

Partial Immersion Language Teaching Program: Its Impact on Basic Vocabulary Acquisition

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Abstract

The following research aims to know the impact of the implementation of a partial immersion language teaching program on the acquisition of basic vocabulary in students of 4th grade at La Merced IED, located in Bogota, Colombia. To do it, the investigation considers the vocabulary acquired by the students before and after the program, the influence of the collaborative work in their acquisition process and their confidence development in the foreign language use. Hence, the type of investigation is action research that uses a mixed paradigm to develop the investigation, as well as field diaries, questionnaires and tests as data collection instruments.

The analysis of the gathered information evidences an improvement in the language acquired by the students that participated in the program. In addition, teamwork has a high value when acquiring English due to the interaction among peers. Finally, students developed their confidence when using the vocabulary acquired in specific situations.

Key Words: Partial immersion program, Task-Based Learning (TBL), vocabulary acquisition, collaborative work, confidence development in language use.

Resumen

La siguiente investigación tiene como objetivo conocer el impacto de la implementación de un programa de enseñanza de idiomas de inmersión parcial en la adquisición de vocabulario básico en estudiantes de cuarto grado de la IED La Merced, ubicado en Bogotá, Colombia. Para ello, la investigación considera el vocabulario adquirido por los estudiantes antes y después del programa, la influencia del trabajo colaborativo en su proceso de adquisición y su desarrollo en la confianza del uso del idioma extranjero. Por lo tanto, el tipo de investigación es una investigación-acción que utiliza un paradigma mixto para desarrollar la investigación, así como diarios de campo, cuestionarios y test como instrumentos de recopilación de datos.

El análisis de la información recolectados evidencia una mejora en el lenguaje adquirido por los alumnos que participaron en el programa. Además, el trabajo en equipo tiene un gran valor en la adquisición del inglés debido a la interacción entre compañeros. Por último, los alumnos desarrollaron su confianza al utilizar el vocabulario adquirido en situaciones específicas.

Palabras Clave: Programa de inmersión parcial, aprendizaje basado en tareas (ABT), adquisición de vocabulario, trabajo colaborativo, desarrollo de la confianza en el uso del idioma.

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Chapter I: The Problem

The contextualization of the school and the students, the reasons to develop this study, and the objectives, as well as the research question, are presented in this part of the document.

Contextualization

The investigation was developed at the IED La Merced, an institution located in the locality of Puente Aranda, which is part of the city of Bogotá, the capital of Colombia. This locality is situated in the center-west of the city and is the epicenter of Bogotá's industrial activity, as evidenced by the presence of factories and warehouses around the school. In addition, regarding the infrastructure of the institution, it features two large buildings: one for pre-school and primary school grades, and the other for secondary grades.

The school's mission is the education of students with critical, creative and proactive thinking, as well as autonomous and empowered citizens committed to environmental sustainability and reconciliation of Colombian society, strengthening the socio-affective dimension and skills for the 21st century, focusing on the technological, social and cultural areas that contribute to social transformation (IED La Merced, 2023). Moreover, the institution's vision for the year 2030 is to be a reference at the local, district and national level for its superior academic performance and the implementation of technologies that complement the formation of the dimension of the self and the student as an agent of change, contributing to social transformation. (IED La Merced, 2023).

The institutional educational project (PEI, by its acronym in Spanish) is based on five principles: being, doing, knowing, living together, and entrepreneurship. Additionally, there are seven institutional values: a sense of belonging, respect, responsibility, honesty, fairness,

autonomy, and tolerance. Thus, this PEI aims for a curricular reorganization by cycles, recognizing the students as integral beings, with abilities, skills and attitudes that must be developed for the construction of life project, both individually and socially, considering the cognitive, socio-affective and the physical-creative aspects (IED La Merced, 2023). The institution presented an adjustment proposal that started in 2023, which extended the school day to a single shift in the initial, first, second and third cycles, as well as the introduction of two new subjects for all cycles, called “Emotional Management” and “Citizenship Skills”.

Finally, the PEI stresses that the school is part of the group of educational institutions that have been working for four years in agreement with the British Council for the strengthening of English as a second language (IED La Merced, 2023). To support this, the project includes an increase in the hourly intensity of the English class from the initial to the third cycle (from pre-garden to seventh grade), which will be taught by a specific English teacher. The school also offers an institutional transversal program called “Strengthening of English as a Second Language.”

Population

The characterization of the population was made considering the information collected through field diaries (see appendix A), a characterization survey and a questionnaire (see appendix B), which were administered to the students to gather relevant information related to their basic information, social context, their interests and their thoughts about the English class, as well as the importance that they give to the foreign language.

The population of this study consisted of 25 fourth-grade female students at IED La Merced, their average age was 9 to 11 years. Most of the students live with both parents (44%) and only with their mother (40%). Additionally, 72% of the students live near the school,

considering that students live in localities such as Bosa, Ciudad Bolivar, Rafael Uribe Uribe and San Cristobal. Also, the data collected showed that the students received homework assistance from a person in their homes.

Regarding their interests, the most frequent free time activities that students mentioned include reading, drawing, dancing, playing, and using smartphones to watch videos or chatting. In addition, students were asked about their interaction with English outside the classroom: the most selected activity was listening to music (84%), followed by watching videos (68%), writing (56%), reading texts (28%). Other activities mentioned (32%) included speaking in English, playing games in English and using Duolingo. Only 12% (3) of students affirmed they do not do any of the activities mentioned above.

To conclude, 80% of the population reported that they enjoy the English class, while 96% considered that is essential to learn the language. For both questions, students had to explain the reason for their answers and the most common explanation was that they liked the class because it helps them to acquire new language skills and that English is important for communicating when traveling abroad. Regarding the negative answers, those students said that they do not understand anything, fail the exams, and that they have difficulties in their learning process. Only one student stated that English is not necessary, and her reason was that she is going to stay in Colombia, so she does not expect to use it.

Contextualization of the Problem

In Colombia, the education is regulated by the General Law of Education (Law 115 of 1994). In article 21, it is possible to find some specific objectives for primary school cycle, including the learning of a foreign language, stating that students must acquire conversational and

reading skills in at least one foreign language. Consequently, Colombian government decided to adopt English as the foreign language for students from preschool, elementary, middle, high school, and programs of education for work and human development, mentioning that English is a strategy for competitiveness (Programa Nacional de Bilingüismo PNB, 2004).

Later, Law 1651 of 2013 pointed out that students from primary school should develop not only conversational but reading and writing skills in at least one foreign language. Thus, it is specified that children from first grades of education should not only learn to converse and read in a foreign language, but also to write. Subsequently, the National English Plan, called “Colombia Very Well” describes the plan’s objectives, strategies, and goals to improve English proficiency in students and teachers. Through this plan, the government consolidated the initiative as a state policy, specifying that English was chosen due to the personal, social, and economic development that this language offers.

Nevertheless, the policies are not aligned with the educational reality. According to De Mejía (2009), the Colombian Ministry of Education (MEN) “recognizes that the level of contact with English in the primary school is often very low, (...) even though for most students this is the only point of contact with the language” (p. 112). Therefore, it is possible to say that young learners in Colombia do not receive sufficient English instruction. Additionally, the same author stated that “primary teachers are the least prepared of all teachers to take on the challenge of teaching English to their young learners” (p. 112). Thus, English teaching to young learners in Colombia is affected by insufficient class time and the low preparation of primary teachers in the foreign language.

Regarding the previous ideas, it is important to contextualize the problems found in the context and the population considered in this research. Firstly, the class implements a grammar – translation method, focusing students’ effort on learning language structures and translating them

into their mother language. Additionally, they are not exposed to exercises that connect what they learned with their reality, just writing sentences using imaginary scenarios. Moreover, the use of English in class is limited to reading sentences, being the mother tongue (Spanish) the language of instruction and class development.

Secondly, students are afraid of evaluation. Their main concern when they are learning a topic is when and how the assessment will take place, and on the day of the test they are afraid to fail the exam. Thus, it is possible to mention, according to class observations, that some students think that they know little about English because they fail their exams, so they have low expectations towards the class.

Thirdly, the time allocated for the English class is inadequate. Despite the school's efforts for adding one hour to the class and making connections with external institutions as the British Council, time is not enough mainly because the two hours per week are split across two different days, which lead to planning classes with short activities and exercises that sometimes do not allow for adequate feedback or answering students' questions. In addition, one of the classes is given after their breakfast, so the class time is reduced to less than one hour in some cases.

Finally, according to the PEI of the school, the English class has two hours per week since 2023, which means that students from fourth grade did not have enough preparation in the first years of primary school. Moreover, they did not have a specialized English teacher, leading to a basic level of instruction since the main teacher focused on multiple subjects.

Delimitation of the Problem

To recognize students' English proficiency level, a test was implemented. This test consisted of four questions, which aimed to assess the ability to identify information from a short

text (reading), the use of grammar in a short sentence (writing), the association of pictures with sentences (reading), the identification of words in a text read by the teacher (listening), and the production of a sentence in which students had to answer the question “What do you do in your free time?”, as well as the description of an image in an oral way (Appendix C) . Additionally, the questions were elaborated considering the “Basic Competency Standards in Foreign Languages: English” and the English curriculum provided by the teacher of the institution.

The results of the test suggest that the students have difficulties completing the activities. Most responses in questions 1, 2 and 4 lacked answers or had incorrect responses. In contrast, the mean score for the third question was high, showing that students could associate pictures with sentences. Finally, students had an acceptable performance in the speaking exam, with some grammatical errors but with good marks in pronunciation.

Thus, the proficiency acquired in the target language is low according to the requirements established by the Basic Competency Standards in Foreign Languages: English. These government guidelines dictate the goals students must reach at each educational level and are based on the Common European Framework of Reference (CEFR), looking for coherence within the National Bilingualism Program (PNB). To sum up, students who are part of this program do not meet the minimum foreign language requirements.

For those reasons, this study aims to implement a partial immersion program. With this intervention, it is expected that students will maximize the contact with the target language during class time, looking for an impact on their knowledge of basic vocabulary. Additionally, the task-based learning approach (TBL) is incorporated to develop the classes, considering its interactive nature where students communicate and collaborate to develop the assigned tasks. Owing to the

information presented above, this investigation focuses on the following research questions and objectives.

Research Question

What is the impact of implementing a partial immersion language teaching program through TBL on the acquisition of basic English vocabulary among fourth-grade students at La Merced School in Bogotá?

Objectives

General

To determine the impact of implementing a partial immersion language teaching program through TBL on the acquisition of basic English vocabulary to fourth-grade students at La Merced School in Bogotá.

Specific

To evaluate the effectiveness of the partial immersion teaching program through TBL by comparing vocabulary acquired before and after the program.

To assess how peer interactions within the partial immersion program contribute to vocabulary acquisition.

To evaluate the impact of the partial immersion program through TBL on students' confidence in using new language vocabulary.

Rationale

According to the Ministry of Education, fourth grade students should achieve an A2.1 level of English proficiency, considering the CEFR (2006). However, the diagnostic test results

showed that they did not reach this level. For that reason, this research aims to have an impact in the foreign language learning of fourth graders from IED La Merced in Bogotá, by implementing a partial immersion program and focused on basic vocabulary acquisition.

