

**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**



**“THE IMMERSION METHOD FOR IMPROVING BASIC
ENGLISH VOCABULARY KNOWLEDGE TO TENTH-GRADE
STUDENTS AT UNIDAD EDUCATIVA “UPSE”. LA LIBERTAD,
PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.”**

RESEARCH PAPER

As a prerequisite to obtain a:

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

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Advisor: Lcdo. Ítalo Carabajo Romero, MSc.

La Libertad - Ecuador

2021

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ELENA, SCHOOL YEAR 2021-2022.”**

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Autor: Marvelle Elizabeth Reyes Limones

Tutor: Lcdo. Ítalo Carabajo Romero, Msc.

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La Libertad, September 12th, 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**THE IMMERSION METHOD FOR IMPROVING BASIC ENGLISH VOCABULARY KNOWLEDGE TO TENTH-GRADE STUDENTS AT UNIDAD EDUCATIVA “UPSE”. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022**” prepared by **REYES LIMONES MARVELLE ELIZABETH** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, 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.

Sincerely

A handwritten signature in blue ink that reads "ITALO CARABAJO ROMERO". The signature is written in a cursive style and is enclosed within a hand-drawn oval shape.

MSc. ITALO CARABAJO ROMERO

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La Libertad, September 12th, 2021

STATEMENT OF AUTHORSHIP

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Certify that this work is of my authorship, except for the quotes and reflections used in this research paper.



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Marvelle

DEDICATION

First and foremost, I wish to dedicate this research project to Almighty God, who always looks after me and supports me in accomplishing my personal and educational goals. To my lovely family, especially to my parents and brother, who have encouraged me to study hard. These beloved people have guided me and taught me through their example the importance of being a responsible and honest person without hurting others.

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Marvelle

DECLARACIÓN

EL CONTENIDO DEL SIGUIENTE TRABAJO DE GRADUACIÓN ES MI RESPONSABILIDAD, LA PROPIEDAD INTELECTUAL PERTENECE A LA UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA.



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PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.”

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ABSTRACT

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

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

Key words: Immersion Method, Vocabulary, Target language, Content activities.

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INTRODUCTION

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

Mastering a language can become a complex challenge since learners are not in full contact with the target language. The more people are exposed to a language, the more vocabulary they get when learning it. Ecuadorian schools are missing this very important element; students should be actively immersed in the second language most of the time. In order to improve the teaching-learning process of the English language, many methods have been proposed and developed by pedagogical researchers who seek to reinforce education in the L2; one of them is the Immersion method.

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

This research project pursues the improvement of English vocabulary knowledge in Tenth – Grade students at Unidad Educativa UPSE through the creation of a didactic guide with immersive activities.

This paper work provides a clear explanation of what the whole project is focused on. To understand more the present research, it is necessary to structure it into four chapters by giving relevant data and information to endorse the development of it. Each chapter is described below:

CHAPTER I – THE PROBLEM: It describes the problem statement, which is based on the lower improvement in the English vocabulary knowledge; the main reason why the project is developed, and the objectives pursued by the research.

CHAPTER II – THE THEORETICAL FRAMEWORK: It provides enough evidences, background, pertinent information, and the basis on which the research project is supported in order to examine and analyze the problem.

CHAPTER III – METHODOLOGICAL FRAMEWORK: It exposes in details the research methodology, techniques, and tools used to collect relevant information to broaden the research study. The chosen population and sample are also critical to design the proposal.

CHAPTER IV - PROPOSAL: It presents the proposal that attempt to cover a need related to the improvement of vocabulary to ease the teaching-learning process. In addition, it shows the objectives of the proposal, conclusions, and recommendations that will contribute with a remarkable enhancement in the English vocabulary knowledge.

CHAPTER I

THE PROBLEM

Research Topic

THE IMMERSION METHOD FOR IMPROVING BASIC ENGLISH VOCABULARY KNOWLEDGE TO TENTH-GRADE STUDENTS AT UNIDAD EDUCATIVA “UPSE”. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.

Problem Statement

English is considered the universal language due to its uses in different fields and topics of interest. Nowadays that globalization is the main characteristic of this world, having a common language makes things easier. This language is one of the most important in the top speech rank. Therefore, English is a language and an instrument through which people find the opportunity to convey ideas with peers all over the world (Crystal, 2003, pp. 3-4).

In Latin America, English is necessary for business, communication, and also for social media. Most people who use the language are not native speakers, but the population realized that English is directly linked to economic growth and competitiveness.

According to Ecuadorian Ministry of Education, the government has designed the English Learning Standards Program to improve English proficiency levels, such as Basic General Education and Bachillerato. This program aims to cover the needs of a culturally diverse population by using English as a Second Language (MinEduc, 2016).

The Ministry of Education realizes that the most important goal of the current English curriculum is to aid students to develop their communicative language skills, knowing that the importance of any language, is to interact with other people and to communicate in a proper way. Moreover, the MinEduc, states that the exit English profile depends on students' academic year;

by way of example, scholars from tenth grade must be at an A2 level, meaning that they should have language skills to get by with sufficient vocabulary or expressions related to areas of most immediate relevance that help them to express themselves (MinEduc, 2014).

Due to the data presented on the report by Education First, (EF) from United States, which shows the world's most significant ranking of countries by English skills, Ecuador is in N°93 out of 100 countries and regions around the world. Its position in Latin America is N°19 of 19, which means that our country has one of the lowest English proficiency globally (EF, 2020).

Thus, in the real Ecuadorian educational context, English is perceived as a foreign language because it is not used in the environment in which learners are involved. Students are used to communicating in Spanish both inside and outside educational settings since they are little exposed to a different language than their native. It happens since the Basic English vocabulary taught during classes is poor considering what is necessary to develop a new language.

When people decide to study a new language, it pushes them to learn new grammar structures and vocabulary to accomplish their goals. Nevertheless, it is necessary to know the meaning and pronunciation of more words or terms to increase the way of expressing ideas or thoughts in the target language, avoiding the translation of them in the L1.

It is necessary to implement new teaching methods to achieve national and international education standards in the English area. Language learning should not only be focused on teaching grammar as the basis of knowledge, but also on developing communication through learning more vocabulary.

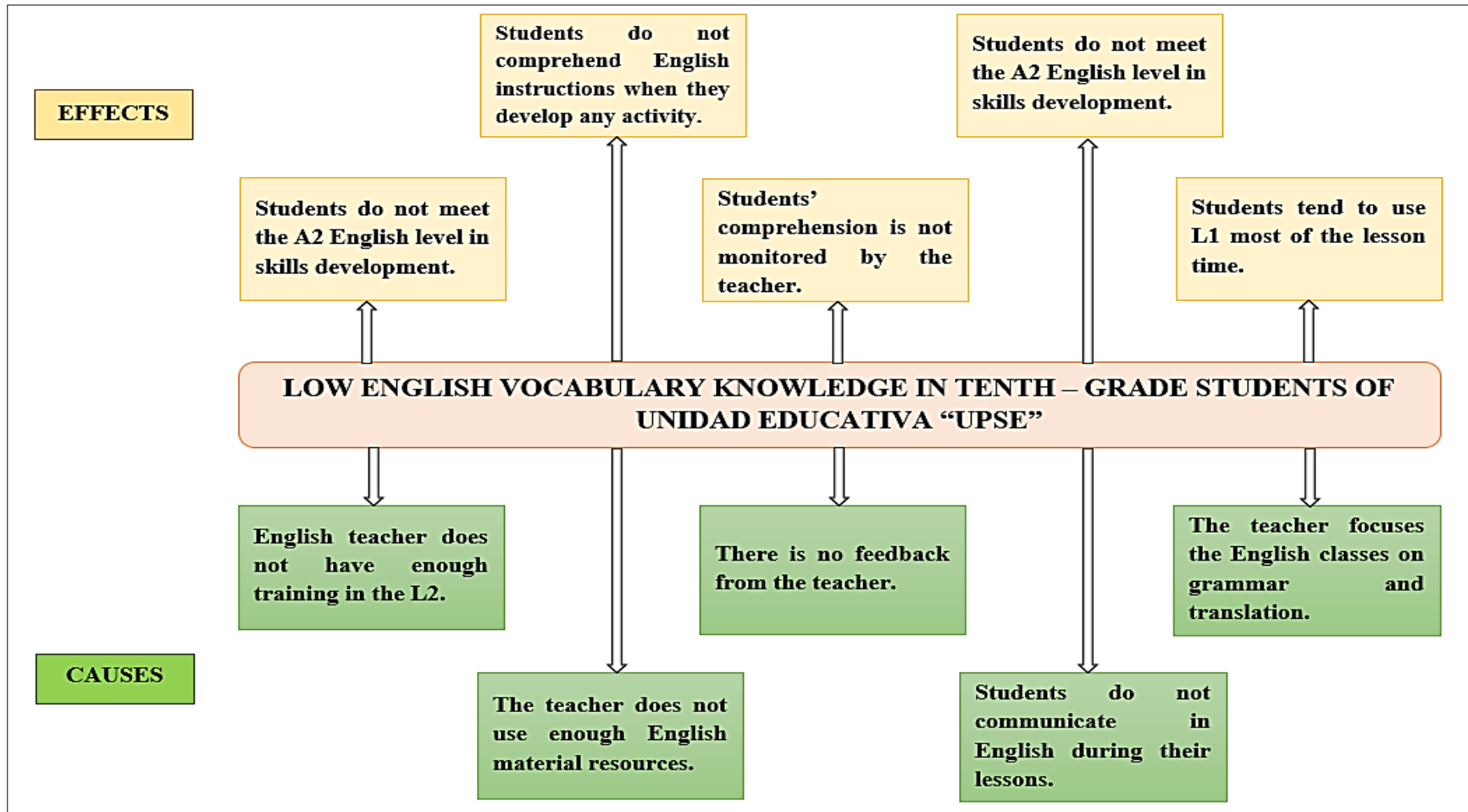
In La Libertad city, some public schools, such as Unidad Educativa “UPSE”, emphasize the learning process of a new language on grammar structures and speaking memorization.

However, they are not training students to use English as vehicle to understand scientific or academic content. Applying a new method of teaching English based on developing a variety of skills will definitely improve the learning process for students that present some difficulties when introduce to new vocabulary.

Problem Tree

Figure 1

Problem tree



Author: Marvelle Reyes Limones

Source: Unidad Educativa “UPSE”

Problem Formulation

To what extent Immersion Method could allow students to improve the Basic English vocabulary of tenth-grade students at Unidad Educativa “UPSE”, school year 2021 – 2022?

Specific Research Questions

1. What academic factors have caused the low-level English vocabulary knowledge?
2. Which are the most appropriate Immersive activities that could help to expand the Basic English vocabulary?
3. What effects do Immersive activities cause in the improvement of English vocabulary to tenth-grade students at Unidad Educativa “UPSE”?

Research Objectives

General objective

To improve Basic English vocabulary through the Immersion Method to Tenth-Grade students at Unidad Educativa “UPSE”, school year 2021 – 2022.

Specific objectives

1. To identify the learning factors that cause the low-level English vocabulary knowledge.
2. To find out the proper immersion activities for the improvement of English vocabulary to Tenth-Grade students at Unidad Educativa “UPSE”, school year 2021 – 2022.
3. To create a didactic guide using Immersion activities to improve English vocabulary to Tenth-Grade students at Unidad Educativa "UPSE", school year 2021 – 2022.

Justification

Scope

Due to globalization, the need of acquiring a second language is indisputable since it is applied to communicate ideas and information on business, social, entertainment, education, and daily life. In any language learning as in English, there are complex procedures that could generate heaviness in learners when developing their skills due to the lack of vocabulary knowledge in the target language.

This research is essential in the education field because it seeks to support the teaching-learning process of the English language through the improvement of meaningful vocabulary that will allow students to learn academic content in the target language. The purpose of this study is to develop a tool, such as a didactic guide, so teachers can instruct students through immersive activities.

The adaptation and application of new methods is essential in English classes due to their contribution to the learning environment. Even though the Immersion Method has been implemented in other countries with extraordinary outcomes, Ecuadorian educational settings do not commonly apply it.

Through this immersion method, students not only will assimilate new vocabulary, understand the meaning, and learn how to use the novel words, but they can also use these new words, appropriately in scientific or academic content.

This project is feasible for students and teachers of tenth-grade “UPSE” High School due to the contribution to improve the vocabulary knowledge by using immersive activities. Students will be encouraged when they realize that themselves are pronouncing, spelling, and putting into practice English words and academic terms in a wide range of context.

Delimitation

The research project will be carried out in Santa Elena Province – La Libertad city, “UPSE” High School during the current school year 2021 – 2022.

