Linguistic immersion: Contrastive analysis of the development of oral skills in Preschool and Fifth-grade students from Institución Educativa Cajete in Popayán

Presented by:

Angela Tatiana Benavides Vela

Iris Ariadna Sánchez Osorio

Juan Sebastián Benavides Vela

University of Cauca

Faculty of Human and Social Sciences

Bachelor's Degree in Modern Languages English-French Program

2025

Linguistic immersion: Contrastive analysis of the development of oral skills in Preschool and Fifth-grade students from Institución Educativa Cajete in Popayán

Presented by:

Angela Tatiana Benavides Vela

Iris Ariadna Sánchez Osorio

Juan Sebastián Benavides Vela

Chairperson:

Adriana Idrobo Hurtado

University of Cauca

Faculty of Human and Social Sciences

Bachelor's Degree in Modern Languages English-French Program

2025

Agradecimientos

Quiero dedicar este trabajo final a Dios, por ser mi guía constante, permitirme sentir su presencia en momentos de incertidumbre y por iluminar el camino que hoy culmina con esta meta.

A mis padres y a mi abue por su amor incondicional, su esfuerzo incansable y su confianza en mí. Gracias por creer en mis sueños incluso cuando parecían lejanos.

A mi pequeña Lana, que, aunque ya no estás conmigo para ver este último paso, tu compañía en las noches de escritura hizo más llevadero el camino.

A mis amigos, por las risas compartidas, por estar presentes en los días buenos y en los difíciles, y por recordarme que no estoy sola en este camino.

Y, finalmente, a mí misma, por no rendirme y seguir adelante con determinación y corazón.

−Iris

I would like to express my heartfelt gratitude to everyone who has been part of this journey. First, to the children who opened their hearts to us, their trust and energy gave this project a deeper meaning and made it truly special.

To my teammates, Iris and Juan for your dedication, collaboration, and unwavering support. Together, we overcame challenges and brought this project to life. This achievement is the result of our teamwork and shared efforts.

Lastly, thank you to everyone who has supported me along the way. Your encouragement and belief in me have been invaluable in making this a reality.

—Ángela

Content

Introduction 6
Rationale 8
Problem Statement 9
Objectives 11
Referential Framework 11
Previous studies 11
Conceptual Framework 15
Grammar 16
Oral Skills 16
Language Acquisition Device 16
Language Development in Childhood 16
Linguistic Immersion 17
Pronunciation 17
Zone of Proximal Development 17
Total Immersion Inside the Classroom 17
Vocabulary 18
Theoretical framework 18
Contextual Framework 23
Methodology 24
Data collection 25
Data Analysis 60
Imitation 61
Immersive Game 64
Art-English 67
Conversations 69
Other Findings 72
Limitations 78
Conclusions 79
References 84
Appendix 92

List of figures

Figure 1. Diagnostic Session in preschool grade: Immersive game: Good Morning, Good night 30

Figure 2. Session 1 in preschool grade: Vocabulary Images 32

Figure 3. Session 2 in preschool grade: Art-English: My face.....35

Figure 4. Session 2 in preschool grade: Imitation: Sing the face parts song.....35

Figure 5. Session 3 in preschool grade: Imitation: Shapes Song.....38

Figure 6. Session 4 in preschool grade: Art-English: Color the shapes.....40

Figure 7. Session 5 in preschool grade: Imitation: Welcome song.....43

Figure 8. Session 6 in preschool grade: Conversations: Let's learn the rules of the classroom.....46

Figure 9. Diagnostic Session in fifth grade: Imitation: Five Little Ducks Song.....48

Figure 10. Session 1 in fifth grade: Conversations: Greetings.....50

Figure 11. Session 2 in fifth grade: Art English: Describe my classmates.....51

Figure 12. Session 3 in fifth grade: Art-English: draw the weather.....54

Figure 13. Session 4 in fifth grade: Immersive game: Hangman Game.....56

Figure 14. Session 4 in fifth grade: Immersive Game: Who am I?.....56

Figure 15. Session 5 in fifth grade: Conversations: Walking around the school.....58

Figure 16. Session 5 in fifth grade: Imitation: Little soldiers.....58

Figure 17. Session 6 in fifth grade: Imitation: Days of the week.....60

List of tables

Table 1. Immersion activities to develop oral skills.....27

Table 2. Diagnostic session in Preschool Grade.....28

Table 3. Session 1 in Preschool Grade.....30

Table 4. Session 2 in Preschool Grade.....33

Table 5. Session 3 in Preschool Grade.....35

Table 6. Session 4 in Preschool Grade-.....38

Table 7. Session 5 in Preschool Grade.....40

Table 8. Session 6 in Preschool Grade.....43

Table 9. Diagnostic Session in Fifth Grade.....46

Table 10. Session 1 in Fifth Grade.....49

Table 11. Session 2 in Fifth Grade.....50

Table 12. Session 3 in Fifth Grade.....52

Table 13. Session 4 in Fifth Grade.....54

Table 14. Session 5 in Fifth Grade.....56

Table 15. Session 6 in Fifth Grade.....58

List of Appendices

Appendix A. Informed consent fifth grade students.....89

Appendix B. Informed consent Preschool grade students.....90

Appendix C. First interview Fifth-grade teacher.....91

Appendix D. First interview Preschool teacher.....92

Appendix E. Preschool grade English textbook.....92

Appendix F. Basic Learning Rights Preschool.....93

Appendix G. Basic Learning Rights Fifth-Grade.....94

Appendix H. Field dairy format.....95

Appendix I. Folder that collects audio recordings of teachers' and students' responses.....95

Introduction

This research was conducted out of an interest in understanding the influence of language immersion on the oral skills of children during critical stages of their academic cycle. The social interest lies in delving into the educational context to understand the complexities of language immersion in children and how it can enrich their learning process. In the professional realm, as

educators and committed social agents, our purpose was to provide relevant information to improve the teaching of English as a foreign language in Colombia. It is expected that the findings of this project will not only benefit the children involved but also enrich the field of language acquisition in the Colombian educational context, promoting more effective and equitable pedagogical practices.

Subsequently, the problem was identified and contextualized; it lies in the low level of English proficiency among Colombian students despite governmental programs like Colombia Very Well, aiming to achieve a B1+ level for 50% of the student population. English teaching in rural primary schools faces additional challenges, as teachers lack proper training in language teaching methods and are unaware of language learning programs and standards. Given this context, language immersion emerges as a strategy to enhance language competence.

The general objective of this work was to contrast the advancement of oral skills in preschool and fifth-grade students through language immersion activities. Specific objectives included detecting the English language needs of the students, designing language immersion activities, implementing these activities in both groups, and analysing the development of the mentioned skills.

According to the MEN, the Colombian educational system comprises initial education, preschool education, basic education (five grades of primary and four grades of secondary), middle education (two grades culminating in the title of bachelor), and higher education. Preschool education corresponds to the education offered to the child for their integral development in biological, cognitive, psychomotor, socio-affective, and spiritual aspects, through pedagogical and recreational socialization experiences. The preschool education level

includes pre-kindergarten, kindergarten, and preschool grades, with the latter being mandatory in state educational establishments for children under six (6) years of age (Art. 15 Law 115/199).

Other research in international, national, and local contexts that contribute knowledge from different perspectives to this research are presented. The concepts and theories influencing this research will be explored, such as language immersion, oral skills, natural approach, Krashen's Input, Piaget's cognitive development stages, and Lenneberg's critical period, among others. Language immersion is defined as a second language teaching program in which some or all subjects of the school curriculum are studied in the target language, which is not the students' native language (Centro Virtual Cervantes, n.d).

The key feature of this study was its contrasting approach between the preschool and fifth-grade groups of Cajete Educational Institution in Popayán, Cauca, as the target population belonged to different stages of cognitive development.

Regarding the methodology, this research was conducted with a qualitative approach, using a Participatory Action Research, descriptive, and exploratory design, which was carried out in twelve sessions at Cajete Educational Institution, Popayán. Interviews with teachers from the preschool and fifth-grade levels, classroom observations, and the Immersival technique were conducted to gather data on the promotion of oral skills in students. The students experienced total immersion, where they were continuously exposed to the target language, to create a natural and authentic environment to increase oral skills in English. Finally, it is followed by the references section.

Rationale

The choice of this research topic, "English Language Immersion: Contrastive Analysis of Oral Skills Development in Preschool and Fifth-grade Children," was based on several

fundamental factors. Firstly, there was a recognition of the increasing relevance of deeply understanding how children acquire oral and listening skills in the context of second language acquisition (L2). This interest stemmed from theories such as Lenneberg's critical period (1967), which highlights children's ability to learn languages more easily during childhood, and Krashen's input hypothesis (1981), which emphasizes the importance of constant language exposure for effective learning.

This research aimed to benefit students of the I. E. Cajete who have not had trained English teachers, offering an opportunity to enhance their oral skills in English through natural exposure and interaction. This program could significantly boost their ability to acquire a second language. For students in both preschool and fifth grade, the immersion experience may foster a deeper linguistic and cultural understanding, which is critical in a globalized world. Additionally, the immersive environment can improve not only language proficiency but also cognitive skills such as problem-solving, adaptability, and cultural awareness.

Also, this research provided a framework and resources for teachers in I.E. Cajete to implement effective English language teaching strategies, even in contexts where formal training in English as a Second Language (ESL) methodologies may be lacking. By being present in the classroom during the immersion program, teachers were able to enhance their professional development and pedagogical skills. This involvement also encouraged collaborative learning and a reflective practice among educators, leading to a more supportive teaching community that can share strategies and experiences for effective language teaching.

Finally, this research submitted a contribution for students of the bachelor's program in modern languages to apply theoretical knowledge in real classroom settings, thereby enhancing the understanding of language acquisition theories and methodologies and how it improves the

quality of language education, thus meeting the goal of the National Bilingualism Program (NBP), which aims for Colombia to not only be one of the countries with the best education in Latin America by 2025 but also to excel as the South American nation with the best command of the English language.

