Corporación Universitaria Minuto de Dios
Licenciatura En Idioma Extranjero-Ingles

LISTENING AND SPEAKING PERFORMANCE DIFFERENCES IN PARTICIPANTS AND NON-PARTICIPANTS OF AN IMMERSION CLASSROOM IN A PUBLIC SCHOOL IN BOGOTA

Thesis

Arias Ardila, Laura Ximena
Romero Romero, Luisa Fernanda

Tutor: Gutiérrez, María Isabel
City: Bogotá, Colombia
Date: Marzo 27 de 2015

TABLE OF CONTENTS

Listening and speaking performance differences in participants and non-participants of an
immersion classroom in a public school in Bogotá

2

ANNEX

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

3

Arias Ardila, Laura Ximena & Romero Romero, Luisa Fernanda
Bachelor Program of English Language Teaching

ABSTRACT

The overriding purpose of this study was to identify and analyze the differences in listening and speaking performance of first grades who are divided into two groups: participants and non-participants of an immersion classroom in a public school this program is classified as early partial immersion by a set of features established by (Courcy, 2002) and (Lambert, 1975)

This study intends to measure the influence of the immersion classes implemented by first time by the *'Secretaria de Educación distrital'* in its participants and in the listening and speaking skills, therefore over a three-week period, the whole group of participants were exposed to series of listening and speaking activities in a pedagogical intervention based on learners EFL learning processes and some tasks to develop those competences; the second form used to identify the differences among the participants was by directly observing the immersion classes.

Participants and non-participants performance were analyzed and compared, we gathered information by using voice and recordings and observations of the immersion classes, in order to find the main differences between both groups of participants. The results indicate that participants of the immersion developed a better listening skill while non-participants are more accurate referring to speaking in the target language. These findings are interpreted as evidenced that early language immersion contributes to the acquisition of listening and awareness of sound, and also the activities designed in the pedagogical intervention reached a significant progress in speaking performances in all the participants, but especially in non-participants of the immersion program.

Key words: Immersion programs, speaking and listening skills, performance differences, foreign language processes

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

4

INTRODUCTION

This study is presented by following a structure of six chapters; throughout each one will be explained the main aspects, procedures and features that led this research in order to achieve its objective.

In the first chapter will be presented the study the statement of our project, the justification, followed by our research focus, objective and question. It is important to mention to reach the projects' objective some observations of the immersion classes as well as the normal English classes were done, and thus some patterns and hypotheses were identified helping to answer the research question of this study: What are the listening and speaking performance differences in participants and non-participants of an immersion in a public school in Bogota?

The second chapter presents the theoretical framework and the literature review illustrating some theories and similar studies in the National and International field, this to understand how the immersion program works, its features, and also for knowing which elements involve the EFL learning processes in all the participants and finally we cite authors who discuss theories about listening and speaking development in order to support our pedagogical intervention and thus it will help to identify the speaking and listening performances differences in the participants

Chapter three exposes the three listening and speaking activities of the pedagogical intervention, these activities analyzed students' performance and differences outcomes between those students who take the immersion classes and who do not. The next chapter explains the instruments used to collect data in the

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

5

pedagogical intervention and the observations of the immersion classes as well, those were: audio and video recordings, and in the observations the field notes.

To continue describing the structure of this research, in chapter five will be presented the data analysis which contains the findings after doing the activities of the pedagogical intervention and the immersion classes' observations. In this part will be explained these findings into three categories, and each category has some sub-categories of factors that contributes to answer the research question.

Finally chapter six shows the results of the data analysis as conclusions, those ones answered the research question, in this final chapter also will be presented some recommendations and implications for the immersion program in order to maintain the development of English skills in the learners.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

6

CHAPTER 1

Chapter 1 presents the background information of the research and this brief introduction in order to provide a framework that contextualizes the reader about the project; over the years there has been a growing concern in the development and application of some English programs which guarantee the acquisition of English as foreign language, this is main concern in Colombia; the government has launched many types of programs intending the objective of increasing the bilingual population because it brings to the nation some cultural, economic and social benefits, one of the strategies is to implement a new program which offered by '*Secretaria de Educación'* of Bogota; it is called ''Immersion Language classes'' and those consists of extra English lessons in which students take English classes with a foreigner, who is not from an English speaking country and whose major is not English teaching, we should clarify that Immersion project was implemented for first time in 2014, therefore it lacks assessment, for that reason it is convenient and suitable to see how it is working and the effects that it is having on its participants.

In this chapter is also presented the statement of the problem, justification, a global contextualization for the project and finally the research questions and objectives.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

7

STATEMENT OF THE PROBLEM

Nowadays Immersion programs and classes are gaining popularity due to the academic benefits that they bring, within those benefits is the development of cognitive skill such as the Metalinguistic awareness that has to do with the explicit knowledge of language aspects (syntax, sounds, words) as expressed by (Williams, T., 2014) who also affirms that English immersion students are capable of achieving a task and in some cases better than, non-immersion peers. She stated that based on the development of a bilingual person and his/ her academic context and achievement; this statement is evidence that in some cases these kinds of programs represent significant influence in the development of English Skills, therefore, it is also a support that definitively this study has a reachable objective of identifying listening and speaking performances differences between participants and non-participants of the immersion program.

Referring to the concept of immersion, we consider it as an environment offered outside the classroom, where most of the cases there is a native speaker whose method of teaching is the exclusive use of English in a natural and daily use to provide all the time input and output in the target language.

The previous definition of immersion program is the most common concept about what an immersion is, however it is not always seen or understood in that form, because in Bogotá-Colombia the Secretary of Education has implemented Immersion classes in public schools as a tool for supporting the National plan of Bilingualism and it has some differences of the previous concept.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

8

These immersion classes in the school are described as follow: first of all, the teacher is a foreign assistant, not a professional teacher, whose tasks are: to have students practicing English by singing songs, playing games and doing other kind of activities without using notebooks or a specific book for one hour; this information was gathered in the observations.

A second characteristic is the ´special´ classroom where the immersion take place: it could be seen as dynamic since it is not the same as the one that students get used to; some of the differences are: the seating arrangement, its walls are colorful and decorated with visual aids, and as there are not so many students in the classroom, it is spacious enough. Now, as third characteristic we found: furniture: they have colorful pillows, chairs and tables, and finally the last characteristic is about technology: at first they did not have it, but through the time *'Secretaria de Educación'* invested in this aspect and they have a TV and some speakers, a smart board and a computer.

According to the '*Secretary of Education'* (2013) the aim of this technology; is to improve the English performance by doing dynamic activities in a natural environment (daily life activities), of students from public schools in Bogotá. In few words, it was redesigned so that students feel that it is a special learning environment

However, there is the fact that due to the conditions of the program, not all students from one class can take part in these immersion classes since there is a limit of participants; (5oo students of the whole school) so just half of a class can take part of them, as a result the head teachers are the ones who choose the best students in their classes to be the participants; it is seen as a privilege or a reward for the students with good academic performance. In other cases, students from others grades (secondary)

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

9

could register themselves into the immersion classes, as stated by the immersion classes coordinator in this public school.

Now referring to motivation learning, we can say by observing the classes that students who participate in the immersion classes were seen to be excited and enthusiastic because it is the first time they have an immersion classroom and a teacher from different country, nevertheless we cannot generalize it.

Some immersion classes were observed as stated before, therefore we could identify some factors that probably could make differences in the learning process, specifically in listening and speaking performance between the students who attend to the immersion classes and those who do not; the factor that might account for differences are: seating arrangement, motivation towards the English class, technology, and decoration of all the classroom's elements to create an English environment and finally the number of students. The observations show if those factors make a difference or if there are other aspects that could significantly cause a difference in English performance and skills.

We are interested in investigating the impact that the program has on the students learning process, specifically in listening and speaking skills, and thus we analyzed the influence of this program in students learning process and finally we will compare that learning process and acquisition of listening and speaking skills that participants and non-participants have.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

10

JUSTIFICATION

The concern of what a language immersion is took us to investigate about its definition, implications as well as its characteristics and the way it works. When we were informed about the language immersion offered by the *'Secretaria de Educación'*, we wondered how effective it could be since it does not fit with the characteristics of a real immersion and what it is meant to be. Immersion programs are seen as the 'natural' or 'real' environment rather than any immersion program has to be planned and designed and where according to (Fortune & Tedick, 2003) "the ultimate goal is students to become proficient in the target language and to develop increased cultural awareness while reaching a high level in the target language".

We can also cite (Genesee, F., 1985), who claims that immersion is related "to study the content of the curriculum in the second language not just studying the language", that means that in a language immersion students are meant to learn a content subject as science in English or so rather than being taught the target language. The point here is to use the target language in a real context while learning and associating the language with the contents from a different area. This is the main difference with the immersion classes at the public school because this program is an extra project of the curriculum and in those classes students are not taught content of curriculum but the English Language.

We also need to bear in mind that this is the first year that the immersion program has been implemented so for that reason there are not similar studies to this one; here is where this project takes importance and relevance because the results of this project

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

11

could serve as feedback and criteria to assess the Immersion classes offered by '*Secretaria* de Educación'. This project also serves as a point of reference of activities for the development of listening and speaking skills in participants of a language immersion.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

12

CONTEXTUALIZATION

In the north- west of Bogotá city, one of the main public schools is located, this school depends on the *'Secretaria Distrital de Educación'* (District secretariat of Education), and this school offers preschool, primary and high school to both: boys and girls who belong to first and second socio-economic status. Moreover, the infrastructure of the main place is shared with another school without any barrier, but at the same time each school has its own space and equipment.

Regarding to the school and its infrastructure, it has a park, fields, cafeteria, a library and some labs, and there are two branches: 'A' for secondary and 'B' for pre-school and primary school. However, students of third and fourth grade of primary school take classes in building 'A'.

The PEI of this school is oriented to the communication and values as axes for the development of a proper social coexistence and an optimal relation with the environment. This institution has as mission to educate students making emphasis on communication and values as axes for the formation of autonomous, responsible and active citizens in the development of a humanist pedagogical model. Translated from Agenda escolar (IED, Agenda escolar Colegio la Palestina P.5, 2013)

In 2015 the school expects to be the best institution in the neighborhood, this as a result of implementing the humanistic proposal which is projected to the community and it is organized by cycles. Translated from Agenda escolar (IED, Agenda escolar Colegio la Palestina P.5, 2013)

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

13

The objectives of the institution are based on the principles of the institutional humanistic pedagogical model in which are included: the centrism, integral training, human reasoning, human dignity and pacifism, subjectivity and consciousness/inter subjectivity and social man freedom and choice human action. Translated from Agenda escolar (IED, Agenda escolar Colegio la Palestina P.5, 2013)

This school has a humanistic model which they support by stating that education seeks to improve the human condition through an integral formation, from which students are seen as people who learn how to use freedom responsibly and develop their dimensions in a cultural, investigative and artistic way in order to progress in their life project. This concept is coherent with the student profile that claims students to reflect values and solve problems in a peaceful way, promoting coexistence. Furthermore, this school wants students to develop a logical, analytical and argumentative thinking and thus fostering an interest to investigate and to be critical. Translated from Agenda escolar (IED, Agenda escolar Colegio la Palestina P.5, 2013)

Respecting to the foreign language field, the intensity in terms of hours is just one per week in the case of pre-school and primary school, but it was increased to two hours as result of the teaching practice made by students from Uniminuto. In addition children are taught English since pre-school but they do not have a guide textbook until second grade and besides this, the school does not have a specific model for English teaching.

In relation to the English subject and extra projects, this school is one of the twenty one schools that were chosen by the government to have 'immersion language classes', where students take part in the activities made by a foreign assistant. This

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

14

project covers eight areas of the city and the purpose of the '*Secretaria de Educación'* is to reach vulnerable population and provide an approach to the language.

According to '*Secretaria de Educación'*, the objective of the program is to improve the performance and acquisition of English as a foreign language and it is the reason why the project is a simulation of a natural environment where students are all the time immersed in the language through didactic activities.

It is worthy to say that not all students of the school can take part of it because the '*Secretaria de Educación'* limited the number of participants to about five hundred (500) students, the relevant point here is the selection criteria of students who can attend is by the decision is taken by the school, it is according to the best academic performance, consequently less than half of a class can participate in the immersion classes as stated by school directives.

Regarding this study, the population that was observed in this project is composed by five participants of the immersion classes and five non participants; they are first graders aged between 6 and 7 years old whose level of English is beginner.

The immersion classes take place during the normal school schedule, but students who attend to it miss one of the other subjects, therefore while some students are in the immersion classes their classmates are being taught other subject. Only seven students per class in the case of first grade can attend to these classes; they take the immersion classes on Thursday, one hour, from 8:40 to 9:40 am with a foreign assistant.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

15

RESEARCH PROBLEM

This is the first time that this type of immersion program is implemented in public schools in Bogotá and the importance of studying and checking its results on its participant's performance emanates from that point. We are interested in analyzing how this immersion program develops the listening and speaking skills in the English learning process, if there is a significance difference that evidences that students who are participating reach the English learning goals easily and more comprehensively that the rest the class who do not take part in it.

The point to center in this research is how this type of immersion programs and its elements and characteristics stimulate and guide the English process of those first graders. In specific, we will analyze the listening and speaking performance differences between these two groups of first graders in which only less than half of students in a normal class can take part of the immersion classes.

RESEARCH FOCUS

As research focus we are looking into first graders' listening – speaking performance differences in participants and non-participants of an immersion classroom in a public school that is linked to our research objectives that we will present next.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

16

RESEARCH OBJECTIVES

Main objective

The objective is to analyze the listening and speaking English skills in the participants of the immersion program, as well as the students who are non-participants.

Specific objectives

To identify how listening and speaking skills are developed in the activities for the participants in the immersion program classes.

To measure the listening and speaking performance differences of the participants of the study by implementing a pedagogical intervention.

Research Question

What are the listening and speaking performance differences in participants and non-participants of an immersion in a public school in Bogota?

Listening and speaking performance differences in participants and non-participants of an
immersion classroom in a public school in Bogotá

17

In the next chapter we will discuss about our theoretical framework and the constructs that we are going to focus on to develop this study, therefore we will refer to some authors in order to express some of their ideas and also our perspectives about these constructs. It will be explained in detail the theories which support the research based on these three constructs: first, immersion programs in foreign language learning; as second construct, EFL learning processes and finally the third idea listening and speaking competences. These constructs allow us to identify the listening and speaking performance differences in the population of first graders who take and who do not part in the immersion program. This chapter points out our views and agreements or disagreement with the authors statements.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

18

CHAPTER 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

In this chapter the three constructs that we selected with will be presented, this in order to achieve the aim of this study which is to analyze listening and speaking performance differences in participants and non-participants of an immersion class in a public school in Bogota.

The constructs that support our project are: Immersion programs, EFL learning processes and speaking and listening skills; we selected these constructs since they are related to our project and because we consider that those constructs will allow us to reach our research objective providing the theories to give us a framework to support our study.

Immersion Programs in foreign language learning

Concerning to this first construct we mention and explain (Lambert, 1975) who talks about the first immersion program, its aims when it was first carried out and also its characteristics.

The second author that is taken as reference is Michele de (Courcy, 2002) who wrote about learner´s experiences of immersion education; she also stated different categories of an immersion program, looking into the characteristics and features of

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

19

what immersion programs are, we can identify if the *'Secretaria de Educación'* immersion program resembles any of the authors.