Alonso et al. (2022) state that the best three English scores at PRUEBA SABER are from bilingual schools, which use the foreign language as the language of instruction in every subject of the curriculum. This demonstrates that being in contact with the target language gives satisfactory results in the proficiency of students. Thus, implementing a similar methodology in a public-school population could have a positive impact on students' language skills and their confidence with English use. It is known that those bilingual schools are private and have many resources; however, it is important to recognize the efforts the school is making to increase students' English level, taking advantage of the available facilities by using different methodologies.

Consequently, the pertinence of this study is grounded in the necessity of implementing a new didactic approach to English teaching, different from the current methodology. This is supported by the school's interest in prioritizing English learning, evidenced by the assignment of specialized teachers and the increasing hourly intensity, suggesting that the school is prepared to adopt effective methodological changes, such as the suggested partial immersion program.

Chapter II: Literature Review and Theoretical Framework

The following chapter presents a literature review that includes documents from the local, national and international context that considers the implementation of partial immersion programs in their populations. Also, this part of the document defines the key concepts of the investigation, which are the immersion program, acquisition of vocabulary in young learners, collaborative work and Task-Based Learning.

Literature Review

Local

The first local antecedent is called “Local English immersion programs: what in-service teachers believe”, published in 2022 by Laura Marina Estupiñan Molina. This investigation is the description of a research project developed at Universidad Pedagógica Nacional. The study involved 84 in-service teachers at 42 public schools in Cundinamarca, and the main objective was to analyze their beliefs about a local English immersion program. The methodology implemented was mixed and carried out in two stages: first, a survey was applied to know about teacher’s beliefs about the use of the language and the development of immersion programs; second, a semi-structured interview and a focus group were used to discover the expectations teachers had about their linguistic and pedagogical competences and the immersion reality.

The findings revealed that teachers have difficulties defining what an immersion program is, doing an overgeneralization of the concept. In addition, it is believed that native speakers are the best model of both the English language and of English language teaching methodology. Moreover, talking about the reasons why teachers participate in immersion programs, their

individual motives include improving their linguistic competence, pedagogic and didactic development.

Thus, the relation of this study with the current investigation is based on the definition of immersion programs, which is important to clarify in order to be developed in an efficient way, taking advantage of them in the teaching of English as a foreign language. By contrast, the main difference is the objective of the investigation considering that the investigation is not focused on the beliefs that teachers have about immersion programs, but on the use of those programs in the teaching of EFL.

The second antecedent was published in 2020 by Mayra Alejandra Suárez Tapasco and is called “Canciones infantiles: Una herramienta para adquirir vocabulario en inglés”. In this research, a qualitative paradigm was used and is based on a case study. Here, Suárez wanted to design a pedagogical proposal oriented to the development of English vocabulary in the students of the course 202 at a public school in Bogotá through children's songs in the foreign language. Moreover, according to the documents of the school, students of primary have one hour per week of English class, which must be implemented using immersion. The results showed that through the listening, repetition and realization of the movements in the songs, progress was achieved in terms of the appropriation of the vocabulary.

Hence, the work done by Vargas is related with this study in the way that demonstrates a tool to teach vocabulary in English, which give a starting point to develop the classes. Additionally, the use of music permits students to be in touch with the target language and the realization of the movements that are shown in the videos allows a better understanding of what is been said, as demonstrated by the research of Vargas. Furthermore, the class followed the instruction of the school, that refers to implementing an immersion class. However, the main

difference between the two studies is the population, where Vargas's work was implemented with students from second grade of primary school, and mine has students from fourth grade school.

The third local project considered as precedent is called "Vocabulary learning through activities framed within multimodality", published in 2021 by Sara Elisa Cormane Giraldo. In her work, Cormane wanted to analyze the improvement of Vocabulary Learning through activities framed within Multimodality in second grade of primary at a public school in Bogotá. There, the author decided to use a qualitative paradigm, worked with action research, and the results evidenced that kids learned vocabulary very well with multimodal activities.

Thus, the study made by Cormane is related to the present investigation in the action research paradigm that is used in both investigations, as well as the learning of vocabulary at a public school in Bogotá. Additionally, the antecedent gives some advice to include multimodal activities in the acquisition of vocabulary, which are proved to be effective. Nevertheless, the population, the focus and the research are different, taking into account that Cormane project was carried out with kids from second grade and multimodality was her focus.

National

The document called "English Immersion programs: Fostering Lifelong Learning Skills for Young Learners.", published in 2020 by Constanza García Manrique, is the first national antecedent. In this research, the author wanted to examine the role of an English immersion program in the development of young learners' life skills. The participants of the study included 120 young learners from 6 different public schools in Cajicá and 2 teachers from the immersion program. Finally, the paradigm in which the investigation was based is qualitative, and the results revealed that the role of the English immersion program in the development of young

learners' life skills have an impact in teacher's strategies and in student's interaction among themselves.

Therefore, the research made by García has an impact on this investigation considering that an English immersion program was implemented with 3rd grade learners from public schools, whose average age was 8-10 years old. This information is relevant taking into account that both researches share the same age average and that an immersion program in English was already implemented with students with the characteristics mentioned before. However, the present investigation looks for the use of immersion in the teaching in EFL, not in the development of life skills, which was the objective made by García.

The second national antecedent is called “Fortalecimiento de la competencia comunicativa en inglés a través de estrategias pedagógicas en un grupo focal”, disclosed in 2022 by León et al. In this study, the authors looked for a strengthening of the English vocabulary of the students in a focus group with students with ages from 8 to 12 years old in the city of Bucaramanga. Using the qualitative paradigm, the results demonstrate that the extracurricular activities had a great impact on the students. These activities consisted of handicrafts, the introduction of new vocabulary for each class, and the use of ICT tools.

Hence, the similarity with the present research is the learning of new vocabulary in students with almost the same age range. Moreover, the work made by León et al. demonstrates that it is possible to strengthen the vocabulary that children know in English, as well as learn new lexicon. Also, the project suggests the use of ICT tools to improve the learning process. On the other hand, the main difference between both studies is that the research made by León et al. had a population that belonged to different schools and that the activities were developed in an extracurricular environment, outside the institutions.

Finally, the third national antecedent was published in 2021 by Victor Hugo Bolaños Muñoz and is called “Uso de flashcards en el aula de inglés para fomentar el aprendizaje y comprensión de vocabulario en la lengua meta”. Here, Bolaños wanted to know how to strengthen the vocabulary of pronounced and written English in the children of a public rural school located in Fresno, Tolima through flashcards. The chosen paradigm was the qualitative, and the population was a small group of 5 students from first, third and fifth grade, considering that it is a rural school. About the results, the author mentioned that the planning of the activities was adequate given the diagnosis that showed a deficiency in the target language competencies of the students, as well as that it was difficult to determine the progress in the understanding of vocabulary. However, it evidenced an interest and good participation of the students in the program.

Thus, the present study has similarities with the one made by Bolaños in the planning of activities that look for the strengthening of vocabulary in young learners. Additionally, both populations share the deficiency in the target language and the interest in being part of the learning process. Furthermore, Bolaños suggests the use of flashcards to teach vocabulary. Nevertheless, there are also differences with the population, considering that this research is developed with students from fourth grade of a public school in an urban area, and the work of Bolaños was implemented in a rural school with multigrade students.

International

Maria del Pozo Muñoz published in 2020 her master's thesis called “Inmersión lingüística en el aula de inglés”, which had as objective to explore what authentic linguistic immersion consists of and analyze the possible benefits and difficulties of implementing this methodology in the English classroom with a 4 ESL class. Thus, the author presented a didactic proposal that integrates different strategies, resources and activities that promote this methodology.

Hence, the work made by Muñoz is related to this study since linguistic immersion is defined, and a didactic proposal is presented, which contains different activities that could be adapted to any course. Considering that this investigation aims to implement an immersion language teaching program, the research of Muñoz allows to observe that it was already implemented in other country and offers the opportunity to have access to activities that could be implemented. On the other hand, the main difference is the course where the program was implemented, because the grade 4 ESL refers to fourth grade in secondary school, and the present study is developed in fourth grade in primary school.

In 2020, Andrä et al. published the document “Learning Foreign Language Vocabulary with Gestures and Pictures Enhances Vocabulary Memory for Several Months Post-Learning in Eight-Year-Old School Children”. There, the authors wanted to evaluate the relative benefits of gestures and pictures on children’s L2 vocabulary learning. For that reason, they decided to implement 3 experiments in order to reach the objective of the research. Thus, the population of the experiments were children from a primary school located in Leipzig, Germany, where each child participated in only one experiment. The results suggest that the use of gestures and pictures enriches the process of learning new vocabulary for school learners in a long-term period.

Therefore, the investigation carried out by Andrä et al. share the interest that the present study has in the learning of vocabulary in children who are in primary school. Moreover, that investigation suggests that pictures and gestures can be used for a better understanding of vocabulary in children. However, the difference between both studies is that in the present research class is developed taking advantage of an immersion program, different from the use of the native language and the grammar-translation method implemented in the experiments of Andrä et al.

The final international precedent was published in 2023, is called “Enseñanza del idioma inglés en educación primaria: Fortalecimiento de vocabulario y pronunciación a través de podcast”, and the authors are Fernández-Sesma et al. The mixed paradigm was used and the audiolingual method, as well as the natural approach were implemented to evaluate an experimental program that revolves around the implementation of podcasts as support material outside of the classroom, with an emphasis on English language vocabulary and pronunciation learning in children from first grade of primary in a public school placed in Mexico, who were divided in two groups: experimental and control. The results show a significant improvement in pronunciation and vocabulary acquisition in the experimental group compared to the control group.

Thus, the similarity with the present study is based on the teaching of English vocabulary in children and the use of the natural approach, which is a method based on the use of language in communicative situations without having to use the native language, and that let students to be in touch with the foreign language during class, characteristics that are present in an immersion classroom. Furthermore, the project made by Fernandez-Sesma et al. suggests that the implementation of podcasts is a good tool for the acquisition of vocabulary in children. On the

other hand, the main difference is the use of the focal group in the study carried out in Mexico, which is not implemented in this research.

Theoretical Framework

In this section, the concepts considered for this research are defined.

Immersion Program

According to Johnson and Swain (1997; as cited in Ayala, 2020), an immersion program “is the educational process in which a second language (...) is used as the language of instruction for academic content.” (p.38). Hence, this study relies on the use of English during class development, ensuring students have direct contact with the target language while using it to learn, improving and strengthening their language skills and, specifically their range of vocabulary.

Moreover, the language that students learn in the classroom is different from what they use outside of it. As Day and Shapson (1996) state, the idea of immersion “involves an intensive language approach with a switch of languages between the home and the school” (p. 1). For this reason, learners were in contact with the foreign language as much as possible during class time, considering that this is their only opportunity to be in touch with the target language. Furthermore, making students feel the difference between the school and the home environment is important to achieving the purpose of immersion.