Field: Education

Area: English Language

Aspect: Teaching – Learning process

Title: The Immersion Method and the improvement of English vocabulary

Time Delimitation: School Year 2021 - 2022

Social Delimitation: Tenth – Grade Students

Spatial Delimitation: Unidad Educativa “UPSE”

There is a population of ninety – nine tenth-grade students. The proposed research will include 49 students of tenth-basic grade parallel “B”, and the English teacher since they are relevant for the development of this work.

Limitation

Due to the COVID – 19 pandemic, the former president of Ecuador, Lenin Moreno Garcés, through presidential decree No. 1017, declared a state of emergency in the country because of the complex situation that affected in many fields. The State ordered and stipulated in its decree the need to suspend activities during a period of time; those activities were related to the economic, touristic, and education area (Moreno, 2020)

Therefore, in the sphere of education, the Ecuadorian Minister of Education, Monserrat Creamer Guillén, also decreed school suspensions based on the government’s plan to safeguard people’s health. The Ministerial decree referred to online or homeschooling education, which

was taken as a new approach to overcome educational challenges in Ecuador due to the pandemic (Creamer, 2020)

In light of the limited time and access to the real educational context, those will not stop the development of this study. Even though the research project will not be applied, it includes important and relevant academic data that will contribute to the improvement of English vocabulary knowledge in Tenth Graders at Unidad Educativa UPSE. The present project is feasible, but no applicable.

CHAPTER II

THEORETICAL FRAMEWORK

Background

Learning a lingua franca, such as English, plays a tremendous role in the globalized world since the language is used by people who have a diverse social and cultural backgrounds in order to convey ideas without necessarily being native speakers. It means that it is imperative to have a basic understanding of the L2 to communicate, do business, find a better job, or expose the costumes.

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

The following studies, taken from academic web sites and online articles, endorse the idea of applying in English classes a method called Immersion due to its effectiveness in worldwide programs.

The Immersion English Teaching Model in China

Shaanxi, China

Chen (2019) states that the Immersion Teaching Model in China is still in its early stages. Even though schools and administrative staff have made their best effort to provide learners a good learning environment in which students can interact and participate actively in their

learning process, this has not been enough. Furthermore, those educational endeavours also include the design of English textbooks that allow teachers to instruct students in order to teach content (p. 474).

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

English Immersion Program in EFL setting: A modified model, implementation, and effectiveness

Tasikmalaya, Indonesia

Supriyono et al. (2020), in their research study, ponder on the best practice of Immersion programs since those sought to support and enhance EFL students' learning. It is also mentioned that the English language is best learned in places where people use and interact in English as a home language in their communication. Moreover, they referred to the learning environment because it encourages the learners to communicate in the L2 with others and changes the perception towards English language learning (pp. 143-145).

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

Immersion technique and its benefits for English Learners: A Literature Survey

Tamil Nadu, India

Vijayadasan & Tomy (2020), in their qualitative study, state that immersion technique has many advantages while learning a new language since it allows learners to be involved or exposed in the environment in which the target language is performed; those benefits are connected with the development of grammar as well as vocabulary knowledge (pp. 9-10).

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

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

Philosophical Basis

Learning is a process that offers people the opportunity to learn a new language since it is focused on enhancing learners' lives in many aspects. The teachers and environment in schools play an essential role in that part of education; for that reason, through such pedagogical theories can be better understood how a person learns based on their social or cultural background, what must be taught during lessons, and what should be used to perform the learning of any target language.

Hence, the surrounding and the experience is what John Dewey referred to in his social constructivist theory of learning, which mentions that students should relate their previous real-

life previous and current experiences with their knowledge. In this way, they learn by social interaction in order to establish the starting point for a further understanding (Dewey, 1997, p. 10). This belief helps scholars to realize their potential in the reasoning and learning of a language.

Thus, language is closely connected with people's culture, history, and tradition; all of these factors play together so as to connect the L2 with what they know by putting into practice not only the grammar knowledge, but also the words they can use while actively participating in their schooling process and discussing with others about topics of interests. Vocabulary is instrumental in language training in this regard.

As claimed by Rivers (1983, as cited in Nunan, 1991a), the acquisition of adequate and extensive vocabulary knowledge is an important element to get success in language learning, such as English; it enhances people to communicate effectively. Since then, others proponents agree with the thought of using an L2 is better served by vocabulary than grammatical structures due to its usage in every task (Nunan, 1991b, p.117). Therefore, vocabulary constitutes a powerful tool to make progress.

Regarding this matter, Fisher et al. (2007) note that English language learners are able to accomplish educational goals by having both understanding vocabulary and immersion in relevant content; it supports learners to possess a richer vocabulary proficiency to perform appropriately on the four English skills (pp. 18-19).

The above learning theories or ideologies look for comprehending and supporting the main focus of this research. In language learning, the teacher becomes responsible for providing students with meaningful vocabulary and activities related to academic content or topics of interest since learners are supposed to be immersed in real-life situations. Moreover, the educator

aims to encourage learners to actively participate and practice the L2 as well as going beyond to broaden opportunities to develop critical thinking.

Theoretical Basis

English Teaching

Teaching a new language is a big challenge faced by teachers due to the complexity of this activity. The role that educators assume to achieve the best results is the highest because the language should be used in the educational environment as the medium of communication as well as instruction (Renandya & Widodo, 2016, pp. 3-4).

Teachers play an essential role in the teaching – learning process in the acquisition of a language since they must try different methods and activities that allow them to support and engage students to feel confident in the classes. The improvement of language learning gives learners the opportunity to participate actively by avoiding the fear of making mistakes to perform in the second language.

English Language Teaching Methods

In the last few decades, the spread of English learning has launched an initiative to propose new methods or ways to boost the teaching-learning process (Carless, 2012, p. 1). Traditional English teaching methods have evolved to several modern new ones, but still, there is not a general way of teaching English that will fit most of the students. Some schools use more than one approach, and others just stick to one method, it really depends on the students' characteristics, background, classroom environment, and the teachers themselves (Guerrero, 2014, p. 6). Some of those methods and approaches are as follows:

- **Traditional Methods:** Grammar – Translation, Direct Method, Audio – Lingual Method.
- **Modern Methods:** Total Physical Response (TPR), Suggestopedia, The Silent Way, Whole Language, Competency – Based Language, Task – Based Learning.
- **Approaches:** Communicative Language Teaching (CLT), Communicative Language Learning (CLL), Natural Approach, Content – Based Instruction, Student – Centered Learning, Problem – Based Learning, Blended Learning, Functional – Notional Approach (Campos, 2020).

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

Immersion Method or Programs Factual Background

According to Vijayadasan & Tomy (2020), the word Immersion refers to the state of “being involved in-depth or submerged by something” (p, 9). In the education field, it means being trained in the target language by using the academic content to improve the vocabulary knowledge in the L2; therefore, learners can interact competently with others. In this context, the teaching - learning process is developed through L2 as the language of instruction so as to promote learners’ understanding.

Immersion started as an educative program in St. Lambert, Quebec – Canada, in the mid - 1960s due to the necessity of learning French (FSL). A group of parents realized that French being the official language in Quebec, greatly influenced various fields such as political, economic, cultural, and social. The program based its process on introducing French learning into the curriculum during kindergarten and the first two academic years to immerse learners in

the target language. Later, other academic subjects were learned in English until sixth grade, in which academic contents were divided and taught in French and English equally to complement the teaching-learning process (Keith & Swain, 1997, pp. 2-3).

Because of the successful Immersive program, various places in Canada and many countries worldwide decided to implement it to teach a new language. It helped to break gaps and overcome language challenges for society's development. The Immersion Method appeared as a reaction to the most traditional method for decades, the Grammar Translation Method, which bases the learning on translation and grammar rules instead of academic-content vocabulary (Mambrol, 2020). Accordingly, the Immersion initiative has supported the new way of learning languages leaving the use of old methods behind.

Difference between Immersion and Bilingual Education

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

Cambridge Assessment International Education (2017), explains that bilingual education is based on teaching academic content by using both languages, the native and the language of instruction to enhance communication in many contexts (p. 1). Students commonly receive the explanation in their home language (Ball, 2019).

Contrastingly, Immersion education bases its way of teaching on using the L2 as the medium of instruction by placing learners directly in a rich environment in which they can pick up subtle nuances of the target language. It seeks to boost the target language instead of the mother tongue (TESSA International School, 2016).

Immersion Method Characteristics

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

- ✓ Classes use/are given in the target language as the medium of instruction;
- ✓ The content in L2 should be correlative to the home language content;
- ✓ There is open support for the L1;
- ✓ The program aims additive bilingualism;
- ✓ The exposure of the L2 mostly occurs in the classroom;
- ✓ Students' proficiency level is similar and limited at the beginning of the program;
- ✓ The teachers are able to speak two languages, they are high-quality educators; and
- ✓ The classroom culture mirrors the first language. (Keith & Swain, 1997, pp. 9 - 10).

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

Types of Immersion Method

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

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

- **Early Immersion:** Students start learning a second language at the age of 5 – 6; it is performed in pre-school, kindergarten, and first grade.
- **Middle Immersion:** It is also well-known as Delayed Immersion and commences in the later years of elementary education at the age of 9 – 10.
- **Late Immersion:** Students begin their learning process between ages 11 – 14 in secondary school.
- **Late-Late Immersion:** It is initiated in the adult age, once students are at college (Barimani-Varandi, 2012, p. 954).

Immersion Related to the Time Spent. Language immersion programs are also characterized by the total time learners spend in the learning process of the L2. Based on the extent, it is related to the percentage of educational/curriculum content taught in the target language. Those are generally divided into two types:

- **Total Immersion:** It is characterized by learning the entire curriculum in L2, which means that academic subjects or classes are delivered in the target language. Students are exposed 100% to English since this is the medium of instruction; this, in turn, helps them have a high proficiency level. Teachers commonly apply many techniques, such as realia and demonstration, to teach a language holistically. The main difficulty is that learners feel overwhelmed to understand complex terms/content.

- **Partial Immersion:** The class time is taught in both native and target languages. At least 50% of subject matters are delivered through the use of the L2. It is more acceptable for language learners because they can use their mother tongue to express themselves (Wang, 2018, p. 19).

Nature of Immersive Education

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

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

Furthermore, concerning academic matters, in the early elementary years, teachers start introducing reading and language arts and progressively move toward other English activities. In the secondary grades, students are instructed in some areas, like language arts, science, and social studies that are part of the curriculum (Fortune & Tedick, 2003, pp. 2-3).

Immersive Strategies and Activities.

Immersion teachers can use many strategies in classes to foster the teaching – learning process in L2, such as independent reading, teacher/student dialogue journal, feedback and encouragement throughout the classes, dramatizations, and non-academic vocabulary (Al-Halawachy, 2019, pp. 11-12).

There are many activities educators can also apply in each English session to complement the above strategies and encourage students to practice the target language; some of them are games, use of pictures or realia, dialogues, simulations, performances, audios, spelling bee, and experiments (LaVan, 2001, p. 7). Each activity must be carried out based on the content, and the skills teachers seek to improve during the session with their students.

The Influence of Vocabulary on English skills

The English language integrates four skills that learners need for comprehensive communication. Listening and reading are considered receptive skills, just as speaking and writing are part of productive skills (IELTS, 2018). All of them have in common one main feature that is related to the use of words to improve the development of ideas, fluency, and communication. By so doing, vocabulary plays an essential role to have successful learning outcomes.

As claimed by Nordquist (2019), vocabulary refers to all the words or phrases that people can comprehend in any language. This is fundamental in every English lesson; the new vocabulary to be taught must be well explained with precise definition and based on the context since the language begins to make sense when we use terms in the construction of sentences. Learning vocabulary gives teachers the opportunity to show students the different meanings and interpretations of certain words while those could be used in different areas.

Steps to Teach New Vocabulary

Vocabulary teaching and learning have never been an easy task, so that the activities or assignments that lead educators and learners must be more dynamic, creative, and diverse in order to get as many novel words as possible during each English session. Hence, vocabulary is a

remarkable element in language education to make learning enjoyable. There are three steps to draw learners' attention to new words, those are as follows:

- 1) Explain the meaning of the words by using an L2 definition or synonym, showing and drawing representative pictures, providing examples (make sentences), and commenting about the meaning;
- 2) Focus the attention on the words' form by comparing the spelling of new words with others already known, demonstrating the prefixes and suffixes, practicing intonation and pronunciation, and identifying any spelling variation;
- 3) Focus the attention on the usage of the words by explaining the syntactic pattern of words. In addition, it is useful to point out any restrictions of those terms (Nation, 2005).

Factors to Develop Vocabulary Knowledge

Common words are at easier access than less used or unfamiliar ones since the relevance of applying them in the communication process. There are six main factors that teachers should consider in the development of new vocabulary because of the influence in the teaching – learning process (Schmitt & McCarthy, 2008, pp. 18-19).

