



**BENEMÉRITA UNIVERSIDAD
AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS**

**“Analyzing the Effects and Factors of being immersed in a Native
Environment after being in a Non-native one”**

**A Thesis Submitted to the Faculty of Languages for the Degree of
Licenciatura en Enseñanza del Inglés**

By: Jorge Ortega Bonilla and Eduardo Juárez Gómez

Thesis Director

Dra. Rebeca Elena Tapia Carlín

Puebla, Pue. Spring 2016



Facultad de Lenguas

“Analyzing the effects and factors of being immersed in a native environment after being in a non-native one”

This thesis has been read by the members of the thesis committee of

EDUARDO JUÁREZ GÓMEZ

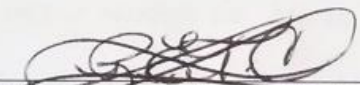
And

JORGE ORTEGA BONILLA

And is considered worthy of approval in partial fulfillment of the requirement for the degree of

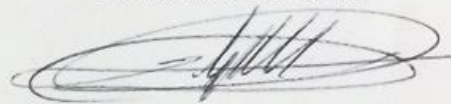
LICENCIATURA EN ENSEÑANZA DEL INGLÉS

Thesis director




Dra. Rebeca Tapia Carlin

Committee member



Dr. Eliphelet Rivera Cuayahuitl

Committee member



Dra. Maria Del Castillo Salazar

Benemérita Universidad Autónoma de Puebla

Puebla

22 de Enero de 2016

DEDICATION

“You don’t always need a plan, sometimes you just need to breathe, let go and see what happens”

Mandy Hale

First of all, I dedicate this thesis to God and to the Blessed Virgin Mary for enlighten me during all the elaboration process of this work, to my mother who helped me in all moment and never has let to believe in me, who always encouraged me to achieve every objective and goal that I have had in my whole life. For her support, unconditional love and all those kind of things that make me feel proud of her every single day.

To my classmate and friend Eduardo who always helped me and encouraged me to finish this project and every single person who helped me in their own way to make this possible: family, professors, friends, classmates..... Thank you!

Jorge Ortega Bonilla

“The more elaborate our means of communication, the less we communicate”

Joseph Priestley

“There is no chance to make your dreams come true without efforts and commitment. However any route you take to accomplish your goals is undoubtedly a hard journey in which your faith is tested by different situations.

Hence I want to thank the Almighty for giving me a life full of health; to my family whose praying and best wishes to my persona made me feel blessed; and to my friends who never stopped believing in me even when things did not go the way we expected.

There are people that catch your attention and admiration and might be a model to follow. Therefore I want to mention Marshall Mathers III, better known as Eminem, whose lyrics did inspire me to be a great performer of informal spoken language. His music and lifestyle motivated me to be the best in every single activity”.

Eduardo Juárez Gómez

ACKNOWLEDGEMENTS

This project is not only a contribution of only one person, but of many people, who deserve to be mentioned for their important contribution to my life. This University has given many people a chance to change their lives for a long time and it will for the next years. Its essential components are not only professional people, but human beings who make a great job working on the society.

Our deepest admiration and gratitude to our thesis Director Dra. Rebeca Elena Tapia Carlín. Without her support, strong motivation and advice this project would not have been successfully done.

Our deepest gratitude to our readers Dr. María del Carmen Castillo Salazar and Dr. Eliphelet Rivera Cuayahuitl. Thank you for your valuable time spent in reading our thesis and in providing that useful feedback that helped us to improve the format of this thesis.

Moreover, we have to mention indeed brilliant people who showed us the greatness of this profession; Josue Cinto Morales our mentor who stayed attentive and helpful since our very first day in this institution and Astrid Langholz, who has really inspired us to achieve our goals beginning to learn a second foreign language called German.

Key Terms

Speaking

Speaking is an interactive process of constructive meaning that involves producing and receiving and processing information. Its forms and meanings are dependent in the context in which it occurs. Including the participants themselves, their collective experiences, the physical environment and the purposes of speaking. It is often open ended, spontaneous and evolving (Brown, 1994, Burns & Joyce, 1997).

Performance

According to Chomsky (1960), performance is “the actual use of language in concrete situations”

Immersion

Witmer & Singer (1998) define immersion a psychological state characterized by the perception of being or feeling enveloped by, included in or in interaction with an environment offering a continuity of various stimulatory experiences.

Input

According to Krashen (1998), the learner improves and progresses along the 'natural order' when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage, then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to that level.

Output

Learners need opportunities to practice language at their level of English language competency. This practice with English-speaking peers is called *Comprehensible Output*. Many researchers feel that comprehensible output is nearly as important as input. Cooperative learning groups are one way for new learners of English to receive plenty of understandable input and output. (Krashen,1981).

Pattern

A pattern language is a method of describing good design practices within a field of expertise. A pattern language is an attempt to express the deeper wisdom of what brings aliveness within a particular field of human endeavor, through a set of interconnected expressions arising from that wisdom (Alexander, 1977).

Target Language

This concept refers to the level of English subject in the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla.

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CHAPTER I: INTRODUCTION

This thesis explores the relationship between the factors and effects of oral language exposure in native and non-native environments. Therefore, misunderstandings and struggling to perform a language has to do mainly with little exposure, practice and interaction. Hence there is a contrast of effects resulted of being exposed to different language settings, in this case, native and a non-native environments.

First of all, we would like to state that LEI stands for Licenciatura en Enseñanza del Inglés, a BA in English offered at Benemerita Universidad Autonoma de Puebla, University in Puebla, México. We want to point out that when we say lack of practice, we are referring to low interaction that LEI students face when they are exposed to other classmates inside the classroom. We mentioned this, because we have observed that most of times when students are asked to speak about any topic they want, they usually have difficulties to communicate their ideas, due to insufficient opportunities they have to develop their oral skills, taking into account that oral skill is developed through constant practice rather than explanation.

To achieve successful speaking, it is necessary to know what its role in oral communication is and what is essential to attain it. Based on the MUM program (Modelo Universitario Minerva, 2006), it is important that all students get involved in speaking activities, because one of the main objectives that MUM program proposes is interacting and learning from our social environment.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994, Burns & Joyce, 1997). Its forms and meanings are dependent in the context in which it occurs, including the participants

themselves, their collective experiences, their physical environment and the purposes for speaking. It is often spontaneous, open-ended and evolving.

Breen and Candlin, Morrow (1980) and Widdowson (1981) (in Richards & Schmidt, 1993) define communication as a form of social interaction, and it is therefore normally acquired and used in social interaction taking place in discourse and sociocultural context which provide constraints on appropriate language use and also clues as to correct interpretation of utterances.

According to the prior information, students must be aware that they have to practice with other people interacting and establishing oral communication that allows them to improve their oral skills. Hence oral skills development depends mainly on interactive activities, in which students can experience English in its communicative form, getting used to all types of variants that language brings about.

1.1 Introduction to the problem

Talking about LEI English teachers' speech, we have observed that most of them seem to develop a very slow and formal style of English, creating an environment that does not fulfill the standards that a real English environment demands. Therefore when students have to cope with the language in real life setting, they feel lost in conversations because of the pace, type of language, expressions and style that native speakers' speech has.

Learners do not only need a classroom environment to learn a language, but being in contact with native input, which provides a full range of opportunities to practice the communicative skills and get used to the native speakers' speech.

According to Brown (1990), it is hard to understand a foreign language because learners are emerged into a classroom where the language is barely used appropriately by their teachers. It is that professors develop particularly slow, clear styles of speech when speaking the foreign language to learners.

In addition, Algren (2007), a Language Specialist at the Applied Language Center at the University of Kansas says that students feel lost in conversations because the language they have learned in a classroom setting is not how people talk.

With respect to the prior information, English language learners develop an English style that hardly seems to be similar to native speakers'. Hence, when they establish oral communication, the learner begins to find problems of understanding. The style developed by a native speaker in his natural environment seems to be different to the one of the learners.

1.2 Purpose of the study

This research aims to explain how being immersed in a native environment after being in a non-native context, affects positively the development of oral skills. The exposure to language plays a significant role in the acquisition and learning of a language. It means that a context in which a person is immersed, affects the proficiency of skills.

1.3 Research questions

1. What are the factors that allow students to develop proficient oral skills being immersed in a native environment?
2. What are the factors that allow and disallow students to develop proficient oral skills being immersed in a non-native environment?
3. What are the effects of being immersed in a native environment after being in a non-native environment?
4. Which of the two environments is the most appropriate for proficient development of oral skills?

1.4 Significance of the study

This study is not only important for us but for all people who intend to learn a second language. The most common problem that second language learners have is the deficiency of oral skills, due to the context in which they are involved. Taking in to account this, language environments, such as natives and non-natives, play a significant role in the acquisition and learning of languages because the effect of immersion in a non-native environment becomes limited rather than being exposed to a native context, in which the time spent on language practice is longer and constant.

Moreover, this research is based on the experiences of people who were immersed in both language environments, providing a guideline for learning a new language more effectively and giving a wider perspective of itself. At the same time, it could be helpful for

the ones who have the task to help in the language learning. Besides, this study gets you aware that a language is not only a simple term but a complex process which considers many aspects to work on. For instance, the ability to understand written texts quickly, the efficiency of giving a fluent speech, the ease of understanding spoken language without misunderstandings and the development of a flawless written text are different processes that need time and devotion to be developed. Therefore, we insist that this investigation might be helpful for those who want to be efficient in one of these abilities we have just mentioned, especially in the oral skills.