Types of Immersion Programs. According to Genesee (1985), immersion programs can be differentiated based on their starting time: “early immersion in the second language, beginning in kindergarten; delayed immersion, beginning in grade 4 or 5; or late immersion, beginning in grade 7 or 8” (p. 543). For this reason, this study adopts delayed immersion, which, according to the author, is the most viable approach for fourth-grade students. In addition, it is

important to mention that there is a distinction between “total immersion alternatives, which offer all or nearly all instruction during one or more school years in the second language, and partial immersion alternatives, which usually provide 50% of instruction in English and 50% in the second language” (Genesee, 1985, p. 543). Considering the results of the diagnostic test, partial immersion was selected for this research, allowing students to use Spanish and English to carry out the activities.

The use of the native language impacts the effective learning of a second language within immersion programs. Thomas and Collier (2002; as cited in Wheeler, 2020) suggest that the students who are allowed to use their native language can transfer knowledge to the second language in an effortless way, considering that proficiency in both languages is significant for achieving academic success. So, since the native language of the population is Spanish, its use is accepted in the immersion program developed in this study.

Finally, teachers involved in any type of immersion program need to be bilingual. Since students can use their mother language while receiving instructions in the target language, teachers must speak both languages, so students “can therefore communicate with the teacher in their L1 as and when necessary, while the teacher has the language proficiency necessary to maintain the L2 as the medium of instruction” (Swain and Johnson, 1997, p. 8). Thus, the teachers’ bilingual proficiency guarantees that learners fully understand the tasks, and teachers can clarify any concept being explained in L2 using students’ L1.

Acquisition of Vocabulary in Young Learners

Vocabulary are the words and phrases that languages have, and the number of them is large considering that they need to represent everything in the world (Schmitt & Schmitt, 2020).

Those language items can be categorized considering how they are used and which topics they cover; this research is based on what Schmitt & Schmitt (2020) call “General vocabulary”, which refers to “vocabulary that is useful across a wide range of topics and contexts” (p. 7). Thus, young learners acquire vocabulary that will help them communicate in different situations, which is the basic use of the language. Moreover, since English is a language rich in that aspect, it is necessary to focus on the terms and expressions that young learners need in their context.

Additionally, the acquisition of vocabulary is crucial for learners’ language learning process. According to Renandya and Richards (2002), “it has been suggested that in the initial stages of learning (vocabulary) play a primary role in communication and acquisition” (p. 255). Since learners need to know how to express themselves, vocabulary is necessary to carry out their communicative tasks, as it includes words, lexical phrases, and routines. Moreover, knowledge of this component is the starting point for every language skill. As Renandya and Richards (2002) state, vocabulary “is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (p. 255). Particularly, people could receive and produce language units, but the content of that language (semantic dimension) is vital for making meaning. Consequently, young learners need to work on this component to acquire proficiency from the beginning.

Finally, learning a word transcends merely knowing its meaning. As Carter and Nunan, (2001) assert, “knowing a word involves knowing: its spoken and written contexts of use; its patterns with words of related meaning as well as with its collocational partners; its syntactic, pragmatic and discoursal patterns” (p. 43). Hence, young learners must acquire knowledge surrounding every word, as it is necessary to know how to produce and understand what they are saying, writing, reading, or listening.

Collaborative Work

As this study aims to discover the contribution of peer interactions in the acquisition of vocabulary, it is necessary to define the concept of collaborative work, which is considered as:

A process in which an individual learns more than he would learn on his own, as a result of the interaction of team members, who know how to differentiate and contrast their points of view, in such a way that they generate a process of knowledge construction. (Guitert & Jiménez, 2000; as cited in Vera, Campuzano & Laz, 2020).

Therefore, the fact that students are surrounded by other students facilitates learning, since interaction enables them to discuss ideas, request help or ask questions related to the topic. Moreover, Kagan (2009) claims that the interaction between students provides new information and ways of thinking about the data that they receive. For this reason, the class activities in this study promoted collaborative work that involves students in situations where they can practice what they have learned or are currently learning, in order to know whether the exchange of knowledge has an impact on the language learning process.

Confidence Development in Language Use

According to Sokol & Fox (2009), confidence means “believing in yourself and your skills” (p. 169). This definition is important for the research taking into account that students need to use the vocabulary acquired in the foreign language, and confidence is necessary to develop the task. Specifically, without confidence “students may avoid taking the necessary risks to acquire communicative competence in the target language” (Rubio, 2007, p. 7). Hence, the development of confidence in language use is a key factor considered in the implementation of the program for students to improve their skills in English, specially in the oral ability.

Task Based Learning

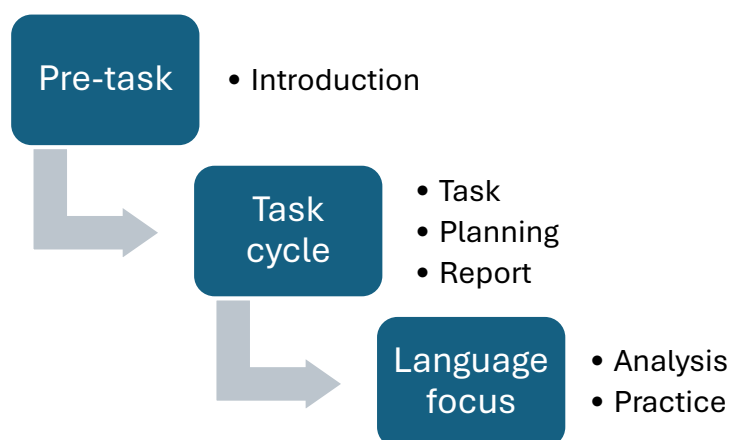
The approach in which this investigation is based is Task-Based Learning, defined by Larsen-Freeman (2000), as an approach that “aims to provide learners with a natural context for language use” (p. 144). Thus, students learn the language and use it to communicate in their context. Additionally, Larsen-Freeman says that “as learners work to complete a task, they have an abundant opportunity to interact. Such interaction is thought to facilitate language acquisition as learners must work to understand each other and to express their own meaning.” (2000, p. 144). Hence, the interaction and participation of the students is needed to achieve knowledge.

In addition, a “task” is defined in words of Willis (1996), who claimed that it is “a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meaning not producing specific language forms” (p. 36). Thus, students will use the target language while the teacher guides them to create meaning.

Moreover, this study considers the TBL framework components designed by Willis (1996), in which three stages are considered in the activities: Pre-task, task cycle, and language focus.

Figure 1

Task-Based Learning Approach cycle.



- **Pre-task:** Teacher introduces the topic to the class, highlighting useful words and phrases, and giving examples.
- **Task cycle:** This stage is divided into three moments:
 - a) Task: Students do the task in pairs or small groups while the teacher monitors from a distance.
 - b) Planning: Students tell the class how they did the task and what they discovered.
 - c) Report: Students show their work to the class.
- **Language focus**
 - a) Analysis: Students examine and then discuss.
 - b) Practice: Teacher guides the practice of unfamiliar words, phrases, and patterns either during or after the analysis.

Therefore, since this research aims to develop an immersion language teaching program, in which students will learn basic vocabulary through the interaction with the target language and their partners, and its use in their closest context, the Task-Based Learning approach was selected to be the main method to carry out classes.

Chapter III: Methodology

Type of Research

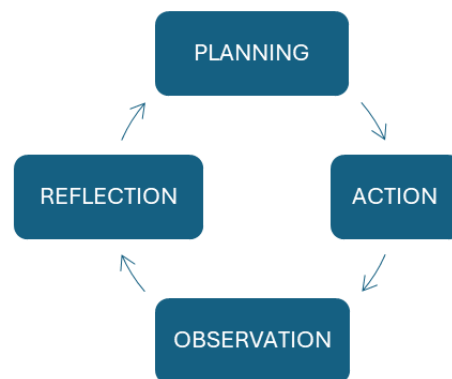
Action research is the study of a social situation to improve the quality of action within it (Elliot, 1993, as mentioned in Alzina, 2004). Based on this definition, the present investigation employs action research as it searches for a problem in the classroom and a way to make a change into the population who is part of it. Thus, the community involved could take advantage of the findings of this research and use them to look for a better understanding of what they are learning.

Additionally, this type of research “holds particular appeal for classroom teachers and a promising direction for the building of theories related to teaching and learning” (Burns, 1999, p. 24). Since this research is developed in an educational environment, action research appears to be the best option to carry out it because of its facilities to make a change related to teaching and learning.

Kemmis and McTaggart (1988; as cited in Burns, 2010) describes four phases of action Research: Planning, action, observation, and reflection.

Figure 2

Phases of Action Research.



Firstly, *planning* is the phase during which a problem is identified, and a plan of action is created to solve the problem. In this study, the problem was that the level of English of the students is not in concordance with what the government expects, so the implementation of a new class methodology was considered as a plan of action. Secondly, *action* refers to the start-up of the plan; thus, the partial immersion was considered in order to give a different perspective of the language learning to the students. Thirdly, *observation* involves detecting the effects of the plan of action while it is taking place. For that reason, some data collection instruments were used here to gather information about what was happening in the classroom. Finally, the *reflection* phase is the one in which the evaluation of the plan of action is made and its effects are shown. In this part of the cycle, the reflection of the partial immersion program was made in the data analysis chapter.

Paradigm

According to Creswell (2005; as cited in Migiro & Magangi, 2011), mixed method is a “research in which the researcher uses the qualitative research paradigm for one phase of a research project and the quantitative research paradigm for another in order to understand a research problem more completely” (p. 3757). Hence, this investigation is based on a mixed-method approach, as it incorporates both qualitative and quantitative perspectives for data collection and analysis. This paradigm was selected considering that the research required information from multiple sources looking for a better understanding of the educational reality in the classroom, which led to more arguments to make the proposal.

Particularly, quantitative measures “are usually expressed as scores and measures which yield numerical data” (Taylor, 2005, p. 4). Therefore, this paradigm emphasizes the collection and analysis of data that can be expressed with numbers. However, they are not enough to develop this study. For that reason, as said by Taylor (2005), qualitative methods “revealed that

words (verbal, narrative and descriptive) could be used as effectively as numbers” (p. 4). Hence, these methods focus on information that can be collected through interviews, observation, and written documentation. The use of both approaches gives the possibility to gather and analyze data from a dual perspective in which not only the statistics are considered, but also the feelings, actions and emotions that can be revealed from the information that the narrative and the description of the classes provide. For that reason, mixed method research was used.

Data Collection Instruments and Procedures

The data collection instruments used in this research were selected based on the characteristics and objectives of the study; each instrument was implemented to collect a particular type of data necessary for carrying out the research. Then, the resources used to collect the information are described below.

Field Diary

According to Obando (1993), the field diary is similar to field notes, but is methodically organized offering possibilities of use, characteristics that allow the researcher to synthesize the information and obtain more relevant data. Therefore, this instrument is used to obtain detailed knowledge about events and interactions in the classroom, considering the specific need of research.

Additionally, according to Obando (1993), this data collection instrument gives the possibility to collect quantitative and qualitative, descriptive, and analytical information, including relevant elements for statistical formulation, diagnosis, social or situational studies and evaluation. Hence, a large amount of information could be obtained from this data collection instrument, making it an instrument that provides a good quantity of pertinent information to analyze.

Test

Tests are used to collect quantitative data given that they “measure a person's ability in certain fields, such as mathematical talent, musical talent, language proficiency and so on” (Sukmawati, 2023, p. 123). To assess the impact of the partial immersion program on students’ vocabulary acquisition, two tests were implemented: the pretest, executed at the beginning of the program, and the post-test, carried out at the end of the pedagogical intervention.