To understand the concept of immersion it is necessary to go back in time to its initials, when it was first implemented in a city called St. Lambert, Canada. At that time parents wanted their children to be taught French since the economic survival and political issues required to have a high proficiency level in French; so a group of parents were concerned about this aspect and started searching ways of bilingual education; as a solution they proposed an immersion program; *''The goals of the St. Lambert parents which were to initiate a school-based program that would promote among their children additive bilingualism – the learning of an L2 while developing and maintaining their L1''* (Lambert, 1975)*,* when it says additive bilingualism, it means that learning a second language does not interfere with the first language, therefore both languages are developed.

For that immersion program a set of conditions were established by (Lambert, 1975):

❖ Students would learn the L2 thought the use of it as a medium of instruction instead of being taught the language itself.

❖ The curriculum contents would be adequately covered

❖ The L1 would be maintained

Through time, those conditions have been changed according to the needs and intentions when applying an immersion program. What is still shared by some immersion programs are some general characteristics such as the length of the

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

20

program, the exposure to the L2 and others aspects are taken into account; in order to have those aspects clear we will go over them:

Regarding to the exposure of the L2 it is seem as confined or limited outside the classroom, the prototypical immersion context considers that students have little or no exposure to the L2 outside the classroom, that is basically the reason why immersion programs are implemented, but we also have to bear in mind that there are some immersion programs in which the target language is used outside the classroom, off course, in those programs students' needs are different and imposed by the environment in which they are. To bring it to our context; in Colombia our mother tongue is Spanish, we do not have a second language, but instead, we learn English as a foreign language and we have little or no exposure to it outside the classroom.

In reference to the *length* of the immersion, it may be full time, with subjects of the curriculum taught in the L2 for a year or more, it means that 100% of content subjects should be taught through the L2, if it is not in this way, at least 50% of these content subjects should be taught in the target language to call it a 'partial immersion'.

Another aspect to take into account is the *content taught in L1 and L2* during the immersions programs, it could vary; for example: some immersion programs begin to maximize the exposure to the L2 teaching all curriculum contents through the L2. In other cases some immersion programs begin with the content using the L2 in only one subject and then increase the numbers of subjects taught through the L2 through time.

Additionally, there is the issue about the ideal length of the immersion program, it should be for more than a year or at least one year, again in this point it is important to make clear that this condition varies depending on the program that is meant to be

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

21

offered and to the aims of it; because there are some immersion programs which last six months or so.

Nowadays the word immersion is not a static term as it used to be, this due to the modifications that are made to it; those modifications lead to have different kind of immersions with the aim to respond to the specific and special needs in the schools or places where an immersion program is going to be implemented.

In this case, the immersion program that was implemented by ''*Secretaria de Educación''* seeks bilingualism in students from public schools. The structure of this immersion program does not follow all the conventional characteristics mentioned by different authors but instead this program is bringing a different model with the traits that ''*Secretaria de Educación''* would fit into our context and of course taking into account the program objectives and intentions.

Besides the characteristics above, a second author, (Courcy, 2002), explains that there are others aspects to take into account and the theory says, "these immersion program *were set up throughout the history of learning language with the objective of being able to communicate in a second language"*. However in our context English is seen as a foreign language, not a second language, and it is not an official language in our country. The author exemplifies that immersion program fall into a number of types, and those categories illustrate the path to understand how this immersion program works and how it really promotes the second/foreign language learning, because each category emphasizes in a specific method, plan or design to improve and use the English language. It also helps us to comprehend the similarities between the types of

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

22

immersions and the program offered by '*Secretaria de Educación'* and its influences in the listening and speaking performance of first graders.

(Courcy, 2002) Has established some categories, which ones are: *full, partial and early, middle and late immersion*s. A full immersion is when all the content subjects are taught using the target language, so it becomes the vehicle of communication for all the academic activities at school. Secondly, the partial immersion is a combination of instruction in the target language and also in their mother tongue; this is the closest category to the immersion classes in the Public School, because the atmosphere and the content to be taught at the school is mostly in Spanish.

Referring to others Courcy's categories: *early, middle and late immersion*, those refer to the stage of children schooling and students' age. This classification has been organized in the follow way; kindergarten and first grade, belong to an early immersion; and the other categories, middle which starts in 4th and 5th grade, and late that begins in 6th or 8th. To summarize according to (Courcy, 2002) and what was stated about immersion programs, it allows us to clarify that this immersion program has the following aspects: partial and early conditions.

To sum up this construct, we can take the fundamental idea from these two authors and the concepts of what an immersion program is, furthermore, the factors that are involved in establishing the main characteristics of the immersion as partial i according to (Courcy, 2002). However, this rate of English exposure is not enough as (Lambert, 1975) explained, because just English subject and this extra-curricular program (immersion classes) are presented in English, and this author said that a partial immersion is considered when at least the 50% of these content subjects is

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

23

taught in the target language, that is the main difference and the principal aspect to take into account forward in the research.

Other important aspect that was mentioned by (Lambert, 1975) is the immersion is taken as outside program and the environment in our country does not fill this requirement because in Colombia as we explained before, English is a foreign language not a second language.

Clarifying the concept of what an immersion is and approaching to the concept of the type of the immersion program offered by the *'Secretaria de Educación'* in this public school with the first graders, the next construct illustrates the learning process of the participants allowing us to understand their English learning process and how they acquire this foreign language through the input given by the immersion program.

EFL Learning Process

In this construct we would discuss two theories which are; Krashen´s hypothesis of second language acquisition developed between 1983 and 1985 and (Merrill Swain, 1985) with the output hypothesis.

Krashen's Input Hypotheses of second language acquisition consists of five theories: the learning and acquisition, the natural order, the monitor, the input and the affective hypothesis.

The first hypothesis is the one about acquisition-learning hypothesis which explains that there are two ways of developing language, the acquisition and learning it.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

24

Krashen (1983), *"The acquisition of a language involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication"* this hypothesis indicates that learners are not focused on the form of their utterances, but instead they are concentrated in communication. Therefore language acquisition is an unaware process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language to communicate.

Communication involves both; understanding and replying the statements we listen, so what we hear could be regard as the input; it is believed to be of big importance because it influences students output or production and from Krashen's' view it should be comprehensible and given in low anxiety situations, Krashen (1983) stated *"We acquire language when we understand what we hear and read, when we understand what people are saying to us, not how they say it.",* basically; it refers to the ability of getting the gist of speech or the general idea of what we are being told, and it does not implies recognizing the grammatical patterns used, that is an unaware understanding and it is still meaningful.

According to Krashen, the results of the acquired competence are also subconscious; it means that acquires are not aware of the grammar rules, tenses and other language patterns that they have acquired, instead of it, acquires develop a feeling of 'correctness', so for example grammatical sentences 'sound' good or bad, coherent or not coherent, 'feel' right or wrong. An example of it is when an acquirer knows that a sentence is grammatically correct or incorrect but he does not know how to explain why, even though he knows if it is correct or not.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

25

The second way to develop competence in a second language, according to Krashen is language *learning*, which *is the conscious knowledge of a language, for example knowing the rules and being aware of them. Krashen (1983),* it makes reference to the moment when learners are aware of the knowledge of a second language. Following Krashen's view, learning a language is achieved through language lessons, focusing on grammatical features of that language and certainly this is a conscious process, where students expect to achieve some learning goals.

While learning a language error correction supposedly helps learners to induce the right way of rules, so if a student says a grammatical wrong utterance and the teacher makes him repeat it correctly, the student is expected to figure out the right way to say that utterance, taking as basis the grammar rules.

The second theory is the natural order hypothesis, which states that grammatical structures are acquired in a predictable order. English natives speakers tend to acquire their mother tongue in a certain array, therefore they acquire some grammatical structures earlier, and others later.

In cases where English is the mother tongue, it was seen that children acquire the rules of the language in the following order according to Krashen hypotheses: progressive 'ing', plural, verb to be, auxiliary, articles, irregular past, regular past and possessives, nevertheless when it comes to people learning English as a second language the same order is not followed as shown in some studies; however there are some similarities among the order of language patterns.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

26

Researchers have discovered that there is not a common predictable language order when acquiring English as a foreign language, since English learners do not follow the same patterns.

The third hypothesis is called the monitor hypothesis; it complements the learning-acquisition theory by stating that this hypothesis is a function of conscious language learning. The monitor hypothesis describes a way of communication with an 'editor' which inspect and corrects the form people apply knowledge of a new language; therefore it helps learners and users of a language to improve accuracy and to produce speeches as if they were using the mother tongue.

This *'editor'* works internally scanning errors hence the monitor allows a language user to change or alter the way of saying an utterance (the output), either before it is told by the speaker or after and this is done by consciously applying learned rules or via self-correction.

There are some conditions, established by Krashen, that facilitates a successful monitor and if the user does not have/ achieve them, those could become constraints. The first one is time: generally performers do not have time to think and apply accurately the learned rules, then the need of enough time to remember previous knowledge and apply it in a communicative way arises, this condition is necessary but not sufficient therefore a second condition comes; and it is that the performer must be 'focus on form' it regards to the awareness of the way he communicates, that is, concentrating on the form rather than the meaning of what is being told, in a single word: correctness. Finally, the third condition is that the performer needs to know the rule, and then he or she should have a clear representation of the rule to apply it

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

27

correctly and thus communicate in an effective way: understandable, clear and comprehensive.

Bearing in mind the conditions mentioned above it is difficult to successfully apply conscious learning to performance since situations where the three conditions are satisfied are few.

The fourth hypothesis is the input hypothesis which is Krashen's attempt to understand how language acquisition takes place; so this hypothesis applies only to language acquisition and not to language learning. The input hypothesis also determines an important condition to acquire a language: the acquirer must be able to understand either via hearing or reading the input that he is receiving.

Krashen claims that a learner improves and progresses his language performance when he receives input that is one step beyond his current language competences. The most typical example given is the case of a learner whose current language level is 'I' then acquisition takes place when the learner is exposed to input that is challenging and therefore it is beyond learner's current level; that would be represented in level 'I' + 1.

 'Comprehensible input' Krashen (1983) is understood as input that contains a structure or language pattern that is a little beyond from the learner's current understanding. This input is believed to allow learners to continue progressing with their language development since +1 is the immediate next step along the progress.

If we are assuming that second language acquisition occurs by the exposure to it, therefore explicit teaching is necessary. On the other hand the input hypothesis highlights the importance of using the target language in class especially in cases

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

28

where students are not exposed to the target language outside the classroom. This helps the teacher to create a more effective opportunity to develop language acquisition and thus achieving the goals of a language course are achieved because those are mainly focused on having learners to communicate effectively.

The criticisms of this fourth hypothesis emerges from the vagueness of the term 'comprehensible input' , considering that Krashen did not explain the values of 'I' or +1 and there is the complaint that comprehensible input could be represented by any quantity. Moreover, comprehensible input is seen as necessary when acquiring a language but not enough, because output is also important since it involves students' production.

Krashen (1983) argues that comprehensible input is needed but not enough to ensure second language acquisition, and there is where the fifth hypothesis emerges. Students need to be exposed to comprehensible input but they also need to be receptive to the input they receive and when learners are bored, unmotivated, nervous or frustrated they may not be receptive to the language input they are given.

The Affective filter hypothesis embodies Krashen's view that some 'affective variables' play a facilitative role in second language acquisition but not in learning. The Affect makes reference to non-linguistic factors such as motivation, resistance to change, low anxiety and self-confidence. Those factors are believed to influence learners and therefore they 'take' the comprehensible input to which they are being exposed.

As Krashen (1983) claims, a student with high self-esteem, low anxiety and motivation is better equipped for success in second language acquisition and this is the

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

29

kind of student who is receptive, willing to take the input and thus facilitating comprehensible input to be used for acquisition.

One affective factor that is most likely to be found in children is boredom which brings with itself demotivation, especially because children do not stay focus in an activity for long. So for example it is common to see that if children are not interested in the task they are asked to do they would hardly finish it as it is meant to be, and that is exactly what we can get if the activities and task to carry out in the intervention phase are not of students' interest.

Let us give a look to the opposite case: a student who is unmotivated, bored, and with high levels of anxiety: the combination of those affective factors 'raises' the affective filter in a negative way creating a 'mental block' preventing comprehensible input from reaching the language acquisition device, in other words, when the affective filter is 'up' or 'high' opportunities for attaining or learning comprehensible input   fails or decrease.

Figure 1 displays the process which starts by giving comprehensible input and then it comes to the affective filter. Here some of the input do not go through. In the case of receptive students' this input reaches the language areas of the brain and once it is there it becomes acquired knowledge. Then, the monitor hypothesis plays its role before turning acquired language into students' production.
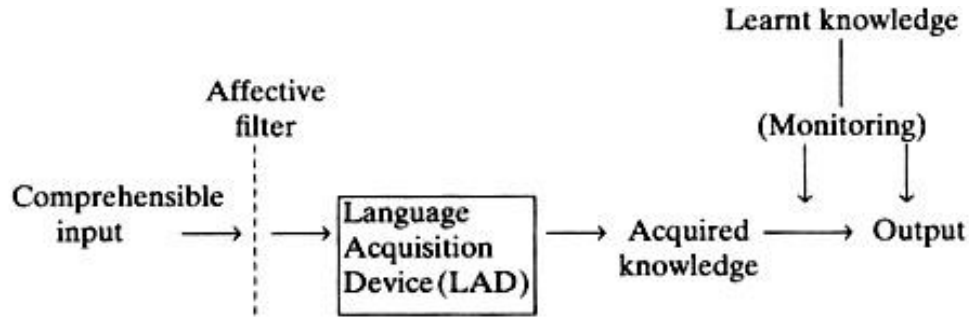
Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

30

Figure 1 Input Hypothesis Model

The perks of using Krashen's hypotheses into this project lies in the acknowledgement of three factors when learning a foreign language via language immersion. The first one is the recognition of how a natural communication plays a relevant role in learners´ learning process; as learners are immersed in this environment it allows students to acquire the language, then, other significant addition is the exposure to comprehensible input; and finally the maintenance of students' affective filter must be 'low' so that they can use that input as part of their language acquisition. Consequently the most convenient and appropriate hypotheses to be used in this project are acquisition, input and affective filter hypothesis.

Taking as basis what an immersion language is meant to be and according to its characteristics its environment should be 'designed' in a way in which students can have a real contact with the language rather than being taught, therefore the acquisition hypothesis fits and goes accordingly with the method that a language immersion should have and this immersion program offered by *'Secretaria de Educación'* includes this methodology of learning English through the exposure to the target language and a

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

31

communicative approach where learning occurs in a natural communication between the participants.

As Krashen claims *"Acquisition requires meaningful interaction in the target language which is understood as natural communication, where speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding."* Krashen (1983) In the case of the language immersion at the public school; the meaningful interaction is used but still students are learning the target language itself instead of including knowledge from other areas.

Since this project is meant to observe students' differences in listening and speaking performance it is necessary to analyze first the input that students are being given and exposed to; with that input learners are going to progress and advance in their own learning process. In other words, input is the basis of students' production. Just to give an example; if language immersion classes were offered in the students native language, they would not be able to use the target language as a medium of communication since they are hearing the teacher talking in their mother tongue and the contact with the target language would not be enough.

Now, to bring this hypothesis to the context in which we were working on most of the times the foreign assistant in charge of the language immersion spoke in the target language, limiting the use of Spanish to key sentences or words, like for example: *No corran (Don't run)* or so on.

However, as theory does not consider students' production, we called upon another theory that complements the input theory.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

32

Swain has mentioned a study of French Immersion, where one group reached grammatical and syntactic derivations from a native speaker thanks to the rich and comprehensible input that they were exposed to, thus this fact is one of the aspects to observe, as a mean of how language acquisition and students' production occurs in English language.