In fact, these experiences provide results on how a person could do with the acquisition of the language in each environment already mentioned. Of course we have to highlight that the native context is richer in terms of oral practice and interaction, and consequently the development of efficient oral skills.

CHAPTER II: LITERATURE REVIEW

Many researchers have tried to find out the most effective way to develop oral skills in second language learners, creating new methods and also mixing them all in one. However, the literature review in this research will focus mainly on The Natural Approach of Krashen (1982), Input, Formal and Informal environments, and the importance of oral communication. Although, the literature review presents these topics, these research aims to provide a better understanding of the principal concepts covered in this chapter.

2.1 Language Acquisition

In order to have a clear idea of language acquisition, we first have to be aware that acquiring a language implies language exposure, otherwise it would be impossible for a learner to acquire the language. This means that the learner starts to acquire the language through input, which is oral or written form of the language.

Krashen (1982) says that language acquisition is a process very similar to what children use in the acquisition of their first and second language. It requires meaningful interaction in the target language—natural communication—in which speakers are concerned not only with the form of the language but with the messages they are conveying and understanding. Moreover error correction and explicit teaching of rules are not relevant to language acquisition.

Understanding the idea of language acquisition, what teachers have to take into account to let learners experience this sort of “natural communication” is the constant creation

of opportunities where learners can receive the language in its natural form. Learners exposed to this necessary input, can experience how the language functions when people interact.

2.1.1 Routines and Patterns

At a beginner level, most learners may resort to common expressions to communicate, some of these expressions are basically the easiest to acquire and utter easily. This might happen for different reasons such as repetition, fashionable words, etc. but whatever the reason is, these expressions become helpful to communicate.

Krashen (1982,pp 83) defines prefabricated routines as memorized whole utterances or phrases, such as *How are you?* or *Where is your hotel?*, which can be used by a performer without any knowledge at all of their internal structure; and prefabricated patterns as partly “creative” and partly memorized wholes which consist in sentences with an open “slot” such as “I got to ___” (go, eat, work, etc.). Moreover Lyon’s cited in Krashen (1982) says that such constructions can be combined in sentences according to productive rules.

With the prior definitions it is viable to say that language learners who are emerged into natural language settings start memorizing patterns that allow them interact more efficiently, getting used to patterns easy to recognize no matter how fast these are uttered. Language learners practically need to be more in contact with spoken language which contains lots routines and patterns.

2.1.2 Input

There are things in the world which cannot be without a complement. Basically, language acquisition has something similar, whoever trying to learn French, Spanish, Chinese or any other language that comes to you mind, needs an essential component to start, input.

Krashen (1982) says that input is the most important element of any language teaching program. Cohen (1990) says that for maximal learning to go on, you would be directing primary attention to the input, namely, the language instruction - such as the teacher's presentation, explanations, gestures, and words written on the board or in handout or another student's question and the teacher's answer. As a matter of fact, students' language acquisition starts over when the teacher's speech comes out.

On the one hand, Krashen cited in Cohen (1990) says that one reason for you to spend some time in a classroom is that teachers and students as well are likely to provide formal comprehensible input. This can be used as motivation for learning language; however there must be more sources of input which are very similar to the type of input produced in native speaking environments. Otherwise learners will be capable to comprehend nothing but their teachers' and classmates' speech.

On the other hand, teachers must be aware that comprehensible input is hardly available outside the classroom. Therefore they can consider different aspects which can be all gathered in one activity in order to get learners used to a rapid and rich vocabulary speech.

2.1.3 Types of input

There are at least five types of oral language that you are likely to be exposed to during your language learning-that is, five types of talk that are likely to be available to the average learner: the talk of media people on the air, the talk of native speakers to themselves, the talk of natives when addressing foreigners, the teacher's language in the classroom and the speech of nonnatives during the learning period.

Here are the 5 different types of input that Krashen (1982) highlights:

1. Commentator talk: the language of TV and radio commentators, which is often from a prepared text, so that there is a little repetition, few false starts, and not much redundancy. If you are a beginner in the language, such talk will be most difficult to understand, even if it is in supposedly in simplified language.
2. Native speaker talk. The language of natives speaking to one another with no attempt to simplify, slow down, or repeat for your benefit, except for the normal repetitions and repairs that are part of conversation.
3. Foreigner talk: the modified language that native speakers use with you in an effort to have what they say be more intelligent to you. It may entail simplifying the verb tense or selecting a more common noun or adjective, or it may even mean dramatic reduction to telegraphese.
4. Teacher talk: the form of foreigner talk that teachers choose to use in their classroom-the language of classroom management and explanation. Such language is not necessarily grammatical.

5. Interlanguage talk: the speech of foreign-language learners—with all its developmental forms.

With the prior types of input according to Krashen (1982), the teacher has to consider all of them to achieve the meaningful interaction. However there might be some types of input that are more relevant because of the similar features they possess with respect to the native speakers' spoken language.

2.2 Active listening

It has been mentioned that input coming up from informal environments, in which natives convey their ideas, has a lot of features that all learners have to be aware of when learning a language. Native speakers don't care about the grammatical rules that the language possesses, and consequently the style of speech they develop seems to be different to learners. Thus, we can observe that most learners who went abroad had encountered many problems when communicating with native speakers, especially misunderstandings.

Learners need to be in steady contact with oral language to enhance their language abilities to treat with any kind of native speaking source with no important issues. The more the learners receive oral language, the bigger the chances are to extend the understanding of language.

2.2.1 Natural Approach

It was developed by Tracy Terrel & Stephen Krashen in 1983. It is based on the language acquisition theory developed by Krashen and intends to not use the native language in the classroom exposing the learners to lots of vocabulary and in many activities applied.

To understand better the Natural Approach, it is necessary to talk about the process of language acquisition. Krashen (1982) focuses on the key word acquisition, which refers to the development of abilities in a language by using them in natural, communicative situations. Hence the language implies mere communicative activities in which learners are mainly in touch with spoken language with no interference or corrections from the teacher. Therefore the process carried on which learners are emerged in seems to be like the one all people go through when acquiring their mother tongue, assimilating the utterances they are exposed to with a specific meaning.

The usage of language intended by this approach looks for a good performance in language rather than knowledge acquisition. Moreover learners experience an environment similar to natives during the process of acquisition that helps them face language challenges anyway.

2.2.2 Characteristics of Natural Approach

The Natural Approach is made up by important characteristics, which are listed below.

The most important one that is attributed to the Natural Approach method is communication, which is the central component of language. Therefore the main objective is the

communication of meanings and messages. It is also meant for beginners based on observation and interpretation on how a person acquires his or her first language. However it also can be applied to intermediate learners. It rejects the formal organization of language. It is not based on grammar but on communication. It emphasizes comprehensible and meaningful practice activities rather than production of grammatically perfect sentences. It is based on the principles naturalistic language learning in young children. There is an emphasis on exposure, on input which is related to listening activities.

Moreover the Natural Approach is based on the use of language in communicative situations without recourse of the native language and without reference to grammatical analysis. The lexicon for both perception and production is considered critical in the construction of messages. The learners will repeat the patterns acquired in their environment.

2.2.3 Importance of oral communication

Canale cited in Richards and Schmidt (1983) distinguishes between communicative competence (the underlying knowledge of the rules of communication) and actual communication (the use of this knowledge in real acts of communication).

With relation to the prior definitions, learners are demanded to be communicative competent users. Therefore the perspective of the Natural Approach seeks to train learners to fulfill these important features of communicative demands and needs.

The necessity for communication is a momentum to consider the importance of the different points that the Natural Approach concerns. Language is viewed as vehicle for

communicating meaning and messages, and the understanding of them helps develop actual communication. “Oral expressions involve not only the use of the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning, Mackey, (1965, pp 266). Mackey cited in Bygate (1965) says that we need to choose the right forms, putting them in the correct order, sounding like a native speaker to finally produce the right meanings.

There are two basic ways in which something we do can be seen as a skill. First, there are motor perceptive-skills, but in addition there are also interaction skills. Let us see the difference between these ones.

Motor-perceptive skills involve perceiving, recalling and articulating in the correct order sounds and structures of the language. This is the relatively superficial aspect of skill which is a bit like learning how to manipulate the controls of a car on a desert piece of road far from the flow of normal traffic.

Wilkins (1965) says Oral Skills are those of “controlling one’s own language production” and having to make one’s choices. Therefore, interactions skills involve making decisions about communication, such as what to say, how to say it and whether to develop it in accordance with one’s intentions, maintaining the desired relations with others.

Wilkins (1965) points out that if all the language produced in the classroom is determined by the teacher, we are protecting the learner from the additional burden of having to make his own choices.

2.3 Formal and informal environments

Learners are bound to face two types of environments in their language learning process, these are the classroom, which is considered the formal one due to the type of English used and the accuracy that both teacher and learners attempt to achieve, and real context, which is the society where people have a central objective with the language, get communicated and make themselves understood.

Johnson (1995) says that the communication context can determine the rules that govern how speakers communicate. He also says that the structure of communication in the classrooms become easily recognizable.

Moreover Ellis (1999) highlights an important aspect that people have to consider when pretending to communicate in any language. For instance, you may hear “where y’all going?” and think immediately that it’s all wrong. However people use language according to their background, culture, etc. Thus actual communication has to do with this phenomenon that we all language users have to be aware of.

