this research because it allows the individual to express the frequency of performing particular statements in class. This survey contributes this research in a way to find out how students have their classes if the teacher in some way tries to make their classes as immersed in the language as possible and to find out if students will be interested in changing activities, and methods to be able to learn the language in a better and interactive way. This survey was destined only for the students as this research is based on their experience and feelings towards how the language is taught.

Observation Checklist

Observation is considered as a systematic description of events, behaviors, and artifacts of social settings. It is used in social science as a method for collecting data about people, processes, and cultures (Kawulich, 2014).

An observation checklist is used for this research as it helps gather data about teaching, as well as the learning process of students, to identify in this case, if the Immersion method is developed in classes at the second level at Universidad Técnica de Ambato. *The Immersion Teaching Strategies Observation Checklist* by Tara W. is used to do so. The following observational checklist was taken from the web page of The University of Minnesota specifically from the Center for Advanced Research on Language Acquisition. In which it observed seven different categories based on content and culture in classes, language growth, learning

environment, students' output, and learners' needs, all based on the independent variable of the present project.

Rubric

According to (Carolina) a rubric is a guide with criteria for evaluating students' work in direct relation to learning outcomes and a rating scale that indicates different levels of performance. It usually includes specific, observable, and measurable descriptors that define expectations for each criterion. The rubric used for this research helps gather information on student's fluency level, being able to remark if the use of strategies of the immersion method in classes is a good impact as studies mention.

World View 'Speaking rubric for fluency activities' by J. Michael O'Malley and Lorraine Valdez Pierce, taken from Person, is used to do the following research. The following rubric rates students' fluency on a scale of 4 mentioning different competencies like the use of a variety of vocabulary and expressions, no grammatical errors while speaking, and good pronunciation and intonation.

2.1.3 Operationalization of variables

Table 2: Independent Variable: "The Immersion Method"

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>It is a method in which the curriculum is taught in the target language. Students hear, speak, and learn the language in authentic everyday contexts and experience in their surroundings. This method emphasis facial expressions and gestures. Students have the opportunity to learn in a multi-cultural environment, where teachers focus on interactive grouping.</p>	<ul style="list-style-type: none"> - Target language - Authentic material - Facial expressions and gestures 	<ul style="list-style-type: none"> -Use of target language in the school curriculum -Implementing authentic materials in class like newspapers, songs, etc. - Use of facial expressions to communicate 	<ul style="list-style-type: none"> - How often do you have classes where authentic songs, poems, literature, rhymes, artifacts are used? - How often are you asked to do output-oriented activities such as role-plays, simulations, drama, debates in class? -How often does the teacher use assessment tasks like oral 	<ul style="list-style-type: none"> - Survey directed to students - checklist

			<p>presentations, and seminars at the end of the class?</p> <p>- How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc.?</p> <p>-How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc?</p>	
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Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Table 3: Dependent Variable: Speaking Fluency

CONCEPTUALIZATION	CATEGORIES	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>It is one of the speaking subskills which makes speaking smooth, easy, reasonable quickly, and very important avoiding stops repetitions, and pauses.</p>	<ul style="list-style-type: none"> - Oral production - Oral expression - Interaction 	<ul style="list-style-type: none"> - Use of grammar and vocabulary - Improving Pronunciation - Interactive communication 	<p>-How often do you do fluency activities in class like reading aloud, recording yourself, storytelling?</p> <p>-How often is the topic talked in class, of your interest?</p> <p>-How often does a class start with a variety of pre-speaking activities to make language and content more accessible for you,</p>	<ul style="list-style-type: none"> - Survey directed to students

			<p>as the use of flashcards, keywords, and speaking models?</p> <p>-How often do you use synonyms and antonyms to communicate and extend your language repertoires?</p>	
--	--	--	---	--

			-How often are you given the opportunity to produce the language in class?	
--	--	--	--	--

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

2.1.4 Validation of instrument of data collection

An instrument must be validated before applying it to be considered a good instrument. The following validation process contributed to prove how suitable the tool used is going to be.

Survey

For the following research, the survey directed towards students was validated by 2 teachers from Universidad Técnica de Ambato. The questionnaire validation chart consisted of five different items that demonstrated if the survey was relevant or not for its use.

Observational Checklist

The second instrument which was an observational checklist did not need validation as it was an original verifiable document taken from the University of Minnesota.

Rubric

The third and last instrument was an Authentic Assessment Rubric for English Language Learners by J. Michael O'Malley and Lorraine Valdez Pierce taken from Pearson, which did not need validation.

2.1.5 Items Reliability

To follow the validation process, a pilot test was applied to students, which helped them know the reliability of the instrument before using it. With the results obtained, a Cronbach Alpha, which is considered a statistic coefficient, that determines items reliability from 0 that represents null reliability to a 1 which represents maximum reliability. The value for the Cronbach Alpha of the following investigation was 0.73, which is considered an item reliable.

Table 4: Reliability statistics

Reliability statistics	
Cronbach Alpha	N of Elements
,739	10

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Table 5: Total element statistics

Total Element Statistics				
	Average scale if the element has been deleted	Scale variance if the element has been deleted	Total corrected element correlation	Cronbach Alpha if the item has been deleted
How often do you have classes where authentic songs, poems, literature, rhymes, artifacts are used?	31,5862	19,537	,337	,727
How often are you asked to do output-oriented activities such as role-plays, simulations, drama, debates in class?	30,8966	16,667	,678	,668
How often does the teacher use assessment tasks like oral presentations, and seminars at the end of the class?	30,7586	20,975	,264	,735
How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc.?	30,8276	19,505	,342	,726

How often are you encouraged to learn from and with peers in classes?	30,8621	20,052	,234	,745
How often do you do fluency activities in class like reading aloud, recording yourself, storytelling?	30,6207	18,815	,570	,696
How often is the topic talked in class, of your interest?	30,7931	19,313	,460	,710
How often does a class start with a variety of pre-speaking activities to make language and content more accessible for you, as the use of flashcards, keywords, and speaking models?	30,9655	17,892	,541	,694
How often do you use synonyms and antonyms to communicate and extend your language repertoires?	31,1379	18,909	,430	,713
How often are you given the opportunity to produce the language in class?	30,6552	20,805	,184	,749

Developed by: *Noroña, D. (2020)*

Source: *Universidad Técnica de Ambato*

2.2. Methods

2.2.1. Research Approach

This study focuses on mixed methods, quantitative and qualitative research. Qualitative research is observed, analyzed and it determines the frequency of the method used in the education field. As (Hernández Sampieri, Roberto; Baptista Lucio & Fernández Collado, 2004) defines qualitative research aims to explain, describe, and ascertain phenomena.

Furthermore, the study is also quantitative as it is a systematic investigation of phenomena, which gathers quantifiable data and performing statistical information from existing and visible situations with the use of sampling methods, surveys, and online polls. Which results are used to collect information that is depicted in numbers and it verifies if the hypothesis is carried out. According to Hernández-Sampieri the quantitative research requires an application of surveys to obtain information and determine factors by numbers.

The basic method of investigation

The present research focuses on both, exploratory and descriptive levels. Exploratory is the study that deals with characteristics of the research fulfilling all the objectives set previously. And descriptive as it is consisted of getting to know the predominant situations and attitudes from people in the place where the problem is. This study is based on a phenomenological approach that focuses on the commonality of a lived experience within a group (Creswell, 2013). The goal of this approach is to seek a description of the nature of a particular phenomenon. Interviews are conducted with a group of individuals who know of an event, situation, or experience related to the method studied in this research. Through this process, the research may construct the universal meaning of the experience and its understanding.