(Merrill Swain, 1985), explicates that in the output hypothesis "output pushes the learners to process language more deeply; in speaking learner can stretch their interlanguage to meet communicative goals." It provides a framework where is described how the language is interiorized by the output (learners production), how the output contributes to their English learning process and their comprehension in the linguistic processes.

(Merrill Swain, 1985) Helps to understand that learners can determine by themselves if there is a mistake in their use of the language. ''*They need to create linguistic form and meaning and in so doing, discover what they can and cannot do''*, she also stated ''*the output stimulate learners to move from the semantic, open-ended, strategic processing needed for accurate production''.* During the pedagogical intervention we will analyze deeply and argue if these first graders reach this awareness of their English skills and to see if they develop some strategies in order to listen and communicate accurately and how they do it.

(Merrill Swain, 1985) illustrates that the output promotes "noticing" as first function, "the activity of producing in the target language may prompt second language learners consciously recognize some of their linguistic problems, it may bring to their attention something they need to discover about their L2", explains it in others words,

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

33

when learners notice if they do not how to express precisely, they notice if there is a mistake in their use of language. The author explains that even receiving an implicit or explicit feedback, learner can notice a gap in their own productions and so they try to modify it.

An important issue in output´s theory by Swain that contributes to second language acquisition is the theory of 'pushing'. Swain (1985-1993), *"during the process of negotiation meaning, learners will indeed modify their output in response to such conversational moves a clarification request or confirmation checks"*. It indicates that some learners are able to modify their outputs according to the input and feedback given by the teacher or for this case by the foreign assistant in the immersion program. After pushing learners, they experiment with new and creative ways or structures and this modified output represents the learners´ interlanguage, this second function is like method of "trials and errors" in order to test their productions.

The third and final function of the output´s theory is "metalinguistic" which says that "learners use language to reflect on their own or others´ language use (Merrill Swain, 1985), it means that when "*learners work collaboratively, they express their intended meaning and carry out the language production tasks at hand"*. The author explains in a study of a French immersion, how students engage in tasks in which they will talk about and consciously reflect on their own output. The metatalk surfaces when students collaborate on language production tasks, (Swain and Lampkin, 1998)

These three (03) functions of the output´s theory by swain and her studies of the immersion programs about second language learning acquisition facilitates the comprehension of learners´ English learning processes based on the notion that if the

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

34

learner becomes aware of a linguistic problem, he/she will modify his/her output taking into account how he or she was pushed to the language.

Krashen´s input theory and swain´s output theory provide us the hypothesis of EFL learning processes, to find the listening and speaking performance differences between the participants of this study; the next step is to find the strategies to identify and analyze how those competences are developed.

Listening and speaking skills in English

For this topic of listening and speaking skills we divided the information into two categories, first the theories for designing listening and speaking activities for the pedagogical intervention and   second, and author who discusses about those competences working integrated and their approaches.

The first author is (Brown, 1994) who defined types of classroom listening and speaking performance and a second author, (Richards, 2008) who integrates the concepts of listening and speaking. He incorporates these two competences while highlighting their main issues.

(Brown, 1994) in his theory Teaching by principles´: an interactive approach to language pedagogy, defines speaking and listed six possible speaking tasks to be used in the EFL classroom.

To start with; (Brown, 1994, P. 267) defines speaking as "*an interactive process of constructing meaning that involves producing, receiving and processing information.*"

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

35

It means that before speaking, one must listen; process the information listened in order to understand it to emit an answer.

As said before, (Brown, 1994, P. 271) also suggests possible speaking tasks different

- ❖ Imitative: which are the drills that a student repeats and that could be a phrase or a structure, by doing this kind of task students are meant to practice fluency and accuracy.

- ❖ Intensive: This kind of drill focuses on specific phonological or grammatical points, such as minimal pairs.

- ❖ Responsive: Students are expected to reply to a teacher or classmate questions or comment; for example a yes/no question

- ❖ Transactional: This kind of speaking task has as objective to have an exchange of information; some examples of this task are interviews, role plays, debates.

- ❖ Interpersonal: those are dialogues with the intention of maintaining a social relationship such as casual conversations and personal interviews

- ❖ Extensive: those are extended monologues; within them we can find speeches, oral reports or even oral summaries.

When designing the activities it is important to have a variety because those should include all types of learning, also it allows collecting different data of student performances taking into account these several tasks, this is the reason why we cited Brown, the list of speaking task that he suggests could be useful for us when designing the activities that are meant to be applied to students in order to achieve the aim of this project.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

36

Regarding listening skill, (Brown, 1994, P. 255) explains some techniques that involves different kind of learners in order to encourage them and develop listening skills. He named the following possible tasks:

❖ Reactive: the learner is taken as a "tape recorder". It is limited for meaningful processes; therefore it is useful just when the purpose of listening is focus on pronunciation, for example choral or individual drillings.

❖ Intensive: the purpose of this technique is to focus on component of discourse (phonemes, words, intonation and discourse markers)

❖ Responsive: it consist of stretches of teacher language designed to elicit immediate responses; for example, asking question, giving commands, seeking clarifications and checking comprehension

❖ Selective: scan the material that is considered long and to be able to find important information, for example speeches, stories and anecdotes.

❖ Extensive: the idea of this technique is listening to a conversation and to derive a comprehensive message or purpose

❖ Interactive: this technique involves all 5 of the above types; it must be intricately integrated with speaking, for example debates, discussions, role plays.

Now, we need to integrate both skills and to broaden information about how these skills are developed; for that, we present (Richards, 2008) who discusses about listening as acquisition´s theory emphasizes the importance of listening and speaking, he explains how listening provides much of the input and data that learners receive in the language learning in order to understand the spoken language and in this way to provoke their productions.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

37

The author points out that for this understanding exist approaches: bottom up and top down processing. (Richards, 2008, P. 4) explains that "Bottom up" refers to a process of decoding "using the incoming input as the basis for understanding the message, comprehension begins analyzing as successive level of organizations /sounds, words, clauses, sentences until meaning is derived". Hence, we will analyze how learners scan the input (familiar words and their grammatical knowledge in the sentence for this case).

On the other hand, (Richards, 2008, P. 7) explains "Top down" processing indicates that learners use their background knowledge to understand the meaning of the message. The background knowledge required for the top down processing may be previous knowledge about the topic of the discourse, situational or contextual knowledge. This knowledge are presented by schemas(a prediction about the structure of the possible events and their relationships), in short, with minimal information learners determine what the speaker is trying to say, a concept is associated with its meaning and learner can understand the situation that was presented by the speaker. The ideal method is to combine both approaches in real world listening, depending on the situation; one dominates over the other according to the listener's familiarity with the topic, the content, the density of the information, the text type and the listener´s purpose.

Respecting to master speaking skills and to reach a high spoken discourse in order to be proficiency in the language and the listener understand the message, Richards establishes a series of elements to take into account; the first one is to have conversational routines "there are routines for beginnings and endings of conversations,

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

38

lead into topics and to move away from one topic to another, for breaking up conversations, for leaving a party and for dissolving a gathering." (Richards, 1990, P. 20)

Pawley and Syder As cited on (Richards, 1983, P. 20) States that a native speaker has a repertoire of thousands of routines. Another view presented by Richards is to take into account in speaking is style, because the style of speaking reflects the roles, the age and the status in learners´ interaction, for that reason these are one of the features should be evaluated in the activities for finding the speaking differences in the participants of the program and who do not participate.

The author emphasizes on interaction specifying that the focus is on the speaker, how they wish to present themselves to each other than on the message, however in this interaction, there is a collaborative learning, because "the listener gives constant feedback, to prompt the speaker to continue"; (Richards, 2008, P. 22) he named the conversation as a primarily social function. One of the purpose of the immersion classes is the interaction, we will observe how this language environment is developed and how participants are encouraged to interact in the foreign language.

Finally Richards says that teachers need to distinguish in the process of listening when the learner just has comprehend and when this comprehension is developed and involves acquisition; Richards explains how listening is acquired; based on the approach of (Schmidt, 1990), who mentions *the relation between the input (what the learners hears)* and intake (input that the learner notice), *claims that only the intake is the basis for the language development*, this theory complements the theory of Krashen about learning and acquisition, our goal is to identify with the pedagogical intervention if

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

39

the participants of the immersion and the non-participants of the program really comprehend and acquire the language or just have learnt for the moment.

In the next section we will discuss the contributions of our research in the educational field, marking the differences of both: National and International areas about speaking and listening performance differences.

Literature Review

The implementation of new tools or approaches for the acquisition of a foreign language is increasing because when it comes to the learning process of children it should have two characteristics: it should be enjoyable; that means an environment that children find as motivating and new, and as second characteristic it needs to be meaningful in terms of language outcomes; that is the reason why some other studies have been carried out in order to assess how effective those new tools and approaches are.

For the development of our research we have four similar studies in the section of literature review; two of those studies belong to the Colombian context, the first one by (Lopez, Maria Elvira, 2011), and the tittle of the work is Putting Music and TPR Activities Together to Help First Grade Students Retain Vocabulary and Develop Oral Production and the second one is from a PHD degree by (Isabel Tejada Sanchez, 2014) who research about EFL writing acquisition and intensive exposure in Early immersion programs in Colombia. The internationals works are: a study in Canada made by

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

40

(Elaine M. Day and Stan Shapson , (1998))and finally (Kevin Clark, 2009) with the case of structured English immersion in Canada.

In the national context we found a study that has resemblances with our study, it was carried out in Bogota by (Lopez, Maria Elvira, 2011), who is one student from UNICA or Institución Universitaria Colombo Americana and the study has as tittle: *Putting Music and TPR Activities Together to Help First Grade Students Retain Vocabulary and Develop Oral Production*. The aim of this study was to test whether music and movement help students retain vocabulary and develop oral production in English as a second language; the activities of this study, it leads to think that it has some characteristics like our study

This project has the same kind of activities that are carried out during the immersion classes at La Palestina school, likewise, both studies were carried out, in a public school of Bogota and the participants are first graders, besides that and taking into account the observations that we have made of the Language immersion classes the activities that the assistant teacher performs are from the approach (Total Physical Response) TPR and the use of songs to teach vocabulary, those are the main similarities between both studies.

As well as in the study made by (Lopez, Maria Elvira, 2011) TPR activities and the use of music is a normal part of the English classes but in our study, the exposure to those kinds of activities is less since students are only exposed to them during the immersion classes. Besides from that difference of the rate of exposure, our aim is to analyze the listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

41

We also found a study that was based on an immersion program in four (04) different bilingual schools, this research keeps some similarities with our purpose of finding some differences in the participant's performance of English skills but it has a noticeable difference with our project because it was focus on Writing.

This study is a thesis doctoral by (Isabel Tejada Sanchez, 2014) who searched about EFL writing acquisition and intensive exposure in Early immersion program in Colombia. This study was for the Universite Paris 8 Vincenness Saint Dennis and the University Pompeu Fabra, it has some similarities to our work because this project is a research in early immersion program into the development of English skills, in this case, Tejadas' work is about written proficiency.

This study collected data at 4 schools in Colombia and some of them have different type of early immersion; this is another similarity, the kind of the immersion program. She worked with children between 4 and 17 and she also measured the learners´ performances differences in two types of immersion program: HI high intensity and HI+ High intensity plus. In contrast we will identify the differences in listening and speaking in two groups of participants, who participate of the immersion program and who do not.

The learners writing performances was measured in terms of task fulfillment, text organization , grammar and vocabulary and their findings indicated that the higher total numbers of hours of exposure and intensity do not seem to guarantee the increased levels of written performance. However, the HI+ learners show significant progress in term of complexity and fluency. This description of her findings is an example of how instruction (high exposure to L2) has a noticeable help for the development English

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

42

skills. However as she found, it is not a guarantee to reach the objective, perhaps the conditions of the program can influence that impact. Therefore our aim is to notice if there is any difference in the learning process of listening and speaking among participants and nonparticipants in immersion program in a public school which has different features to a general immersion is considered and being the first time to be implemented.

Additionally, in the international field we call upon (Elaine M. Day and Stan Shapson , (1998))whose study was done in Canada and its aim was to compare the French language skills and attitudes of seventh grade early and late immersion students, this was done in three schools districts.

That study was made with the concern of assessing how early immersion programs had an influence in students language development as the number of schools offering early immersion has risen. Besides from being an early program which started in kindergarten, it was also a full immersion, therefore, 100% of the instruction is given in the target language. On the other hand, students from late immersion were exposed from 60% to 100% instruction in French and it started in sixth and seventh grade. In the results of the study, it was shown that early immersion students performed significantly higher than late immersion students in French comprehension, it was also shown that early immersion students displayed more positive attitudes towards schooling.

Our study shares some features with the one explained above, that is because both studies are within the category of early immersion and a division between the participants of the studies is made; in Elaine M. Day and Stan Shapson the groups are early immersion and late immersion students, and in our research we got a group for

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

43

participants of the immersion and non-participants, this former group could be seen as the late immersion participants because they are more exposed to the target language in higher grades. On the other hand, both studies differ in their focus, the international one focuses in French language skills and students' attitudes towards schooling while our focus is listening and speaking abilities.

We also cite (Kevin Clark, 2009) who has a study of SEI structured English immersion, a program which was developed in Canada and as we explained before this country was the pioneer in the implementation of immersion programs, hence it is important to know its results and influences in the process of learning a language.

This immersion program had the objective to accelerate the English language development; the important point here is that this immersion program was successful by its daily school situation in the target language, "*English is the language of instruction; students and teachers are expected to speak, read, a write in English"* (Kevin Clark, 2009)*,* it is the most remarkable difference regarding to our context, where English in this immersion program is seen as an extra resource but the school is not centered on their total learning.

(Kevin Clark, 2009) expresses, in the case of structured English immersion how the immersion developed the language based on the next affirmation; ''the dominant focus is language itself, its rules, uses, form and application to daily schools and non - school situations'', we agree when he said that the focus point is the use of the target language all the time. Nevertheless there is a difference between both studies because in the case of first graders they are not aware at all of the linguistics aspects, that is,

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

44

they can use it but they are not aware why they are using the linguistics aspects in that way.

Before going to the next chapter, we would like to highlight an important point and it is that we noticed that in Colombia there is not a variety of studies with similarities to our research, so that is the reason why we just have one study in the National scope, as we said before the immersion program has been implemented since 2013 in that school, and for that reason this study is the first project that will measure its influences in the speaking and listening performance differences between participants and non-participant of the program.

In the next section we will state the research design of our study, which contains the type of study, the setting and the instrument that we will use to collect information to analyze it and achieve the Research objective.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

45

CHAPTER 3

RESEARCH DESIGN

Research Paradigm

This is a qualitative research and it describes speaking and listening differences performance in participants and non-participants of an immersion in a public school in Bogota. In this type of research the information is gathered through observation. All details, description and explanations will help to reach the research objectives. Qualitative Research is defined as "The ability to provide context complex textual description of how people experience a given research issue", (N Mack, C Woodsong & M.MacQueen, (2011)) we seek to interpret and understand students' performances differences in ´listening and speaking of participants who take part and who do not of an immersion program.

Research Approach

Referring to the approach of this qualitative study, it is a case study, exactly a collective case study, which allows comparing the similarities and differences of multiple cases results. The objective of case study is to understand a specific case and a general process based on the analysis. In short, this research is an analysis of a

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

46

particular case in order to understand a specific variable in the participants, which is the speaking and listening performances in an immersion program.

Yin (2003) stated that *''A multiple case study enables the researcher to explore differences within and between cases, the context is different for each of the cases and it allows the researcher to analyze within each setting and across settings.''* In the present (Yin, R.K, (2003))research we analyze two cases, students who participate in the immersion as a first context, and non-participants of the program as second case and a second context.