The classroom has a vast amount of formal language due to the conditions and the type of language teachers have to treat with, that’s why students encounter problems of understanding when informal English comes out. Songs, movies, podcasts and all those language sources that are created for native people, become a hard challenge because every word and phrase spoken differs to classroom input in terms of performance. Students are likely used to hearing slow spoken language along with formal vocabulary that at most times become predictable.

The activities done in the classroom are meant to fulfill the requirements that speakers in the society demand, however it is not enough with them. Language teachers are supposed to provide a comprehensible input, however their style of speech developed becomes very slow, clear and marked that learners have the sufficient time to process the information. Also the type of vocabulary provided in the classroom doesn't always satisfy the needs encountered outside the classroom. Therefore learners hardly succeed getting the meaning of the messages conveyed by natives whose style of speech becomes fluent and very variant regarding vocabulary and expressions used.

2.3.1 Development of oral communication through activities

Krashen (1982) remarks that language teaching programs have been subdivided into 4 components, which are the listening, writing, reading and speaking skill. It may be meant to a successfully language learning. However this may not be an optimal division because teachers may find it difficult to focus on just one skill and ignore the others. Hence it is difficult to teach for instance the listening skill without having touch with the rest of the skills. Thus an optimal language teaching program should have two major components, acquisition and learning.

The following program, designed by Krashen (1982), shows the way in which a second language should be divided for optimal acquisition.

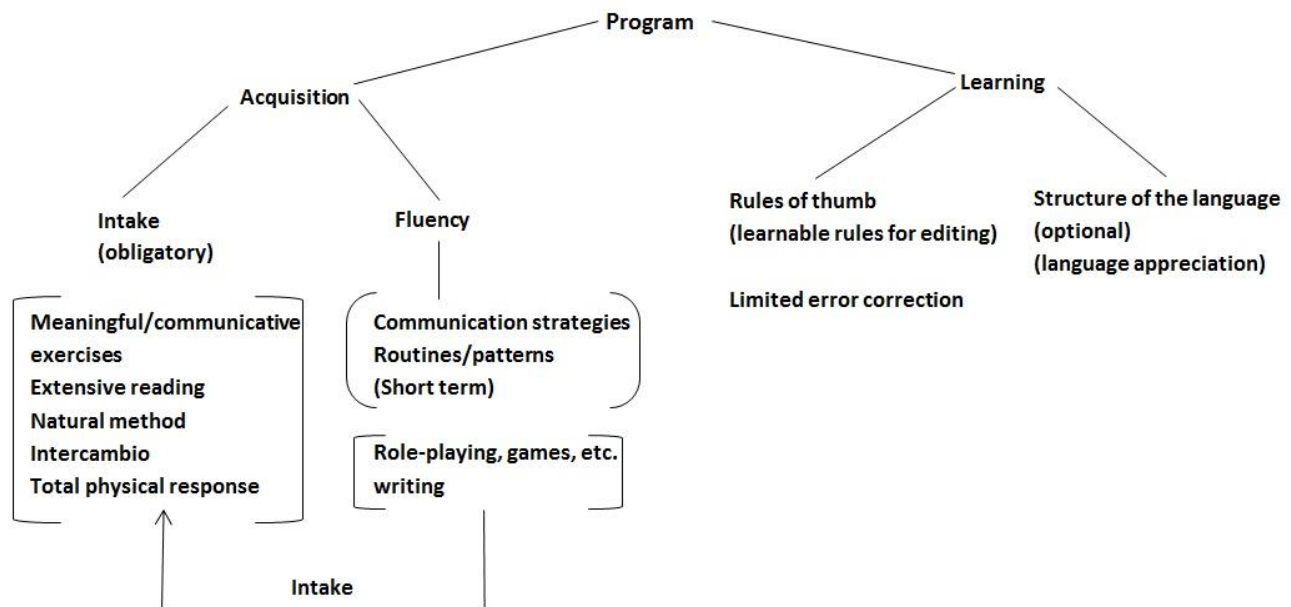


Figure 2.1 Second language teaching program by Krashen (1982).

The acquisition section focuses mainly on the fluency and intake language, which is the input that is understood. According to Krashen (1982), the major function of the second language classroom is to provide intake for acquisition. Therefore the activities and exercises done in the classroom have to have communicative meanings.

Based on the program already shown, the following points are essential for the creation of a communicative environment.

1. The activities are four communicative purposes.
2. Language has to be used, not explained.
3. Patterns and routines are used to help learners get started with the use of the language.

4. Performance of patterns and routines are used to guide learners to infer the meanings conveyed. Learners have to experience how the utterances work, so they can make conclusions on the language works.

5. There might be some limited error correction by the teacher, but in special cases when it's completely needed. There might be some cases in which learners get lost. The teacher may interfere to get him out of trouble. However this correction has to be with examples performed, not with isolated sentences.

6. The more learners stay in contact with the language, the more they acquire it. In this case, the teacher has to create as many opportunities as possible for learners to use the language. Johnson (1995) says that teachers need to allow for greater variability in the patterns of communication so as to maximize students' linguistic and interactional and create more opportunities for students to participate in classroom events.

7. The teacher has to be a model of language performance. Learners are acquiring the language and have to have a model of speech. Consequently, aspects such as language instruction, presentations, questions, answers, and everything regarding speech are essential for language acquisition.

These points are mainly focused on communicative purposes. The activities created based on this, make students experience the language and acquire it according to interaction. Learners also know how the language works.

2.3.2 Communicative Competence

The term communicative competence is comprised of two words, the combination of which means “competence to communicate”. This simple lexico-semantic analysis uncovers the fact that the central word in the syntagm “communicative competence” is the word “competence”.

Competence is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book “Aspects of the theory of syntax” drew what has been today viewed as classical distinction between competence (the monolingual speaker-listener’s knowledge of language) and performance (the actual use of language in real situations).

During the 1970s and 1980s many applied linguists with a primary interest in the theory of language acquisition and the theory of language testing gave their valuable contribution to the further development of the concept of communicative competence. Just a few of them will be mentioned in the following, namely those whose theoretical reflections and empirical work seem to have had the most important impact on the theory of communicative competence.

Namely, Hymes (1972) defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky’s linguistic view of competence.

Canale and Swain (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of

communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles.

Finally, Savignon (1983) put a much greater emphasis on the aspect of ability in her concept of communicative competence. Namely, she described communicative competence as “the ability to function in a truly communicative setting that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors”

2.3.3 ESL or EFL

ESL and EFL instructional approaches differ insignificant ways. ESL is based on the premise that English is the Language of the community at the school and students access to English models. EFL is usually learned in environments where the language of the community and the schools is not English. It involves teaching adults and children whose first language is not English.

According to Fernández (2012) the methods and approaches of teaching English as a second Language and Foreign Language are not the same.

In India the medium of instruction in schools was changed from English to the regional languages after independence, and subsequently there has been gradual process of Indianization of universities, which a one-time was all English medium.

ESL provides English language instruction and supports for students who are English language learners. Through developments of listening, speaking, reading, writing, vocabulary and grammar skills, and students are assisted in becoming independent learners.

2.4 Language Skills

Language as conceived by Chomsky (1957) is a “set (finite or infinite) of sentence, each finite in length and constructed out of a finite set of elements”, Chomsky (1957, pp13). As he further claims, this holds true for all natural languages since they have a finite number of phonemes (or letters) in the alphabet” and each letter is representable as a finite sequence of these phonemes (or letters), Chomsky (1957, pp13).

While a skill is the ability, usually learned and acquired through training, to perform actions, which achieved a desired outcome. Skills identify results and accomplishments. In English we find some of them such as; Listening, Speaking, Writing and Reading which are the most important ones although also there are includes grammar, pronunciation, vocabulary or spelling which play a role in English communication.

The following describe the most important characteristics of the different language skills:

Brown, (1994) and Burns and Joyce, (1997) have the idea that peaking is an interactive process of constructing meaning that involves producing, receiving and processing

information. On the other hand, Widdowson (1987) states that writing is the act of making up correct sentences and transmitting them through the visual medium. Thus, Anderson (1985) defines reading as the process of constructing meaning from written texts it is a complex skill requiring the coordination of a number of interrelated sources of information. Listening is a communication technique that requires the listener to feedback what they hear to the speaker, paraphrasing what they heard in their own words to confirm they have heard and moreover, to confirm the understanding of both parts.

2.4.1 The role of interaction

Morrow (1981) highlights that what you say to somebody depends not only what he said to you (though this is obviously very important) but also on what you want to get out of the conversation. The strategies and tactics involved in using language this way are of fundamental importance in communication

In spoken interaction, speaker and listener do not merely have to be good processors of the spoken word, able to produce coherent language in the difficult circumstances of spoken communication. It also becomes useful if they have are good communicator, that is, good at saying what they want to say in a way which the listener finds understandable.

Classroom interaction is another very important aspect that has to be taking into account. It involves two main aspects which are summarizing here; negotiation of meaning ad feedback. If these two elements are not available in the classroom, then we cannot speak of a successful learning through interaction. Studies on interaction between learners focus on the

interactive discourse between learners engaged in second language learning tasks where negotiation of meaning is the focal point.

Ellis and Barkhuizen (2005) define negotiation of meaning as the verbal exchanges that occur when the speakers seek to prevent the breakdown of the communication. They add that negotiation of meaning is the central discourse structure. However if there is a lack of comprehension different process can be focused on to repair the interaction.