The following study is considered a constructivist paradigm which according to Honebein, (1996) it is described as an approach that asserts people construct their understanding through experiences. Constructivism is considered as a theory that is

based on observation and scientific study of how people learn. Furthermore, the constructivist paradigm is highly compatible with existing social values which is considered as a worldview active learning and constructive process.

2.2.2. Data Collection Procedure

Students from the 2nd semester took a survey created in google forms, it contained ten open questions from Independent and Dependent Variables, which took thirty minutes to complete the task.

After a week the survey was taken, observations of the one-hour class were made from 4 different days in second-level ‘‘B’’, where it was observed different activities created and used by the teacher to enhance interactive learning in students. A rubric was also used to assess student’s fluency and prove if using the immersion method made an impact in some way on their fluency. As well as the use of authentic material to make the class immersed in the target language, for example for the first class, the teacher used a video about how brains work, where students could acquire new vocabulary and have the chance to express their feelings and thoughts about the topic.

Table 6: Information collection plan

Basic questions	Explanation
Why?	To achieve the objectives of the following study.
Whom?	Students from the second level ‘‘B’’ from PINE
Which aspects?	Independent variable: The Immersion method Dependent variable: Fluency of the English language
Who?	The researcher: Denise Alejandra Noroña Gamboa
When?	2020
Where?	Universidad Técnica de Ambato
What instruments?	The survey, Observational checklist, and Rubric
How often?	Survey: Once Observations: Four sessions Rubric: Once

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

2.3. Hypothesis

H₀: The Immersion method DOES NOT influence the fluency of the English language in students

H₁: The Immersion method DOES influence the fluency of the English language in students

CHAPTER III. RESULTS AND DISCUSSION

3.1 Interpretation and Analysis of results

Question 1

How often do you have classes where authentic songs, poems, literature, rhymes, artifacts are used?

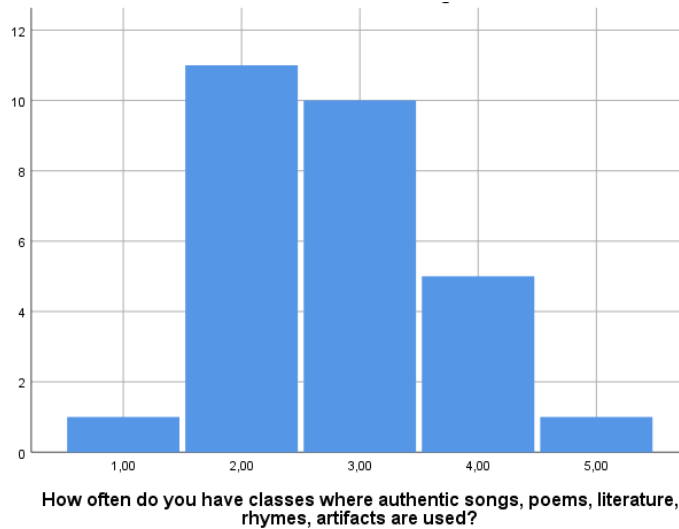
Table 7: Use of strategies

		Statistics
Mean		2,7857
95% confidence interval	Lower limit	2,4301
for mean	Upper limit	3,1414
Dev. Deviation		,91721
Minimum		1,00
Maximum		5,00
Range		4,00
Asymmetry		,459
Kurtosis		-,142

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 3: Use of strategies



Developed by: *Noroña, D. (2020)*

Source: *Universidad Técnica de Ambato*

Analysis and Interpretation

The outcomes show a normal pattern equivalent to 2.78 which can range from 2.43 and 3.14. This demonstrates that students chose ‘rarely’ where they had classes where authentic songs, poems, literature, rhymes, and artifacts are used. The measurable dispersion of the data revealed that this trend marked a positive asymmetry of 0.459, which explains that most students chose the below-average option as in ‘rarely’. Finally, the standard deviation of 0.92 indicates a relatively low dispersion, so it can be said that there is a rare use of songs, poems, literature, rhymes, and authentic artifacts used in class.

Question 2

How often are you asked to do output-oriented activities such as role-plays, simulations, drama, debates in class?

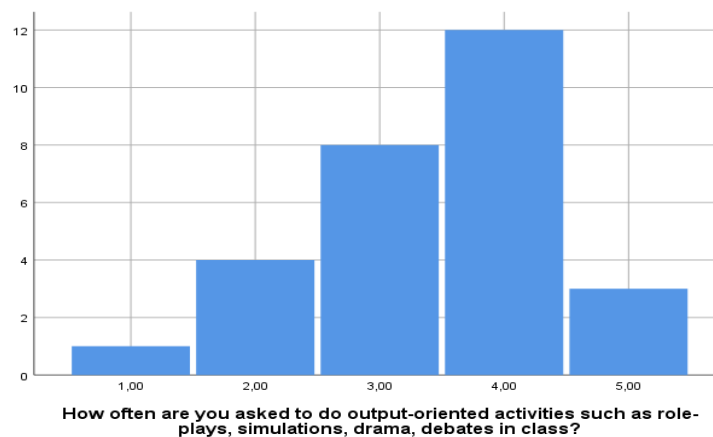
Table 8: Do output-oriented activities

		Statistics
Mean		3,4286
95% confidence interval for mean	Lower limit	3,0418
	Upper limit	3,8153
Dev. Deviation		,99735
Minimum		1,00
Maximum		5,00
Range		4,00
Asymmetry		-,512
Kurtosis		-,031

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 4: Do output-oriented activities



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

It has shown that an average answer equals 3.43 which can range from 3.04 to 3.82. This means that students chose “frequently” as their option for performing output-oriented activities as role-plays, simulations, drama, debates in class. The statistical distribution of the data shows that this trend is not as marked, and the negative asymmetry of 0,512 explains that the majority of the students chose the option that is above the mean, which is “frequently”. Finally, the standard deviation of 0.99 indicates a relatively low dispersion so it can be said that students frequently perform result-oriented activities, such as role-plays, simulations, drama, and debates in class.

Question 3

How often does the teacher use assessment tasks like oral presentations, and seminars at the end of the class?

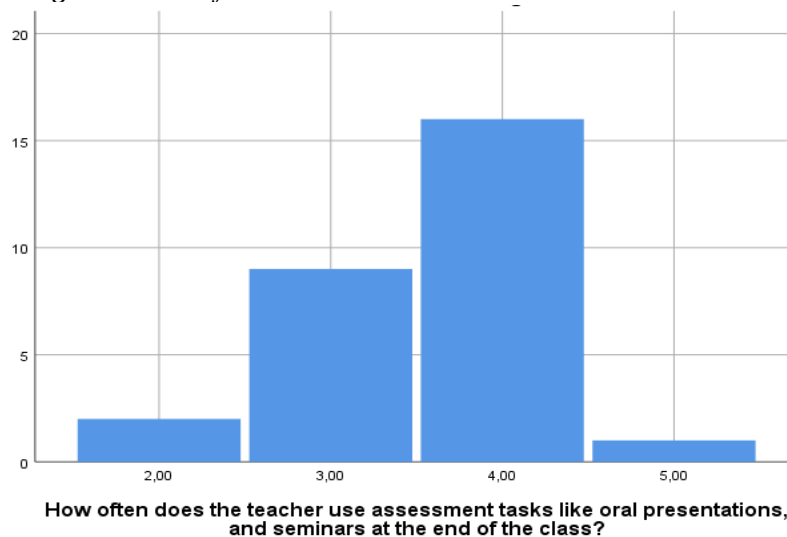
Table 9: Use of assessment tasks

		Statistics
Mean		3,5714
95% confidence interval	Lower limit	3,3038
for mean	Upper limit	3,8390
Dev. Deviation		,69007
Minimum		2,00
Maximum		5,00
Range		3,00
Asymmetry		-,639
Kurtosis		-,280

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 5: Use of assessment tasks



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

The results demonstrated an average trend equal to 3.57 which can vary between 3.30 and 3.84. This indicates that the teacher "frequently" uses assessment tasks such as oral presentations and seminars at the end of the class. The statistical distribution of the data reveals that the trend is marked, and the negative asymmetry of 0.639 explains that most of the students chose the option that is above average, i.e. "frequently". Finally, the standard deviation of 0.69 indicates a relatively low dispersion, so it can be said that the teacher "frequently" uses assessment tasks such as oral presentations and seminars at the end of the class.