Participants

In this part some features of the participants will be explained, first of all, it is important to know that these population are first graders who are aged between 6 and 7 years old, we divided these participants into two groups: the first group are children participating in the immersion program offered by *'Secretaria de Educación',* and an equal numbers of students of the same English class, who are not taking the immersion classes as the second group. These two groups will be observed in order to identify their listening and speaking differences in the immersion exposure.

In terms of proficiency level, they are beginners. However, some participants show previous basic knowledge about English, probably by their English classes taken, because they are familiar with some vocabulary in this language. An important characteristic of these students is their level of motivation; they are enthusiastic and

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

47

active in learning the foreign language when teachers encourage them with new and creative activities.

Respecting to competences, they are still learning the basic literacy abilities, how to write and to read in Spanish, therefore the main skills developed are: listening and speaking; with writing and reading they need a slow process even in their mother tongue. However Speaking is less developed than listening competence.

PEDAGOGICAL INTERVENTION

Pedagogical intervention was designed in order to identify the speaking and listening performance differences based on some activities supported by some theories in the theoretical framework. These three (3) activities were designed to measure participants´ skills performance differences in listening and speaking, and to promote their interests in developing those abilities allows them to enjoy their English learning process and to increase their motivation to the language; for that reason the pedagogical intervention allow us to reach the objective of the research and also to give some recommendations for the immersion classes based on some theories that will potentiate the English learning effects in the participants´ learning processes, consequently in the development of the listening and speaking skills.

In all activities is easy to observe how we work on the affective filter (Krashen's theory) to motivate them to learning language and to give feedback to correct errors encouraging to be aware in the use of English.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

48

Finally, we support the activities according to the Swain and Richards who talk about cooperative learning and interaction; these activities of the pedagogical intervention reflect a learning environment where participants work cooperatively in tasks to develop their listening and speaking performances along the classes, fostering their interaction to support the purpose of the immersion classes of using L2 most of the time. Also, we establish conversational routines in class, as (Richards, 2008) mentioned in his theory, in order to develop listening and speaking skills.

In the next part we will present the activities for the pedagogical intervention and their respective justification on all the theories in a more detailed and explicit form. As an evidence of the intervention, an observation format was designed and it will be filled taking into account the data gathered through the videos.

First Lesson Plan

English level: A1

Topic: Listening/ speaking about Family members, toys, colors, feelings and fruits.

Project Objective: To identify if students have interiorized the concepts previously taught (Intake)

Learning objective: Participants will be able to recognize previous vocabulary by raising flashcards corresponding to a specific image.

Participant will be able to use a specific structure to express their likes (fruits, animals, toys and colors)

Procedure

Pre-skills (listening and speaking)

As a warm up and pre- activity teachers will show students some flashcards about the vocabulary that we are going to focus on; through using some flashcards in different ways, for example showing them little by little or turning it side to side, this to keep students engaged during the activities. Among that vocabulary we can find family members, faces which express feelings, fruits, toys and colors.

Justification of the Pre-skill

This first activity includes previous vocabulary that students have learnt in the English classes, the inclusion of that vocabulary is meant to analyze how they interiorize the language and to start evaluating if there is any difference in the speaking and listening abilities. This activity allows to reflect the (Krashen, S. , 1985) acquisition

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

50

theory, because we can analyze if participants are aware of the usage of this vocabulary and to be conscious of communication process instead of paying attention to grammar rules.

Furthermore, this activity is made in order to give students the idea of what we are going to work on and at the same time to help them practice the vocabulary and enjoy this review class as a game through the use of strategies to catch their attention with the flashcards.

In this part we are also working on Krashens´ filter hypothesis because it is important to focus on their motivation, anxiety and also in their confidence, since they already know the vocabulary, in this first activity students are expected to participate actively and accurately.

While-skills

Students will be given some flashcards regarding to the vocabulary that we already mentioned.

The teacher is going to read some mini stories containing the vocabulary previously taught and in here students will be asked to raise the flashcard of the word they heard, so for example: they will have a flashcard of a banana, a grape and an apple but just one of those fruits will be mentioned in the story, and when they raise their flashcard teachers will check if students are able to relate the word that they hear with a drawing. All students will be given the same flashcards so there will be a equality to measure their speaking and listening differences.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

51

The next paragraph is an example of the story that we are going to read and perform: The words in bold are the pictures that they should show after listening it. While teachers are reading, they will pause to give some seconds for student´s responses.

This is my **mother**, she is **happy** when she eats **strawberries**. This is my **father,** he has a **red car** but he is **sad** because he wants a **blue car**. This is my **brother**; he is **surprised** because I have a new **ball**, a **bike** and a **doll**. This is **me** (pointing at me) I **like** (thumbs up) **bananas** and **oranges**.

Justification of the while-skill

In this case, the monitor hypothesis is presented, because the editor works scanning errors, when they raise the flashcard they are repeating in their mind the word that they have heard, hence if they are wrong with their responses, automatically by the feedback given by their classmates or their own analysis they will correct the mistake; in this part, the theory of output is expressed by Swain who states that learners can discover what they can and cannot do, because in this exercise they are searching for semantic process in order to be accurate.

Post-skills

After this we will give students a worksheet, just to make sure if they understood or not because they can raise a flashcard just because they see their classmates doing so. Then, when we pick up the worksheets, we will do another activity, speaking activity in this one, students will listen to one of us saying sentences like:

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

52

My name is _____

My favorite fruit is apple (vocabulary known)

My favorite animal is a dog

As second activity we will play hot potato (tingo, tingo, tango), and the student who has the ball, when we say *stop* will have to say and adapt those sentences according to her/his likes.

The student who is going to talk can choose between using one of three puppets that we will have, this is kind of a reward and it is intend to keep students engaged, and while one student is talking the others have to be attentive so in case their classmate name one of the item of the flashcards. They have, they would have to raise it again.

Justification of the post-skill

In the speaking activity we are using imitative tasks suggested by (Brown, 1994) where students are doing drilling to get fluency, at the same time it is transactional when participants are exchanging information maintaining conversations based on the interpersonal function. The main point in the immersion is to contextualize the learner in the use of the target language in daily life, in this case is talking about their likes. These tasks were designed taking into account Brown´s theories.

Regarding to students oral production expressing their likes and personal information, learners interact with the flashcards and express their ideas and share their comprehension of their partners' speech, it is constructed by the theory of acquisition which express that a *meaningful interaction in the target language* contributes to a *natural communication.*

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

53

Closing

Learners will write in their notebooks and stick their images of their favorite animal, fruit and they will do the same as homework with their parents´ likes.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

54

Second Lesson Plan

English level: A1

Topic: Body parts, action verbs (commands and exercises)

Project objective: To measure students' ability to comprehend and orally produce commands, this will be seen through an analysis of their reactions and performances

Learning objective: Participants will be able to follow and perform some commands given by the teachers and their partners

Participants will be able to give commands to their classmates

Procedure

Pre skills: (listening and speaking)

As a presentation and pre-activity we are going to show students two videos. In the first video they are told commands used in the classroom and the second video shows aerobics and students have to follow those instructions. The instructions are related to body parts and some action verbs like jump turn around, clap etc. The video will help us to review the body parts as well as the verb.

Justification of the pre skill

For this stage the type of task according to Brown is reactive, because we need that participants focus on pronunciation. After this activity we need choral an individual drilling to check their understanding in terms of meaning and pronunciation.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

55

Richard describes Bottom up activities, and this exercise fit to it, because we are using incoming input for understanding the message and their comprehension, the association between the images, actions with the meaning of the words, hence learners will search for familiar words and common structures for them.

While skills:

After watching the videos listening to the instructions and following them we will say some instructions and students will have to follow them.

We are going to give them some instructions and commands about aerobics that they have listened and watched in the video, so this time they will perform the actions without watching the video.

Instructions:

Hands up
Spin around
Sit down
Jump
Claps your hands
Stomp your feet
Shake your body
Move your shoulders up and down
Wiggle your fingers
Blind your eyes
Move your hands side to side
Touch your eyes
Move your head all around

In here teachers will give one instruction but perform a different one; as follows touch your nose (and we jump) and we will also give instructions like: Girls put your hands up, this to make sure that students really understand what they are being told.

Justification of while skill

In this part we are taking into account Brown´s theory about types of responsive tasks, when participants need to listen to commands in order to follow the instructions and to perform the actions, therefore we are eliciting immediate response and checking their understanding.

We are working on Richard´s theory about what learner hear and notice. It refers to input and intake; for us as researchers it is relevant to know if their comprehension are developing acquisition or just learning as Krashen has mentioned as well.

This activity is part of the immersion classes, but it could be integrated into the syllabus since this TPR activity is an evidence that an immersion can be implemented, therefore this class could be taught in physical education where English is the medium of communication.

Post skills:

For the speaking activity we are going to divide them into two groups, then we will have students in two circles, one small and one bigger around it; teacher will select some students to be the leaders of the group by choosing a ball in a bag. There are two balls of different color, one blue and the other red. The student who picks the red ball will be the leader and give the instructions

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

57

Then students give an instruction which their classmates will follow but first, teachers will give some examples about the type of instructions and exercises. Sometimes student will play a role of being a teacher and give commands used in the classroom and in others cases he/she is going to be a trainer and the instructions will be for doing exercises.

Justification of the post-skill

For the speaking section we designed this task, according to what Richards says about Routines; some routines in one video is about command used in classroom, as Richard explains there are some routines that we as speakers use at the beginning, middle and at the end of a conversations, so we want to establish some routines to familiarize and guide students' EFL learning process in the target language. Also we wanted to guide their output by allowing students to modify their interlanguage based in on previous and new vocabulary.

This output was stated as Metalinguistic by Swain, when students work collaboratively while they are expressing their intended meaning carrying out a language production task.

Closing

As closing we will play one of the songs students like; besides it is related to the topic of the class, "if you happy and you know it clap your hands", it includes TPR and it would help students to relax and make them ready for the next class.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

58

Third Lesson Plan

English level: A1

Topic: Halloween

Project Objective: To analyze participants' interaction: understanding what is being said and emitting and answer related.

Learning Objective: Participants will be able to respond to a question made by their peers; this process involves and integrates listening comprehension

 Procedure:

Pre skills (listening and speaking)

In first part of this stage, we will show students some big images about the vocabulary that we are going to focus on the activities. The purpose is to grab participants´ attention with these kinds of posters with the most popular Halloween characters such as: vampire, witch, monster, ghost, pumpkin, mummy and black cat.

In a second moment we will do drilling activities based on this vocabulary (individual repetition, choral). The objective in this part is that they are able to pronounce correctly and interiorize the meaning of the words presented.

Justification of the pre-skill

We selected this celebration because it is another form to demonstrate that English can be used most of the time at school, in this type of classes or extracurricular classes (immersion program/ special activity for celebrating it). We will encourage students' interest in learning this language, in this aspect we reduce participant's level of

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

59

anxiety and also they will feel confident with a topic that they know very well in Spanish and will learn in English (Working on Krashens´ filter hypothesis).

The drilling activity belongs to reactive task proposed by Brown which is focused on pronunciation.

While skills

In the listening exercise they will listen to a song about Halloween. This song includes some of the vocabulary that we previously taught and additionally it has some action verbs such as:

Walk like a ghost

Fly like a witch

Smile like a pumpkin

Hop like a black cat

Before they listen to the song, we will teach the verbs (walk, fly, smile, hop) and do some previous exercises about their meaning, we will do some mimics and drawing to represent their meaning.

They will complete a worksheet about what they have listened in the song, the idea is checking their understanding and comprehension of the listening activity. In this worksheet students have to write the verb corresponding to a Halloween character e. g _____ like a witch

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

60

Justification of the while skill

This activity is type Bottom up and top down; this type of activity integrated process mentioned by Richard´s theory because, we analyze how learners comprehend the familiar words when they listen the song, and how they associate the meaning and understand the situation that is presented by teachers. This can be demonstrated in how listening becomes as acquisition, because it involves serving the goal of extracting meaning from messages.

Post skills

We will do a speaking activity. In this part of the activity, we are going to introduce the question. **"What are you for Halloween?"** and also we are going to teach them how answer it. They will answer **I am a ghost** (All the Halloween vocabulary we taught in the first part)

We will give them a character (picture) and stick it in their chest and learners should say: **I AM A VAMPIRE** (the last word depends on the character they have). We will record this activity in order to collect data from the participants.

Justification of the post-skill

In this part of the activity, learners are working in a cooperative form, it reflects the metalinguistic section explained by Swain when "*they express their intended meaning and carry out the language production tasks at hand"* in this case participants collaborate in the language production task.

This kind of activity allows to analyze if learners are conscious about their production (monitor´s hypothesis) and if the 'editor' works internally scanning errors;

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

61

another similar process may notice (Swain theory), that is, if they pay attention to their linguistic mistakes and errors by interacting in an atmosphere of working in groups, it helps the learners to work cooperatively, understand each other and giving feedback their peers.

Closing

Participant will draw their favorite Halloween character in their notebook and write: I am a witch (vocabulary taught).

Those were the 3 activities designed for the pedagogical intervention in order to achieve the objective of this research, in the next chapter we will explain about the instrument.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

62

CHAPTER 4

DATA COLLECTION INSTRUMENTS

When carrying out an study, it is necessary to use some tools that allow researchers to find, gather and collect the information needed in order to achieve the goals of the study, there must be a relation between the study objective and the instruments used to collect the information because those instruments are meant to help to answer the research question.

After stating our specific objectives we decided that the instruments that best fit with our study are: video and voice recordings of the pedagogical intervention in which we will implement some listening and speaking activities to the participants, as a second instrument we got classes observations and a format to write findings.

Observations

Observation as a research technique is defined by (Marshall and Rossman, 2005, P. 79) as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study". As stated by Rossman (1989, P. 81) observing what is happening in a classroom involves active looking, writing detailed field notes, being patient. Being an observer does not mean taking the place of an evaluator of teachers' performance and reporting it; but instead and observer notes patterns, behaviors and writes them down to then analyze and make some conclusions.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

63

There are different observation strategies, such as taking the role of an active student and participating during the class. The second role is being 'teachers' helper' where the observer moves around the classroom, and the one that we consider to be the be most appropriate in this study is called 'piece of furniture' in which the observer sits down and becomes like a chair or a desk; that is the observer does not take place in the activities going on even if students approach him/her the observer is not expected to answer. In short this role is about not interfering in the processes, because it could alter the conditions and what happens in the educational setting, and it could also affect the quality of the information gathered.

The classes observations, that would be approximately 4 classes of the immersion program in the school will allow us to understand immersion's content and planning, in order to associate it with the theoretical framework, the theories that we base on, and perspectives in terms of determining if the conditions of the immersion program influences in learners' English level, and is there is any differences in the listening and speaking performance.

The observations need to be supported as evidences in any type of format, for that reason, field notes format used in this research is designed with the purpose of getting all details of what happens in the class, bearing in mind that those details take us closer to the objective of the study; accordingly, it includes sections with the stages of a class such as: presentation, pre-skill, while skill, post skill and closing, it also has two columns; one of them is call 'Entries/ details' and in here we will write exactly what happens, including examples of students performance and speech, the final section

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

64

which is called 'Comments' is to try to explain students' reactions, participation and behaviors during the class; all this oriented to answer our research questions.

The format to be used is enclosed below.(see annex 4).

Field notes

	Topic: Date:
Entries	**Comments**

Video Recordings

Video recordings can give a better and more detailed view of what is taking place in the chosen setting, while voice recordings are used to capture learners' talk and it is very useful in cases where videos were recorded but the audio is not good or enough. Thus those recordings complement each other and allow the researcher to get greater information and evidences. The voice and video recordings complement each other works as following: The video serves to provide context and the audio provides the opportunity to give a clear meaning in students' talk supporting it with the actions before and after the speaking production.

