

DISSERTATION

**A CONSTRUCTIVIST APPROACH TO THE INTEGRATION OF
A SYSTEMATIC REFLECTION IN A PARTIAL IMMERSION
PROGRAM AT UNIVERSITAS MUHAMMADIYAH SIDENRENG
RAPPANG**

**SAM HERMANSYAH
(F013171016)**



**POST GRADUATE
PROGRAM FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
2021**

**A CONSTRUCTIVIST APPROACH TO THE INTEGRATION OF
SYSTEMATIC REFLECTION IN A PARTIAL IMMERSION
PROGRAM AT UNIVERSITAS MUHAMMADIYAH SIDENRENG
RAPPANG**

**PENDEKATAN KONSTRUKTIVIS PADA INTEGRASI REFLEKSI
SISTEMATIS DALAM PROGRAM PARSIAL IMMERSI DI
UNIVERSITAS MUHAMMADIYAH SIDENRENG RAPPANG**

Dissertation

Submitted as Fulfillment of the Requirements
for the Attainment of the Post Graduate Program
Faculty of Cultural Sciences
Hasanuddin University

By

**SAM HERMANSYAH
F013171016**

**POST GRADUATE
PROGRAM FACULTY OF CULTURAL SCIENCES
HASANUDDIN UNIVERSITY
2021**

DISSERTATION
A CONSTRUCTIVIST APPROACH TO THE INTEGRATION IN A
SYSTEMATIC REFLECTION IN A PARTIAL IMMERSION PROGRAM
AT UNIVERSITAS MUHAMMADIYAH SIDENRENG RAPPANG

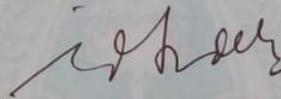
Written and Submitted by:

SAM HERMANSYAH
Nomor Induk Mahasiswa F013171016

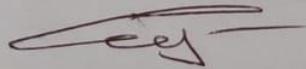
Had been defended in front of dissertation examination committee

On March 17th, 2021

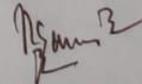
Approved by
Committee of Supervisors,



Prof. Dr. Noer Jihad Saleh, M.A.
Promotor



Dr. Abidin Pammu, Dipl. TESOL., M.A.
Copromotor



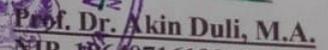
Dra. Nasmilah, M. Hum, Ph.D.
Copromotor

Head of Linguistic Study Program



Prof. Dr. Lukman, M.S.
NIP. 196012311987021002

Dean of Cultural Science Faculty
Muhammadin University,



Prof. Dr. Akin Duli, M.A.
NIP. 196407161991031010

SURAT PERNYATAAN KEASLIAN

Dengan ini penulis menyatakan bahwa Karya Ilmiah / Penulisan Hukum / Disertasi ini merupakan hasil karya asli penulis, tidak terdapat karya yang pernah diajukan untuk memperoleh gelar kesarjanaan di suatu perguruan tinggi manapun, dan sepanjang pengetahuan penulis juga tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh penulis lain, kecuali secara tertulis diacu dalam naskah ini dan disebutkan dalam daftar pustaka.

Apabila Karya Ilmiah / Penulisan Hukum / Disertasi ini terbukti merupakan duplikasi ataupun plagiasi dari hasil karya penulis lain dan / atau dengan sengaja mengajukan karya atau pendapat yang merupakan hasil karya penulis lain, maka penulis bersedia menerima sanksi akademik dan / atau sanksi hukum yang berlaku.

Demikian Surat Pernyataan ini saya buat sebagai pertanggungjawaban ilmiah tanpa ada paksaan maupun tekanan dari pihak manapun juga.

Makassar, 17 Maret 2021

Yang Menyatakan,



(Sam Hermansyah)

NIM : F013171016

ABSTRACT

SAM HERMANSYAH. *Constructivist Approach on Integration of Systematic Reflection in a Partial Immersion Program* (supervised by Noer Jihad Saleh, Abidin Pammu and Nasmilah).

The research aims to address the immersed English integration program to develop students' oral proficiency which covers: 1) the processes of how the partial immersion program developed the oral English proficiency of the first semester students at FKIP UMS Rappang; 2) the similarities and differences in how the processes are practised by the students in the classroom; 3) the difficulties encountered by the students in speaking English through the program; and 4) the teachers and students' perception concerning the partial immersion program.

The research was conducted by applying the pre-experimental design through the implementation of the pre-test and post-test to the particular group of students. Data were collected using the relevant research instruments such as: speaking test, classroom observation, questionnaire, and interview. To ensure the validity and reliability of the research findings, a pilot project was carried out with regards to the questionnaire before it was distributed to the intended samples.

The research result indicates that the test score is smaller than the table score ($1.032 < 2.021$). This score confirms that the application of the program to develop the students' oral English proficiency is significantly effective. The students' achievement in the post-test signifies the improvement in the students' score based on the result of their post-test ($4.375 > 3.083$). The research confirms the effectiveness of the constructivist approach to the integration of the systematic reflection in the partial immersion program (PIP) in developing the students' oral proficiency. The positive perceptions from both the students and teachers are exclusively evident of the research.

Key words: Integration, systematic, reflection, immersion.



ABSTRAK

SAM HERMANSYAH. *Pendekatan Konstruktivis pada Integrasi Refleksi Sistematis dalam Program Perendaman Sebagian* (dibimbing oleh Noer Jiihad Saleh, Abidin Pammu, dan Nasmilah).

Penelitian ini bertujuan membahas: (1) proses Program Immersi Parsial dalam mengembangkan kemampuan bahasa Inggris lisan mahasiswa semester pertama di FKIP UMS Rappang; (2) persamaan dan perbedaan dalam proses yang dipraktikkan oleh siswa di kelas; (3) kesulitan yang dihadapi siswa dalam berbicara bahasa Inggris melalui Program Immersi Parsial, dan (4) persepsi guru dan siswa tentang Program Immersi Parsial.

Penelitian ini menerapkan desain praeksperimental melalui pelaksanaan *pretest* dan *posttest* pada kelompok siswa tertentu. Pengumpulan data menggunakan instrumen yang berupa tes berbicara, observasi kelas, angket, dan wawancara. Untuk memastikan validitas dan reliabilitas temuan penelitian, dilakukan studi pendahuluan terhadap kuesioner sebelum dibagikan kepada sampel yang dituju.

Hasil penelitian menunjukkan bahwa nilai tes lebih kecil daripada nilai tabel ($1,032 < 2,021$). Nilai tersebut menegaskan bahwa penerapan Program Immersi Parsial (PIP) untuk mengembangkan kemampuan berbahasa Inggris lisan siswa sangat efektif. Prestasi belajar siswa pada *posttest* menandakan peningkatan nilai siswa berdasarkan hasil *posttest* ($4,375 > 3,083$). Studi tersebut menegaskan keefektifan pendekatan konstruktivis dalam integrasi refleksi sistematis PIP untuk mengembangkan kemampuan lisan siswa. Persepsi positif dari siswa dan guru secara eksklusif terbukti berdasarkan hasil penelitian ini.

Kata kunci: integrasi, sistematis, refleksi, Program Immersi Parsia



ACKNOWLEDGEMENTS

Alhamdulillah Rabbil Alamin. first of all, I would like to express my gratitude to Allah the Almighty for His blessing and mercies so that I could finish writing this dissertation as part of the requirements of the doctoral program at Post Graduate Program of Hasanuddin University.

In writing this dissertation, I got much help from many people. Therefore, I would like to express my deep appreciation and sincere thanks to all of them, particularly to the committee of supervisors Prof. Dr. Noer Jihad Saleh, M.A, Dr. Abidin Pammu, M.A. Dipl. TESOL, Dra. Nasmilah, M. Hum., Ph.D, without whose fruitful insights, encouragement and comments, this dissertation would never have been completed.

I am indebted to the Rector of Hasanuddin University and her staff and Director of Post Graduate Program of Hasanuddin University, the Dean of Faculty of Cultural Sciences of Hasanuddin University and his staff without whose support, encouragement and guidance; I would never have been able to finish my Doctoral study.

I would also like to express my deep appreciation and sincere thank to Prof. Dr. Lukman, M.S., the Head of Linguistic Program of Post Graduate Program of Hasanuddin University, for his advice and encouragement for completion of this dissertation.

I am heavily indebted to all linguistic lecturers of Graduate Program of Hasanuddin University, especially to my examiners Prof. Dr. Abdul Hakim Yassi, Dipl. TESL., M.A., Prof. Dr. Muhammad Yaumi, M. Hum., M.A, Dra. Ria Rosdiana Jubhari, M.A., Ph.D, Dr. Sukmawaty, M. Hum for their valuable insights, advice, criticism and encouragement provided during my study. Special thanks are due to all my colleagues and sandwich program members whose names could not be mentioned one by one for their help and support during my Doctoral study. I am also indebted to the Rector and Dean of FKIP

UMS Rappang and all lecturers and staff for their permission and assistance to conduct this research at the institution. I would like to express my great and sincere gratitude to my Classmates; Ince Nasrullah, Andi Suwarni, Yuliyannah Sain. Andi Rachmawati Syarif. Jamaluddin, Karmila Mokoginta, Zuhriah, Ibrahim Manda, Firman Şaleh, Nur Ilmi, Sitti Wahidah Masnani, Nursidah, Ika Rama Subandra, Nurasia Natsir, and Widiastuti. who offered help and motivation. I would like to thank them for the supports and guidance.

Finally, I would like to express my great and sincere gratitude to my beloved parents Luda Salam and Masati as well as my wife Sujiyanti Sadiliah, my Son Aditya Rifqi Sam. May Allah the Almighty bless us, amien.

Makassar, February 2021

Sam Hermansyah

List of Figures

Figure 1. Components of language competence	018
Figure 2. Conceptual framework	113
Figure 3. Students' score achievement	134

List of Tables

	Page
Table 1. Classification of Immersion and Language Used	33
Table 2. Rubin's Classification	59
Table 3. Oxford's Diagram of the Strategy System - Direct Strategies	60
Table 4. Oxford's Diagram of the Strategy System - Indirect Strategies	62
Table 5. The language used in developing oral skill through Partial immersion or bilingual	109
Table 6. Scoring system	123
Table 7. The average percentage of the students' score of Oral English Proficiency	126
Table 8. The result of data analysis of mean score for pre-test and post test of The students' Oral English Proficiency	129
Table 9. The data analysis of pre-test and post-test on Oral English Proficiency	129
Table 10. The t-test value of the students' Oral English Proficiency	131
Table 11. Class zone distribution for regular speaking activities without oral Presentation	137
Table 12. Summary of observation for the three programs	145
Table 13. Students' difficulty with English skill in general and speaking (N=40)	150
Table 14. Level of difficulty for regular and immersion speaking program (N=40)	152
Table 15. Level of motivation and participation (N=40)	153
Table 16. Students' perceptions of each of the three speaking program (N=40)	154

Table 17. Students' perceptions of the three speaking program (N-40)	157
Table 18. Students' perceptions of potential usefulness of immersion as Regular class activity (N-40)	158
Table 19. Reasons for liking and disliking the immersion program (N-40)	160
Table 20. Students' choice of three useful programs for developing Oral English Proficiency (N=40)	163
Table 21. Students' opinion on the program changes for facilitating speaking Skill development (N-40)	165
Table 22. Average time spent on the language skill practice outside classroom	165

LIST OF CONTENTS

Cover Page.....	i
Title page	ii
Approval	iii
Abstrak.....	iv
Acknowledgements.....	vii
List of Figures	ix
List of Tables.....	x
List Of Contents	xii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Problem Statement	21
C. Objectives of the Research.....	24
D. Significance of the Research	25
E. Scope of the Research	25
CHAPTER II RELATED LITERATURE REVIEW	26
A. Some Previous Related Studies	26
B. Theoretical Discussion.....	43
1. Definition of Constructivist	43
2. Immersion Programs	58
3. The Natural Approach	70
4. Relevant Factors For Successful Immersion	72
5. Similarities and Differences	75
6. Different Knowledge Support for Teachers.....	77
7. Core Features of Immersion	83
8. Conditions for Success in Immersion Education.....	86
9. Foreign Language Immersion Programs	88
10. Immersion and the bilingual approach.....	93
11. Four approaches of partial immersion or bilingual education	97
C. CONCEPTUAL FRAMEWORK.....	100
CHAPTER III METHODOLOGY.....	103

A.	Research Design	103
B.	Population and Sample.....	103
C.	The Research Variables	104
D.	Instrument of the Research.....	104
E.	Procedures of Collecting Data	106
F.	Data analysis.....	109
CHAPTER IV FINDINGS AND DISCUSSION.....		111
A.	Finding.....	112
B.	Discussion of Findings	118
C.	The extent to which the Partial immersion speaking.....	121
1.	Data Analysis Procedure	122
2.	Questionnaires	134
3.	The difficulties faced by the first semester students	136
4.	The lecturers and students perception	140
CHAPTER V CONCLUSION AND SUGGESTION		176
A.	CONCLUSION	176
B.	SUGGESTION	183
BIBLIOGRAPHY		185
APPENDIX.....		211
CURRICULUM VITAE		258

CHAPTER I

INTRODUCTION

A. Background of the Study

The ability to perform spoken language has become a central issue nowadays that generates the curriculum developers as well as teaching practitioners to redesign curriculum content especially in EFL context. For over more than two decades from 1950 to 1975, the objective of teaching English has been to enhance speaking skills for widening academic and social recognition. As core content within the national curriculum, English contents included other skills, such as listening, speaking, writing, and with still greater emphasis on reading in year 1984 up to 1994. A shift of content orientation underwent slight changes with moderate emphasis on communication and writing at both curriculum year 2004 and 2006 (Minister of Education and Culture, 2012).

The imposition of English as a core subject implies that English is an important foreign language for all learners regardless of their cultural and ethnic background. In Indonesia, the main objective of English language education is to promote discourse competence (i.e., students' communicative ability, both in oral and written language in any communicative events). In order to effectuate the goal, learners also have to learn other competences: actional competence, linguistic competence, socio-linguistic competence, and strategic competence. Thus, discourse competence is the final goal

of language learning while the other competences are treated as the supportive competences but should be firstly acquired (Depdiknas, 2004). English as a foreign language aims to equip the learners with decent communication as well as literacy skills in order to be able to pursue further education overseas. However, proficiency in English is difficult to achieve because English is not the official language of the country and is only in use within school instruction under the English subject and exposure to the target language is relatively rare outside classroom setting. This condition has made it difficult for EFL learners in Indonesia to make sufficient practice required for the language proficiency.

It is commonly known that oral proficiency is an essential skill in interacting with other people from different countries. In doing this, they need a language as a medium of communication as it is a central tool for communication. It is through language that we can interact with others in our world (Derewianka, 1940:3). Through language, we can express our ideas, wishes, thought, and desires. Most human activities require a language. That is why language plays an important role in our daily life.