Allison (2007, pp. 12-3) asserts that “Trough processes of repetition, segmentation and rewording, interaction can serve to draw learners “attention to form- meaning relationship and provide them with additional time to focus on encoding meaning.

On the other hand the roll of feedback is one of the key beneficial aspects of interaction which can promote learning in general. According to Allison (2007; pp. 30) “trough interaction that involves feedback, the attention of the learners are paid of the form of errors and are pushed to create modification” In order for interaction to develop their speaking skill, learners must notice the errors and recognize them for the correction.

2.4.2 Communication

The communication theorist, Dance (1970), counted over a hundred definitions of the word “communication”. Clevenger (1991) attributes “the continuing problem in defining communication” to the fact that the verb “to communicate” is well established in the common lexicon and therefore is not easily captured for scientific use”.

According to Wood (2004) communication “is a systemic process in which individuals interact with and through symbols to create and interpret meanings”. Taking into account the previous definition given before, let’s break down into its constituent parts.

1. - Communication is a process which means it is ongoing and always changing.
2. - Communication is systemic; that it is occurred within systems interrelating and interacted parts.
3. - Communication is symbolic symbols are the basis of language, much nonverbal behavior, and human thought. They can be arbitrary, ambiguous, abstract representations of the phenomena.
- 4.-Communication involves meanings which are the significance humans bestow of phenomena it means that content level meanings are the literal meanings of messages and relationship level meanings are what is expressed about the relationship between communicators in messages they send and receive.

The necessity of communication is a momentum to consider the importance of the different points that the Natural approach concerns. Language is viewed as vehicle for communicating meaning and messages, and the understanding of them helps develop actual communication.

2.4.3 Interaction and development

The work of Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known

as Social Development Theory. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition. Vygotsky (1934) believed strongly that community plays a central role in the process of "making meaning."

Unlike Piaget's notion that children's' development must necessarily precede their learning, Vygotsky (1978) argued, "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90). In other words, social learning tends to precede development.

Vygotsky (1978) states cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partners co-construct knowledge. In contrast Piaget (1959) maintains that cognitive development stems largely from independent explorations in which children construct knowledge of their own.

For Vygotsky (1978), the environment in which children grow up will influence how they think and what they think about. Through private speech, children begin to collaborate with themselves in the same way a more knowledgeable other collaborate with them in the achievement of a given function.

Private speech is "typically defined, in contrast to social speech, as speech addressed to the self (not to others) for the purpose of self-regulation (rather than communication)" (Diaz, 1992, p.62). Unlike inner speech which is covert, private speech is overt.

2.5 Developing Speaking

Development in a language must depend partly on our ability to understand the effects of our methodology. Usually, responsibility for evaluating language-learning tasks is left to the specialist researchers, materials writers and methodologists.

According to Bygate (1987), speaking is often thought of as a “popular” form of expression which uses the unprestigious colloquial register; it means that literally skills are on the whole more prized. Speaking is in many ways an undervalued skill. Perhaps this is because we can almost speak, and so take the skill too much for granted.

Yellen and Blake (2004) state that an effective speaker is created through practice and observation. They suggest some methods which can help students to develop a better speaking first creating a positive environment, implementing activities such as conversation and discussion about a specific topic, using brainstorming, choral speaking or making a storytelling. All this kind of activities can help in a positive way to develop a good speaking in the students of a language.

Speaking is, however, a skill which deserves attention every bit as much as literally skills, in both first and second languages. This is because learners often need to be able to speak with confidence in order to carry out many of their basic transactions. It is the skill by which they are most frequently judged, and through which they make win or lose friends. It is the vehicle per excellence of social solidarity, social ranking, and professional advancement of business.

2.5.1 Practice and Importance of speaking

Ranson (2000) argues for ‘pedagogy of voice’ which enables children and young people to explore self and identity, develop self-understanding and self-respect and improve agency, capability and potential. Studies suggest that when young people are listened to, involved in meaningful decision- making processes and supported in expressing their views, they are more likely to feel confident in speaking up.

Fielding and Ruddock (2004) show that when schools engage student voice they create opportunities to facilitate a stronger sense of: membership, so that students feel more positive about school; respect and self-worth, so that students feel positive about themselves; self as learner, so that students are better able to manager their own process in learning; and agency, so that students realize that they can have impact on things that matter to them in school. Student voice is identified as a key component of personalized learning both in Australia and overseas.

Personalized learning includes a safe and secure environment where students learn and have problems dealt with effectively. It also involves students having a real say about what they are learning. David Hargreaves (2004) identifies student voice as ‘the most powerful gateway’ for personalizing learning as students are encouraged to provide feedback on their learning and contribute to their curriculum. He also suggests that student voice flourishes in a particular kind of school culture. In turn, it helps to replenish such a culture – one that reflects and sustains the school as a community of learners involving teachers, student and school leaders.

2.5.2 Ways of Practicing Speaking

Clark and Delia (1979) say that successful communication is an activity that requires different types of knowledge or competencies. To communicate successfully, people must know the linguistic or grammatical rules that enable them to produce and comprehend sentences in a particular language (such as English or Chinese).

The biggest when it comes to practice in English is that speaking is a skill that can be difficult to do alone. The other three skills (reading, writing and reading) can be done easily but in the case of speaking we cannot practice only by ourselves. What we meant is that we need to be in contact with other people to develop our speaking skill.

One way as we mentioned before is to find other people who are also learning English and practice with them. Commonly, when students start a conversation they usually tend to talk having social conversations, they do this, because it comes easier and comfortable for them.

Another way, in the case of non-native speakers is joining to clubs where people are learning to speak English too. Music is a fabulous way to practice English Speaking, because in this way students can practice through repetition and imitation using their memory to retain and repeat phrases or sentences describes in the song.

Finally, another important type of oral activity is what Jones (1982) calls simulation. It involves decision-making, in which the participants make act as themselves or in social roles. Taylor and Walford (1972) and Tansey (1969) say that simulation of situations could be helpful in language teaching. Likewise, Jones (1982) agrees that simulations are gaining increasing popularity because they are 'ideally suited to language practice'.

CHAPTER III: METHODOLOGY

This chapter discusses in detail the research methodology that has been adopted in the comparison between a native and a non-native environment through the experiences of students in both contexts. Hence, there will be an analysis of such experiences to come up with a conclusion of the effects to being exposed to each context.

3.1 Type of research

The type of method applied in this research is qualitative which will help us identify the effects produced by the oral input in learners. Moreover, we decided to analyze both the classroom environment and the native speaking environments. The analysis will consider the experience of students performing the language in both environments. Then the information will be compared and analyzed to demonstrate that oral input provided to learners has any positive or negative effect.

The purpose of a qualitative research is get a better understanding through experiences from the participants taking into account the different perspectives that spoken language has. It goes beyond numbers, gaining a deep understanding of specific situations or events, instead of a large sample of population.

Knowing what a qualitative research is, we will use an exploratory research. The goal of exploratory research is to formulate problems, clarify concepts, and form hypothesis. In this type of research also researchers look for individuals who are knowledgeable about the topic

or process creating hypothesis rather than testing them. Some of the instruments applied for this research are brainstorm sessions, interviews with experts on the topic, surveys, etc.

3.2 Participants

First of all, it is important to specify the context in which the participants were involved. The context where we will apply our instruments is in different sessions of Target language 4 and to five students of the faculty of language of the Benemérita Universidad Autónoma de Puebla. This faculty has 3 BA programs Lenguas Modernas (LEMO), Licenciatura en Enseñanza del Inglés (LEI), Licenciatura en Enseñanza del Francés (LEF) and 1 MA program Maestría en Enseñanza del Inglés (MEI).

Having described the context where the research was applied, we proceed to introduce the participants involved in this analysis. The first group of participants was in the Target Language 4 that involves students and teachers who are the main characters in our observation instruments.

The groups were selected randomly in order to prove that our identified problem was existent not only in the selected groups but in the rest of the others. Thus, we attended the groups at different dates with the purpose of observing everything that happened in the classroom since the very first moment of the activities until the closure of the session. Consequently we identified the causes and factors that had to do with the development of oral skills. Moreover, we classified the aspects that were helpful for the learner and the aspects that were a limit for it. At the end of this data collection, we interpreted the information in order to calculate a percentage based on the following four aspects: opportunities to perform oral skills,

input and exposure, language use and adaptation to environment. The final number obtained would show an indicator of the quantity of interaction and practice in students for the development of their oral skills.

The other group of participants is students of the BA ELT LEI. These participants were selected because they experienced both native and non-native environments as places to learn a second language. The information that they provided is the result of the different process that learning and acquisition involves such as interaction, taking into account listening to ideas, giving and receiving directions, giving speeches about different topics, etc.

We made an appointment with each of our participants in order to interview them and obtain the specific information that we were looking for on our questions. The questions were classified in two sections. The first section was aimed to obtain the experience of being immersed in a non-native environment and the second section was to get the experience of being immersed in a native context. The purpose of the questions was intentionally formulated to know how the students felt in each environment considering the activities that he/she did at that moment.

Once we were done with our interviews, we proceeded to analyze the information of each participant in order to make conclusions about the positive and negative conditions that interfere with the student's learning. Hence, we interpreted specific parts of the students' speech in order to get the key elements that affect or benefit the development of oral skills.

