The Immersion Method for Improving Basic English Vocabulary

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Abstract

The present research project attempts to improve the English vocabulary knowledge of the forty-nine Tenth Graders at Unidad Educativa "UPSE" by creating and proposing a Didactic Guide focused on what the Immersion Method establishes. In the educational setting, immersion aims at using the target language as the medium of instruction of academic, cultural, and subject content that supports language learners to be highly involved in the lessons.

For the accomplishment of the main purpose, quantitative and qualitative methods were used, which allowed the researcher to apply several techniques to gather relevant data, such as observation, interview, and survey. The analyzed information helped to have a better understanding of the students' needs in learning meaningful vocabulary. This paper suggests a set of immersive content vocabulary activities based on the school's curriculum and topics of interest. Furthermore, those were designed to endow the educator with a tool that seeks to decrease the gaps in the teaching-learning process and encourage learners to put new words into practice while developing their English skills.

Keywords: Immersion Method, Vocabulary, Target language, Content activities.

Introduction

Language is considered the main system of communication that human beings use to convey ideas and express themselves through gestures, sounds, and words in a specific context or situation. Furthermore,
acquiring a new language is not as easy as people think because it requires the development and improvement of language skills, such as writing, listening, reading, and speaking, but additionally knowing more vocabulary that contributes to the progress of language learning.

Immersion has become an effective way to encourage students to be surrounded by the target language to enrich students' vocabulary knowledge, which will help them to improve the four language skills. The Immersion Method has proven that the educational process in the English language can become more natural, for which the use of different activities in the classroom to accomplish the educational goal of this method is of utmost importance.

Nowadays that globalization is the main characteristic of this world, having a common language makes things easier. This language is one of the most important in the top speech rank. Therefore, English is a language and an instrument through which people communicate ideas with peers all over the world [13].

According to Ecuadorian Ministry of Education, the government has designed the English Learning Standards Program to improve English proficiency levels, such as Basic General Education and Bachillerato. This program aims to cover the needs of a culturally diverse population by using English as a Second Language [17].

The Ministry of Education realizes that the most important goal of the current English curriculum is to aid students to develop their communicative language skills, knowing that the importance of any language, is to interact with other people and to communicate in a proper way. Moreover, the MinEduc, states that the exit English profile depends on students’ academic year; by way of example, scholars from tenth grade must be at an A2 level, meaning that they should have language skills to get by with sufficient vocabulary or expressions related to areas of most immediate relevance that help them to express themselves [17].

Due to the data presented on the report by Education First, (EF) from United States, which shows the world’s most significant ranking of countries by English skills, Ecuador is in Nº93 out of 100 countries and regions around the world. Its position in Latin America is Nº19 of 19, which means that our country has one of the lowest English proficiencies globally [8].

Thus, in the real Ecuadorian educational context, English is perceived as a foreign language because it is not used in the environment in which learners are involved. Students are used to communicating in Spanish both inside and outside educational settings since they are little exposed to a different language than their native. It happens because the Basic English vocabulary taught during classes is poor considering what is necessary to develop a new language.
It is necessary to implement new teaching methods to achieve national and international education standards in the English area. Language learning should not only be focused on teaching grammar as the basis of knowledge, but also on developing communication through learning more vocabulary.

In La Libertad city, some public schools, such as Unidad Educativa “UPSE”, emphasize the learning process of a new language on grammar structures and speaking memorization. However, they are not training students to use English as a vehicle to understand scientific or academic content. Applying a new method of teaching English based on developing a variety of skills will definitely improve the learning process for students that present some difficulties when introduced to new vocabulary.

Therefore, the aforementioned areas are some of the reasons why non-native speakers decide to study English since that language enables students’ understanding positively. In such a way, through the years, pedagogues or researchers have attempted to propose the best method to enhance the teaching–learning process as well as arriving at shared educational goals. Hence, the effort made by teachers to support students to be proficient in the target language is not only based on grammar but also on using specific vocabulary in their regular communication activities.