- 1) The representation of the vocabulary in the use of language.
- 2) The frequency in which words are used in training resources, such as texts.
- 3) The word families regarding the forms and uses.
- 4) The idioms or expressions that have a strong connection with the language.
- 5) The information of words related to the meaning, common collocations, and restrictions on the use of them.
- 6) The need, ease, and difficulty of learning new words to convey ideas.

Meaningful Vocabulary Activities

While learning new words, students must be engaged and motivated since those will help teachers to interact actively during the class or activity. To teach students terms require the use of activities to make vocabulary instruction clear, dynamic, and fun. The most relevant are games, vocabulary cards, crosswords, and unscramble words (Pasco County Schools, 2012, p. 6).

Legal Basis

The Ecuadorian Constitution establishes in Article 342 that National Education System seeks to help citizens to improve their quality of life as well as enabling the learning process so as to support the commitment of increase the opportunities and knowledge based on arts and culture.

Besides, Article 349 says that the State will guarantee that all the teachers get continuous pedagogical and academic updating and training. To achieve this commitment, The Organic Law of Intercultural Education, title I of the general principles in its Art. 1 assures the right to education, it determines the principles and general purposes that guide Ecuadorian education within the framework of Good Living.

Hypothesis

The English Teaching Immersion Method improves the vocabulary knowledge of tenth-grade students at Unidad Educativa “UPSE”, school year 2021-2022.

Variables of the Study

Dependent Variable

The Basic English vocabulary knowledge

Independent Variable

The Immersion Method

CHAPTER III

METHODOLOGICAL FRAMEWORK

The delimitation of the methodological procedure of the present work is essential, through which the questions established in this research project will be answered in order to have enough bases for its development. It is important that the methodological framework has a precise structure of how this study will be performed.

Research Design

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

Qualitative Method

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

Quantitative Method

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

Level or Type of Research

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

Exploratory Level

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

Descriptive Level

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

Population and Sample

Population

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

Table 1*Population Details*

Population Details			
N°	Description	Quantity	Percentage
1	English Teachers	3	3%
2	Tenth Grade students from Unidad Educativa “UPSE”	99	97%
Total		102	100%

Author: Marvelle Reyes Limones

Source: Unidad Educativa “UPSE”

Sample

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

Research Techniques*Observation*

Observation as a technique of data collection implies that its main purpose is to determine the English teacher’s procedure during the classes and students’ learning environment at Unidad Educativa “UPSE”. It allowed to describe the process used in the development of each activity proposed by the educator.

Survey

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

Interview

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

Research Instruments

Observational Checklist

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

Questionnaire

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

Data Collection Plan

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

Table 2*Data Collection Plan*

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve Basic English Vocabulary knowledge of students
2. From which people or objects?	Tenth Grade students from Unidad Educativa “UPSE”
3. About what aspects?	A didactic guide using Immersion activities
4. Who?	The researcher: Marvelle Elizabeth Reyes Limones
5. To whom?	Students with vocabulary deficit and the English teacher
6. When?	2021
7. Where?	At Unidad Educativa “UPSE”
8. How many times?	Twice a week during one month in the current academic year 2021 – 2022.
9. How?	By group
10. What data collection techniques?	Interview, survey, observation.
11. With what?	Test, questionnaires.

Author: Marvelle Reyes Limones**Source:** Unidad Educativa “UPSE”

Data Processing Plan

Table 3

Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTING AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENTS OF SOLUTIONS
<p>Through a basic vocabulary test and observation applied to the Tenth-grade students of Unidad Educativa “UPSE”, the low level of vocabulary knowledge was determined. Moreover, it was noticeable the lack of English proficiency of the teacher and the overuse of L1 during the lessons.</p>	<p>Once identified the main issue of the tenth-grade students, data research was based on educational journal articles, different websites, online and resources.</p>	<p>Using the data collecting tools, the low level in basic English vocabulary knowledge was identified in the tenth-graders classroom “B”. It is important to help the teacher with a method that allows students to engage in the learning process with enthusiasm.</p>	<p>With all the information gathered, the project of improving basic English vocabulary knowledge to the students of Unidad Educativa “UPSE”, is viable.</p>	<p>The teacher and students of the tenth-grade classroom “B” of Unidad Educativa “UPSE” will have a useful didactic tool with immersive activities to improve the basic vocabulary knowledge.</p>

Author: Marvelle Reyes Limones

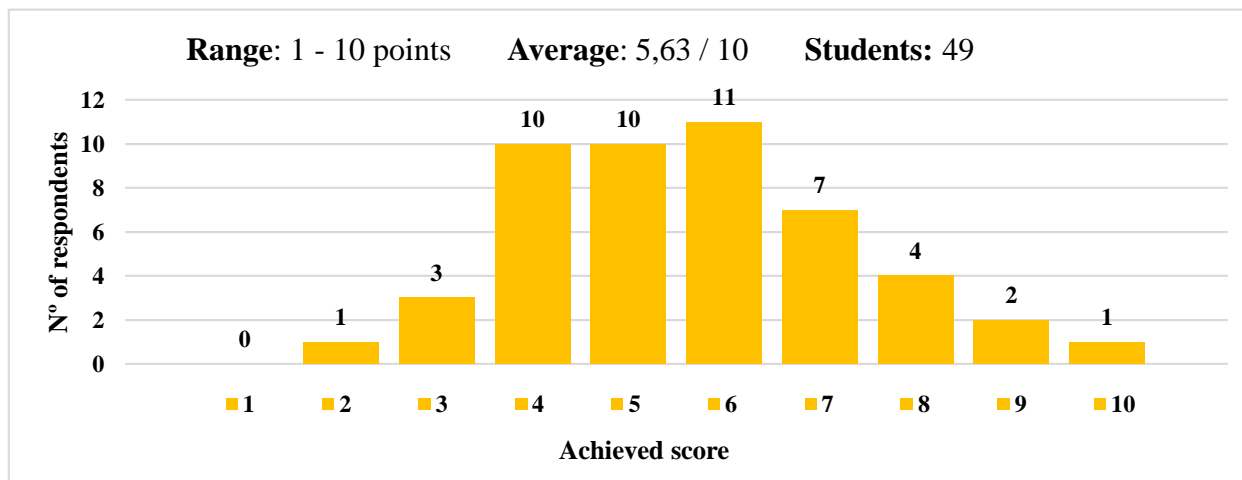
Source: Unidad Educativa “UPSE”

Data Analysis

Diagnostics Test Results

Figure 2

Pre - Test Results



Author: Marvelle Reyes Limones

Source: Student Pre – Test

Interpretation of Observation Results

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

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

Despite the fact that the score obtained by the students is low, it represents a challenge for the researcher since the importance of concentrating on finding a proper way to aid the teacher to develop a habit of activities that could maintain the interest of the students in every day learn

new terms. By learning vocabulary, students can take new words and make them part of their daily basis expertise as well as taking advantage of the process to use it in future English lessons.

File Observation

CLASSROOM OBSERVATION CHECKLIST

Name of the teacher: Ing. Tania Reyes

Course: Tenth Grade

Name of the observer: Reyes Limones Marvella

School: Unidad Educativa “UPSE”

Subject: English

Table 4

Classroom Observation Rubric

Never	0
Sometimes	1
Usually	2
Always	3

Table 5

Observation Sheet

OBSERVED ASPECTS	0	1	2	3
1. The teacher effectively plans the class and sets clear learning outcomes.				
a. Objectives are communicated clearly at the beginning of the lesson.			X	
b. Instructional materials are appropriated for the lesson and students' level.			X	
c. The teacher uses instructional time wisely.				X
d. The teacher creates an L2-rich learning environment.		X		
e. The lesson is summarized at the end of the class.				X
2. The teacher demonstrates the understanding and organization of the lesson.				
a. The teacher covers the subject content in the lesson appropriately.			X	
b. The teacher evidences a high English proficiency and self-confidence.		X		
c. The teacher shows knowledge of subject matter.			X	
d. The lesson has a well-organized structure (logical sequence).			X	
e. The teacher evidences preparation of the class in advance.				X

3. The teacher enables students to learn effectively.				
a. A variety of student- centered activities, resources, and technology are used during the class.		X		
b. The lesson is linked to the students' previous knowledge and life-real experiences.		X		
c. Instructions and explanations are clear and specific.			X	
d. Students interact and participate actively in class.		X		
e. The teacher provides constructive feedback after each activity.			X	
4. The teacher speaks in English (L2) and encourages students to use the language fluently and effectively.				
a. The teacher speaks in English the entire class.	X			
b. The teacher pronounces, articulates, and intonates clearly.		X		
c. The teacher uses the mother tongue while giving instructions.			X	
d. Students are motivated to practice the English language (words/phrases).			X	
e. The teacher drives the course to interact in the L2 most of the time.		X		
5. The teacher assesses learners' work thoroughly.				
a. Students' comprehension is monitored throughout the lesson by the teacher.			X	
b. Mistakes are recognized and used constructively to facilitate learning.				X
c. Pupils' vocabulary learning is assessed regularly and accurately.			X	
d. The teacher carries out self- and peer-assessment.			X	
e. The teacher evaluates students' knowledge both verbally and written.			X	

Author: Marvelle Reyes Limones

Interpretation of Observation Results

Four class sessions taught by the English teacher from Unidad Educativa "UPSE" were observed on different days; those were carried out on August 11th, 16th, 17th, and 18th at the last hour (from 16:30 to 17:10). During these lessons, the teacher demonstrated that she plans her

lessons ahead of time and usually communicates the main objective of the class to her students before starting the lessons.

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

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

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

Interview directed to English Teacher of Unidad Educativa “UPSE”

Interviewed Ing. Tania Reyes González

Question 1: Do you consider that the English lessons should be carried out in the second language? If so, why?

Interpretation: The teacher said that the English lessons should be totally held in the target language since each area has its own purpose. In such a way, the students could start developing the four skills, acquiring more words or phrases and knowing how to use them as well as making sentences by using the language.

Question 2: What strategies do you use in the classroom to engage students’ attention?

Interpretation: The English educator stated that the strategies applied in classes depending on the age of the learners. For instance, when she worked with very young children, she usually told stories and sang. On the other hand, when she trained teenagers, her strategy consisted of doing role play focused on students’ future goals.

Question 3: Do you consider that vocabulary is important for improving the four English skills (reading, writing, speaking, and listening)?

Interpretation: The teacher mentioned that English vocabulary is such an important part for language students, in fact, without vast vocabulary knowledge, it would be impossible for them to express themselves, understand the topics, or develop any idea. Learning vocabulary can be considered very relevant to improve the four language skills.

Question 4: Based on your experience, how do you consider the level of English vocabulary knowledge in your students? Beginner, intermediate, or advanced?

Interpretation: The educator said that in general, the students of Tenth Grade had between a beginner and intermediate’s vocabulary level knowledge, even some students were behind.

Nevertheless, she also claimed that a group of students were really interested in learning the language so that their vocabulary level was much better.

Question 5: What do you think the main issues or factors for your students not learning enough English vocabulary are?

Interpretation: She considered that the learners have not developed the reading habit and it could be the main factor why some of them had a low level. The strategies used in classes to engage students in the learning process should be based on different activities, such as listening to music/audios, acting, or watching TV. In this process, it is important to get to know the students so as to find a way to grab their attention. Moreover, the lack of English laboratories in schools could be a factor that has always affected the teaching – learning schooling in face-to-face classes.

Question 6: What technological tools have helped you to improve the teaching process?

Interpretation: The English teacher mentioned that there were several technological tools, but the one that she liked the most was a web page called Kahoot. She also said that this tool has been used for vocabulary exercises and was very useful for online lessons since it had a variety of material, like puzzles, crosswords, among other features.

Question 7: What activities do you think your students enjoy the most when learning new vocabulary?

Interpretation: The educator stated that students really liked activities that involve web pages, role play, or presentations in which they could practice. For instance, learners sometimes read short stories so as to learn new words or phrases; they seemed to get a grasp of learning a new language.

Question 8: Do you contemplate enough the time that your students are exposed or surrounded in the English language lessons? If so, why?

Interpretation: She said that in a virtual class, there was not enough time for English lessons because they only get connected around 80 minutes a week. Time is an obstacle that both students and the teacher were facing since the pandemic started; it was difficult to develop all the skills needed for the students to learn English.

Question 9: Based on your experience, with the students of Tenth Grade “UPSE” High School, please tell me, what kind of methods or strategies have worked for you to enhance their vocabulary knowledge?

Interpretation: The teacher mentioned that in virtual classes, English educators have used two methods, such as co-construction and illustrative explanatory methods. The first one was based on the traditional method because the teacher must explain the subject and students paid attention. The second one was focused on explaining the class, and then learners could reproduce what they have learned.