3.3 Instruments

The following researching instruments contain the main concepts that Krashen (1981) states in his Natural Approach method, the acquisition of language immersed in the language environment. Therefore the development of communicative skills in the context where the language is used is the basis of our research. Thus, including in the analysis the importance of input to any person who is willing to learn a language, Krashen (1982) and Cohen (1990) agree on the idea that language learning comes primarily from input.

Our instruments for data collecting are observations and interviews. The Observation instruments are meant to gather information in a classroom environment and to analyze the effects of immersion in the development of oral skills in language learners. On the other hand, the interview instruments are meant for a group of students, who experienced a native speaking environment and a classroom environment. This instrument will provide information about the problems encountered in a native environment after being exposed to a non-native atmosphere. Besides, the data yielded will help us identify the effects of being exposed to both environments.

Referring to the observation instrument, this will help us understand a non-native environment more deeply. Namely, the conditions where a learner is immersed in can provide as much essential information as required to understand why in almost all cases students have deficiency to perform the language in terms of communicative competences such as speaking and listening. Moreover, this researching instrument consists in a list of aspects that are important to involve students in communicative activities that allow them improve their oral skills efficiently, and consequently at the end of the English sessions, we will verify which of

these aspects already mentioned were accomplished. Once this observation process is done in all the selected groups, we will obtain a percentage that will indicate the amount of time spent the development of oral skills. At last, we will interpret the data obtained and make final conclusions.

The interview instrument is a list of questions categorized in two sections. Each category of questions aims to obtain data related to the experience that a second language learner goes through in a native and non-native environment in terms of language use such as opportunities to practice, language exposure, etc. Then, every single thought and feeling of each participant has valuable information hidden that has to be interpreted and analyzed to identify the factors that help or difficult the development of oral skills. Lastly in this process, we will interview five students that we selected based on their experience of being immersed in both environments, recording the whole interview speech for later analysis and conclusions.

These two instruments are the holders of essential data that lead us to find out the pros and cons of being immersed in each environment. Hence, a person willing to get started in a second language can certainly decide the way to acquire it.

3.4 Data analysis

The following describes the way we will analyze and interpret our information from the instruments, representing it with tables, figures and written evidence of the participants. Thus, the evidence represented will be along with its corresponding interpretation and analysis.

The data obtained from the observations will be a big amount of numbers in terms of frequency of interaction and oral linguistic use. Moreover, this numbers will turn to final number which will mean the amount of time devoted to immersion for the development of oral skills. The next step after the final numbers in each observation is the interpretation and analysis of the useful or useless elements that explain why classroom environments permit or limit the success of students in their oral skills development.

On the other hand, the recordings obtained from the interviews as explained before in 3.3 will be carefully listened to in order to interpret parts of the student's speech. These sections of speech will be divided into the following four categories: Opportunities to perform oral skills, input and exposure, language use, and adaptation to the environment. These four categories will be represented in a table that will consider both the native and non-native environment. Each environment section will have in the pros and cons of being immersed in such environments. The pros and cons highlighted in each environment section will be the key aspects that lead us to determine which of the two environments is the most appropriate for the development of oral skills and what effects are produced of being immersed in each one.

At the end, the findings resulted from each instrument will be firstly a reference for students to perform specific activities for more efficient results in their language acquisition process, and secondly a reference for teachers as well for the implementation of activities that allow learners to obtain better results in their language acquisition.

CHAPTER IV: RESULTS

4.1 Introduction

The following chapter presents the results gathered through observations of classroom sessions and interviews done to students who have been to any native speaking environment and non-native environments as well. The interviews highlight the problems that learners face when dealing with the performance of oral skills in both environments. The observations show the amount of time spent on communicative activities for the development of oral skills.

4.2 Interviews

The interviews were applied to students who have received oral input in English in native and non-native environments. They reported and described their experiences regarding how people talked, pronounced, reacted, and everything related to spoken language. Thus we could find out the elements that benefit students to develop their language skills more effectively.

In this part of the research we want to compare how learners felt before and after the experience, taking into account the different aspects that oral skills imply and finally make a conclusion about the needs that a learner has after being immersed in a classroom environment. This information is important to identify the main problems that learners acquire in the classroom. Consequently we explained the effects of being immersed in both environments.

In Table 4.1 is shown experience that our interviewees got in the classroom and in a native speaking environment as well. All the information presented is a summary of all our interviewees' answers obtained from the interview sheet (see Appendix B).

Table 4.1 Factors that allow and disallow the development of oral skills

Aspects	Experiences in a classroom	Experiences in a native environment
Opportunities to perform oral skills	<ul style="list-style-type: none"> ▪ Lack of opportunities to communicate orally ▪ Interrupted activities ▪ Passive and limited listening and speaking 	<ul style="list-style-type: none"> ▪ A diversity of situations to communicate ▪ Active listening and speaking
Input and exposure	<ul style="list-style-type: none"> ▪ Not all sessions are taken in English at all ▪ Repetitive vocabulary in spoken English ▪ Translation of misunderstandings ▪ Students' output is insufficient 	<ul style="list-style-type: none"> ▪ Language exposure is in English at all ▪ Variation in language such as expressions and phrases ▪ Explanation of meanings through signals, synonyms or paraphrasing
Language use	<ul style="list-style-type: none"> ▪ Basic vocabulary and expressions ▪ Repetition of language ▪ Spontaneous language ▪ Spoken language in both English and Spanish 	<ul style="list-style-type: none"> ▪ Variation of language, speed and pronunciation ▪ Spontaneous language ▪ Diversity of topics ▪ English 24/7
Adaptation to environment	<ul style="list-style-type: none"> ▪ Simulated situations ▪ Translation of language received ▪ Passive and limited performance of oral skills. 	<ul style="list-style-type: none"> ▪ Experience of real situations ▪ Active and fluent language ▪ Inferences between language and meanings

As observed in the table above, a classroom cannot be considered enough to learn a language in all its different aspects, especially referring to communicative purposes. Being immersed in a classroom environment may have great benefits, however being in a native one is better.

Opportunities to develop oral skills

According to some interviewees' answers, being in a classroom limits them to develop oral skills, due to the insufficient chances given during the activities. All students interviewed agreed that their teachers did not provide them enough opportunities to speak and develop oral skills.

Interviewee 1 *'I think, well the teacher should give us more opportunities to speak in another kind of topics, not the usual topics'*

Interviewee 2 *'Uh it was rarely because he was like a lot of theory, a little bit practice'*

Above as observed in the Interviewee 1's expression "*the teacher should give us more opportunities to speak in another kind of topics*", we can deduce that the topics discussed by the teacher make students feel bored and at the same time they feel limited to speak due to low interest on academic or formal texts. Secondly, the Interviewee 2 convincingly highlights that students are exposed to more theory than practice, hence the low ability to communicate orally.

Input and Exposure

Most students interviewed expressed that being in USA helped them a lot in their oral skills performance. They highlighted that oral English is better in terms of quantity and quality, comparing of course the circumstances that this environment has to the limitations of a classroom.

Interviewee 1 *'Because they (native speakers)... well they have another way to speak... well I mean faster and they use another kind of words that at the beginning aren't understandable'*

Interviewee 2 *'Because they had another accent and they speak fast, faster than teachers uh it was a little bit different'*

The expression “*they have another way to speak*” from Interviewee 1 tells us that native environments provide a different type of input and, learners who previously were involved in a non-native context experience problems of communication. Besides, the words “*they use another kind of words that at the beginning aren't understandable*” drive us to conclude that the input in classroom environments is limited and hardly makes students get a vast vocabulary to communicate effectively. Lastly, the Interviewee 2's thought confirms our assumption that native environments conditions to develop oral skills are more suitable.

Language use

Based on the conclusions that our interviewees expressed, there is a great difference between natives and non-natives in terms of language performance. When our participants compared both environments, they all agreed that native environments demanded a high English level to communicate effectively.

Interviewee 1 *'No, not really. Because they are uh native speakers, so they speak English faster and they use uh some other words that maybe we don't know'*

Interviewee 2 *'Because they... well they have another way to speak... well I mean faster and they use another kind of words that at the beginning aren't understandable'*

As we can see above with both Interviewees, we can infer that students are conscious that being immersed in a native environment provides expressions that might be colloquial and more often used, slangs such as “boo” which at that moment could complicate the conversation and bring up a misunderstanding, the pace of spoken language that indeed our Interviewees agreed that it was faster and hard to discern

Adaptation to environment

After being immersed in a native environment, our participants said that they felt more able to speak and understand English due to constant practice and exposure to oral language. The experience gained in the United States gave them more confidence and ability to perform their oral skills, highlighting the benefits that native environments have for language learners.

In fact, as analyzed in the students' witnesses, a native environment comes more important for language learners if oral language skills is the target; due to the conditions that native environments have, people immersed in them, develop better oral skills.

4.3 Observations

The observations have the purpose of analyzing the quantity of opportunities that students had in the classroom to practice and develop their oral skills. In addition, the activities carried out in an English class affect the students' language acquisition and learning depending on their

purposes. It means that oral language practice might be included in the classroom activities and sometimes might not.

The following data provided in the 6 observation scales shows the frequency of oral interaction among students in an English session. Each Observation scale highlights from 0 to 100 the degree of spoken English that students are exposed to in their whole classes.

Each observation scale shows a similar result in terms of communicative purposes. This happens due to the limitations that teachers might have in a classroom. However this is not a limitation to create as many opportunities as possible so students can absorb a new language and also become skillful communicating orally.