However, problems will appear when we meet people from other countries who have different languages, cultures and backgrounds and speak their own languages. When we meet with them to establish communication and interaction with them, we are confronted with a problem; we do not understand each other. Therefore, we have to master a certain language with which we

can understand each other In this case, we have to master English as an international language

English is one of the international languages that are widely use in the world. English has been use by many people from difereat countries In Indonesia, English has a vecy important role in technological and cientifie advances, instruments such as computer and internet access use English Meanwhile, a lot of textbooks newspapers and magazines are printed in English. English is also use as a means of. communication within international trade and business. As a result, people who want to have aecess to them (foreigners) should be able to use English .

Realizing the growing demand of English as a means of international communication, it is reasonable that our government places English as a school subject in our education system. Projects have been conducted in onler to improve English teaching and learning in Iodenesia, one of which is revisel the English curriculum

It is the 2004 Competence-Based Curriculum that, hopefully, could improve our educational system .As the name implies, it is improveed on the basis of a certain competence, meaning that it is targeted to achieve a particular competence. Now, the question is, what kind of conmpetence is this going to achieve?with regard to this,, the curriculum (Depdikbud, 2003.2) states 'Language is a means of communication, it is not only a set of rules. Consequently, the model of language competence being formulated is that

preparing students to communicate through the language and to participate within the society of the language users. This model is formulated as Communicative Competence in which the main competence to attain through language learning is discourse competence.

The curriculum defines discourse competence as the ability to communicate either orally or written, in a communicative event. Meanwhile, in order to achieve discourse competence, there are other competencies that should be acquired. The competencies are those that support the mastery of discourse competence. They are, as the curriculum says, linguistic competence, actional competence, socio-cultural competence, and strategic competence. Linguistic competence refers to the ability to use structure/grammar, vocabulary, pronunciation, intonation, punctuation. Actional competence encompasses the ability to select the appropriate speech act and rhetorical improvement in every stage of communication, e.g., opening a conversation, interrupting, and making conclusion. Socio-cultural competence is the ability to use language in an acceptable way in terms of the context of English culture. The last one, strategic competence, constitutes the ability to solve communication problems through repetition, ignorance, or the use of words with similar meaning (Depdikbud; 2003).

In this globalization era, international universities, especially Muhammadiyah University Sidenreng Rappang need partial immersion program, using English as an instructional media and it is hoped that the

existence of English as a teaching medium can truly create a generation of people who are able to face global challenges. Besides mastering the latest fields of science and technology, graduates of international level universities are expected to be able to overcome linguistic constraints when holding international contacts so that they can communicate, negotiate, argue and so on with other nations properly and correctly. With high quality / multilinguality skills, the Indonesian people will be able to stand in line with other nations.

In Relation to the statement above, Hymes in Bachman (1990:83) describes language use as follows:

The performance of a person is not identical with a behaviour record takes into account the interaction between competence (Knowledge, ability for use), the competence of others and the cybernetic and emergent properties of event themselves.

Savignon in Bachman (1990 83) categorizes the communication competence in some characteristics as:

Dinamic rather than static It depends on the negotiation of meaning berveen rwo or more persons (ty is context specific Communication takes place in an infinite variety of situations, and success in a particularrole depemds on one's understanding of the context and on prior experience of a similar kind.

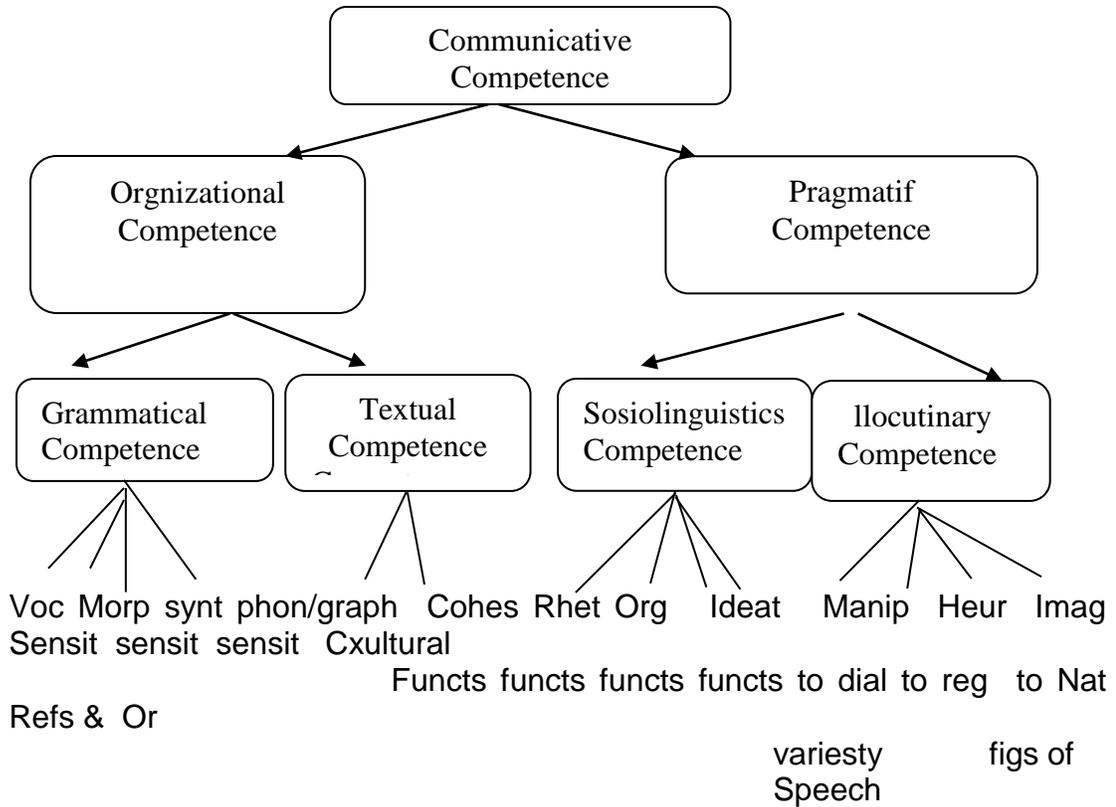
While Kramsch's in Bachman (1990 83) discussion of communication interaction echoes these notions :

Interaction always entails negotiating intended meanings, i.e., adjusting one's speech to the effect one intends to have on the listener. It entails anticipating the listener's response and possible misunderstandings, clarifying one's own and the other's intentions and arriving at the closest possible match between intended, perceived and anticipated meanings.

In actual sense, Second Language learners vary in the ultimate level of proficiency with many failing to achieve target language competence. The variability has been linked to the fact that learners are less familiar and confident with the structural elements and conventions of the target language. The variable performance is often characterized by both interlingual and intralingual errors that emerge as learners improve interlanguage improvement.

Moreover, as a result of the gaps in learners' linguistic repertoire, they often have difficulty in expressing their communicative intentions. This, most of the times, makes them adopt some communication strategies in an attempt to pass across their meaning. This apparent structural and grammatical inadequacy in learners' repertoire presents great challenges not only to the learners but also to teachers and researchers.

Components language Competence of Students



Cited From Bachman (1990.87)

Furthermore, as we see in the diagram above, the definition of language proficiency is deeply entangled in theoretical attitude (Bialystok, 1998). There are the formalist approach and the functionalist approach. The formalist sees language as code. Language proficiency is viewed as ultimate unknowable abstraction that reflects the universal competence of native speakers, the functionalist explains language as the outcome of social interaction in a linguistic environment, and then proficiency is explained in relationship to communicate in specific context. The two perspectives are

equally important. According to Myles (2004), the combination of formal structure or a clear set of standards and communicative application, which includes recognition of variations from the rules are essential to a proper definition of language proficiency. This will make the definition present identifiable standards against which to describe language skills of users in different contexts. Brown (2000) opines that a more complete conceptualization of language performance should therefore acknowledge personal characteristics, topical or real world knowledge, and affective schemata, among other factors related to social and cultural context.

With reference to cultural context, there is variability in the process of second language learning. The variation is often the result of individual learner's difference in motivation and aptitude among others. In this case, learner varieties should be acknowledged (Klein, 1998). It is more useful, then to think of proficiency as a process, in which learners alternate in their use of linguistic form according to the linguistic and situational context (Ellis, 1994). This lends credence to the functionalist perspective which emphasizes students language proficiency and learner's variability.

The early perception of language proficiency viewed proficiency as little more than grammar and lexis. With the advent of students language proficiency, however, the emphasis are no longer on grammatical aspects but also on ability to use language appropriately in different contexts and the ability to organize thoughts through language . Expressing this in a different

way, it may be confirmed that effective communication in English, especially spoken language, requires the understanding of components of speaking such as accuracy, fluency, and comprehensibility.

From the statement above, it is obvious that Competence-Based Curriculum is improved on the basis of a view that language is a means of communication. Thus, the main goal of the curriculum is that students learn English are expected to be able to communicate in English, the students are proficient in using it in real life and within various contexts, both spoken and written. In other words, in learning English the students are expected to be able to create speech.

The concern of English learning has been placed no longer on the acquisition of spoken language components i.e. accuracy, fluency, and comprehensibility. However, it does not neglect the learning of spoken language components since after working with the whole activities, students are encouraged to dismantle it and automatically they have to work with such spoken language components as accuracy, fluency, and comprehensibility from which the speaking interaction is constructed. It means that the spoken language components they have mastered will foster their capability in engaging with various types of interaction.

Considering the importance of interaction in a speaking construction, the present study attempts to focus on the Promoting Partial immersion Program to Improve Students Language Proficiency, in this case, partial

immersion is a way from numerous ways for students to improve their language proficiency..Brumfit (1981) states thatEnglish is an international language and the most widespread medium of communication, both because of the number and geographical areas of its speakers and the large number of non native speakers who use it for part of their international contact.Thus it is not surprisingly that English role is getting more and more important in our life..

The vitality of fluent communication in a foreign language accounts for as fundamental human capital.Indonesian people acquire First Language based on their mother tongue such as Makassaris and Buginis These First Languages are use in their daily communication.A couple of years later they begin to learn Indonesian as their Second Language.In Indonesia, English is not only taught in SD, SMP and SMA but also taught in university.In this case, English is studied as a Foreign Language.Thus it is clear that English is the first Foreign Language taught in Indonesia.Students are expected to practice English in their daily life effectively whether in class or after the class.

In order to gain fluency in oral communication, the students have to master the four English skills (listening, speaking, writing and reading) in the language learning processes All these language skills relate to each other In this relation, Alexander 1967 vi-vin) says that in order to be a skilled performer, the students must become proficient inusing the units of a language It means that, they have to study about vecabulary, pronunciation

and speech act But in this case, as a researcher, the present researcher just profound to concern in one English language skill namely speaking skill because in present researcher pointof view most of the first semester students in some universities still get difficulties in speaking English, that is why speaking is considered the most difficult skill . The students must be trained adequately in the speaking skill to make them easily practice and use the language.Although the learners have mastered the nules they have not learned the correct distribution of rules yet.In fact, some stadents in some universities in Indonesia such as FKIP Universitas Muhammadiyah Sidenreng Rappang get some difficulties in learning English They get difficulties in pronunciation, speech act and culture concepts found in English.These differences can cause learning problems

Speaking is an essential tool to strengthen social interaction to face a challenging world of education. In the skill of speaking for instance, at least students have to master vocabulary well.In this case, vocabularies have essential role in improving communication activities, because they tell listeners when actions are taking place Careful and acurate use of vocabulary is important to make mesage as clear a possidble.In relation with the hackground of this stuly, the present researcher interests in knowing how the students improve their Students language proficiency by focusing on Promoting Partial immersionProgram to Improve Students Students language proficiency.Along with this, the present researcher wants to know how partial

immersion program can promote the students ability in speaking English So in conducting this research, the present researcher uses a mix analysis (Quantitative Analysis, Qualitative Analysis, and Statistics Analysis)

The proficiency in English bridges future recognition of educational development. Learners consequently often evaluate their success in language leaning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency Speaking skills have hardly been neglected in EFLESL courses (witness the huge number of conversationand other speaking courne hooks in the market) though how best to approach the teaching of oral skills has long been the focus of methodological debate.Lecturers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral ability (eg tum taking, topie management, questioning strategies) to indirect approaches which create conditions for oral ability through group work, program work and otherstrategies (Richards 1990)

Interaction refers to what is commonly understood as "conversation" which describes ability to provide social function. When people meet, they eschange greeting, engage in small talk and chit chat, recount recent experiences and so on because they wish to be frienilly and to establish a comfortable zone of ability with others.The focus is more on the speakers and how they wish to present themselves to each other than on the message.Such exchanges may be cither casual or more formal depending on

the circumstances and their nature has been well described by Brown and Yule (1983)

Willingness to communicate (WTC) has important roles in generating oral proficiency process in students' language learning. It refers to personal variable which can affect students' learning process and at the last stage affect students' speaking achievement. The purpose of the research was to find out the willingness to communicate as a students' personality through students' response in scoring system of designed questionnaire and effectiveness of information gap technique as a teaching method to improve students' speaking achievement by Wildhan Burhanuddin, Abdul Hakim Yassi, Ria Rosdiana Jubhari (2019)

The students' intelligence has also played a major roles in enhancing the speaking proficiency. Therefore, this study aims at finding out whether or not there is a significant correlation between students' intelligence and their speaking skills. With regard to the methodology applied in this study, a correlation research was used to determine whether, and to what degree, a relationship exists between two or more quantifiable variables in form of quantitative method by Wira Kafryawan, Hakim Yassi, Nasmilah (2018)

The problem faced by the lecturer is usually the students do not want to speak English in classroom. The students are shy to speak in front of the classroom because they are afraid of making mistakes. They just keep silent and do not want to say something and even it is better for them to keep their

weakness in speaking English. In this case, the present researcher always finds some students who are shy with various reasons such as they are shy if their friend correct and interrupt them when they make mistakes in speaking English. That is why; the lecturers should work hard in creating the communication strategy by applying simple topics to be talked so the students want to speak English in the class. The other problem is in monitoring students' speaking. It is difficult for the lecturer to hear the students one by one in a whole class when all of the students are speaking together. For example: when the students work in pairs or discuss some topics.

Generally, students acquire their First Language relatively unconsciously not aware that they are learning a language at home and in their wider environment. A partial immersion program tries to attempt in replicating this process. From this view, a partial immersion program can promote the students in achieving their speaking ability in the teaching and learning process of the Foreign Language. A partial immersion program also can replicate the instinctive acquisition from birth so the students can express their Second Language easily like native speakers of English.

The achievement in Foreign Language learning can be attributed to the three fundamental variables of successful Foreign Language acquisition namely, the extent of time, the intensity of use, and the quality of exposure through the Foreign Language. In a partial immersion class, almost one hundred percent of class time is spent in both Languages. The objective of teaching

the language is to produce speakers' competence to communicate in the target language, (Paulston and Bruder 1975).

In addition, the aim of this program is the students are immersed in the target language in teaching and learning process. The basic philosophy of using partial immersion program in Second Language teaching is the students will acquire that language easily and naturally. It is a way of bringing a Foreign Language environment into the classroom thereby surrounding the class with the target language.

Partial immersion programs are a form of additive bilingual education because they aim for functional proficiency in both the student's First Language and Second Language, and in some cases as a third language (Genesee, 1994). The most distinctive feature of partial immersion programs is the use of the Foreign Language to teach regular academic subjects, such as mathematics and science. Partial immersion students are expected to achieve the same levels of achievement in these subjects as students learning through the medium of their First Language and at the same time they acquire advanced levels of functional proficiency in the Second Language.