Question 10: Do you think teaching academic/cultural content and giving instructions in English would improve students’ proficiency in the target language?

Interpretation: She said that every aspect learned about other cultures or academic content is very useful since English opens doors of opportunities for the students. Also, learners seemed to be more interested when they have started discussing the American culture because some of them want to study abroad.

Analysis of survey directed to Tenth Grade students.

Question 1: How relevant do you consider that English subject is?

Table 6

English Subject Relevance

Alternatives	Frequency	Percentage %
Not at all relevant	1	2 %
Slightly relevant	8	16 %
Moderately relevant	16	33 %
Extremely relevant	24	49 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: Most of the students of tenth grade from Unidad Educativa “UPSE” answered that English Subject was extremely important, meaning that they are aware of the relevance of acquiring fluency and understanding of the language in order to use English in their future education and careers.

Question 2: Which of the English language skills is easier for you to practice in class?

Table 7

Preferred English skills to practice

Alternatives	Frequency	Percentage %
Reading	14	24 %
Listening	10	22 %
Speaking	4	9 %
Writing	21	45 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: According to the results, the 45% of the students have a preference towards writing skills, whereas the 8.2% of tenth – graders answered that they like practicing speaking skills. It means that new strategies/activities must be applied to engage students practicing the other skills.

Question 3: How often does your teacher use Spanish during the English classes?

Table 8

Spanish used in English lessons

Alternatives	Frequency	Percentage %
Never	0	0 %
Rarely	12	25 %
Sometimes	32	65 %
Always	5	10 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: The results showed the 65% of tenth graders agree that sometimes the English teacher uses Spanish during the lessons. It clearly demonstrates that learners are more exposed to their mother tongue than the target language while explaining.

Question 4: How do you appraise your English vocabulary knowledge?

Table 9

English vocabulary knowledge

Alternatives	Frequency	Percentage %
Very poor	0	0 %
Poor	23	47 %
Average	19	39 %
Good	6	12 %
Excellent	1	2 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: It is evidenced that most of the students consider their English vocabulary level is poor or average; those were the answers with a high percentage. It represents a big challenge for the English teacher in order to get learners focused and engaged in learning more vocabulary.

Question 5: What do you do when you find a word you do not understand?

Table 10

Misunderstood words/vocabulary

Alternatives	Frequency	Percentage %
Ask the educator	32	65 %
Search on Internet / Look up in the dictionary	15	31 %
Guess the meaning	2	4 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: Based on the results obtained from the students of tenth grade, 65% of the learners preferred to ask the educator for the meaning of a word/phrase they do not understand, whereas only 30% look up in the dictionary or search on the Internet.

Question 6: Do you think that learning vocabulary of academic/cultural content would improve your English proficiency?

Table 11

Vocabulary of academic/cultural content

Alternatives	Frequency	Percentage %
Strongly disagree	0	0%
Disagree	1	2 %
Agree somewhat	18	37%
Strongly agree	30	61%
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: For this question, most tenth graders strongly agreed with the idea of learning academic and cultural content could improve their vocabulary knowledge since it supports their learning process. Moreover, some students agreed somewhat, and a small group of them disagreed. It means that the English teacher should try to plan more activities oriented to the academic basis.

Question 7: Do you consider that the activities used in classes are based on the topic?

Table 12

Class activities based on the topic

Alternatives	Frequency	Percentage %
Strongly disagree	0	0 %
Disagree	0	0 %
Agree somewhat	18	37 %
Strongly agree	31	63 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: According to the data obtained from students' responses, 63% of tenth graders agreed that most of the English lesson activities were based on the proposed topic, meaning that the educator plans each step carefully. Furthermore, it can be concluded that the teacher follows the educational guidelines provided by the high school and organizes/prepares what students must do or complete during the class.

Question 8: What topics /areas / academic content would you like to study in English?

Table 13

Topics to study in English

Alternatives	Frequency	Percentage %
Technology	13	27 %
Culture	13	27 %
Sports	5	10 %
Countries	9	18 %
Other	9	18 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: The results of this question were based on the students' preferences in which they had the opportunity to choose the topics they want to study. Noticeably, most of the learners would like to include topics related to culture and technology; but also, they were interested in sports and countries. Furthermore, they typed in the last option other matters, such as animals and arts.

Question 9: What activities are performed during your English classes?

Table 14

Activities performed by English teacher

Alternatives	Frequency	Percentage %
Games	1	2 %
Presentations	16	33 %
Reading	28	57 %
Songs	1	2 %
Role Plays	0	0 %
Other	3	6 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: According to the students' responses, reading and presentations were the most common activities performed by the English teacher during the classes. It seems that the educator hardly ever uses activities, such as games, role-plays, songs, and other ones that require the active participation of the learners.

Question 10: What activities would you like to carry out in the English classes to improve your English vocabulary?

Table 15

Activities learners would like to perform

Alternatives	Frequency	Percentage %
Readings	10	20 %
Spelling Bee	12	25 %
Games	6	12 %
Performances	12	25 %
Audios	9	18 %
Total	49	100 %

Author: Marvelle Reyes Limones

Source: Student Survey

Analysis: The results demonstrated that students would like to perform different activities in order to improve their English vocabulary knowledge. The alternatives they chose the most were spelling bee, performances, and readings. The forty-nine tenth-graders had the opportunity to select the best option based in their interest.

CHAPTER IV

THE PROPOSAL

Name of the Proposal

DIDACTIC GUIDE BASED ON IMMERSION ACTIVITIES TO IMPROVE BASIC ENGLISH VOCABULARY IN TENTH GRADE STUDENTS AT UNIDAD EDUCATIVA “UPSE”, SCHOOL YEAR 2021 – 2022.

Description

Information Data

Figure 3: Unidad Educativa "UPSE"



Source: Google Maps

Institution: Unidad Educativa “UPSE”

Country: Ecuador

Province / City: Santa Elena – La Libertad

Beneficiaries: Tenth - Graders

Responsables

Author: Marvelle Elizabeth Reyes Limones

Advisor: MSc. Italo Carabajo Romero

Institution Staff

Principal: MSc. Dora Rodríguez De la Cruz

English Teacher: Ing. Tania Reyes González

Beneficiaries

Table 16

Beneficiaries Chart

SCHOOL	BENEFICIARIES	TOTAL
Unidad Educativa “UPSE”	Students of Tenth Grade	49
	English Teacher	1
TOTAL		50

Author: Marvelle Reyes Limones

Source: Unidad Educativa “UPSE”

Objectives of the Proposal

General Objective

To reinforce the Basic English vocabulary by using a didactic guide based on immersive activities to Tenth Grade students at Unidad Educativa “UPSE”.

Specific Objectives

1. To design supportive activities based on the Immersion method for improving Basic English vocabulary to Tenth Grade Students at Unidad Educativa “UPSE”
2. To incorporate the immersive activities in a didactic guide for supporting the vocabulary teaching - learning language process.
3. To provide a didactic resource for improving English vocabulary knowledge to Tenth Graders of Unidad Educativa “UPSE”.

Design and Development of the Proposal

Proposal Background

Once completed all the guidelines and structures to develop the research project, it seems clear that the Tenth Grade students of Unidad Educativa “UPSE” struggle with the vocabulary learning process, offering the teacher a didactic guide with immersive activities that can be

applied in English classes. The suggested activities will ease the language instruction learning process so as to achieve the required vocabulary knowledge, plus gaining expertise in the implementation of a useful tool to make the education more enjoyable.

The didactic guide will support students to comprehend and learn new words related to subjects, cultural, and academic content. Language learners must use the novel terms while reinforcing the listening, reading, writing, and speaking skills in order to complement their training in the target language. The use of the proposed didactic resource will increase the students' interest in different current local and international topics. In such a way, they will be introduced to new vocabulary in every activity, meaning that they will be able to practice daily all those words and gain more knowledge.

Significance

This proposal aims to have a substantial significance in the teaching-learning process since it suggests an alternative or solution to the low level of English vocabulary. It seeks to help the English teacher strengthen the academic process; meanwhile, the educator will have the opportunity to implement the didactic guide in the lessons.

Moreover, with the advantage of immersive activities, the process will become easier and funnier for both parties; there lies the importance of all these specific activities that have been designed based on the students' needs. Learners will engage each lesson and be active participants in the acquisition of new vocabulary, while practicing all four learning skills.

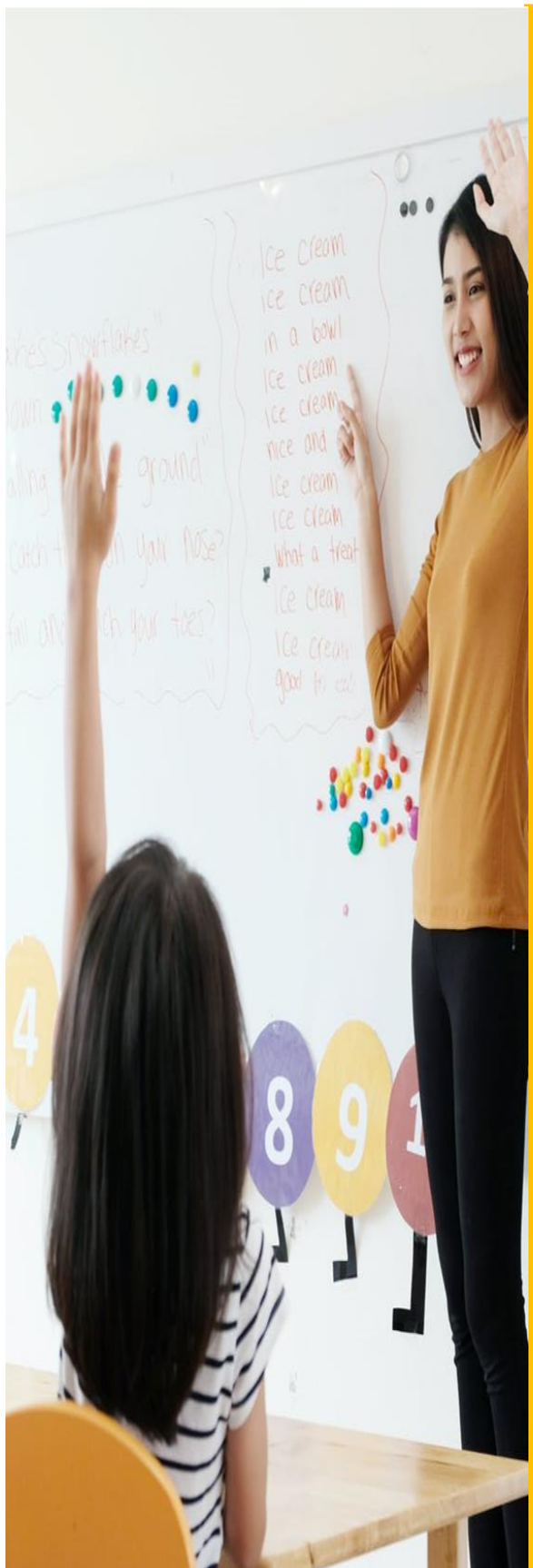
DIDACTIC GUIDE

Immersive Content Activities - Vocabulary



Elaborated by Marvelle Reyes

2021



INTRODUCTION

Dear Teacher,

The present Didactic Guide has been specially planned and designed to be used with Tenth Grade students in the teaching – learning process of a second language. Many activities and resources have been compiled and proposed based on what the Immersion Method suggests; it is an alternative for strengthening, widening, and improving English vocabulary knowledge.

The academic goal, main skills, the time, and the procedure of the activities are established in order to have a better understanding of when and how perform them in classes. The recommended time may be subject to change since it depends on the teacher and the schedule to complete certain tasks. Even as a facilitator, you can use some of them as extra activities or as a whole academic class.

The topics, activities, and resources included in the Didactic Guide are focused on the subject, cultural and academic content. Furthermore, those could be adapted to the students’ needs in order to provide them an integral and holistic learning in different areas of interest.

This is an easy-to-follow guide.

Hoping to contribute to your language teaching process.

Marvelle Reyes L.

LESSONS

The didactic guide for improving English vocabulary is compounded by five lessons as described below:

Nº	NAME OF LESSON	ACTIVITIES	CONTENT / AREA
1	SPORTS	Olympic Games Field & Sport Equipment	SUBJECT MATTER – PHYSICAL EDUCATION
2	ANIMALS	Vertebrate Animals’ Classification Vertebrate Animals’ Characteristics	SUBJECT MATTER – NATURAL SCIENCES
3	ART	Expressing Art Painting Materials & Supplies	SUBJECT MATTER – ARTISTIC & CULTURAL EDUCATION
4	TECHNOLOGY	Technology Tools A Trending Application/Social Media: Facebook	ACADEMIC CONTENT
5	GEOGRAPHY	Geographical Features Volcano’s Parts	CULTURAL CONTENT



LESSON 1




SPORTS

Description of the lesson: This lesson seeks to teach students about vocabulary related to some sports practiced globally.