The Immersion English Teaching Model in China

As stated by [6], the Immersion Teaching Model in China is still in its early stages. Even though schools and administrative staff have made their best effort to provide learners a good learning environment in which students can interact and participate actively in their learning process, this has not been enough. Furthermore, those educational endeavours also include the design of English textbooks that allow teachers to instruct students in order to teach content.

Nevertheless, there have been some issues that students have faced in classes; for instance, they are not surrounded in a certain language environment to practice and upskill reading, listening, writing, and speaking. The author mentioned that no teaching approach guarantees success in learning a new language, but immersion education is a reaction to the traditional method taught for decades in China.

English Immersion Program in EFL Setting: A Modified Model, Implementation, and Effectiveness

Tasikmalaya, Indonesia

[20], in their research study, pondered on the best practice of Immersion programs since those sought to support and enhance EFL
students’ learning. It is also mentioned that the English language is best learned in places where people use and interact in English as a home language in their communication. Moreover, they referred to the learning environment because it encourages the learners to communicate in the L2 with others and changes the perception towards English language learning.

The instructor’s professionalism, materials, and the socio-cultural context/content are fundamental in Immersion learning settings to promote English immersive activities to language learners interestingly. The authors concluded that English Immersion facilitates the students to convey their thoughts in the L2 as well as improving their English proficiency due to the language students’ exposure.

Immersion Technique and its Benefits for English Learners: a Literature Survey

Tamil Nadu, India

According to [22], in their qualitative study, stated that immersion technique has many advantages while learning a new language since it allows learners to be involved or exposed in the environment in which the target language is performed; those benefits are connected with the development of grammar as well as vocabulary knowledge.

Moreover, it explained how immersion programs have grown in the last years due to their support to understand and soak up everything related to the academic content, diversity, and culture of the language being learned. Immersion teachers must take into account what should be taught to give students the chance to be familiar with new words or phrases.

The authors also looked into how the immersion learning’ principles are used in mentioned programs to make the teaching–learning process more pleasant and practical. They concluded that language students improved their skills through immersion; it can be applied or taught in classes regardless of the social background or age of the learners.

Hence, the surrounding and the experience is what John Dewey referred to in his social constructivist theory of learning, which mentions that students should relate their previous real-life previous and current experiences with their knowledge. In this way, they learn by social interaction in order to establish the starting point for a further understanding [7]. This belief helps scholars to realize their potential in the reasoning and learning of a language.

As claimed by [19], the acquisition of adequate and extensive vocabulary knowledge is an important element to get success in language learning, such as English; it enhances people to communicate effectively. Since then, others proponents agree with the thought of using an L2 is better served by vocabulary than grammatical structures due to its usage in
every task [19]. Therefore, vocabulary constitutes a powerful tool to make progress.

Regarding this matter, [9] noted that English language learners are able to accomplish educational goals by having both understanding vocabulary and immersion in relevant content; it supports learners to possess a richer vocabulary proficiency to perform appropriately on the four English skills.

English Language Teaching Methods

In the last few decades, the spread of English learning has launched an initiative to propose new methods or ways to boost the teaching-learning process [5]. Traditional English teaching methods have evolved to several modern ones, but still, there is not a general way of teaching English that will fit most of the students. Some schools use more than one approach, and others just stick to one method, it really depends on the students’ characteristics, background, classroom environment, and the teachers themselves [11]. Some of those methods and approaches are as follows:

• Traditional Methods: Grammar – Translation, Direct Method, Audio – Lingual Method.

• Modern Methods: Total Physical Response (TPR), Suggestopedia, The Silent Way, Whole Language, Competency – Based Language, Task – Based Learning.

• Approaches: Communicative Language Teaching (CLT), Communicative Language Learning (CLL), Natural Approach, Content – Based Instruction, Student – Centered Learning, Problem – Based Learning, Blended Learning, Functional – Notional Approach.

Although many methods are used to teach a new language, there is a method called Immersion that has been applied in many schools worldwide obtaining the best results in education. It is commonly based on how learners are instructed in academic contents or topics of interest by using the L2 as the vehicle of instruction.