All students, with a few exceptions, acquire proficiency in at least one language without formal direct instruction. It is easy for the students in acquiring their First Language naturally and relatively because it is used to sustain the meaningful communication with others. Partial immersions

programs seek to create the same conditions in a school which associated with First Language acquisition namely, social environments where the individual is motivated to learn the Second Language in order to communicate significantly with others about meaningful and important matters (Genesee, 1987). This approach contrasts with the traditional Second Language instruction where the Second Language is taught for limited periods of time and there are fewer opportunities for authentic and meaningful communication in the target language

Partial immersions program can promote the students to have ability in Second Language communication. The students are trained by their lecturer to speak or express their ideas, feelings, and emotions in target language. In partial immersion programs, lecturer uses only the Second Language for instruction during classroom activity or significant portions (at least 50 %) of the school day . Inductively, students need to learn the language to explore and communicate about their subjects, They also learn the language as part of their every day ability with their lecturer and other students. In other words, students learn and use the language during academic activities Although partial immersion lecturers use the Second Language in all times during designated Second Language periods, partial immersion students continue to use their First Language at the beginning of the program with one another and with the lecturer, usually during the year in an early partial immersion program. The students begin to have all of their

comments in the Second Language with their friends and lecturer after getting basic proficiency in Second Language (Krashen, 1981).

The implication of using partial immersion programs in teaching and learning process, the-EFL teacher or lecturer will encourage indeed expect their students to use the Second Language when their students have acquired basic proficiency in it, on the assumption that using the Second Language will promote its acquisition Because the primary focus in partial immersion classroom is on meaningful communication through Second Language. In partial immersion program, the Second Language Learning is often incidental to make classroom life normally in academic learning and social interactions, Students acquire the language inductively by using their natural language learning abilities.

Dechant (1982: 311) states that "understanding includes the correct association of meanings with word symbols, the choice of meanings that are truly supported by context, organization and meaning retention, the ability to reason someone's path through smaller segments of mind, and the ability to search the meaning of the idea of greater unity ". Other sources also Klingner, et al (2007: 2) states that "Understanding of reading is the process of constructing meaning by coordinating a number of complex processes that contain reading words, world knowledge and words, and fluency" Reading comprehension of how to correct the right strategies is efficient understanding. Some strategies are related to bottom-up procedures, and

improve other top-down processes (Brown, 2000: 306). Based on the above understanding, reading comprehension is strategy the reader uses in the formation of meaning which the reader then translates through their own language.

Teaching and learning activities are the core activities in education. Everything that has been programmed will be implemented in the learning process will involve all the components of teaching, learning activities will determine the extent to which the established goals can be achieved in teaching and learning activities, educators should pay attention to individual differences students, namely on the biological, intellectual, and psychological aspects. Understanding these three aspects will close the relationship of educators with learners, making it easier to constructive approach.

In a teacher-centered approach, there is no group work while student interaction in group work is an important element in the learning process. Various complaints and difficulties that arise in schools tend to occur due to lack of application and approach between teachers and students. Many students have difficulty learning English, one of the problems is reading comprehension. So they have difficulty getting information from the text. In fact, many vocabulary and structures differ from their native language and lack of motivation in reading English texts to see long, boring texts in textbooks and in paper texts. It is expected that consistent implementation so that the goals and reasons for the government to develop this new curriculum

can be achieved, this curriculum emphasizes the activities of students to find the concept of learning with the teacher acting as a facilitator. The reason underlying the government developing and implementing this latest curriculum is to face increasingly advanced global competition. Therefore, researchers apply a constructivist approach.

Constructivism is the result of 'mental construction' - students build their own understanding by reflecting on their personal experiences, and by connecting new knowledge with what they already know. Each student makes his 'change' or mental model to understand the world, and accommodate new knowledge (learning) by adjusting it. One of the principles that supports learning is to look for meaning, therefore, to be effective, a teacher must help students find their own meaning.

Reasons for Choosing the Topic

A number of considerations are proposed to the importance of conducting this research. They are as follows:

1. Many studies concern deeply about the use of partial immersion program in teaching and learning process especially in promoting partial immersion to improve students' Students language proficiency in university level.
2. Partial immersion as a learning strategy is not considered new in teaching and learning process in some universities in other countries and even in

Indonesia but once again partial immersion is considered new in FKIP Universitas Muhammadiyah Sidenreng Rappang. Therefore, the researcher attempts to know how the partial immersion program can promote the students to improve their Students language proficiency

3. In some cases which are found by the students, speaking skill is one of the English skills which is difficult to be mastered. Students need to have an extra time to exercise to be good at speaking By expressing their own ideas; hopefully it becomes very helpful for students to have a good skill in speaking English.
4. Students are immersed in Foreign Language during classroom setting In this case, the students are familiarized with the English as target of teaching
5. Assuming this, hopefully the lecturer only uses one language to keep the students' attention in teaching and learning process especially when they teach speaking
6. Through partial immersion programs, the lecturers manage the classroom in Promoting constructivist approach to the integration of systematic Reflection in A partial immersion Program (PIP) to Develop Students' Oral English Proficiency through both languages. It means that the students learn content through both Languages
7. Teaches Foreign Language and promote bilingualism. Through Promoting constructivist approach to the integration of systematic Reflection in A

partial immersion Program (PIP) the students can enhance their ability in both languages

B. Problem Statement

Partial immersion program is one way from numerous ways to cater the students need in learning English as a Foreign Language. The students are immersed with the target language during classroom activities. Assuming that, partial immersion approach will encourage the students to enhance their speaking ability and they will have a lot of time to practice their subject dealing with English. The main target of this approach is the lecturer stands as facilitator for preparing subject to be learned. Students will have position as a learning subject to avoid the gap between them.

Partial immersion program is educational programs in which two or more languages are use for academic instruction. One of the languages is the students' First Language and the other is a Second Language or Foreign Language In This view .in shelter immersion the language use is about 30 % - 70 % in classroom activities, means that in shelter immersion the students' First Language is use for about 45 - 60 minutes per day and then increases gradually so that approximately 50 % of the day istaught through the First Language and 50 % through the Second Language , while partial immersion means that at least 50 % of the curriculum is taught through the second or

Foreign Language. In a typical total immersion program, 100 % of academic instruction is taught through the Second Language ;(Cummins 1979).

In some big cities in Indonesia, like Jakarta, Surabaya, Bandung and Makassar the use of English is getting more and more increasing in frequency (Yassi 2001). There are three circles that represent the spread of English in terms, the inner circles, outer circle and the expanding circle. The inner circle represents those countries where English is the mother tongue. In the outer circle English has become institutionalized as an additional language as a result of extended periods of colonization. Moreover, in the expanding circle English is considered the primary foreign language as the case in some countries such as Mexico, Spain, Bulgaria, and Indonesia, (Kachru (1985).

Based on the explanation above, the present researcher classifies the use of Partial immersion in teaching and learning process in the following table

Table 1. classification of Partial Immersion and Language Use

Session	Type of partial Immersion	Type of interaction	Language use	Classification
1-4	Transitional	TS-SS	In this session students first language is more dominant than second language	Session 1 until session 7 in teaching and learning process
5-7	Maintenance	SS-SS	In this session FL and SL are equal in use	
8	Mid-Test			
9-12	Maintenance	SS-SS	In this session FL	Session 9 until

13-14	Immersion	SS-MT	is less than SL in use	session 15 is teaching and learning process
15	Immersion	SS-MT	In this session, teacher and students are expected to be monolingual in second language	
16			Final- Test	

The study aims to enhance the understanding of the nature and the perceived effectiveness of the partial immersion program at the university level. The history of linguistics has shown the fact that the partial immersion as a part of partial immersion or bilingual has long been an endless issue studied by sociolinguistics. Auer (1998) stated that during the last thirty years, we have experienced a sharp rise of scientific interest in phenomena of bilingual speech as mean of partial immersion. Bloom and Gumperz (1972) stated that aspects of partial immersion speech have moved it into the focus of interest of a great number of researchers in syntax, sociolinguistics, and psycholinguistics. Based on the review of the literature and the purpose of this study, the research questions addressed are:

1. Does the constructivist approach to the integration of systematic Reflection in A partial immersion Program (PIP) at Universitas Muhammadiyah Sidenreng Rappang ?”
2. Why is the issu partial immersion programs is very important in the first semester students of FKIP Universitas Muhammadiyah Sidenreng Rappang?

3. What are the students need for studying the partial immersion program of FKIP Universitas Muhammadiyah Sidenreng Rappang students normally get in classroom
4. How is the study constructivist approach for first semester students of FKIP Universitas Muhammadiyah Sidenreng through partial immersion programs?

C. Objectives of the Research

Based on the statement above, the researcher narrowed down into specific aims

1. to find out whether or not the constructivist to the integration of systematic Reflection in A partial immersion Program (PIP) at University of Muhammadiyah Sidenreng Rappang
2. To find out issu partial immersion programs is very important in the first semester students of FKIP Universitas Muhammadiyah Sidenreng Rappang.
3. To find out the students need for studying the partial immersion program of FKIP Universitas Muhammadiyah Sidenreng Rappang students normally get in classroom
4. To find out the study constructivist approach for first semester students of FKIP Universitas Muhammadiyah Sidenreng through partial immersion programs

D. Significance of the Research

The finding of this research expected to be useful information and contribution to linguistic study particularly in language teaching; also it could be used as a reference for the next researcher. This study also helps students to promote their students' language proficiency. Especially for the authority, to have language policy in the university's advice and in the teaching and learning process where the students' language proficiency is the main target of learning.

E. Scope of the Research

This research is restricted to a constructivist approach to the integration of systematic reflection in a partial immersion program to promote the students' language proficiency. The present researcher focuses his research on observing the students' language proficiency in the teaching and learning process by using a partial immersion program. By discipline, this research is under applied linguistics. By content, the research involves some skills such as: carrying out oral presentations, socializing, making sentences, describing events, describing accidents, personal identity, meetings, telephoning, debating, story-telling, and telling experiences, taking part in class discussions, questions and answers in class. Then, by activity, the research focuses on improving students' language proficiency in both languages.

CHAPTER II

RELATED LITERATURE REVIEW

A. Some Previous Related Studies

Partial Immersion Program English is a improving learning program in Indonesia. This program is a program that emphasizes foreign languages in the lessons of each participant. Student background, culture, variety of mother tongue owned by students, and intensity of students in using foreign languages in the process of improving learning in this program.

There has been an overwhelming of studies already documented in relation to constructivism in various contexts of language learning. The majority of research already undertaken came up with generated findings that confirm effectiveness of the theory in support of language proficiency. This findings are addressed in subsequent appearance in the following.

Olusegun (2015) in his journal entitled, "Constructivism Learning Theory: A Paradigm for Teaching and Learning" Constructivism represents one of the big ideas in education. The implications for teachers teaching and teaching and learning are exclusively evident. If we strive in reform education for all students to succeed, we must focus on students. To date, the focus on student-centered learning is perhaps the most important consideration of constructivism. This article, discusses, discusses the theory of constructivism learning as a paradigm for support and learning. Constructivism is a learning

theory found in psychology that explains how people can acquire knowledge and learning. Because it has a direct application to education.

Doyle (2005) describes Immersion as a method of assessing language where the language becomes the main tool used in giving instructions as content. This program was first started in 1965 in the St. community. Lambert is located near Montreal, Quebec. This dyeing program is a joint product of efforts carried out by parents, education authorities, and researchers who are looking for solutions to improve French language relations with children who use English in Quebec.

Baker (2006) provides a similar definition of the Partial Immersion Program, which is a teaching method where the target language is used in the contents of the curriculum as well as the instructional media used.

Cook (2001) found that the students get some strategies better suited to their language acquisiti

on needs than others; linguistic problems are often subject to avoid the strategies or are integrated into other areas where the student is able to comprehend, thus mitigating the negative impact of comprehensive is failure in one area of language. Even, those Second Language students who appear proficient have adapted these coping strategies, and unconsciously alter or adapt inter and intra lingual strategies in communication, particularly in the areas of phonological morphological, syntactical, and basic discourse. These

coping strategies are not manifested in the student's native language, thus suggesting that they use an original adaptation improved by the student specifically to achieve the purpose of improving Second Language communication skills without reducing the perceived degree of comprehension enjoyed by the student.

Numerous studies about language learning strategies (LLS) or communication strategies (CS) are carried out. The distinction between LLS and CS are not clearly identified until Tarone (1995:102) proposed the taxonomy of CS which is still considered as the most important typology that is product oriented in the field as most of other taxonomies have been improved from it. Tarone (1995:290) defined learning strategy as "an attempt to improve linguistic and sociolinguistic competence in the target language to incorporate these into one's interlanguage competence". In other words, learning strategies relate to input, processing and retrieval of information. The goal of learning strategies is to learn the target language. Whereas, communication strategies relate to output expressing ourselves, deliver messages to others as Tarone (1995:287) defined communication strategies as a way "to compensate for some deficiency in the linguistic system, and focus on exploring alternate ways of using what one does know for the transmission of a message without necessarily considering situational appropriateness".

Diaz-Rico and Weed (1995) suggest that those programs could be called enrichment immersion. Most of the immersion programs in elementary schools start with a ratio of 90/10 which means that 90 % or more of the teaching is in the target language and 10 % or less in English . Then , it usually shifts to 50/50 in the upper grades (ie, 3rd through 5th). However, many teachers have come to believe that the best ratio is 40/20 in the upper grades as achievement in the target language is much higher than with a ratio of 50/50, whereas achievement in English stays the same (Met, 1993).

While high levels of fluency are normally achieved in immersion, it is not always the total ease and accuracy of the native speaker. A tendency to 'smurf', using a small number of high-coverage items, may lead learners' immersion language to fossilize' or reach a 'plateau' (Johnstone 2002:44). What level of linguistic accuracy can one expect? Seidlhofer (2003: 19) asks to what extent International (written) English native speaker conventions of use" She asks 2003: 18). are there commonly use constructions, lexical items and sound patterns which are ungrammatical in Standard.. English but generally unproblematic in International English) should be "subjected to correction to conform to what are still taken as being communication?

While suggesting that an "index of communicative redundancy" (ibid.) could be established, there is nevertheless a limit to how far the emerging 'interlanguage' of learners could depart from the norm. Instead of the

aspiration to reach Native speaker standard, a more realistic aim might be to achieve the level of the Expert Speaker. Ó Baoill (2002) has considered the need to improve different language registers for different contexts

Messerklinger (2000) found that the two approaches to language teaching namely language immersion and content-based language teaching. Both approaches differ in their goals since they address the needs of different learners. Whereas language immersion attempts to improve bilingual language abilities in children, content-based programs are designed for older learners and are either a way of teaching certain language skills in certain subjects, such as helping university students improve the ability to read English language science texts, or they can be a motivating alternative, a literature class for example, to the usual language courses offered at high schools or universities. In the one, language teaching is made part of the content; while in the other content is made part of the language teaching

Liang (2005) found that there are some factors that influence children's Second Language acquisition namely (1) Motivation, when kids are highly motivated they can learn enthusiastically and effectively, (2) Personality, when kids are cooperative, active, they will open up and like to communicate with others, showing great concern to themselves and others, (3) Memory, good memory is one of the key factors in learning a language. Children who have a good memory will have a good sense of detecting slight differences between things, (4) Age: we compare the time

children adapt themselves to the immersion in the kindergarten and elementary school and find out that the first stage for children in the kindergarten is only two weeks and for pupils in the elementary school it is over one month. Furthermore Liang says that English Immersion Program can enhance these factors. The case study of the kindergarten boy Michael in Liang (2005) shows us that through the Immersion he has learned to sing well. He has improved a good sense of music about the beats and rhythm. He has been improved to have a very good memory and is very cooperative and communicative. He is also excellent in the drawing, dancing and arithmetic.