OLYMPIC GAMES - SPORT

ACTIVITY 1

- **Goal:** To identify and learn specific vocabulary about Olympic Games (sports).
- **Skills:** Writing

 TARGET VOCABULARY	Weightlifting, swimming, tennis, volleyball, soccer, basketball, archery, road cycling, surfing.
 MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
 TIME APROX	35 – 40 minutes

PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	2 min	1. The teacher introduces the class by playing a short video about the Olympic Games for students to guess what the class is going to be about.
<input type="checkbox"/>	7 min	2. Split students in groups (7) to make a list of the sports they know or remember the most. 3. Students name the sports that they discuss in each group. 4. The teacher plays the video one more time and students identify if any of the sports discussed in the class appear in it.
<input type="checkbox"/>	15 min	5. The teacher shows flashcards about some sports, tells the names, and gives a brief definition of each sport. 6. The teacher gives the students a set of picture and definitions (mixed) printed on a cardboard. 7. Students must match the pictures with the definitions and write the names of the sports. The group that finishes first will be the winner
<input type="checkbox"/>	7 min	8. The teacher gives the students a worksheet in which they must unscramble some words and find the vocabulary in a word search puzzle.
ASSESSING STUDENTS' LEARNING		
	5 min	The teacher writes some sentences and students must complete the sentences with the given words.

RESOURCES - OLYMPIC GAMES

ACTIVITY 1

1. Pictures and Definitions (Flashcards):

SPORTS



DEFINITIONS

A sport in which the athlete lifts heavy objects.

A sport that uses a bow to shoot arrows.

A game played by two teams of eleven players using a ball.

A game in which players shoot the ball in a basket.



**A sport played
with rackets and
balls.**



**A sport in which a
person moves
through water.**



**A sport played by
two teams that are
separated by a net.**



**A sport in which it is
used a bicycle.**



**A surface water
sport in which it is
used a board.**

2. Worksheet:

Name: _____ Date: _____

OLYMPIC GAMES – SPORTS

- Unscramble the following words.

IIMNWMGS _____**BAESAKLTBL** _____**CCESOR** _____**ITEFGWGLTNIH** _____**BLAYLOLEV** _____**RDGUNFI** _____

- Find the following words on the puzzle below.

SPORTS – OLYMPIC GAMES

I	R	S	Y	N	U	B	L	E	G	L	M	A	F
A	I	Y	S	E	T	C	Y	W	H	A	L	R	R
L	T	T	I	F	E	E	Y	A	A	L	N	L	L
L	F	S	S	W	I	L	R	E	C	C	O	S	B
A	G	N	I	T	F	I	L	T	H	G	I	E	W
B	A	G	H	C	Y	C	L	I	N	G	L	E	E
Y	R	E	E	E	L	E	C	G	F	T	T	O	L
E	C	Y	F	O	O	T	B	A	L	L	F	U	R
L	H	F	S	F	S	L	A	E	O	T	M	M	G
L	E	R	R	L	G	I	I	A	S	L	I	C	E
O	R	R	N	A	A	V	S	T	E	N	N	I	S
V	Y	F	L	L	G	G	N	I	M	M	I	W	S
F	A	B	A	S	K	E	T	B	A	L	L	S	I
E	S	U	R	F	I	L	O	N	A	C	G	S	S

Football

Swimming

Volleyball

Cycling

Weightlifting

Archery

Surf

Basketball

Tennis

Soccer

3. Assessment:




- Complete the following sentences with the vocabulary from the box.

Road Cycling**Archery****Weightlifting****Swimming**

1. I am going to the pool, I am taking _____ lessons.
2. Richard Carapaz won the _____ racing.
3. I always need two arrows in _____.
4. You can do _____ in the gym because there are heavy objects.

FIELD & SPORTS EQUIPMENT ACTIVITY 2

- **Goal:** To identify and learn specific vocabulary about equipment used in some sports.
To recognize the parts and objects of the basketball / soccer court.
- **Skills:** Writing - Reading

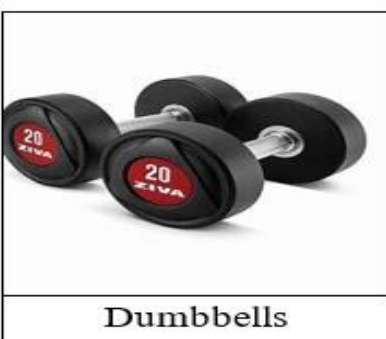
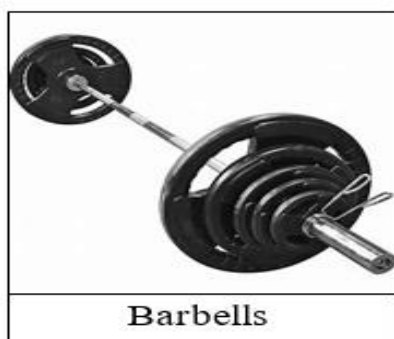
 TARGET VOCABULARY	<ul style="list-style-type: none"> - Bar bells, dumbbells, gloves, bicycle, bicycle pump, goggles, helmet, swimsuit, swimming cap, towel/robe, ear plugs. - Soccer field, goal, net, corner flag, center circle, backboard, hoop, steel pole.
 MATERIALS	Projector, Laptop, Speakers, Cardboards, Flashcards, Scissors, Tape, Worksheets, Highlighters, Pen/Pencil.
 TIME APROX	40 - 45 minutes

PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	5 min	<ol style="list-style-type: none"> 1. The teacher shows the students flashcards (realia, if possible) about the equipment used in sports and writes the names. 2. The teacher provides students a worksheet with the story “Hoop Dreams”. They must listen to the story as well as reading it
<input type="checkbox"/>	8 min	<ol style="list-style-type: none"> 3. Students identify in the story the vocabulary learned in the previous activity. They must highlight the words. Once highlighted, they must classify the vocabulary on the column where each object belongs.
SECOND PART		
<input type="checkbox"/>	7 min	<ol style="list-style-type: none"> 4. The teacher explains the parts of the soccer field and basketball court by showing the students pictures related to the theme.
<input type="checkbox"/>	7 min	<ol style="list-style-type: none"> 5. The class is divided into two groups and students have to write down the vocabulary explained previously on A4 cardboards provided by the educator. It is important to monitor the activity.
<input type="checkbox"/>	10 min	<ol style="list-style-type: none"> 6. Both the educator and students get out of the classroom and go to the soccer/basketball court. 7. Learners label all those parts with the written cardboards.
ASSESSING STUDENTS' LEARNING		
	7 min	The teacher takes a brief vocabulary test by giving students a worksheet.

RESOURCES - FIELD & SPORTS EQUIPMENT ACTIVITY 2

1. Sports equipment flashcards:



Source: Google Images
Author: Reyes, Marvelle

2. Worksheet:

Name: _____ Date: _____

SPORTS EQUIPMENT

- Listen to the audio and read the following story.

HOPE DREAMS

A long time ago, three children met at school. Everyone was worried and nervous because they did not realize the subjects they needed to focus on. The very first-class hour was for the Physical Culture, though, the teacher asked all the students whether they practice some kind of sport.

- **Teacher:** Good morning guys! I have two questions for you. Do you practice any sport? If so, what sport do you like the most?

Each child answered excitedly about the sport they enjoy practicing. Among other answers, the teacher found out that football, basketball, and chess were the most common for the group of children. However, some students said three sports and the dreams they have for being part of the Olympics Games.

- **Rich:** My favorite sport is road cycling and I would like to train hard for being part of the Olympic Games.
- **Nei:** I would like to attend the Olympic Games as well as Rich. My sister practices weightlifting, and she is able to lift up really heavy objects.
- **David:** I cannot believe it! I also desire to be the one who represents our country against other ones but at swimming. I have been training hard.

Then, these three students hanged out straight to the break time and started to speak their dreams out, because they found that it was something they had in common with each other. Rich said that his father and he have built a bicycle and a bicycle pump for practicing riding this in the city's nearest mountain. Nei mentioned that she made up two dumbbells with pet (recycled bottles) because her sister used barbells; and, it has a heavy steel bar. On the other hand, David said that he goes to the beach every day in order to practice and also to wear the goggles, the swimming cap and the swimsuit his father gave him as a present.

- **Nei:** When I become a professional competitor, I will buy my own equipment to attend the worldwide games myself. What do you wish?
- **Rich:** For my first competence, I will use some gloves and a helmet that will be colored with the national colors of my country flag.
- **David:** As well as Rich, I also want to give to my robe or towel, and also the goggles, my country's colors. Furthermore, I will need some ear plugs; I do not want to become deaf.

Author: Reyes, Marvelle

- Highlight the vocabulary learned in the previous reading.
- Once highlighted, classify the sport equipment in the column each one belongs.

WEIGHTLIFTING	ROAD CYCLING	SWIMMING

SECOND PART

- Explanation of the parts of the following pictures.

SOCCER FIELD



BASKETBALL COURT



Source: Creative Fabrica
 Author: Reyes, Marvelle

3. Assessment:

- Where do these parts belong to? Write *SC* for soccer field, and *BC* for basketball court.

1. Hoop _____
2. Center circle _____
3. Net _____
4. Corner _____
5. Steel pool _____
6. Backboard _____
7. Flag _____
8. Goal _____
9. Central line _____
10. Halfway line _____



LESSON 2




ANIMALS

Description of the lesson: This lesson delivers students with new vocabulary related to animals, body parts and features.

VERTEBRATE ANIMALS' CLASSIFICATION

ACTIVITY 8

- **Goal:** To identify the classification of the vertebrates animals and their body parts.
- **Skills:** Writing

 TARGET VOCABULARY	Backbone, limbs, skeleton, torso, mammals, birds, fish, amphibians, and reptiles.
 MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
 TIME APROX	35 – 40 minutes

PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	5 min	1. The teacher must provide a sheet in which students have to fill it with animal names so as to introduce the topic.
<input type="checkbox"/>	8 min	2. The teacher plays a video related to the topic and gives the meaning of some relevant words.
<input type="checkbox"/>	10 min	3. The educator shows a chart about vertebrate animals and explains it. 4. Students must identify which animals on the worksheet are part of the vertebrate animals' classification and write down which group they belong.
<input type="checkbox"/>	8 min	5. A worksheet is provided to the students and they must fill it out.

ASSESSING STUDENTS' LEARNING

	5 min	The teacher asks some questions to the students related to the topic (vocabulary) they learned.
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RESOURCES - VERTEBRATE ANIMALS' CLASSIFICATION ACTIVITY 8

1. Animals chart

ANIMALS

Write down the names of animals starting with as many letters of the alphabet as you can.
For instance **D** for *Duck*.

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

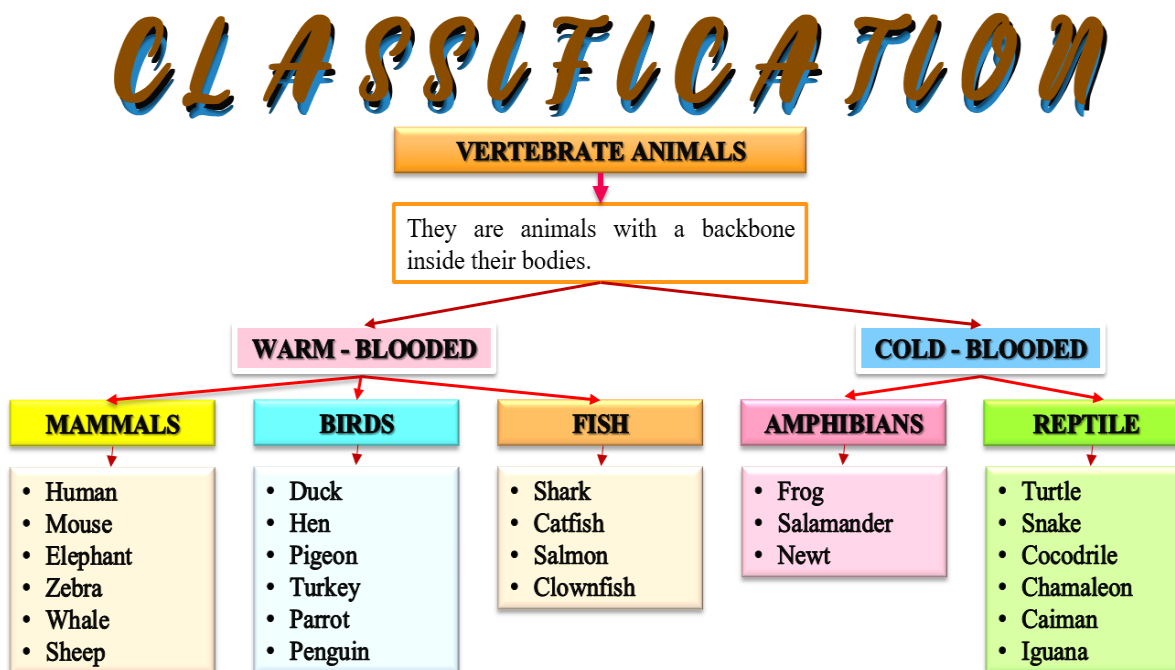
2. Definitions:

WORDS	MEANING
Backbone	The series of vertebrae extending from the skull to the pelvis; the spine.
Limb	An arm or leg of a person or four-legged animal.
Skeleton	An internal or external framework of bones supporting the body of an animal or plant.
Torso	The trunk of the human body.
Mammals	The animals that are born alive from the mothers.
Birds	The animals that live flying or on the ground.
Amphibians	The animals that are born from eggs.
Fish	The animals that live underwater.
Reptiles	The animals that are considered the longest lived species on the planet.

