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**SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“ANALYSIS OF THE IMMERSION METHOD TO
ENHANCE ENGLISH LISTENING SKILLS IN
YOUNG LEARNERS”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper entitled ANALYSIS OF THE IMMERSION METHOD TO ENHANCE ENGLISH LISTENING SKILLS IN YOUNG LEARNERS prepared by REBUTTI JARAMILLO ADRIANA STEPHANIA & SUÁREZ SUÁREZ MELANIE SHANICE undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

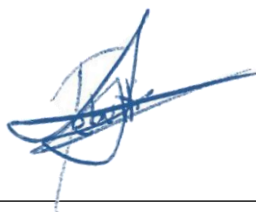


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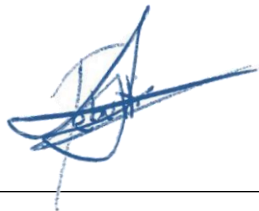


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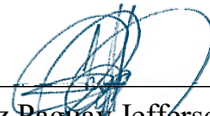
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First and foremost, I thank God for giving me the strength and energy necessary to persevere and not give up. With His love and protection, I felt accompanied each day on my journey from the university to home, and I am grateful to always be able to return to my family. Also, to my mother, I am deeply grateful for her support at every stage of this process. Even when I felt exhausted, without her motivation I would not have been able to get through semester after semester. I owe everything I am today to her. To my thesis partner, Adriana, whom I met in my fourth semester and consider a great friend. Despite the setbacks and the times when exhaustion and the urge to give up overwhelmed us, we were able to support each other. Finally, to my advisor, Ms. Ketty, I sincerely thank you for your patience and guidance throughout the development of each part of this work. Your constant suggestions and advice were essential to the completion of this project.

- Suárez Suárez Melanie Shanice

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- Rebutti Jaramillo Adriana Stephania

DEDICATION I

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- With love, Suárez Suárez Melanie Shanice

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I dedicate this work to my beloved mom, who always put our welfare first, who always trusted me and supported me all my way and encouraged me to move forward, to be better, to find my way in my life and work for it. To my siblings who advised me when I was lost, the ones who made me laugh in tough days, to my adorable cats that were along my side while a was working on this research, even as I am writing this paragraph, they are sharing this moment with me. From the bottom of my heart, thank you for everything.

- Rebutti Jaramillo Adriana Stephania

ABSTRACT

This research project analyzed the potential of applying the immersion method to improve listening skills in elementary school students studying English as a foreign language (EFL). The aim of this research was to describe the immersion method as a tool for improving listening skills in young learners, identify the techniques used by teachers who applied the immersion method, and finally, determine whether the immersion method can be beneficial for improving listening skills in elementary school students. This study was developed using a qualitative perspective, which allowed for the collection and analysis of empirical information, facilitating the exploration of perspectives and previous experiences of English teachers who applied the immersion method in their classes. Five English teachers were interviewed individually via Zoom to collect data on their knowledge of the method. Based on the information gathered in the interviews and its analysis, it was possible to identify both the advantages and disadvantages of the immersion method as it is applied. The findings indicate that the immersion method has positive results when applied with this objective in mind, as it addresses students' listening needs due to the constant contact created when applied in the classroom, thus providing a useful tool that contributes positively to foreign language development. This study provided a clearer view of the immersion method as a strategy for improving listening skills in EFL students, providing comprehensive and fruitful information for language educators.

Keywords: Listening skills, listening comprehension, immersion method, young learners of English as a foreign language.

RESUMEN

El presente proyecto de investigación analizó el potencial de aplicar el método de inmersión para mejorar las habilidades de escucha en estudiantes de educación básica quienes estudian inglés como una lengua extranjera (EFL). Esta investigación tuvo como objetivo describir el método de inmersión como herramienta para mejorar habilidades de escucha, identificar técnicas usadas por profesores quienes aplicaron el método de inmersión y finalmente determinar si el método de inmersión puede ser beneficioso para mejorar las competencias de escucha en estudiantes de Educación Básica. Este estudio fue desarrollado utilizando una perspectiva cualitativa, la cual permitió reunir y analizar información empírica, facilitando el explorar perspectivas y experiencia previa de profesores de inglés quienes aplicaron el método de inmersión en clases. Se entrevistaron cinco profesores de inglés de forma individual mediante la plataforma de zoom para recopilar datos de conocimiento sobre el método antes mencionado. Basado en la información recopilada de las entrevistas y su análisis, fue posible identificar tanto los beneficios como las desventajas del método de inmersión aplicado. Los descubrimientos indican que el método de inmersión tiene reacciones positivas aplicado con dicho objetivo, ya que el método de inmersión aborda las necesidades de escucha de los estudiantes, debido al constante contacto que se crea al aplicarlo en el aula, así brindando una herramienta útil que contribuye positivamente al desarrollo de la lengua extranjera. Este estudio aportó con una visión clara acerca del método de inmersión como estrategia para mejorar las habilidades de escucha en estudiantes de EFL, brindando información fructífera para educadores en idiomas.

Palabras Claves: Habilidades de escucha, comprensión auditiva, método de inmersión, jóvenes estudiantes de EFL.

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INTRODUCTION

In today's globalized world, learning English as a foreign language is regarded as an important tool because provides different benefits in diverse aspects of life. It promotes communication between different cultures around the world and enhances educational opportunities, professional profiles, and career prospects, both nationally and internationally. For this reason, the development of methods for effectively teaching and gaining the target language, especially for young learners, has been considered an important issue in education.

Consequently, among the four skills necessary to develop in the learning process, listening comprehension plays a fundamental role, as it serves as a foundation for the rest of the skills: speaking, reading, and writing (Oktaviani, 2018, cited in Permana and Cunandar, 2025, p.86). However, developing a solid listening comprehension in a foreign language among young learners remains a difficult process that requires engaging and contextualized approaches.

In this context, Immersion has emerged as an exceptionally effective method for language acquisition, there are various ways to utilize it, yet all of them concentrate on the same objective: maintain the student engaged with the target language, guiding and motivating him to excel in every language skill, focusing primarily on developing listening skills while being immersed in a suitable educational atmosphere.