In Singapore, language immersion at a young age are also proven to be successful (Eng, Gan, and Sharpe, 1997) Huang's (2004) research on English immersion preschools in Taiwan suggests that children in immersion preschools achieve satisfactory level in the Second Language without harming their First Language improvement. Even though it are not the purpose of this research paper to examine the effectiveness of English immersion preschools, during the data collection process, Huang's (ibid) found that these beginning students quickly adapted to the immersion setting and are comfortable communicating with each other in English after a very short period of time. The amazing ability they demonstrated when engaged in peer-teaching and language creation also proves that the immersion setting

provided them with a natural and stress-free environment for their English to strive .

Kaur (1997) indicated that the camp did not make a significant impact as far as language proficiency and reading improvement are concerned. One reason is that the same amount of exposure and training are not maintained after the learners returned to the original environment. One of the recommendations put forth is that future projects should include training in strategies for reading and writing in addition to increased exposure to language. However, it is interesting to note an important perspective that is emerging in language curriculum, instruction and teaching. Educators are now concerned with strategies learners use or could use to learn effectively (Oxford, 1990; Lydia, 2003)

A brief summary of some of the published literature concerning the academic impact of participation in early language programs follows. Thomas, Collier and Abbott (1993) conducted a study comparing English language arts and mathematics test scores of immersion and non-immersion students in first, second, and third grades. Their sample included 719 partial-immersion students and three comparison groups: a local, non-immersion group comparable to the partial immersion students; a district-wide group based on the typical performance of students in the district; and one national group based on the performance of students nationwide.

Their results indicate that the immersion students did as well or better than the non immersion students in mathematics, as measured by scores on the Fairfax County Public Schools Program of Studies (POS) Mathematics Test. While the difference between the immersion students' scores in English language arts and the scores of the local control group are not statistically significant, the immersion students' scores are more than one-third of a standard deviation higher than the district-wide mean. These scores are noteworthy because the immersion students only received half of their instruction in English, while the comparison groups received all their instruction in English.

Immersion programs and student achievement is also evident from the wide variety of learning context that show beneficial factors. Some of the advantages of the Partial Immersion Program that includes, firstly, stimulating second language learning as a whole. One important characteristic of the Partial Immersion Program is that second language was introduced as a holistic system that aims to communicate meaning. Students who take part in this program are usually introduced to comprehensive academic vocabulary and language structure, ranging from the simplest to the most complex category. Secondly, the PIP enhances fluency in the linguistic performance for students who follow this program. This program enables the students to use the target language without experiencing significant difficulties, especially matters concerning academic topics and class routines. They are able to use

varied academic vocabulary. Thirdly, the program support the improvement of strategies for understanding language. Students participating in the Partial Immersion Program are accustomed to preparing language primarily based on meaning, or by paying attention to the meaning or content of a speech.

Attention has also been placed on the effectiveness of the PIP program that encourage scholars to reveal their perspectives. Lambert & Tucker (1972) found that Student immersion programs in France had the perception that the program fun and they don't show signs of doubt. Student views immersion about ethnolinguistics groups are very proud. This was indicated by a group of English-speaking children. This evidenced was ollowed up by another scholar, such as Cziko, Lambert, and Gutter (1979) who demonstrated that when implementing immersion programs, immersion students showed positive behavior towards English in Canadian culture and languages (L1 and C1).

Numerous research studies provide compelling evidence of the academic cognitive, and socio-cultural benefits of language learning. The academic benefits of language learning are well documented. Research shows that students can achieve high levels of proficiency in a Second Language without suffering negative effects on native language proficiency or achievement in other academic subjects (Caldas & Boudreaux, 1999)

Bamford and Mizokawa (1991) docume nted that magnet students outperformed their non-magnet peers in most academic subjects and years

on the Iowa Test of Basic Skills (ITBS), even after controlling for individual background variables such as minority and poverty status. The district tracked the performance over time of four "cohorts" of students at magnet and non-magnet schools, Bamford and Mizokawa (1991) summarized one cohort study which focus on a 1988 kindergarten cohort in an elementary Foreign Language immersion school. The kindergarteners are the first group of students enrolled full-time in an elementary Foreign Language program. The study results showed that while the kindergarteners scores fluctuated initially, by the fifth grade, the Foreign Language students performed better than district averages and national norms. The Foreign Language students scored particularly well in math..

Several authors (Caldas & Boudreaux, 1999; Lang, 1990) who studied the relationship between academic achievement and elementary Foreign Language programs in Louisiana arrived at similar conclusions. Caldas and Boudreaux's (1999) study of French immersion students in 13 Louisiana elementary and middle schools yielded similar results. Their sample included 1,941 immersion and non immersion students in Grades 3, 5, and 7. Their study compared 1997 spring LEAP scores of students in French immersion programs with non-immersion students and found that immersion students performed better than non-immersion students in all three grade levels on both the English language arts and the math sections of the test. The positive correlation in these studies between Foreign

Language immersion and mathematics test scores is particularly significant because the mathematics instruction are conducted entirely in French. Furthermore, Caldas and Boudreaux (1999) controlled for student race and school poverty level-an element often missing in extant research on immersion programs.

Fortune and Tedick (2003) partially corroborated Caldas and Boudreaux's findings of a positive effect of immersion education on Black achievement. Haj-Broussard compared achievement scores of White and Black students in regular education classes and French immersion and non-immersion students in Louisiana Public Schools on the fourth grade LEAP test. While French immersion students had scores that are equal to, or higher than their non-immersion peers, the achievement gap persisted in several disciplines. There are an achievement gap between White and Black immersion students on both the math and language arts sections of the LEAP test, and between White and Black students in language in both immersion and non-immersion educational contexts.

The mean scores of Black immersion students fell between the White and Black regular education students. Fortune and Tedick (2003) found that the context of French immersion education appeared to bridge the achievement gap between White regular education and Black immersion students

Furthermore, Fortune and Tedick (2003) compared FLES students with non-FLES students to investigate whether elementary Foreign Language study contributes to academic achievement. Fortune and Tedick (2003) found that while the FLES students' scores in reading are not significantly different than the non-FLES students, their math and language scores are higher. One teacher in their study is particularly surprised by the higher math scores because she had taken the time for the Spanish lessons out of instructional time normally designated for mathematics. Her students had received 90 minutes less math instruction per week, yet they still outperformed their non-FLES peers. Hickey (2004) measured academic achievement by using the 3rd grade ITBS and the 4th grade LEAP. She found that FLES students scored significantly higher than their non-FLES peers on every subtest of the LEAP test. They outscored their non-Foreign Language peers on the language portion of the ITBS test.

Hickey (2004) found no correlation between FLES participation and test scores. The students in Schuster's study participated in a 30-minute FLES period two times per week. He compared the ITBS scores of FLES students with non-FLES students and found no statistical difference. These results, however, still support the benefits of early language learning, because the FLES students' test scores are on par with the non-FLES students, in spite of reduced instructional time in the core content areas due to the FLES program. FLES students had one less hour of instructional time

per week, yet they received similar test scores as non-FLES students. The FLES students, however, had the benefit of learning a Second Language

All these studies make causal attributions regarding the link between early Foreign Language education and test scores. With one exception (Hickey, 2004), they all make the assertion that Foreign Language study causes students to do better on academic achievement tests. As a Foreign Language teacher and speaker himself, he wanted very much to believe that students at South Boulevard do well in other academic subjects because they are simultaneously learning a Second Language. However, this study does not claim to find correlations between student achievement and Foreign Language study.

He argued that the unique culture created by the immersion curriculum contributes to South Boulevard's high test scores. Other studies support the cognitive benefits of multilingualism, suggesting that bilinguals often have cognitive and linguistic advantages over monolingual students when it comes to divergent thinking, pattern recognition, and problem solving (Bamford & Mizokawa, 1991; Hakuta 1985; Lambert, 1990). Lambert (1990) compared student scores in grades one, four, and six on the Torrance Tests of Creative Thinking in two pairs of schools (one FLES and one non-FLES). Statistically significant differences are not found in fourth grade, either. However, the FLES students in sixth grade outperformed the non-FLES group. Landry attributes this positive change in favor of the FLES students to

the fact that in this particular FLES program, reading and writing in the target language do not begin until fourth grade. Since the tests are administered in November, the students in the fourth grade sample had not had the benefit of conscious, overt instruction in reading and writing. The students in the sixth grade sample had had more than two years of such overt instruction.

Bamford and Mizokawa (1991) compared nonverbal problem-solving skills of a second grade Spanish immersion class with a similar monolingual class in the same community. They compared fall and spring administrations of Raven's Coloured Progressive Matrices, in children 12 years and younger, a test commonly used to assess perceptual reasoning processes. Their research demonstrated that the Spanish immersion students came up with superior growth in nonverbal problem-solving over the course of the school year.

Another potential perspective of language learning concerns socio-cultural aspects. Learning another language allows students to broaden their horizons in developing social interaction with members of other cultures. Language study also promotes appreciation, tolerance, and respect for other cultures and peoples. Furthermore, Lambert and Tucker's (1972) study provides an example of this socio-cultural benefit. In their study, immersion and non-immersion students are asked to rate themselves, English Canadians, and French Canadians on 13 bipolar adjectives such as friendly-unfriendly. The immersion students make more favorable assessments of

French Canadians than the non-immersion.English-speaking control group. In another part of the study, 84 % of students reported that they would be happier to be French Canadian, while only 48 percent of the non-immersion group responded in this way.

In another study by Cziko, Lambert, and Gutter (1979) the fifth and sixth grade immersion and non-immersion students were asked to asses the similarity or dissimilarity of pairs of concepts such as themselves as individuals, monolingual English Canadians, monolingual French Canadians, bilingual French Canadians, and bilingual English Canadians. Early immersion students in their sample perceived themselves as more similar to bilingual English Canadians and bilingual French Canadians than did the late immersion or non immersion students, prompting the authors to conclude that "the carly immersion experience seems to have reduced the social distance perceived between self and French Canadians" (Cziko, Lambert, &Gutter, 1979, p. 26).

In spite of these studies, Pettigrew (2004) cautions that the results of the body of research on the links between Foreign Languages study and attitudes are inconclusive. In other words, justification can not be made that all Foreign Language instruction will lead to positive attitudes (p. 33). This is based on the arguments that a positive attitude towards the target language and culture can facilitate Second Language (L2) acquisition. Assumption can not be made, however, that the causal relationship works in the other

direction- that 12 acquisition necessarily contributes to the improvement of positive attitudes towards the target culture. This study, however, does find that the culture created by the immersion curriculum is important in promoting and enhancing relationships between students. Notwithstanding the evidence in favor of early language learning, others argue against its efficacy. Garcia (2004) argues that although immersion programs have been culturally and politically successful, they fail linguistically, resulting in students whose target language proficiency is poor and underimproved.

Regarding South Boulevard's students' target language proficiency, no official tests have been administered to determine their language skills and/or deficiencies. The school has recently improved their own oral proficiency interview that they have conducted at the end of the last two school years to help them determine how well students' second Language skills are improving. Students are interviewed in their Second Language by a teacher (other than their regular classroom teacher) who assesses their speech on a scale from 1 (needs work) to 4 (every good) according to fluency, comprehension, and vocabulary. Because of confidentiality rules and norms, I did not have access to these test scores. As an academic training and professional experience as a Foreign Language educator combined with time spent at the school, however, lead the teacher to conclude that the majority of students at South Boulevard have excellent listening comprehension skills, near- native pronunciation, and good speaking

skills in controlled familiar situations. Students make numerous grammatical and syntax errors in speech particularly when they branch out to conversation topics outside the school setting-yet these mistakes do not impede communication.

As with all content areas and skills, some students' language skills are superior, while others' are weak. Since reading and writing in the target language are not a focus of the curriculum, students' skills in these two areas are not as strong. Perhaps most importantly, students at South Boulevard speak their target language with confidence and ease. They are willing to take risks with the language and are not afraid of making mistakes-a problem common with older language learners. They occasionally speak "Franglais" or "Spanglish"-as do their native speaking teachers. For example, during one lesson I observed, a fourth grade teacher will ask her class to explain what a "recurso natural" (natural resource) are. A boy immediately raised his hand and offered the following impromptu explanation: "Un recurso natural es una cosa que una persona no build; es de nature" (A natural resource is something that a person doesn't build: it's from nature"). He neither stumbled nor hesitated. The teacher enthusiastically accepted his response and continued with the lesson. In sum, South Boulevard students' target language skills are something of a mixed bag. Yes, they make mistakes in oral and written communication. But they also understand the target language, speak it

fluently, and are understood by each other, their teachers, and by native speakers not part of the South Boulevard community

Although support for early language learning is not universal, as Garcia's critique illustrates, the majority of research does favor it. We live in an increasingly diverse world with an increasingly diverse student population. Lingley (2006) predict that language-minority children will account for 40 percent of the school a population by the 2030s ige. Furthermore, strong language skills are increasingly important in the age of information, where international communication is commonplace. Those proficient in multiple languages will have greater, easier access to this information and are better able to take advantage of the benefits of multilingualism.

B. Theoretical Discussion

1. Definition of Constructivist

Constructivism is an epistemology or theory used to explain about people knowing what they know, ideas and problem solving, thinking, and development. When people solve problems and find ways to solve them - by reflecting on past and direct experiences - they build their own understanding. Thus learning is an active process that requires changes to the learner. This is achieved through activities carried out by students, including the results of this activity, and through reflection. People only really understand what they have built.

One way to organize views constructivist is talking about three form of constructivism; constructivism psychological / individual / endogenous, social / exogenous constructivism, as well as dialectical constructivism (Palincsar,1998; Philips, 1997). We can just a little oversimplify with say that constructivism .psychological focus on how individuals use information, resources, and help from others to build and improve mental model and problem solving strategy. Conversely constructivism social / exogenous view of learning as increased ability to participate with others in meaningful activities within culture (Woolfolk, 2009; Windschit, 2002).