As stated by Cohen et al. (2007), it is important to have in mind some key factors to implement the pre-tests and post-tests. For example, “pretest may have questions which differ in form or wording from the posttest, though the two tests must test the same content” (p. 432), “as well as that both tests must have the same level of difficulty” (p. 432). Thus, students faced similar tests to know if there were changes after the implementation of the plan.

The data collected by this instrument is “scored in a standardized manner and are used to examine and possibly evaluate individual differences” (International Test Commission [ITC], 2014, p. 3). These individual differences were important for the research because they allowed the researcher to identify the students’ strengths and weaknesses regarding in the foreign language. Consequently, it was possible to recognize the aspects in which students improved, weakened, or remained unchanged.

Questionnaires

As stated by Alcaraz et al. (2006), questionnaires are a structured process of collecting information through the completion of a series of questions. This method was used in this investigation to gather specific information from the students, searching for their thoughts about the English language learning within a partial immersion program. In addition, the information

collected with this instrument constitutes self-reported data. As Griffiee (2018) indicates, this makes questionnaires an “appropriate instrument for collecting data on what your students think or believe about certain issues” (p. 137). Thus, it is possible to know each student’s perspective in an efficient and comfortable way for both students and researchers.

Ethical Issues

During this investigation, some ethical issues around privacy and data handling were considered. It was important to ensure the students and their parents knew that their information was only used for academic purposes for this specific study. For that reason, an informed consent form was provided to the parents or responsible adults of each student, detailing what the information would be used for, which they were asked to sign if they agreed to participate. Finally, all collected data was kept secure and confidential, accessible only by the investigator.

Chapter IV: Instructional Design

In this chapter, the pedagogical pillars and the pedagogical proposal of the study are presented. These are based on the curricular, classroom, language, and learning vision.

Visions

Curricular Vision

As mentioned by Prideaux, curriculum refers to “the expression of educational ideas in practice” (p. 268). Thus, the curricular vision is considered as the mental image of educational ideas of the investigation. Considering this concept, this study aims at implementing a partial immersion language teaching program to improve basic vocabulary in English in fourth-grade students. To achieve this, the methodologies and study plan were adapted to increase the students’ contact with the target language.

Therefore, this research considers the use of techniques such as reading aloud, conversation practice, question and answer, dictation and sentences writing, designed to foster an immersion environment. Additionally, the study plan contains topics of students’ interest and academic relevance considering the data collected through the characterization survey, including family members, means of transportation, travel, and basic personal information.

Class Vision

This study seeks to create a class where students are active participants in their learning process. Hence, the class vision is based on the development of activities where students can play, interact with their partners, ask questions, and demonstrate what they have learned. Here, class time is a crucial factor given the limited time of two hours per week. Finally, the main

objective is to design enriching and effective activities that allow students to have contact with the foreign language and to be in an active predisposition throughout the class.

Language Vision

As stated by Moeller & Catalano (2015), the term foreign language is used when the language “is learned largely in the classroom and is not spoken in the society where the teaching occurs.” (p. 327). Since English is not spoken or used outside the classrooms, the language is considered as foreign in Colombia, so its process of learning needs to be defined as foreign language education, which refers to “the teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population” (Moeller & Catalano, 2015, p. 327).

Since the objective of the study is the implementation of a partial immersion teaching program in English, language plays a key factor. First, it is important to say that the native language of students is Spanish, which is going to be partially allowed during the classes considering the skills and the knowledge they have in English. So, the class is going to be focused on the use of both English and Spanish to develop the activities and acquire vocabulary, looking for a major use of the target language (English).

Thus, this language vision looks for the use of the foreign language in order to improve students’ basic vocabulary knowledge, considering their interests and necessities to interact with the world using English, as language holds a significant importance in “human socialization and adaptation to his environment.” (De Villiers & De Villiers, 1978, p. 2)

Learning Vision

People around the world have varied reasons for learning foreign languages, being the personal benefits and enjoyment the strongest purposes (Gallagher-Brett, 2004, p. 2). In Colombia, where Spanish is the native language, English has been chosen to be taught as a foreign language in schools, so for this study, the term “English learner” is defined by Diaz-Rico (2004), as “students whose first (primary, native) language is not English and who are learning English at school.” (p. 2).

Therefore, the learning vision expands and strengthens students’ basic vocabulary related to family members, means of transportation, travel, and basic personal information, topics that were selected based on their needs and interests, making it suitable for them. Consequently, students could improve their English skills to meet the A2 proficiency level of the Common European Framework of Reference for Languages (CEFR). So, the idea is to bring students closer to the communicative competence for a fourth-grade student.

Instructional Design

According to Smith & Ragan (2005), instructional design refers to “the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation” (p. 4). So, this chapter presents the stages of intervention.

Stages of Intervention

The pedagogical intervention is structured into three stages: *Myself*, *My context*, and *My desire*. These stages are grounded in the Task Based Learning approach (TBL) and its cycles:

Pre-task, task cycle, and language focus (Willis, 1996). Also, the principles of the partial immersion program are implemented in every session.

Stage I: Myself. This first stage of intervention, titled “Who am I?” focuses on the acquisition of basic vocabulary and self-introduction. So, the main objective is to introduce the topic of personal information.

In the pre-task cycle the teacher introduces the topic, searching for students’ previous knowledge and showing different Wh questions about basic personal information and how to answer them. Then, a randomly selected student asks a partner one of the basic personal questions. After that, the task cycle begins, starting with a multiple-choice activity using Kahoot in which students select the correct answer for the previously presented questions. This cycle continues with an activity that requires students to complete a table with their information and the information of a partner. Then, students perform a dialogue in pairs, following a structure. This dialogue is developed in a role play game, in which students act as a famous person that they follow, or as a fictitious person.

Finally, in the language focus cycle the teacher presents the Wh questions worked in class written in disorder. The idea of this exercise is for students to organize the questions while working on pronunciation, always guided by the teacher. (Appendix D)

Stage II: My Context. The second stage of the pedagogical intervention is divided into two topics, each one of them having their own task cycles: Family members and means of transportation.

The class of Family members is called “What do I call my family? The main objective of this class is to make students aware of how to call their closest family members. Thus, the class

starts with the pre-task, where students listen to a song in which the members of the family are presented, looking for the activation of their previous knowledge and the relationship with the new one. Then, some slides are shown with images of members of the family, and the students must write their name on the whiteboard.

The task cycle is divided into two activities. The first one is a word search, in which students look for family members written on the whiteboard. After that, the second activity starts, in which students must draw their family members into a family tree. Then, some of them present their drawing to their partners, who must ask questions related to what the presenter is saying. For example, a student from the audience could ask for the name of the mother of the partner who is presenting. Here, it is important to mention that the teacher does the example with his own family tree before the students start to draw, letting them know what to do.

To end the class, the language focus is based on the presentation of the family tree of the teacher, which is presented by himself and paying attention to the pronunciation of every word learned in the task. (Appendix E)

The second topic of this stage is Means of transportation, and the class is called “What means of transportation do I use?” The main objectives of this class are to learn vocabulary about means of transportation and to know how to use the verbs to drive, ride, and take. Hence, the pre-task begins with the teacher asking the students: How did you come to school today? - What is your favorite way to travel? The idea is that students answer using English with the vocabulary that they know. Then, some pictures of people using means of transportation are shown with sentences using the present continuous. This tense is used considering that it is the one that students are learning in the classes out of this study.

After that, the task cycle starts with a fill in the blank activity, in which students must write the missing letters of the name of the means of transportation that appear in the worksheet. Subsequently, students write the full name of every noun on the whiteboard, finishing the first activity. The second activity is based on the game charades. To do that, the class is divided into five groups. Then, a representative from one group receives a sentence that includes means of transportation and the present continuous structure (Ex: She is driving a car). The representative must act as the sentence says, and the five groups must guess what the sentence is that their partners are acting. Someone from the group must say the sentence in English to win the point, and the group with the highest number of points wins.

To conclude this class, the teacher presents some images of the means of transportation and works on its pronunciation, carrying out the language focus. (Appendix F)

Stage III: My Desire. The final stage of intervention considered the desire about travelling that students expressed in their characterization. Called “What do I need for the travel?”, the main objective of the class is to show students the vocabulary related to travelling and how to use it in a specific situation. So, the pre-task started with the teacher asking: Do you like to travel? - Where have you traveled? - Where would you like to travel? After that, the professor shows a series of slides that presents the story of a girl who is going to travel and does not know what to pack for the trip, and the students suggest the elements that she should pack using both English and Spanish.

Here, the task cycle begins and is divided into 3 activities. The first one is a match activity that includes pictures with their names in disorder, and the objective is to have students match the pictures by their correct name. The second task is a memory game, in which students are divided into 5 groups and must connect the image of an element of travelling with its pair. To

do that, the game is played in a digital way led by the teacher that allows to hide and show the pictures easily and wins the group that reveals the major number of images correctly. The third activity considers the vocabulary learned in the previous activity and make students to define the elements that they need for traveling to a specific city that the professor gives to each group.

Finally, this class ends with a review of the vocabulary learned, as well as its pronunciation looking for an improvement in that aspect. (Appendix G).

Chapter V: Data Analysis

In this chapter the data collected are analyzed and shown looking for the answer to the research question of this study: What is the impact of implementing a partial immersion language teaching program on the acquisition of basic English vocabulary? Hence, the information is divided into three categories: Vocabulary acquisition, collaborative language acquisition, and confidence development in language use, which are presented in the following table.

Table 1

Categories of analysis

RESEARCH QUESTION	OBJECTIVES	CATEGORY	INDICATORS
What is the impact of implementing a partial immersion language teaching program on the acquisition of basic English vocabulary?	To evaluate the effectiveness of the partial immersion teaching program by comparing vocabulary acquired before and after the program.	Vocabulary acquisition	Students use the vocabulary acquired in the tasks proposed. Comparison of student's knowledge before and after the program.
	To assess how peer interactions within the partial immersion program contribute to vocabulary acquisition and use.	Collaborative language acquisition	Students work in a collaborative way to support each other's vocabulary learning.
	To evaluate the impact of the immersion program on students' confidence in using new language vocabulary.	Confidence development in language use	Students feel confident when using English vocabulary in the tasks proposed.

Furthermore, this process of analysis is determined as “a continuing process of reducing information to find explanations and patterns” (Burns, 2010, p. 104) and considers the 5 steps presented by Burns (2010), which are:

1. **Assembling the data:** Focusing on the search for broad patterns, ideas, or trends that are related to the objectives of the study.
2. **Coding the data:** Looking for the grouping of the information into more specific categories and the identification of data that can be coded qualitatively or quantitatively.
3. **Comparing the data:** Where the categories are already set and the task is to compare the data collection instruments to see if the information is the same or that there are different things to highlight.
4. **Building of meanings and interpretations:** Working on the creation of a “big picture” of the concepts and the development of explanations about the analysis made by questions and the identification of connections.
5. **Reporting the outcomes:** Thinking about the best way to show the research considering telling the whole story of the study and not just the analysis and findings.

Therefore, the analysis of each category following the procedures made by Burns is carried out in this chapter.