As mentioned in prior chapters, the beginning of learning and acquisition comes from language exposure. Then, if whole sessions carried out in classrooms do not make students interact, they will not achieve great progress in their performance of oral skills.

Observation 1

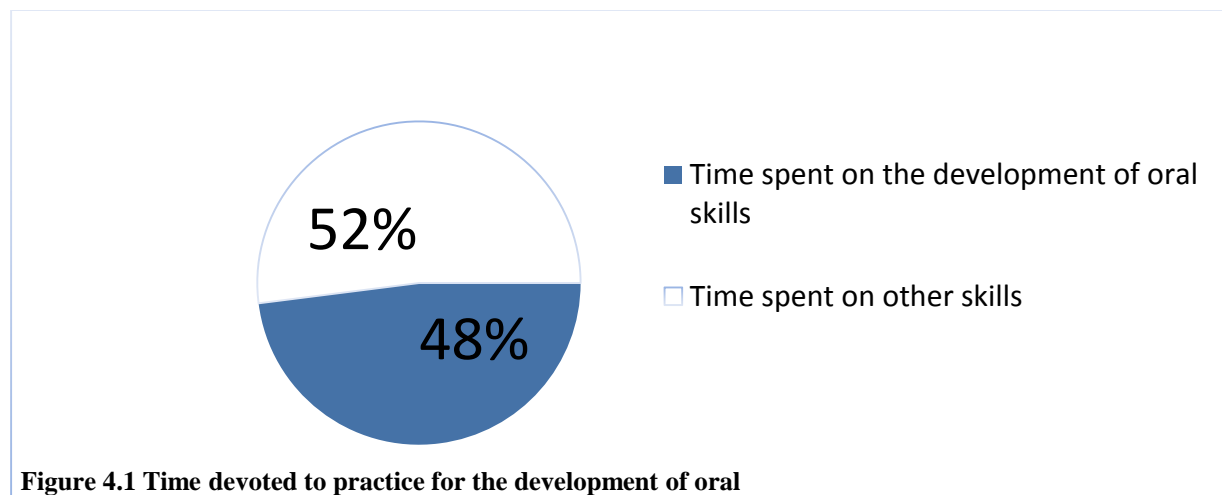


Figure 4.1 Time devoted to practice for the development of oral

Fig 4.1 shows that the teacher didn't work at all on the communicative skills. There were some cases in which a considerable amount of time was wasted on activities unrelated to the language.

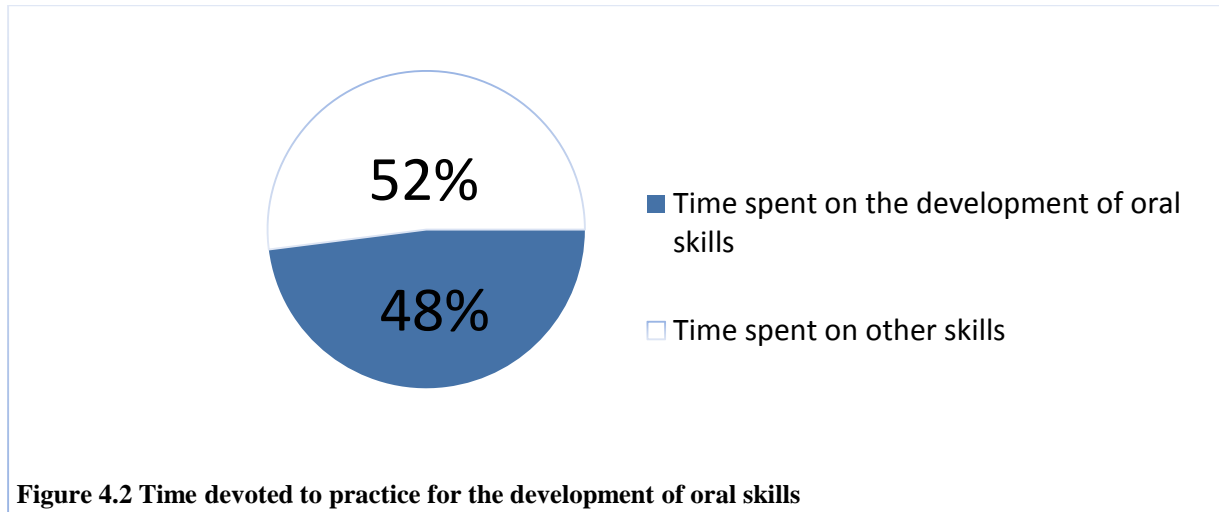
The teacher walked in the classroom and waited until the students arrived. There was a lot of time spent on unrelated activities. The attitude that the teacher had was passive. Moreover the teacher did not promote activities which engaged students in the language use.

Later on, the teacher resorted to check the homework. It is still worrying that teachers spend time on checking homework. Every student addressed the teacher to check his homework. During this activity, the rest of the students spoke in Spanish. Consequently students are not doing what the language takes.

There were no enough activities to speak. Each student had around 15 minutes to practice during the whole class. Everybody in the class had a chance to speak about a topic checked a day before. However, it was the unique activity students had to practice the language. Moreover not all students made good use of their time to speak English. They tried to do it as fast as possible to get out of trouble.

As clearly seen, the teacher did not focus at all on making good use of the time to engage students in communicative activities which allow one practice and improve the communicative skills. The session was merely passive in which the teacher speaks most.

Observation 2



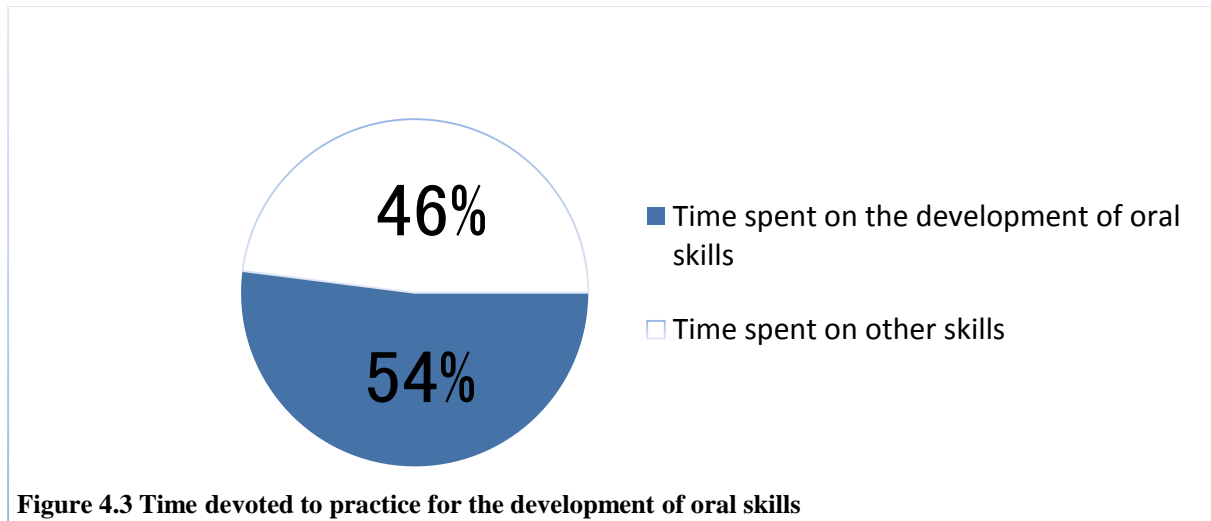
As it can be observed on Fig 4.2, the class was not communicative at all. Students didn't have enough chances to practice and work on their communicative skills. The teacher checked the homework and the students talked about topics unrelated to the class, it was in Spanish. As observed, the teacher is not working as a provider of opportunities. Teachers are supposed to provide students as many opportunities as possible in order for students to improve their language skills.

The teacher used a video to practice the language. However it didn't manage to make students practice the language at all because the teacher didn't create activities which could be useful for students.

Students discussed a headline from a newspaper. Most of the spoken language was in Spanish. Students had a chance to speak and practice. As observed, students were afraid of speaking English. The teacher could interfere in the students' performance and make them

participate more. The teacher's role in this case could be as a motivator in order to make students feel confident to speak and take the opportunities given in the classroom.

Observation 3



As observed on Fig 4.3, the teacher managed to work 50% on communicative skills. However, it is not enough to say that students can improve their skills. There is a significant part of the time wasted on activities unrelated to the language.

The teacher started checking homework. The teacher doesn't have to waste the time available in the classroom by checking homework. Moreover, students don't get benefits when the teacher makes the sessions passive.

Students spoke in Spanish talking about their stuff. Most students are not still confident to speak in English. This is a result of low practice in the classroom. Even when students had the chance to practice, they just didn't want to participate. Sometimes the teacher had to choose someone to do it. Here is a combination of problems in the classroom, the low exposition to communicative activities and the low disposition to practice in the activities.

Students worked in teams. Despite the teacher promoted collaborative work, in most cases the students preferred to speak in Spanish. It might be because they know each other. However, students are not really aware that practice is an important part of language learning. Moreover, the teacher allowed them to be passive. The teacher could have been interactive with them in order to make them practice and make good use of the time.

The teacher explained the rule of “either” and “neither”. Based on this, the teacher focused on grammatical aspects, which are not essential for communicative purposes. The teacher gave some brief examples about those words and continued with the topic. However, the teacher spent a great part of time by explaining simple words that could have been summarized in simple examples.