This project is organized into five chapters arranged in the following sequence:

In Chapter I, the research problem is established in detail. This section highlights the main scope and context of the topic. It also establishes research questions, objectives, and clear and descriptive justification.

In Chapter II, the theoretical framework presents previous studies about different authors of the same background, thus supporting the written content following theoretical, pedagogical and legal foundations.

Chapter III illustrates in detail the methodology used in the research, such as the methods and instruments applied, the population and the sample that was considered necessary to obtain the data.

In Chapter IV, the researchers interpreted the data collected through interviews with the selected sample. Finally, the results were presented in relation to the theoretical framework and are systematically organized according to the established categories.

In Chapter V, based on the interpretation of the findings, the conclusions of the research and the recommendations obtained from the researchers' reflections are presented.

CHAPTER I

THE PROBLEM

Research Topic

Immersion and Listening

Title of the project

Analysis of the immersion method to enhance English listening skills in young learners

Problem Statement

Learning a new language is considered a valuable tool for adapting to a world where the influence of foreign countries encourages people to discover their culture and communicate with those who speak a different language. In this way, the English language, known as the lingua franca, stands out among the first languages that Spanish speakers decide to make their foreign language. Starting this during an educational process, it is important to create spaces where students can express themselves, develop new ideas, and have educational growth that allows them to function in a real context.

The English language comprises four core skills: reading, speaking, writing, and listening. This research will focus specifically on listening, as it is a crucial component of language learning and is often one of the first ways individuals begin to communicate and interact with others. Wanqi & Wan (2024) established that listening skills are difficult to develop if the information provided does not include the correct explanation and oral presentation that students need to process the data.

Despite this context, listening skills often receive little attention in early education curricula. Therefore, students' lack of practice in this skill can affect their proper development

in the academic process. Specifically, in young students, listening can engage them in understanding and provide a supportive foundation, ensuring they do not fail in their learning.

In the same way, the use of methods can create the possibility of obtaining these results. To this end, this research aimed to analyze how the immersion method influences students, focusing on whether the application of this methodology can improve their listening comprehension skills. This method has been considered an exemplary implementation for introducing students to a contextualized environment, thanks to constant and interactive exposure to the new language without relying on their native language (Vijayadasan & Tomy, 2020).

Therefore, this research will seek to analyze whether the immersion method is efficacious in improving English listening comprehension in young learners. This could provide new insights into language teaching and its continued use for curriculum designers and future educators, enriching the field of language teaching by developing more effective pedagogical approaches.

Justification

Nowadays, learning foreign languages is pivotal for people's professional careers. Due to globalization, being fluent in a foreign language will permit interaction with people around the world in different fields, among them the professional field. Fostering children to learn foreign languages will be exceptionally advantageous for their educational and professional lives.

It is important to mention that learning a foreign language is not an easy process; learners may struggle in the development of language skills, since there is no direct contact with the target language. Based on the points mentioned above, it is considered fundamental to continue this research because it is studying a real problem in EFL learners, which is the

difficulties in listening comprehension skills. This research aims to provide information about the immersion method applied to enhance listening skills in young EFL learners.

Developing and enhancing the four language skills while learning a foreign language is crucial to being able to communicate in the target language. According to Jamila & Rahman (2024), cultivating language skills is mandatory for being able to communicate perfectly in any language.

Considering that listening is the first skill students have contact with when studying a foreign language, polishing listening skills is essential to provide a strong basis for the development of other language abilities (Hocaoğlu & Ocak, 2024). Working on mastering listening skills in young learners will facilitate the acquisition of vocabulary, grammar structure, language comprehension, and the communication process in a real context.

On the other hand, it is known that English acquired and, in which students are used to listen in the classroom is not the same as the real English they will face when having a conversation with native speakers. Native speakers use lots of contractions during the speaking process; they prefer speaking fast, so common phrases students have already learnt will sound different from how they remember, creating a barrier in the communication process. For all these reasons, it is pivotal to carry on this work, which is focused on looking for the use of a learner-centered method (Immersion approach) to enhance language skills, in this case, listening skills in young EFL learners.

Problem Question

What are the advantages and disadvantages of using the immersion approach as a method to enhance listening skills in young learners of English as a foreign language?

Specific Questions

- Can the Immersion method be used as a tool to enhance English listening skills in young learners?
- What are the techniques teachers use in the application of the immersion method to enhance listening skills in young EFL learners?
- Is the immersion method favorable to use in enhancing listening skills in young learners of English as a foreign language?

General Objective

To analyze the advantages and disadvantages of the use of the immersion method to enhance English listening skills in young learners.

Specific objectives

- To describe the immersion method as a tool to enhance listening skills in young learners
- To identify the techniques teachers have used in implementing the immersion method to improve listening skills in young EFL learners.
- To determine whether the immersion method can be advantageous in enhancing listening skills in young learners of English as a foreign language.

CHAPTER II

THEORETICAL FRAMEWORK

Background

Nowadays, knowing more than your native language is essential for increasing opportunities in various areas, such as social interactions, job hunting, scholarships abroad, or exchanging knowledge about cultural aspects with foreigners. Equally important is that the process of acquiring a foreign language, studying its grammar and vocabulary, and constantly switching between your native language and the target language stimulates the brain in various ways; for example, it boosts creativity, improves memory and attention span, and slows cognitive decline.

For all these reasons, it is argued that learning a foreign language, specifically English, is essential for personal and professional growth. In this context, teachers and academics have devoted their resources to discovering strategies, techniques, and approaches that facilitate the learning and teaching of English to those who do not speak it as their mother tongue. The present study aims to investigate the concept of “immersion” as a strategy for improving the listening comprehension of young learners of English as a foreign language. Given that today's educational institutions prioritize student-centered methods, it is essential to explore innovative teaching strategies that place students at the center of their learning while improving their skills in the target language.

In this research, within a theoretical framework, the conceptual and theoretical foundations of various sources are considered with the aim of deepening the analysis of the immersion method as a strategy for enhancing English listening comprehension skills in students learning this language as a foreign language. To this end, international, regional, and local studies addressing the use of the immersion method in educational contexts, its

effectiveness in developing listening skills, and the pedagogical conditions necessary for its successful implementation at early ages will be reviewed and analyzed.

