

Immersion Learning: What, How, and for What Purposes?

Dr. Ansam A. Al-Halawachy*

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Among the most interesting and effective innovations in second language education during the last three decades have been the immersion programs developed in Canada. The rationale of such programs is based upon the belief that one learns a second language by actually communicating through it. Immersion learning is a method of second language instruction in which the second language is the major vehicle for integrating language instruction, content instruction, and communication. It can be brought about by developing a variable repertoire of instructional approaches, techniques, strategies, and activities via which teachers can help students understand both the second language and its content. The main purpose of immersion learning is to develop students' second language acquisition and the learning of academic content and cultural situations. Hence, students should be able to communicate and interact competently with more people in more places in an increasingly independent world community.

1. Introduction:

Learning is a basic function of human beings. We are designed to learn. It is, as Willis (2006: 1) defines in a broad sense, a process in which "... an organism is said to have learnt when it has increased its options for applying, to a specific set of circumstances, new or different behaviour which the organism believes will be to its benefit".

Norwell (2006) points out that the learning process can be broken into two basic parts: modalities, i.e. means of learning, and sources of learning. The former includes: 1- heart (feelings), 2- mind (thinking), and 3- body (acting or

* Dept. of English/College of Basic Education/ University of Mosul.

experiencing). These modalities form a complex, and interrelated learning system within us. The latter is divided into: 1- self, 2- others, and 3- nature or the universe. Accordingly, a powerful learning system takes place when the learner is totally **immersed** in a context including all the three above-mentioned modalities in addition to the three sources of information (ibid.: 2). Such learning system is called immersion learning (henceforth IL).

IL is a language education program used for different purposes and across different social, cultural, and political contexts. It has been called differently by different scholars. Cazabon et al. (1993) call it two-way bilingual education; Snow (1993) describes it as content-based instruction; and Swain and Johnson (1997) name it immersion learning. Whatever the name is, the most important aspect of these programs is the emphasis on how to make meaning and content of the second language comprehensible to the students through a multicultural approach to education. Moreover, such programs are said to be enormously effective in developing students' need to be proficient in foreign languages for personal, educational, and economic reasons.

2. Statement of the Problem

Students who have passed four years of education learning English as a foreign language (henceforth EFL) face much difficulty to talk to native speakers or even to their peers. This inability to speak the foreign language (henceforth FL) is somewhat understandable; most language teachers focus in their teaching on the traditional methods like teaching grammar and having students do translations in their mother tongue. Although some teachers use the communicative methods in their teaching, students still fossilize various pronunciation and grammar errors. In addition, it is important to mention that the instructions students receive in language classes are provided by the teacher and are academic in nature. We find students good in communicating the FL in relation to academic purposes, but are poor in social interactions.

3. Aims of the Study

The main aim of the current research is to present clear-cut answers to some fundamental questions:

- 1- What is IL?
- 2- How does it operate?
- 3- What are the purposes behind IL programs?

By so doing, the researcher is specifically interested in providing an up-to-date information about this topic. This would hopefully make teachers knowledgeable of what is unique about IL and of the factors that contribute to its success or prevent successful outcomes.

Moreover, this work tries to investigate the extent to which immersion procedures are used by teachers of EFL at the university level. And if there are any statistically significant differences in the use of these procedures by teachers of literature and teachers of language and linguistics.

4. Nature of Immersion Learning

IL is one of the basic methods that emphasize the use of language for meaningful communication or what we call communicative language teaching. It is the most effective way of acquiring a second language (henceforth L2) through which students are immersed in L2 throughout the teaching day. The most central characteristic of such a method is the teaching of L2 content, and culture in combination without the use of the student's first language (henceforth L1). Fortune and Tedick (2003: 1) state that the main goal behind conducting IL programs is for students to become proficient in L2 and develop increased cultural awareness while reaching a high level of academic achievement. Taken further, students could be taught some non-language materials, like history or politics in the L2. By so doing, students use the L2 to learn the subject matter content in different forms of IL programs without the L2 being the focus of explicit instruction.

4.1 Features of IL programs:

According to Swain and Johnson (1997), the nature of IL programs must be explored by identifying some core features that would be essential to distinguish these programs from other types of L2 programs. These features include the following:

- 1- The L2 is the medium of instruction,
- 2- The immersion curriculum parallels the L1 curriculum,
- 3- The IL program aims for additive bilingualism,
- 4- Exposure to L2 is largely confined to the classroom,
- 5- Students enter these programs with similar and limited levels of L2 proficiency,
- 6- The teachers are bilingual, and
- 7- The classroom culture is that of the community from which the students are drawn.