Problem Statement

Colombia is committed to globalization and the development of its citizens by incorporating the teaching of a foreign language, English, into its educational system. To fulfill this commitment, the government has established various educational programs such as Colombia Very Well or the National Bilingualism Program (NBP) which establishes a national goal to reach a B1+ level for 50% of the student population in basic and secondary education (MEN, 2014). However, the results have not met the expectations, as Sánchez (2018) points out, "The level of English proficiency of Colombian students is relatively low, especially among high school graduates, with 91% reaching only the A1 level."

To identify the root of the problem, it was necessary to analyze the context of English teaching from elementary education. Calderón (2022) suggests that graduates in modern languages are qualified to teach in secondary and middle education, leaving the task of education to teachers graduated from "Escuela Normal Superior". Ramos and Aguirre (2016), cited in García and Reyes (2022), mention that in the elementary school setting, teachers must be qualified to teach multiple subjects, but many times they are only qualified in one or two. In their research titled "Teaching English in rural Colombian schools: Challenges and opportunities," García and Reyes (2022) report that a high level of English proficiency is not the norm among rural teachers. However, this is only one of the factors that influence the current level of English proficiency among elementary students in rural schools, as Martínez (2019) points out in his

research carried out in Cajibío, a municipality in the department of Cauca. Martínez mentions that teachers are unaware of language teaching methods, since his research indicated that the methodology used mainly involved memorization and writing reduced to lists of words and repetition of sentences. They also mention that the teachers interviewed expressed a complete lack of knowledge of the programs, standards and basic learning rights in the teaching of English.

In the context of Cajete Educational Institution, several specific needs were identified through observations and preliminary diagnostics. The institution, located in a rural area, faces significant challenges such as limited educational resources, no English teachers, and overcrowded classrooms. This high student-to-teacher ratio makes it challenging for teachers to address individual learning needs, track progress, or offer tailored support to students who may be struggling. As a result, many students may feel overlooked or disengaged, leading to gaps in understanding and skill development. Interviews and feedback from teachers revealed that students at Cajete struggle with oral skills in English, largely due to a lack of interactive and engaging teaching methods. The current pedagogical approaches were found to be predominantly traditional, focusing heavily on rote memorization and repetitive exercises rather than interactive and communicative practices. The feedback from teachers highlighted a pressing need for professional development in modern language teaching techniques and the introduction of effective, immersive learning activities. These challenges are compounded by the broader issues of rural education, where access to high-quality English instruction is often limited.

Considering the context of the current level of English proficiency in Cajete Educational Institution, and the commitment of the National Government to improve linguistic competence, immersion emerged as a pedagogical strategy to achieve the objectives of the NBP. This

generated the following research question: How do linguistic immersion activities develop oral skills in preschool and fifth-grade students at Cajete Educational Institution in Popayán?

Objectives

Contrast the development of oral skills in preschool and fifth-grade students at Cajete Educational Institution through linguistic immersion activities.

Specific Objectives

1. Identify the linguistic needs in English of preschool and fifth-grade students at Cajete Educational Institution.
2. Design linguistic immersion activities according to the DBA (Basic Learning Rights).
3. Implement the immersion activities in the preschool and fifth-grade groups.
4. Evaluate the immersion proposal.

Referential Framework

Previous studies

At the international level, Nicolay and Poncelet's (2015) study titled "*Cognitive benefits in children enrolled in an early bilingual immersion school: A follow-up study*" contrasts the level of cognitive development between bilingual and monolingual children and suggests that an L2 immersion school experience produces some of the cognitive benefits associated with early bilingualism, such as selective attention and inhibition of interference. It is worth noting that these benefits are truly demonstrated in immersion programs lasting for years. The choice of this research as background is due to this study highlight that early immersion in a second language

not only facilitates language acquisition and competence, allowing students to develop greater fluency and comprehension in the foreign language, but also has a significant impact on cognitive development, improving skills such as attention, memory, and problem-solving ability. These benefits are reflected in stronger academic performance, as students immersed in second language learning programs show a greater ability to perform complex tasks and cognitive flexibility that allows them to adapt and respond effectively to varied learning situations. In short, immersion in a second language from an early age not only enriches their communicative competence, but also enhances cognitive skills that are essential for academic success and for the comprehensive development of students.

In this line of thought, Payesteh and Finestack (2020) in their research "*Influences of language input and production on the language skills of Persian-English bilingual immersion preschool children*" investigate the repercussions of language input and production on the language skills of preschool-aged children immersed in a Persian-English bilingual environment. In both studies, the population includes children of approximately five years of age, which is key, since this stage is considered crucial in the linguistic and cognitive development of children. In the study on Persian-English children in the United States, the participants are between two and five years old, covering the preschool stage in which children are in the process of acquiring and differentiating both languages, which allows for a detailed analysis of how the input at home and at school affects their mastery of Persian and English. In this research, five-year-old students at the preschool level are also in an early stage of development, in which linguistic immersion activities are especially effective in developing oral skills in a foreign language. This age facilitates the implementation of immersion strategies due to the brain plasticity of children, which allows them to absorb language more easily and adapt to the new language naturally.

Bettney's study in Honduras (2017) "*A picture is worth a thousand words: Portraying language learning experiences in a bilingual school in Honduras.*" investigates students' perspectives on learning English in an early partial immersion program in a bilingual school in a Spanish-speaking context. Although many students spend up to thirteen years in these schools, a significant percentage do not reach an adequate level of proficiency in English. Both, this previous study and the present research, highlight similar challenges in the effectiveness of immersion programs, as despite exposure to English over several years, many students still have low levels of proficiency in the language. This problem reflects a common obstacle in Spanish-speaking contexts: the lack of consistency in English learning standards and the variability in the quality of programs, teaching staff, and educational resources.

At the national level, Galindo Martínez and Botero Restrepo's (2016) research "*Patrón de desarrollo bilingüe, habilidades lingüísticas y metalingüísticas: grados 2° y 5° en una institución educativa bilingüe piloto del Quindío, Colombia.*", analyses the standard model of bilingual development and language skills in elementary school students, who are in similar ages to the population targeted by this proposal; therefore, it is relevant to acquire a more comprehensive view of how these skills develop in this specific population. Similarly, Silva, Martinez, Orozco, and Ayala's (2018) research titled "*Implementing an Intercultural Language Immersion Program in a Colombian Bilingual Schoo*l" provides information and a broader perspective on ideas on how to implement an immersion program in a Colombian educational institution. Likewise, Cataño, Morales, and Valencia (2020) in their research "*Espacio de Inmersión lingüística: Una Estrategia para el Aprendizaje del Inglés en Estudiantes del Grado Sexto del Colegio Adventista de Zaragoza, Antioquia.*" explore the language immersion strategy for learning English in sixth-grade students at a school. The choice of this study is since they share the same strategy but with

the difference that it is carried out in sixth grade, which belongs to secondary basic education, whereas in this proposal, fifth grade is the last grade of basic education. This would provide information about the development of oral skills between one grade of schooling and the next.

At the regional level, Arcos and collaborators (2019)"*English immersion for the integral development of early childhood in Vereda El Sendero*." inquire about the impact on the integral development of early childhood through immersion in English. The choice of this study is based on knowing what the integral effect may be that students can have when applying an immersion process to them, especially if it is carried out in their early years of life because the present proposal would be carried out in preschool students who belong to the early childhood group. Camacho and Clavijo (2023) present their research titled "*Syllabus for improving verbal fluency in English as a foreign language in the PLLMEIF sixth semester students through total immersion camps.*" in which they indicate the verbal fluency in English acquired by a population of Bachelor's Degree Program in Modern Languages with Emphasis in English and French students who were exposed to total immersion through camps. The choice of this study focuses on the similarity of improving oral skills in English through an immersion program. Likewise, Astudillo and partners (2019) in the research "*Influence of English Immersion Camps on 2016 First Semester Modern Languages Students' Lexical Competence at the University of Cauca.*" evaluate the influence of these English immersion camps on students' linguistic competence. The choice of this study focuses on the development of this competence through an immersion context, and although the population of this research belongs to a higher age range, it can provide information to implement the immersion program in search of students acquiring more lexicon, a fundamental aspect for the development of their oral skills.

Conceptual Framework

The conceptual framework of this research compiles a series of fundamental concepts that serve as a guide to understand the development of oral skills through linguistic immersion activities in children.

Basic Learning Rights

According to the Ministry of National Education (n.d.), the basic learning rights represent foundational learning that integrates knowledge, skills, and attitudes considered essential for the progressive development of students within a specific cultural and historical context. These foundational elements serve as the basis for constructing more complex knowledge in subsequent stages.

Fluency

The British Council (n.d) postulates that fluency in a language means speaking easily, reasonably quickly and without having to stop and pause a lot.

Grammar

The Cambridge Virtual Dictionary (n.d) states that grammar is the study or use of the rules about how words change their form and combine with other words to make sentences.

Oral Skills

According to Byrnes and Maxim (2004), oral skills are a set of skills that focus on oral communication in a language. These include both oral expression (speaking) and oral comprehension (listening). When developing them, a variety of linguistic knowledge is mobilized, including pronunciation, lexicon, grammar, sociocultural, pragmatic, sociolinguistic, discursive and strategic aspects. Speaking involves the ability to communicate thoughts, ideas

and emotions clearly and effectively, while listening involves the ability to understand what others say, which is essential for effective communication in a language.

Language Acquisition Device

According to Chomsky (1980), this term is used to describe the inherent ability of human beings to learn a language, an ability shared by all individuals and considered innate. Through this device, the speaker has access to the knowledge and use of language, thanks to the presence of a universal grammar that develops in their mind.

Language Development in Childhood

According to Hoff (2006), language development in childhood is a process in which children acquire and improve their oral language skills in their native language or a second language. During this period, they acquire vocabulary, understand grammar, and improve pronunciation and the ability to use language accurately in different contexts.