2. Language Learning Strategies

Language leaning strategies are generally categorized as cognitive, meta- cognitive, and socio-affective strategies (O'Malley &Chamot, 1990: Oxford, 1990) Among the three strategies, cognitive (eg, translating, analyzing) and meta- cognitive (eg. planning, organizing) strategies are mostly use by Second Language leamer (O'Malley & Chamot, 1990).Little research has been done on socio- affective strategies because learners lack familiarity in paying attention to their own feelings and social relationships as part of the Second Language learning process Oxford, 1990).Various researchers support this notion that the good language learners use the Second Language learning strategies effectively to accomplish the goal of students language proficiency.They select and apply the strategies to deal

with difficulties and they can explain why and how they implement such strategies (Bialystock, 1978; Chamot, 1993; Chamot & Küpper, 1989)

Considerable research attempts to define the term "Language Learning Strategy", for example, Oxford (1990) it is "specific actions by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations"

Personal primary research table traces the progression of the definition of learning strategies from a general to a more specific definition. But the consistent with all of the definitions are the mention of learning strategies as behaviors, feelings, thoughts and methods that assist in the learning of a new concept and language. Meanwhile, learning strategies have also been identified as conscious and unconscious in nature, saying that a person may not be aware that he/she is using strategy. The definition learning strategies are considered as helpers or aids in the improvement of language or any other subject of interest

3. Types of Learning Strategies

Definition of learning strategies, there are different types of Language Learning Strategies (LLS). First, LLS refers to the method taken by the language learner to be able to communicate with other Second Language learners or First Language speakers. Second, LLS enhance language learning and improving the students' language competence as reflected in the

learner's skills in Second Language listening, speaking, reading, or writing. Third, LLS may be visible (behaviors, steps techniques, etc.) or unseen (thoughts, mental processes). Fourth LLS involve information and memory (vocabulary knowledge, grammar rules, etc.). In addition to improve the students' language proficiency, LLS are important because researcher suggested training the students to use LLS because it can help them become better as the language learners. Ellis (1994)

Researchers have also come up with different types of classifications in the learning strategy system (Cohen, 1998; Ellis 1994, O'Malley & Chamot, 1990 Oxford 1990, Rubin, 1987) Most of these classifications reflect more or less the same categorizations. First, Rubin's classification (1987) involves three types of strategies: learning, cognitive and metacognitive strategies. Under the classification of learning strategies, there are two subgroups: the cognitive and the metacognitive strategies. Cognitive learning strategies are steps required in problem-solving whereas metacognitive learning strategies are used to regulate language learning. Communication strategies refer to strategies used when speakers need to clarify meaning. Social strategies are implemented when social action takes place. Rubin's classification is summarized in the following

Table 2:

Table 2. Rubin's classification (1975)

1 Learning Strategies	<ul style="list-style-type: none">i) Cognitive learning strategies<ul style="list-style-type: none">1. Clarification/Verification2. Deductive reasoning3. guessing/inductive/inferencing4. memorization5. monitoring6. Practiceii) Metacognitive Learning Strategies<ul style="list-style-type: none">1. Choosing and prioritizing2. Setting Goals3. Planning Learning Strategies
2 Communication strategies	Strategies needed to overcome a Misunderstanding or when difficulties occur during the communication process
3 Social strategies	Emerge on the surface whe social action takes place and knowledge in practiced

Rubin (1975, p23-29)

Rubin (1975) attempted to provide a comprehensive list of learning strategies and their different subtypes, but he failed to identify learning strategies adequately that occur during communication and social

ability. Rubin (1975) are able to delineate a number of communication and social strategies adequately, it could be said that the same learning strategies can be used in communication and social situations. Rubin (1975) identifies cognitive and metacognitive learning strategies but Oxford's system of language learning strategies (1990) divides language learning strategies into two categories: direct which consist of memory, cognitive and compensation strategies and indirect which includes metacognitive, affective and social strategies. Memory strategies are used for information storage; cognitive strategies are used for making sense of one's learning and compensation strategies are used to overcome the gaps in communication. Similar to Rubin's classification, Oxford's metacognitive strategies are also used to regulate language learning. Affective strategies are related to learner's emotional state and social strategies help the learners to increase the abilities in the target language. Table 3 presents the summary of Oxford's Diagram of the Strategy system.

Table 3. Oxford's Diagram of the Strategy system - Direct Strategies

- | | | |
|---|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Memory strategies | For Remembering and retrieving new Information |
| 2 | Cognitive strategies | Useful for understanding and recalling new information –important functions in the process of becoming competent in using the new language |

- 3 **Compensation strategies** Aid learners in overcoming knowledge gaps and continuing to students language proficiency to blossom

Oxford (1990-16)

Direct strategies identified by Oxford (1990) refer to the strategies that have an immediate role in the production of language and learning. However, instead of identifying what specific memory strategies are, it only described what a memory strategy can be, as well as the other cognitive and compensation strategies. One would notice that memory and cognitive strategies are almost similar in thought and would confuse the reader to consider what a memory strategy is and when it becomes a cognitive strategy. In the same light, Oxford (1990) also described the indirect strategies as metacognitive, affective and social. Metacognitive are defined as beyond the cognitive, which falls short in adequately identifying what it is. Metacognition involves thinking about one's own thinking. It is a cognitive process and is directed towards critically thinking about what has been learned and processed. Affective strategies are also described as self-confidence enhancers, which is actually an indirect strategy since a person who does not have confidence to use a new concept or language will not do. So, it is almost similar to the affective theory by Krashen (1989) on language acquisition.

Table 4. Oxford's Diagram of the Strategy system-

Indirect Strategies Beyond the cognitive, help learners to regulate their own cognition and to focus 1 Metacognitive strategies

Table 4. Oxford's diagram of the strategies system- indirect strategies

1 Metacognitive strategies	Beyond the cognitive,help learners to regulate their own cognition and to focus ,plan and evaluate their own process as they move toward communication
2 Affective strategies	Improve to self-confidence and perseverance needed for learners to involve themselves actively in language learning,a requiement for attaining students language proficiency
3 Social strategies	Provide increas ability and more empathetic understanding,two qualities necessary to reach students language proficiency

Oxford (1990-16)

Language learning strategies are highly diverse among students acquiring a Second Language.These Second Language strategies can be classified in the following: (a) systems related to successful language learners (Rubin, 1975: (b) systems based on psychological functions (O'Malley&Chamot, 1990); (c) systems dealing with linguistics such asguessing, language monitoring, formal and functional practice (Bialystok. 1981) and (d) systems related to separate language skills (Cohen, 1990)

3. Language Learning Strategies and Spoken Communication Strategies

Selinker(1972) introduced the concept of interlanguage initiated the earlyimprovement of communication strategies. He identified the Second Language learners linguistic behaviors referred to as learner language, However, Selinker (1972) did not go into detail about the nature of these strategies. Rubin (1975) further identified the strategies of successful language learners fromthe "good language learner" studies in the early seventies. Rubin (1975) found that good Second Language learners are good guessers, willing to communicate and not afraid to make mistakes, observe and analyze patterns in Second Language production, monitor their own speech and are attentive to the meaning of the words use in speaking later in the eighties .

4. Creating Information Gaps

The improvement of competence in a Second Language requires not systematization of language inputs or maximization of planned practice but rather the creation of conditions in which learners engage in an effort to cope with communication.competence in a language are seen as consisting primarily of an ability to conform automatically to grammatical norms, and communication as a matter of understanding, arriving at or conveying meaning..Attempts to systematize inputs to the learner through a linguistically organized syllabus or to maximize the practice of particular parts of the language structure through activities deliberately designed for that purpose

are regarded as unhelpful to the improvement of grammatical competence and detrimental to the desired preoccupation with meaning in the classroom. (Prabhu 1987: 1-2)

The conditions for acquisition to take place are created when learners are engaged in decoding and encoding messages in the context of actual acts of communication. For genuine communication to occur in the language classroom teacher-student (and student-student) exchanges must go beyond display questions and should be based on the gap that occurs between interlocutors when one does not know in advance what the other is going to say (Prabhu, 1987) Teachers must thoughtfully prepare so that oral ability involves a transfer of information from one person to another Teachers should begin by using appropriate questioning and conversational strategies, particularly by asking referential questions (that is questions they do not know the answers to) Most display questions can be avoided by reformulating the question. Here are three examples :

Display

1. Do you sleep every day?
2. Can you walk
3. What's the weather like today?

Referential

- When do you sleep?
- Can you walk on ice?
- What will the weather be like tomorrow?

For example If you notice one of your students got a haircut, exploit the gap in information by asking, "When did you have your hair cut?" instead of "Have you had your hair cut?" Likewise, when teaching the word book,

since the students know what a book is as an object; encourage them to use their language skills by asking something about the book, such as, "This is my book. Where is yours?" or "My book is blue. What color is yours?"

It is essential to find programs with which students can communicate in a meaningful way. Prabhu (1987: 46-7) selects three types of programs: (1) information-gap activity, (2) reasoning-gap activity, and (3) opinion-gap activity. In college level, as an adult, they need to understand clear picture of learning processes besides having fun in activities.

Prabhu (1987:3) suggests that "typologies of teaching situations should be seen as an aid to investigate the extent of relevance of a pedagogical proposal" rather than as absolute categories

a. ELT (English Language Teaching)

Traditionally, English are taught using the Grammar Translation Method. In the late 1950s, structurally graded syllabi are introduced as a major innovation into the state systems for teaching English (Prabhu 1987: 10). It means that, the teaching of language could be systematized by planning its inputs, just as the teaching of a subject such as arithmetic or physics could be. The structural approach are sometimes implemented as the direct method, with an insistence on monolingual English classrooms. However, by the late 1970s, the behavioral-psychological and philosophical foundations of the structural method had yielded to the cognitive

for language as a mental organ". There are also dissatisfaction within the English teaching profession with the structural method, which are not seen as giving the learners language that are "deployable" or usable in real situations, in spite of an ability to make correct sentences in classroom situations. In hindsight, the structural approach as practiced in the classroom led to a fragmentation and trivialization of thought by breaking up language into two ways: into structures and into skills. The form-focus teaching of language aggravated the gap between the learner's linguistic age" and "mental age" to the point where the mind could no longer be engaged

The emphasis shifted to teaching language use in meaningful contexts. British linguists argued that something more than grammatical competence are involved in language use; the term "students language proficiency" are introduced to signify this extra dimension. The attempting to achieve students language proficiency assumes the availability of a grammatical competence to build on and indeed the communicative method success best in the first category of school described above, introducing variety and learner involvement into classrooms where teachers (and learners) have confidence in their knowledge of the language, acquired through exposure. However, for the majority of our learners, the issue is not so much students language proficiency as the acquisition of a basic or fundamental competence in the language (Prabhu, 1987: 13)

A number of researchers (Prabhu, 1987; Krashen, 1985; Elley and Mangubhai 1983) have stressed that language is acquired when attention is focus not on language form, but on the meaning of messages

b. There are ways to complement as well as to improve teacher competencies or inputs.

.Prabhu (1987; 57) describes a "program-based" methodology that leads to the "negotiation of meaning" and meaning-focus activity" in the classroom. The "text" for language leaning here is teacher-talk; the teacher speaks inthe classroom "in more or less the same way as an adult (speaks) to a child". While this requires basic linguistic competence, the teacher notes it does not require specialist knowledge of grammar or literature. As for the kind of English that theteacher may speak (Prabhu: 1987).

1) Approaches and Methods

The "Bangalore-Madras Project or the "Communicational Teaching Project" are an important initiative combining theoretical rigor and conceptual clarity with a commitment to evolving a classroom methodology suited to local conditions. Located over a five-year period in eight classes of seven regional-medium schools (including three Corporation or Government schools) in Karnataka and Tamil Nadu, its aim to provide learners with "deployable language that conforms automatically to norms of implicit grammaticality. As themethodology evolved out of classroom practice, teaching passed from the

hands of "specialists" to regular classroom teachers. The team sought to create in the classroom "conditions in which learners engage in an effort to cope with communication", ie "understanding, arriving at, or conveying meaning" the format of a "program based on a reasoning gap activity satisfied teachers' and learners "sense of plausibility" of what constituted a serious leaning activity (as opposed to language games or role-play) and allowed for meaning-focus classroom activity and the negotiation of meaning within a clear overall direction, Prabhu (1987; 9).

2) A print-rich environment

A variety of pre-literacy activities can be undertaken in a print-rich environment;the classroom must display signs, charts, and notices that organize its work, even as a middle-class home does (thus giving its child an edge over the first- generation learner), for recognition "iconically", as semiotic signs.The teacher can draw attention to "environmental print" where available (notices, signboards, labels) each class and each student can collect their own examples.Prabhu (1987) mentions beginner literacy-promoting communicational programs in Classes III-V, which include labeling diagrams systematically with letters of the alphabet.

3) Using existing cognitive and linguistic resources

An important insight emerging from program-based methodology is that we can and must create in the classroom a need to communicate which brings into play not just target-language resources, but all the other resources

learners have at their disposal (emphasis ours), for example, conjecture, gesture, knowledge of conventions, numeracy, and the mother tongue" (Prabhu 1987: 29). Learners in Class I or Class IV may be "babies" in the new language, but cognitively they are children, not toddlers. Failing to use their existing cognitive and linguistic abilities deprives us of a resource, and alienates the learner, who fails to make a connection between the new language and her mental world. This is the consideration behind our recommendation for cutting across the barriers between languages and between content subjects and languages.

e. Multilingualism in the English classroom

Now days, the mother tongue enters the English class as a surreptitious intruder; teachers may "concurrently translate" and "explain" texts before dictating answers. It can be given its due place by being used for discussion and understanding along with an engagement with English. One illustration of this is in Prabhu (1987); the limits on the use of the mother tongue in the Bangalore Project are naturally set by the requirements of the program, which are input in English and required responses in English, the mother tongue make the language comprehensible where necessary. Given a variety of inputs in English and a genuine attempt to understand them, the mother tongue need not be an interloper but a resource.

How program is defined. One of the central conflicts about programs lies in the definition of it. Program is conceptualized differently from

psycholinguistic and Sociocultural perspectives. From a psycholinguistic perspective Prabhu (1987:24) explicitly refers to the teacher's (or researcher) influence and control on programs when she argues "A program is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teacher to control and regulate that process". According to her, the teacher has the power over the programs. This view is either implicitly or explicitly acknowledged by other researchers in the psycholinguistic perspective

2. Immersion Programs

Perhaps the best-known language immersion programs are the French Immersion programs in Canada, which are implemented several decades ago at the insistence of English speaking Canadians living in Quebec who wanted their student to learn French. As with content-based learning, the name is descriptive. Students of communication in the are immersed in the target language, it is being the method classroom. The basic philosophy of this method is the student will acquire the language by using it to learn. It is a way of bringing a foreign or Second Language environment into the classroom there by surrounding the student with the target language.

This method is use in the country where the target language is widely spoken and also in a growing number of schools around the world. The use of this method is as a language instruction to teach Foreign Languages

and promote bilingualism. For example, in Numazu, Shizuoka Japan, Mike Bostwick (2004-5) at Katoh Gakuen has improved a successful English language program for Japanese children. Although the curriculum is based on the Mombukagakusho's curriculum for elementary schools in Japan, they have translated it into English so the students have the benefit of an English learning environment without having to forget the content of a Japanese education.

Many programs began as international schools. In Japan, there are several "international" schools that cater to Japanese parents who want their children exposed at an early age to the target language. This can be especially helpful to parents who know they are assigned to work abroad and will take their families with them. Often times, the easiest option for them is to enroll their children in an international school where the language of instruction is English. Enrolling their children while they are still in Japan will help them become accustomed to the new environment when they are in overseas. An example of this is Aoba International School, which caters to Japanese student as well as to foreign student living in Japan. Their curriculum offers instruction in Japanese leveled from Japanese as a Second Language (USL) for non-native Student to "Kokugo" for native Japanese Student.