With these features in mind, Johnstone (2002) adds three more features that, in his view, account for much of the success of these educational programs. These features are:

- 1- The time feature which is concerned with the overall time given in these programs compared to that offered in ordinary schools.
- 2- The intensity feature which has to do with the use of language outside the language itself, i.e. using L2 in learning other subject matters.
- 3- The exposure feature which means giving students a great deal of exposure to L2 from a native or highly fluent speaker of L2.

It is evident from what has been stated so far that for an IL program to be unique and successful, these features must be put on a continuum and that each one of them must be present to some degree. Moreover, these programs underlie powerful cultural rationale that gives it its force and creates the commitment to it, without which it is unlikely to succeed.

4.2 Types and Levels of IL programs:

IL programs vary in intensity and structure according to the model implemented. There are two main types of IL programs presented by Lenker & Rhodes (2007):

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- 1- Partial Immersion Programs: in which all students are taught in the L2 at least a half-day. In other words, 50% of instruction is provided in the target language. In these programs, students can alternate languages, i.e. L1 and L2 from one day to the next or one week to the next. If students do one language in the morning and the other in the afternoon, it is better to put L2 in the morning, because students tend to be more alert and learn better at this time.
- 2- Total Immersion Programs where students receive full-day instruction in initial literacy which is provided in L2. Fortune & Tedick (2003: 1) remark that many cognitive processes that underlie the ability to read, such as understanding the relationship between the spoken language and the written form, transfer from one language to another.

In addition to these types, Johnstone (2002: 1) introduces other types of programs that are prominent in Canada . Examples of these programs are: 'early total', 'early partial', 'delayed total', 'delayed partial', 'late total', 'late partial'. The difference between early programs on the one hand and delayed or late on the other hand is that the former are most common where students start learning L2 in pre-school and kindergarten while the latter begin at the middle or high school levels.

Johnstone continues to discuss some basic issues regarding the levels of IL programs. He remarks that "higher levels of immersion result generally in higher levels of language proficiency in the target language, particularly if the target language is an L2 for students" (ibid.: 127). These levels may vary but the most effective additive bilingual/immersion programs in the literature range from 50% to 90% immersion in the target language, and they are:

- Level 1: 81-100%
- Level 2: 51-80%
- Level 3: 30-50%
- Level 4: 12-30%

These levels are correlated with types of IL programs. Level 1 programs are related with total immersion, level 2 with partial programs, level 3 with ineffective partial immersion programs (less than 50%), and level 4 with FL teaching programs (ibid.: 128).

5. Procedures of IL Programs

In this section, focus will be on finding a suitable answer for the pivot question, viz. *How are students immersed in a learning environment that promotes maximum use of L2?* Fortune (1997) remarks that by developing a variable repertoire of instructional approaches, techniques, strategies, and activities, teachers can help students understand both L2 and content. To this end, it would be important to explore the most common and specific instructional means that has been identified by research as being helpful to immersion teachers.

5.1 Approaches to IL

There are two major approaches to IL. They are:

5.1.1 Total Physical Response (TPR)

This approach was popularized by Asher in the 1970s. Asher (2000) states that this approach is built upon two phases. The first phase is formed out of a silent period where learners respond physically to simple requests by the teacher who uses only gestures to communicate what s/he wants them to do. Through the second phase, students ask their peers to perform actions, like recombining vocabulary that the teacher has been using and making new requests that they have never heard before.

5.1.2 The Natural Approach

This approach is based on the fact that "the best way to acquire a second language is the same way children acquire a first language: Immerse students in a second language rich environment rather than the traditional teaching-learning situation" (Reyhner, 2003: 4). It is originally proposed by Krashen & Terrell (1983) and is based on four basic principles:

- 1- Comprehension Precedes Production. This principle includes:

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- a- the teacher always uses the language s/he is teaching;
 - b- the lesson is focused on a topic that the students are interested in; and
 - c- the teacher works continuously to help students understand using gestures, visuals, and real objects.
- 2- Students learn new languages in stages, beginning with a “silent period” where they just listen and then by starting to speak single words, then a few words, then phrases, and finally moving to sentences and complex discourse. Errors in grammar and pronunciation that do not interfere with understanding should not be corrected.
 - 3- The objective of learning a language is to be able to carry out a conversation in that language. Lessons should center on an activity rather than a grammatical structure.
 - 4- Classroom activities need to lessen students' anxiety. They need to focus on topics of interest and relevancy to the students and “encourage them to express their ideas, opinions, desires, emotions, and feelings.” The teacher needs to create a warm, friendly, welcoming classroom to insure language learning.