Linguistic Immersion

The Cervantes Virtual Center (n.d), states that linguistic immersion is a second language teaching program in which some or all of the subjects of the school curriculum are studied in the target language, which is not the students' mother tongue and which the objective of this process is to achieve bilingualism, so that students are competent in both languages.

Pronunciation

According to Collins Virtual Dictionary (n.d) “Pronunciation is the act or manner of pronouncing syllables, words, and phrases with regard to the production of sounds and the placing of stress, intonation, etc.”

Zone of Proximal Development

Vygotsky (1978), suggests that learning occurs in the zone of proximal development, where students can perform tasks with the help of an adult or a more advanced peer. In the immersion classroom, the teacher designed collaborative activities that allowed students to learn English through interaction with their peers and with the support of the teacher.

Total Immersion Inside the Classroom

According to Reyero (2014) “The target language is used 100% of the time and the native language will only be used in situations of extreme need.” (p.16). Accordingly, Londoño in his article 'Immersion as a Pedagogical Strategy for the Development of Communicative Skills in English: The Fourth Phase' (n.d.), states that communicative skills are promoted through total immersion, as it involves deep and significant learning that allows comprehensive development in real time.

Vocabulary

The Merriam-Webster Dictionary (n.d) refers to the concept of vocabulary as the collection of words known by an individual or by a large group of people.

Theoretical framework

The theoretical framework of this research is designed to provide a solid foundation for the development of oral skills in preschool and fifth-grade children through language immersion activities. It is essential to explore theories that support these processes in the context of second language learning. Next, theories related to the development of these skills and their influence on children in immersion situations will be presented.

Linguistic immersion carried out in the environment of the target language is beneficial both in meaningful learning and in the development of oral skills, as stated by Johnson and Swain (1997), who also mention that the acquisition of the L2 is accelerated, allowing students to obtain the ability to function in contexts of daily life. When an individual is involved in a second language, they are exposed to new words, new meanings, and new sounds. Chomsky (1976) states that within the minds of all individuals, there is an abstract component called a language acquisition device that allows them to learn any language by associating sounds with their corresponding meanings. This ability is closely related to the natural approach of Krashen and Terrel (1988) cited in Cari (2019), since they assert that all learners, regardless of their age, are capable of acquiring words and producing them in their speech unconsciously when establishing a connection between the sound of the word and its meaning, thus eliminating the need for translation. With the natural approach, students can learn to communicate in English functionally, like how they acquire their native tongue. This would be achieved through real and constant interaction with the language, by being exposed to various activities and contexts that are familiar to them. Here, Asher's Total Physical Response (TPR) theory (1977) becomes particularly relevant, as it emphasizes the connection between language and physical movement. This principle of physical engagement is also central to Neil D. Fleming’s visual, auditory and kinesthetic model (1987), where the kinesthetic modality emphasizes learning through movement and action. Additionally, the visual and auditory modalities in VAK complement this physical engagement by integrating visual aids and listening activities that reinforce language learning, creating a holistic and interactive immersion experience that stimulates multiple senses simultaneously.

By associating spoken instructions with actions, children can internalize language structures and vocabulary in a natural and engaging way. This aligns with the natural approach's focus on meaningful interaction and language acquisition through comprehensible input. Vygotsky (1978) proposed that learning is fundamentally a social process and that language plays a crucial role in cognitive development. He introduced the concept of the "Zone of Proximal Development" (ZPD), which refers to the gap between what a child can achieve independently and what they can achieve with guidance from a more knowledgeable adult or peer. In the context of language immersion, Vygotsky's theory highlights the importance of social interaction in the classroom, particularly through collaborative activities and meaningful learning situations. Within an immersion setting, students can engage in problem-solving tasks and communicative activities that fall within their ZPD, allowing them to practice and enhance their oral language skills with the support of teachers and peers. This perspective aligns with the idea that language immersion is not merely about exposure to the target language but also about the active use of language in a social context, which facilitates the internalization of language structures and vocabulary.

Lave and Wenger (1991) proposed the Situated Learning Theory, which posits that learning is inherently tied to the context and activity in which it occurs. They argue that learning is a social process that happens most effectively when learners participate in authentic, real-world tasks within a community of practice. This theory emphasizes that knowledge is constructed through interaction and participation in meaningful activities rather than through passive reception of information. In the context of language immersion, Situated Learning Theory suggests that students acquire language more effectively when they engage in genuine communication and interaction in the target language. By participating in activities that mirror

real-life situations, such as role-playing, collaborative projects, and daily interactions in the classroom, students can develop their oral skills in a way that is directly relevant to their everyday experiences. This approach supports the idea of creating an immersive language environment where students learn by doing, thereby making the language learning process more natural and effective.

This idea is further reinforced by Paulo Freire's pedagogy of liberation (1970), which proposes that education must begin by recognizing the concrete reality of the learners, who are not passive recipients of knowledge but active subjects of transformation. In rural contexts, this perspective becomes particularly relevant, as these communities have historically been marginalized both economically and symbolically. Freire advocates for an education that does not impose external knowledge but instead starts from dialogue and critical reflection on the students' everyday lives. In this way, education serves to empower rural communities, validate their ancestral knowledge, and promote meaningful learning processes that lead to social transformation. In line with this view, rural students can benefit from an immersion experience that connects to their local context, fostering a sense of agency and cultural affirmation.

These educational approaches must also be viewed through the lens of contextualized public policy. The territorial approach to rural education, promoted by the Colombian Ministry of National Education (MEN, 2020), responds to the need to design more just, contextualized, and effective educational policies. It recognizes that there is no single definition of rurality, but rather multiple ways of being and living in rural contexts. Therefore, educational strategies must adapt to the specific characteristics of each territory. These characteristics include the geographical dispersion of communities, limited access to technological resources, and cultural

and linguistic diversity, especially in regions inhabited by Indigenous and Afro-descendant populations. This approach also envisions schools as spaces that interact with the local environment and contribute to the sustainable development and cultural identity of rural communities. From this perspective, language immersion projects should be planned considering the realities of rural life, ensuring that they are not only inclusive but also transformative.

Krashen (1981) also argues that second language learning is most effective when learners are exposed to input that is slightly advanced at their current level of performance but is still comprehensible. It should be noted that the ability to understand and reason varies in everyone according to the stage of cognitive development in which they are. Piaget (1982) mentions that the capacities of the individual in childhood are reorganized and become increasingly elaborate, allowing for a better understanding of their environment. These stages are: sensorimotor, preoperational, concrete, and formal. Preschool students are expected to be in the preoperational stage, characterized by the development of symbolic skills, egocentrism, and magical thinking, while fifth-grade students would be in the concrete operational stage, marked by logical and concrete thinking, limited abstract reasoning, and the ability to classify objects and ideas. These developmental stages also coincide with Lenneberg's (1967) critical period hypothesis, which states that between the ages of two and puberty, individuals have a heightened ability to acquire language naturally and fluently. As children grow older, their ability to acquire a second language with native-like proficiency diminishes, underscoring the importance of implementing language immersion programs during early childhood.

This study's data collection instruments were chosen and designed with careful theoretical consideration. Semi-structured interviews, for instance, are rooted in the work of

Cohen, et al. (2011), who highlight their power to uncover teachers' and learners' lived experiences within educational settings. Alongside these interviews, systematic classroom observation enabled the researcher to capture real-time interaction patterns and to witness the Zone of Proximal Development (Vygotsky, 1978) in action, as underscored by Denscombe (2014). Complementing these methods, a researcher's reflective field diary provided an ongoing record of session events and reflexive insights, documented through ethnographic field notes (Glesne, 2016). To evaluate spontaneous oral production under immersion, dedicated English sessions implemented an advanced comprehensible input in line with Krashen's Hypothesis (1981), while a carefully structured immersion guide ensured that activities remained developmentally appropriate and pedagogically coherent across sessions (Johnson and Swain, 1997).

Contextual Framework

The contextual framework of this research establishes the general scenario or context in which the study was carried out, providing relevant information to understand the problem or research question.

This investigation was executed in Popayán, capital of the department of Cauca and known as the "White City" due to its colonial architecture, it is one of the oldest cities in Colombia and famous for its celebration of Holy Week, which has been declared Intangible Cultural Heritage of Humanity by UNESCO. The White City has a variety of schools that offer programs from preschool to secondary education which can be both public and private, and some of them have specific academic orientations, such as technical, scientific, humanistic, or religious focus. In this scenario, Popayán becomes an ecosystem representative of Colombia's challenges and aspirations. Therefore, this research looked for not only to contribute to the understanding of

local learning processes, but also to support Colombia's broader efforts to improve the quality of education.

Cajete is one of the 23 townships located in Popayán. It is made up of the villages Cajete, Santa Ana and Las Chozas. In this first village is the educational institution of the same name, which has provided public education services to students from surrounding villages and neighborhoods since 1991. This institution offers levels of education ranging from Preschool to High School, serving children and young people from the southwest of Popayán. Cajete Educational Institution is part of the official sector and follows Calendar A. It is located in a rural area and offers study days in the morning, afternoon and weekends. The grades taught range from preschool to grade eleven, also including elementary school for adults. The student population is mixed. In preschool grade there are 22 students between 5 and 6 years of age while in fifth grade there are 35 students in the age range between 9 and 13 years.

Methodology

The present research aimed for a deeper understanding of the experiences, perceptions, and processes influencing the development of oral skills in the target population, considering the uniqueness of each individual and the contextual values that influenced their learning. In this regard, qualitative research is the methodological procedure that employs words, texts, discourses, drawings, graphics, and images to construct knowledge of social reality, in a process of conquest-construction-theoretical verification from a holistic perspective, as it seeks to understand the set of interrelated qualities that characterize a particular phenomenon. The qualitative perspective of research attempts to approach social reality using non-quantitative data (Álvarez et al., 2014).