At another level are the intensive language programs that use the concept of language immersion, Hashim and Balakrishnan (2006: 13)

describe one program that they call a language camp" for young learners aged 12 to 13 in Malaysia. Their aims for the four-day intensive program and follow up sessions are modest and included motivating learners and raising their self-esteem. Rather than expect an immediate improvement in the Student's' language ability, Hashim and Balakrishnan (2006) see the motivation that the intensive course can generate as contributing to the long-term goal of language proficiency. Although not a true immersion program according to strict definitions since the student are not immersed in the language for more than a few days during the year, this kind of immersion can give young learners an idea of what it is like to be surrounded by the language.

a. Foreign Language Immersion Programs

Foreign language immersion program has been considered as the most powerful and strategic approach to develop oral proficiency. The teachers use the Foreign Language as the medium to teach the content (Lambert, 1990). Contrary to traditional classes, students in immersion program start to listen and speak in the Foreign Language before reading and writing it. Also, the majority of students enter immersion programs in elementary school (early immersion), yet some schools do start with older students (late immersion) (Krueger, 2001)

Modern immersion started in Canada in the 1960s when parents wanted to see their children become more proficient in French because the

regular classes are not preparing the students well enough to compete for jobs with French native speakers (Cade, 1998; Krueger, 2001). In September 1965, working in collaboration with McGill University, parents decided to start what is known now as the St. Lambert experiment. It at first is surrounded by skeptics. There are concerns for the student's mental well-being despite positive outcomes from earlier research in bilingual youngsters, but the experiment yielded promising results instead (Lambert & Tucker, as cited in Cade, 1998). In the United States, the first immersion program started in California in the early 70s in Spanish, followed later by immersion schools in Ohio, Maryland, and Wisconsin, where French and German programs are also implemented (Krueger, 2001). Christian (1994), notes that some programs for English learners in the 1960s had all the characteristics of partial immersion programs.

Foreign Language Immersion Programs (FLIP) can be a good reference for consolidating the productive skill, especially oral proficiency. They can support the heritage of languages or revive indigenous languages on the verge of extinction (Walker & Tedick, 2000). Among the many benefits of immersion programs, students outperform monolingual classes in academic performance, including English (Lindholm, 1994). In the United States, those programs are usually designed to teach English-speaking students a Foreign Language as enrichment. However, there are

several programs to preserve indigenous and native languages, one in Hawaii and the other in Alaska (Fortune & Tedick, 2003),

There is an important distinction between immersion and submersion education. The former is an enrichment program and bilingual in nature whereas the latter refers to the practice of putting minority-language students in a mainstream class that is geared to native speakers of English (monolingual), hoping they will "pick-up the language" (Hernández, 1989; Diaz-Rico & Weed, 1995, Lambert, 1990). Lindholm (1994) refers to this practice as subtractive bilingualism whereas immersion is additive. The best alternative to submersion education is the partial immersion program (or dual immersion). It combines in the same classroom, about 50 % of English speakers and about 50 % of speakers of another language, which is Spanish in over 93 % of the 260 two-way immersion programs in the United States as documented in 2001, usually at the elementary level (Howard, 2002). However, the hallmark of this type of education is the proficiency in the first and Second Language and the improvement of a positive cross cultural attitude which accrues because the students automatically share their culture with the other half of the class. Language education is often enhanced by exchange programs with a sister city in Mexico (Howard, 2002).

In the one-way immersion program (or full immersion all students are native speakers and they are taught in a Foreign Language. Lindholm-Leary (2001) even indicates that a constant ratio of 90/ 10 results in an increased

proficiency in the target language and no differences) in English in a partial immersion program .However, there are many variations of this model to suit the school needs.Some programs only teach certain subjects in the target language (partial immersion) whereas other schools delay the introduction of English until 3 or 4 grade, the former being more common than the later (Krueger, 2001).

With reference to the most current data, a number of immersion programs are pull-out programs where students have a different teacher for the Foreign Language class.Those programs are often referred to the Foreign Language in Elementary Schools (or FLES) (Cade, 1998), Immersion programs usually include many activities that foster cross- cultural understanding.For example, Howard (2002) observed a school in Chicago where students in fifth grade have a unit on immigrant groups.Tokuhama-Espinosa (2001) suggests that a teacher can help the students to show a positive attitude toward their cultural background and language by improving a bond of trust and friendship.However, these intercultural sensitivity outcomes for full immersion programs have not yet been documented.Hernández (1989.91) notes that students become more proficient in the Second Language than with traditional Foreign Language programs and the "immersion education seems to promote cross-cultural understanding.

b. Partial Immersion Programs

Foreign Language immersion programs have also been improved in other countries. For instance, these programs are used in Hungary and Australia to promote a higher level of Foreign Language proficiency with immersion respectively in English and French. Bilingual countries such as Finland use immersion programs in Swedish to increase economic opportunities (Krueger, 2001). In Brussels, Belgium the Foyer Model strives to preserve the language and the culture of immigrant students through language and mathematics classes in their origin language (i.e., Italian, Spanish, Turkish, and Moroccan Arabic). This is in addition to regular classes in the French and Dutch languages which are spoken in the city (Byram & Leman, 1990).

Within the realm of bilingual education is a new model that has shown extremely positive results namely dual immersion. Dual immersion is a type of bilingual program that balances instruction between the majority and minority language and less in the majority language for the first few years, and transitioning to a fifty-fifty balance by the third or fourth grade. This is called the 90/10 or 70/30 model, alluding to the percentage of time spent in each language. The 50/50 model begins in kindergarten with both languages equally represented in instruction. However, the balance occurs may differ greatly from one program to the next, but over the course of a school year, students have received equal amounts of instruction in each language (Bikle,

Billings, & Hakuta, 2004; Hakuta, 1985) Under the dual immersion umbrella, there are two distinct types of programs and each program refers to the languages, typically allocating more instructional time in the minority student population enrolled in the program

One-Way Immersion programs are those that typically serve students representing a single language, usually the minority language, such as Spanish. Partial immersion programs serve a population representing both the minority and majority languages, such as Spanish and English, heterogeneously grouped in the classroom.

The balance of languages represented in the classroom is also important in a partial immersion program. Most experts agree the minority or majority language should not be represented more than 70 percent of the entire population, so as to prevent one language becoming more dominant than the other (Bikle, Billings & Hakuta, 2004; Hakuta, 1985; Senesac, 2002). Over the last decade, researchers have found evidence that this particular type of bilingual education program, especially two-way, has the greatest impact on students' language improvement and academic achievement (Arce, 2000; Bikle, Billings, & Hakuta, 2004; Collier & Thomas, 2004; de Jong, 2004; Senesac, 2002).

While more long-term research is needed (Senesac, 2002), the results are still extremely promising. The number of programs adopting this particular one-way and partial model has increased across the country in

recent years (Center for Applied Linguistics, 2000). Senesac (2002) mentions that researchers should pay attention to the specific characteristics of each subject, as there can be quite a bit variation of how each program is structured and delivered. She reviewed ten years of data from a partial immersion program in the Chicago Public Schools. She found that students scored at or above grade level (on national, norm-referenced measures) in mathematics and reading, and at or above grade level in Spanish reading and writing (2002).

C. Effectiveness of Dual Language

Lindholm (1987: 25) said that educators for all, they found ELL student gains on measures of academic performance in both English and Spanish (using Norm-Curve Equivalent [NCE] scores from Stanford 9 and Aprenda) to be much higher for partial immersion programs (90/10 model, transitioning to 50/50 by 5th grade) in one large urban school district, when it is compared with ELL student performance in other language-minority programs. Findings are similar when comparing ELL student achievement between those in partial immersion programs and those in English-only programs. DeJong (2001:47) found similar results in a study of partial immersion students' performance when it is compared with the students in a Improvemental Bilingual Program (DBP). Students in the partial immersion program consistently and significantly outperformed students in the DBP program on standardized tests of English

(Second Language) reading and writing differences are apparent as early as 2 grade.

The research in favor of partial immersion or dual immersion program for the education of language-minority students has one speculating as why the model has significant results. As with any model, it is not one that works well within every school or district. Schools must have the appropriate demographics for a partial program, to ensure a balance of languages and cultures among students in the classroom. This may not be feasible in many districts. A second aspect is the minority language of instruction

Partial immersion program typically share certain characteristics and goals (Bikle, Billings, & Hakuta, 2004; Collier & Thomas, 2004; Senesac, 2002). The first goal is high academic achievement. Partial immersion program is used to teach the same standards and objectives as their monolingual counterparts, the curriculum is not watered down or simplified the strategies and approaches. On the other hand, teachers modified the curriculum to ensure the student comprehension (Bikle, Billings, & Hakuta, 2004; Collier & Thomas 2004). A second goal of two-way immersion program is the strong language improvement in both languages. The very nature program is delivering content instruction in both languages, promotes language equity and elevates the status of the minority language students to a standing on par with the dominant language.

This is not only considered a prime factor in raising language-minority students' self esteem, but also in improving their Second Language acquisition (Garcla, 1993; Hakuta & D'Andrea, 1992). Many times, literacy instruction in two- in both languages; students learn to read in both languages simultaneously (Collier & Thomas, 2004). The third goal relates to the characteristic of the student population and it must represent both languages of instruction. Therefore, a major goal for the students is to improve strong cross-cultural proficiency and understanding (Bikle, Billings, & Hakuta, 2004). Encouraging way immersion program is conducted students to learn about one another and one another's cultures in a safe and secure environment is a major aspect of partial immersion program, and the reason behind having both cultures and languages represented in the student population (Bikle, Billings & Hakuta, 2004).

This last goal of partial immersion program may suggest further insight regarding their effectiveness. In the literature research on multicultural and culturally-sensitive education, scholars have hypothesized regarding the benefits of a collaborative, pluralistic approach to educate minority and language-minority students. One theory is intergroup contact theory (Pettigrew, 2004). This theory suggests that intimate contact among ethnic groups results in a lessening of prejudice and an increase in positive regard toward members of the other group. In fact, some maintains when groups are kept segregated from one another (as with Structured English Immersion use

in California and Arizona), "prejudice and conflict grow like a disease (Pettigrew, 2004, p. 771)

Partial immersion program intentionally mix the students level and playing field for both groups: English speakers are learning Spanish while Spanish speakers are learning English, all sharing similar language acquisition experiences and learning from each other. Cooperative learning approaches are often use in two- way immersion program (Senesac, 2002). Further encourage cross-cultural understanding and appreciation, and many programs incorporate events and special projects highlighting the cultural and linguistic diversity in the classroom (Arce,2000 Senesac, 2002).

Another aspect of the cross-cultural goal of partial immersion may impact student achievement in the notion of student-centered or student-attentive instruction such culturally-responsive curriculum incorporates. Garcia (2004) refers to this as "responsive pedagogy."a methodology that refrains from ethnic stereotyping in planning instruction, then each student is treated as an individual within a culturally-rich classroom, and the teacher contextualizes the instruction based on the observed the individual background, needs, and even preferences. The teacher is continuously responding to the student as an individual -their heritage, language, and background all being an integral part of their successful education. Such an approach is a landmark characteristic of Responsive Learning Communities

which are schools dedicated to promoting cultural diversity as an asset (August & Hakuta, 1997 Garcia, 2004)

The capacity of partial immersion program in the realm of educating language-minority students has led many programs as models of school reform, (Collier & Thomas, 2004; de Jong 2004). While it is possible these programs offer much needed relief for students facing a bleak, if not depressing, future, it is time to consider the further element of all educational programs serving language-minority students. The next section, considers the vital role of teachers and their attitudes within the context of bilingual and language minority education.

3. The Natural Approach

The best way to acquire a Second Language is the same way when the students acquire a First Language. In immersion program the students have a rich environment rather than the traditional teaching-learning situation. As Judith Lindfors states, "What's good for the first-language learner is good for the second." A well worked out approach to immersion education is Krashen and Tracy Terrell's (1983) Natural Approach which is based on four principles:

a. "Comprehension Precedes Production"

- The teacher always uses the language he or she is teaching:
- The lesson (what is talked about) is focus on a topic that the students are

interested in;

-The teacher works continuously to help students understand using gestures, visuals, and real objects

.b. 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.

c. The objective of learning a language is to be able to carry out a conversation in

that language. Lessons should be centered on an activity rather than a grammatical structure.

d. Classroom activities need to learn student 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. (Adapted from Reyhner, 1992; 75-76)

While the Natural Approach focuses on getting students to the point where they can carry on a conversation in the language they are learning, teachers can focus on topics of interest such as hands-on science lessons and improve students' academic as well as conversational language.

proficiency using immersion teaching methods. Whatever the method of language instruction, learning a language takes time. Leanne Hinton (1994) estimates it takes about 500 hours to achieve a basic conversational proficiency in a new language.

4. Relevant Factors For Successful Immersion

Baker (2006: 246-247) cites the following as among the essential features which can be identified with success in Second Language Acquisition and immersion programmed. The Student's home language is appreciated and not belittled at school: the teachers are competent bilinguals: classroom language communication aims to be meaningful, authentic and relevant; the relative homogeneity in Second Language background and skills of students which simplifies the teacher's program and promotes self esteem and motivation; immersion students experience the same curriculum as mainstream students, immersion has a societal, political and sometimes economic rationale as well as educational.

The following are cited by Baker as essential features which can be identified with success in Second Language Acquisition and immersion programmed: -the additive bilingualism that immersion education imparts; the optional nature and motivation of parents and teachers; the child's home language is appreciated and not belittled at school: the teachers are competent bilinguals; classroom language communication aims to be

meaningful, authentic and y relevant;the relative homogeneity in Second Language background and skills of pupils which simplifies the teacher's program and promotes selfesteem and motivation;immersion students experience the same curriculum as mainstream pupils;immersion has a societal, political and sometimes economic rationale as well as educational.

B.Successful language learning activities.

successful language learning is evaluated frequently and regularly, in a manner that is consistent with the objectives of the programs. However, Baker (2006) identified the limitations of French Medium Education in Canada which can be seen as relevant in the Irish situation, including:

immersionstudents do not always become grammatically accurate: relatively few students use of Second Language outside of the school or after leaving the school.Furthermore, Baker (2006, 275-278) showed the relevant in the Irish situation

- immersion students do not always become grammatically accurate
- relatively few pupils make use of French outside school or after leaving school:
- the difficulty in pinpointing the crucial factors that create an effective immersion experiences, such as length and intensity of time, pedagogy teachers' preparation, parentalattitude etc
- effects on mainstream schools, such as redistribution of teachers;

- the increased opportunities for increased political, social and economic enhancement of Anglophones through gaining (with French) extra linguistic and cultural capital (less of an issue in Anglophone Ireland), and;the danger of generalizing from the Canadian experience to other educational contexts in the world

Immersion teaching methods have shown a marked improvement over earlier language teaching approaches. The central characteristic of immersion is the teaching of language content, and culture in combination without using of the student's First Language. Students are taught a Second Language they initially do not understand through the use of a variety of context clues provided by the teacher

Immersion students as they proceed together through the grades also improve a strong sense of camaraderie and often form the "values community" that reflects the positive aspects of the language and culture that they are learning. Immersion language teachers provide ideally at least half-day or partial immersion for students in the language they are targeted to learn and often students receive full day or total immersion. The fewer students are likely to be exposed to a new language they are learning outside of school, the more they need to experience it in school. Students will learn to speak a high prestige language that is omnipresent in their community and the media, such as English, even if it

receives no support in the school, however they will need instruction to use it for academic programs

5. Similarities and Differences

One common element among all these immersion programs are aimed at the primary grades. While some schools offer instruction to junior and senior high school aged student, most begin at the first grade of elementary school while some schools offering pre-school instruction to student as young as two or three years old Simon(2004).