To continue, the following findings and programs presented sustain the possible applicability of the immersion as a method to enhance students' knowledge and language skills:

International Background

At the international level, research was conducted at the Santa Edelmira educational institution located in Peru, which evaluated the effect of the language immersion method on the oral English skills of first-grade elementary school students. The study was conducted using a quantitative, quasi-experimental design with a sample of 66 students. The technique used was observation with a rating scale as a measurement tool (Palacios Mejía, 2025).

The study concluded that this language immersion method significantly improved oral English proficiency, meaning that it can be effective for children even at the earliest stages of the education system. From the perspective of this research, it provides a solid basis for further exploration of active methodologies in the teaching of English as a foreign language.

Local

In the local context, at the Unidad Educativa "UPSE", authors Caamaño et al. (2023) developed a study entitled "The Immersion Method for Improving Basic English Vocabulary," with the objective of improving the English vocabulary of tenth-grade students through the implementation of a Teaching Guide based on the Immersion Method. To obtain this goal, a mixed-method approach with experimental and field design was used, methods including observation, questionnaires, interviews, and a diagnostic assessment were used having as a result a low level of vocabulary proficiency, with the mean score being 5.63 out of 10.

In summary, problems such as the excessive use of Spanish and low student participation were identified. An activity guide was developed to significantly improve vocabulary. One of the findings was that language learning improved thanks to the immersion method combined with a standardized advance organizer based on students' interests.

Pedagogical Basis

Constructivism

Piaget's theory of Constructivism is known as the theory of learning where students become the center of their own education. As mentioned by McLeod (2025), "Constructivism is both a learning theory and a philosophy of education that suggests learners actively build their knowledge through experiences and interactions". Hence, the use of this theory creates an environment focused on problem-solving skills and the analysis process that defines their own information by connecting what they have learned with how they can use it.

Constructivism refers to the gradual shift in learning from passive learning to active knowledge construction, where social interaction and prior experiences can lead to meaningful personal learning experiences that connect with the real world. This theory is relevant for the present research because by implementing the immersion method in English classes to EFL learners, students are constantly constructing their language knowledge when they actively interact in the target language.

Another key theory is Sociocultural Theory, in which Vygotsky (1978, as cited in Imran, 2024) highlights that learning is inherently social and that cultural background plays a crucial part in mental growth. When it comes to learning languages, this perspective sees the process as a teamwork effort in which interacting with classmates, educators, and cultural resources like books are vital for enhancing language skills. Vygotsky's idea of the Zone of

Proximal Development (ZPD) demonstrates how, with support, learners can reach greater achievements than they would on their own. (p. 2)

Vygotsky supports his Sociocultural Theory in the fact that young learners are generally strongly influenced by their surroundings, thus contributing to the development of their education, mindset, customs, beliefs, and language.

Sociocultural theory demonstrates that immersing students in the target language, offering a variety of tools to work on the absorption of the language, can significantly enhance pupils' language abilities. In this case, maintaining educators as a guide in the teaching-learning process and cultivating the habit to practice and interact with their surroundings with the purpose of mastering the language increases positive results, hence motivating students to keep growing their abilities and expanding their knowledge.

Role of Input and Interaction in Listening development skills.

Importance of comprehensible input

For this research, the comprehensible input (CI) method is considered key to analyze because of its implication in the immersion method, being the cornerstone of it. For all these reasons, the following studies are presented to explain in depth the relationship with the immersion method:

Krashen (1992, as cited in Thao et al. 2024) argues that the Input Hypothesis (IH) played a crucial role in language development. This theory highlights the significance of understandable input in acquiring a new language. The Input Hypothesis was fundamental in leading the inspection of the diversity and level of English exposure to which students were exposed. It contributed to an understanding of how the input these students are exposed to in educational contexts, informal situations, and through various media affects their language level and ease in using English. (p. 2)

As well as, this theory has been used to understand the importance of the type of information teachers provide to students during classes, including aspects such as content, context, formality, vocabulary, grammatical structure, accent, dialect, and proficiency level. According to Krashen's hypothesis, providing content slightly above students' current proficiency propels them to the next level:

Krashen (as cited in Kadhum, 2021) proposed an abbreviated formula to describe the type of information that truly promotes second language progress: $i+1$. The symbol i refers to a student's present language level; the symbol '+1' expresses that students need information that is slightly above their current level of competence in the target language (p. 3). The present theory's objective is to take students out of their comfort zone to stimulate their language knowledge acquisition smoothly, in an environment where students feel calm and secure to learn and perform without any pressure of failing to complete a task or making mistakes.

Bjarnason (2023) quotes that in the Affective Filter Hypothesis, pupils absorb language knowledge subconsciously, and it is formed by emotional factors. In addition, the process of learning a language is affected by these emotional components worldwide. (p.8)

The present theory maintains that learning a language involves deeper factors such as learners' emotional world, which has an impact on how pupils integrate and use the target language. The last point leaves a mark directly on students' experience with the use of the foreign language.

Labeeb & Nasir (2021) suggested in their paper that there is evidence to indicate that comprehensible input (CI) activities generate less anxiety, and that pupils who participate in these classes express greater confidence in their future achievements in learning the desired language and show greater motivation to continue learning the target language (p.3).

Considering the fact that learning a foreign language in a country where pupils hardly ever can practice with native speakers, motivating students to practice as much as they can in classes, designing activities in which they feel safe to develop and enhance every language skill without feeling judged, is primordial to keep them interested in the learning process of the foreign language.

Thuy (2025) demonstrates through research that the comprehensible input (CI) method has significantly improved the oral skills of Vietnamese students who do not specialize in English, surpassing the effectiveness of conventional grammar-centered techniques in terms of fluency, vocabulary, and communicative skills. (p. 6)

Theoretical Basis

Immersion method

The term “immersion” is used to describe a metaphorical state of being submerged in water, such as the sensation of being surrounded by a new environment that can capture attention and activate the perceptual apparatus for learning. From a psychological perspective, it can be understood as a way of becoming involved and committed to an experience through stimulating scenarios, which foster environments where knowledge can emerge (Buttazzoni et al., 2022).