The design had a participatory action research design, as in this project, children were the subjects of study, and it was necessary to involve them as active participants in the process to identify their specific needs or challenges regarding the development of their oral skills and to take concrete measures to address the determined problems. Similarly, as authors of this proposal and as educators, we were participatory agents in this process, being responsible for decision-making, implementing the immersive strategy, reflection, and seeking effective solutions. Hall (1981, as cited in Oliveira, 2015) uses the term Participatory Action Research to describe an integrated activity that combines social research, educational work, and action.

The research also had a descriptive research design, as it was essential to gather objective and precise data, in addition to characterizing trends and patterns in the target population to obtain a clear and detailed picture of the results obtained in both groups regarding the development of their oral skills. According to Tamayo and Tamayo (1989), "Descriptive research comprises the description, recording, analysis, and interpretation of the current nature, composition, or process of phenomena. The focus is on dominant conclusions on a group of people, group or things, it is conducted or operates in the present" (p.35).

The design was also exploratory since there is limited previous research relating a contrastive analysis of language immersion to develop the oral skills in children of different grades, allowing for a broader understanding that could be useful for generating future research questions. Exploratory studies serve to increase familiarity with relatively unknown phenomena, obtain information about the possibility of conducting more comprehensive research on a particular real-life context, investigate human behavior problems considered crucial by professionals in a certain area, identify promising concepts or variables, establish priorities for

subsequent research, or suggest verifiable assertions (postulates). (Dankhe, 1986, cited in Sampieri, 1997).

Data collection

Before starting with the immersion process, informed consent was subsequently given to the parents (See Appendix A and B).

During this research, interviews were one of the techniques conducted with the English teachers of preschool and fifth grade, allowing us to learn about the pedagogical practices, resources, materials, and adaptations used in the classroom to promote the development of oral skills in both groups. Through the interview, teachers communicated the challenges and barriers they face in teaching these skills (See Appendix C, D, E), as well as obstacles students encounter in their language development process. The instrument for this technique was the questionnaire and contained about six to seven semi-structured and open-ended questions for teachers, these questions were asked to gain a better understanding of the educational context of the students in the English learning framework.

During diagnostic sessions, preschool students showed amazement and confusion when exposed to a setting where teachers communicated only in English. For all of them, this was their first experience with linguistic immersion, which naturally led to resistance. Many students asked, "Why aren’t you speaking normally?" and requested that the teachers switch to Spanish, highlighting their discomfort and unfamiliarity with the new language. This reaction underscores the need for a gradual and supportive introduction to English immersion.

The session revealed that the students’ English vocabulary was extremely limited. While a small number of them recognized basic words like "Hello," the majority lacked any prior exposure to the language. This limited vocabulary made it difficult for them to follow

instructions, leading to a loss of interest and increased distractions. These challenges highlight the importance of integrating visual aids, gestures, and engaging strategies to maintain their focus. Despite these obstacles, the imitation activity demonstrated that preschool students possess a notable strength in replicating new sounds with ease since for most students, it took them about two or three repetitions to achieve a correct pronunciation of a short sentence.

On the contrary, fifth-graders were more aware that English was not their native language, demonstrating a level of familiarity with the idea of learning it as a second language. Thanks to their previous exposure to English in regular classes, most students had already acquired a base vocabulary. However, understanding complete sentences proved challenging as students often tried to make sense of instructions or content by piecing together the meaning of the few words they recognized. A notable strength was their ability to identify and pick up on grammatical patterns in a relatively short period of time. They demonstrated an emerging ability to understand sentence structure and how words work together. However, when it came to pronunciation, students needed more practice. It took them several repetitions to correctly pronounce complete sentences.

In this order of ideas, to design the language immersion activities, the diagnostic sessions and the Basic Learning Rights (Appendix F and G) were taken into account ensuring that at the end, students were able to: in preschool grade, recognize simple instructions related to their immediate environment, and respond to them non-verbally. Also, understand and answer very simple questions about their personal data, such as their name, age, and family. And finally, identify, repeat, and use words associated with their immediate environment. On the other hand, in fifth grade, students could: understand general and specific information in a short narrative text. Besides, produce a short and simple oral and/or written narrative text that answers the

"what? who? when? and where?" of an event or anecdote. Lastly, exchange information about habits, tastes, and preferences about familiar topics. Another important element when designing the activities was the age of the students, because as Flores, E. (2016) mentions, at first, when children are younger, it is necessary for the tasks to be short and active, in order to use the qualities of involuntary attention in the most productive way. For this reason, in preschool it was necessary to implement a greater number of activities with a shorter duration each, while in fifth grade these were few but required a greater amount of time. The resources we had also influenced the design, because in preschool we did not have a television while in the fifth-grade classroom we did, so in the latter we used more audiovisual material while in preschool we used more physical resources.

Another technique employed was the observation of both groups of students in the classroom, which allowed for the confirmation of the challenges the children faced while developing their oral skills. Observation provided the opportunity to individually record the results of both grades. Subsequently, this collected information could be contrasted. The observation instrument was the field diary (See Appendix H), in which records were made in real-time and objectively about the interactions and interventions of the students, the duration of these, and the vocabulary used, among other defined aspects related to the development of oral skills in immersion activities.

Through the Immersival technique, students were exposed to language immersion and demonstrated their oral skills by interacting with the teachers and other students. Children showed their ability to understand and respond to conversations and follow instructions according to their capacities. Additionally, they expressed their ideas and thoughts using vocabulary in specific contextual situations. The instrument for this technique was the immersion

guide carried out in six sessions, which stipulated the immersion activities, themes, and skills to be worked on. (See Table 2 and 3)

Finally, one more technique used to evaluate the immersive proposal was an interview of 5 open questions carried out with the main teachers of each group to know their perspective on indirect participation in the process and with the participating students in order to know their opinions about the activities carried out and their testimonies about their progress in the English language. (See Appendix I)

The table below describes each activity in general terms for the sessions with preschool and fifth-grade students, focusing on immersive learning strategies:

Table 1

Immersion activities to develop oral skills

Immersive Activity	Description
Imitation	Students imitate the pronunciation and intonation of the words and gestures that the teacher says and does.
Art-English	Students/teacher represent the acquired vocabulary through their artistic skills: dance, drawing, painting, plasticine, etc.
Conversations	Teacher engages in short conversations with students. Ex: -What is this? - Night.
Immersive Game	Students use body movements to follow instructions based on the concepts learned, and also play games that they already know.

The following tables contain the immersion guide which provides a specific and detailed description of each activity carried out, as well as information associated with the topics to be

addressed during the sessions. This guide is organized so that it begins with preschool grade table and then with fifth grade table as shown below.

Table 2

Diagnostic session in preschool grade

<table>
<tr><th colspan="5">Preschool Grade</th></tr>
<tr><td>Diagnostic Session</td><td>Date: March 5</td><td>N°Students22</td><td>Boys: 13</td><td>Girls: 9</td></tr>
<tr><td colspan="5">Topic: Expressions to greet and introduce yourself, Colors.</td></tr>
<tr><td colspan="5">Strategies: Total immersion in the classroom.</td></tr>
<tr><td colspan="5">DBA: Answer simple questions about personal information such as name, age and family.</td></tr>
<tr><td colspan="5">Session Objectives:
• Familiarize students with common expressions of greeting and introduction.
• Recognizes and pronounce in English the vocabulary related to games, toys and recreational activities.
• Identifies phrases in English.</td></tr>
<tr><td>Skill
Pronunciation</td><td>Grammar
Simple questions, present simple.</td><td colspan="2">Vocabulary
Hello - How are you?</td><td>Resources
Song, voice.</td></tr>
<tr><td colspan="5">Imitation: Welcome song
Children listened to the teacher’s pronunciation of the song and repeated it part by part, children sung and danced.
Lyrics:
Hello, hello. What is your name? Hello, hello. What is your name? My name is Bobby! What is your name? My name is Judy! Goodbye. Hello, hello. What is your name? Hello, hello. What is your name? My name is Jacky. What is your name? My name is Sally. Goodbye. Hello, hello. What is your name? Hello, hello. What is your name? My name is Bobby! What is your name? My name is Judy! Goodbye.</td></tr>
<tr><td colspan="5">Note: The Imitation: Welcome Song Activity was done at the beginning of most sessions with the goal of creating a tradition and contextualizing the students in the English class.</td></tr>
<tr><td colspan="5">References: https://www.youtube.com/watchv=74FA1dyVVKs&ab_channel=WormholeLearning</td></tr>
<tr><td>Skill
Vocabulary</td><td>Grammar
Nouns, Greetings</td><td colspan="2">Vocabulary
Morning-Afternoon-Night-Good morning- Good evening-Good night</td><td>Resources
Paper, Colors
Flashcards</td></tr>
<tr><td colspan="5">Art-English: Color parts of the day.
The teacher showed drawings related to the parts of the day with their pronunciation that the students had to repeat. Then, the students drew and colored the parts of the day. Each image was then posted on a different wall. After that, students were grouped in the middle of the room, the teacher said the name of one of the parts of the day or the correspondent greeting like: “Good morning!” and the students had to quickly go and touch the wall corresponding to the image related to that word.</td></tr>
</table>