One of the advantages of video and voice recordings is that it facilitates to complement the information gathered by classes observations because it happens that

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

65

when the observer is writing field notes some kind of distractions may occurs she might miss some details while writing, therefore by watching and listening the recordings the researcher can get a clearer view of what happened; as expressed by (Smith , 1981) who stated that 'the use of mechanical recording devices usually gives greater flexibility than observations done by hand'.

The recordings will help us to have evidences of this research, and at the same time those evidence allow us to analyze the data after the pedagogical intervention of some activities of listening and speaking that guide our process of identifying the participants' differences in these competences.

We will need to develop the pedagogical intervention, hence we will interpret and draw conclusions of these activities through the video recording, capturing all the participants and non-participant of the immersion program in the speaking and listening performance differences.

The speaking observation format to be used was designed taking into account that we need to focus on two different groups of students; therefore it has one column for each group of students where we can write down the patterns noticed, including examples of students' speech, figures and percentages. Moreover different categories were established and each one has some specific items to observe, within those categories we can find: Linguistic/ vocal factors, external factors, psychological Factors.

Likewise; the listening observation format has one specific column to focus on each group of students; the aspects to observe were not divided into categories since those are very specific and clear. At the end of the format, there is a section called: Conclusion of both groups of students to write deductions regarding some aspects.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

66

Attached are the formats dealing with the speaking and listening activities that were carried out during this study, all those formats are already filled with the information gathered by implementing the activities and recording them.

Speaking Observation Format (see annex 5)

Aspect to observe	Participants of the immersion	Non participant of the immersion
Linguistic/ vocal factors		
Fluency the ability to speak easily and smoothly		
Tone/intonation/stress A modulation of the voice expressing a particular feeling or mood The rise and fall of the voice in speaking Particular emphasis or importance		
Pronunciation		.
Pauses/ hesitations		
Accuracy		
External factors		
Vocal clarity		
Eye contact		
Body language		

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

67

Psychological Factors		
Confidence		
Anxiety		
Interaction		

Listening Observation Format

Aspect to observe	Participants of the immersion(7)	Non participant of the immersion (7)
Reactions/actions/performance to the input		
Attending/focus/ participation		
Accuracy		
Speed level of answering		
Awareness of sound		
Understanding/ comprehension/ interpretation		
CONCLUSIONS OF BOTH SKILLS		
How they perceive the input		
intake(input that the learner notice)		
Level of comprehension/ understanding		
Noticing errors/testing their production/expecting feedback		

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

68

Predictions, guess an unknown words		

.

In this chapter we have presented the instruments to be used in order to collect the information needed to achieve the aim of this project, we also attached the formats corresponding to the three listening and speaking activities which already contain the data gathered. In the next chapter an analysis of the data obtained is to be done, each skill is going to have some categories and according to those categories we are going to classify the information to find out similarities and differences in students listening and speaking performance.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

69

CHAPTER 5

DATA ANALYSIS

This chapter discusses the results of the pedagogical intervention in which the participants of this study took part of some of listening and speaking activities that allows measuring their performances in relation to those skills. After analyzing its findings we have selected three categories: listening performance in participants' non-participants of an immersion, speaking performance in participants' non-participants of an immersion and physiological factors that influence listening and speaking performance. This research´s classification was made taking into account the findings in the formats used in the pedagogical intervention; we organized these results highlighting the remarkable differences and those results were compiled. These categories represent the purpose of this study; the speaking and listening performances differences between participants and non-participants of the immersion program. Finally, based on these results; the categories determined their main similarities and differences in performance which allows reaching the objective of this research.

In this chapter, participants of the immersion are under the name of group 'A' and non-participants are going to be addressed as group 'B'.

Listening and speaking performance differences in participants and non-participants of an
immersion classroom in a public school in Bogotá

70

SPEAKING PERFORMANCE IN PARTICIPANTS AND NON-PARTICIPANTS OF AN IMMERSION PROGRAM

In this study, speaking is defined as students' ability to express themselves orally, fluently, and appropriately in a given context, using the vocabulary taught and with correct pronunciation, therefore the participants are required to show mastery of some sub- competences when speaking; those sub-categories include: fluency features and accuracy features.

The results of this category have revealed a significant difference in the oral competence, showing that participants of group B have reached a better performance in terms of fluency and accuracy, but when it comes to interaction and group work all participants of the study achieved an efficient communicative level, those findings were concluded based on the subcategories which will be explained below in details.

Fluency Feature

First of all, we determine the concept of fluency in this research; according to Oxford University Press (2015) it is taken as The ability to speak or write a particular foreign language easily and accurately.

In the first activity of the pedagogical intervention (See annex 2) (Students rising a picture as the object is mentioned and expressing their like); group B achieved fluency when saying short sentences and group A also could say short structures.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

71

While doing the second activity (Following and saying commands), we noticed that both groups could say short commands; the most repetitive ones were: jump, sit down and clap, therefore both groups had the same performance; saying short commands showing fluency.

Something that both groups had in common is that when asked to say different commands from the ones already mentioned, they did not, in this aspect they did not memorize or interiorize all the vocabulary. In the final activity (see Annex 3) (Students had to give commands of a song plus playing the role of a Halloween character), we can affirm that 3 students from group A as well as 4 students from group B reached fluency, we noticed this by observing the videos and analyzing observation formats.

The last factor is interaction, taking it as (Brown, 1994, P. 165) says *''Interaction is the collaborative exchange of thought and ideas between two or more people, resulting in a reciprocal effect on each other''* we have selected this aspect because in the third activity there was a relevant finding, all participants worked cooperatively constructing their interlanguage and both groups managed to keep a short conversation, to comprehend each other and to respond accurately in most of the cases. In this factor there was a balance of performance in both groups referring to their speaking performances, perhaps the routines as (Richards, 1983) explains in his theory of listening and speaking, have contributed to master this ability through the time and practice.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

72

Accuracy features

Accuracy is defined by Oxford University Press (2015) as the quality or state of being correct or precise. Watching the videos and reading the observation formats we found that during the second activity, members of group A were omitting one word in the command: clap your hands, so these students were saying: "clap hands", this factor was not repeated by group B, however, these participants joined a two-word command into a single word, e.g.: *"spinron".(see annex 5)*

Regarding pronunciation as was observed in the videos and evidenced in the three observation formats, a factor to be considered as influence accuracy, most members of both groups struggled with the pronunciation of one particular word: in the case of group A, they were pronouncing 'around' as *"aroun"* and without making emphasis on the 'd'. In contrast, group B were mispronouncing the word 'clap', the 'cl' was hard to say, and in the final activity, both groups of students were saying 'I' as the vowel sound in Spanish, the word 'witch' was also difficult to pronounce so they said it as 'wis'. There were also independent mistakes from each group. In this final activity, group A were pronouncing 'ghost' as "goos", omitting the 'st' ending and instead having a longer 'o', and on the other hand non-participants said 'vampire' as it is written.(see annex 5).

This subcategory of being accurate, is linked to Swain's hypothesis; learners definitively expect feedback in all the three activities, it happened when they noticed. They felt that sometimes their pronunciation was not correct and they asked even in Spanish if they were right in their answers, and some members of both groups of

Listening and speaking performance differences in participants and non-participants of an
immersion classroom in a public school in Bogotá

73

participants checked their understanding based on their classmates' responses, consequently the metalinguistic atmosphere is seen as Swain explains in how learners work in a cooperatively form.

Another phenomenon of this subcategory is expecting feedback as it was mentioned in the above paragraph, it is more frequent in group B, perhaps they need to make sure if they are right, it is relevant for them in their learning process, therefore it is not an individual work.

In contrast, group A did not expect feedback, and this may be thanks to the way they are given feedback in the immersion classes

LISTENING PERFORMANCE IN PARTICIPANTS AND NON-PARTICIPANTS OF AN IMMERSION

We assume that listening requires the intake of the meanings of words and sentences by the brain; it leads to the understanding of ideas and the speech that is being told by the speaker. This skill also requires attention and concentration which is the focus of the listener thoughts upon the speech given; it involves processes of comprehension and understanding, therefore it includes some the sub-categories, such as: input-reactions, attending-participation and intake. We focused on how students' respond to the input and how they perform after listening in English.

As anticipated conclusion we can say that in the three activities of the pedagogical intervention Krashen´s theory (1981) about learning and acquisition was reflected because we could observe how not all the input becomes intake, nevertheless

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

74

this process is facilitated when the vocabulary is simpler, more frequent and when the pronunciation is slower.

In general both groups reached the learning objectives, that were determined for each activity of the pedagogical intervention, and made meaningful progress through the activities, this highlights the performance of members of group A , referring to the number of correct answers in a short period of time.

Input-Reactions

In the first activity, both groups reacted and they raised the flashcards after listening the names of the objects in the cards, as is evidenced in format 1, that activity was somehow facilitated by the similarities of some words with its names in Spanish (car, banana; see annex 2) and, also because it is was vocabulary previously learnt in English classes; hence, the conclusion for this part is that for both groups, they were able to internalize without noticing a notable difference in listening.

In the second activity, regarding the video number two, some member of group B immediately translated the word into Spanish and we noticed that members of both groups repeated the word while they were doing the action, this means that all participants were trying to comprehend and memorize the meaning of the words or they react by their partner´s actions; nonetheless this phenomenon is observed more frequently by group B, therefore we can deduce that group A are trained to listen in English and perform some actions, so definitively we want to emphasis that for group A this task was performed easier than group B.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

75

During the third activity group A performance well by representing the actions, that situation was learning new vocabulary, and beyond emitting a response. They associated the actions with its meaning and reacted to the input in a 'right way', so definitely the routines work because they were repetitive and students interiorize those processes. As anticipated conclusion we can say that participants and non-participants acquired listening skills in terms of performing the right actions after listening to them. However some members of group A reach it first than other group. We noticed some progress for both groups; especially it is remarkable for members of group B who have improved their performance in relation to the previous activities.

Attending and Participation

In general terms the participation was active by all learners, in the three activities we could get their attention and they focused in the words, phrases, sentences and question even the new ones, thus, it was shown that participants and non-participants (A and B) of the immersion program have similarities in the way that they were paying attention to the input showing they were prepared to learn English. This based on Krashen's input hypotheses (1983-1985). If the learner is not ready to get the input given, this input would not become meaningful for the learning process. One example of this is the learning motivation, if the activity is not catching and enjoyable students decrease their level of motivation and as a result their participation and performance is affected.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

76

To measure their attention and participation we took into account their speed level of answering; we consider that in the three activities the scale of answering in terms of time present a variation. Members of group A took between 7-8 seconds to think about their answers before telling them, in contrast, students in group B responded quicker (in a degree of 3-5 seconds as average of the three videos) but their answers were not always right, they were enthusiastic to participate instead of being accurate.

Intake

Referring to intake as the process of retaining vocabulary and language patterns or how the language is internalized, we could notice that some vocabulary was stored in participant's mind and it was a balance among learners who participate in the immersion classes and who do not, both groups of participants, A and B, were familiarized with the meanings and the sounds of some previous vocabulary taught, and also when they connected the previous one with the new one, the results were equal in terms of learning through the activities proposed.

Both groups associated what they have learnt and activated their previous knowledge to receive the input and to produce in the foreign language, to give some examples; when they expressed their own preferences in the first activity , they tend to use the words that they knew how to pronounce correctly instead of using those words which they unknown how to pronounce, in the second activity one member of group B led all members by giving the commands that he interiorized, and in the last activity the

Listening and speaking performance differences in participants and non-participants of an
immersion classroom in a public school in Bogotá

77

drillings tasks, both groups of participants reached the learning objective (new vocabulary and structure).

PSYCHOLOGICAL FEATURES THAT INFLUENCE LISTENING AND SPEAKING PERFORMANCE

In this study, the psychological features play an important role because as qualitative study it provides information about the 'human side of an issue' and taking into account that participants are kids; therefore they tend to be more affected by external factors as anxiety and their level of self-confidence; such factors could prevent students to orally produce or decrease their participation and regarding listening it could inhibit the input to be understood; it refers to the listening process that differs from hearing because listening involves comprehension and understanding.

There are other factors as body language and eye contact that let us know what the student is feeling and how these factors influence their learning processes, that would be the based on Krashen's' Affective filter theory (1985). No doubt that personality plays a role in confidence as (Brown, 1994, P. 62) considers *''Learners belief that they are indeed fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task''* and as we could observe, most members of group B are very extrovert, they can express themselves better, no matter if they are accurate or not they still feel confident, and this does not happen with some members of group A.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

78

Another important psychological factor is Anxiety because it could restrict students to participate even if they know the right answers; a similar situation happened in listening because some students were anxious and their high level of anxiety affected negatively in their attention, as was noticed with more frequently in group B.

In this factor some members of group A seemed to be nervous and B were also nervous and anxious to participate and take part in the activities. Again personality played an important role; it interferes in students' performance, for that reason, the results show that group B could control their anxiety better than group A did.

The third psychological aspect to observe was the eye contact, because we found in the second observation format an important evidence in Group B, some of them did not keep the eye contact, when they mixed the words (Spin around = spinron) hence, this situation can be taken as they noticed their mistake in their production and expected feedback; that is connected to (Merrill Swain, 1985).Output Hypotheses Noticing errors hypothesis because they failed to maintaining eye contact. This is seen as if they realized that something was wrong in their pronunciation, so they were testing their productions.

Throughout this category, we have seen that listening and speaking skills do not only regard the ability of orally producing and listening comprehensible, but those language skills are affected by external factors such as, behaviors, opinions, emotions and relationship of individuals.

Chapter five presented the categories and sub categories that were selected based on the data analysis results, the next chapter will discuss conclusions, recommendations and implications of this study.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

79

CHAPTER 6

CONCLUSIONS

Relevant findings

This study was carried out in order to analyze the listening and speaking performances between participants and non-participants of an immersion program in a public school in Bogota. Through a pedagogical intervention, an analysis was made and thus, students' variations in oral production and listening skills were identified and reflected. An advantage of this research must be highlighted: the pedagogical intervention was designed based on the theories referenced in the theoretical framework and we also took into account the process of the English classes; this helped to reach the objectives of the study and we also had enough time to get to know the participants and therefore, recognize their strength and weaknesses throughout their learning processes. After presenting the relevant finding, this chapter presents some recommendations intending to improve the development of listening and speaking skills and finally the chapter concludes mentioning the pedagogical implications of this study and further research.

The study sought to answer this question: What are the listening and speaking performance differences in participants and non-participants of an immersion program in a public school?, and as results, we found that participants of the immersion program started to acquire the listening skill, and it is because they were more exposed to the

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

80

target language and listening in English, therefore we can conclude that the immersion classes have improved the development of listening performances in the participants of the program because it became a kind routine for them; we consider it as one of the Immersion Education strengths.

The majority of the foreign language input is provided by the teacher in a language immersion classroom and it is considered as natural because of the daily situations that might happen in a class. Many expressions such as commands are repetitive and students become familiarized with their sounds, pronunciation and simple structures, for those reasons participants of the immersion program show an important difference compared with non-participants of the program, this due to their frequent exposure to the input in the target language,

It was also observed that during the activities of the pedagogical intervention participants of the immersion took longer to answer and react to the input given but in most of the cases those answers were accurate. In contrast the non-participant students took fewer seconds before participating or emitting an answer because they were interested in participating rather that in being accurate, this fact confirms the acquisition process that participants of the immersion are having, because at the end of the activities they focused on accuracy.