5.2 Techniques of IL

Since the main reason behind conducting IL programs is to improve and increase the amount of outcomes in FL classrooms which is the natural consequence of increasing L2 input substantively, Mangubhai (2005: 203-210) presents some useful procedures that can help EFL teachers increase L2 input in their classes.

5.2.1 Questioning Downwards

What is meant by *questioning downwards* is that if students find difficulties in getting the implicit message of a certain question raised in the classroom, the teacher down-shifts to an easier form of this question. This technique focuses on meaning which might be the cause of lack of understanding

the message by L2 learners. It helps students use their background knowledge to understand a certain text. The following example adapted from Mangubhai (2005: 205) clarifies what is meant by questioning downwards:

Teacher: what advice does the writer give a cook who is not used to cooking with herbs and spice?[no response from the students.]

Teacher: if someone was not experienced at cooking using ginger what advice would you give him/her about using this spice?[if there is still no response from the students, then an easier form of the question might be required, i.e. down-shift further.]

Teacher: if you are cooking and you did not know how much spice to put into the food, what would be a good strategy for you to follow: put only a little bit of the spice into the food, or put quite a bit into the food? [at this stage, one presumes there will be an answer.]

5.2.2 Rephrasing

This technique is different from the previous one in that it focuses on vocabulary or particular structures that might cause the lack of understanding on the part of the students learning their L2. Therefore, it is the teacher's task to decide what linguistic items in his/her message that should be rephrased in order to further students' understanding of the topic of the lesson. Mangubhai et al. (1999) give examples on rephrasing. Let's consider the following:

[the teacher has just written down on the blackboard: $4^2 = 4$
X4- gap between the two equal signs.]

Teacher: can you tell me another name for it? (i.e. what goes in the gap)[no response]

Teacher: or another way you could say it? [no response]

Teacher: if you didn't want to write 4 times 4 and you didn't want to write 4 squared, how else could you write it?

Student1: 4 times squared

Teacher: no, not 4 times squared.... But if you wanted to write a shorter way... what does 4 times 4 equal?

Student2: 16

Teacher 16 right, so here I want you to write 16.

5.2.3 Recasts

Contrary to the first two techniques which are teacher-driven behaviour, this one is based on students' language behaviour. De Carrico & Larsen-Freeman (2002: 31) define recast as the procedure "...in which the teacher formulates correctly what the learner has just said erroneously...". This formulation can be done in one of two forms that lead to some learning but with a slightly different function. In this first form, teachers recast the student's utterance keeping meaning intact but giving it under a slightly different form as in Mangubhai's (2005: 207) example:

Student: it is better to put in only a little ginger.

Teacher: yes, it is better to under season the food.

In the second form, recast is carried out when teachers repeat the learner's utterance and implicitly correct the errors. This may be done as in the example below:

Student: the boys goes to the town.

Teacher: yes, the boys go to the town.

This form of recast requires some emphasis on the incorrect item to increase the potential for change in the learner's L2, otherwise all of this is in vain.

5.2.4 Use of Audiovisuals or Objects

Audiovisuals are usually associated with conveying meaning to students in an effective and more interesting manner by bringing to the classroom real-life situations. They are used to help students understand new words and store them both as linguistic items and visual representation of them (Mangubhai, 2005: 209). Moreover, these aids save both time and effort on the teacher's part. The teacher, for example, can use the student's body to teach him/her the four directions: the head, the feet, the arms wide open representing the north, south, east, and west respectively. The following example shows the use of the students' bodies as physical objects: the teacher has got students to take the name of each of the planets in the Solar System. They then introduce themselves as "I am Saturn" and so on.