Immersion Method or Programs Factual Background

According to [22], the word Immersion refers to the state of “being involved in-depth or submerged by something”. In the education field, it means being trained in the target language by using the academic content to improve the vocabulary knowledge in the L2; therefore, learners can interact competently with others. In this context, the teaching-learning process is developed through L2 as the language of instruction so as to promote learners’ understanding.

Immersion started as an educative program in St. Lambert, Quebec – Canada, in the mid-1960s due to the necessity of learning French (FSL). A group of parents realized that French being the official language in
Quebec, greatly influenced various fields such as political, economic, cultural, and social. The program based its process on introducing French learning into the curriculum during kindergarten and the first two academic years to immerse learners in the target language. Later, other academic subjects were learned in English until sixth grade, in which academic contents were divided and taught in French and English equally to complement the teaching-learning process [12].

Because of the successful Immersive program, various places in Canada and many countries worldwide decided to implement it to teach a new language. It helped to break gaps and overcome language challenges for society’s development. The Immersion Method appeared as a reaction to the most traditional method for decades, the Grammar Translation Method, which bases the learning on translation and grammar rules instead of academic-content vocabulary [15]. Accordingly, the Immersion initiative has supported the new way of learning languages leaving the use of old methods behind.

Difference between Immersion and Bilingual Education

The terms Immersion and Bilingual are sometimes considered similar terminologies to refer to the same way of applying educational programs in which a new language is taught by applying certain strategies and activities to boost students’ engagement. Nevertheless, both types of education are pretty different due to a main relevant point as described below:

[4], explains that bilingual education is based on teaching academic content by using both languages, the native and the language of instruction to enhance communication in many contexts. Students commonly receive the explanation in their home language [2].

Contrastingly, Immersion education bases its way of teaching on using the L2 as the medium of instruction by placing learners directly in a rich environment in which they can pick up subtle nuances of the target language. It seeks to boost the target language instead of the mother tongue [21].

Immersion Method Characteristics

Language Immersion is held by some outstanding characteristics in which it is sought to teach L2 along with the culture, academic or real-life contents. Therefore, it is intended to reinforce the use of the students’ target language. The main features of the immersion method are listed as follow:

- Classes use/are given in the target language as the medium of instruction;
- The content in L2 should be correlative to the home language content;
- There is open support for the L1;
The program aims additive bilingualism;

- The exposure of the L2 mostly occurs in the classroom;

- Students’ proficiency level is similar and limited at the beginning of the program;

- The teachers are able to speak two languages, they are high-quality educators; and

- The classroom culture mirrors the first language. [12].

Centered on the above characteristics, the immersion method is not easily applied as well as other ones. Nevertheless, by employing the proper materials/resources, planning the lesson to meet learners’ needs, and the support of the school community; students will get accustomed to this innovative and new rhythm of training in order to practice the language.

Types of Immersion Method

The Immersion teaching – learning method could be considered as the total time, in which learners are involved in an immersion system or program. Those educative programs have been taught in many countries all over the world and are classified into two main aspects, such as the age and the extension of the course.

Immersion Related to the Age.

The age alludes to the time in which learners initiate their language immersion education. In fact, this aspect is classified into four stages and each one has an established age range that allows educators to plan the program.

- **Early Immersion**: Students start learning a second language at the age of 5 – 6; it is performed in pre-school, kindergarten, and first grade.

- **Middle Immersion**: It is also well-known as Delayed Immersion and commences in the later years of elementary education at the age of 9 – 10.

- **Late Immersion**: Students begin their learning process between ages 11 – 14 in secondary school.

- **Late-Late Immersion**: It is initiated in the adult age, once students are at college [3].

Immersion Related to the Time Spent.