Also the common problem in most immersion program is the aim of improving the Student bilingual language proficiency. In the case of Foreign Language immersion, this is done by recreating as closely as possible conditions found in classrooms where the target language is spoken as the mother tongue. The aim is to teach language by providing an input rich environment to maximize opportunities for language acquisition. On the other hand, content-based language learning in the EFL context is usually aimed at high school and university aged students.

Different Amount of Language Support for Students

Another difference between some content-based teaching and language immersion programs is the amount of language support for the students. The various immersion programs described above have the necessity in various levels of language support for students built into their

courses. Fortune and Tedick (2003) explain that many ESL immersion programs, especially for the younger grades begin with only a few classes such as reading and language arts in the target language, a natural way to begin such instruction and then add more classes as pupils grow older

However, in the most immersion programs, Students are expected to pick up the language from the learning context itself and not necessarily given much explicit of the foreign or Second follows from the lesson itself. The principle underlines in this approach has been summed up by Krashen (1981; 6.) .. language acquisition, first or second, occurs when comprehension of real messages occurs, and when the acquirer is not 'on the defensive Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill Language instruction other than what naturally

Nonetheless, at least one school in Japan, Katoh Gakuen in Bostwick (2004:5) offers parallel instruction in the learners' native language to support Students' language acquisition The instruction in their native Japanese help them to confirm the hypothesis they make about the target language.

On the other hand, Bostwick (2004-5) said content-based language classes usually have more language support for learners. One reason is the courses are usually designed for university students and take into consideration the differences in learning styles and time limits of older students. Since they are not immersed in the language and only spend a few

hours studying it per week, a much more conscious effort to teach things like vocabulary and communication strategies. Although, not specific information on teaching methods is available for many of the programs mentioned above, the list of courses offered at Osaka Jogakuin College include a number of classes under the heading "English Basics" such as phonetics, grammar and speech communication among many others.

Despite these differences, Mangubhai (2005) lists several techniques are used by immersion teachers including "...questioning downward, rephrasing, recast (sic), modeling (sic) or demonstrating and the use of visuals and realia." These techniques are experienced by teachers and the teacher will turn on naturally when teaching, but they should be kept foremost in mind while teachers are attempting to teach language through content. Even after every attempt has been made to give students the language, they need to understand a subject, the vocabulary and grammar, for example, teachers can use the recasting to explain an idea in terms that the students may find easier to understand.

6. Different Knowledge Support for Teachers

Just as students need a support language, teachers may need support knowledge if they are teaching content, whether the content is outside of their area of expertise. Brown (2004) notes that teachers may be intimidated by the workload associated with content-based instruction especially if they do not have

the necessary background in the subject matter. It is easy to see why teachers such as Lingley (2006) Adamson (2006) and Yoffe (2007) have chosen to teach subjects that they know well.

In ESL immersion programs, the teachers are typically licensed to teach the elementary grades and the issue may in fact be reversed, the teacher knows how to teach the curriculum for the primary grades, but may not feel comfortable if they also have to offer ESL instruction to a student thrown into their classes. In immersion program, most of the students speak the same First Language; they may have some or no exposure to the Second Language outside of the school. Immersion programs are first instituted in Montreal Canada in 1965. They are created to provide English-speaking students in Quebec an opportunity to acquire Canada's two official languages namely English and French. It is important to understand that English-speakers are a minority in Quebec and they comprise only 15 % of the population of the province. Since 1965, immersion programs have been improved in a variety of other languages (eg. Hebrew-English, Hawaiian-English; Mohawk-English; Japanese- English, Basque-Spanish; Swedish-Finnish) and for a variety of purposes (Johnson & Swain, 1997),

Johnston (2002), determines the important steps to be taken to ensure that the Second Language is used as much as possible and with the best possible outcomes:

1. The Second Language is used by the teacher to teach all or certain academic subjects (at least 50 %) ;teachers never or almost never use the students ' First Language during these times and they never or seldom translate for the students.

2. Teachers also use the Second Language for all social ability during designated times (at least 50 % of the school day) ;example in Canada , immersion teachers present themselves as monolinguals, so the students are obliged to use the Second Language with them.

3. Teachers have special training in Second Language acquisition and how to teach content through a Second Language, so they can modify the language appropriately for their students.

4. Students will expect to use the Second Language during designated times for all social conversations, except during the initial phase of the program the students can use their First Language

5. Teachers may teach through the students' First Language and combine with the Second Language only in initial phase of the program so that students have a clear understanding when they use each language, after that, the students are not given a choice to use First Language with others and teachers during classroom activities.

6. Teachers have native ability or near-native ability in the Second Language so that they are comfortable and competent using the Second Language

7. Immersion programs are located in schools with other programs and often situated in a separate area of the school so that students and teachers can use the Second Language in class, in the hallways and even at lunchtime without feeling embarrassed using the Second Language around their peers.

8. Students are not corrected extensively because it will discourage them to use the Second Language and thus retard acquisition.

Immersion teachers make instruction of academic content using the Second Language comprehensible to students in a variety of ways. They use extensively of non-verbal/gestural communication, visual demonstrations, social ability, and hands on learning experiences. They also use to modify speech register which is slower and more contexts embedded and grammatically simplified in comparison to language that is normally directed to native speakers of the language. Teachers also promote language learning by (a) modeling correct and appropriate language, (b) paraphrase, (c) expand, and (d) substitute students' incorrect, incomplete, or inappropriate utterances with correct or appropriate forms Messelinger (2000). Teachers also associate communication patterns in the Second Language with social routines that occur regularly during the school day. For example: putting coats

away, preparing for lunch and recess, and getting ready to go home. They also repeat important vocabulary and communication patterns during instructional in everyday activities such as when students talk about the weather, the seasons and time of year and during activities at the beginning and end of the school day. It is important that the teachers have to train in and a sound understanding of language improvement in general and Second Language learning in particular so that they are prepared to adaptate their language in appropriate ways with students who are learning through Second Language, Huang (2004)

Formal direct instruction in the Second Language is also provided during daily language arts periods. During these language arts classes, immersion teachers provide direct instruction in vocabulary, grammar, reading and writing, much like if they are teaching students in their First Language. Language arts lessons include language skills which are needed by the students during their academic lessons for doing mathematics and science, for example. Teachers also often provide incidental language instruction (mini-lessons) during academic periods when they observe their students are struggling with aspects of the language that are unfamiliar to them, Holobow (1988). For example, Canadian teachers who are teaching about the colonization of the New World by French and English settlers take a few minutes to explain what "a colony" is; what "settler" means and so on .

Lydia (2003) describes some strategies to make content instruction in Second Language comprehensible .

- Students use First Language in the early stages of the program to reply the teachers
- Teachers use gesture, visual displays, and interactive activities .
- Teachers use simplified, high-frequency vocabulary and sentence patterns
- Teachers speak slowly to reinforce meaning
- .Teachers model new useful vocabulary and phrases

Teachers repeat language during routine activities (eg. greetings weather/calendar/birthday activities) Teachers engage the students in physical activity as they learn so that they can associate easily a new language what they are doing

The immersion program is characterized by integrated, content-based communicative, or functional instruction in Second Language teaching. These new approaches contrast with traditional methods of Second Language teaching in which instruction focuses on direct teaching of vocabulary, grammar, or conversational patterns, and correction is given whenever students make mistakes, Cummins and Swain(1986). The immersion program is emphasized to the importance of using the Foreign Language as a vehicle for teaching content as opposed to direct instruction of

the Foreign Language and where Foreign Language acquisition are primarily by producing of academic Learning

7. Core Features of Immersion

Johnson and Swain (1997: 6-3) summarize eight core features of immersion programmed as follows :

1. The Immersion Language (L.2) is a medium of instruction
2. The immersion curriculum parallels the local First Language (L.1) curriculum
3. Overt support exists for the LI
4. The programmed aims for additive bilingualism
5. Exposure to the L2 is largely confined to the classroom
6. Students enter with similar (and limited) levels of L2 proficiency
7. The teachers are bilingual
8. The classroom culture is that of the local LI community

1. The L2 is a medium of instruction .

This feature distinguishes immersion from contexts where L2 is taught formally and only as a subject. The use of L2 as a medium maximizes comprehensible input and the purposeful use of the target language in the classroom.

2. The immersion curriculum parallels the local LI curriculum The L2 medium curriculum follows the LI curriculum and is defined in terms of

the L1 speakers' world not in terms of another speech community located elsewhere. On the other hand, the ways in which the subject content is covered will differ, at least until students are proficient enough to study as effectively in L2 as through L1, (which is another issue)

.3. Overt support exists for the L1 Attitudes towards LI are also assumed to be positive. At a minimum, the LI is taught as a subject and is often also used as a medium of instruction. English is taught as a connecting learning subject and used to varying degrees in reference materials and in

4. The programmed aims for additive bilingualism

By the end of the school programmed LI proficiency are equal to that of students educated through LI. In addition, a high, though not native-speaker, level is achieved in the L2. Additive bilingualism builds upon the assumption that, regardless of differences between languages, there is a Common Underlying Proficiency (CUP) of linguistic interdependence (Cummins & Swain, 1986) which allows for cognitive and communicative processes and strategies to be operationalized in either LI or L2, provided that (a) LI improvement is maintained and (b) L2 proficiency improves to a threshold level

5. Exposure to the L2 is largely confined to the classroom. Many immersion contexts have little or no exposure to the L2 outside the classroom. One

study (Bactens, Beardsmore & Swain, 1985) compared French L2 medium programmed in Canada and in Brussels. In Brussels, where the target language is used outside as well as inside the classroom, students reached levels of proficiency in half the time taken by Canadian students where there are limited or no exposure to French outside the classroom

6. Students enter with similar (and limited) levels of L2 proficiency. Meeting with students of similar proficiency facilitates an immersion program. Improvement of a curriculum and pedagogy that caters to their learning needs and maximizes opportunities for rapid L2 improvement, providing expertise and resources are available

7. The teachers are bilingual. Teachers in partial immersion programmes are typically

bilingual in L1 and L2, allowing students to communicate with the teacher in L1 when necessary, while the teacher can maintain L2 as a medium of instruction and support and motivate them to use the L2

8. The classroom culture is the local L1 community. The classroom culture, like the curriculum, is the local community, not that of a community where the target language is L1. (While this may arise with, for example, teachers recruited from Japan into an American or Australian immersion classroom, it is less an issue with Irish immersion in Ireland)

8. Conditions for Success in Immersion Education

Johnstone (2002) cites some key conditions process of immersion programmed as set out by Branaman and Rennie: Important features re coordination and communication at the district and school levels a team of immersion teachers and the Foreign Language supervisor work together to ensure a strong academic curriculum, translating and adapting the regular curriculum into French... .strong teaching skills and a high level of proficiency in the foreign language are extremely important to the success of program..the total immersion program...enjoys a high degree of support from parents, teachers, staff and administrators (Branaman and Rennie, 1998:20-21)

Chowan (1997), summarizes that successful immersion programmed are characterized by instruction that incorporates the following key concepts

- Children learn Foreign Languages best when their native language is not used for instruction .
- Successful Second Language learning emphasizes comprehension rather than speaking at beginning stages and uses the insights of Second Language research in the improvement of all aspects of the program.
- .Successful language learning occurs in a meaningful communicative context and makes use of subject-content instruction, games, songs and rhymes, experiences with arts, crafts, and sports

- Successful language learning for children is organized in terms of concrete experiences. Considerable planning should go into the use of visuals, realia, and hands-on activities. This is related to Bruner's 'Modes of Thinking' discussed later)
- Successful language learning activities are interdisciplinary
- Successful language learning activities for children incorporate opportunities for movement and physical activity .
- Successful language learning activities are geared to the child's cognitive level, interest level, and motor skills
- Successful language learning activities are organized according to a communicative syllabus rather than according to a grammatical syllabus; and grammar instruction occurs within that communicative context. (One should, however, take cognizance of the concepts of 'focus on form' 'output' 'intake' discussed later)
- Successful language learning activities establish the language as a real means of communication in an authentic socio-cultural situation.
- Successful language programs make provisions for the reading and writing of familiar material as appropriate to the age of the students, even in early stages.
- Successful language learning is evaluated frequently and regularly, in a manner that is consistent with the objectives of the program.

Hickey (2004) summarizes the approach and lists strategies that lead to effective early immersion, for example :

- An organized and programmed of study
- Grouping the children in a manner that facilitates opportunities to speak
- A weekly plan of work with language targets to ensure progression
- Using language-centered activities every day (storytelling, drama, puppets, games
- Providing clear, appropriate input while the children are at work
- Routine and regular use of language with particular activities (card play, roll call, distributing bags etc.) so that the children understand what is coming and what kind of responses the teacher is looking for

9. Foreign Language Immersion Programs

Met (1998) describes three categories of Foreign Language education programs in elementary schools: 1) Foreign Language Exploratory (FLEX), 2) Foreign Language in the Elementary Schools (FLES), and 3) Immersion. The goal of FLEX programs is for students to learn about language and to expose them to the target culture(s) of the language(s) studied. He refers to FLEX models as "sampler programs" Furthermore, Met (1998) defines FLEX goals

as "language experience rather than proficiency" (p 5) FLEX students typically learn basic words and phrases in one or more target languages. FLEX programs, which usually take place over fixed time period, ranging from six to nine weeks to an entire semester, have been criticized for providing students with little more than superficial experiences and stereotypical images of target cultures (Met, 1998)

FLES programs provide more exposure to the target language and culture than FLEX programs. FLES programs are horizontally and vertically articulated, a characteristic that distinguishes them from FLEX programs. The primary goal of a FLES program, according to Campbell, Gray, Rhodes, and Snow (1985), is for students to acquire a certain level of listening and speaking skills (depending on the program) and an awareness of the foreign culture" (pp 16-47) In a typical FLES program, the teacher spends 20 to 45 minutes on Second Language instruction three to five times a week. The subject of study is the target language, although FLES programs also emphasize the teaching of culture. FLES programs are designed to teach majority language students (in this case, English-speaking) an additional language

Johnson and Swain (1997) identify five types of immersion programs. The first type is immersion in a Foreign Language, the type most frequently found in the United States. In this program, the target language is clearly removed from general daily life and restricted almost entirely to the

classroom. The second type- immersion for majority language students in a minority language is common in Canada where French is used by some of the national population. In Canadian immersion programs, majority-language (Anglophone) students improve proficiency in French, the minority language. The third type- immersion for language support and for language revival- is found in communities hoping to reconnect themselves to a heritage language, such as Hawaiian language immersion programs, as well as French immersion in Louisiana. The fourth type is immersion for language support in which the Second Language is more widely used in the community. The school common curriculum, therefore, seeks to support that language use. Such programs are in the Basque- and Catalan-speaking areas of Spain, where students are immersed in Basque or Catalan, with instruction in Spanish beginning in the later primary grades. The fifth type of immersion program is immersion in a language of power, which characterizes programs in Singapore and Hong Kong, where English is seen as an international language .