Question 4

How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc.?

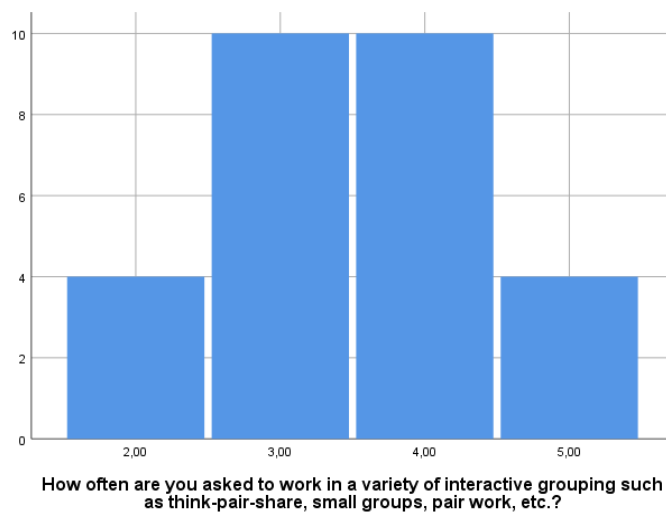
Table 10: Working in interactive grouping

		Statistics
Mean		3,5000
95% confidence interval for mean	Lower limit	3,1421
	Upper limit	3,8579
Dev. Deviation		,92296
Minimum		2,00
Maximum		5,00
Range		3,00
Asymmetry		,000
Kurtosis		-,703

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 6: Working in interactive grouping



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

The results show an average trend equal to 3.50 which can vary between 3.14 and 3.86. This indicates that students are asked to work "frequently" in a variety of interactive groupings, such as think-pair-share, small groups, pair work, etc. The chatty distribution of the data reveals that this tendency is not very marked, and the null asymmetry explains that most of the participants chose the options that are in the average, that is, "sometimes" and "frequently". Finally, the standard deviation of 0.92 indicates a relatively low dispersion, so it can be said that the teacher "frequently" asks her students to work in a variety of interactive groupings, such as think-pair-share, small groups, pair work, etc.

Question 5

How often are you encouraged to learn from and with peers in classes?

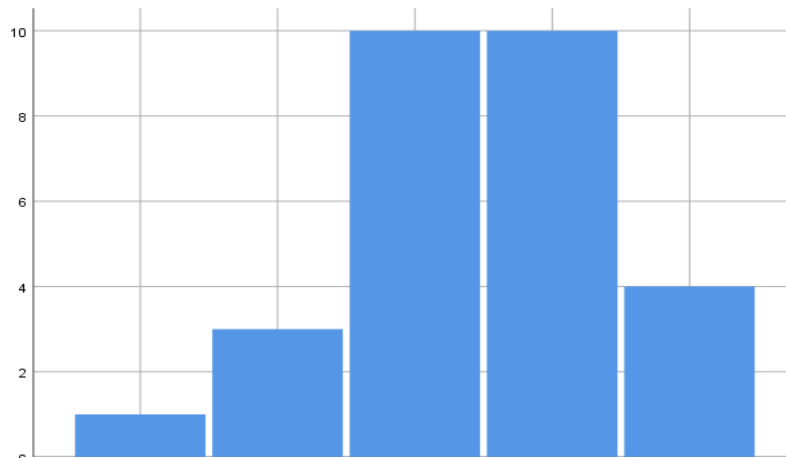
Table 11: Learning from and with peers

	Statistics
Mean	3,4643
95% confidence interval	Lower limit 3,0768
for mean	Upper limit 3,8518
Dev. Deviation	,99934
Minimum	1,00
Maximum	5,00
Range	4,00
Asymmetry	-,374
Kurtosis	,078

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 7: Learning from and with peers



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

It has shown an average trend equal to 3.46 which can vary between 3.08 and 3.85. This indicates that students are "frequently" encouraged to learn from and with peers. The statistical distribution of the data reveals that this trend is marked, and, the negative asymmetry explains that most of the students chose the options that are above average, that is, "frequently". Finally, the standard deviation of 0.99 indicates a relatively low dispersion, so students are "frequently" encouraged to learn from and with peers.

Question 6

How often do you do fluency activities in class like reading aloud, recording yourself, storytelling?

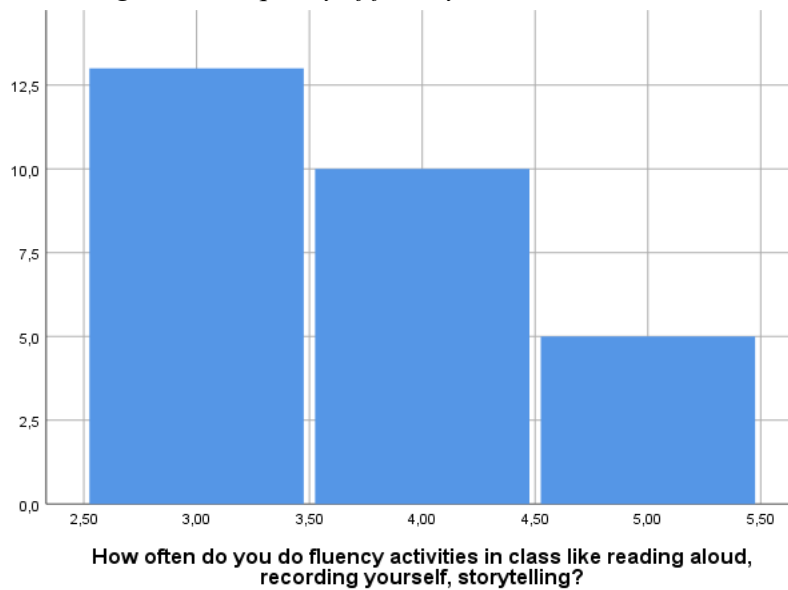
Table 12: Frequency of fluency activities

		Statistics
Mean		3,7143
95% confidence interval	Lower limit	3,4185
for mean	Upper limit	4,0101
Dev. Deviation		,76290
Minimum		3,00
Maximum		5,00
Range		2,00
Asymmetry		,550
Kurtosis		-1,027

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 8: Frequency of fluency activities



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

Outcomes show an average trend equal to 3.71 which can run between 3.42 and 4.01. This demonstrates that students "sometimes" perform fluency activities in class such as reading aloud, recording themselves, storytelling. The chatty distribution of the data reveals that this trend is not very marked, and the positive asymmetry explains that most of the participants chose the options that are below average, that is, "sometimes". Finally, the standard deviation of 0.76 indicates a relatively low dispersion, so students "sometimes" perform fluent activities in class such as reading aloud, recording themselves, and telling stories.

Question 7

How often is the topic of your interest talked in class?