Language immersion programs are also characterized by the total time learners spend in the learning process of the L2. Based on the extent, it is related to the percentage of educational/curriculum content taught in the target language. Those are generally divided into two types:
• Total Immersion: It is characterized by learning the entire curriculum in L2, which means that academic subjects or classes are delivered in the target language. Students are exposed 100% to English since this is the medium of instruction; this, in turn, helps them have a high proficiency level. Teachers commonly apply many techniques, such as realia and demonstration, to teach a language holistically. The main difficulty is that learners feel overwhelmed to understand complex terms/content.

• Partial Immersion: The class time is taught in both native and target languages. At least 50% of subject matters are delivered through the use of the L2. It is more acceptable for language learners because they can use their mother tongue to express themselves [23].

Nature of Immersive Education

Immersion bases its learning procedure on the use of the language for meaningful interaction, in which students are immersed in the target language throughout the teaching session. The most central feature of this teaching – learning method is to educate learners focused on the content and culture in L2 avoiding students’ mother tongue.

Moreover, the primary goal behind Immersion programs is for students to master in English and broaden increased cultural consciousness while attaining a high academic level. It implies that learning a language through the Immersion Method should not only be focused on the school subjects, but also the academic and cultural content since those are of utmost importance for becoming proficient.

Furthermore, concerning academic matters, in the early elementary years, teachers start introducing reading and language arts and progressively move toward other English activities. In the secondary grades, students are instructed in some areas, like language arts, science, and social studies that are part of the curriculum [10].

Immersive Strategies and Activities.

Immersion teachers can use many strategies in classes to foster the teaching – learning process in L2, such as independent reading, teacher/student dialogue journal, feedback and encouragement throughout the classes, dramatizations, and non-academic vocabulary [1].

There are many activities educators can also apply in each English session to complement the above strategies and encourage students to practice the target language; some of them are games, use of pictures or realia, dialogues, simulations, performances, audios, spelling bee, and experiments [14]. Each activity must be carried out based on the content, and the skills teachers seek to improve during the session with their students.
The Influence of Vocabulary on English skills

The English language integrates four skills that learners need for comprehensive communication. Listening and reading are considered receptive skills, just as speaking and writing are part of productive skills [16]. All of them have in common one main feature that is related to the use of words to improve the development of ideas, fluency, and communication. By so doing, vocabulary plays an essential role to have successful learning outcomes.

As claimed by [18], vocabulary refers to all the words or phrases that people can comprehend in any language. This is fundamental in every English lesson; the new vocabulary to be taught must be well explained with precise definition and based on the context since the language begins to make sense when we use terms in the construction of sentences. Learning vocabulary gives teachers the opportunity to show students the different meanings and interpretations of certain words while those could be used in different areas.

Methodology

This project applies a mixed – method that includes both the qualitative as well as the quantitative method because there are statistical and descriptive data. It helps to identify the learning background and provides a better understanding of the problem related to the English vocabulary learning process of students from Tenth – Grade at Unidad Educativa “UPSE”, in which some research techniques, instruments and tools were used to collect significant information.

Qualitative Method

This method allows the researcher to have a better understanding of how the English lessons are accomplished, what skills are practiced the most, and the possible methods that the educator uses in class. Besides, it is important to notice the Tenth Grade students’ participation while developing the different activities proposed by the English teacher, how they are engaged in the learning process, specially the challenges that both teacher and students face in order to acquire a sustainable amount of vocabulary knowledge. The researcher interpreted and analyzed in – depth the answers given by the individuals who are part of this process.

Quantitative Method

The quantitative method provides the researcher an accurate information on statistics, preferences, and valuable data in general through the use of questionnaires and surveys; those can help to determine the different factors that contribute to producing a better learning environment for the Tenth-Grade students of Unidad Educativa “UPSE”.

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Level or Type of Research

This study is supported by using the field research - experimental design since it is performed in-situ (virtual) which allows the researcher to analyze and update the information so as to interpret them based on the current situation of the Tenth Grade students at Unidad Educativa “UPSE”. It is also focused on two main research levels due to its purpose; those are the exploratory and descriptive levels.

Exploratory Level

Exploratory research is aimed to understand more about the problematic through observation and exploration of the educational environment. It seeks to establish the groundwork of the research topic.