So far, some of the techniques used by immersion teachers have been presented. What is unique about these techniques is that they help teachers use the language in such a way that facilitate students understanding of it. Furthermore, these techniques pave the way for teachers to increase the amount of input they provide in L2 to their students. Despite this fact, it is to be mentioned that these techniques are not an end in themselves. They are only aids that can never replace the successful teacher who predicts instructional strategies for his/her immersion classroom.

5.3 IL Programs Strategies

There are a number of strategies that immersion teachers can use to increase the use of the target language in the classroom. In the following section, we are going to present such strategies that are recommended by different researches in this field, and that can be easily adopted by teachers of EFL to foster their classes.

5.3.1 Independent Reading

It is a daily activity in any classroom. Students' independent reading can be brought about by literature circles and reading conferences where teachers place students in groups and assign them a book to read independently. Students, then, discuss what they read either as they read or wait until they finish the assignment (MacGillivray et al., 1995: 39). The advantage of this strategy, according to Krashen (1985: 59), is that it increases the amount of comprehensible input which leads to an increase in reading comprehension, vocabulary development, grammatical development, and writing style.

5.3.2 Teacher/Student Dialogue Journal

This strategy is used to promote language acquisition in immersion classrooms. It works, as Fitzgerald(1993: 643) says, in the following manner:

First, the student makes an entry into a spiral notebook. If at all possible, the entry should be initiated by the student so that the student has

responsibility for controlling and directing the conversation. The teacher might prompt entries by suggesting an array of events that happened during the day...Partners can question, react challenge, or otherwise express themselves as freely as possible.

After students have been introduced to basic grammar and pronunciation, they could use their journals to practice editing and proofreading.

5.3.3 Dramatic Performance

Dramatic performance involves using language not as an end in itself, but as a means of communicating a message, viz. telling a story to an audience.

Drama serves more than one purpose in an immersion classroom:

- 1- drama's greatest strength is that it harnesses effective development; and
- 2- It will also foster an emotional attachment between the students and language. Once this attachment is achieved, students begin to enjoy the learning process (Wilburn, 1992: 67). Added to that, versions of drama activities like role playing, and mimicry can be used by the teacher to focus on the message rather than the process of language acquisition.

5.3.4 Develop Non-Academic Vocabulary

For students to be proficient in L2, it is important to expand their vocabulary beyond the academic subject matter. Immersion teachers should teach the vocabulary of everyday topics, like: clothing, food, toys, greetings, sports, family, shopping, travel...etc. (LaVan, 2001). Moreover, the teacher may plan activities done by the students involving these topics giving them the opportunity to use the L2 in informal discourse with the teacher or other students.

5.3.5 Plan for Creative Language Activities

LaVan (2001) presents a list of creative language activities that encourage students to use L2 throughout the learning day. These activities include:

- 1- Songs (culture, grammar, vernacular use, artistic styles).
- 2- Dance (culture, movement).
- 3- Puppet plays (students can be given a topic or theme, then write and perform a play; an excellent area for incorporating specific language objectives).
- 4- Linguistic games (bingo, jeopardy, etc.).
- 5- Dialogues (again, easy to incorporate language objectives).
- 6- Role plays (can be designed around daily activities and vocabulary).
- 7- Simulations.
- 8- Picture dictionaries (create a list of vernacular terms the students would like to learn, or synonyms that portray different meanings in different countries).
- 9- Video performances (news reports, weather reports, current issues).
- 10- How-to presentations (write instructions for performing a task and present to class; a great way to incorporate the imperative tense)

6. Purposes Behind IL Programs

May et al. (2004: 88) state that this approach serves the following four main purposes:

- 1- providing the participating students with functional competence in both written and spoken aspects of the English language;
- 2- promoting and maintaining normal levels of English language development;

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- 3- ensuring achievement in academic subjects commensurate with students' academic ability and grade level;
- 4- instilling in the students an understanding and appreciation of the FL and its culture.

Fortune and Tedick (2003: 1) point out that IL programs help students achieve their social and cognitive advantages. Socially, immersion learners are provided with skills that enable them to communicate and interact competently with more people in more places in an increasingly independent world community. Cognitively, these learners acquire non verbal problem-solving abilities and more flexible thinking that enable them to make sense of the teacher's meaning, paying closer attention and think harder.

Similarly, Gaffney (1999: 3) notes that immersion learners benefit from these programs in that

"...their general language skills are enhanced, general cognitive development and academic achievement are enriched, and appreciation of the culture and the people represented by the target language is strengthened and broadened".