Source: Dictionary.com

Author: Reyes, Marvelle

3. Classification – chart:



Author: Reyes, Marvelle

4. Worksheet:

Name: _____ Date: _____

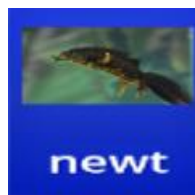
VERTEBRATE ANIMALS' CLASSIFICATION

• Crossword.

	<p>ACROSS</p> <p>3. The series of vertebrae extending from the skull to the pelvis.</p> <p>4. A part or member of an animal body distinct from the head and trunk, as a leg, arm, or wing</p> <p>5. The trunk of the body.</p> <p>DOWN</p> <p>1. The upper part of the body containing the brain, eyes, ears, nose, and mouth.</p> <p>2. An internal framework of bone, cartilage, rigid material supporting the body.</p> <p>6. The upper part of the body in humans.</p>
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Author: Reyes, Marvella

• Match the pictures with the classification each one belongs.



BIRDS

AMPHIBIANS

FISH

MAMMALS

REPTILES

5. Assessment:




- **Ask the following questions. If you want, add more ones.**

1. Do vertebrate animals have bones?
2. Are bones very strong?
3. Are there five groups in the vertebrates' classification?
4. Is a frog a reptile?
5. Do the amphibians belong to the warm-blooded vertebrate animals?
6. Do the mammals belong to the cold-blooded vertebrate animals?
7. Do the birds belong to the warm-blooded vertebrate animals?
8. Is the woodpecker a fish?

VERTEBRATE ANIMALS' CHARACTERISTICS

ACTIVITY 4

- **Goal:** To describe the characteristics of vertebrate animals.
- **Skills:** Speaking

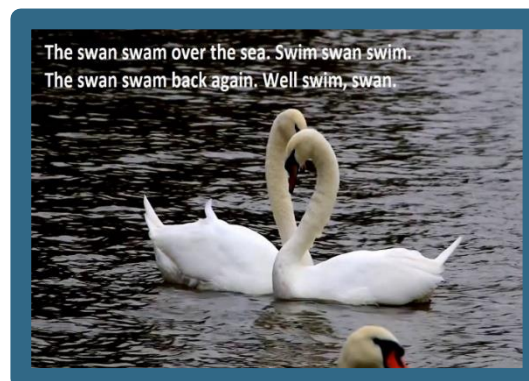
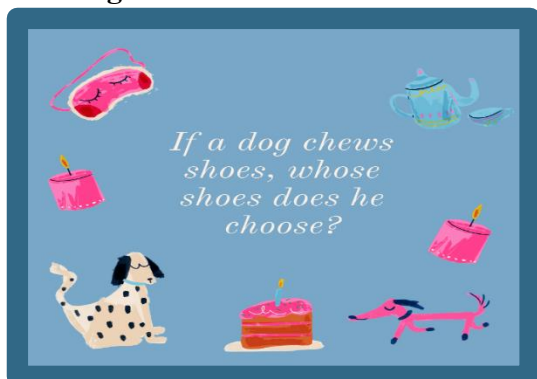
 TARGET VOCABULARY	Feathers, gills, scales, shell, lungs, toothless, beaks, fur, smooth skin, wings.
 MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
 TIME APROX	35 – 40 minutes

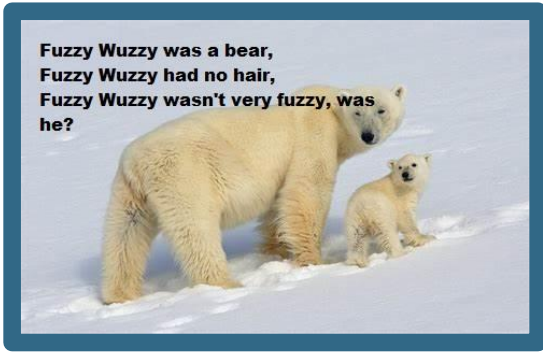
PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	8 min	1. In groups of seven students, they read and practice the animals' tongue twister given.
<input type="checkbox"/>	7 min	2. The teacher shows a chart about some relevant characteristics of vertebrate animal and gives a brief definition of the vocabulary.
<input type="checkbox"/>	15 min	3. In the same groups, learners must clip pictures from books or another resource provided by the teacher to create a poster about vertebrate animals. Also, they must write the main characteristic of each group.
<input type="checkbox"/>	7 min	4. A student per group must present and explain briefly the final work.
ASSESSING STUDENTS' LEARNING		
	5 min	The teacher gives the students a sheet to monitor the learning.

RESOURCES - ACTIVITY 4

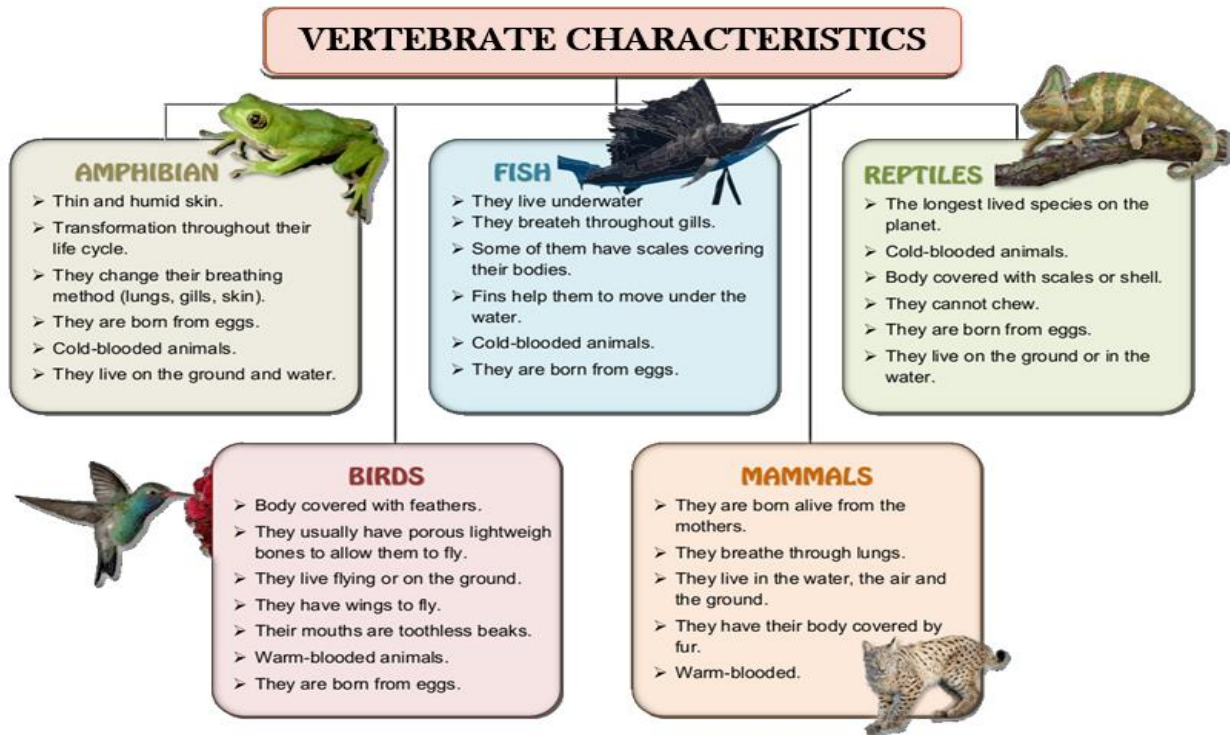
1. Tongue twisters' cards:





Source: Google Images
Author: Reyes, Marvelle

2. Vertebrate characteristics - chart:



Source: The Kingdoms of Life

3. Definitions:

WORDS	MEANING
Feathers	Part of the plumage of a bird.
Gills	The paired respiratory organ of fish and some amphibians.
Scales	The small plates that protect the skin of fish as well as reptiles.
Shell	The hard protective outer case of some animals.
Lungs	Organs used for breathing located in the chest of humans and animals.
Toothless	Lacking of teeth.
Beaks	It is the curved and hard part of birds' mouth.
Fur	The fine and soft hair of people and certain animals.
Smooth skin	Having no scales, feathers, or hair.
Wings	The front legs covered in feather that help birds fly.

Source: Dictionary.com

Author: Reyes, Marvelle

4. Assessment:

- Choose the right answer based on the previous explanation.
 1. **The bird body is covered with**
 - a. feathers
 - b. fur
 - c. scales
 2. **Mammals are born alive form the:**
 - a. eggs
 - b. mothers
 - c. lungs
 3. **Fish breath throughout:**
 - a. lungs
 - b. gills
 - c. scales
 4. **Reptiles are:**
 - a. cold-blooded
 - b. insects
 - c. warm-blooded
 5. **Amphibians have thin and _____ skin.**
 - a. humid
 - b. soft
 - c. dry



LESSON 3




ART

Description of the lesson: This lesson has interesting art content, the students learn vocabulary about supplies and techniques.

EXPRESSING ART

ACTIVITY 5

- **Goal:** To learn new vocabulary related to types of art and techniques.
- **Skills:** Speaking

 TARGET VOCABULARY	Pictorial, sculptors, scenic, musical, cinematographic, literaries, materials and techniques of a sculpture.
 MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
 TIME APROX	35 – 40 minutes

PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	2 min	1. The teacher introduces the class showing pictures about an artwork and a sculpture to the students and they have to guess what is going to be about the class.
<input type="checkbox"/>	8 min	2. The teacher gives a brief definition of what artwork is. 3. Also, the teacher shows flashcards about the types of arts and their definition. Some examples of each one are written on the board by the educator.
<input type="checkbox"/>	10 min	4. After this, the teacher projects some slides about sculptures, in which students have to read the definition. 5. Also, the teacher projects the vocabulary about the material that sculptures are made of and some techniques with their definition.
<input type="checkbox"/>	8 min	6. The teacher gives to the students a worksheet to work with the vocabulary about types of art work and the techniques.

FEEDBACK

	5 min	The teacher asks some questions to the students related to the topic (vocabulary) they learned.
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RESOURCES - ACTIVITY 5

1. Flashcards – Artwork definition and types of art.



ARTWORK

Source: Google Images

A work of art or artistic work is understood to be an object made using artistic techniques and for an aesthetic or social purpose

- Types of art.



PICTORIAL



SCULPTORS



MUSICALS



SCENIC



CINEMATOGRAPHICS



LITERARIES

Source: Google Images

2. Sculpture Information

THE SCULPTURE

It is the way in which the sculptor transforms his ideas in a volumetric way.

Art and technique of representing objects or creating three-dimensional figures by working or carving a material, such as clay, stone, wood or bronze.

Culture is one of the fine arts.



Source: Google Images

Author: Reyes, Marvella



Source: Google Images

Author: Reyes, Marvelle

TECHNIQUES

- **Modeling**

It works with materials that allow shaping and facilitate quick execution such as clay.

- **Welding**

It is used by melting an iron electrode on the surface to be joined.

- **Assembly**

Heterogeneous objects are assembled and painted.

- **Foundry**

It is cast into the mold in a liquid, bronze form.

- **Carving**

It consists of the subtraction of material giving it the final form.

Author: Reyes, Marvelle

3. Worksheet

Name: _____ Date: _____

EXPRESSING ART• **TYPES OF ARTWORK**

Match the following pictures with the correct word.



Literaries



Pictorials



Theatrical



Scenic

• **TECHNIQUES**

Complete the definitions using the words in the box.




CARVING - MODELING – ASSEMBLY – FOUNDRY - WELDING
--

- _____ consists of the subtraction of material giving it the final form.
- _____ is used by melting an iron electrode on the surface to be joined.
- _____ is cast into the mold in a liquid, bronze form.
- _____ works with materials that allow shaping and facilitate quick execution such as clay.
- _____ is when heterogeneous objects are assembled and painted.