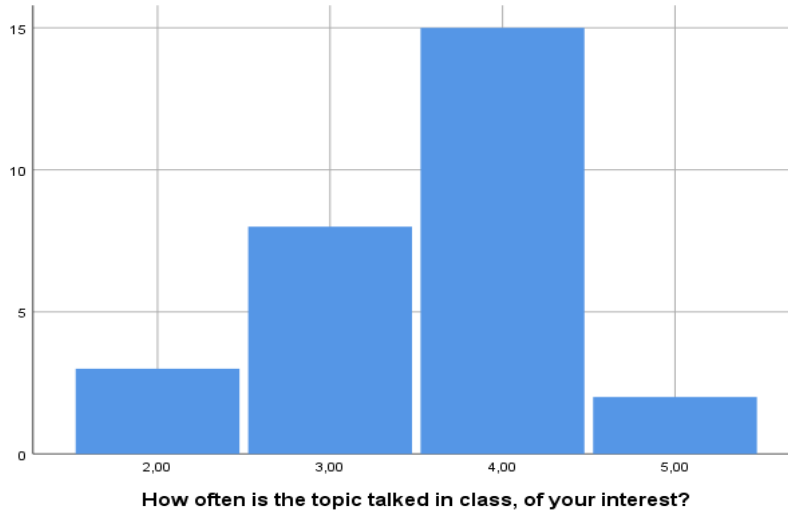
Table 13: Topic of interest

		Statistics
Mean		3,5714
95% confidence interval	Lower limit	3,2650
for mean	Upper limit	3,8778
Dev. Deviation		,79015
Minimum		2,00
Maximum		5,00
Range		3,00
Asymmetry		-,495
Kurtosis		-,043

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 9: Topic of interest



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

The results demonstrated an average trend equal to 3.57 which can vary between 3.26 and 3.88. This indicates that students are talking in class "frequently" about topics of their interest. This indicates that topics of interest are "frequently" spoken in class. The statistical distribution of the data reveals that this trend is not very marked, and the negative asymmetry of 0.495 explains that most of the students chose the options that are above the average, that is, "frequently". Finally, the standard deviation of 0.79 indicates a relatively low dispersion, so it can be said that topics of their interest are "frequently" talked about in class.

Question 8

How often does a class start with a variety of pre-speaking activities to make language and content more accessible for you, as the use of flashcards, keywords, and speaking models?

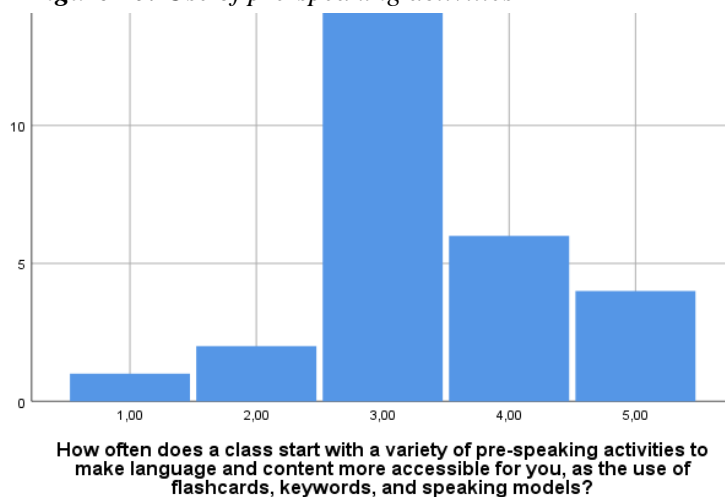
Table 14: Use of pre-speaking activities

		Statistics
Mean		3,3571
95% confidence interval	Lower limit	2,9883
	Upper limit	3,7260
Dev. Deviation		,95119
Minimum		1,00
Maximum		5,00
Range		4,00
Asymmetry		,026
Kurtosis		,482

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

¹⁵ **Figure 10:** Use of pre-speaking activities



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

It has shown an average trend equal to 3.36 which can vary between 2.99 and 3.73. This indicates that teachers "sometimes" start a class with a variety of pre-speaking activities to make language and content more accessible to students, such as the use of flashcards, keywords, and speaking patterns. The measurable distribution of the data reveals that this trend is very marked, and, the positive asymmetry of 0.026 explains that most of the respondents chose the options that are below average, that is, "sometimes". Finally, the standard deviation of 0.95 indicates a relatively low dispersion, so it can be said that teachers "sometimes" start a class with a variety of pre-speaking activities to make language and content more accessible to students, such as the use of flashcards, keywords, and speaking models.

Question 9

How often do you use synonyms and antonyms to communicate and extend your language repertoires?

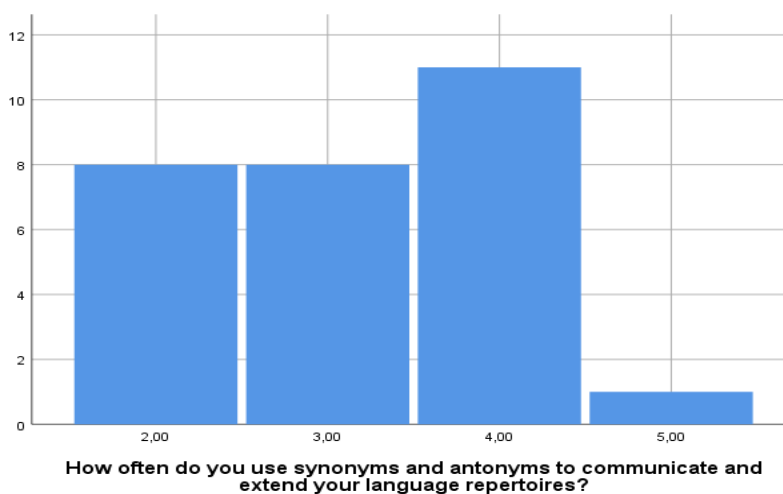
Table 15: Extension of language repertoires

		Statistics
Mean		3,1786
95% confidence interval	Lower limit	2,8277
for mean	Upper limit	3,5294
Dev. Deviation		,90487
Minimum		2,00
Maximum		5,00
Range		3,00
Asymmetry		-,054
Kurtosis		-1,194

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 11: Extension of language repertoires



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

Outcomes show an average trend equal to 3.17 which can run between 2.83 and 3.53. This indicates that students "frequently" use synonyms and antonyms to communicate and expand their language repertoire. The statistical distribution of the data reveals that this trend is not very marked, and the negative asymmetry of 0.054 explains that most of the members chose the options that are above average, i.e. "frequently". Finally, the standard deviation of 0.90 indicates a relatively low dispersion, so it can be said that students "frequently" use synonyms and antonyms to communicate and expand their language repertoire.

Question 10

How often are you given the opportunity to produce the language in class?

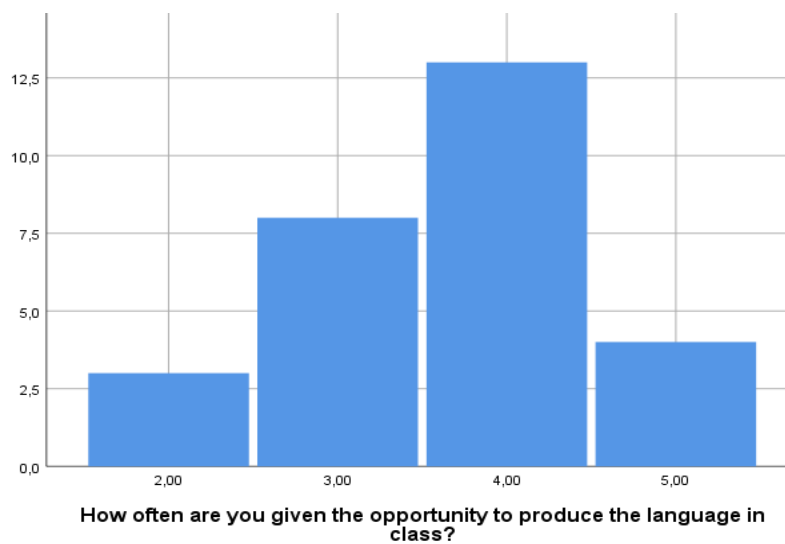
Table 16: Production of language

		Statistics
Mean		3,6429
95% confidence interval for mean	Lower limit	3,3056
	Upper limit	3,9801
Dev. Deviation		,86984
Minimum		2,00
Maximum		5,00
Range		3,00
Asymmetry		-,293
Kurtosis		-,374

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Figure 12: Production of language



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Analysis and Interpretation

The results show an average trend equal to 3.64 which can vary between 3.31 and 3.98. This indicates that teachers "frequently" allow their students to produce language in class. This indicates that teachers "frequently" allow their students to produce the language in class. The statistical distribution of the data reveals that this tendency is not very marked, and the negative asymmetry of 0.293 explains that almost everyone chose the options that are above the average, that is, "frequently". Finally, the standard deviation of 0.87 indicates a relatively low dispersion, so it can be said that teachers "frequently" allow their students to produce the language in class.