Gaffney adds that students enrolled in these programs acquire the second language skills, learn the academic subject matter and concepts, and most importantly maintain a level of English language development comparable to that of their non-immersion peers.

In the same vein, May et al. (2004: 90) mention that immersion learners make mistakes in their productive L2 skills, especially writing and speaking, and are not as fluent as native speakers. However, learners' abilities in these specific skills are much better than what their peers achieve via other FL teaching programs.

Johnstone (2002: 2-4) claims that students as well as teachers can benefit from IL programs. On the students' part, they develop a high-level psycholinguistic functioning in respect of :

- 1- richness of vocabulary;
- 2-sensitivity to multiple meanings;
- 3-tolerance of non-standard structures; and
- 4-abstract concepts.

In addition, they also make substantial gains in their self confidence and longer-term aspiration. These gains are due to the fact that they have more opportunities to use L2 in real-life situations. As for teachers, Johnstone states that, by such learning programs, they will be able to:

- 1- find satisfaction in the progress their students achieve;
- 2- discern needs for their own professional developments regarding methods, strategies, materials, and information.

7. Explorations through Questionnaires

After discussing the most common and used procedures in an IL program, we direct our attention, in this section, to investigate the actual use of such procedures by teachers of EFL at university level.

This investigation was carried out by the use of a detailed written questionnaire based on Fortune's (2000) observation checklist, but with some modifications to serve the aims of the current research. It was divided into seven category labels. Each category label identifies a basic pedagogical goal in the IL classroom. These goals are achieved, in turn, by the use of the procedures discussed in the previous section together with those presented by Fortune (2000).

The questionnaire aims at eliciting as much information as possible about which of the approaches, techniques, and strategies , mentioned in it, are used by the subjects by asking them to tick off their answers on a scale of five choices. It also aims at clarifying the reasons behind the abandonment of such activities by making the test-subjects comment on, or justify their choices (see the Appendix).

The questionnaire is presented to (22) subjects recruited from the three departments specialized in teaching EFL at the Colleges of Arts, Education, and Basic Education/ Mosul University. They are divided into two groups and each group

consists of (11) subjects. The first group was majoring in English Literature, while the second group was majoring in English Language and Linguistics. The subjects shared the following common characteristics:

- All of the subjects volunteered to participate in filling in the questionnaire.
- None of the them has received any training in immersion education programs.
- All of the subjects are bilingual. We are following here Swain and Cummins' (1979: 4) definition of bilinguals as those who possess at least one of the language skills even to a minimal degree in their second language.
- All of the subjects share the same cultural background (they were all Arabs).

8. Results and Discussion

To examine whether the aim of the research which reads: " the extent to which immersion learning procedures are used by teachers of EFL at university level" is achieved or not, the researcher used the percentage as a statistical means. Moreover, to provide more evidence to consolidate the findings of the questionnaire, the researcher opted for a discussion of the procedures which were scored as having the higher and lower percentages in each one of the seven category labels of the questionnaire. Table (1) below summarizes these percentages.

Table (1): The High and Low Percentage Procedures in each Category Label of the Questionnaire

Category Label	Procedure Used	Percentage
A	1-Contextualizes and organizes curriculum around content-based thematic concept.	54.54
	2-Uses authentic songs, poems, rhymes, artifacts to teach language and culture.	4.54
B	1- Attends to errors in both oral and written language.	68.18
	2- Elicits and holds all students accountable for self and peer repair	4.54
C	1- Establishes routines to build familiarity and allow for repetition.	50
	2- Uses body language, total physical response, audio visuals, realia, manipulatives to communicate meaning.	22.72
D	1- Displays a variety of words, phrases, and written text throughout classroom and hallways.	59.09
	2- Invites native speakers to participate in the classroom	22.72
E	1- Limits amount of teacher talk.	59.09
	2- Articulates and enunciates clearly.	9.09
F	1-Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking like questioning downwards.	50
	2- Uses output-oriented activities such as songs, linguistic games, role plays, simulations, drama performances, debates, presentations, etc.	18.18
G	1- Uses cooperative group learning.	59.09
	2- Includes a range of language abilities in student groups.	18.18

As it is evident from table (1), the procedure of "Contextualizes and organizes curriculum around content-based thematic concept" has got a percentage of 54.54 in the first category label. This indicates the necessity of organizing the syllabus depending on its content which is reflected, in turn, on students' achievements. However, the results revealed that some teachers devalue the use of this procedure by claiming that the curriculum is structurally oriented. In the same category label, the procedure of "Uses authentic songs, poems, rhymes, artifacts to teach language and culture" has got a low

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percentage of 4.54. Most teachers have agreed on the fact that the materials used in teaching EFL are non-authentic and don't reflect the culture of the FL. Moreover, they think that this procedure is more suitable for learners younger than university students.