PAINTING MATERIALS AND SUPPLIES

ACTIVITY 6

- **Goal:** To describe different art techniques and recognize the most common art materials.
- **Skills:** Speaking

 TARGET VOCABULARY	Pictorial genres, painting techniques, wood, canvas, paper, brush, sponges, and spatulas.
 MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
 TIME APROX	35 – 40 minutes

PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	3 min	<ol style="list-style-type: none"> 1. The teacher introduces the class by asking questions about what materials do artists use to create artworks. 2. The teacher takes notes on the board with student's ideas.
<input type="checkbox"/>	10 min	<ol style="list-style-type: none"> 1. The teacher shows to the class a cardboard about pictorials genres with each definition. 2. Also, the teacher shows some flashcards about painting techniques and the most common art materials in painting, in which students can see the pictures while the teacher explains its meaning.
<input type="checkbox"/>	10 min	<ol style="list-style-type: none"> 6. The teacher split the class in 3 big groups. Each group will have to choose one topic between pictorial genres, painting techniques and Art materials to prepare a short presentation. 7. The teacher monitors each group and help them with some ideas.
<input type="checkbox"/>	12 min	<ol style="list-style-type: none"> 8. The teacher asks students to present their work in front of the class and to write on the board the vocabulary that they find. Each group will have only 4 minutes to present.

FEEDBACK

	5 min	The teacher asks some questions to the students related to the topic (vocabulary) they learned.
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RESOURCES - ACTIVITY 7

1. Cardboard Content

PICTORIAL GENRES

Historical Painting: It is one that tells a story.

Portrait: Represents a person.

Painting of Genre: Portrait of people's private habits.

Landscape: Representative of the imitation of nature.

Still life: Representation of crystallized nature.

Naked: Representation of the naked human body.



Source: UPSE edipcentro platform

Author: Reyes, Marvella

2. Flashcards:

PAINTING TECHNIQUES





Watercolors



Temperas

Source: Google Images

MATERIALS

		
Wood	Canvas	Paper
		
Brush	Sponges	Spatulas

Source: Google Images



LESSON 4




TECHNOLOGY

Description of the lesson: This lesson has interesting information about technology and social media for young kids.

TECHNOLOGY TOOLS

ACTIVITY 7

- **Goal:** To learn new vocabulary related to technology tools.
- **Skills:** Writing

 TARGET VOCABULARY	Desktop, flash drive, keyboard, memory card, printer, speakers, projector. Dryer, washing machine, microwave, iron, refrigerator, dishwasher, toaster.
 MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
 TIME APROX	30 – 35 minutes

PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	8 min	<ol style="list-style-type: none"> 1. The class is divided into seven (7) groups, students must make a list of the technological tools they remember the most (electronic devices and household appliances). 2. A students from each group read the list they made.
<input type="checkbox"/>	10 min	<ol style="list-style-type: none"> 3. The teacher shows some flashcards about technology tools, classify them, write their names, and explains a characteristic of each one.
<input type="checkbox"/>	10 min	<ol style="list-style-type: none"> 4. Once explained, the teacher pastes cardboards on the board and students must unscramble them in their groups. 5. After reviewing the answers, the first group that has done it correctly will be able to write the words on the board and will be the winner.
ASSESSING STUDENTS' LEARNING		
	5 min	The teacher takes a brief vocabulary test by giving students a worksheet.

RESOURCES - ACTIVITY 7

1. Flashcards – technology tools:

ELECTRONIC DEVICES			
 <p>Desktop: A computer used at an desk or single location.</p>	 <p>Flash drive: A small device that stores or transfers data.</p>	 <p>Flash drive: An device used for typing on the computer.</p>	 <p>Memory card: An device used in cellphones to store information.</p>

 <p>Printer: A device used for printing images or texts onto paper.</p>	 <p>Speakers: An output device used for generating or reproducing sounds.</p>	 <p>Projector: An object used for projecting slides, images, or films.</p>
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HOUSEHOLS APPLIANCES			
 <p>Dryer: An object used for drying clothier in it.</p>	 <p>Washing Machine: An appliance that is used for washing clothes in it.</p>	 <p>Microwave: An object used for heating food by using energy waves.</p>	 <p>Iron: An appliance used for remove wrinkles from clothes.</p>

 <p>Refrigerator: An object used for keeping food frozen for much longer.</p>	 <p>Dishwasher: An appliance used for washing dishes in it.</p>	 <p>Toaster: An object used for toasting food, especially bread.</p>
---	---	--

Source: Google Images

Author: Marvelle Reyes Limones

2. Technology tools names - cardboards:

ELECTRONIC DEVICES

L S F A H / I R D E V

T S O D K E P

M Y R E M O / D A C R

S A S E E K P

N R I R P T E

A K R D B O Y E

HOUSEHOLD APPLIANCES

R D R E Y

E V O R A W I M

R A W H E S S H I D

S R E T O A T

F R R E G I R T O A R E

R I N O

I H G N A S W / M C H A E I N

3. Assessment - worksheet:

Name: _____ Date: _____

TECHNOLOGY TOOLS




- Match the vocabulary on the left with the correct definition.

- | | |
|-----------------|--|
| a. Projector | 1 You can use this device to type on your computer. |
| b. Refrigerator | 2 You can use this object to wash the dirty dishes. |
| c. Flash drive | 3 You can use this device to project images, slides, and movies. |
| d. Dishwasher | 4 You can use this object to keep cool and store food. |
| e. Keyboard | |

A TRENDING APPLICATION/SOCIAL MEDIA: FACEBOOK

ACTIVITY 8

- **Goal:** To correctly pronounce the words or terms that students see every day on Facebook accounts.
- **Skills:** Listening-Speaking

	TARGET VOCABULARY	Profile page, timeline, post, status, newsfeed, tagging, event, and search.
	MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
	TIME APROX	30 – 35 minutes

PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	8 min	1. The teacher shows students a Facebook account, explains the meaning of each part/characteristic, and labels it.
<input type="checkbox"/>	8 min	2. A sheet is provided to the students to read it and listen to the teacher. 3. Without seeing the complete conversation, the educator read the dialogue again and they must fill in the blanks the missing words.
<input type="checkbox"/>	10 min	4. The class is divided into seven groups in which learners must draw a Facebook profile that includes the vocabulary. 5. A member of each group explains the content of the account by using the words they learned previously.
ASSESSING STUDENTS' LEARNING		
	5 min	The teacher gives to the students a worksheet in which they must match the definitions with the correct answer.

RESOURCES - ACTIVITY 8

1. Vocabulary definitions:

WORDS	MEANING
PROFILE PAGE	It is the specific person's page. You can share different information about yourself.
TIMELINE	It is the part where people can see their posts or posts they have been tagged.
POST	It refers to the message or photo that people upload on social media.
STATUS	It is an update feature that allows internet users to share their ideas.
NEWSFEED	It is the updating list of posts or stories in the middle of someone's home page.
TAGGING	It refers to the action of identifying someone else in a photo, story or post that people share.
EVENT	It is the option in which people can see a recent social event.
SEARCH	It refers to the option where you can type the name of a user so as to find someone.

Source: Dictionary.com

2. Read and listen to the conversation related to Facebook.

READING

JEFF: Hi friend! Do you have a Facebook account? I typed your name on the search option, but I did not have good results.

JOHN: I did not have an idea. I thought you had tagged me on a post because I saw a photo when I checked the timeline on my profile page.

JEFF: Do not worry! Were you invited to Mark's party?

JOHN: I do not know! I have not checked the Facebook events.

JEFF: That is such a helpful option. I had forgotten my cousin's grad, and Facebook reminded me of that great event.

Author: Reyes, Marvelle

3. Listen again to the conversation and fill in the blanks the missing words without seeing the complete dialogue.

READING

JEFF: Hi friend! Do you have a Facebook account? I typed your name on the _____ option, but I did not have good results.

JOHN: I did not have an idea. I thought you had _____ me on a _____ because I saw a photo when I checked the _____ on my _____.

JEFF: Do not worry! Were you invited to Mark's party?

JOHN: I do not know! I have not checked the Facebook _____.

JEFF: That is such a helpful option. I had forgotten my cousin's grad, and Facebook reminded me of that great event.

Author: Reyes, Marvelle

4. Assessment – worksheet:

Name: _____ Date: _____

A TRENDING APPLICATION/SOCIAL MEDIA: FACEBOOK

- Work in pairs. Match the definitions with the correct Facebook feature.
- | | |
|--|-----------------|
| 1. A specific someone's page on Facebook in which people can see the recent activities. | a. Event |
| 2. A calendar through which people can see the different social events or make plans to go out with relatives, family, or friends. | b. Search |
| 3. A feature where users can see their own past posts. | c. Profile page |
| 4. An option in which people can type a username to find a friend. | d. Timeline |
| 5. A single idea, photo, or video shared on someone's profile that users can see. | e. Post |



LESSON 5




GEOGRAPHY

Description of the lesson: This lesson has interesting information about geography features and volcano parts.

GEOGRAPHICAL FEATURES

ACTIVITY 9

- **Goal:** To learn new vocabulary related to geographical features.
- **Skills:** Writing

 TARGET VOCABULARY	Cave, hill, forest, volcano, waterfall, valley, cliff, lake, sea, archipelago, peak, stream, pond, inlet, gulf.
 MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
 TIME APROX	35 – 40 minutes

PROCEDURE














	TIME	STEPS
<input type="checkbox"/>	8 min	1. The teacher introduces the vocabulary by showing them some pictures with their names and features.
<input type="checkbox"/>	10 min	2. The educator divides the course into seven groups, give a worksheet, and asks students to classify the geographical features regarding to ground or water.
<input type="checkbox"/>	10 min	3. In the same groups, students must write 7 sentences by using the target vocabulary. The educator must provide an example as a guide.

ASSESSING STUDENTS' LEARNING

	5 min	The teacher asks some questions related to the description of geographical features.
--	-------	--

RESOURCES - ACTIVITY 9

1. Flashcards - definitions:

 <p>CAVE: It is a a large hole under the ground.</p>	 <p>HILL: It is part of land that is higher than the surrounded land.</p>	 <p>FOREST: An area where a lot of trees grow closely.</p>
 <p>VOLCANO: A mountain from which lava and rocks are ejected.</p>	 <p>WATERFALL: It is an area where water flows.</p>	 <p>VALLEY: It is a stretch of land between hills.</p>
 <p>CLIFF: It is a high area of land with a steep side.</p>	 <p>ARCHIPIELAGO: An area formed by a group small islands</p>	 <p>PEAK: It is the top of a mountain.</p>
 <p>LAKE: It is an area of water sunrounded by land.</p>	 <p>STREAM: It refers to a small narrow river.</p>	 <p>POND: It is an area of water smaller than a lake.</p>
 <p>INLET: It is a narrow strip that allows the water goes from sea into the land.</p>	 <p>SEA: It refers to the salty water that covers a big part of Earth's surface.</p>	 <p>GULF: It is an area of sea that sunrounds the land.</p>

Source: Collins Dictionary

Author: Reyes, Marvelle

2. Worksheet:

Name: _____ Date: _____

GEOGRAPHICAL FEATURES

- Classify the geographical features in the column each belongs regarding water or ground area.

WATER	GROUND




- Make seven (7) sentences in which you must include the vocabulary learned previously.

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.