Observed Frequencies

Table 17: Observed Frequencies

	Never		Rarely		Sometimes		Frequently		Always	
	F	%	F	%	F	%	F	%	F	%
How often do you have classes where authentic songs, poems, literature, rhymes, artifacts are used?	1	3,4%	12	41,4%	10	34,5%	5	17,2%	1	3,4%
How often are you asked to do output-oriented activities such as role-plays, simulations, drama, debates in class?	1	3,4%	4	13,8%	8	27,6%	13	44,8%	3	10,3%
How often does the teacher use assessment tasks like oral presentations, and seminars at the end of the class?	0	0,0%	2	6,9%	9	31,0%	17	58,6%	1	3,4%
How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc.?	0	0,0%	4	13,8%	10	34,5%	11	37,9%	4	13,8%
How often are you encouraged to learn from and with peers in classes?	1	3,4%	3	10,3%	10	34,5%	11	37,9%	4	13,8%
How often do you do fluency activities in class like reading aloud, recording yourself, storytelling?	0	0,0%	0	0,0%	13	44,8%	11	37,9%	5	17,2%
How often is the topic of your interest talked in class?	0	0,0%	3	10,3%	9	31,0%	15	51,7%	2	6,9%
How often does a class start with a variety of pre-speaking activities to make language and content more accessible for you, as the use of flashcards, keywords, and speaking models?	1	3,4%	2	6,9%	15	51,7%	7	24,1%	4	13,8%
How often do you use synonyms and antonyms to communicate and extend your language repertoires?	0	0,0%	8	27,6%	8	27,6%	12	41,4%	1	3,4%
How often are you given the opportunity to produce the language in class?	0	0,0%	3	10,3%	8	27,6%	13	44,8%	5	17,2%

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

Immersion teaching strategies observation checklist

The analysis of the 4 observations made to the teacher under examination is carried out, to determine with which frequency, strategies of the immersion method are applied in class. The instrument consists of seven blocks with a total of 49 ordinal-type items, whose response options are quantified as in the following:

Not evident = 1

Evident = 2

Very representative = 3

With these characteristics, the maximum score that people evaluated can reach is 147. The assessment of each block is shown in the following table:

Table 18: Observational checklist

Block	Number of questions	Minimum score	Maximum score
Integrate content, culture, language, and literacy	6	6	18
Attend to continuous language growth and improve accuracy	7	7	21
Make input comprehensible	7	7	21
Create an L2-rich learning environment	5	5	15
Use teacher talk effectively	7	7	21
Promote extended student output	8	8	24
Attend to diverse learner needs	9	9	27

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

There were 4 observations made to the teacher, which gave the following results:

Table 19: Observational checklist results

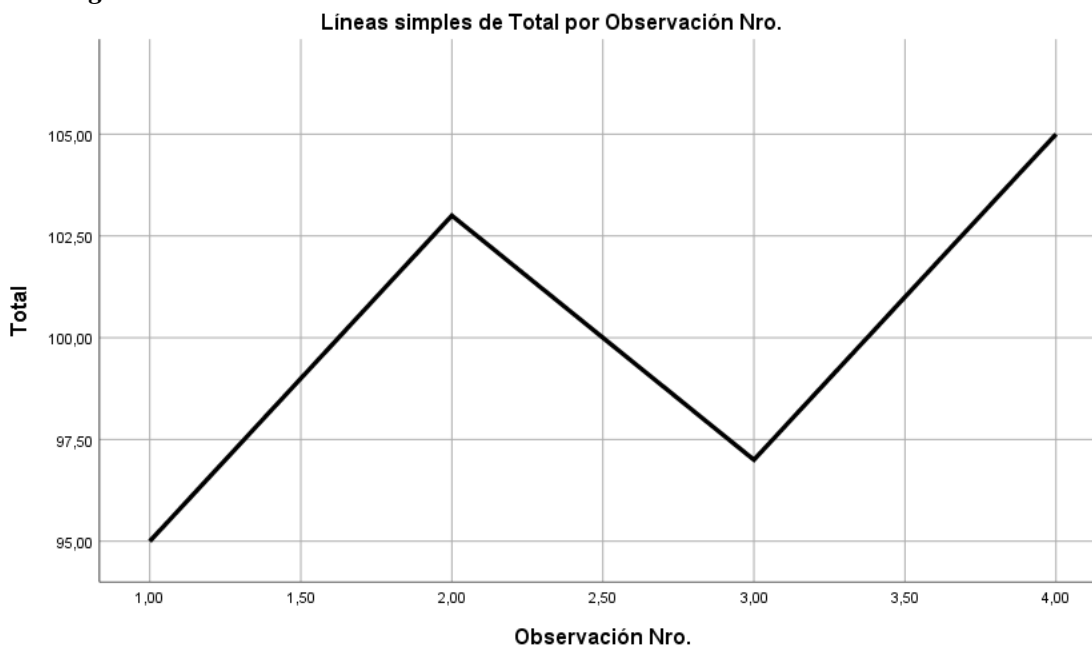
	Mean
Integrate content, culture, language, and literacy	13,0000
Attend to continuous language growth and improve accuracy	14,2500
Make input comprehensible	14,5000
Create an L2-rich learning environment	8,7500
Use teacher talk effectively	14,0000
Promote extended student output	16,5000
Attend to diverse learner needs	19,0000
Total	100,0000

Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

The results presented in the previous table indicates that, in general terms, the teacher moderately applies the immersion method, since, in all the blocks it reaches an average with at least 5 points below the maximum score, being the factor of "Create an L2-rich learning environment" the weakest, since, its average is the closest to the minimum score.

Figure 13: Observations



Developed by: Noroña, D. (2020)

Source: Universidad Técnica de Ambato

The chart shows that the use of strategies of the immersion method, varies between each class, obtaining a total score of 95 in the first observation, 103 from the second one, the third observation which drops to 97, and finally the last one that goes up to 105. This can happen based on, if the methodology is applied more or less in class, depending on the characteristics of the subject to be covered.

Validation of The Hypothesis

Research hypothesis

The immersion method improves students' fluency in English speaking.

Validation method

Due to the characteristics of the data collection instruments, we have chosen to determine the correlation between the different survey questions (aimed at establishing the use of the immersion method in class) with the result of the rubric used to evaluate student fluency.

Statistical hypothesis

H0: There is a correlation between the application of the immersion method and fluency in the English language.

H1: There is no correlation between the application of the immersion method and fluency in the English language.

Level of Significance

We work with a significance of 5%.

Decision rule

$$H_0: Sig > 0,05$$

$$H_1: Sig \leq 0,05$$

Statistical method

The ordinal scale of the data makes it necessary to calculate the correlation coefficient of Kendall's Tau_b.