Ruben (2024) defines immersion education as a method to teach all the content in the target language. The main goal is to use the target language as much as possible. Instructors and native speakers commit to use the target language constantly, for instance during instructions, transitions, outdoors play, lunch time, etc. In addition, creating a literacy-rich environment using visual material to support the target language development and teachers facilitating comprehension through non-verbal movements are some strategies used to help students' language development.

Immersion as a learning method can be considered a crucial way to help students acquire a foreign language. As mentioned by Liu & Tarone (2024), in general, involving students in an immersion program can be established gradually to recognize and develop better bilingual education (p. 889). In this way, the implementation of this teaching method can facilitate non-native students' immersion not only in the target language through activities that allow them to learn different topics, but also through learning content that they can use as a tool in their daily lives (Mavropoulou & Arvanitis, 2021).

Two-way or Dual immersion method

Immersion method has different forms adapted to pupils' context, needs, and surroundings. One of those forms is the dual immersion education or two-way immersion method. Ferlazzo (2025) articulates that the two-way or dual immersion method includes two languages (sometimes a third language is included) instructions are given in both languages, classrooms have a balanced number of students who are native speakers in both target languages, teachers are bilingual and sometimes two teachers oversee one class. The point of dual immersion is to increase academic achievements in students in both languages, the target language and the native language through content, not as a separate subject.

The dual immersion method is integrated into classes depending on students' grades. Stavely (2023) discusses that the International Institution Dolores Huerta uses a dual immersion model in its classes. They use 90/10 for kindergarten level and gradually increase to 50/50 model to upper grades. The 90/10 works in this way: 90% of the class is given in the native language and uses 10% to teach the target language, while 50/50 model gives equal time and content in both the target language and the native language.

Listening Skills

Listening is a major component of language learning as it sets the scene for comprehending and decoding what you hear. Oktaviani (2018, as cited in Permana & Cunandar, 2025) stated that “effective listening facilitates the development of other language skills, such as speaking, reading, and writing” (p.86). As a crucial skill, it is more than just an act of listening; it requires full attention to analyze context and capture information through the right strategies.

Thus, the comprehension of listening is carried on more than a hearing activity; this is a mechanism where participants are included in the construction of understanding, starting to know the different sounds, realizing the meaning of words that they listen to, and deducing and comprehending the words individually (Ningrum, 2022).

Furthermore, adequate listening comprehension involves several components that must be considered to achieve better results during the learning process. Among them is vocabulary knowledge, considered a fundamental tool for understanding the meaning of words. If this element is linked to grammatical knowledge and working memory, it can significantly strengthen comprehension (Karalik & Merç, 2025).

Listening skills in young learners

As mentioned above, listening is considered the first skill to develop in students; however, it can also be the most challenging of the language skills during the learning process. One of the common difficulties students deal with is the lack of context to connect words in a dialogue. They can read the written word, but they do not recognize it in the spoken version because they fail to assimilate, analyze, or apply it correctly.

Thus, the application of useful strategies or resources that enable young students to improve their listening skills can be crucial to their development. Tran (2022) commented

that there is not much information or research on the role of student awareness in the development of listening. However, some authors who were interested in this topic agree that this skill should not lose its relevance.

Consequently, if there is good management to begin mastering the skill of listening, it is possible for students to improve and foster faster and better development of their training throughout their learning process. Among the benefits that they can acquire are:

- Enhance language development where learners have better absorption of grammar, natural sentence patterns, and understanding vocabulary.
- It is possible to improve their pronunciation while listening; imitating sounds, accents, and intonation can make them fluent speakers because this leads to clearer and more confident speaking.
- Improves comprehension, facilitates understanding of complete English instructions, and strengthens attention, concentration, and the ability to retain more information. (Tran, 2022).
- Promote and develop social and communication skills through conversations and teamwork support.
- Students can be progressively encouraged to adopt independent learning, achieve effective communication, and support academic performance.

Basically, developing listening skills in young students offers wide-ranging benefits: from increased language fluency and improved academic performance to greater social interaction and greater independence in learning.

Listening in context: real-life vs artificial language use:

It is commonly known that the type of English learned in school is not the same as the English in real life. This means English in “real context” is not as structured as what learners are accustomed to dealing with. Real English has huge differences, for instance, the vocabulary used in certain countries, states, cities, or towns. Depending on the place, the variations can include, for example, vocabulary, accent, slang, idioms, speech speed, contractions, and links native speakers usually use to communicate fast.

Thanh & Trút (2025) state that students who are not majoring in the subject struggle to comprehend native speakers while listening. Rapid speech complicates tracking the words, and accents that are not known can lead to confusion. Merged sounds and colloquialisms also create challenges, resulting in difficulty grasping discussions in English. (p. 10)

Strategies and activities to develop listening skills

When implementing strategies or activities that improve listening skills, it is essential to know that every activity should be interactive, especially for young learners, to encourage students to participate and learn within an appropriate setting. According to Mashrab (2022), the activity must be apparent when presented in class and must provide sufficient material and support, such as movement, mime, possibly images, and facial expressions.

Legal Basis

In this research work, it is essential to emphasize those legal bases that ensure the right to Education, in which the teaching-learning methods allow the student to adapt and remain in the Educational Institutions of our country, therefore, the articles and documents that support the categories of analysis are mentioned below, which are: IMMERSION METHOD and LISTENING SKILLS.

Constitución de la República del Ecuador

En el artículo 26, la educación es un derecho de todas las personas a lo largo de sus vidas, siendo un compromiso que debe otorgar de forma oportuna el Estado en que el poder acceder, la permanencia y la calidad educativa sea un proceso fundamental para el desarrollo integral de los niños (Ministerio de Educación, 2020, p.1).

De la misma forma, el artículo 27, se señala que la educación debe dirigir su atención en el estudiante de forma que se desarrolle oportunamente en el aula de clases, esta disposición también resalta la necesidad de una educación inclusiva de calidad, que promueva valores en el contexto educativo. Según el Ministerio de Educación, (2025) la educación debe mantenerse centrada en el desarrollo de la persona, garantizando el respeto a los derechos humanos, sostenibilidad ambiental, y a los valores democráticos, tanto de forma participativa, intercultural, obligatoria, inclusiva y diversa, garantizando calidad y calidez en sus procesos.