<table>
<tr><td>Skill
Vocabulary</td><td>Grammar
Imperative.</td><td>Vocabulary
Colors (Green-Red) Stop</td><td>Resources
Interactive traffic light drawing</td></tr>
<tr><td colspan="4">Immersive game: Red light, green light.
The teacher said "red light or green light," supported by interactive traffic light drawing. The red light indicated stopping, so the students did it when they saw the red light or when they heard the word stop. When the students saw the green light, they could continue their way to the goal. If a student walked when the light was red, he or she was eliminated.</td></tr>
<tr><td>Skill
Fluency-
Vocabulary</td><td>Grammar
Simple
sentences</td><td>Vocabulary
Good morning-afternoon-
night.</td><td>Resources
Flashcards, gestures</td></tr>
<tr><td colspan="4">Immersive game: Good Morning, Good night!
To begin the activity, the teacher introduced commands like “jump, and “down” acting them out for the students to follow. After this, the teacher introduced the phrases “Good Morning” and “Good night” with flashcards in the activity, seeing the morning, they pretended to wake up and said, "Good morning." For the night image, they acted as if going to bed by lying down and saying, "Good night."</td></tr>
<tr><td colspan="4">Observation:
In the first category, Imitation: Welcome Song, students develop vocabulary by understanding the meaning of what your name is? The teacher clearly pronounced the song part by part; by repetition students were able to work on their pronunciation of words. As students participated more actively in this exercise, their fluency improved, demonstrated by an increase in the number of interventions during the activity.
With the second category, Art-English: Color parts of the day, students develop vocabulary by associating new vocabulary directly with corresponding images. For example, the word “Afternoon” with visual elements such as the sunset or “Night” with the moon. This visual connection helped solidify their understanding of the new terms. In addition, repeating the words several times at different stages of the activity (when looking at the pictures, drawing them, and participating in the game) reinforced vocabulary acquisition, storing new words in long-term memory, At the beginning of the activity, students said “Nai” instead of “Night”. At the end of the activity, they corrected it.
Through the third activity Immersive game: Red Light, Green Light the students develop vocabulary, by using visual aids to represent the concepts of “red light” and “green light” vocabulary was reinforced by providing clear visual support, helping students associate colors with corresponding words and meanings. Also, Students associate the words “red light” or “stop” and “green light” with specific actions (stop and go), allowing them to learn vocabulary in a contextual and active way. This contextualized use of language in a dynamic and interactive setting enhanced their overall oral skills, allowing them to apply the new language meaningfully. When students talked to each other or asked questions, they said "lai" instead of "light"
Finally, the fourth activity: Immersive game: Good Morning, Good night! By acting out jump, down, waking up or going to sleep, students become familiar with using the language in authentic contexts. This gives them functional and fluent practice with the expressions, making it easier to transfer these phrases to everyday situations outside the classroom.</td></tr>
<tr><td colspan="4">Reflection:
In our English diagnostic class, songs and gestures were employed as tools to introduce fundamental phrases such as "How are you?" and "What's your name?". It’s important to mention that the students get more engagement when happiness is shown to them, this can influence the students learning and their emotional development. By listening and observing the song, students were able to internalize sentence structures in a meaningful context. But some other students show shyness, a cause of shyness can be fear of failure.
During our greeting's activity, students achieved to associate phrases with different images of times of day, (e.g., "good morning," "good evening," "good night"). Additionally, in the game "Red Light, Green Light," we effectively utilized a traffic light as a teaching tool—green signified "go," while red indicated "stop." Although there was a</td></tr>
</table>

degree of excitement and enthusiasm among the children, which led to some disarray, this was due to lack of explicit rules. The immersive activities enabled students to apply a second language in real-life scenarios.
Evidence: **Figure 1** *Diagnostic Session in preschool grade: Immersive game: Good Morning, Good night.* 

***Table* 1.**

Session 1 in preschool rade

Session 1		Date: 12 March	
Topic: My body			
Strategies: Total immersion in the classroom.			
DBA: Answer simple questions about personal information such as name, age and family.			
Session objectives: • Identify and reproduce words from their immediate environment. • Associate words in English with images. • Familiarize students with common expressions of greeting and introduction.			
Skill Pronunciation, grammar.	Grammar Interjections, verb to be, simple questions	Vocabulary Hello- How are you?	Resources Song, gestures, voice
Imitation: Welcome Song Children listened to the teacher's pronunciation of the song and repeated part by part, then, with the sound of the music, the children sang and imitated the gestures Lyrics *Hello teacher, how are you?* *Hello teacher, how are you?* *I'm fine, thank you* *I'm fine, thank you* *And you?*			

<table>
<tr><td colspan="4">References: https://www.youtube.com/watch?v=P2bR3iJW_Tc&ab_channel=Mangoi</td></tr>
<tr><td>Skill
Pronunciation,
Vocabulary</td><td>Grammar: Nouns, verb to be, simple questions (What is your name)</td><td>Vocabulary
Hot-Potato-Music</td><td>Resources
Ball, images, gestures, voice</td></tr>
<tr><td colspan="4">Immersive game: Hot Potato
The teacher introduced vocabulary for the game with images and gestures. Students repeated the pronunciation, and they were able to color a sheet with one of the new words learned. The students stood in a circle and the teacher repeated Hot Potato several times, but when saying “stop” the last student with the potato was selected to say his name</td></tr>
<tr><td>Skill
Vocabulary</td><td>Grammar
Body parts</td><td>Vocabulary: Head-Shoulders-Knees- Toes</td><td>Resources
Flashcards, voice</td></tr>
<tr><td colspan="4">Conversations: Talk about your body.
The teacher introduced the body vocabulary to the students with the help of flashcards and showing the parts of the body with gestures, the students repeated the sound of the words to associate the word with the image with and without the help of the teacher.</td></tr>
<tr><td>Skill
Vocabulary</td><td>Grammar
Body parts</td><td>Vocabulary
Touch-Head-Shoulders-Knees- Toes-Jump-Down</td><td>Resources
estures, voice</td></tr>
<tr><td colspan="4">Immersive game: Simon Says Parts of My Body
The teacher started showing commands like jump, and down. After this, the teacher recreated the Simon Says game with the following commands: Jump, Down, Touch your head, touch your shoulders, touch your knees, touch your toes</td></tr>
<tr><td>Skill: Vocabulary, Grammar.</td><td>Grammar
Verbs</td><td>Vocabulary: Stop-Dance Music-Chair.</td><td>Resources
Songs, voice</td></tr>
<tr><td colspan="4">Immersive game: Musical chairs
Students moved or danced inside the classroom with the music playing in the background. However, when the music stopped and they heard the word stop, they looked for a chair and sat down, the students who could not find a chair lost the game.</td></tr>
<tr><td colspan="4">Observations:
In the first activity, Imitation: Welcome song, students improved their pronunciation, particularly the /H/ sounds in "Hello" and "How." by repeating these words several times, students became more aware of how the sound is produced. They also practiced the grammatical structure of "How are you?" and its response, "I am fine," thus reinforcing their ability to ask simple questions and use the pronoun "I" to refer to themselves and “You” to address someone else in a conversation. This helped them build a foundational understanding of subject pronouns and basic sentence structures in English. When students said "I am fine" they omitted “Am", and when they said "How are you?" they said "How you?"
Through the Immersive game: Hot Potato, students developed vocabulary such as "hot," and "potato," by allowing students to color a sheet with new words, vocabulary was reinforced through visual and manual interaction, helping students remember the words better. Also, by saying "Hot Potato" in a repeated, steady rhythm, students practice not only the individual sounds, but also the natural intonation and rhythm of English.
The third activity was Conversations: Talk about your body. The students learned body vocabulary through flashcards providing clear visual support that helps students associate each word with a concrete representation. Incorporating gestures when presenting words allows students to link vocabulary to physical actions, which reinforces understanding of meaning. This kinesthetic technique helps students remember vocabulary more effectively as they associate words with movements, they themselves perform.
The next activity was Immersive game: Simon Says Parts of My Body. In which students develop vocabulary by using phrases like “Touch your head” or “Jump,” students practice commands and imperative structures. They learn how direct instructions are formed and used in English, which is critical for effective communication. Instructions include the use of the possessive pronoun “your,” which help students understand how to refer to body parts in a personal way. This practice reinforces grammar related to possession, teaching students to talk about their own bodies correctly.</td></tr>
</table>

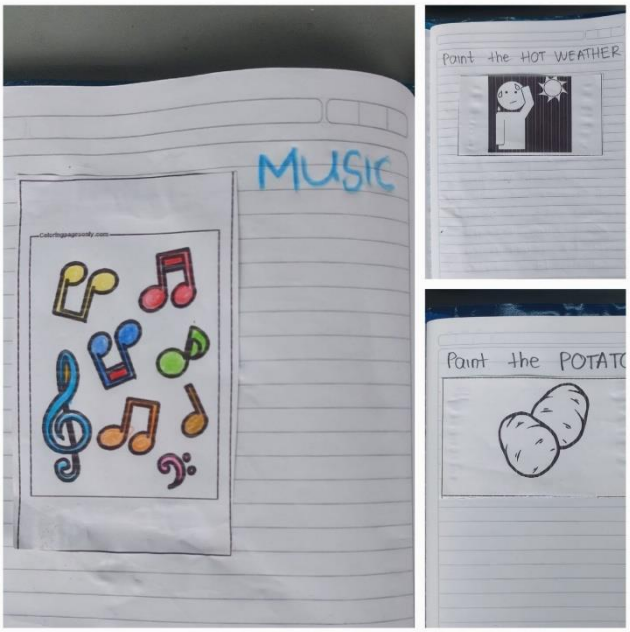
Finally, with the last activity Immersive Game: Musical Chairs, students also develop vocabulary when repeatedly hear key words like "stop," "music," and "chair" as they play. This constant exposure to this new vocabulary helps familiarize them with the terms. In addition, by associating words with concrete actions (stopping, finding a chair), students better understand the meaning of words in a real-world context.
Reflection: During some occasions it was difficult to keep the attention of the entire group due to the quantity of students. And some cases of shyness were also presented. It is important to stablish rules, so the process of teaching and learning the English language can be further improved. Evidence **Figure 2** *Session 1 in preschool grade: Vocabulary Images* 

Table 4

Session 2 in preschool grade

Session 2	Date: March 19
Topic: Face parts and Family.	
Strategies: Total immersion in the classroom.	
Session objectives: • Associate English words that students hear with images related to body parts. • Create a space in which students can explore their identity. • Provide vocabulary for students so they can communicate effectively about their own bodies and those of others.	
DBA: Answer simple questions about personal information.	
References: https://www.youtube.com/watch?v=P2bR3iJW_Tc&ab_channel=Mangoi	