Descriptive Level

Descriptive research looks for defining and describing the problem in details to have a holistic understanding of the phenomenon concerning to vocabulary knowledge in Tenth – Graders.

Population and Sample

Population

The population for this study consists in the total number of Tenth Grade students from Unidad Educativa “UPSE” and the English teachers.

Table 1: Population Details

<table>
<thead>
<tr>
<th>Nº</th>
<th>Description</th>
<th>Quantity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English Teachers</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>2</td>
<td>Tenth Grade students from Unidad Educativa “UPSE”</td>
<td>99</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>102</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source. Unidad Educativa “UPSE”

Sample

The sample size for this research project was based on the English Teacher (1) and a group of forty – nine (49) students of Tenth Grade, Parallel “B”, which was taken from the total population.

Research Techniques

Observation

Observation as a technique of data collection implies that its main purpose is to determine the English teacher’s procedure during the classes and students’ learning environment at Unidad Educativa “UPSE”.

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It allowed to describe the process used in the development of each activity proposed by the educator.

Survey

The survey is a technique used to gather information among the population of Tenth Grade students at Unidad Educativa “UPSE”; it helped to collect relevant data so as to have the enough evidence related to learning preferences, ideas, or suggestions. It is was conducted through a structured set of questions that were essential to extend the study.

Interview

This research technique is used to obtain oral information through a structured interview, in which the researcher can explain the purpose of the study, and clearly specify the type of data the investigator is looking for. It was applied to find direct and precise evidence from the English teacher of Unidad Educativa “UPSE”.

Research Instruments

Observational Checklist

It contains five (5) aspects that the researcher took into account to look at the English lessons; those categories were based on learning outcomes, class organization, activities, fluency, and evaluation carried out by the educator. This instrument was prepared in advance and used to gather pertinent information about the learning as well as the teaching process, to identify in this case, the possible factors that have caused the low-level English vocabulary in Tenth-Graders.

Questionnaire

This instrument comprises a set of ten (10) closed questions with the use of the Likert scale to rate each question; however, some of them were adjusted with the intention of getting more information about students’ learning process regarding English vocabulary. Also, it includes ten (10) opened questions that are intended to obtain data from study participants.

Data Collection Plan

The data collection plan was developed to process and analyze data once obtaining the information from the interview, survey, and observation. They were applied to Tenth – Graders and the English teacher; thanks to the use of the research instruments, the above techniques were carried out effectively.
Data Analysis

Diagnostics Test Results

**Figure 1 Pre - Test Results**

![Bar chart showing test results]

Source. Student Pre – Test

Interpretation of Observation Results

This test was applied to forty-nine students of the Tenth Grade of Unidad Educativa “UPSE”. It was designed to measure the level of vocabulary knowledge and comprehension that students had. Its average result was six (6) points out of ten, meaning that 40% of the students did not meet the required A2 level for tenth-graders.

This result is useful because it demonstrates the main issue related to English vocabulary based on the data. Moreover, it guides the researcher to propose a custom-designed guide to improve the vocabulary level in the students, indicating that with specific activities, the teacher can lead her students into a better learning process environment.

Despite the fact that the score obtained by the students is low, it represents a challenge for the researcher since the importance of concentrating on finding a proper way to aid the teacher to develop a habit of activities that could maintain the interest of the students in every day learn new terms. By learning vocabulary, students can take new words and make them part of their daily basis expertise as well as taking advantage of the process to use it in future English lessons.
CLASSROOM OBSERVATION CHECKLIST

Name of the teacher: Ing. Tania Reyes  
Course: Tenth Grade

Name of the observer: Reyes Limones Marvelle  
School: Unidad Educativa “UPSE”  
Subject: English

Table 2 Classroom Observation Rubric

<table>
<thead>
<tr>
<th>Class</th>
<th>Never</th>
<th>Sometimes</th>
<th>Usually</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 3: Observation Sheet