Vocabulary Acquisition

The first category of analysis considers the knowledge that students had before and during the implementation of the partial immersion language teaching program and the impact that the mentioned program had. Thus, as mentioned in chapter 1, students did not meet the minimum requirements established by the government (A2.1, considering the CEFR). For that reason, the analysis of the data collected below considers the vocabulary that students knew before the program and what they learned during and after the program.

To begin, at the starting point of the first task called “Basic personal information,” students learned how to ask other partners about their personal information. Here, students worked with a series of examples before an activity in which they were selected randomly to answer one of the questions presented at that time. In the following evidence, an event that happened during this activity is shown.

When the student selected to answer a question does not know either how to answer or to say something, a partner or the teacher helps her, considering that they had to answer in English.

(Field diary number 1, September 9^h, 2024)

Here, it is seen that students could not answer the questions when they had to do it, showing a low acquisition of the vocabulary related to the topic of the class, evidencing a lack of basic knowledge before the implementation of the program. In contrast, during the second part of the first task, students showed an improvement in making and answering the questions worked in class, being able to use what they learned in a specific exercise.

In the first part of the activity, students need to answer the questions with their information. Here, it took less time for students to complete this activity than the first time they were requested to do it. Then, they had to look for a partner and answer the same questions with the information about their partners.

(Field diary number 2, September 20th, 2024)

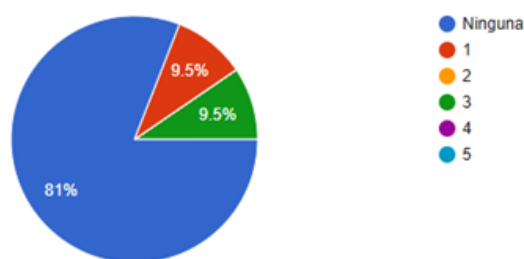
In this instance, it is shown that students acquired vocabulary that they did not have before the implementation of the partial immersion language teaching program and learned how to use it in a communicative situation. In addition, they were able to answer the questions with

their personal information and apply that knowledge with their partners' data. Hence, students upgrade their knowledge effectively.

In the same way, students completed a pre-test (Appendix H) and a post-test (Appendix I) before and after the implementation of the partial immersion language teaching program. Following the topic "Basic personal information," the data collected in the pre-test shows that most of the students (81%) did not correctly answer any of the questions presented in the test.

Figure 3

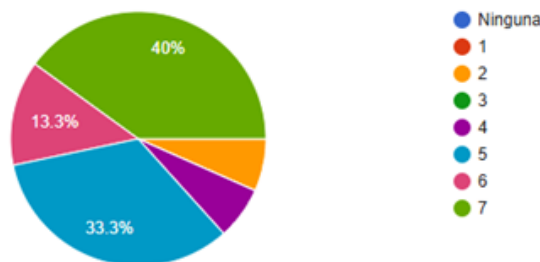
Pre-test. Question 1.



This evidence reflects the vocabulary that students had about the topic before the implementation of the program, which was low considering that any of them answered correctly all the questions and that only 19% of them answered between one and three in a correct way. In contrast, the results of the post-test show a different situation.

Figure 4

Post-test. Question 1.



Here, most of the students (40%) answered correctly the seven questions presented and the percentage of students who did not answer any of the questions decreased from 81% to 0%, resulting in 60% of the students that answered between one and six questions correctly. Therefore, students had an improvement rate of vocabulary acquired after the implementation of the task related with basic personal information considering that the percentage of people who did not answer any of the questions decreased and the ones who answered correctly all the questions increased.

Also, in the task cycle of the topic called “Family members,” students were supposed to draw and present them in front of the classroom. The teacher gave instructions about how to do it, but students did not know the vocabulary required to present their relatives.

The students that decided to participate had problems to start presenting their family members because they did not remember how to start, so the teacher explained again that they had to start saying “This is my....” However, with the passage of time and the expositions, the students no longer asked questions but directly presented to their families.

(Field diary number 4, October 18th, 2024)

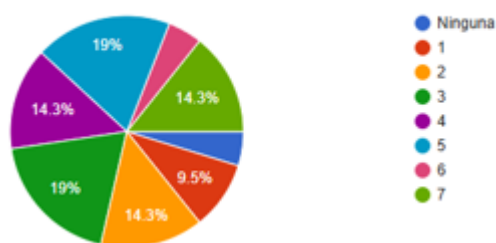
As the evidence shows, students had difficulties in presenting their family members because they did not know how to develop the activity, which suggests that they had a low level of vocabulary related to the activity proposed. In contrast, with the activity carried out in the

second task, students began to develop it without requesting help, proposing an acquisition of the vocabulary worked on the task due to contact with the target language.

In addition, the results in the pre-test show that students had difficulties with basic vocabulary related to family members.

Figure 5

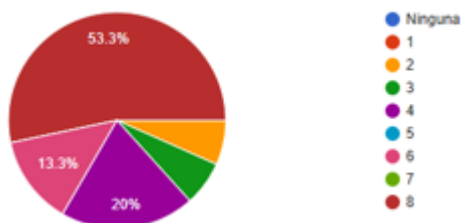
Pre-test. Question 2.



Here, the evidence exhibits that the number of correct answers that predominates is 3 and 5 out of 7, which indicates that students are not too far from what they are expected to be. However, most of them did not correctly answer any question and had 1 or 2 well answered (28.6%), manifesting difficulties for most of the population. In comparison, the post-test gives a distinct perspective.

Figure 6

Post-test. Question 2.

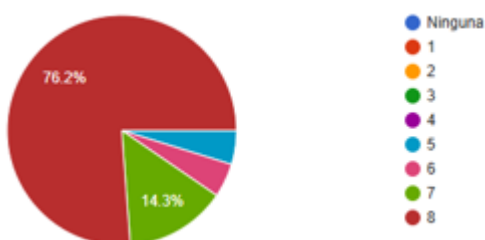


The results reveal that most students answered correctly all the questions presented in the test (53.3%), and that 13.3% had 6 out of 8 questions with the corresponding answer. Hence, more than half of the students solved their difficulties with the basic vocabulary related to family members and did not have problems with the content of the post-test in this topic, evidencing an upgrading in the vocabulary acquired with the program implemented.

The next topic that students worked on was Means of transportation. Here, students presented a good acquisition of vocabulary before their participation in the tasks developed, as the graphic shows.

Figure 7

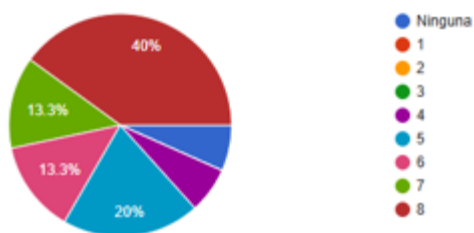
Pre-test. Question 3.



This data exhibits that 76.2% of the students answered 8 out of 8 questions about means of transportation, and that the smaller number of correct answers made by students was 5. Nevertheless, the result of the post-test has changed from the pre-test in a not positive perspective.

Figure 8

Post-test. Question 3.



Here, the percentage of students who answered all the questions in the correct way decreased from 76.2% to 40%, and the distribution of the rest of the course goes from tests with any question to 7 questions with their right answer. However, this fact can be explained considering the way in which the tests were distributed, contemplating that in the pre-test students had a list with the name of the means of transportation and they only had to match it with the corresponding image, and in the post-test they had a fill in the blanks activity in which they had to complete the name of each mean of transportation, having mistaken with the consonants “v” and “b” and the use of “i” instead of (y), mostly.

Additionally, during the development of the task, students showed a good knowledge of the topic, even using it in specific situations. As an illustration, the second activity of the task cycle required students to do it.

The next part of the class was a game called “Charades”, in which students were divided in five groups and one representer of each group had to select a sentence and act what it said without talking, and the rest of the class had to guess what was trying to say the one who were in front of them (Ex: She is riding a bike; my father is driving a car). Here, students participated and used the vocabulary related with means of transportation together with present continuous, which was the tense that they were working on with the main teacher”

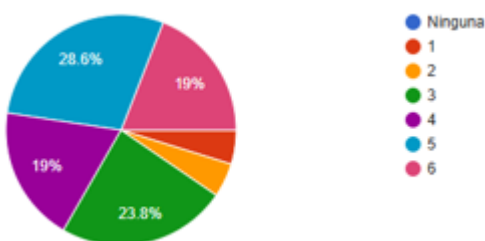
(Field diary number 6, November 8th, 2024)

As the evidence presents, students had knowledge about means of transportation and were able to use it in short sentences. In addition, they did not ask for help during the game, building the phrases with the knowledge acquired and the one that they had before the implementation of the partial immersion language teaching program. This information given by the field diary suggests that students improved their understanding of vocabulary related to the topic.

To conclude the topics, students worked on the task called “Travelling,” in which most of them possess a proficient level of knowledge about the basic vocabulary related to the theme of the class.

Figure 9

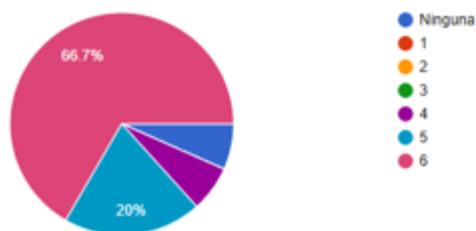
Pre-test. Question 4.



The results say that 66.6% of the students answered correctly from 4 to 6 out of 6 questions that the pre-test contained; the majority being the ones who answered 5 of those 6 questions. Despite the satisfactory results in the pre-test, the post-test presents an improvement in the ratio of correct answers.

Figure 10

Post-test. Question 4.



As mentioned before, the data collected with the post-test evidence an upgrading in the vocabulary acquired by students about travelling, where 66.7% of them answered correctly all the questions and 20% only made one mistake. This information says that students improved their vocabulary acquisition with the implementation of the partial immersion language teaching program because of the activities carried out in the task, which included a match activity, a memory game, and a role-play where they had to use the vocabulary in specific situations.

Finally, the perspective of the students after the development of the program manifests a better understanding of the topics and the acquisition of vocabulary from their self-evaluation. This data was collected with a questionnaire made in the last class of the program, in which students had to answer their opinion about the activities carried out in class.

Mi opinión es que en las actividades pude aprender a hablar inglés.

(Student #1)

Me gustaron porque nos enseñó inglés y vocabulario fácil.

(Student #14)

Porque sabemos más palabras en inglés.

(Student #6)

Here, the opinions of the students were that they acquired knowledge in the target language due to the activities implemented in the tasks along the program, suggesting a positive reflection of them after their participation in the classes in which they had to use English to communicate and develop the activities.

Collaborative Language Acquisition

The second category of analysis focuses on how the peer interactions within the partial immersion program contribute to vocabulary acquisition of the students, considering that they had to develop activities in groups with their partners which allowed them to interact with each other. As Kagan (2009) states, that interaction allowed students to have new ways of thinking about the data that they received and acquired knowledge due to the negotiation of information with their working groups.

Firstly, in the task called “Basic personal information,” students played a game in which one of them was selected randomly and had to answer one of the questions with the corresponding answer as the teacher presented at the beginning of the class.

As there were six questions, only six students had the opportunity to answer. However, the ones who did not have the opportunity to answer helped their partners.