<table>
<tr><td>Skill Vocabulary</td><td>Grammar: Nouns</td><td>Vocabulary: Body parts (Eyes-Nose-mouth-ears)</td><td>Resources Images, voice</td></tr>
<tr><td colspan="4">Art-English: My face
The teacher gave an image of a body silhouette to each student. They colored and decorated it. Students listened to the teacher's pronunciation, repeated and pointed out the indicated word in the image.</td></tr>
<tr><td>Skill
Pronunciation.</td><td>Grammar Nouns</td><td>Vocabulary: Body parts (Eyes-Nose-mouth-ears)</td><td>Resources
Song, gestures, voice</td></tr>
<tr><td colspan="4">Imitation: Sing the face parts song.
Students had to listen to a song and point out the mentioned part on their faces.
Lyrics:
Let's sing the eyes, nose, mouth and ears song.
Eyes nose mouth ears. (x8)
Whew, I'm tired!</td></tr>
<tr><td colspan="4">References:https://www.youtube.com/watchv=B2pmcJPQW3Q&ab_channel=MapleLeafLearning</td></tr>
<tr><td>Skill Vocabulary, grammar</td><td>Grammar
Nouns</td><td>Vocabulary Body parts (Eyes-Nose-mouth-ears)</td><td>Resources: Paper, bag, board, drawing, whiteboard, markers, voice</td></tr>
<tr><td colspan="4">Art-English: What part of the face is this?
The teacher made 4 drawings on the board (Eyes-Nose-mouth-ears) and reminded the students of the vocabulary.
In a bag there were several papers, each indicating a part of the face and the teacher chose students at random to go to the front of the board, meanwhile, some other student took a piece of paper out of the bag and the teacher read it, the student who is on the board had to point out which drawing corresponded to the word read.</td></tr>
<tr><td>Skill
Pronunciation, Vocabulary</td><td>Grammar: Nouns and expressions</td><td>Vocabulary
Family members (Baby, Mommy, Daddy, Grandma, Grandpa)</td><td>Resources Song, voice, gestures.</td></tr>
<tr><td colspan="4">Imitation: Baby Shark Song
Students listened to a song and repeat the teacher's actions, Then, Students saw images of every shark from the video and they must say which shark was it.
Lyrics
Baby Shark, doo-doo, doo-doo, doo-doo
Baby Shark

Mommy Shark, doo-doo, doo-doo, doo-doo
Mommy Shark

Daddy Shark, doo-doo, doo-doo, doo-doo
Daddy Shark

Grandma Shark, doo-doo, doo-doo, doo-doo
Grandma Shark

Grandpa Shark, doo-doo, doo-doo, doo-doo
Grandpa Shark</td></tr>
<tr><td colspan="4">References:https://www.youtube.com/watch%3Fv%3DXqZsoesa55w%26vl%3Den&sa=U&ved=2ahUKEwi7oLj9uO2EAxXqtYQIHYFfB0AQsPgBegQIFRAB&usg=AOvVaw0fAeKWeGs8NLEKTSLpsayw</td></tr>
<tr><td colspan="4">Observation:
Through the activity Art-English: My Face, students developed vocabulary by coloring and decorating the silhouette of a face. They learned words related to body parts, such as "eyes," "nose," and "mouth," by associating these terms with specific facial features, which enhanced their retention of the new vocabulary.</td></tr>
</table>

In the activity Imitation: Sing the Face Parts Song, students focused on improving pronunciation by listening to and repeating the song since students used to say “Mouth” as
“maʊt” and at the end they said“maʊθ”. The imitation of native sounds and intonation helped them develop clearer, more accurate pronunciation. The group repetition created a supportive environment, encouraging students to experiment with their speech and self-correct by comparing their sounds to the model. The parts of the body were repeated numerous times in the song, which allowed students to say the words a lot of times, hence improving their pronunciation.
The activity Art-English: What Part of the Face Is This? focused on vocabulary and pronunciation development. Students used to get confused by the pronunciation of the words “ears” and “eyes” so it was necessary to repeat several times those two words to create a contrast producing an auditory discrimination which allows them to distinguish between similar sounds. Additionally, hearing the words read aloud during the game helped them solidify their understanding of both vocabulary and basic sentence structures.
Finally, in the Imitation: Baby Shark Song, students focused on pronunciation, particularly correcting the "sh" sound, which they had been confusing with the Spanish "ch" sound. The use of visual aids, such as pictures of family shark members, provided context and helped students associate the words with their meanings, reinforcing their vocabulary skills.

Reflection:
The students are already beginning to learn the song at the beginning of the session, it was necessary to review the body parts since they still did not remember them very well. Due to communication difficulties with the group director, the students did not bring the requested material, so it was necessary to use teaching materials from the school. With the help of songs, the students related to the pronunciation of the parts of the face. It took them a little while to understand the dynamics of the last activity but in the end they did it.
The session was interrupted due to the School Feeding Program so some activities were not carried out but they were complemented in the following session.

Evidence:

Figure 3
Session 2 in preschool grade: Art-English: My face



Figure 4
Session 2 in preschool grade: Imitation: Sing the face parts song



Table 5

Session 3 in preschool grade

Session 3	Date: April 2		
Topic: Shapes and positions.			
Strategies: Total immersion in the classroom and Trans Curriculum.			
Session objectives: • Implement trans curriculum when using geometric figures (Mathematics) as linguistic content. • Begin to interweave all the previously learned vocabulary with the new vocabulary. • Recognize simple instructions and respond to them verbally or with gestures.			
DBA: Answer simple questions about personal information.			
Skill Vocabulary	Grammar Simple questions	Vocabulary Triangle, Circle, Square, rectangle Expressions: What is this?	Resources Voice, gestures, plasticine, paper
Art-English: Objects The teacher drew different objects on the board and asked students to guess what she was drawing. These objects included a piece of pizza, a pyramid, a cone, a piece of cake, and a pine tree – all hints for a triangle. Next, she drew a soccer ball, an apple, the sun, a coin, a lemon, and a ring – all clues for a circle. For a square, the teacher drew a dice, a box, a TV, a pillow, and a window. Finally, TV, a phone, and door were drawn to represent a rectangle. Afterward, the students used a piece of plasticine to create one of the shapes they learned – triangle, circle, rectangle, or square.			
Skill Pronunciation, vocabulary	Grammar Simple present	Vocabulary Shapes and colors	Resources Flashcards-Voice, gestures.
Art-English: Introducing shapes. The teacher held up flashcards. Students looked at the shapes and then drew and decorated them with specific colors on their worksheets. Once finished, the pronunciation of each shape was taught. The students listened carefully and then repeated the words.			
References: https://docs.google.com/document/d/1JwVyrmSCw4L9nGWNeCZ_PN6RjzoYNsU_/edit?usp=sharing&ouid=109067789683032504073&rtpof=true&sd=true			

Skill Pronunciation-Grammar	Grammar Simple present Nouns, verbs	Vocabulary Triangle-Circle-Square	Resources Flashcards, voice, gestures, song.

Imitation: Shapes Song.
The teacher played a video about shapes. Afterward, they practiced the lyrics from the video, part by part, while mimicking the same gestures used in the video. The students then repeated the song and the gestures, using their hands to form the shapes.

Lyrics
Roll around, circle!
Cir-cir-cir-cir, circle.
Roll, roll round
and round and round.
Cir-cir-cir-cir, circle.
Roll, roll round
and round.
Stomp, stomp, square!
S-s-s-s-square. Stomp! stomp!
here and there.
S-s-s-s-square.
Stomp here and there.
Slide, slide, triangle!
T-t-t-t-triangle.
Slide slide left and right.
T-t-t-t-triangle.
Slide left and right.
Point, point, diamond!
D-d-d-d-diamond.
Point with fingers
1,2,3,4 D-d-d-d-diamond.
Point 1,2,3,4 Shake, shake, star!
Twinkle-twinkle little star.
Shake, shake, shake your hands.
Twinkle-twinkle little star.
Shake, shake your hands.
Chu, chu, heart!
Ha-ha-ha-ha-ha-ha, heart.
Chu-chu-chu-chu give a kiss.
Ha-ha-ha-ha-ha-ha, heart
Chu-chu "I love you"

References: https://youtu.be/0B6Ge0FzHG0?feature=shared

Note: This song was repeated in the following sessions.

Skill Grammar, pronunciation, vocabulary	Grammar Present simple, verbs	Vocabulary Up - down - jump - turn around - Make a (shape) with your hands	Resources Gestures, voice

Immersive Game: Simon Says
Teacher practiced the Simon Says game with the following commands: Make a (circle, triangle, heart) with your hands, down, up, jump, turn around, sit down.
Time: 10 min

Observation:
In the Art-English activity: Objects, students enhanced their vocabulary by learning the names of geometric shapes, such as "triangle," "circle," and "square" and they could relate the shapes with objects from their

environment. Likewise, when students create figures with plasticine, they stimulate multisensory learning and create meaningful learning about new vocabulary. Through the activity Art-English: Introducing Shapes, using visual aids from flashcards, they reinforced vocabulary and practiced the topic of colors. At the end, they practiced pronunciation. Through the activities Imitation: Welcome Song and Shapes, students developed pronunciation and grammar skills. By repeating the lyrics of the songs several times and part by part, they practiced pronunciation and corrected mistakes, while the mime actions helped them associate words with their meanings, reinforcing comprehension and grammatical structures. In the Immersive Game: Simon Says, students worked on grammar, pronunciation, and vocabulary. They practiced verbs in their present tense form, associating actions with specific vocabulary. Repeating the commands in the game also helped them reinforce pronunciation.
Reflection: In our third session of total English Immersion, some students confidently sang songs independently, showcasing their growing familiarity with the language. This autonomy reflects their comfort and engagement. The concept of learning by association played a big role. We introduced familiar objects with new English names. For instance, when students recognized geometric shapes, they already knew (like circles), they associated them with the corresponding English term. The visual bridge between their existing knowledge and the new vocabulary facilitated understanding. Moreover, our approach of linking words to actions such as in the movement games enhanced retention. By experiencing language through physical engagement, students not only learned but also enjoyed the process. The Star System Incentive further motivated them, reinforcing positive associations with English learning.
Evidence: **Figure 5** *Session 3 in preschool grade: Imitation: Shapes Song.* 

Table 6

Session 4 in preschool grade

Session 4	Date: April 16
Topic: Shapes and Colors.	
Strategies: Total immersion in the classroom, trans curriculum	
Session objectives: • Implement trans curriculum when using geometric figures (Maths) as linguistic content. • Begin to interweave all the previously learned vocabulary with the new vocabulary. • Recognize simple instructions and respond to them verbally or with gestures.	