The group of non-participants of the immersion presented a higher level of participation hence, they took few seconds to participate and give answers. In two of the total number of activities, students had to listen and perform an action (TPR).

During the activities of the pedagogical intervention students seemed to be enthusiastic and stimulated to participate, therefore, they have disposal to learn; we

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

81

observed that students were motivated during their learning process and definitely we consider that Krashen filter hypothesis is an important theory to take into account in the development of English skills.

Non-participants of the immersion had a high level of participation and their TPR performance was correct when performing a command that was repetitive and that already was stored in their mind, that allows us to see that students were using the top down strategy since they used the contents already taught to react to the listening input given, however, when following commands that include new vocabulary students accuracy decreased, therefore there is a lack of use of bottom up strategy, which could be taken as the need to practice more the topics until those are stored.

Now referring to speaking skills, it was noticed some differences in both groups, in this case it is in favor of non-participants of the program who had significance and important progress or advancement in the language learning; the main point is that it was connected through doing the activities of the pedagogical intervention.

We will mention the lack of the curriculum for the immersion classes, nonetheless it is relevant to start explaining why participants of the immersion program did not have significant differences in speaking, this fact is crucial because the program should guarantee a large number of speaking activities, and even more considering that the participants are children and one of the perks of the implementation of early immersion programs is that it starts from low grades and it would be ideal to have a higher exposure to the target language and thus to take advantages of children cognitive system for learning a language in the early childhood: it is based on Chomsky's' view, children are consider to be in a critical period, this theory is called Child language

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

82

acquisition theory (1972), children are supposed to better acquire a language, that is, the younger the learner is the better outcomes are going to be obtained.

In the speaking activities delivered in the immersion program, teacher and participants of the program did not establish rules to use the foreign language as much as possible, we noticed it in the observations that in the majority of the cases learners answered in Spanish and they did not receive feedback about how to express their responses in English.

In contrast, in the group of non-participants of the immersion remitting to the general average, they made more mistakes while they were speaking. Nevertheless their participation was more active and as result, they developed the awareness by expecting feedback from the teacher and from their peers, (Swain theory about metalinguistic aware by working cooperatively). It was possible because they had plenty of opportunities in the activities to experiment their interlanguage, (Merrill Swain, 1985) defines it as the '"process of negotiating meaning, learners will indeed modify their output in response to conversational moves as clarification request or confirmation checks" consequently it proves that peer support can clarify conceptual understanding and thus encouraging communication; finally we could observe and determine that maximizing the chances for foreign language practice in the classroom potentiate their level of proficiency in the language, hence these participants could reach fluency in the target language.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

83

IMPLICATIONS AND RECOMMENDATIONS

In this chapter, we would like to present some recommendations to the school where the immersion is implemented and the language immersion program itself, those recommendations are made with the objective of fostering and improving the acquisition of the target language in students and after presenting some suggestions, we expose the pedagogical implications of this research.

Pedagogical Implications

In order to answer the research question of this study, we described the features and characteristics of the immersion program and we noticed that it has some differences in regard with the characteristics of a prototypical language immersion. This discern could lead to the variation of the programs' result and influences in students' language performance, therefore, the pedagogical implication of this study is the clarification of what an immersion program is and its characteristics.

'*Secretary of Educacion*' could be either using the wrong name to refer to their project or implement a program which does not fit with an immersion program. And this is reflected in its results because after being under an immersion program its participants did not show a high speaking performance.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

84

Recommendations

The findings and results of this project allowed us to identify some features that could improve the results of the immersion program and hence to obtain a higher level of proficiency in the target language from the learners and after doing the pedagogical intervention we would like to contribute to the constant improvement of this language program and hence we will make some recommendations to it.

For doing so, it is necessary to grapple to the theoretical references to explain why immersion programs have a prototypical set of features to follow, because it is the basis where the differences between participants have emerged. In the next paragraphs will be discussed these features and how these ones influenced the results of the participants performances.

First of all the English Immersion offered by the *'Secretaria de Educacion'* is an attempt to reach bilingualism in students from public schools, nevertheless, the organization and structure of those immersions does not accomplish the characteristic established by (Lambert, 1975), in which is stated that students would learn the L2 taking it as a medium of instruction instead of being taught the language itself, and thus, the curriculum contents would be adequately covered while maintaining the L1, which should represent at least 50% the instruction of the content subjects for a partial immersion. It leads us to conclude that the rate of exposure to the target language in La Palestina School was not enough to develop listening and speaking skill in all the participants.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

85

In order to have a higher exposure to the target language, it is suggested to design and implement extracurricular activities which allow students to practice and use the contents of the English curriculum and Immersion curriculum and thus seize the critical period in which students are in. Good examples of activities to be implemented are cultural activities; those are meaningful because they involve English oral production and at the same time students are gaining cultural knowledge.

We must clarify that we are not evaluating the program, however we need to take into account the conditions of the program and its influences in students performances; because according to (Swain and Johnson, 1997) Canadian immersion are successful because of L2 is the medium of instruction, and this instruction is seen as the rule rather than the exception but in Palestina school learners just have two hours of English subject per week and the immersion is considered to be an extracurricular project which takes place once per week during one hour, so certainly these number of hours is not sufficient to develop a high level of English proficiency. In this case, what the school could do is to start using English as the medium of instruction of other subjects that is content based instruction. While carrying out our study, we noticed that TPR activities could be implemented in physical education because students seem to respond to them, and it becomes meaningful for students since they are not just enjoying but also learning.

Based on the observations, another feature that this immersion program must take into account is that learners are developing a variety of skills, and those are not just about language but also literacy skills and other competences, and to contribute to the development of these abilities, some strategies demand planning before teaching

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

86

the classes. We know that the program started without setting up a manual of activities and procedures to follow in terms of learning objectives; therefore we noticed that the classes did not focus in the objective to develop literacy skills themselves, but just learning English.

As we stated before, developing skills is a matter that goes beyond teaching the target language. (Cummis, J, 1981, P 29) explains that English instruction develops some linguistic skills, but it is not just about developing these, it is also developing a deeper conceptual and linguistic proficiency that contributes significantly to their learning and cognitive process. Based on this, our suggestion is to contribute to the acquisition of non-linguistic abilities; an example of this is teaching how to listen and then, to involve linguistic component into the listening skill and as outcome the learner will be able to understand in English.

Another subject of discussion regards to the difference between learning and acquiring a language. Due to the characteristics of a language immersion program students are meant to acquire the language rather than learning it. One of the factors that prevent acquisition is the little use of the target language in ones' daily life, and that is a factor that we found as likely to happen.

The immersion program is not responsible for this situation but instead it is the Colombian context which does not allow to have a frequent contact with the target language, just to give an example: What would be the importance of learning how to introduce oneself if the person is not going to use that in the real life, and Colombia is not a country that possibilities that natural communication, however our recommendation to this issue, is to give more learning support in English, that is, that

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

87

the school work in a cooperative way with the immersion program in order to improve learners' levels in the languages.

We also consider that the immersion needs some improvements regarding the organization of the activities implemented during it and its respective procedures, by doing this, the program will have a better influence in participants' language skills, either working an individual skill or integrating them.

Therefore, we will presented some suggested activities that serve as a tool in order to develop English skills, emphasizing on speaking, because it was observed that first graders were struggling in the development of this English skill . To suggest the activities, we call upon (Lavan C, 2001), in her article: The problem of L1 vs. L2 in the immersion classroom, it presents some useful activities for early immersion programs, where participants develop listening and speaking as integrated skills they are:

Use group activities: Pair work, peer to peer, dialogue, cooperative learning. This kind of activities foster interaction and involves listening understanding process, and those activities put students in a relaxed mood because they already know each other.

Develop an activity centered classroom: Teachers suggest a topic, learners choose the area of the topic´s interest, and at the end they present in the form they choose, it improves their fluency and comprehension. Besides this, students are working in something they like rather than something that is 'imposed' by the teacher.

Plan for creative expressions in the foreign language such as: songs including grammar, vernacular use, culture, and other examples are: dance, puppet play, and linguistic games like bingo o jeopardy, short dialogues which incorporate

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

88

learning objectives, presentations and performing, using pictures as a tool, making dictionaries which include terms that students would like to learn and elaborating a list of synonyms to avoid repetition.

The list of the activities mentioned above were selected taking into account some characteristics of the participants such as: their ages taken as an advantage as Chomsky theory explains below, also their interests, background, learning process; (Richards, 2008) and (Brown, 1994) theories referring to develop listening and speaking and some type of tasks mentioned in chapter 2; the idea with those activities is to promote more oral productions in the classes, to increase the ability of listening and to construct meaning while interacting with their peers and to involve academic and non-academic vocabulary connected with their use in a real context

Further Research

This project was intent to analyze listening and speaking performance differences in participants and non-participants of the immersion program implemented by '*Secretaria de Educación'* and the participants of this study were first graders. Further work includes the analysis of writing and reading skills in participants and non-participants of an immersion, the suggestion of possible activities that contribute to the development of English skills in an immersion.

The present research also serves as a diagnostic of the language immersion, in here, we reflected some of its features and how it works, and we have also presented its influence in students listening and speaking performance, from this further research

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

89

can also include the evaluation or assessment of this immersion implemented in La Palestina school.

Another possible research starting from our study, is to analyze the listening and speaking performance of participants and non-participants of a language immersion implemented in another public school and then to compare it with our findings in order to see if there is a variation in students' performance and to define if there are external factors influencing the immersion, such as the teachers, and their teaching techniques.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

90

BIBLIOGRAPHY

Brown, D. (1994). *Teaching by principles: An interactive approach to language pedagogy.* (Second ed.). Ed. Longman.

Chomsky. (2001). *Noam Chomsky*, 2nd ed. Retrieved from internet. Retrieved 02 17, 2015, from http://www.chomsky.info/bios/2001----02.htm

Courcy, M. (2002). *Learners´ experiences of immersion education.* Great Britain.

Cummis, J. (1981). *Immersion Education for the Millennium. What we have learnt form 30 years on Research on second language immersion.* Canada: University of Toronto.

Elaine M. Day and Stan Shapson . ((1998)). *A comparison study of early and late French immersion programs in British Columbia .*

Fortune & Tedick. (2003). *foreign language immersion program: features and trend over thirty five years.* Washington.: Center of applied linguistic.

Genesee, F. (1978). *Is there an optimal age for starting second language instruction?* Montreal, Canada: Mc Gill University.

Genesee, F. (2007). *Top ten most consistent findings from research from foreign language immersion.* (Vol. 10). Montreal, Canada: Mc Gill.

Genesee, F. (1985). *Second language learning through immersion.* (Vol. Vol. 55 No. 4). University of Hawaii.: Review of Educational Research.

IED, Agenda escolar Colegio la Palestina P.5. (2013). Agenda escolar Colegio la Palestina IED. Bogotá, DC.

Isabel Tejada Sanchez. (2014). EFL writing acquisition and intensive exposure in early immersion programs in Colombia. *TESI DOCTORAL EN COTUTELA 2014.* Colombia.

Kevin Clark. (2009). SEI The case for structured English immersion. Supporting English language learners. *Education leadership., 66* (7).

Krashen, S. . (1985). *The input hypothesis: issues and implications .* U.K.: Longman group .

Lambert. (1975). *Immersion Education international perspectives.*

Lavan C. (2001). Help! They´re using too much English! The problem of L1 vs L2 in the immersion classroom. *The Bridge from Research to Practice.*

Lopez, Maria Elvira. (2011). Putting Music and TPR Activities Together to Help First Grade Students Retain Vocabulary and Develop Oral Production. Bogota, Cundinamarca, Colombia: Institución Universitaria Colombo Americana.

Marshall and Rossman. (2005). *Participant Observation as a Data Collection Method Observations.* (Vol. 6).

Merrill Swain. (1985). In M. Swain, *The output hypothesis and beyond: mediating acquisition through collaborative dialogue.* (p. 117). Toronto: University of Toronto.

N Mack, C Woodsong & M.MacQueen. ((2011)). *Qualitatitve Research method.* Ed famly health international.

Richards, J. (2008). *Teaching listening and speaking: from theory to practice. .* New York: Cambridge University.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 129–159.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

91

Smith . (1981). *Using video in Research. .* Scottish council for Education .

Stein, M. (1999). Developing oral proficiency in the immersion classroom. *The Bridge from Research to Practice.*

Swain and Johnson. (1997). *Immersion Education international perspectives.* U.K: Cambridge University.

Swain and Lampkin. (1998). *Problems in output and the cognitive processes they generate: A step toward a second language learning.* (Vol. 16 No 3). U.K: Oxford University.

Wesche, B. (n.d.). *Early French immersion: How has the original Canadian model stood the test of time?*

Williams, T. (2014). Immersion Education. Practices, policies and possibilities. *Bilingual Education and Bilingualism.*

Yin, R.K. ((2003)). *Case study research: Design and methods .* Thousand Oaks, (3rd ed.). .

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

92

ANNEX 1

CONSENT FORMS

Bogotá, Octubre de 2014

Queridos Padres de Familia
Colegio La Palestina

Nombre del estudiante

Iván Felipe Sanchez Romero

Los saludo cordialmente informando que en el curso primero 101, al que pertenecen su hijo se realizará dos intervenciones pedagógicas durante el próximo mes, (actividades en inglés) las cuales hacen parte del proyecto de tesis de Laura XImena Arias y Luisa Fernanda Romero docentes Practicantes del área de Inglés de la universidad Minuto de Dios.La primera docente en mención es quien realiza actualmente su práctica dictando las clases de este idioma a los estudiantes de Primero. Esta intervención pedagógica consiste en la realización de una serie de actividades, todas relacionadas con el idioma Inglés, en específico del desarrollo de habilidades de habla (speaking) y escucha (listening) en el idioma.

Para llevarlas a cabo es necesario recolectar evidencias, es decir que se requiere tomar fotos a los estudiantes durante la clase y a sus trabajos realizados en ella, además de grabarlos tanto a ellos como a las profesoras mientras que realizan dichas actividades durante la clase de Inglés en la Palestina.

Mediante esta carta queremos contar con su autorización para que sus hijos sean partícipes de las actividades para el desarrollo de las competencias de habla y escucha en Inglés y en la recolección de evidencias de dicho trabajo. Estas actividades no son obligatorias pero agradeceríamos que pudiésemos contar con la participación de los estudiantes para contribuir al proyecto y así medir las competencias antes mencionadas de los estudiantes en el idioma.