(Field diary number 1, September 9th, 2024)

Here, it is observed that only a small group of students were selected for the activity. Likewise, some of the selected students did not know how to develop the task and the partners who were not chosen assisted them by answering the questions. Furthermore, at the end of the class, students ordered groups to play a game via Kahoot in which they had to select the correct way in which questions about basic personal information must be answered.

During the game, students argue about choosing the correct answer for each question.

Additionally, there were some of them that still had problems with the vocabulary worked during the class, so their partners helped them.

(Field diary number 1, September 9th, 2024)

Thus, the activity allowed students to share their knowledge and use the vocabulary learned to develop the game. However, there were participants who did not dominate the topic as their partners, so the interaction between students contributed to the vocabulary acquisition of the ones who had lack of knowledge and could not carry out what they were supposed to do, which presents a collaborative way of learning.

Secondly, in the introduction of the topic “Family members,” some students were selected randomly and had to write about the members of the family that appeared in the images shown on the TV. Each one of those pictures had a description in English to give a hint, for example, “The daughter of my parents.” Before the selected student tried to write the corresponding member on the whiteboard, she had to read the description aloud and try to translate it. However, students faced difficulties doing the task.

When a student does not know what the description says, a partner helps her translate it. In addition, when the student does not know how to write the name of the member of the family, some partners help to carry out the activity.

(Field diary number 3, October 4th, 2024)

This evidence shows that into the group of students that participated in the program exists girls that had the ability to translate from English to Spanish the information presented on the TV, and that they decided to assist their partners that could not do it. In addition, something similar happened in the first part of the topic related to Means of transportation, where the teacher asked a series of questions in English.

Before starting, the teacher asked to the students if they know what the questions means in Spanish, and three students raised their hand and translated the questions for their partners.

(Field diary number 5, November 1st, 2024)

The data exposed previously demonstrates that students that knew how to translate the information felt the necessity to share their knowledge with their partners to develop the activities proposed. This is a demonstration of collaborative language acquisition considering that the program allowed students to use their mother tongue and the target language, but some of them were not able to neither understand the information in English nor translate it to Spanish, so they received help from their partners looking for the learning of the vocabulary which was acquired due to that interaction.

Finally, in the last topic called “Travelling,” students had to do a role play in which they had to pack the suitcase considering the city they were going to travel to (Ex: París, Cartagena). This activity was carried out in groups and students had to present what they packed in front of their partners. Here, interaction between students was necessary to develop the task.

The class was divided into five groups, and each group had a specific city to pack the correct list of objects considering the characteristics of each city. During the activity, students discussed what they should pack, listening to the opinions of their partners, and choosing the correct object.

(Field diary number 7, March 3rd, 2024)

As it is seen, students talked to each other giving their opinions and deciding which object should be packed. In addition, the next evidence relates to what happened during the discussion of one of the groups.

The group that had París as the city they were going to travel had a talk in which one of the participants said that they do not have to pack a jacket because there the weather is hot, but her partners argue that she was wrong and that the weather is cold and that they had to pack more

clothes for cold weather but that they do not know others apart from jacket, so one of them proposed gloves and boots, being accepted by all and written down in the list.

(Field diary number 7, March 3rd, 2024)

The extract of the field diary presented above shows the teamwork that students had to do looking for the correct packing of their suitcase. That teamwork is a characteristic of the collaborative learning process that students lived with the partial immersion language teaching program, considering that they did not know more vocabulary about winter clothes and a partner who had acquired it proposed two of them, which were accepted by all as a team and the ones who did not have knowledge of those two clothes acquired that vocabulary, working in a collaborative way supporting each other's learning process.

Confidence Development in Language Use

The last category of analysis considers the point of view that students gave at the end of the implementation of the partial immersion language teaching program about the confidence acquired when using English to develop the tasks, as well as the situations presented during the lessons.

To begin, students had to answer a questionnaire in the last class of the program in which they had to present their perspective about the work developed. Thus, in the last question they were asked to tell how they felt when using the vocabulary acquired, and these are some of the answers.

Nerviosa y feliz a la vez aprendo.

(Student 1)

Nerviosa porque no sabía cómo se decía.

(Student 7)

Me sentía rara y nerviosa al hablar en inglés.

(Student 18)

Bien porque todos ven lo que aprendí y nerviosa por si lo hago mal.

(Student 20)

Also, in the second class of the program it was possible to evidence behavior from the students related to the use of the foreign language in class.

Some students did not want to answer the questions, manifesting that they did not know how to say something and did not want to make mistakes.

(Field diary number 2, September 20th, 2024)

The information presented above shows, in first instance, that a group of students felt shy when using English to be part of the classes and that they preferred not to use to foreign language, suggesting a low level of confidence to apply what they learned. However, that lack of self-believing was not present during the whole program, considering that they said that they also felt happy and that they learned despite the feelings they went through. For that reason, the nervousness that students experienced was accompanied by a feeling of motivation that made them overcome the first feeling and use the vocabulary they learned in the classes, improving their confidence in the use of the target language.

Finally, there were some students who left the feeling of shyness apart and expressed their level of confidence in a different way.

Bien porque entendia lo que yo decia y me sentia bilingüe.

(Student 3)

Chevere, inteligente, etc. Me sentia bilingüe y extranjera.

(Student 4)

Me sentia feliz y aprendi demasiado.

(Student 10)

Bien y mal porque a veces no entendía, pero en otras clases ya fui mejorando mi inglés y les doy gracias a mis profesores.

(Student 13)

Moreover, as the classes went by, attitudes toward the use of foreign language were changing in a more participative way.

Participation in both questions was voluntary, and most of the students wanted to participate. The teacher let them speak at the times they wanted. Here, students had to use a foreign language to speak.

(Field diary number 5, November 1st, 2024)

As it is seen, a group of students experienced a sensation of happiness and improvement in their learning process with the partial immersion language teaching program. Furthermore, when the classes of the research were about to end, there were more participation even when they had to use English to do the activities proposed. Hence, the confidence experienced by students was high taking into account that they expressed that they felt comfortable during the tasks in which they were involved, becoming “bilingual”, as they mentioned, as well as the improvement of their desire to be part of the tasks that made them to talk in the target language. Thus, confidence suffered an upgrade and students felt that they improved their fluency in English, especially in the vocabulary that they worked on in class.

Chapter VI: Conclusions

This study wanted to determine the impact of the implementation of a partial immersion language teaching program on the acquisition of basic English vocabulary in 4th grade students from a public school in Bogotá. Hence, the participants of the research were involved in classes in which they had contact with both English and Spanish in order to develop the activities proposed, following the Task-Based Learning approach and working on four main topics: Personal information, family members, means of transportation and traveling.

Initially, this study evaluated the level of vocabulary that students had about the topics before and after the development of the classes, showing an improvement in most of the students. The data from the pre-test, post-test, and field diaries shows that students acquired vocabulary and that they were able to use it in specific tasks. Moreover, it was possible to see how the activities were becoming easier to do while the classes were taking place. For that reason, involving participants in an environment in which they have contact with the target language helps in the learning process.

Eventually, as the classroom is a place in which collaborative work takes place, it was important to know how interaction between peers contributes to the acquisition of vocabulary in the foreign language. Hence, that was one of the objectives of this study, and the evidence shows that teamwork was one of the abilities that students used not only to do the tasks, but also to share knowledge and to assist the partners that had problems with the language.

Lastly, considering that students were taking part in a program that led them to use the vocabulary learned, as well as the target language, confidence should be affected. Therefore, this research assessed the point of view that students had about when they were requested to speak in

English, resulting in a mix of emotions that they went through, starting with shyness and low level of confidence and ending with a feeling of empowerment and happiness because of the ability to use what they learned.

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Appendix

Appendix A. Field Diary

UNIVERSIDAD PEDAGÓGICA NACIONAL
PRAXIS PEDAGÓGICO-INVESTIGATIVA: PROYECTO

FIELD DIARY #

OBSERVER:

DATE:

PLACE:

CLASS UNDER OBSERVATION:

ACADEMIC AREA OR SPACE:

NUMBER OF STUDENTS:

CLASS DESCRIPTIO N	CATEGORIES/INDICATORS (POSSIBLE FOR REFLECTION):	ANALYSIS

Appendix B. Characterization Survey and Questionnaire

ENCUESTA

La siguiente encuesta pretende reconocer a las estudiantes del grado 403 de la IED La Merced respecto al contexto en el que habitan, además de sus gustos y preferencias en el proceso educativo.

- ¿Cuántos años tienes? Escribe tu edad en números: _____

- ¿Con quién vives?

- De estas personas, ¿Quién te ayuda a hacer tareas?

- ¿Sabes en qué localidad está ubicada tu casa?

Escribe el nombre: _____

- ¿Sabes en qué localidad está ubicado tu colegio?

Escribe el nombre: _____

- ¿Crees que el colegio queda lejos de tu casa? Marca con una X. SI __ NO __

- ¿Qué reglas te han enseñado que debes cumplir en tu colegio?

- ¿Qué te gusta hacer en tu tiempo libre?

- ¿Te gusta la clase de inglés? Marca con una X: SI __ NO__

¿Por qué?:

- ¿Haces uso del inglés fuera de la clase? Marca con una X si realizas una o varias de las siguientes actividades:

Escuchas música en inglés __ Lees textos en inglés __ Escribes en inglés __

Ves videos en inglés __ Ninguna __ Otro: _____

- Si realizas alguna de las actividades descritas anteriormente, marca con una X si lo realizas:

1 a 2 veces a la semana __ 3 a 4 veces a la semana __ Mas de 5 veces a la semana __

- ¿Estudias inglés en tu casa o en un instituto?

Marca con una X tu respuesta: SI __ NO__

- ¿Crees que es necesario aprender inglés? Marca con una X tu respuesta: SI __ NO__

¿Por qué?

¡Gracias!

Appendix C. Diagnostic Test.

PRUEBA DIAGNÓSTICA

La siguiente prueba tiene como objetivo conocer las habilidades que tienen las estudiantes del grado 402 de la IED La Merced en el área de inglés.

1. Lee la siguiente historia y responde las preguntas:

The adventure of Whiskers

In a beautiful village, Emily lives happily. She loves animals, especially cats. One sunny day, she finds a small cat by the road. She takes it home and names it Whiskers.

Every day, Emily cares for Whiskers. She gives him food and a warm bed. Whiskers loves Emily and follows her everywhere.

One morning, Whiskers disappeared. Emily looks for him everywhere. She checks under beds and behind bushes. She asks neighbors if they have seen Whiskers.

With help from friends, Emily finds Whiskers stuck in a bush. She rescues him and hugs him. From then on, Whiskers stays close to Emily. They share many adventures together in the village.

- a. What does Emily like? _____
- b. What does Emily find one day? _____
- c. What happens one morning to Whiskers? _____
- d. Where do they find the cat? _____

2. Escribe de forma correcta las siguientes oraciones:

- a. cat/The/is/lost.

- b. Emily/lives/Where/does?

- c. saying/What/is/she?

- d. talking/are/They/kitchen/in.

3. Relaciona la imagen con su frase correspondiente:



The girl is sick.



He is cooking.



They are talking.

4. Escucha la historia. Llena los espacios en blanco con la palabra correspondiente:

BANK OF WORDS
Curious – Home – Culture – Questions – Discovering – Countries - Japan

Tom Learns About Japan

Tom is a _____ boy who loves learning about different countries. Today, Tom has to choose a country to do a presentation in his school, and he chooses _____ because he finds it interesting.