<table>
<tr><td colspan="4">DBA: Answer simple questions about personal information.</td></tr>
<tr><td>Skill
Pronunciation-Grammar</td><td>Grammar
Simple present
Nouns</td><td>Vocabulary
Blue, yellow, red, green, orange, purple</td><td>Resources
Flashcards-Voice, gestures, song.</td></tr>
<tr><td colspan="4">Imitation: Colors Song.
The teacher showed the video about the colors. Then, they taught the lyrics of the song part by part and pointed to some objects with the proposed colors in the video. The students repeated the song and pointed out the colors too.

Lyrics
Red, yellow, green, blue. (x6)
Red is the color of an apple.
Yellow is the color of the sun.
Green is the color of a four-leaf clover.
And blue is the color of the sky above.
Red, yellow, green, blue. (x6)</td></tr>
<tr><td colspan="4">https://youtu.be/aMTIm-D1l54?feature=shared</td></tr>
<tr><td>Skill
Fluency-Grammar</td><td>Grammar
Nouns</td><td>Vocabulary: Blue, yellow, orange and purple</td><td>Resources
Gestures, voice</td></tr>
<tr><td colspan="4">Immersive Game: I see something...
The teacher played a video. Students heard "I see something...(blue)" and observed an image for a few seconds. They then had to point out the objects of the corresponding color (blue, yellow and purple).</td></tr>
<tr><td colspan="4">https://youtu.be/jYAWf8Y91hA?feature=shared</td></tr>
<tr><td>Skill
Vocabulary</td><td>Grammar
Simple questions</td><td>Vocabulary
Triangle, Circle, Square, rectangle
Expressions: What is this?</td><td>Resources
Voice, gestures, paper, paint, colors</td></tr>
<tr><td colspan="4">Art-English: Color the shapes.
The teacher gave students a worksheet with figures such as triangle, circle, square, rectangle, which had to be painted with different colors such as yellow, blue, green and red.</td></tr>
<tr><td colspan="4">References: https://docs.google.com/document/d/1JwVyrmSCw4L9nGWNeCZ_PN6RjzoYNsU_/edit</td></tr>
<tr><td>Skill
Fluency-Grammar</td><td>Grammar
Present simple</td><td>Vocabulary
Blue, yellow, green, red, purple, orange</td><td>Resources
Gestures, voice</td></tr>
<tr><td colspan="4">Immersive Game: touch the color.
The teacher said and showed a color (Blue, yellow, green, red, purple) and the students had to touch an object of that color to save themselves.</td></tr>
<tr><td colspan="4">Observation:
In the Imitation Activity: Colors song students reinforced their basic color vocabulary through repetition and visual association. Students linked each color with familiar items, like “red” with “apple” and “yellow” with “sun.” This structured practice of multisensory repetition (auditory and visual) allowed them not only to recognize colors but also to strengthen the pronunciation of each word.
Through the Immersive game: I see something..., students practiced identifying colors and objects through interactive observation and response. As they watched the video and listened to phrases like "I see something… (blue)," students focused on identifying items of the specified color in the video. By pointing out the objects in real-time, they reinforced their understanding of colors, and vocabulary.</td></tr>
</table>

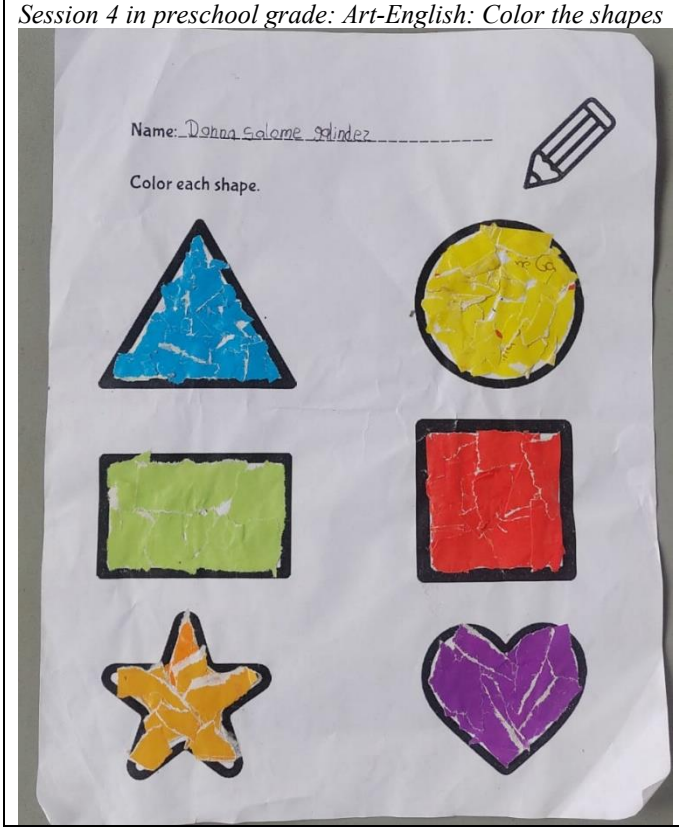
Art-English: Color the shapes, students enhanced vocabulary and pronunciation development as they talked about their creations, their individual creativity was used as an opportunity to learn about the objects and ideas they chose to depict. In the Immersive Game: Touch the color: students worked on their vocabulary of colors by identifying and touching various objects in the classroom that matched the colors they had learned during the session. This interactive activity helped test and reinforce their understanding of color vocabulary.
Reflection: Students exhibit strong associative abilities and successfully grasped the concepts of colors through the videos presented and reinforcing the knowledge through games. Although some students encounter difficulties, their peers assist them by providing the Spanish equivalent of the word. However, in some cases some students tend to get distracted during class and engage in playful behavior. Generally, most students can follow the instructions and associate new words with their meaning, but some may require additional support to understand.
Evidence: **Figure 6** *Session 4 in preschool grade: Art-English: Color the shapes* 

Table 7

Session 5 in preschool grade

Session 5	Date: April 23
Topic: Colors and numbers	
Strategies: Immersion in the classroom	

<table>
<tr><td colspan="4">Session objectives:
• Recognize when they are spoken to in English and react in a verbal and non-verbal way.
• Associate images with sounds of English words verbally
• Comprehend children's songs and show it with gestures and movements.</td></tr>
<tr><td colspan="4">DBA: The students identify and reproduce familiar words about their immediate environment</td></tr>
<tr><td>Skill
Pronunciation, grammar, vocabulary.</td><td>Grammar
Greetings, Questions with can, verbs</td><td>Vocabulary
Parts of the body</td><td>Resources
Song, voice, gestures, mimic</td></tr>
<tr><td colspan="4">Imitation: Song Can you clap with your hands?
The children listened to the teacher's pronunciation of the song and repeated it part by part. Then, with the music playing, the children sang and danced along.
Lyrics
Hello, hello. Can you clap your hands? (x2)
Can you stretch up high?
Can you touch your toes?
Can you turn around?
Can you say, "Hello"?
Hello, hello. Can you stamp your feet? (x2)
Can you stretch up high?
Can you touch your toes?
Can you turn around?
Can you say, "Hello"?
Hello, hello. Can you clap your hands?
Hello, hello. Can you stamp your feet?</td></tr>
<tr><td colspan="4">References: https://youtu.be/fN1Cyr0ZK9M?feature=shared</td></tr>
<tr><td>Skill
Vocabulary</td><td>Grammar: Adjectives</td><td>Vocabulary
Blue, Red, Purple, Yellow, Orange</td><td>Resources
Pieces of paper, flashcards, voice, gestures</td></tr>
<tr><td colspan="4">Immersive Game: Colors race.
The teacher showed flashcards with colors. Pieces of paper with the corresponding written colors were scattered on the floor. When the teacher held up a color card, the students had to run to the piece of paper with the matching color on the floor.</td></tr>
<tr><td colspan="4">References: Flashcards
https://drive.google.com/file/d/1yT_Ep32qsMm8PaIMZeDtFp85wm3iup0b/view?usp=drive_link</td></tr>
<tr><td>Skill
Grammar.</td><td>Grammar
Nouns</td><td>Vocabulary
Red, yellow, blue, green, one two three, four, five</td><td>Resources
Classroom toys, flashcards, voice</td></tr>
<tr><td colspan="4">Immersive Game: Color Collection.
The teacher organized the students into groups based on colors. Each color team needed to collect the objects that matched their assigned color. Finally, everyone counted how many objects each team had taken.</td></tr>
<tr><td colspan="4">References: Flashcards
https://drive.google.com/file/d/1yT_Ep32qsMm8PaIMZeDtFp85wm3iup0b/view?usp=drive_link</td></tr>
<tr><td>Skill
Vocabulary</td><td>Grammar
Numbers</td><td>Vocabulary
One, two, Bee, Astronauts</td><td>Resources
Worksheet, colors</td></tr>
<tr><td colspan="4">Art-English: Numbers Worksheet.
The teacher gave the students a worksheet with the numbers 1 and 2 on it. The students painted the numbers with different colors. Then, they traced the outlines of each number carefully. Finally, they colored the number of bees and astronauts (either 1 or 2) that were depicted on the worksheet.</td></tr>
<tr><td colspan="4">References: https://drive.google.com/file/d/1yW3yLIaMb6CxWP-xbooaKCgCo0JtYzpd/view?usp=drive_link</td></tr>
<tr><td>Skill</td><td>Grammar
Gerunds</td><td>Vocabulary
Animals, Actions</td><td>Resources
Gestures</td></tr>
</table>