Ley Orgánica de Educación Intercultural

La Constitución del Ecuador, en su artículo 57, numeral 14, reconoce el derecho de los pueblos, comunidades y nacionalidades a una educación intercultural bilingüe que responda a su identidad cultural, este sistema debe garantizar calidad desde la primera infancia hasta la educación superior, respetando sus formas propias de enseñar y aprender. Además, se asegura una carrera docente digna y una gestión colectiva y participativa, con alternancia en tiempo y espacio, sustentada en la vigilancia comunitaria y la rendición de cuentas. Y el numeral 21 el ministerio de educación. (2015), indica “que la dignidad y diversidad de sus culturas, tradiciones, historias y aspiraciones se reflejen en la educación pública” (pp.2-3), lo cual, propicia enseñar de manera significativa los contenidos.

Codificación de la Ley Orgánica De Educación Intercultural (Ley S/N)

Asimismo, en el artículo 17 sobre los derechos de los docentes que trabajan en un ambiente público inciso a, informa que ellos deben de contar con oportunidades gratuitas para fortalecer su desarrollo profesional, a través de espacios de formación teórica y práctica, actualización y mejora pedagógica y académica, en todos los niveles y modalidades educativas, según las necesidades propias y las del Sistema Nacional de Educación. Estos procesos pueden incluir también contenidos relacionados con el emprendimiento y la innovación (Ediciones legales, 2024, p.20).

CHAPTER III

METHODOLOGICAL FRAMEWORK

Methods

Qualitative Method

A qualitative approach allows for a more effective analysis of the content of a given topic, generating results with non-numerical data. Taherdoost (2022) established that qualitative exploration allows for understanding concepts, opinions, or experiences. It can be used to explore a problem in depth or generate new ideas for research as it focuses on people's different perspectives and how they live and experience things, obtaining a variety of responses to interpret.

Qualitative research involves considering and studying a real problem in an environment to solve an initial problem or develop different theories. These theories are established as hypotheses that, by applying a method of collecting information and analyzing it, a researcher can discard, approve, or create new theories that were not considered at the beginning of the research (Cheong et al., 2023). This is because this technique frequently uses open-ended questions to explore other points of view from each interviewee.

Type of Research

Phenomenological Studies

Phenomenology is a widely used methodology in research that uses a qualitative approach that suggests taking a problem from a real-world context, understanding the problem itself, and arriving at a conclusion through observation and interpretation of information obtained from the experiences of others. Therefore, phenomenology is the best option for qualitative research because it permits researchers to collect, analyze, and interpret

empirical information from participants. Ayton (2023) highlighted that it is a humanistic style of research showing respect for the whole person, and descriptions of experiences can make an interested story about the phenomenon and.

Data collection techniques

Interviews

This research will employ interviews with English teachers that have implemented the Immersion method in their Elementary school classrooms, highlight their experiences and personal perspectives on this teaching method. Hurst (2023) stated that interviews are a valuable research tool which allows a profound and deeper understanding about a specific topic from other people's perspectives, as interviewees have sufficient freedom to respond openly and without pressure. Fundamentally, qualitative interviews involve holding a formal conversation between two people, where interviewers can observe nonverbal interaction that can be added as further descriptions of the information obtained.

One-on-one-interview

The research will be using one-on-one interviews, and it will be carried out through eight open-ended questions to obtain diverse information for analysis, from which relevant data will be collected to reach a conclusion. The principal advantage of using open-ended questions in research is that participants' answers are not influenced by external opinions; instead, the participants construct their own answer based on experiences, opinions, and points of view (Hansen & Świdarska, 2023).

This research is planned to develop online interviews, using the Zoom platform, a resource that will allow greater access and availability to both parties in case of setbacks in face-to-face meetings or disposition. And it will be applied to teachers to gather empirical

information, which can result in more varied insights by obtaining different opinions and perspectives. The possibility of developing in-depth, detailed, and precise analysis of the research project, as it is based on experiences (Knott et al., 2022).

Data will be collected through in-depth interviews with five English teachers who teach young students. Furthermore, based on the teachers' experiences, the study will analyze whether this method improves oral skills during the process of teaching English as a foreign language to Spanish-speaking students, allowing them to understand the factors that influence their acquisition of the language and whether it benefits them.

Instruments

Research instruments are crucial tools that aim to gather the information necessary for the respective analysis and obtain possible answers to the questions posed at the beginning of an investigation. Vera & Vera (2024) maintain that the instruments selected to collect information must be used along with the tutor's supervision and approved by them before and during the elaboration of the interview's content and application with the sample of the study.

Questionnaire

Taherdoost (2021), explains that questionnaires can be an effective tool for managing data collection, emphasizing the clarity and being relevant. Their structured format ensures an organized sequence of questions and the use of an understandable language, focusing on key factors such as veridic facts, behaviors, preferences, and so on. As mentioned above, this article will address a qualitative research design that seeks to gather information from teachers on the application of the immersion method used to improve listening skills in young EFL learners.

Types of Questions

Open-ended questions

For the research, it was chosen to conduct an interview with eight open-ended questions that allowed interviewees to add additional details to their answers, offering the opportunity to expand their opinions and thus generate more complete and, obviously, more comprehensive final information. In this context, Neuert et al., (2021) argue that “open-ended questions are work-intensive for researchers because a coding schema needs to be developed and the qualitative text responses need to be coded, often manually” (p. 3), thus, it is recommended to use these types of questions sparingly.

Among the selected questions, we will seek to answer doubts, and therefore, it is expected that they will serve as support for the research.

Population and Sample

Population

Ahmad et al. (2023) defines population as the study of a group of people from the broader community who possess a shared trait, like age or gender. The population in research is a selected group of people who share certain physical characteristics, such as nationality, culture, language, etc. Any kind of particularity that calls researchers' attention to examine and draw conclusions. In addition, the population is required to choose from any type of research, whether it is qualitative or quantitative.