Calculation

The calculation is made by applying the SPSS software, as shown below:

Figure 14: Results Correlation

		Fluency Test Results
How often do you have classes where authentic songs, poems, literature, rhymes, artifacts are used?	Correlation Coefficient	,288
	Sig. (bilateral)	,086
How often are you asked to do output-oriented activities such as role-plays, simulations, drama, debates in class?	Correlation Coefficient	,723
	Sig. (bilateral)	,000
How often does the teacher use assessment tasks like oral presentations, and seminars at the end of the class?	Correlation Coefficient	,298
	Sig. (bilateral)	,085
How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc.?	Correlation Coefficient	,409
	Sig. (bilateral)	,014
How often are you encouraged to learn from and with peers in classes?	Correlation Coefficient	,396
	Sig. (bilateral)	,017
How often do you do fluency activities in class like reading aloud, recording yourself, storytelling?	Correlation Coefficient	,538
	Sig. (bilateral)	,002
How often is the topic of your interest talked in class?	Correlation Coefficient	,423
	Sig. (bilateral)	,013
How often does a class start with a variety of pre-speaking activities to make language and content more accessible for you, as the use of flashcards, keywords, and speaking models?	Correlation Coefficient	,658
	Sig. (bilateral)	,000
How often do you use synonyms and antonyms to communicate and extend your language repertoires?	Correlation Coefficient	,450
	Sig. (bilateral)	,008
How often are you given the opportunity to produce the language in class?	Correlation Coefficient	,209
	Sig. (bilateral)	,211

Developed by: *Noroña, D. (2020)*

Source: *Universidad Técnica de Ambato*

Decision

The test values (sig.) are less than 0.05. In other words, there is a correlation between fluency and the following questions:

- How often are you asked to do output-oriented activities such as role-plays, simulations, drama, debates in class?
- How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc.?
- How often are you encouraged to learn from and with peers in classes?
- How often do you do fluency activities in class like reading aloud, recording yourself, storytelling?
- How often is the topic talked in class, of your interest?
- How often does a class start with a variety of pre-speaking activities to make language and content more accessible for you, as the use of flashcards, keywords, and speaking models?
- How often do you use synonyms and antonyms to communicate and extend your language repertoires?

Considering the magnitude of the correlation coefficients it is established that:

- There is a strong correlation between the use of role-plays, simulations, drama, debates in class, and the fluency of the English language.
- There is an average correlation between the variety of interactive groupings like think-pair-share, small groups, pair work, etc., and fluency of the English language.
- There is a weak correlation between the encouragement to learn from and with peers in classes and fluency of the English language.
- There is an average correlation between the use of fluency activities like reading aloud, recording yourself, storytelling, and fluency of the English language.
- There is an average correlation between the topic of interest spoken in class and fluency of the English language.
- There is a strong correlation between the use of flashcards, keywords, and speaking models, and fluency of the English language.

- There is a medium correlation between the use of synonyms and antonyms to communicate and extend language repertoires and fluency of the English language.
- There is a weak correlation between the opportunity to produce the language in class and fluency in the English language.

According to the previous analysis, it can be stated that the Immersion method improves students' fluency when speaking English.

CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The following research concluded that using the Immersion method in a class can help students be immersed in a 'language bath', which allows the student to learn the foreign language naturally, as they learned their mother tongue.
- The insight of the observations made in the study revealed that students could improve their speaking skills, especially in fluency, if teachers would perform strategies related to the Immersion method, like planning new activities, talking about interesting topics, and grouping students in the class. Which leads them to focus only on their speaking, without worrying about their errors.
- The benefits of using the Immersion method determined that students start using the language casually and in spontaneous conversation, rather than communicating by planned and memorized sentences. Also, communicating without any pressure or vocabulary stress.

- The Immersion method can truly impact students' speaking when teaching English in foreign countries. Based on the study made students of 2nd semester B from PINE of Universidad Técnica de Ambato, appeared to enjoy strategies done of the Immersion method in the class which lead to an improvement in their fluency level. As well as feeling motivated to learn the language.

4.2 Recommendations

- Based on this research it is recommended to use the Immersion Method to teach English, that way students will learn the language the same way they learned their mother tongue.
- This research recommends teachers seek new methods and strategies to teach, thereby, help students engage in the language and help them feel motivated in learning.
- It is suggested for teachers to master the use of the Immersion Method to be able to obtain results when teaching. Especially, focusing on classroom arrangements, activities, the use of specific material, and grouping strategies.
- If given the opportunity, I would let students express themselves when speaking, leaving behind memorized sentences, phrases and allowing them to produce the language casually and in spontaneous conversation, to in fact obtain results of improvement in their speaking.

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ANNEXES

ANNEXE 1

UNIVERSIDAD TECNICA DE AMBATO



**FACULTAD DE CIENCIAS HUMANAS Y DE LA
EDUCACION**



CARRERA DE IDIOMAS

SURVEY ADDRESSED TO STUDENTS

Objective: Collect information about “THE IMMERSION METHOD AND FLUENCY OF THE ENGLISH LANGUAGE”

Indication: Select one alternative and put an X in the answer you consider appropriate.

QUESTIONS	ANSWERS	
1. How often do you have classes where authentic songs, poems, literature, rhymes, artifacts are used?	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Sometimes	<input type="checkbox"/>
	Rarely	<input type="checkbox"/>
	Never	<input type="checkbox"/>
2. How often are you asked to do output-oriented activities such as role-plays, simulations, drama, debates in class?	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Sometimes	<input type="checkbox"/>
	Rarely	<input type="checkbox"/>
	Never	<input type="checkbox"/>
3. How often does the teacher use assessment tasks like oral presentations, and seminars at the end of the class?	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>
	Sometimes	<input type="checkbox"/>
	Rarely	<input type="checkbox"/>
	Never	<input type="checkbox"/>
	Always	<input type="checkbox"/>
	Frequently	<input type="checkbox"/>

4. How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc.?	Sometimes	
	Rarely	
	Never	
5. How often are you encouraged to learn from and with peers in classes?	Always	
	Frequently	
	Sometimes	
	Rarely	
	Never	
6. How often do you do fluency activities in class like reading aloud, recording yourself, storytelling?	Always	
	Frequently	
	Sometimes	
	Rarely	
	Never	
7. How often is the topic of your interest talked in class?	Always	
	Frequently	
	Sometimes	
	Rarely	
	Never	
8. How often does a class start with a variety of pre-speaking activities to make language and content more accessible for you, as the use of flashcards, keywords, and speaking models?	Always	
	Frequently	
	Sometimes	
	Rarely	
	Never	
9. How often do you use synonyms and antonyms to communicate and extend your	Always	
	Frequently	
	Sometimes	

language repertoires?	Rarely	
	Never	
10. How often are you given the opportunity to produce the language in class?	Always	
	Frequently	
	Sometimes	
	Rarely	
	Never	

ANNEXE 2

QUESTIONARIE VALIDATION
UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE IDIOMAS

INFORMATION DATA:

RESEARCH: The Immersion Method and Fluency of the English Language

AUTHOR: Denise Alejandra Noroña Gamboa

TUTOR: Lcda. Mg. Lorena Parra

Name of the validator: Mg. Edgar Encalada Trujillo **Date:** 23-jun-2020

OBJECTIVE: To collect information about the use of The Immersion Method in fluency development of students in first semester from Universidad Técnica de Ambato.

INSTRUCTIONS: Select the option you consider relevant to each item.


R: Relevant

NR: Not Relevant

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		
7	✓		✓		✓		✓		✓		
8	✓		✓		✓		✓		✓		
9	✓		✓		✓		✓		✓		
10	✓		✓		✓		✓		✓		

Source: Piedra (2019).

Final Resolution:



Approved	X	Disapproved	
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Source: Piedra (2019).