Turning to the second category label, it has been found that the procedure of "Attends to errors in both oral and written language" has got a percentage of 68.18. This is because the subjects commented on the use of this procedure as being widely deployed in teaching languages generally and teaching of EFL specifically and in different levels of language learning. In relation to "Elicits and holds all students accountable for self and peer repair" in the same category label, the statistical results indicate that this procedure has got only 4.54. Depending on subjects' comments on why not to use this procedure, they claim that the nature of this procedure is rather difficult to be applied in the context of foreign language learning. With regard to the third category label, the procedure of "Establishes routines to build familiarity and allow for repetition" has got a percentage of 50; while the procedure of "Uses body language, total physical response, audio visuals, realia, manipulatives to communicate meaning" has got a percentage of 22.72. Subjects heavily rely on the former procedure, because, in their view, both familiarity and repetition are important in teaching languages. The latter procedure is not used in a great extent because of the unavailability of such important techniques at the educational institutions.

With respect to the fourth category label, it has been found that the procedure of "Displays a variety of words, phrases, and written text throughout classroom and hallways" has got a percentage of 59.09; while the procedure of "Invites native speakers to participate in the classroom" has got a percentage of 22.72. The diversity of use included within the former procedure leads, according to the subjects' point of view, to the kind of motivation required for learning foreign languages. Such diversity makes learners get indulged and

immersed in the process of learning by their own will to get as much information as possible. Turning to the latter procedure, most subjects' comments have been centered around the unavailability of such native speakers to be invited to their classes. Regarding the fifth category label, the procedure of "Limits amount of teacher talk" has got a percentage of 59.09. This clarifies the necessity of this procedure in giving the learner the chance to talk and participate in the lesson more, to commit mistakes, and to get benefit out of the correction of these mistakes by the teacher. Furthermore, within this category label, the procedure of "Articulates and enunciates clearly" has got a percentage of 9.09, because of the negative effect of the teachers' native language on their pronunciation of the R.P. model of English.

The sixth category label includes the procedure of "Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking like questioning downwards" which has got a percentage of 50. This procedure paves the way for helping learners to be creative thinkers in the foreign language. This is on the one hand. On the other hand, the technique of questioning downwards, for example, helps teachers to communicate meaning by asking learners different questions to simplify the foreign language content instead of relying on their native language which must be avoided as much as possible in immersion education programs. The procedure of "Uses output-oriented activities such as songs, linguistic games, role plays, simulations, drama performances, debates, presentations, etc." has got a low percentage, viz. 18.18. Although subjects claim that the time allotted for their classes is not enough to perform such activities, the researcher thinks that these activities are the backbone of some classes and they are greatly successful like in conversation and literature classes. Moreover, such activities break the monotony of classes and motivate learners to a great extent.

While the procedure of "Uses cooperative group learning" has got a percentage of 59.09, the procedure of "Includes a range of language abilities in student groups" has got a percentage of 18.18. The importance of the former

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procedure lies in that cooperative learning, according to Pang's (2008:1) point of view, helps in increasing learners' achievements, the mutual concern among learners, and learners' self-esteem. Moreover, this integrated approach is used to facilitate all areas of development: physical, emotional, social, and cognitive. The percentage of the latter procedure confirms the subjects' comments on why not to use it. They remark that no such centers are available in our country to be employed in enriching learner's capacities of the FL.

In order to determine the significance of the research aim concerned with the statistical differences of using immersion procedures by the two groups of teachers, viz. literature teachers and language teachers, a T-test of two independent samples has been computed. Table (2) explains these results.