The study population consisted of English teachers from Santa Elena, Ecuador. Respondents were participants who had experience teaching English and could offer appropriate and useful information in terms of incorporating the immersion method for practical use. Considering this group, the study aims to comprehend these teachers'

contextualized actualities of English teaching in the Ecuadorian educational scenario/education system and institutional backing.

Sample

The participants in a study are a small group selected from the broader population. The sample is selected by researchers depending on the objectives of the research. For instance, shared characteristics, events, behaviors, sexuality, gender, education, knowledge, beliefs, and so forth. Sampling in research is important when it comes to reducing the amount of information that is going to be collected when researchers need data from a specific field or for a particular situation (Willie, 2024).

The sample for this research is a total of five educators from different Elementary schools, who have implemented the Immersion Method to enhance students' listening skills, participated in the study. Each teacher was interviewed individually via Zoom, allowing for better focus and more detailed responses to the questions.

CHAPTER IV

ANALYSIS OF FINDINGS

Brief explanation of Findings

The interviewees' responses highlighted the perspectives of teachers from different institutions in Santa Elena. The study sought to understand the experiences of teachers involved in teaching English to elementary school students. A group of five teachers used immersion as a method to improve their students' listening skills.

Interpretation of Data from the interviews

Question 1. Could you tell me how feasible it is to apply the immersion method in English classes for young learners?

Summarizing teachers' responses, the immersion method is, indeed, feasible to apply in English classes for young learners. Most of the teachers maintained that children learn the foreign language in a natural way when the immersion method is applied in classes, because children are in constant contact with the target language. Teachers said it is feasible to apply because children are less afraid of making mistakes, another teacher mentioned that the immersion method applied with consistency and using technological devices can significantly support learners' learning process and boosts pupil's language skills. Finally, teachers conclude that the immersion method is feasible to apply to young learners because of the reasons mentioned above.

Question 2. Could you tell me what do you think of the immersion method used to enhance listening skills in young EFL learners?

Based on the interviews, teachers affirmed that the immersion method is an excellent method to use enhancing listening skills in young learners, the reasons teachers gave to support that affirmation were that children learn in a natural way because they are constantly listening to the target language, pupils are exposed to the language and they can learn new sounds, words, expressions in context and they can practice with their classmates, and so on. To sum up, teachers use the immersion method to enhance listening skills in young learners because pupils can be constantly exposed to the target language and by this, they can develop and improve their listening abilities, learn new vocabulary and expressions.

Question 3. What immersion-based activities do you recommend for their results in enhancing listening skills in young learners?

Responses to this item suggest that although the formats and clarity of language vary, there is common agreement among interviewees that listening to song, chant, storytelling, role-plays and games such as "Simon says" allow children good access to English in an engaging manner. Leading to Active Listening and Better Comprehension Early exposure in practice of young learners can help active listening, improve comprehension, enhance the agency of students.

Just one teacher addressed the difficulties encountered while applying these methods, mentioning problems like classroom noise, maintaining understanding, and adjusting to various learning styles. This indicates that although the activities are largely successful, certain practical strategies for classroom management and differentiation might be required to assist all students. In general, the replies indicate a solid grasp of immersion principles in EFL education, yet greater elaboration on learner results, assessment techniques, and more precise language usage would enhance the exceptional professional quality of the replies.

Question 4. What advantages have you observed in applying the immersion method in your English class?

As the responses to the fourth question show, teachers generally indicated that younger students use English frequently, which motivates them to learn or listen to it regularly. Furthermore, the progression in language acquisition is more similar to the development of a native language in younger students. Some of the responses seem to suggest agreement that clearer expression and more detailed examples are helpful, but in general these quotes convey the idea that immersion provides a supportive way for students to internalize and use English over time.

Several respondents emphasized that the consistent use of English in class such as along with gestures, simple questions, and active participation, helps students begin to think in English because develop pronunciation and gain speaking confidence, being a high beneficial to acquire a language quickly. Likewise, one teacher noted that students improve faster when the environment always encourages the use of English, suggesting that immersion accelerates both language processing and oral communication.

Questions Report

Table 1

Results obtained from teachers experiences towards Immersion method in Listening Skills and Performance compared to the literature review

CATEGORIES	ANSWERS	AUTHORS
1) Immersion method in young learners	Teachers maintained that children learn the foreign language in a natural way when the immersion method is applied in classes, because children are in constant contact with the target language. Teachers said it is	Liu & Tarone (2024) discuss that the immersion method can be progressively implemented in classes in order to identify the target language and evolve students' bilingual education. (p. 889).

	feasible to apply because children are less afraid of making mistakes, another teacher mentioned that the immersion method applied with consistency and using technological devices can significantly support learners' learning process.	
2) Immersion method in listening skills	Teachers affirmed that the immersion method is an excellent method to use enhancing listening skills in young learners, the reasons teachers gave to support that affirmation were that children learn in a natural way because they are constantly listening to the target language, pupils are exposed to the language and they can learn new sounds, words, expressions in context and they can practice with their classmates, and so on.	Ningrum (2022) articulates that understanding listening exceeds mere auditory perception; it is a process in which individuals engage in creating meaning, beginning to recognize various sounds, grasping the significance of the language they hear, and inferring and interpreting each word separately.
3) Immersion-based activities in enhancing listening skills	Teachers consistently emphasize that activities such as listening to songs, chants, storytelling, role-playing, and games like "Simon Says" provide meaningful exposure to English and promote engaging listening experiences. As a result, consistent practice in young learners can foster active listening, improve comprehension, and encourage student participation. Just one teacher specifically addressed the difficulties encountered while applying these methods, mentioning problems like classroom noise, maintaining understanding, and adjusting to various learning styles.	According to Ismatova (2022), the task should be clear when demonstrated during the class and should include sufficient resources and assistance, such as actions, gestures, visual support, and facial cues.