<table>
<thead>
<tr>
<th>OBSERVED ASPECTS</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The teacher effectively plans the class and sets clear learning outcomes.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>a. Objectives are communicated clearly at the beginning of the lesson.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>b. Instructional materials are appropriated for the lesson and students’ level.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>c. The teacher uses instructional time wisely.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The teacher creates an L2-rich learning environment.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>e. The lesson is summarized at the end of the class.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The teacher demonstrates the understanding and organization of the lesson.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The teacher covers the subject content in the lesson appropriately.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>b. The teacher evidences a high English proficiency and self-confidence.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The teacher shows knowledge of subject matter.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>d. The lesson has a well-organized structure (logical sequence).</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The teacher evidences preparation of the class in advance.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3. The teacher enables students to learn effectively.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. A variety of student-centered activities, resources, and technology are</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>used during the class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The lesson is linked to the students’ previous knowledge and life-real</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>experiences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Instructions and explanations are clear and specific.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>d. Students interact and participate actively in class.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>e. The teacher provides constructive feedback after each activity.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4. The teacher speaks in English (L2) and encourages students to use the language</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fluently and effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The teacher speaks in English the entire class.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The teacher pronounces, articulates, and intonates clearly.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>c. The teacher uses the mother tongue while giving instructions.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>d. Students are motivated to practice the English language (words/phrases).</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>e. The teacher drives the course to interact in the L2 most of the time.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5. The teacher assesses learners’ work thoroughly.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Students’ comprehension is monitored throughout the lesson by the teacher.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
b. Mistakes are recognized and used constructively to facilitate learning. X

c. Pupils’ vocabulary learning is assessed regularly and accurately. X

d. The teacher carries out self- and peer-assessment. X

e. The teacher evaluates students’ knowledge both verbally and written. X

Interpretation of Observation Results

Four class sessions taught by the English teacher from Unidad Educativa “UPSE” were observed on different days; those were carried out on August 11th, 16th, 17th, and 18th at the last hour (from 16:30 to 17:10). During these lessons, the teacher demonstrated that she plans her lessons ahead of time and usually communicates the main objective of the class to her students before starting the lessons.

Moreover, the educator showed that her time management was appropriate, but some of the teaching material resources used to complement what was explained in the English session were in Spanish; also, the teacher did not meet the requirements for enhancing L2 learning while explaining her lessons.

Regarding English proficiency, the teacher was not able to communicate or express the subject of study in proper English, but the content of the lessons was suitable and organized. Very seldom custom activities for students were noticeable; they did not have active participation during the class, and quite the opposite, the teacher had to try very hard to get the students engaged into being part of the class. Furthermore, instructions were clear and specific most of the time, but the teacher had to reinforce the given instructions in Spanish; the educator tried to get some feedback at the end of the lessons, but the learners were reluctant to appropriately give any further information.

There was a lack of encouragement for using L2 by the students due to the fact that the teacher overuses L1 most of the time. Also, the educator used translation in most cases, especially when the students did not understand a word or phrase. During the observation sessions, the teacher mispronounced many words in the native language. With the use of interactive platforms, the professor evaluated the students learning process individually. It is essential to mention that when the students made a mistake, she immediately recognized it and corrected it; hence their understanding was seldom monitored through the lessons.

Conclusions

1) This research project has established several significant reasons why the English vocabulary level of the tenth-grade students is low, the overuse of L1 during the English lessons, the teacher materials and resources used for the lessons are not always in L2, and the outdated teaching methods applied throughout the class.
Students’ behavior during the lessons and their thoughts expressed through the survey have shown that they want to be actively involved in all the activities and assignments developed along the class.

3) The Immersion Method provides different activities that can get the students engaged in the vocabulary learning process, it is essential to put these activities together to reinforce and improve the student’s knowledge.

Recommendations

1) It is recommended that with the help of Immersion Method all the assignments are always developed in L2.

2) It is suggested that in order to find the proper Immersion Method activities, the students’ interests could be taken in consideration to design those exercises.

3) It is recommended to use the Immersion Method Didactic Guide as a valuable tool to help students improve their vocabulary knowledge.

Bibliography