Table (2): T-test Results between Literature and Language Groups in Using Immersion Procedures

Test Group	Subjects no.	Calculated Mean	Standard Deviation	Freedom Degree	Calculated - T	Tabulated -T	Sig.
Literature Group	11	170	23.08	20	1.09	2.086	0.05
Language Group	11	158	30.54				

The results in the above table indicate that there are no statistically significant differences between these two groups. The calculated T-value is less than the tabulated T-value which is 2.086 at 0.05 level of significance, and 20 degrees of freedom. This means that both groups are equal in using immersion procedures in their classes, because of their awareness of the importance and efficiency of these procedures in teaching EFL.

9. Conclusions and Recommendations

As explained in this research, IL programs have proven as effective methods for students to learn English , or any other FL, in a way that enables them to carry on a conversation with the native speakers of that language. Through such educational programs, students learn the FL best, because the emphasis is not on language itself, but on relevant meaningful content and cultural situations. Moreover, learning in these programs offer a golden chance for students to achieve high levels of academic achievements as well as to acquire proficiency in English or another language.

The questionnaire adopted in this research yielded data which support the aim that questions the use of immersion education procedures by teachers of EFL at university level. Although the results clarify that these procedures are used by teachers in their classes, it seems that some of these procedures are used more than the other ones. That is, EFL teachers find some procedures more reliable and suitable for their lessons in one way or another. In other words, the teacher uses the procedure which s/he finds more functional and more advantageous for her/his class in developing learners' proficiency in the FL. Moreover, teachers sometimes deliberately neglect or leave some procedures because of their unavailability between their hands. In addition, and with the data presently available, it seems reasonable to conclude that there are no statistical significant differences in the use of immersion education procedures by teachers who are specialized in teaching literature and those who are specialized in teaching language and linguistics. This amounts to saying that teachers' specialization appears to have almost no effect on the use of these procedures.

Using the insights gained from this research, we strongly recommend establishing a number of IL programs throughout the country. It is better for these programs to span from elementary stages through college years so that students can develop high levels of proficiency in the FL. Furthermore, there is a strong need for more qualified teachers who have advanced language skills and are knowledgeable about how to teach the FL, its academic content, and culture in combination. More precisely, it would be better for FL

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teachers to get indulged in immersion education training sessions to be able to mirror the culture of the FL they are teaching.

***THE APPENDIX
QUESTIONNAIRE***

INSTRUCTIONS:

This questionnaire is concerned with the most common approaches, techniques, and strategies used in an immersion learning classroom. The list of items that follows, though prolonged, is not exhaustive. Your judgments and decisions must be based on what you actually use out of these items in your classes, not on speculative judgments (i.e. guessing). So, please being precise in your answers would benefit the current research greatly.

On a rating scale of 1-5 (1= always, 2= frequently, 3= occasionally, 4= rarely, 5= never), please rate your actual answer on each item by ticking off the suitable choice. If you tick off the choice (never), please give your comments on why you don't use the procedures mentioned under that item which is something so important for the researcher in the analysis of the results.

Thank you so much, in advance, for your kind cooperation

N.B. If you have any experience of training in immersion education programs, please mention that.

The immersion teacher aims to:	1 alwa ys	2 frequen tly	3 occasiona lly	4 rarely	5 nev er	Comme nts
A. Integrate language, content, and culture						

1• Contextualizes and organizes curriculum around content-based thematic concepts						
2• Specifies content-obligatory and content-compatible language objectives for each lesson						
3• Identifies theme-related culture learning goals to introduce products, practices, and perspectives						
4• Selects appropriate language and culture objectives that follow from content goals						
5• Uses authentic songs, poems, rhymes, artifacts to teach language and culture						
6• Evaluates language, content, and culture learning for each lesson/unit						
B. Attend to continuous language growth and improve accuracy						
1• Elicits and holds all students						

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accountable for self and peer repair						
2• Attends to errors in both oral and written language						
3• Uses a variety of effective feedback techniques including elicitation, metalinguistic clues, clarification requests, repetition, recasts, explicit correction, and non-verbal cues						
4• Differentiates between feedback on form versus meaning, e.g. "I like that idea. How might you say it more precisely?"						
5• Creates opportunities and activities to assist students in noticing and producing less frequently used, accurate language in oral and written form						
6• Focuses corrective responses on predetermined						

language objectives based on the lesson and the developmental level of the learners						
7• Balances use of feedback with flow of lesson						
The immersion teacher aims to:	1 alwa ys	2 frequen tly	3 occasiona lly	4 rarely	5 never	Comme nts
C. Make input comprehensible						
1• Uses body language, total physical response, audio visuals, realia, manipulatives to communicate meaning						
2• Solicits and draws upon prior knowledge and experiences with new themes						
3• Uses a variety of pre-reading and pre-writing activities to make language and content more accessible, e.g. advanced organizers, etc.						
4• Makes frequent use						