Immersion programs are labeled as total immersion, partial immersion, and partial or dual immersion. The goal of immersion is for students to improve a high level of target language proficiency while mastering subject content. Immersion students learn the subject matter of the regular curriculum through instruction in a Second Language. In the United States, immersion students are usually monolingual English-speakers who choose to participate in an immersion program in order to acquire a Second Language. Immersion

programs vary with respect to the objectives of the program, the percentage of instruction in the target language, the characteristics of participating students, the teachers' primary language, the age at which Second Language instruction is initiated, and the language use to teach basic subjects. However, they all share several common goals: instruction in a second, non-English language, proficiency in two languages, and academic success (Caldas & Boudreaux 1999, Thomas and Collier, 1997)

There are some disagreements in the academic literature regarding the definition of a total -or full-immersion program. According to the American Council on Immersion Education, in a total immersion program, all subjects in grades K-2 are taught in the target language, with instruction in English increasing gradually as students' progress from third through sixth grade. However, Caldas and Boudreaux (1999) include as total immersion programs those in which all instruction is in the target language with exception of reading in the native language. Thomas and Collier's (1997: 24) definition, while similar, differs slightly in the percentage of instruction in the target language. They assert that the immersion is a commitment to bilingual schooling throughout grades K-12 in which students are instructed 90 percent of the school day during kindergarten and grade 1 in the minority language and 10 percent of the day in the majority language (English)

Partial immersion programs are those in which less than 100 percent of instruction (usually approximately 50 percent) of the academic subjects is

taught in the target language. In some partial immersion programs, material taught in the target language is reinforced in English. In some partial immersion programs, reading is taught in both the first and the Second Language, in others, reading instruction is reserved for the native language. The percentage of instruction in the target language usually remains constant throughout the elementary school years. In the US., students in partial immersion programs are typically native English speakers. The Foreign Language immersion program at South Boulevard is best defined as a partial immersion program because students spend approximately 60 % of the instructional day immersed in the Second Language. While some immersion programs change the percentage of instruction in the Second Language over the course of the program, South Boulevard does not. Students at all grade levels spend 60 % of the available instructional time in the Second Language.

Dual immersion programs place equal emphasis on English and a second non English language. In such programs, the class is ideally composed of a balance of native English-speakers and speakers of the non-English language. The objective of partial immersion program is for students from both language groups to become fluent in the other language and to succeed academically. Partial immersion programs are designed to meet the needs of language minority and language majority students in the same classroom. Such programs can be difficult to establish, however, as they

require just the right mix of students. The first partial program in the United States began in 1963 in Florida's Miami-Dade County schools among a large number of recent Cuban immigrants (Thomas & Collier, 1997). Florida's dual immersion program at Coral Way Elementary inspired other programs throughout the country.

The first immersion program in the United States designed for language majority students are established in Culver City, California in 1971, with the help of professors from the University of California at Los Angeles (Cohen, 1974). This program are modeled after the French immersion program in St. Lambert, Canada. Immersion programs in the United States have become more common since then. The Center for Applied Linguistics has an on-line directory of total or partial immersion programs in the United States that lists 242 schools in 28 states and Arehington D.C as of 2006 (Center for Applied Linguistics, 2006). Thirty-four of these schools are in Louisiana. Eleven Foreign Languages are represented, with Spanish (43 %) and French (29 %) making up the majority of available programs.

10. Immersion and the bilingual approach

The total immersion view directly contradicts with the bilingual view. In the immersion view, the students are surrounded by the second language and must communicate through it to meet all their needs as if they are native speakers, which is not the case. It is assumed that the need to communicate

accelerates learning and result in native like competence in a short time (Lado, 1988: 217).

The bilingual or partial immersion view assumes that the students must use both languages to learn other subjects as well as to communicate through them. The use of native language is usually prohibited in total immersion program, but in bilingual or partial immersion model it is improved along with the second language.

It is usually assumed that the immersion model succeeds in the achievement of competence in the second language, and it is often feared that the bilingual or partial immersion model encourages students to use the native language at the expense of the second language. Parents, educators, and government officials have supported both view points. Perhaps nowhere else is the need to understand the alternatives conceptually greater than here (Baca and Cervantes, 1984).

Severe side effects have been associated with the immersion model except in circumstances where the native language and culture and therefore the self-image of the students are not threatened. Coercive immersion, also known as submersion, clearly failed in the United State when children are punished for speaking their native language anywhere on the school premises including playgrounds.

When native English speakers and limited English speakers are taught as if all are English speaker (another form of submersion), the latter perform

poorly, appear dull and uncooperative, lose heart, and often give up or become alienated (Lado, 1988) .

The voluntary St. Lambert School Immersion Program in Canada is chosen freely by the parents of English-speaking children (Lambert and Tucker, 1972). The students are taught all subjects in the second language (French), but young children are permitted to ask questions in English, even though the teachers who are bilingual answer in French. Eventually, both English and French are taught making it a bilingual program.

In the partial immersion program, the use of first language is more dominant in the first until the fifth meetings and starting in the middle of the meeting the use of English will increase progressively as the main goal of teaching Oral Skill through two-way immersion or bilingual approach. In the first meeting, the lecturers use the students' native language to explain the subject so they can follow the entire subject until the end. The graphic above shows that the transitional model are used to open classroom and explain the subject in first up to fifth meeting. The second model of bilingual maintenance model are used if the students can understand the half of the subject in target language. Otherwise, immersion model are used to test the students' understanding and comprehending in using of the target language as a result of presenting partial immersion or bilingual approach in improving Students language proficiency or Oral Skill.

Partial immersion program has several parts such as transitional model, the use of Indonesian are high (dominant) and English are low. In maintenance model, the use of Indonesia and English are equal or the same and it is cold partial immersion or true bilingual. Moreover, the use of language in partial immersion model are bilingual in English and Indonesian; it means that the use of English are 50 % and Indonesia are 50 % , This means that the teaching of Oral Skill through two- way immersion or bilingual could engage the students to speak up in target language Partial immersion or bilingual approach is used to get the students' braveness in expressing-out their idea, after they can express their idea in their native language the lecturers move their native language slowly into English as a target of teaching Oral Skill through partial immersion

Especially the use of maintenance model just brings the students to have oral skill and braveness in expressing out their ideas in second language. After having skillful in using both languages in classroom, they will enjoy in joining teaching and learning process. Because of this, maintenance model are used to motivate the students to have good mental and braveness in speaking English in front of the class. Refers to the explanation above, the lecturers may teach the students dealing with the target language and in the other side the students may answer with their native language. Because of giving this treatment, starting in the fifth meeting, the students can improve and use both of languages in expressing out their ideas. However, after giving

this treatment, the lecturers and the students will surround the classroom activities with English sound and at the last, the students will speak all cases in target language

11. Four approaches of partial immersion or bilingual education

From the two basic philosophies transition to a second language versus maintenance of the native language, four general approaches have emerged. These are defined by Baca and Cervantes (1984) as transition, maintenance, restoration and enrichment.

Table 5. The language use in improving oral skill through partial immersion or bilingual approach

No	Bilingual Model	The Language use (Indonesia and English)
1	Transitional	Students FL More dominant
2	Maintenance	Students FL And SL are equal
3	Immersion	Monolingual in second language

The data in the table above will indicate that the use of students' native language are dominantly in the transitional model. The students' native language are very dominant if it is compared with the use of target language. In this case, the lecturer use the students' native language for gaining the students braveness and good mental in speaking out their own ideas in classroom activities. If the students have already good skill in expressing out their idea, the lecturers directly move them in using maintenance model or partial immersion or bilingual. In maintenance I, the use

of language are equal the same. It means that the students have mode enabled to use both languages in the same time. As a main purpose of this research is how the partial immersion program improves the students' Students language proficiency Transition Approach .

The transition approach uses the students' native language and culture only to the extent necessary for them to learn English. Students are not taught reading and writing in their native language, in the transition model, the regular classroom lecturer should encourage and sometimes expect the students to respond, read, and write in English. The lecturer uses the transition model first discerns the level of English proficiency of the students and then expects the students to function in English at or slightly above this level

Maintenance Approach The maintenance approach, in addition to encouraging English Language Proficiency, endorses the idea that students also should become proficient in their native language. The goal is to help students become truly partial immersion or bilingual to become fluent in both languages. Such students have come to be called balance bilingual to emphasize that their proficiency is limited neither in English nor in Indonesia.

The third approach is restoration approach that attempts to restore the native language and culture of the partial immersion or bilingual students to its purest and most original form. Restoration's goal replaces this nonstandard dialect with the original form of language. From this perspective,

the classroom lecturer should discourage mixing Indonesian and English phrase when they occur in the context of are expressed expressing same idea or thought. In other word, expressions that are expressed alternatively and fully in both English and Indonesian may be encouraged, but expressions that are English and half Indonesian are to be discouraged. Enrichment Approach. The fourth perspective is popularly called the enrichment approach. Like the transition approach, the goal of enrichment is movement Indonesian to English competence in the shortest time possible. However, in addition to this goal, Indonesian's culture and heritage also are emphasized. Avoided is any responsibility for maintaining and improving Students language proficiency alternatively and fully in both English and Indonesian may be encouraged, but expressions that are English and half Indonesian are to be discouraged

The fourth perspective is popularly called the enrichment approach. Like the transition approach, the goal of enrichment is movement Indonesian to English competence in the shortest time possible. However, in addition to this goal, Indonesian's culture and heritage also are emphasized. Avoid is any responsibility for maintaining and improving students language proficiency.

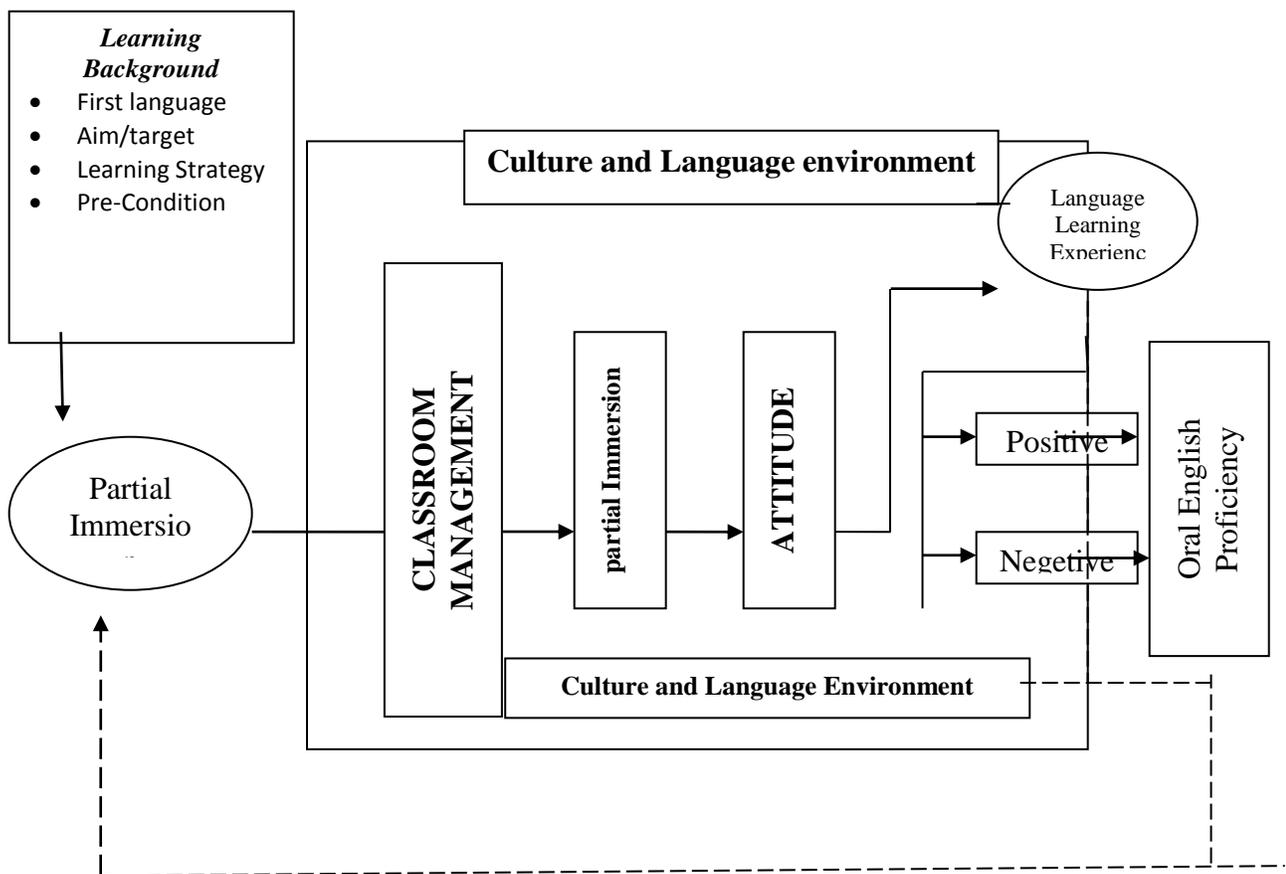
C. CONCEPTUAL FRAMEWORK

It is undeniable the students' language proficiency is the most difficult problem faced by all of second language students (Berman and Cheng, 1996). Because of this, the English lecturers should create any teaching techniques that can motivate the students to speak English. The researcher believes that teaching oral skill by using partial immersion or bilingual approach will motivate students in having positive attitude, perception, motivation, and interest in improving their Students language proficiency. The researcher uses bilingual approach or researcher call this a partial immersion because sometimes the students hang up their ideas when they speak English. In bilingual approach as a mean of partial immersion model, the lecturers teach the students by using both languages namely first language and target language in the same times. Through this approach, researcher assumes that the students do not need to hang their idea when they want to speak. For instance, "Hallo! How are you *selama ini* because I didn't see you for a long time, *dimana saja anda selama ini* and what did you do? In classroom communication, the students will use both of the languages and they do not need to open dictionary to find out the meaning of word or sentence.

Relating to the description above, the researcher proposes partial immersion in bilingual approach in promoting students' Students language proficiency. By assuming fast, this approach will be more interesting and can

help the students to express their ideas. Consequently, the students are expected to speak English. The researcher treats the students by giving guided question to analyze the students' oral skill in English. The question will be submitted to the students a technique before drilling the classroom. The main expect result of this process is to make students to have good competence of oral skill and in the same time promote the students' Students language proficiency. Here is the researcher's conceptual framework;

Figure 3. Conceptual Framework



D. Hypothesis

1. Partial Immersion program improved the first semester students of FKIP Universitas Muhammadiyah Sidenreng Rappang
2. The lecturers and students had positive perception of the relative usefulness of Partial immersion program.