VOLCANO'S PARTS

ACTIVITY 10

- **Goal:** To learn new vocabulary related to the main parts of a volcano.
- **Skills:** Speaking

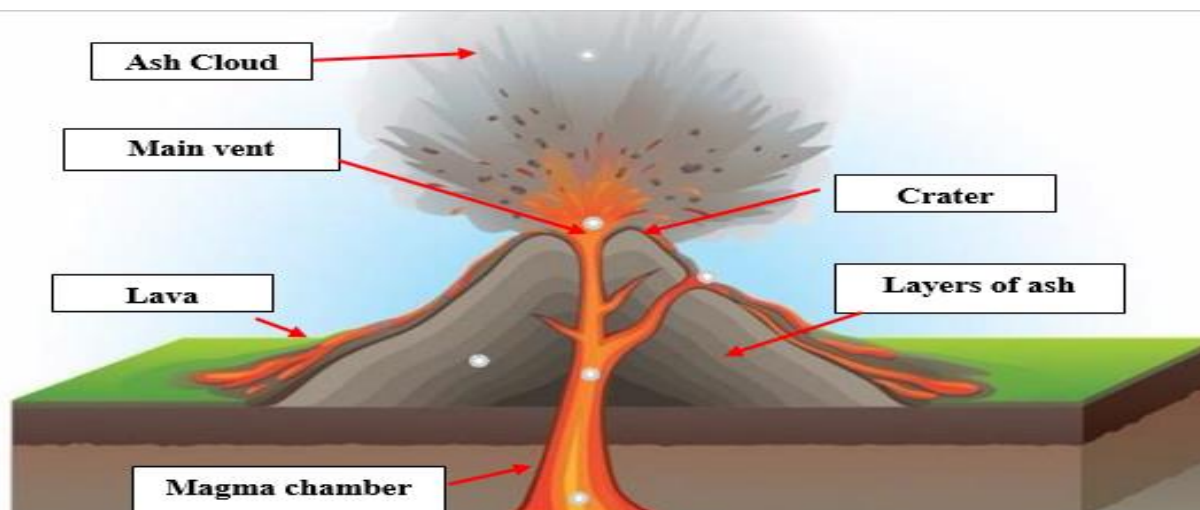
 TARGET VOCABULARY	Ash cloud, crater, layers of ash, lava, magma chamber, main vent.
 MATERIALS	Projector, Laptop, Cardboards, flashcards, Worksheets.
 TIME APROX	45 minutes

PROCEDURE

	TIME	STEPS
<input type="checkbox"/>	8 min	1. The teacher explains the main parts of the volcano.
<input type="checkbox"/>	25 min	2. The educator divides the class into three (3) big groups in which they must develop an experiment related to the creation of a volcano. 3. The teacher must explain the process and monitor each step.
<input type="checkbox"/>	10 min	4. Once finished the experiment, the students make a small presentation in which they must mention the procedure and characteristics of the volcano's part.

RESOURCES - ACTIVITY 9

1. Cardboard content – Volcano's parts:



Source: Wordwall

2. Experiment – Procedure:

VOLCANO EXPERIMENT

WHAT DO YOU NEED?

- Baking soda
- Dishwashing liquid
- Warm water
- Vinegar
- A bottle
- Red food colouring
- A funnel
- Newspaper, clay, paper
- Water color
- Glue



HOW TO DO IT?



STEP 1

Cover the bottle with paper or clay.



STEP 2

Fill the bottle with warm water, leaving a few centimeters of air.



STEP 3

Add some drops of dishwashing liquid.



STEP 4

Add some drops of food coloring to the bottle with the bottle.



STEP 5

Add baking soda to the bottle.



STEP 6

Add 1/4 cup of vinegar into the bottle. Observe the reaction and enjoy it.

Author: Reyes, Marvelle

Conclusions and Recommendations

CONCLUSIONS

- 1) The overuse of the mother tongue and the use of material and resources in the native language during the English lessons have contributed to the low-level of English vocabulary in tenth-grade students; furthermore, the outdated teaching methods applied throughout the class do not motivate learners to be immersed in the target language.
- 2) The vocabulary activities and assignments developed along the class must be adapted based on students' needs since their interest in being actively involved in the teaching – learning process of the English language.
- 3) The Immersion Method provides different activities that could get the students engaged in the vocabulary learning process; it is essential to put these activities together to reinforce and improve the student's knowledge.

RECOMMENDATIONS

- 1) It is recommended that English teachers avoid speaking in Spanish and using activities or resources in the mother tongue during the instruction.
- 2) It is suggested that vocabulary English activities should be based on students' interests and needs to design them since those could engage learners to be immersed in the target language.
- 3) It is recommended to use the immersive activities proposed in the didactic guide as a valuable tool to allow students to improve their vocabulary knowledge and make the instruction process innovative and interesting.

Timetable

Table 17: Timetable

ACTIVITIES / MONTHS	2021																			
	DECEMBER				JUNE				JULY				AUGUST				SEPTEMBER			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Socialization of the preliminary project information			X																	
Socialization of the previous topic with				X																
Approval of the topic					X															
Review of preliminary project						X														
Approval of the preliminary project									X											
Tutor assignment									X											
Development of Chapter I									X											
Delivery of Chapter I										X										
Development of Chapter II										X	X	X								
Delivery of Chapter II												X								
Development of Chapter III												X	X	X	X					
Delivery of Chapter III															X					
Development of Chapter IV															X	X	X			
Delivery of Chapter IV																	X			
Development of Preliminary pages, abstract, introduction, among others.																	X			
Delivery of final project																		X		
Pre-defense of the Project Work																				
Project Defense																			X	
Graduation Day																				

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ANNEXES

Attachment 1: Students' survey



PENINSULA OF SANTA ELENA STATE UNIVERSITY
 FACULTY OF EDUCATION AND LANGUAGES
 PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

SURVEY DIRECTED TO STUDENTS

Objective:	To obtain relevant input that will support the development of the research project titled “THE IMMERSION METHOD FOR IMPROVING BASIC ENGLISH VOCABULARY TO TENTH-GRADE STUDENTS AT UNIDAD EDUCATIVA “UPSE”. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.”
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Dear student, please take 5-10 minutes to answer the following questions; the provided information will be used exclusively for the development of research purpose. Thanks in advance.

Instructions: Read the questions below and answer them honestly.

1. How relevant do you consider that English subject is?
 - a. Not at all relevant
 - b. Slightly relevant
 - c. Moderately relevant
 - d. Extremely relevant

2. Which of the English language skills is easier for you to practice in class?
 - a. Reading
 - b. Listening
 - c. Speaking
 - d. Writing

3. How often does your teacher use Spanish during the English classes?
 - a. Never
 - b. Rarely
 - c. Sometimes
 - d. Always

4. How do you appraise your English vocabulary knowledge?
 - a. Very Poor
 - b. Poor
 - c. Average
 - d. Good
 - e. Excellent

5. What do you do when you find a word you do not understand?
 - a. Ask the teacher
 - b. Search on Internet / Look up in the dictionary
 - c. Guess the meaning

6. Do you think that learning vocabulary of academic/cultural content would improve your English proficiency?
 - a. Strongly disagree
 - b. Disagree
 - c. Agree somewhat
 - d. Strongly agree

7. Do you consider that the activities used in classes are based on the topic?
 - a. Strongly disagree
 - b. Disagree
 - c. Agree somewhat
 - d. Strongly agree

8. What topics /areas / academic content would you like to study in English?
- a. Technology
 - b. Culture
 - c. Sports
 - d. Countries
 - e. Other: _____
9. What activities are performed during your English classes?
- a. Games
 - b. Presentations
 - c. Reading
 - d. Songs
 - e. Role plays
 - f. Other: _____
10. What activities would you like to carry out in the English classes to improve your English vocabulary?
- a. Reading
 - b. Spelling Bee
 - c. Games
 - d. Performances
 - e. Audios

Google Forms Link: <https://forms.gle/mx7Bm38gPY4uvmSP6>

Attachment 2: Pre - Test directed to students



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

PRE - TEST DIRECTED TO STUDENTS

Objective:	To measure the English vocabulary knowledge of Tenth – Grade students of Unidad Educativa “UPSE”, school year 2021-2022.
-------------------	--

Dear student, please take 10 -15 minutes to answer the following questions; the answer will be used exclusively for the development of research purpose. Thanks in advance.

Instructions: Read the questions below and answer them honestly.

1. Based on the following picture, choose the name of the sport.



- a. Arro
- b. Weightlifting
- c. Hunting
- d. Archery

2. The sport in which the athlete lifts heavy objects is

- a. Fencing
- b. Weightlifting
- c. Road Cycling
- d. Dumbbell

3. Based on the following options, what are the part of the basketball court? (Choose two answers)

- a. Backboard
- b. Basket
- c. Goal
- d. Goggles

4. Carla and I _____ swimming every afternoon.

- a. go
- b. make
- c. do
- d. play

5. Based on the following picture, what vertebrate class does the animal belong to?



- a. Reptile
- b. Fish
- c. Amphibian
- d. Mammal

6. Birds have _____ and a _____

- a. Wings – beak
- b. Water – Tail
- c. Water – Wings
- d. Scale – Arms

7. What size are you: small, medium or _____?

- a. big
- b. giant
- c. huge
- d. large

8. Do you live far _____ from the mall?

- a. out
- b. off
- c. far
- d. away

9. Students are not _____ to use their cellphone in the classroom.

- a. allowed
- b. let
- c. make
- d. forbid

10. He's a waiter, she's a _____.

- a. waitress
- b. waiters
- c. waiter
- d. waitree

Google Forms Link: <https://forms.gle/T9JunL6J6Px4u9jh8>

Attachment 3: English teacher interview questionnaire



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

INTERVIEW DIRECTED TO ENGLISH TEACHER

Name:	
Position:	English Teacher
Objective:	To compile relevant information that will support the development of the research project titled “THE IMMERSION METHOD FOR IMPROVING BASIC ENGLISH VOCABULARY TO TENTH-GRADE STUDENTS AT UNIDAD EDUCATIVA “UPSE”. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.”

1. Do you consider that the English lessons should be carried out in the second language? If so, why?
2. What strategies do you use in the classroom to engage students' attention?
3. Do you consider that vocabulary is important for improving the four English skills (reading, writing, speaking, and listening)?
4. Based on your experience, how do you consider the level of English vocabulary knowledge in your students? Beginner, intermediate, or advanced?
5. What do you think the main issue for your students not learning enough English vocabulary is?
6. What technological tools have helped you to improve the teaching process?
7. What activities do you think your students enjoy the most when learning new vocabulary?

8. Do you contemplate enough the time that your students are exposed or surrounded in the English language lessons? If so, why?
9. Based on your experience, with the students of 10th grade “UPSE” High School, please tell me, what kind of methods or strategies have worked for you to enhance their vocabulary knowledge?
10. Do you think teaching academic/cultural content and giving instructions in English would improve students’ proficiency in the target language?

Attachment 4: Classroom observation checklist



PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER

CLASSROOM OBSERVATION CHECKLIST

Name of the teacher:

Course: Tenth Grade

Name of the observer: Reyes Limones Marvelle

School: Unidad Educativa UPSE

Subject: English

Rubric

Never	0
Sometimes	1
Usually	2
Always	3

Observation Sheet

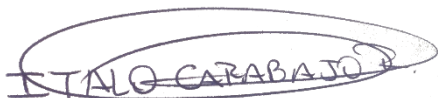
OBSERVED ASPECTS	0	1	2	3
1. The teacher plans effectively the class and sets clear learning outcomes.				
a. Objectives are communicated clearly at the beginning of the lesson.				
b. Instructional materials are appropriated for the lesson and students' level.				
c. The teacher uses instructional time wisely.				
d. The teacher creates an L2-rich learning environment.				
e. The lesson is summarized at the end of the class.				
2. The teacher demonstrates the understanding and organization of the lesson.				
a. The teacher covers the subject content in the lesson appropriately.				
b. The teacher evidences a high English proficiency and self-confidence.				
c. The teacher shows knowledge of subject matter.				
d. The lesson has a well-organized structure (logical sequence).				
e. The teacher evidences preparation of the class in advance.				

3. The teacher enables students to learn effectively.				
a. A variety of student- centered activities, resources, and technology are used during the class.				
b. The lesson is linked to the students' previous knowledge and life-real experiences.				
c. Instructions and explanations are clear and specific.				
d. Students interact and participate actively in class.				
e. The teacher provides constructive feedback after each activity.				
4. The teacher speaks in English (L2) and encourages students to use the language fluently and effectively.				
a. The teacher speaks in English the entire class.				
b. The teacher pronounces, articulates, and intonates clearly.				
c. The teacher uses the mother tongue while giving instructions.				
d. Students are motivated to practice the English language (words/phrases).				
e. The teacher drives the course to interact in the L2 most of the time.				
5. The teacher assesses learners' work thoroughly.				
a. Students' comprehension is monitored throughout the lesson by the teacher.				
b. Mistakes are recognized and used constructively to facilitate learning.				
c. Pupils' vocabulary learning is assessed regularly and accurately.				
d. The teacher carries out self- and peer-assessment.				
e. The teacher evaluates students' knowledge both verbally and written.				

*Attachment 5: Anti-plagiarism report***CERTIFICADO SISTEMA ANTI PLAGIO**

En calidad de tutor del Trabajo de Integración Curricular denominado **“THE IMMERSION METHOD FOR IMPROVING BASIC ENGLISH VOCABULARY KNOWLEDGE TO TENTH-GRADE STUDENTS AT UNIDAD EDUCATIVA “UPSE”. LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.”** elaborado por la estudiante **MARVELLE ELIZABETH REYES LIMONES**, 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 URKUND, luego de haber cumplido con los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con **2%** de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Ítalo Carabajo Romero

C.I. 0920688876

DOCENTE TUTOR







Adjunto reporte de similitud:

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ACRONYMS

L1: First Language

L2: Second Language

A2: Pre-Intermediate Level – Common European Framework of Reference for Languages.

EFL: English as a Foreign Language

TPR: Total Physical Response

CLT: Communicative Language Teaching

CLL: Communicative Language Learning

FSL: French as a Second Language