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of comprehension checks that require learners to demonstrate their understanding, i.e. the use of the natural approach						
5• Selects and adapts instructional material for learners' developmental level						
6• Establishes routines to build familiarity and allow for repetition						
D. Create an L2-rich learning environment						
1• Extends students' language repertoires by teaching synonyms and antonyms, and develop non-academic vocabulary						
2• Displays a variety of words, phrases, and written text throughout classroom and hallways						
3• Invites native speakers to						

participate in the classroom						
4• Makes available a variety of target language reading and resource materials such as dictionaries, thesaurus, encyclopedia, etc.						
5• Surrounds learner with extensive oral and written language input						

The immersion teacher aims to:	1 alwa ys	2 frequent ly	3 occasiona lly	4 rarely	5 neve r	Comme nts
E. Use teacher talk effectively						
1• Articulates and enunciates clearly						
2• Slows down and simplifies language when development ally appropriate						
3• Rephrases and repeats messages in a variety of ways						
4• Varies intonation to mirror messages						

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5• Recycles past, present, and future vocabulary and language structures consciously						
6• Models accurate use of language						
7• Limits amount of teacher talk						
F. Promote extended student output						
1• Plans for and employs questioning techniques that encourage extended discourse and foster higher-order thinking like questioning downwards						
2• Structures and facilitates high-interest, student-centered activities like teacher-students dialogue journal						
3• Uses output-oriented activities such as songs, linguistic						

games, role plays, simulations, drama performances , debates, presentations , etc.						
4• Makes use of a variety of grouping techniques such as dyads, think-pair-share, literature circles, reading conferences, etc.						
5• Promotes learning from and with peers, e.g. peer editing, peer tutoring						
6• Communicates and consistently reinforces clear expectations about language use						
7• Creates a non-threatening learning environment						

The immersion teacher aims to:	1 always	2 frequently	3 occasionally	4 rarely	5 never	Comments
G. Attend to diverse learner needs						

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1• Includes a range of language abilities in student groups						
2• Uses cooperative group learning						
3• Plans for diverse learner needs based on linguistic and cultural backgrounds						
4• Surveys student interests to allow for student choice						
5• Invites students to share different problem-solving approaches and learning strategies						
6• Makes use of a wide variety of activities through learning centers where students can work at a level that is appropriate						

for them						
7• Reinforces concepts and language considering a variety of learning styles such as visual, auditory, tactile, kinesthetic, etc.						
8• Fosters development of multiple intelligences						

التعلم الأنغماسي : ماهيته، طريقة إجراؤه، وأهدافه

د. أنسام علي الحلوجي (*)

الملخص

من بين أكثر الإبداعات أهمية وفاعلية في ثقافة تعلم اللغة الثانية خلال العقود الثلاثة المنصرمة هي البرامج الأنغماسية التي استحدثت في كندا. تستند هذه البرامج على الاعتقاد القائل بأن المرء يتعلم اللغة الثانية باستخدامها من خلال التواصل الحقيقي. نقصد بالتعلم الأنغماسي استخدام اللغة الثانية كأداة رئيسة لدمج تعلم اللغة بتعليمات المحتوى والتواصل. يمكن تحقيق هذا النوع من التعلم من خلال تطوير خزين متغير من الأساليب، التقنيات، الإستراتيجيات، والنشاطات التي بواسطتها يتمكن المدرس من مساعدة المتعلم على فهم اللغة الثانية ومحتواها. يتمثل الهدف الرئيس من التعلم الأنغماسي في تطوير اكتساب المتعلمين للغة الثانية وتعلم المحتوى الأكاديمي بالإضافة إلى المضامين الحضارية. وعليه يتمكن المتعلمون من التواصل والتفاعل بكفاءة مع أناس أكثر في أماكن أكثر ضمن مجتمع ذي استقلالية متزايدة في هذا العالم.

* قسم اللغة الإنكليزية/ كلية التربية الأساسية/ جامعة الموصل.