Cordialmente,   Autorizo

Laura Ximena Arias   Si ☒   No ☐
Luisa Fernanda Romero
Docentes de Inglés Universidad Minuto de Dios

Firma Padres y documento de identidad: (Firma si autoriza) *Eliana Romero B.*
CC 63 367 850

cc 79614917

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

93

Arias Ardila, Laura Ximena & Romero Romero, Luisa Fernanda
Bachelor Program of English Language Teaching
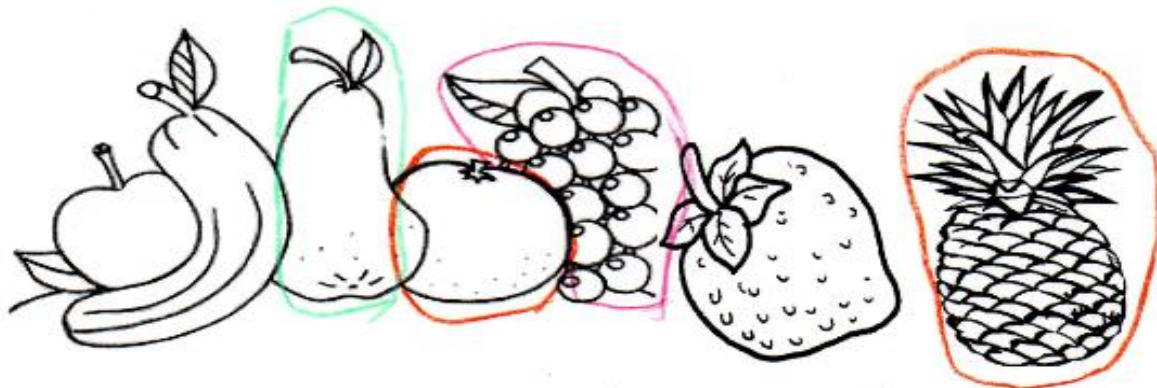
ANNEX 2

WORKSHEET ACTIVITY 1

Nicolas

☺Let's have fun!☺

1. Circle the family members that you listened in the story No 1

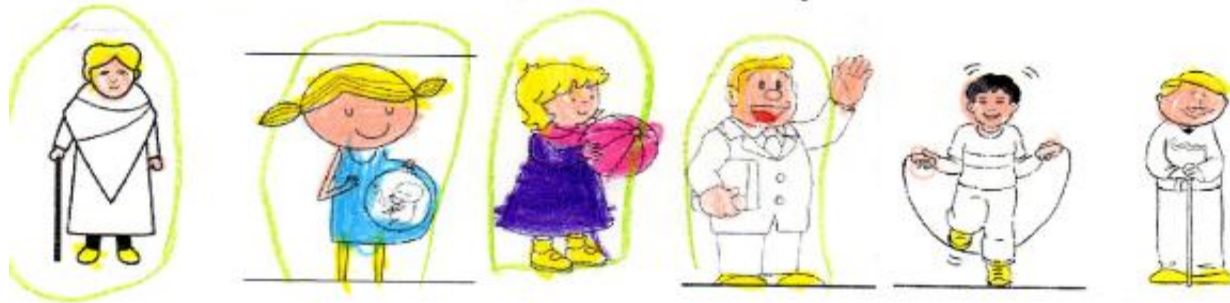2. Color the fruits that you listened in the story No 2

3. Draw the family member that you listened in the story No 3

HAPPY   SAD AND SICK   SURPRISED

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

94

Isabella Bodriaves

☺Let's have fun!☺

1. Circle the family members that you listened in the story No 1

2. Color the fruits that you listened in the story No 2

3. Draw the family member that you listened in the story No 3

HAPPY

SAD AND SICK

SURPRISED

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

95

ANNEX 3

WORKSHEET ACTIVITY 3

NAME: _Camila_   HALLOWEEN

1. Make a circle and coloring only of the Halloween characters that you listened

2. Listen and complete: FLY   SMILE   HOP   WALK

Walk ___ like a ghost
Fly ___ like a witch
Hop ___ like a black cat
smile ___ like a pumpkin
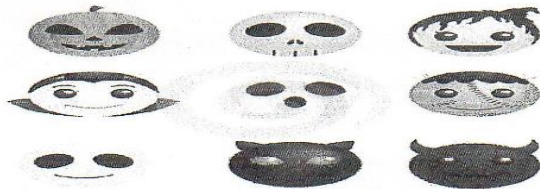
NAME: _Eliza_   HALLOWEEN

1. Make a circle and coloring only of the Halloween characters that you listened

2. Listen and complete: FLY   SMILE   HOP   WALK

Yalk ___ like a ghost
Fly ___ like a witch
Hoy ___ like a black cat
Smile ___ like a pumpkin

Listening and speaking performance differences in participants and non-participants of an
immersion classroom in a public school in Bogotá

96
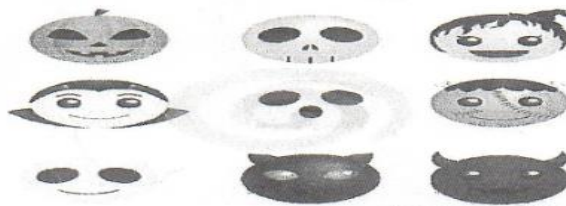
ANNEX 4

FIELD NOTES

FIELD NOTE #1

	Topic: Body Parts **Date:** October 14th 2014 8:30- 9:30

ENTRIES	COMMENTS
1 There are some posters on the classroom regarding to: days of the week, month, date, and weather, so when students came into the classroom the assistant asked questions like: *What day is today? How is the weather like?* Students did not answer this questions by themselves but they were helped by the assistant, and when telling the answers we noticed that there was not drilling for clarification of the accurate pronunciation*.*	1 If one student pronounced 'Thursday' as 'sorday' the assistant said the right pronunciation but she did not made individual or choral repetition for accuracy therefore they did not orally produce those words.
To introduce the topic, he Foreign assistant draw a human body silhouette on the board and pointed the some body parts. After identifying the name of body parts; the assistant told those names in English and made a choral drilling to check their pronunciation.	Students were telling the name of the body part in Spanish while she was pointing it. E.g While pointing at the nose, students said *'Nariz'*
2. This drilling was followed by the song *'Head, shoulders, knees and toes'',* sang by the assistant. For this, students had to stand up and organize in a line as she decided. At first, students did not sing it but they imitated the assistant movements (Touching the body part as it is mentioned in the song). She changed the rhythm of song: going from slow to fast and it encouraged students'	2. After repeating this exercise for many times, some students tried to sing. Students were motivated because when they changed the rhythm of the song they enjoyed it (smiles and laughs) however we consider that the enjoyment of a class should be accompanied by a meaningful evidence

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

97

motivation to play and have fun rather than learn how to pronounce correctly.	of learning
3. There was a second song which is called 'Hockey pokey', the foreign assistant started singing it and performing it slowly, so, she said one phrase, paused and waited for students reaction and repetition but in this case students could not pronounce the complete sentence, and even the movements were complicated for them. When the assistant noticed that students were confused she got close to one of them and helped him by catching him by his arm and moving it as the song says (You put your right hand in = The assistant moving the students hand to the front as the song indicates)	3. Students found this song as difficult to understand and perform, this due to the lack of explanation of new body parts, e.g in the previous song students learnt toe as 'pie' and then in this song when pointing it out they refer to it as foot so students got confused with the meaning of those terms The assistant should make sure that students farewell in English, since it is something from the daily life and the structure is very short as: 'bye', but in here we observe that some students used L1.
4. The coordinator of the immersion program came to pick up the students and take them back to their classroom, the foreign said *'Good-bye'* and some students replied in Spanish *'chao '* while some others said *'bye'*	**Extra Comment** In this class, the apparent goal was to teach vocabulary regarding to body parts, but there was not an evident use for that vocabulary, that is, students did not use that vocabulary with a specific structure or to express something specific. The possible structures that could be used with body parts is: *This is my head or it is my shoulder.* The use of L1 was limited, in this first class, the assistant restricted the use of Spanish just to call students attention in terms of discipline, e.g.' *Hey!, no correr.*

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

98

FIELD NOTE #2

	Topic: Food and song practice **Date:** October 21th 2014 8:30- 9:30

ENTRIES	COMMENTS
In this class, the foreign assistant made the same activity of describing the weather, and telling what day was it. After this, the assistant introduced vocabulary regarding to food, some of the words included: pizza, grapes, apple, and cookies. To introduce this vocabulary, she used flashcards of the vocabulary: she told the words and did choral repetition twice, once that was done, she showed the pictures again and she asked: ''*Do you like cookies?''*, she accompanied that question with a gesture and the hand movements (thumbs up and down). Students answered to those questions by saying: *yes* or *no,* instead of using like and do not like*.* The assistant used the smart table to explain a game which consisted on finding pairs: the image with the word, the first time they played all together and lately she called one single student to have one opportunity to find the pairs. Each student had the opportunity to go in front of the smart table and try to find a pair, while doing it, students did not mention the name of the food but just touched the screen and If they found the pair they screamed. In the time left, students practiced one song	As in the previous class, all students were not asked to say the vocabulary, so they were not foster to use the target language. Using a grammatical structure to include the vocabulary was good because students were more motivated to participate and share their likes and dislikes regarding to food and it also gives students an idea of how to integrate that vocabulary within a structure, however, we consider that before asking the question more drilling repetition was needed in order to make sure that students could pronounce the words accurately. When doing this kind of activities, it is preferable to have as rule to say/read the vocabulary, so it is more interesting for students to practice pronunciation and they would feel it as a game not an obligation.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

99

that was going to be sang during a cultural activity by all grades.

The song was 'We are the world' by Michael Jackson, to start singing it, she wrote the chorus on the board and she replaced some words with its draws, and in a corner she wrote the words corresponding to the images.

This is an example of what she had in the board.

We are the we are the

The emphasis was made on the chorus and the phrases that were complicated from it.

Students attempted to sing the chorus during the left time of the class.

Finally, they are organized in lines and they go back to the classroom. Not all participants use the target language to say good-bye.

We consider that using the strategy of replacing the word for the picture was very useful since it helps and forces students to remember the word in the target language and actually use it.

When it comes to pronunciation, not just choral repetition is enough but individual repetition could be also used, another way of having students repeating words and utterances is to discriminate students by groups (girls-boys).

The routine of farewell in English is not established and thus not all students use the L2.

Extra comments
We could observe that there was not a relation between the topics worked in class (body parts and food) and therefore the advance in students' process is not that obvious.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

100

FIELD NOTE #3

Topic: Cultural Activity Practice for the public performance **Date:** October 28th 2014 8:30- 9:30	

ENTRIES	COMMENTS
The foreign assistant was asked to organize a cultural activity in which each grade was meant to present or perform some of the most popular celebrations around the world. In the case of first graders they were assigned the Cumbia dance so in this class they practice the choreography.	The idea of sharing cultural aspects is a good one because students get to know about worldwide aspects, but when students are assigned to perform a dance the use of English as a medium of communication is restricted, therefore we consider that the assignation of the celebration for first grade should have been different and thus facilitate the use of English.
1 In this first part, the assistant presented the song, so they listened to it and after that she made questions like: *Do you know this song? Where is this song typical?*, this kind of questions allowed to check the background information that students had about the song and therefore students got contextualized to it.	1 Students had little idea about the song since they did not know its name or in which part of Colombia it is danced but with the contextualization made by the assistant students got a clearer idea
2. With the help of the Physical Education teacher the choreography was established and the foreign assistant followed the teacher in order to get familiarized with the dancing steps.	In here we could identify another irregularity; besides students are assigned a dance that has nothing to do with English, the assistant is not able to teach it since it is not her culture.
To make it easier, the assistant wrote the steps of the dance on the board and during the rest of the class students practice the movements as she was telling them in English.	During this immersion; students did not used the target language to communicate however they were receiving input since they were listening to the assistant telling the steps in English; e.g. '*Now make a circle.* The same happened when the assistant was explaining the customs, students were listening, looking to the picture

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

101

Before the immersion finishes, the assistant tells students about the customs to wear during the dancing performance, as the assistant did not know the name of the clothes she tried to give a brief description of them and that description was accompanied with a picture.	she showed them and using their previous knowledge to find the name of the clothes in Spanish. **Extra comments:** ❖ It seems that the learning objective is limited to the acquisition of vocabulary but not integrating it into structures to orally produce more. ❖ During the observations of the classes, we could not identify the pre, while and post stages of a lesson plan and it is connected with the previous point since the class objective is to learn vocabulary.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

102

ANNEX 5

OBSERVATIONS FORMATS

SPEAKING OBSERVATION FORMAT ACTIVITY 1

Aspect to observe	Participants of the immersion	Non participant of the immersion
Linguistic/ vocal factors		
Fluency the ability to speak easily and smoothly	When it is a short structure to produce, 2 of them could reach fluency but their productions are not focus in pronunciation. They made some mistakes in this aspect. The rest of students speak very slow and sometimes they forgot what they were saying.	Some of them had fluency and they also showed confidence, sometimes they could say it fast and correct, however there are 3 students who did not develop this ability
Tone/intonation/stress A modulation of the voice expressing a particular feeling or mood The rise and fall of the voice in speaking Particular emphasis or importance	None of these learners show these abilities, they tried to imitate the sounds of the words but they are not conscious about intonation, they speak English as they speak Spanish with the same rhythm and without stress.	These participants have the same characteristics of the participants of the immersion program. None of them used intonation when speaking in English
Pronunciation	They enjoy participating actively but they are not focus in this aspect. If we corrected them they repeated and in the third time approximately 3 students reached to say the word well pronounced.	5 students in some cases pronounced well the words but not always they maintained a good speaking in English. 2 students showed correct pronunciation after 3 times of drilling

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

103

	The 4 students missing did not pronounce well. E.g the word was "bike" and they pronounced it as it is written./bique/	techniques.
Pauses/ hesitations	All students paused and hesitate during their speech; the pauses and hesitations were not all at a specific point of the sentence. 6 students said the phrases incomplete in most of the times.	7/7 students hesitated and paused when talking, and as same as the participants of the immersion, the pauses and hesitations were not at a specific point. All students had difficulty saying the entire phrase.
Accuracy	3/7 students answered accurately. 3/7 students made mistakes constantly and their speech was not clear. 1 student did not complete his speech because he was shy so we could not determine if he was accurate or not.	3/7 students spoke in a right way. 4/7 students were making mistakes frequently.
External factors		
Vocal clarity	2 participants spoke comprehensible in a normal tone of voice as they do in Spanish 5 students tend to speak very slowly and low.	3 participants spoke very clear and we could understand what they were saying. 4 students spoke low and slow.
Eye contact	3 students maintain the eye contact while they were speaking	4 learners show confidence even if they made a mistake, they maintain the eye contact

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

104

Body language	These students have in common that are very calm, they are not the most expressive students in the class, they participated, however did not show particular signs of body language, just 1 students showed some movement with her hands.	On the other hand these participants are more active, 4 of them did some corporal movements while they were speaking and the movements were related to the topic. 2 other students were doing physical movements but those were not related to the topic. There was 1 student who did not move even her hands to show perform any movement.
Psychological Factors		
Confidence	Most of these students show more confidence than the non-participants of the immersion program. However there are 2 participants who are very shy and quiet therefore they do not show confidence.	These students are more extrovert but not all of them show confidence when they are speaking, they participated but just 4 show this factor while they are speaking in English
Anxiety	1 participant was nervous and show anxiety, so his participation was not constant. The rest of students were anxious but they tried to speak and participate.	1 learner felt more than anxious, he felt intimidated with being recorded and speaking in English.
Interaction	In this group the interaction pattern was not noticed, because students limited	1 students interacted with his partners but giving the meaning in

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

105

	themselves to repeat instead of interact; 3 students repeated to his partners in English the words listened.	Spanish. E.g when one of the students misunderstood a word, he clarified the meaning of the word by saying it in Spanish (The word told was kite), the kid said *'Gato no, cometa'.* In terms of conversation, they did not interact.