Tom is reading books and looking at pictures to learn about Japan. He is _____ many things, like cherry blossoms, sushi, and technology. Tom is amazed by Japan's advanced trains and robots.

When it's time to present his project to the class, he talks about Japan's _____, food, and modern inventions. His classmates listen and ask _____.

After the presentation, Tom feels proud. Even though he has not been to Japan, he has learned a lot. Tom realizes that learning about other _____ is like going on an adventure without leaving _____. He can't wait to explore more countries in the future.

5. Planifica la respuesta a la siguiente pregunta. Luego, prepárate para exponer la respuesta sin leer:

a. What do you do in your free time?

6. ¿Cuántos objetos ves?



Appendix D. Task 1

Task 1

Topic:	Basic personal information
Lesson Title:	Who am I?
Intended course level	4th – A2
Duration of the class:	120 minutes

Teaching Objective
<ul style="list-style-type: none"> - To introduce the topic of personal information. - To make learners aware of the Wh questions in basic personal information. - To help learners understand the use of Wh questions. - To help students to introduce themselves. - To help students to ask for personal information of their partners.
Learning Outcome
<ul style="list-style-type: none"> -By the end of the class, students will learn vocabulary about basic personal information. - By the end from the class, learners will be able to identify the correct use of the Wh questions in basic personal information. - By the end of the class, learners will be able to introduce themselves. - By the end of the class, learners will be able to ask basic personal information questions to their partners.

Class Procedure and Methodology	
Pre-task 20 minutes	Activities to be done In the pre-task, the teacher introduces the topic. Here, the class starts with the searching of previous knowledge of the students, showing different Wh questions about basic personal information and how to answer them: <ul style="list-style-type: none"> a) What is your name? My name is _____. b) How old are you? I am ____ years old.


<p>20 minutes</p>	<p>c) What do you do? I am a _____. d) Where are you from? I am from _____. e) Where do you live? I live in _____. f) What do you like? I like to _____.</p> <p>Then, a game will be played, in which the name of the students will be included in a roulette, and the student who first appears after the spin of the roulette will get ready to ask one basic personal information to a partner.</p>																					
<p>Task cycle</p> <p>20 minutes</p> <p>20 minutes planning</p> <p>20 minutes performing</p>	<p>The first task is a Kahoot activity, in which students will have to select the correct answer to each question.</p> <p>In the second task, students will complete the table, walking around the classroom and asking to a classmate.</p> <table border="1" data-bbox="391 800 1344 1058"> <thead> <tr> <th>Question</th> <th>My answer</th> <th>My partner</th> </tr> </thead> <tbody> <tr> <td>What is your name?</td> <td></td> <td></td> </tr> <tr> <td>How old are you?</td> <td></td> <td></td> </tr> <tr> <td>What do you do?</td> <td></td> <td></td> </tr> <tr> <td>Where are you from?</td> <td></td> <td></td> </tr> <tr> <td>Where do you live?</td> <td></td> <td></td> </tr> <tr> <td>What do you like?</td> <td></td> <td></td> </tr> </tbody> </table> <p>Then, they will perform a dialogue in pairs, following the next structure:</p> <p>A: Hello, what is your name? B: Hi, my name is _____. What is your name? A: My name is _____. How old are you? B: I am ___ years old. How old are you? A: I am ___ years old. Where do you live? B: I live in _____. Where do you live? A: I live in _____.</p> <p>This dialogue will be based in a role play, in which students will act as a famous person that they follow, or as a fictitious person.</p>	Question	My answer	My partner	What is your name?			How old are you?			What do you do?			Where are you from?			Where do you live?			What do you like?		
Question	My answer	My partner																				
What is your name?																						
How old are you?																						
What do you do?																						
Where are you from?																						
Where do you live?																						
What do you like?																						

Language focus 20 minutes	<p>The Wh questions worked in class will be written in disorder.</p> <ul style="list-style-type: none"> a) What/your/name/is? b) Old/you/how/are? c) Do/what/do/you? d) Live/do/where/you? e) Like/you/what/do? <p>Students, guided by the teacher, will organize them, as well as to work in their pronunciation.</p>
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Materials and Resources
<p>Systems room</p> <p>Computer</p> <p>Internet</p> <p>Tv</p> <p>Whiteboard</p>

Kahoot Answers			
	<p>1 How old are you?</p> <p>Quiz</p> <p>55%</p> <ul style="list-style-type: none"> <input type="checkbox"/> My name is David. 0 <input checked="" type="checkbox"/> I am 10 years old. 12 <input type="checkbox"/> I like to play. 2 <input type="checkbox"/> I live in Bogotá. 3 <input type="checkbox"/> No answer 5 		


2 What is your name? Quiz 59%



GIF

<input checked="" type="checkbox"/> My name is David	✓ 	13
<input type="checkbox"/> I am 22 years old.	✗ •	2
<input type="checkbox"/> I am from Bogotá.	✗ •	2
<input type="checkbox"/> I am a student.	✗	0
<input type="checkbox"/> No answer	✗ 	5


3 What do you do? Quiz 82%



GIF

<input type="checkbox"/> I live in Bogotá.	✗ •	1
<input type="checkbox"/> I am 15 years old.	✗	0
<input checked="" type="checkbox"/> I am a student.	✓ 	18
<input type="checkbox"/> I am from Chía.	✗	0
<input type="checkbox"/> No answer	✗ 	3


4 What do you like? Quiz 73%



GIF

<input type="checkbox"/> I am 10 years old.	✗ •	2
<input type="checkbox"/> I live in Bogotá.	✗ •	2
<input type="checkbox"/> My name is David.	✗ •	1
<input checked="" type="checkbox"/> I like dogs.	✓ 	16
<input type="checkbox"/> No answer	✗ •	1

5 Where do you live? Quiz 73%



<input checked="" type="checkbox"/> I live in Bogotá.	✓ 	16
<input type="checkbox"/> I like dogs.	✗ 	4
<input type="checkbox"/> I am 10 years old.	✗	0
<input type="checkbox"/> My name is	✗	0
<input type="checkbox"/> No answer	✗ •	2

Appendix E. Task 2

Task 2

Topic:	Family members
Lesson Title:	How to call my family?
Intended course level	4th – A2
Duration of the class:	120 minutes

Teaching Objective	
<ul style="list-style-type: none"> - To introduce the topic of family members. - To make students aware of how to call the closest family members. - To help learners understand the use of present continuous in simple sentences. - To help students to introduce their family. 	
Learning Outcome	
<ul style="list-style-type: none"> -By the end of the class, students will learn vocabulary about closest family members. - By the end of the class, learners will be able to identify the correct use of present continuous tense. - By the end of the class, learners will be able to introduce their family. - By the end of the class, learners will be able to create simple tenses using the present continuous and the vocabulary learned. 	

Class Procedure and Methodology	
Pre-task	Activities to be done
20 minutes	<p>Firstly, students are going to listen a song in which the members of the family are presented. This song is going to be played in the TV and students will read the lyrics while listening to the song.</p> <p>https://www.youtube.com/watch?v=NVEzzia8Yo</p>

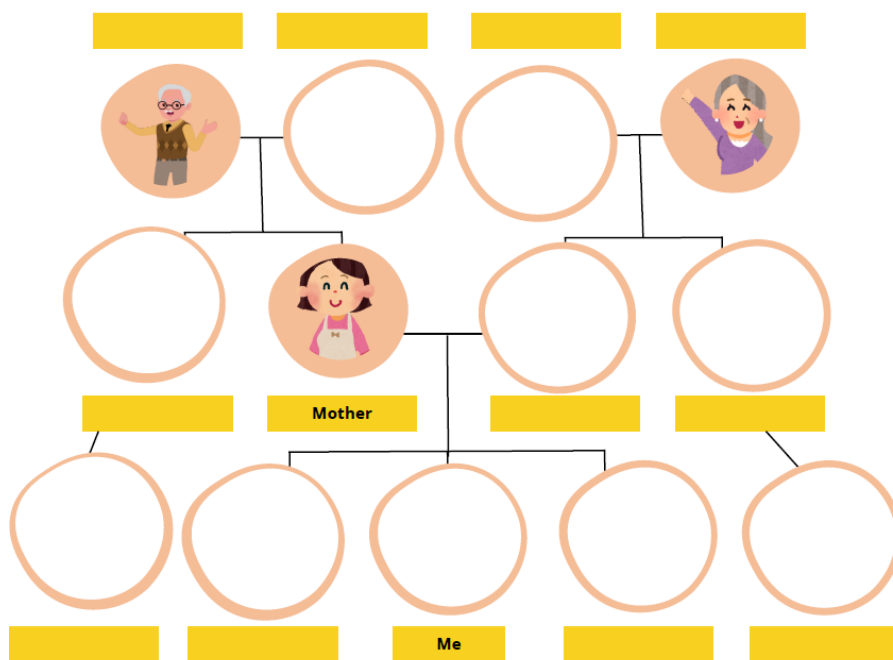
	Then, slides are going to be showed with images of members of the family and students will have to write their name on the whiteboard. Those students are going to be selected with the game Hot Potato.
Task cycle 15 minutes	The first task is a word search, in which students will look for the family members.
35 minutes	<p>In the second task, students will draw a family tree with the information of their family. Then, some of them will present their draw and the idea is that some partners ask questions. For example:</p> <ul style="list-style-type: none"> • What is the name of your mother? • How old is your brother? • Where does your father live? <p>The teacher will do the example with his own family tree. Additionally, students will only need to draw their members of the family.</p>
Language focus 15 minutes	The teacher will present his own family tree focusing on the pronunciation of every word learned in the task.