QUESTIONARIE VALIDATION
UNIVERSIDAD TECNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACION
CARRERA DE IDIOMAS

INFORMATION DATA:

RESEARCH: The Immersion Method and Fluency of the English Language

AUTHOR: Denise Alejandra Noroña Gamboa

TUTOR: Lcda. Mg. Lorena Parra

Name of the validator: Mg Xavier Sulca **Date:** 23/06/2020

OBJECTIVE: To collect information about the use of The Immersion Method in fluency development of students in first semester from Universidad Técnica de Ambato.

INSTRUCTIONS: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	X		X		X		X		X		
2	X		X		X		X		X		
3	X		X		X		X		X		
4	X		X		X		X		X		
5	X		X		X		X		X		
6	X		X		X		X		X		
7	X		X		X		X		X		
8	X		X		X		X		X		
9	X		X		X		X		X		
10	X		X		X		X		X		

Source: Piedra (2019).

Final Resolution:

Approved	X	Disapproved	
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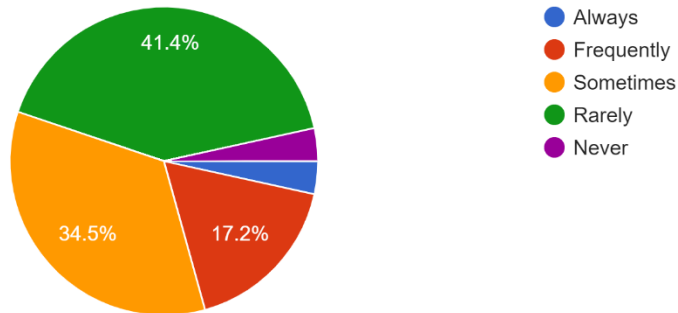
Source: Piedra (2019).

ANNEXE 3

CLASS LINK: <https://fche.uta.edu.ec/v3.2/index.html>

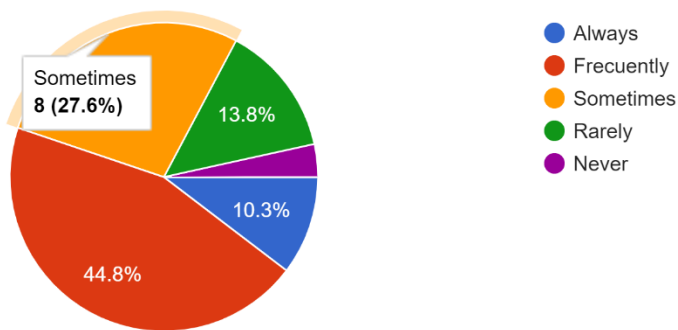
1. How often do you have classes where authentic songs, poems, literature, rhymes, artifacts are used?

29 responses



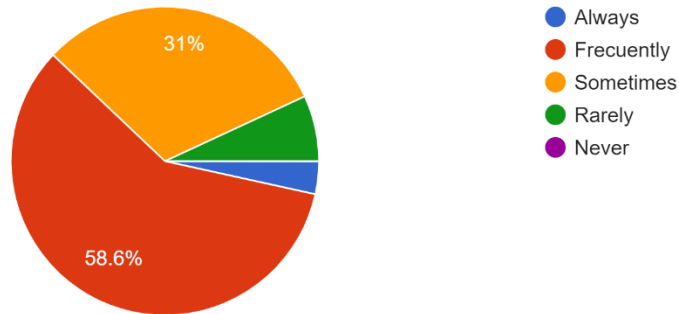
2. How often are you asked to do output-oriented activities such as role-plays, simulations, drama, debates in class?

29 responses



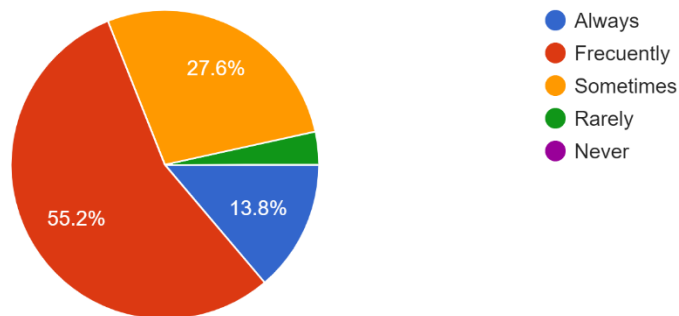
3. How often does the teacher use assessment tasks like oral presentations, and seminars at the end of the class?

29 responses



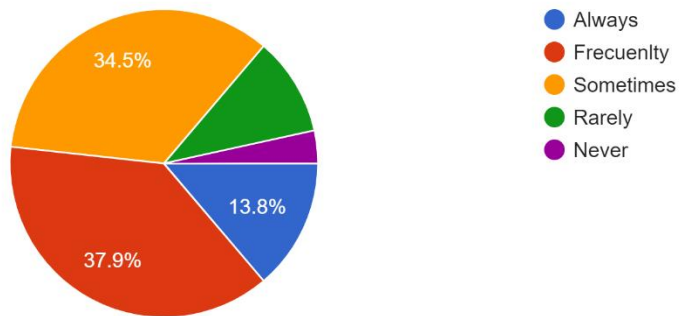
4. How often are you asked to work in a variety of interactive grouping such as think-pair-share, small groups, pair work, etc.?

29 responses



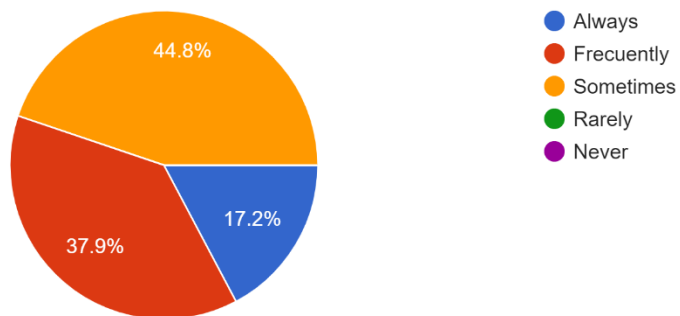
5. How often are you encouraged to learn from and with peers in classes?

29 responses



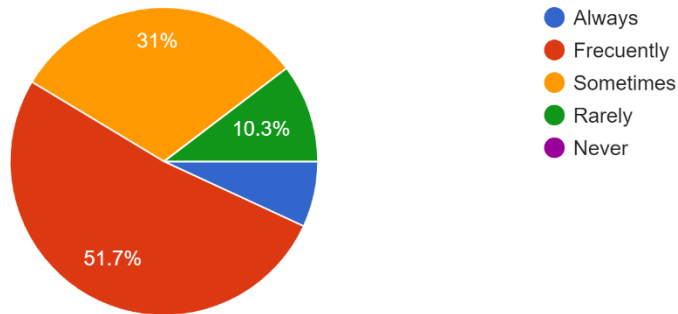
6. How often do you do fluency activities in class like reading aloud, recording yourself, storytelling?

29 responses



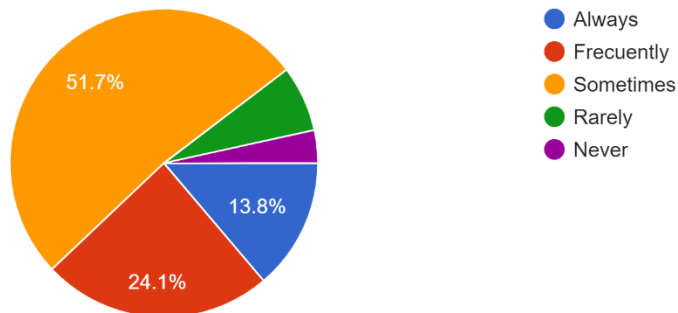
7. How often is the topic talked in class, of your interest?