Observation 4

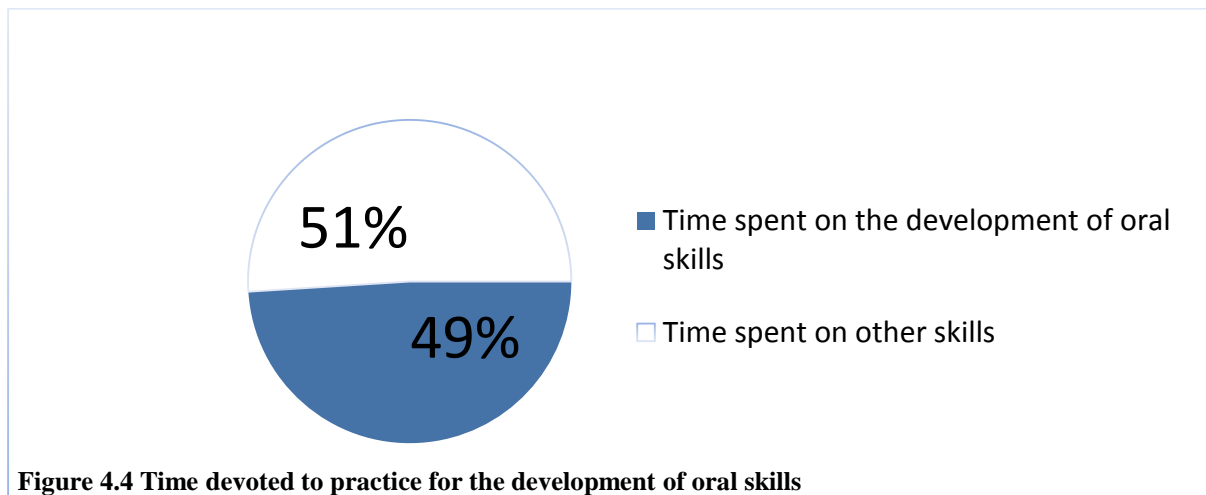


Fig 4.4 shows that the class was not focused on communicative purposes at all. There were no sufficient activities to practice the language.

The class started 20 minutes later. There is a big irresponsibility on both students and teachers. A lot of time was wasted on waiting for the rest of the class to be present. Moreover a part of the class was taken to talk about homework. The teacher spent some time checking the homework. It means that students were not active in the classroom.

The students worked on the book and commented some stories. Each student could barely speak in English. Beside a story was told in the classroom, students didn't make good use of the time to practice and improve their skills. Students were afraid of speaking. It might be because the teacher doesn't really motive them to speak.

The teacher spoke and spoke. The class was passive. Most students resorted to talk about their personal things while the teacher was explaining. Here the interaction between the teacher and students simply doesn't exist. Consequently, students don't improve their communicative skills.

Observation 5

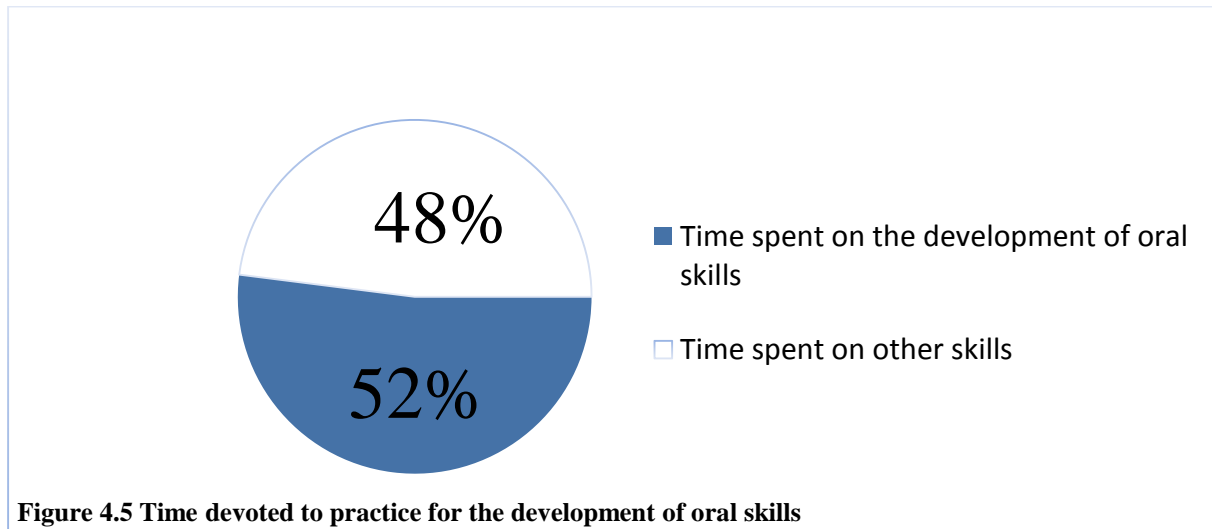


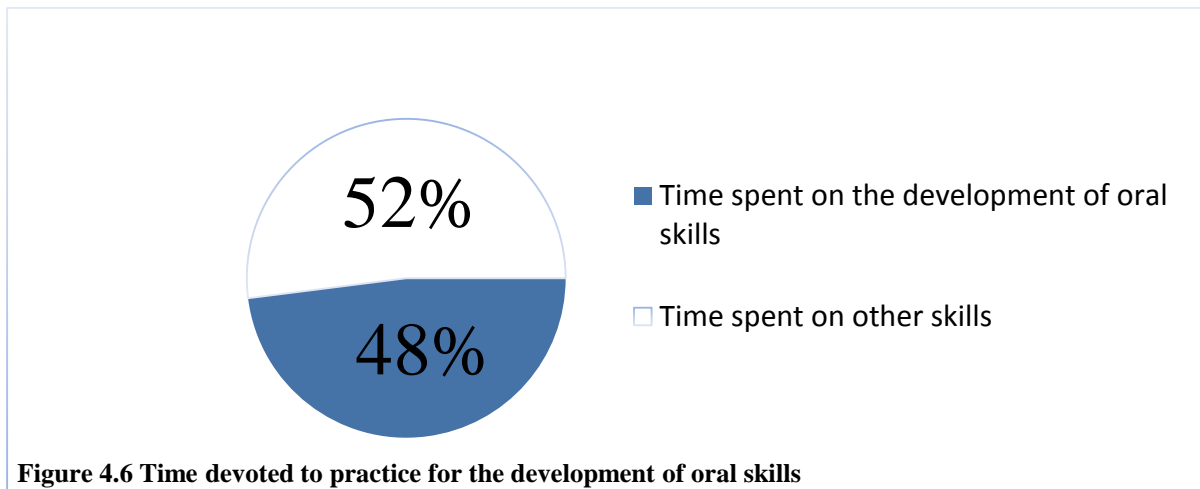
Figure 4.5 Time devoted to practice for the development of oral skills

Fig. 4.5 shows even insufficient communicative purposes. The teacher didn't do the necessary to make the session active. The students talked when it was required, not when they could. There was a part of the session in which the teacher talked in Spanish.

The teacher entered to the classroom and waited for a time. He checked homework. The role of the teacher didn't provide students as many opportunities as possible. Some of the time available for the class is spent on irrelevant activities. The teacher should have considered the use of time.

There wasn't enough interaction with the students. When students had to speak and take their available time, they just skipped their opportunities. In this situation, the teacher could interfere and interact with students in order to make them participate. Here comes the role of the teacher as a motivator and facilitator of opportunities.

Observation 6



The Fig. 4.6 indicates that most activities done in the classroom were not completely focused on communicative purposes. Therefore, the students could not practice the language at

all. The teacher did not provide the students the necessary input to improve their level of communicative English.

The teacher entered to the classroom and checked homework. The teacher could have used this period of time to make students speak. Sometimes teachers spent their available time on irrelevant activities.

The whole class talked about things unrelated to the objective of the class. When the teacher made a pause between each activity, the whole group started talking about their personal things. Moreover, the talking was in Spanish. Then it was worse for learning purposes. Students don't make good use of their time.

Students worked in teams based on the activities provided on the book. They hardly spoke in English. There was low interaction with the teacher. When students don't want to speak, the teacher can proceed to ask them questions in order to engage them in the activity. However this didn't happen at all with this teacher.

There was around 30% of spoken English. The teacher provided just a part of the talking. Sometimes he spoke in Spanish. Then students spoke in English when it was necessary. Then they preferred to speak in Spanish because they felt more comfortable and more confident. Here the teacher did not motivate them to make them participate.

In most cases the teacher spoke more than students. Students practiced the language when it was necessary, not when they had the chance to do it. Not all the time spent in a session was focused on the language.

As suggested by our already quoted authors, the development of oral skills derives from practice and interaction. Then, the results obtained in every single observation; do not seem to be the appropriate ones to attain great performance of oral skills.

Attending these 6 sessions at different moments, we could observe insufficiency of English exposure. Most students were passive and hardly participated in activities that made them interact using the target language. As Krashen (1981) suggests in his Natural Approach, interaction and active practice help the learner to become more effective communicating in the target language.

CHAPTER V: CONCLUSIONS

5.1 Introduction

In this chapter we make a review of the entire research by comparing the results obtained, making conclusions and mentioning the implications that this research took us through, furthermore describing limitations and directions for possible further research.