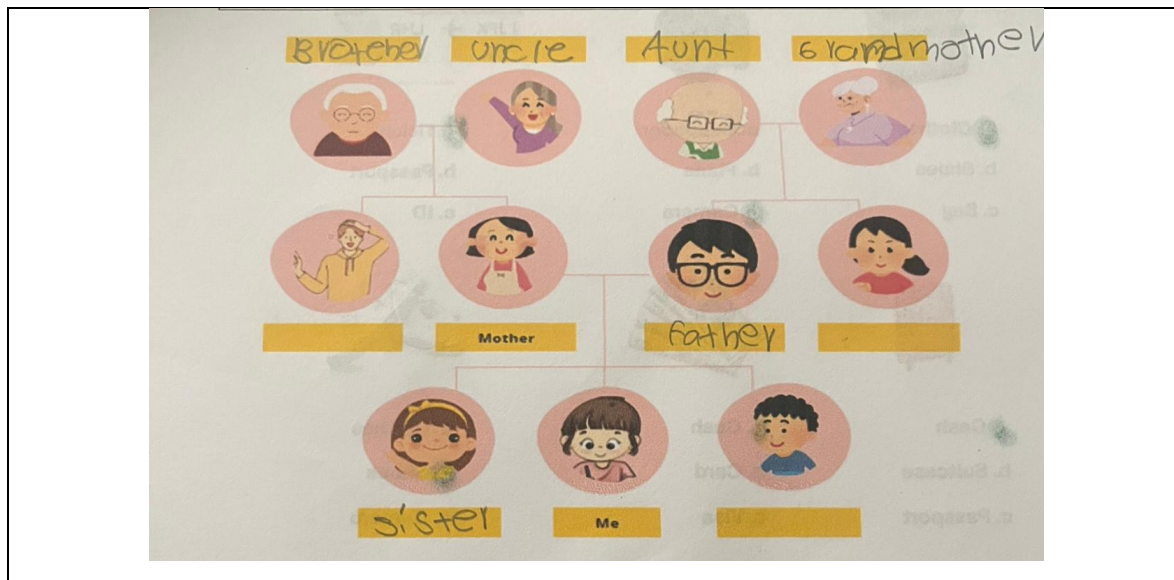
Materials and Resources
Classroom
Computer
Internet

Tv

Whiteboard

J	Ó	N	S	N	I	S	U	O	C	R	B	Z	G	V
F	B	Í	C	Ó	Z	S	T	N	E	R	A	P	C	Ü
S	D	É	T	Ü	G	Ü	F	H	E	H	A	Z	Y	X
G	V	M	Ñ	Í	I	O	T	H	H	Ñ	J	U	B	I
N	A	T	R	Ú	E	A	T	É	Á	I	Ñ	P	Á	M
I	Í	U	W	N	F	A	U	I	Q	R	V	Y	M	O
L	R	Í	N	D	F	E	X	K	Ñ	U	N	C	L	E
B	D	Ó	N	T	S	Ú	M	S	I	S	T	E	R	R
I	D	A	G	Z	O	Ó	C	É	X	F	G	E	N	E
S	R	X	R	E	H	T	O	M	D	N	A	R	G	H
G	W	Ñ	O	Ú	G	É	X	Ñ	Á	Q	Ú	M	E	T
A	P	M	G	H	Y	N	P	J	E	E	W	Z	T	O
U	D	L	C	B	R	O	T	H	E	R	Ú	B	J	M
V	S	T	N	E	R	A	P	D	N	A	R	G	D	É
W	E	R	P	K	Y	V	W	D	É	N	J	O	Ñ	R





Appendix F. Task 3

Task 3

Topic:	Means of transportation
Lesson Title:	What means of transportation do I use?
Intended course level	4th – A2
Duration of the class:	120 minutes

Teaching Objective
<ul style="list-style-type: none"> - To introduce the topic of means of transportation. - To make students aware of the name of the means of transportation that they use. - To have students to use the present continuous in simple sentences. - To help students to write the name of different means of transportation.
Learning Outcome
<ul style="list-style-type: none"> -By the end of the class, students will learn vocabulary about means of transportation. - By the end of the class, learners will be able to use the present continuous tense. - By the end of the class, learners will be able to identify different means of transportation. - By the end of the class, learners will be able to recreate tenses written in present continuous.

Class Procedure and Methodology	
Pre-task 20 minutes	Activities to be done <p>The teacher starts the class asking: How did you come to school today? And What is your favorite way to travel? The idea is that students answer using English with the vocabulary that they know.</p> <p>Then, some pictures of people using means of transportation are going to be shown with sentences using the present continuous.</p> <ul style="list-style-type: none"> • Example: A picture of a man driving a car. • Sentence: My father is driving a car.

<p>Task cycle</p> <p>15 minutes</p> <p>30 minutes</p>	<p>The first task is a fill in the blank's activity, in which students will have to write the missing letters of the name of the means of transportation. Then, students will write the full name of every noun on the whiteboard.</p> <p>In the second task, students will play charades. The class will be divided into five groups. Then, a representer or some representers from one group will receive a sentence that includes a mean of transportation and the present continuous structure (Ex: She is driving a car). The representer(s) will have to act as the sentence says, and the other groups will have to guess which is the sentence that their partners are acting on. Someone from the group will need to say the sentence to win the point.</p>
<p>Language focus</p> <p>15 minutes</p>	<p>The teacher will present some images of the means of transportation and work on pronunciation.</p>

<p>Materials and Resources</p>
<p>Classroom</p> <p>Computer</p> <p>Internet</p> <p>Tv</p> <p>Whiteboard</p>

Transportation Missing Letter



Motorcycl



Car



Train



bus



ambulance



police car



helicopter



boat



airplane



fire truck



Car



Taxi



Motorcycle



School bus



Bicycle



Plane



Bus



Boat

Appendix G. Task 4

Task 4

















Topic:	Travelling
Lesson Title:	What do I need for the travel?
Intended course level	4th – A2
Duration of the class:	120 minutes

Teaching Objective
<ul style="list-style-type: none"> - To introduce the topic of travelling. - To show students the vocabulary related to travelling. - To help learners to use the vocabulary learned in a specific situation.
Learning Outcome
<ul style="list-style-type: none"> -By the end of the class, students will learn vocabulary about travelling. - By the end of the class, learners will be able to use vocabulary in particular contexts. - By the end of the class, learners will be able to identify the basic elements that they need when travelling.

Class Procedure and Methodology	
Pre-task	Activities to be done
15 minutes	<p>The teacher starts the class by asking: “Do you like to travel? Where have you traveled? Where would you like to travel?”</p> <p>Then, some slides are going to be presented, in which the teacher presents the story of a girl who is going to travel and does not know what to pack for the trip. Here, students have to suggest what the girl should bring for the trip, using both English and Spanish.</p> <ul style="list-style-type: none"> • Cash • Camera <p style="text-align: right;">Clothes</p>

<p>Task cycle</p> <p>15 minutes</p> <p>20 minutes</p> <p>20 minutes</p>	<p>The first task is a match activity, in which students have ten pictures of elements that are related with traveling, and they will have to match it with its name in English.</p> <p>The second task is a memory game. Here, the teacher is going to paste fifteen pictures of elements on one side of the whiteboard, and the name of each element on the other side of the whiteboard in a way that students cannot see them.</p> <p>The class is going to be divided into 5 groups of 5 students and one representant of each group is going to reveal a picture and a name. The picture and the name have to match, or the group loses their opportunity, and the next group have the opportunity to match them. The group with the major number of points wins the game.</p> <p>After that, with the vocabulary given, students will receive the name of a city and define the elements that they will need for the trip to that city, considering weather, touristic places and activities that can be done there.</p>
<p>Language focus</p> <p>10 minutes</p>	<p>The teacher will present some images of the vocabulary learned in class on the TV and students will say the name of each element, looking for the improvement of pronunciation.</p>

<p>Materials and Resources</p>	
<p>Classroom</p> <p>Computer</p> <p>Internet</p> <p>Tv</p> <p>Whiteboard</p>	

				
		Ticket		
		Cash		
		Suitcase		
		Towel		
		Sunblock		
		Cap		
		T-shirt		
		Umbrella		
		Camera		
		Sandals		

Appendix H. Pre-test.

Pre – test

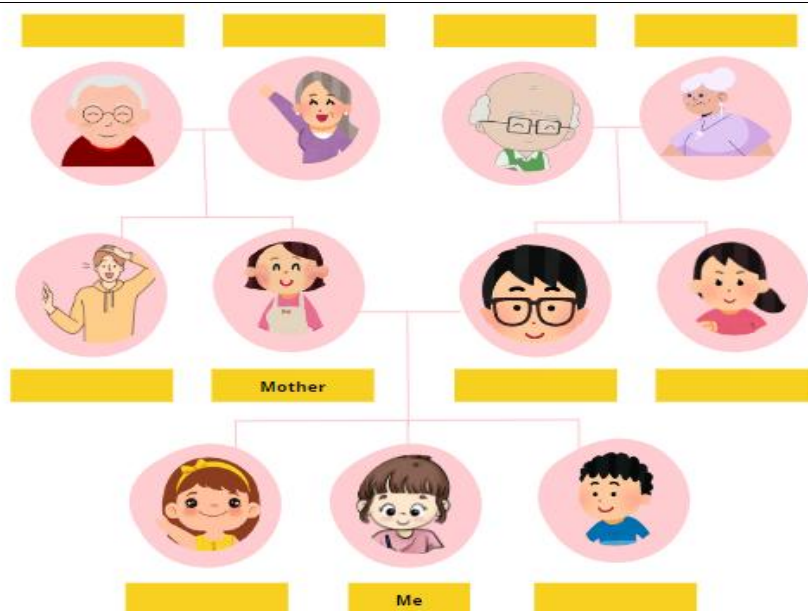
El siguiente test tiene como objetivo conocer los conocimientos previos de vocabulario que tienen las estudiantes del grado 402 de la IED La Merced en el área de inglés.

a) Escribe de forma correcta las siguientes oraciones y selecciona la respuesta correcta:









- a) What/your/name/is? **What is your name?** A. My name is _____. B. I am __ years old.
C. I like _____.
- b) Old/you/how/are? _____ A. My name is _____. B. I am __ years old.
C. I like _____.
- c) Do/what/do/you? _____ A. I am __ years old. B. I live in _____.
C. I am a student.
- d) Live/do/where/you? _____ A. I am a student. B. I live in _____.
C. My name is _____.
- e) Like/you/what/do? _____ A. I like _____. B. I am a student.
C. I live in _____.

2. Completa el árbol genealógico con la palabra correspondiente:

Brother - Sister - Grandfather - Uncle - Aunt - Father - Grandmother



3. Relaciona el medio de transporte con el nombre correspondiente:

	Boat	
	Taxi	
	Car	
	Bus	
	Plane	
	Bicycle	
	School bus	
	Motorcycle	

4. ¿Cuál es el nombre de estos elementos indispensables para cualquier viaje?



- a. Clothes
- b. Shoes
- c. Bag



- a. Cellphone
- b. Plane
- c. Camera



- a. Ticket
- b. Passport
- c. ID



- a. Cash
- b. Suitcase
- c. Passport



- a. Cash
- b. Card
- c. Visa



- a. Clothes
- b. Shoes
- c. Camera

Appendix I. Post-test.

Post-test

El siguiente test tiene como objetivo conocer los conocimientos de vocabulario que tienen las estudiantes del grado 402 de la IED La Merced en el área de inglés.

1. Completa la conversación con la pregunta o respuesta correspondiente:

Where are you from?	What is your name?	
I like to spend time with my family.	I am 15 years old.	Where do you live?
How old are you?	I am a student.	

- a. Hello! _____?
- b. Hi, my name is Julian.
- a. What a name! And _____?
- b. I ___ 15 years ____.
- a. Ok. What do you do?
- b. _____.
- a. Excellent. Where _____?
- b. I am from Medellin.
- a. Oh. And where _____?
- b. I live here, in Bogotá.
- a. That's great! Finally, what do you like?
- b. _____.
- a. Well, thank you for your time, I'll be in contact with you.

2. Relaciona el miembro de la familia con su nombre correspondiente.



Brother



Uncle



Grandfather



Sister



Mother



Grandmother



Aunt



Father

3. Escribe las letras faltantes para completar el nombre de los medios de transporte:



_ar



T_x_



Mot_rc_cl_

Sch_l_us



B_c_cl_



lan



_us

B__t



4. María está empacando su maleta para viajar a San Andrés. Selecciona “Yes” si el nombre corresponde al elemento de la imagen o “No” si no corresponde.



JACKET

Yes No



CELLPHONE

Yes No



TICKET

Yes No



SUITCASE

Yes No



CASH

Yes No



CAMERA

Yes No