4) Advantages when using immersion method	Teachers observed that regular English exposure aids natural language learning in young students. Interviewees' answers highlight the shared belief that clearer expression and more specific examples are beneficial, but overall, they reflect the understanding that language immersion creates a nurturing environment for students to internalize and use English effectively over time.	Mavropoulou & Arvanitis (2021) goes into say that utilizing the immersion approach can help students who are not native speakers engage with the target language via activities designed to teach various subjects, as well as through content that serves as a resource in their everyday experiences.
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Interpretation of Data from The Interview

Teachers said that the immersion method is useful to apply in English classes, developing activities based on the immersion method have reflected great responses in pupils' language development. In addition, teachers explained that applying the immersion method in their classes helps students to enhance listening skills because pupils are exposed to the target language during classes' hours.

What teachers find challenging to apply the immersion method in classes is the fact that students feel frustrated or confused when the method is initially applied. Pupils find it difficult to follow the lesson at first, however, teachers said the key to overcoming this issue is consistency, creating engaging activities, using visual support, songs, stories, and if it is possible, using a television or projector share didactic materials and catch students' attention.

Another challenge mentioned by a teacher is time. According to the curriculum, teachers only teach English classes for two hours a week and get students used to the immersion method, furthermore, in Ecuador most people only speak Spanish, therefore learners do not have many opportunities to practice their English out of the class. Despite the

challenges, teachers affirm that putting in enough effort, consistency and activities are worthy to enhance learners' listening skills.

In conclusion, based on teachers' experience, the immersion method is advantageous to use to enhance listening skills in young EFL learners. Applying the immersion method in elementary schools helps students to be familiar with the target language, absorb new content in a natural way, and evolve the language abilities in early ages.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In chapter V, the researchers present the conclusions and recommendations based on the study's objectives, information gathered from reliable sources and participants who contributed to the development of the present study. This section discusses the findings of research about the advantages of using the immersion method applied to enhance listening skills in young learners. The purpose is to identify the techniques teachers use when applying this method in classes.

To gather data, interviews were conducted with five teachers from different schools who contributed with previous knowledge applying the immersion method in elementary schools, they were asked whether its applicability in elementary schools, their perceptions of its effectiveness for developing listening skills, the types of activities they design based on this method, and the overall benefits they observe in their students' learning process.

Conclusion

The present paper seeks to answer whether the immersion method is beneficial to enhance listening skills in young EFL learners. The researchers interviewed five different teachers whose responses about the immersion method applied by young learners show the importance of the immersion method, the benefits and its challenges.

Based on teachers' conclusions, the immersion method offers positive results in enhancing listening skills in children. Teachers highlight that pupils learn the language in a natural way, improving not only listening skills, but grasping vocabulary and language expressions. Not only that, but with the appropriate use of classroom resources, such as music, role-playing, and instructional games like "Simon Says," students can enjoy their learning and actively participate in class. Educators often promote immersion methods in

environments where learners are learning a foreign language for the first time, given its effectiveness in fostering greater linguistic proficiency and accelerating comprehension through continuous exposure to authentic language use.

Recommendations

Based on the information gathered, it is recommended that the immersion method be implemented through activities to improve listening skills in young EFL learners, especially in elementary schools where full or partial immersion environments can be adopted where English is used consistently to provide active communication and instruction between the teacher and students, establishing constant exposure to the target language.

In the first place, using the Immersion method to improve listening skills in young learners, it is recommended that teachers implement it, as not only can students develop skills, but teachers can also gain professional development and be able to create effective use of immersion. In this way, immersion becomes a tool not only for student growth, but also for ongoing teacher and pedagogical development.

Second, exercises based on the situations are added to help students keep interested and focused when they learn. Songs, stories, instructions and videos can all spread motivation for students to comprehend that context. As a result, students' participation in class can increase greatly since they learn everyday language and are able to associate new words with circumstances experienced in their own lives, thus feeling more comfortable when speaking rather than just learning.

Finally, it is advisable to do more research about the Immersion method on language learning outcomes, particularly among beginner learners of a foreign language because while immersion is well-recognized for its ability to improve language skills, particularly in

listening and comprehension, additional empirical evidence is required to validate its sustained effectiveness and relevance in various educational settings. Thus, expanding the body of scholarly work on immersion would not only validate its benefits but also provide insight into best practices for its implementation in modern classrooms.

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Annexes

Annex A. Certified Anti-Plagiarism

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “ANALYSIS OF THE IMMERSION METHOD TO ENHANCE ENGLISH LISTENING SKILLS IN YOUNG LEARNERS” elaborado por las estudiantes REBUTTI JARAMILLO ADRIANA STEPHANIA y SUAREZ SUAREZ MELANIE SHANICE de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Vergara Mendoza Ketty Zoraida, MSc.

ADVISOR



CERTIFICADO DE ANÁLISIS
magister

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Tipo de carga: interface
fecha de fin de análisis: 30/10/2025

Número de palabras: 7405
Número de caracteres: 51.125

Ubicación de las similitudes en el documento:

Annex B: Questionnaire

May I ask about your experience in applying the immersion method in your English classes?

1. Okay, and I can say something about immersion, about the experience in immersion now. In young learners, the immersion method in English classes, in this case with positive results and the use of this increases students' engagements and language acquisitions.
2. Yes, I have applied the immersion method, especially with young learners. It means exposing them to English as much as possible during class, giving instruction, reading routines, songs, and simple conversation all in English.
3. Okay, normally I apply immersion methods in my video class and mainly, for example, exposition with my students because to language as much as possible towards. For example, real light and in situations relating to real light, it's retelling, sound and classroom instructions. And I have noticed that students are used to hearing and responding naturally in the target's language.
4. And I think that this kind of method is good, especially when you are working with young people.

Could you tell me how feasible it is to apply the immersion method in English classes for young learners?

1. It is highly feasible and affected for young learners in your learners they can catch in a naturally weights through play and interactions.
2. It is very feasible, but it requires consistency and passion. Children may feel confused at first, but with repetition, history and visual and routines, they begin to associate meaning naturally.

3. Well, in my opinion, it is very difficult, especially with young learners. Because they are more open to new sounds and less afraid of making state. Of course, it requires creativity and contingency. But children's Canada quickly when the activities are engaging.
4. I think that this kind of method is good because when the teacher applies this kind of method, many students try to improve their speaking, listening, writing, and reading skills.

I was wondering if you could tell me, what do you think of the immersion method used to enhance listening skills in young EFL learners?