LISTENING OBSERVATION FORMAT ACTIVITY 1

Aspect to observe	Participants of the immersion(7)	Non participant of the immersion (7)
Reactions/actions/performance to the input	4 participants did not show constantly response to the input given. They were performing the action: by imitating their partner, when they listened the meaning in Spanish by their classmates, when the words sound similar to the word in the native language. E.g banana	1 participant translated the words into Spanish accurately; he knew the words and said aloud the meaning. In general the group of non-participants showed a quicker response than the participants of the immersion program.
Attending/focus/ participation	The number of participants who attended and participated were exactly 3, on the other hand 2 participants got distracted in some cases during the class, therefore their participation was not as constant as the 3 students mentioned above.	4 participants were paying attention carefully. The participation of 3 students was actively. 2/7 students were focused on the activity and showed concentration about which card they had to

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

106

	The participation of 2 learners' depended on their classmates´ answers; they waited for their partner´s actions according to the instructions.	select.
Accuracy	5 participants over 7 responded accurately most of the time, about 4/5 responses were right. The wrong answer occurred by the confusion of sounds, e.g Ball- doll and kite-cat. 3 participants made mistakes almost all time. They participated but their answers were not accurately.	2 students frequently made mistakes in the vocabulary of fruits. The student, who always translated the word, was right in all the cases. 3 students were accurate many of the times although they sometimes confused sounds as participants of the immersion did.
Speed level of answering	These group of students took longer to answer but most of the times their answers were correct, the speed level of answering, was approximately responded in 7 seconds.	In this activity students who were not paying attention reacted by their classmates´ actions, and it took them 4 seconds to react and perform, however 5 students showed a high speed level of answering about 2 or 3 seconds.
Awareness of sound	When working in the worksheet, we noticed that most of the students tended to omit the beginning of long words, for example we asked students to color the	Non- participants of the immersion classes showed the same pattern, but the figures were different. When asked to color

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

107

	picture of a grandmother but instead 4 students colored the picture of a mother, and this was repetitive when participants had to color the image of a pineapple and 5 learners colored the apple.	the image of grandmother 6 students colored the picture of mother, and in the case of pineapple 4 students colored the apple
Understanding/ comprehension/ interpretation	Since 6 students were participating and their answers were accurate we can conclude that they understood and recognize the words that we were saying.	There was a case of a student who shows understanding but not participation, we could see this because he knew the words that we were telling them; he repeated those words but he did not raise his card, but in terms of understanding, he reached the objective There are some words that they are still confused, for example in the words that sound similar, words that keep any sound in common. E.g. pear- peach
CONCLUSIONS OF BOTH SKILLS		
How they perceive the input	In both cases (participants and non-participants of the immersion) demonstrated that many words of the different vocabulary that was taught was interiorized, probably by the similarity with the Spanish like car, banana, robot, ball and also words that definitively they have listened frequently, such as dog, orange, yellow, are common for they and the response is accurately and fast.	
intake(input that the learner notice)	These participants frequently reach the learning objective,	Some of them are good at memorizing the

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

108

	but not all the words are stored in their mind. 6 students could understand when they were listening but they could not produce effectively in the foreign language.	sounds, the pronunciation of the words. But they responded to the lesson when they were interested and enjoying the class. The input given is important to encourage their participation because they do not take the English as a routinely class as the participants of the immersion do.
Level of comprehension/ understanding	There are 4 students that academically are very dedicated and during the activity showed that they comprehended the words and their meanings correctly. These 4 students showed a high understanding in listening, and some 3 students were confused and frequently did not associate the words with the right picture card.	Some students had the ability to translate the words correctly; he really interiorized the meaning and associated the sound of the words correctly. 2 students were confused with the meaning by similar sound in the words.
Noticing errors/testing their production/expecting feedback	1 participant noticed that he pronounced incorrect; we could observe it for his gestures. But he did not try to correct by his own. He expected feedback. In listening they wanted to check their answers, but	Regarding to listening the whole group expected feedback to correct themselves, just one participant demonstrated that he was wondering if he was correct or not.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

109

	they did not correct them themselves. These participants also showed that before answering they took time to think.	In speaking it is no common to happen.
Predictions, guess an unknown words	In many cases they try find similar words in Spanish to name the things in English, for example cometa, comet.	The same phenomenon was shown in here; this group created words based Spanish to name things.

SPEAKING OBSERVATION FORMAT ACTIVITY 2

Aspect to observe	Participants of the immersion	Non participant of the immersion
Linguistic/ vocal factors		
Fluency the ability to speak easily and smoothly	Those students were asked to say a command did it with no difficulty. We could observe that 7/7 students were using the easiest commands like jump, sit down, clap and those were repetitive, when asking ss to say one different they could not come up with different ones.	Non participants learners had no trouble on saying short commands as the case of participants of the immersion, this happened with the 7 students in this group.
Tone/intonation/stress A modulation of the voice expressing a particular feeling or mood The rise and fall of the voice in	When students were speaking, the commands they said were flat, there was no difference in rising or down intonation.	Same characteristics as immersion participants.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

speaking Particular emphasis or importance		
Pronunciation	In here we noticed that 2 students were pronouncing the word 'aroun' where the 'd' sound was very omitted. Regarding to 3 students their pronunciation had few mistakes but it was still understandable and the rest of students were pronouncing correctly.	While participants students were struggling with the word 'around', 3 non participant students found it difficult to pronounce 'clap' but we assume that this could be due to their from L1 in which the sound 'cl' is a bit complicated. In general 3 students had a good pronunciation, but sometimes they made mistakes.
Pauses/ hesitations	The commands they used were not really long therefore few students used hesitations mostly when saying two words-commands and 1 student say an incomplete command.	In here, students were hesitating and pausing especially when saying two words-commands. None of the students in here reached to talk without pausing or hesitating.
Accuracy	In the case of the command 'clap your hands' 2 students said it as clap hands, so they omitted the article. moreover, we could see that 4 students put together two words commands or mixed the words to have one, e.g spin	In the group of non-participants we found the same pattern of mixing the words and thus get one sound and those ss were saying it faster than what they normally speak.

Listening and speaking performance differences in participants and non-participants of an
immersion classroom in a public school in Bogotá

111

	around they pronounced it as '*spinron*' and one student said properly and understandable.	Between the non-participants we also found 2 students who were accurate.
External factors		
Vocal clarity	The students who mixed two words to make one sound did not have a clear speaking production besides that, they were speaking fast and low. There is a pattern that is repetitive; it is the fact of speaking softly but the students who did not follow that pattern spoke clearer.	The same pattern was repeated in here, just that the students who mixed the words and are extrovert did not speak fast, as showing signs of security.
Eye contact	Those students who mixed the words and spoke fast did not establish eye contact, on the opposite they spoke low and looking to the floor or somewhere else.	On the other hand, 4 students did not established eye contact while talking and finally students whose personality is extrovert or in some cases seen as the 'trouble student 'it was observed that they showed confidence.
Body language	There were some shy students, the same ones who were looking at the floor or somewhere else, who did not use body language or any movement to represent the command they were giving. There was also the case of students who used body language to express their command and finally the case of two students who said one	The extrovert students tried to represent the command given by them by doing it or by moving their hands. The pattern of saying one command and doing one different was also repetitive in these students.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

112

	command but when using body language represented a different one.	
Psychological Factors		
Confidence	In here, we noticed that 2 students were shy and they took some time before they actually spoke. The rest of students were confident to talk, speaking loud and with kind of sense of correctness.	As expressed, there are some students who seem to be more self-confident and at the same time those students are seen as 'trouble students' due to their behavior. Not all students show confidence since 2 students seemed to feel intimidate when asked to talk in a foreign language.
Anxiety	There is one anxious student, when asked to talk she shows herself nervous, meanwhile 2 students who seem to be shy did not show to be anxious. The rest of students were confident.	There are shy students and they felt intimidated when asked to give the command. On the other hand there are students who did not show any sign of anxiety.
interaction	There was no interaction between the members of this group.	The pattern of participants was repeated in non-participants

LISTENING OBSERVATION FORMAT ACTIVITY 2

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

113

Aspect to observe	Participants of the immersion(7)	Non participant of the immersion (7)
Reactions/actions/performance to the input	6/7 participants reacted to the commands given. The majority of participants reacted when they listened to the commands.	5/7 students perform the commands in a right form.
Attending/focus/ participation	The participation of 6 students was active, but there was 1 students whose performance was determined by their classmates, it means that student copied their classmates actions	4 Students were focused on the activity while the rest of students were participating but they were not focus so they waited their classmates to perform to them imitate them.
Accuracy	6 learners were accurate; they were right in follow the commands and in saying them as well. We noticed that the participant who did not participate actively was motivated by actions which include a bigger physical movement, like jump, or spin around so he participated in them but he did wrong; E.G. when asked to clap he jumped.	There were 4 students whose performance was almost perfect, unlike participants of the immersion. The performance and accuracy of one student was always good. Finally 2 students made mistakes with similar words: knee instead of ear, but also different ones like: they touched their ears when asked to touch their eyes.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

114

Speed level of answering	In general, students took between 5 and 8 seconds to perform the action; it took longer for those who were waiting their classmates to perform first.	As well as the participants, this group took almost the same time to shown an answer.
Awareness of sound	In this group we found that some students confused the sound of ears with knee but also clap your hands with jump, which does not seem to have any similarity in sound.	These students also confused ears with nose and there is not evident explanation but it seems that those students copied their actions and thus generalize the mistake.
Understanding/ comprehension/ interpretation	The participants whose performance was accurate show understanding and comprehension although there were few cases who struggled at some point with commands given.	In this group there were also students who display understanding by following the commands given.
CONCLUSIONS OF BOTH SKILLS		
How they perceive the input	By students' performance we can conclude that this time it was a bit more difficult to acquire/interiorize the words in comparison to the first activity, it could be because in this second activity there was not words which are similar to students first language however a good number of students got the input.	
intake(input that the learner notice)	In general form, not all students but some of them received and took the input to interiorize and use it to develop the task they were asked, however	

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

115

	participants of the immersion showed acquisition instead of learning, because in many cases they really demonstrates they interiorized the new vocabulary.
Level of comprehension/ understanding	The degree in which students show comprehension was high although students' performance was not always correct. If we assess the general degree of comprehension it would be more than the half of the total number of participants.
Noticing errors/testing their production/expecting feedback	In this case, students who made mistakes noticed them by looking at their classmates, so for example if one student was performing an action but their classmates a different one, he changed the action and followed his classmates. Regarding to the expectation of feedback; students wanted to know if they were doing good by asking questions like: asi? Or there was the case of a student who repeated the command to her classmate who was doing wrong.
Predictions, guess an unknown words	The words used to tell the commands were taught and practiced before the development of the task but anyway there were students who seem to have forgotten the meaning or to be confused with them. As the words did not have any likeness with students' first language, all they could do was guessing most of the times with no success.

Speaking Observation Format Activity 3

Aspect to observe	Participants of the immersion	Non participant of the immersion
Linguistic/ vocal factors		

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

116

Fluency the ability to speak easily and smoothly	3 out of 7 students had the ability to speak in English easily, on the other side, the 4 students left, can speak but not as fluently and smoothly as their classmates do.	4 students had fluency when saying short sentences in English, on the other hand there was one student who started the sentence by saying 'I' but she did not finish the sentence. The number of students left, spoke without representing a high level of fluency.
Tone/intonation/stress A modulation of the voice expressing a particular feeling or mood The rise and fall of the voice in speaking Particular emphasis or importance	Students were not yet conscious about intonation, or stress, their speaking production is flat and similar to the one in their native language.	These participants have the same characteristics of the participants of the immersion program.
Pronunciation	2 students pronounced the subject 'I' as its sound in Spanish, it was also noticed that the Word 'ghost' was pronounced as 'goos' the st ending was omitted and instead the student used a longer 'o' sound. When pronouncing 'witch' 2 students said it as 'wis' omitting the sh ending.	These group of participants definitively pronounced better than the other group. The pattern of pronouncing 'I' as the vowel in Spanish was also repeated in here and besides that we observed that 'vampire' was pronounced as it is written; it is including the final 'e'. The pattern of the Word witch was repeated in here.
Pauses/ hesitations	Just one student said the sentence without any pause or hesitation. Other students make some pauses specially before saying the character they	One of the students did not complete the phrase. The rest of students paused or used hesitations, not at a special point of the phrase but at different times

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

117

	represent, so for example they say : I am … ghost.	
Accuracy	2/ 7 students said the phrase correctly and without using hesitations.	3/7 students did an accurate performance. They pronounced better the new words than the participants of the immersion
External factors		
Vocal clarity	4 students tended to speak very slowly and low while 3 spoke clearly but one of them used hesitations	There are 2 students whose speaking production is not clear, they also tended to speak low, 3 students spoke clearly and with no hesitations and finally 2 students who spoke clear but the use of hesitations is repetitive.
Eye contact	Not all students maintained eye contact; there were 3 who look at the teacher but not to their classmates while talking.	In this group there were 3 students who were confident even if they were not right so they kept constant eye contact, while their classmates did not.
Body language	These students did not use body language to complement their body language	Two students used body language but it was not related to their speech, it was according to the character and the action they were representing, it notices understanding and connection among movements and words
Psychological Factors		
Confidence	There was one student who seemed to be anxious when asked to participate orally, there were also 2 students	2 students showed confidence while talking; they did not spoke loud or seemed shy.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

118

	who were shy and when talking they do it low. The rest of students seem to be self-confident.	
Anxiety	1 participant was anxious when it was her turn to talk, at first her pronunciation was not good but after a drilling she could say the phrase correctly.	As well as the participant of the immersion, after a drilling 2 students could improve their pronunciation.
Interaction	In this activity students asked each other: *What are you for Halloween?* and they had to answer according to a given character. 4 members of this group interacted asking and answering the questions. There was the case of 2 students who did not asked the question but instead just waited to be asked. 1 student did not participate in the activity even if his classmates asked him.	5 members of this group showed a good level of interaction, by asking and answering the question. On the other hand, 2 students did not interact with their classmates by asking or answering.

Listening Observation Format Activity 3

Aspect to observe	Participants of the immersion(7)	Non participant of the immersion (7)
Reactions/actions/performance to the input	In this activity students had to represent one action told by the teacher, so their performance was done	All non-participants students were reacting to the input, making a movement. As same as the participants of

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

119

	through TPR, displaying the action told. As it was TPR all students participated and performed the action, but 2 of them were right, the rest of students were just making random movements.	the immersion, not all students were right, 3 students did wrong.
Attending/focus/ participation	All students were participating actively, but one student stopped attending when he noticed his movements were different to the ones done by his classmate.	All students were participating, 2 by imitating their classmates constantly.
Accuracy	The students with best performance were 2 but they did wrong from one to two times. Other students had constant mistakes.	There was one student whose movements were always right, and the other students with best performance made mistakes constantly.
Speed level of answering	It took 3-5 seconds to most students to represent the action.	Non-participants took between 7 and 8 seconds before performing an answer.
Awareness of sound	Students were familiarized with one two the words used in here: jump and stomp your feet, thus they easily recognized it and perform those actions.	Non- participants needed longer before they recognized the words to perform and according to their performance 4 of them did well.
Understanding/ comprehension/ interpretation	Participants of the immersion did not seem to have big difficulty when listening and performing the action, anyway, there were	4 of the students showed understanding and unlike the previous 2 activities they did not seem to confuse words, as they used to do.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

120

	words like *walk,* which according to the videos was a difficult one, because students took longer time to react.	
CONCLUSIONS OF BOTH SKILLS		
How they perceive the input	The input was taken to perform the action; some of the students repeated the Word or phrase while doing it.	
intake(input that the learner notice)	For some students it was difficult to get the words because it was the first time that they listened to them, so it took constant drilling.	
Level of comprehension/ understanding	Students displayed a good level of understanding and comprehension; the results evidence the process where students improve their performance through a series of activities.	
Noticing errors/testing their production/expecting feedback	Like in the activity before, some students corrected themselves by looking at their classmates and the actions they were performing.	
Predictions, guess an unknown words	'Walk' as a difficult Word for participants and non- participant to perform, so sometimes when it was repeated by the teacher students performed a different action.	

.

Listening and speaking performance differences in participants and non-participants of an immersion classroom in a public school in Bogotá

121

Listening and speaking performance differences in participants and non-participants of an
immersion classroom in a public school in Bogotá

122