5.2 Research questions answers

1. What are the factors that allow students to develop proficient oral skills?
2. What are the factors that difficult students to develop proficient oral skills?
3. What are the effects of being immersed in a native environment and in a non-native environment?
4. Based on the interviews and observations results, which of the two environments is the most appropriate for the proficient development of oral skills?

Based on the data gathered, we are convinced that a native environment differs from a non-native. The research yielded factors that play a significant role in the acquisition of a language, especially developing oral skills. Besides, once being immersed in such environments, there are specific effects caused on the learner's performance due to the conditions provided in each context. These important aspects led us to dissect why learners have developed their skills at different levels.

1. What are the factors that allow students to develop proficient oral skills being immersed in a native environment?

- A diversity of situations to communicate
- Active listening and speaking
- Language exposure is in English at all
- Variation in language such as expressions and phrases
- Explanation of meanings through signals, synonyms or paraphrasing
- Variation of language, speed and pronunciation
- Spontaneous language
- Diversity of topics
- English 24/7

From the answers obtained from the Interviewees, we identified several traits that our participants considered important for their progress on developing oral skills. Likewise we can affirm that our assumptions believing that native environments make a person more skilled in communicative purposes were right.

2. What are the factors that allow and disallow students to develop proficient oral skills being immersed in a non-native environment?

After being immersed in a native language environment, all students interviewed agreed to have got used to a fast speech full of different expressions and complex vocabulary, feeling more comfortable performing their oral skills.

- Lack of opportunities to communicate orally
- Interrupted activities
- Passive and limited listening and speaking
- Not all sessions are taken in English at all
- Repetitive vocabulary in spoken English
- Translation of misunderstandings
- Students' output is insufficient
- Basic vocabulary and expressions
- Repetition of language
- Spontaneous language
- Spoken language in both English and Spanish
- Simulated situations
- Translation of language received
- Passive and limited performance of oral skills

3. What are the effects of being immersed in a native environment after being in a non-native environment?

Being immersed in a native environment causes:

- Development of a fluent speech
- Acquisition of extent vocabulary
- Misunderstandings dealing with the input of natives
- Adaption to a more difficult demand of oral skills
- Self-confidence for oral performance

- Awareness of oral skills low-developed
- Awareness of low knowledge about the language

4. Which of the two environments is the most appropriate for proficient development of oral skills?

As an extra contribution, we concluded that being immersed in a native environment is most appropriate to develop the oral skills, listening and speaking. There might be a controversy about this, but the findings herein plus our conclusions drove us to affirm it.

5.3 Suggestions

Having mentioned the whole process that students need to go through when learning and acquiring a new language, teachers have to be aware of practice and exposure to learners. The low level of English is a result of poor exposure to language and lack of practice inside the classrooms. Also, teachers have to mainly focus on communicative activities which allow students practice and improve their communicative skills.

Considering the importance of communication and its systematic process as Wood (2004) defines, teachers have to consider practice as the main tool to learn a language with well-developed oral skills. Teachers should also consider that mistake corrections are not relevant in communicative processes Krashen (1983).

Students need to consider that the classroom is not enough to learn a language and become a good language performer. They have to take as many opportunities provided in the

classroom as possible. Moreover, they have to be aware that only with practice they will succeed in the language.

One of the ideas that we gathered from the participants in the interviews was that teachers should engage students in different interesting topics, so learners can face a wide diversity of language exposure such as vocabulary, phrases, cultural knowledge and also the development of oral skills due to the interaction emerged from questions and doubts.

We are conscious that a classroom environment is limited to be like an English environment, however taking into account the concerns that our participants came up with experiencing both natural and classroom environments, it is impossible to take all learners into native environments but there are ways to simulate and make classroom environments have the enough characteristics to provide a wide range of language exposure and at the same time interactive activities. Combining these two aspects already mentioned, classroom environments could function as natural environments.

Finally, the problems that our participants encountered, being exposed to native and natural language environments, are a great example of deficiency in communicative developed skills and language knowledge as well. This experience served as a language skill testing tool yielding results that work as an indicator of how we successful learners can be communicating in the target language.

5.4 Limitations of the study

Some of the limitations we could find in the research were the low availability to find participants with experience of immersion in both environments. Thus, much of the information that we obtained has more meaningful findings hidden in that could enrich our project even more. Besides, project needs a lot of time to devote to because a qualitative research involves interpretations, analysis, examination, dissection and so on. Likewise, if the two of us had the facility to be immersed in the native environment, we could have more essential information for the research from our own perspective and not just being dependent on others' experiences.

5.5 Directions for further research

The main aim of this research was to show the benefits that learners are exposed to in both environments. However, while processing the information, we could identify more areas of study that could extend and enrich the investigation in-depth.

Despite our long to dissect the factors and effects of being immersed in different environments, we suggest attending a native environment instead of just depending on the participants' experiences. Likewise, it would be great if the next researcher selected some participants with experience only in classrooms. Then, these participants before going to a native context get tested on their oral abilities and determine the level of usage. Later, test the same participants once again in order to obtain new results of the language usage level of oral skills that allow a comparison of results and determine the progress and impact of native environment experience.

On the side of non-native environments, we suggest also monitoring and analyzing the effects provoked to learners' oral skills by attending native-teacher sessions. We have the feeling that it could be a rich information source for developing oral skills on learners. At last, we can assure that more areas and aspects to work on could derive from this research and of course will be suggested later on.

5.6 Conclusions

As a final conclusion of this research, we consider that language learning depends mainly on language immersion and exposure. Based on the previous instruments we could identify an important problem in the classroom, classroom environments do not provide enough oral input to learners as native environments. Thus, learners face problems in conversations due to the lack of practice and development of their oral skills.

A concrete overview of the interviews and observations showed that a language classroom is not enough to develop oral skills. Knowing this, students need a lot of practice in order to be efficient on oral skills. The general feeling that students had of being in a native environment was that learning in a non-native environment hardly makes you a proficient oral communicator, hence the problems to deal with native environments input. Therefore, to have a more in-depth view of what is summarized herein, a list of the final findings which summarize and highlight the gist of this research, is presented below.

5.7 Final Findings

The following aspects derived from our whole research and are presented briefly.

Aspects encountered in a native environment that facilitate the development of oral skills

- A diversity of situations to communicate
- Active listening and speaking
- Language exposure is in English at all
- Variation in language such as expressions and phrases
- Explanation of meanings through signals, synonyms or paraphrasing
- Variation of language, speed and pronunciation
- Spontaneous language
- Diversity of topics
- English 24/7
- Experience of real situations
- Active and fluent language
- Inferences between language and meanings

Aspects encountered in a non-native environment that difficult the development of oral skills

- Lack of opportunities to communicate orally
- Interrupted activities
- Passive and limited listening and speaking
- Not all sessions are taken in English at all
- Repetitive vocabulary in spoken English
- Translation of misunderstandings
- Students' output is insufficient
- Basic vocabulary and expressions
- Repetition of language
- Spontaneous language
- Spoken language in both English and Spanish
- Simulated situations
- Translation of language received
- Passive and limited performance of oral skills

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APPENDIXES

APPENDIX A

Observation Format

Teacher: _____	No. Students _____
Class: _____	Schedule: _____
Purpose of the class: _____	

Always	Usually	Often	Sometimes	Never
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1. Does the teacher provide students opportunities to interact in the language they are learning?
2. Does the teacher keep steady interaction with students?
3. Does the teacher speak English in the class?
4. Does the teacher's spoken English demand the students to speak?
5. Does the teacher care about the grammatical rules when speaking?
6. Does the teacher provide students the enough input to acquire the language?
7. Does the teacher provide students the enough input to acquire the language?
8. Does the teacher use oral text sources, such as movies, music, etc.?
9. Does the teacher expose the students to extensive vocabulary?
10. Does the teacher use patterns and routines in his spoken language?
11. Does the teacher resort to the mother tongue when something is not clear?
12. Does the teacher correct for mistakes?
13. Do the students ask the teacher to repeat the explanation?
14. Do the students convey their meanings and message in the target language?
15. Do the activities have to do with listening and speaking skills?
16. Are language performance activities such as games, role plays, etc. done in the classroom?
17. Do the activities engage students in spoken language?

APPENDIX B

Interview sheet for LEI students

Name: _____

Age: _____

Gender: _____

Place visited: _____

1. Did your English teacher give you opportunities to interact with your friends? How much? Did you take the opportunities? Did that help you improve your English?

2. Did your teacher speak English to you? How much? Was it understandable? Did he use Spanish when it was understandable?

3. Did the teacher use oral text sources such as movies, songs, etc.? How often?

1. Was spoken English similar to your English teacher's? How was the natives' pronunciation? Were you able to catch their meanings? How did they explain you when you didn't get the message?

2. Did natives speak slowly? Did they care about grammatical rules?

3. after a week living in that environment: Did you find it easier to understand and communicate with natives?

4 Were you able to communicate with natives? What did you do when they didn't understand you?

5. Were expressions such as What's up, How is it going, What you been up to? etc. helpful for you to get communicated? Did you learn some new ones?

6. Which skill was the hardest for you? During you period of time living right there, do you think you improved your communicative skills?

7. What should English teacher do avoid the problems you faced?

8. Do you think practice is an important factor in language learning?

9. Is it enough for students to study the language in classroom to become a good language performer?

APPENDIX C

Table Observation Report

Activities	Reflection
Reading Task	
Writing Task	
Listening Task	
Speaking Task	