1. Immersion is excellent for enhancing listening skill in your learners as it exposed um the authentic language and context.
2. Immersion is one of the best ways to develop listening by constantly hearing the target language. Children learn to recognize sounds, intonation, and common expressions without needing translation.
3. Well, I think it is one of the best ways to develop listening skills. Science students are constantly exposed to the language, they begin to identify patterns in intonation and vocabulary without translation, everything. I really support them to understand English in a more natural way.
4. In listening skills, I think it's good because every time when teachers apply in listening activity, the students have the opportunity to concentrate every moment, every time when they are listening to something. And I think the listening activity is good because the students learn more quickly. And they are trying to concentrate on it in order to have more comprehension when they are listening.

Based on your experience. Is the immersion method applicable to young EFL learners?

1. Yes, immersion is applicable to young learners, and it can be adapted in this case in various ages or in any case in age groups a progressive level.
2. Of course, even if they don't understand every single word, they pick out meaning from context, tone of voice and body language. Over time, they begin to respond and even use the language as continuously.
3. Well, just definitely from my experience, young learners are most recited to immersion. They've done other team grammar at the beginning, obviously. In state, they focus on understanding and communicating. Which makes the process very effective.
4. Of course, especially when the teacher works with young people, it's really necessary because this kind of person has a higher level of child. They have more ability in order to learn different kinds of learning that they want to learn.

5. What immersion-based activities do you recommend for their results in enhancing listening skills in young EFL learners?

1. I recommend role plays, the use of songs, okay, in this case you can use technology, not, you can use songs in your projector or your tv, videos or maybe games and they are promoting, interactives, listening and speaking, okay, next, and what challenge have you encounter while applying the dimension method and with learners um managing classroom noise, ensuring comprehension, adaptive materials, uh, focus to different learning styles.
2. Yes, for example, the first one, songs and chants, repetition with rhythm, health, listening, comprehension. The second one is total physical response, TPRs, commands like stand up, sit down, clap your hands. Another one is storytelling, calendar time, the last one is Simon Say

3. Well, I recommend using son's chance and shores histories with Visual. Other alternatives could be role playing and games, obviously, where they need to follow instructions. They are also very effective, or other strategies could be simple routines, like greetings, giving classroom commands or storytelling, support for a lot of rainbows of reasons.
4. Okay, as an English teacher, in this time when I apply this kind of method, I like to apply the "Simon say" activity, another one could be the telephone, another activity, could be don't speak twice and tell history use audiobook. And I think this kind of activity is adequate because when young people, when the students are recent resuming, they are really concentrated in order to answer some questions. But the thing that I would like to apply is when listening, listening and completing a short answer, a short parallel, because the student tried to listen to the specific word in order to complete that short parallel.
5. Well, according to my experience, the most effective is to practice all the time, role play, songs, games, storytelling, daily routines, and action they do every day. There can be songs and different storytelling with pictures and puppets.
6. **What challenges have you encountered while applying the immersion method with young learners?**
 1. Uh, for example, increase student engagements, improve listening, speaking uh speaking skills in this case and enhance language acquisition in our natural way
 2. The first one initial resistance or frustration because they don't understand, another is to the native language longer to respond English at first
 3. It could be one of the main challenges is that something the students get frustrated when they don't understand later. Another difficulty is that parents or even some teachers respect translation which can't limit immersion. Keeping a student engaging and patient is essential.

4. For me, I have many challenges, but I think we have two problems in all when we teach English, because one of the most important problems is the time. Today, in our curriculum, we have only two hours for teaching English in a school, two hours for week. Another important problem for me is the environment, because we are in a country when that most people is Spanish that and I think that is a big problem for the teacher learning process.
5. The immersion methods with young learners can be challenged, particularly in many students. The students feel confused when the teacher speak in English, the students don't understand. They feel so shine and confusing and not understand English. Because all the time they speak Spanish. in all the time speak Spanish, but only in the classes, only we have two hours to practice English, but only the teachers or when they say some different words.
7. **May we ask what advantages you have observed in applying the immersion method in your English class?**
 1. Yes, of course, students become more confidence, I try to motivate them to feel more comfortable using English in authentical or naturally, weights or context.
 2. The first is faster development of listening comprehension, another one is natural pronunciation and intonation, another is children associate English with fast a real communication not just translation. And the last one is to become more confident in responding even in their own phrases.
 3. Well, I observe that the student develops better listening combination improved their pronunciations and start thinking in English without thinking too much in their native language. They also show degree exponent when speaking. An excellent support could be used on a project.

4. There are many advantages, for example, when we apply this kind of method, the students have the opportunity to learn English more quickly because they are using English in every moment. While students apply English in class, they are improving their edges especially in their reading, listening and speaking skills.
5. The advantage is because when we use the input in English, the students all the time practice listening, because when they grow up, when they are children or kids, all the time learned by listening, all the time learned listening. But immersion is that the teachers, we practice all the time in English, using every moment English. And not speak Spanish, try to say license, another question is using gestures, practice once or readings aloud and using questions, simple questions in the class.

8. Have you noticed any changes in learners' motivation or confidence when using immersion techniques?

1. Yes, of course, students become more confident and motivated as they feel more comfortable using English in authentic or naturally weights or contexts.
2. Yes of course, once children relate can understand and use English without translation in confident rooms. They feel motivated to participate and they also lose fear or making mistakes, and normal classroom environment.
3. I consider, yes, I have noticed positive changes at fears on student feel execute, but as they are release, they can't understand and respond in English their confidence increases they feel probe of themselves and that motivation to stance participate more actively in class.
4. Yes, every time the teacher applies to this kind of method, the students have the opportunity to write easily. Another one, they speak without afraid, and they get very excellent score when the teacher applies English tests.

5. Well, in some cases, my students, some students like to like English, but they're not all the students because they feel so, how would you say shy or not confident because they don't speak the language, for example, in some years ago, they don't listen or don't study English. And when they go to the classes, it's new for them when the teacher speak English. In some cases, the students try to translate the classes all the time, but it's not the way to translate because the students all the time have to listen. Listen and practice different activities. In English, listening different ways to, but all the classes speaking, speaking, but they try to catch ideas in English.