29 responses



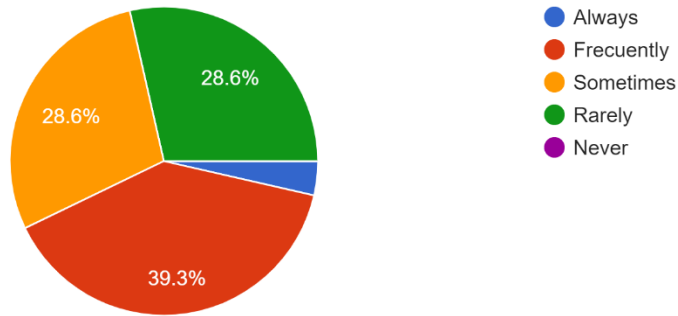
8. How often does a class start with a variety of pre-speaking activities to make language and content more accessible for you, as the use of flashcards, keywords, and speaking models?

29 responses



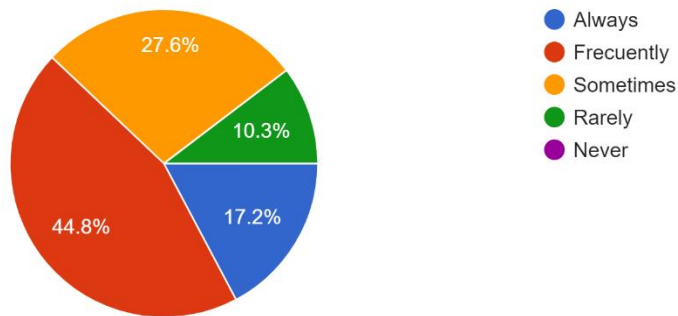
9. How often do you use synonyms and antonyms to communicate and extend your language repertoires?

28 responses



10. How often are you given the opportunity to produce the language in class?

29 responses



ANNEXE 4

IMMERSION TEACHING STRATEGIES OBSERVATION CHECKLIST

Teacher _____ School _____ Grade Level _____ Number of Students _____ Date _____

Observer _____ Lesson Observed _____ Start _____ Finish _____

Each of the following seven category labels identifies a key pedagogical goal in immersion settings. The subsequent descriptors illustrate what the effective immersion teacher does in the classroom to achieve these goals.

The immersion teacher aims to:	Not Evident	Evident	Well Represented	Comments:
1. Integrate content, culture, language and literacy				
• Contextualizes and organizes curriculum around content-based thematic concept(s)				
• Specifies content-obligatory and content-compatible language objectives for each lesson/unit				
• Identifies theme-related culture learning goals to introduce products, practices and perspectives				
• Selects developmentally appropriate language and culture learning objectives that follow from content goals				
• Uses authentic songs, poems, literature, rhymes, artifacts to teach language and culture				
• Evaluates language, content and culture learning for each lesson/unit				
2. Attend to continuous language growth and improve accuracy				
• Elicits and holds all students accountable for self/peer repair				
• Attends to errors in both oral and written language				
• Uses a variety of effective feedback techniques including elicitation, metalinguistic clues, clarification requests, repetition, recasts, explicit correction and non-verbal cues				
• Differentiates between feedback on form versus meaning, e.g., "I like that idea. How might you say it more precisely?"				
• Creates opportunities and activities to assist students in noticing and producing less frequently used, accurate language in oral and written form				
• Focuses corrective responses on pre-determined language objectives based on the lesson and the developmental level of the learners				
• Balances use of feedback with flow of lesson				

The immersion teacher aims to:	Not Evident	Evident	Well Represented	Comments:
3. Make input comprehensible				
• Uses body language, TPR, visuals, realia, manipulatives to communicate meaning				
• Solicits and draws upon prior knowledge and experiences with new themes				
• Uses a variety of pre-reading and pre-writing activities to make language and content more accessible, e.g., advanced organizers, etc.				
• Breaks complex information and processes into component parts				
• Makes frequent use of comprehension checks that require learners to demonstrate their understanding				
• Selects and adapts instructional material for learners' developmental level				
• Establishes routines to build familiarity and allow for repetition				
4. Create an L2-rich learning environment				
• Extends students' language repertoires by teaching synonyms and antonyms				
• Displays a variety of words, phrases, written text throughout classroom and hallways				
• Invites native speakers to participate in the classroom				
• Makes available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.				
• Surrounds learner with extensive oral and written language input				
5. Use teacher talk effectively				
• Articulates and enunciates clearly				
• Slows down and simplifies language when developmentally appropriate				
• Rephrases and repeats messages in a variety of ways				
• Varies intonation to mirror messages				
• Recycles past, present and future vocabulary and language structures consciously				
• Models accurate use of language				
• Limits amount of teacher talk				

The immersion teacher aims to:	Not Evident	Evident	Well Represented	Comments:
6. Promote extended student output				
<ul style="list-style-type: none"> Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking 				
<ul style="list-style-type: none"> Structures and facilitates high-interest, student-centered activities 				
<ul style="list-style-type: none"> Uses output-oriented activities such as role plays, simulations, drama, debates, presentations, etc. 				
<ul style="list-style-type: none"> Makes use of a variety of interactive groupings such as dyads, think-pair-share, small groups, etc. 				
<ul style="list-style-type: none"> Promotes learning from and with peers, e.g., peer editing, peer tutoring 				
<ul style="list-style-type: none"> Communicates and consistently reinforces clear expectations about language use 				
<ul style="list-style-type: none"> Creates a non-threatening learning environment 				
<ul style="list-style-type: none"> Makes effective use of wait time during T-St interactions 				
7. Attend to diverse learner needs				
<ul style="list-style-type: none"> Includes a range of language, prior knowledge, and social skill abilities in flexible student groups 				
<ul style="list-style-type: none"> Uses cooperative group learning 				
<ul style="list-style-type: none"> Plans for diverse learner needs based on linguistic and cultural backgrounds 				
<ul style="list-style-type: none"> Provides a range of materials, learning activities, and tiered assessment tasks for students' abilities and interests 				
<ul style="list-style-type: none"> Surveys student interests to allow for student choice 				
<ul style="list-style-type: none"> Invites students to share different problem-solving approaches and learning strategies 				
<ul style="list-style-type: none"> Makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate for them 				
<ul style="list-style-type: none"> Reinforces concepts and language with multi-sensory activities considering a variety of learning styles such as visual, auditory, tactile, kinesthetic, etc. 				
<ul style="list-style-type: none"> Fosters development of multiple intelligences 				

ANNEXE 5



Speaking rubric for fluency activities

Name: _____ Rating: _____

WV Level / Segment: _____ Activity: _____

Comments:

Rating	Demonstrated competence
4	<ul style="list-style-type: none"> • Uses a variety of vocabulary and expressions • Uses a variety of structures with only occasional grammatical errors • Speaks smoothly, with little hesitation that does not interfere with communication • Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction • Pronunciation and intonation are almost always very clear/accurate
3	<ul style="list-style-type: none"> • Uses a variety of vocabulary and expressions, but makes some errors in word choice • Uses a variety of grammar structures, but makes some errors • Speaks with some hesitation, but it does not usually interfere with communication • Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction • Pronunciation and intonation are usually clear/accurate with a few problem areas
2	<ul style="list-style-type: none"> • Uses limited vocabulary and expressions • Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors • Speaks with some hesitation, which often interferes with communication • Tries to communicate, but sometimes does not respond appropriately or clearly • Pronunciation and intonation errors sometimes make it difficult to understand the student
1	<ul style="list-style-type: none"> • Uses only basic vocabulary and expressions • Uses basic structures, makes frequent errors • Hesitates too often when speaking, which often interferes with communication • Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly • Frequent problems with pronunciation and intonation

Adapted from *Authentic Assessment for English Language Learners* by J. Michael O'Malley and Lorraine Valdez Pierce, Addison-Wesley Publishing Company.



WorldView Levels 1-4: Video/DVD Speaking Rubric for Fluency Activities
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