Pronunciation, Vocabulary, grammar			
Immersive Game: Actions dice. The teacher rolled some dice with different actions written on its sides. Everyone in the class performed the action shown on the dice at the same time. The actions included standing like a flamingo, stomping like an elephant, making monkey sounds, falling like rain, spinning like a tornado, jumping high like lightning, and freezing like snow.			
References: https://drive.google.com/file/d/1yVxnVLJXa0saoGCqwCA6MH2036H1qEJa/view?usp=drive_link			
Observation: In the Imitation song, students practiced vocabulary related to body parts by performing the song's actions. The song also introduced a grammatical structure using the verb "Can" in questions, which allowed students to reinforce both grammar and pronunciation by repeating the lyrics several times. Through the Immersive Game: Colors Race activity, students developed vocabulary by associating the names of colors with visual representations shown on cards. Also, kinesthetic activities helped them make stronger connections between words and their meanings. In the Immersive Game: Color Collection activity, students practiced grammar and vocabulary by using basic sentence structures involving color names, nouns, and action verbs like "take" and "collect," reinforcing their understanding of simple sentence formation. In the Art-English: Numbers Worksheet activity, students practiced numbers 1 and 2 through creative coloring and tracing exercises. By painting and tracing the outlines of each number, they developed vocabulary. The task of coloring the specific number of bees and astronauts associated with each numeral (either 1 or 2) further helped students establish a clear, visual connection between the number and the quantity. In the Immersive Game: Actions Dice activity, students practiced action-based vocabulary through a dynamic and interactive approach. As the teacher rolled dice displaying different actions, students performed each action simultaneously, associating words with physical movements. This activity reinforced action verbs and descriptive language by integrating words with gestures, helping students build vocabulary in an engaging way.			
Reflection: During Session 5, several students mentioned that they had reviewed the song "Hello, Hello, Can You..." from the previous session. The students demonstrated a willingness to follow instructions, and the first part of the session progressed smoothly. The students enjoyed the games; however, some students became distracted and started playing their own games. This was due to a lack of understanding of the instructions, leading to classroom disruption that was challenging to control. The grade teacher intervened in Spanish, so it's important to incorporate Spanish interventions whenever students struggle to understand or feel overwhelmed. Creating a safe and supportive environment is crucial for fostering a successful immersion process.			

Evidence:
Figure 7
Session 5 in preschool grade: Imitation: Welcome song



Table 8

Session 6 in preschool grade

Session 6	Date: April 30		
Topic: Numbers			
Strategies: Total immersion in the classroom and trans curriculum.			
Session objectives: • Introduce the class rules. • Present the numbers from 1 to 5. • Relate the numbers to previously seen topics such as colors.			
DBA: Identify and reproduce words about their immediate environment.			
Skill	Grammar	Vocabulary	Resources

<table>
<tr><td>Vocabulary</td><td>Imperative sentences, present simple.</td><td>Listen- Sit- Talk-Hand-Eat.
Yellow, blue, red.</td><td>Commitment paper, Paintings, Adhesive tape, paper.</td></tr>
<tr><td colspan="4">Conversations: Let's learn the rules of the classroom.
The teacher presented a sheet with drawings that represented the rules that the students had to follow. Once the students understood the rules, they "Signed it" by putting their fingerprint with paint (yellow, blue or red) on the paper, this paper was glued on the classroom wall.</td></tr>
<tr><td>Skill
Pronunciation
Vocabulary</td><td>Grammar
Nouns and adjectives.</td><td>Vocabulary
(One-Two-Three-Four-Five) Hand.</td><td>Resources
Gestures, Board, Markers.</td></tr>
<tr><td colspan="4">Imitation: Numbers in my hand.
First, the teacher asked the students to show their hand and then start counting the fingers on their hand.
Afterwards, the teacher began to draw different grouped objects on the board and the students will have to count how many objects there are and the teacher will write the corresponding number.</td></tr>
<tr><td>Skill
Pronunciation
Vocabulary</td><td>Grammar
Past simple,
Adjectives.</td><td>Vocabulary
Numbers (1 to 5)</td><td>Resources
Song, gestures.</td></tr>
<tr><td colspan="4">Imitation: Five little ducks Song.
The students repeatedly listened to the teacher's pronunciation of the song, which is accompanied by gestures and representative images. The students imitated it. Later, when the students learned the song, the teacher played the music and the students sang it.
Lyrics
Five little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only four little ducks came back
1, 2, 3, 4
(x4)</td></tr>
<tr><td colspan="4">References: https://www.youtube.com/watch?v=8DHJ5Fn-Lzw&ab_channel=BabaSharoTV-KidsSongs</td></tr>
<tr><td>Skill
Vocabulary</td><td>Grammar
Nouns</td><td>Vocabulary
Numbers (1 to 5)
Colors (Yellow-Blue-Red)</td><td>Resources
Worksheet, Colors.</td></tr>
<tr><td colspan="4">Art-English: Coloring numbers.
Students listened to the teacher's instructions about the number of objects and the colour with which they coloured the images.</td></tr>
<tr><td>Skill
Fluency
Vocabulary
Grammar</td><td>Grammar
Simple Present. Plural Nouns.</td><td>Vocabulary
Numbers (1 to 5)
Children, Boys, Girls.
We are...</td><td>Resources
Voice</td></tr>
</table>

Immersive game: We were a group of...

The teacher reviewed the vocabulary (boy-girl-children) by having some students come forward, then created some groups as a demonstration and instructed them to say the phrase "We are..." according to the corresponding group. Later, the students went out to the playground, and when the teacher gave orders such as:

- Groups of 3 children.
- Groups of 5 children.
- Groups of 2 girls.
- Groups of 4 boys.

Students who didn't belong to a group had to remain frozen. The teacher reviewed each group, and the students had to say how their group was made up. Ex: "We are..."

Observation:
Through the Conversation activity, students developed vocabulary related to classroom rules by associating English words with actions and mime performed by the teacher. This helped them better understand and remember the rules.
In the Imitation activity: The Numbers, students reinforced their vocabulary and pronunciation skills by counting with their hands. By observing the teacher counting with her fingers and mimicking the action, students were able to relate the vocabulary to a physical gesture, making the learning process more interactive.
Through the Five Little Ducks activity, students practiced vocabulary and pronunciation by repeating the song's lyrics and connecting the words to the teacher's gestures. This helped them better understand and retain the vocabulary used in the song.
In the Art English activity, students strengthened their vocabulary of colors and numbers by following the teacher's instructions to complete their worksheets, which involved tasks related to these topics.
During the Immersive Game students understood the difference between "Boy" and "Girl" and "Children" but they showed confused to understand the structure of "We are..."

Reflection: The students quickly associated the images of the class rules with the rules they already knew from their course director. The students were excited to "Sign" the document with their fingerprint and paint and reaffirmed their knowledge about colors when choosing paint. The students already had prior knowledge of numbers in English, however, it was necessary to reinforce the pronunciation of some of them. Students are more active with activities such as songs and dances, however, it is necessary to continue reviewing the lyrics of that song.

With the purpose of changing the space a little and carrying out a new activity, the students went out to the playground to play an Immersive game, however, since this place is the same as their recreation space, the students begin to get distracted, to talk or go to games and not listen to the instructions of the academic activity.
Evidence: ***Figure 8*** *Session 6 in preschool grade: Let's learn the rules of the classroom* 

Table 9

Diagnostic session in fifth grade

Fifth Grade				
Diagnostic Session	Date: March 5	Students: 35	Boys: 17	Girls: 18
Topic: Numbers and Actions				
Strategies: Total immersion in the classroom and Trans curriculum				
Session objectives: • Identify words and phrases in English about their relationships with others in oral texts. • Be able to describe in English their daily activities and hobbies. • Be able to identify words and phrases in English about routines				
DBA: Produces an oral and written narrative text, short and simple, which answers the "What? Who? When? And where?" of an event or anecdote.				

<table>
<tr><td>Skill
Vocabulary-pronunciation</td><td>Grammar Numbers</td><td>Vocabulary
one, two, thousand…</td><td>Resources Video, exercises, voice</td></tr>
<tr><td colspan="4">Imitation: Numbers
The teacher identified how students understood numbers, gave some examples with different elements, and then asked the students to repeat. They watched a video related to numbers and the teacher gave them some listening exercises.</td></tr>
<tr><td colspan="4">References:https://www.youtube.com/watch?v=2487XJmvXDU&ab_channel=Listening2English</td></tr>
<tr><td>Skill
Grammar, vocabulary</td><td>Grammar
Present simple</td><td>Vocabulary
Wake up, get up, have a shower, get dressed, have dinner, have lunch, go to school, go home, clean my teeth, do homework, go to bed</td><td>Resources
Flashcards, voice</td></tr>
<tr><td colspan="4">Immersive game: My daily routine.
The teacher showed students different flashcards related to daily routines, so students could comprehend them, and then the teacher created examples, so the students could create their own. The flashcards were placed in different parts of the classroom and the students made groups of 5, so they needed to identify the right flashcard; when the teacher mentions it, they ran to it.</td></tr>
<tr><td>Skill Vocabulary-Grammar</td><td>Grammar Time expressions (Half an hour, it is...)</td><td>Vocabulary
clock, numbers, it is...</td><td>Resources
Whiteboards, markers, voice</td></tr>
<tr><td colspan="4">Art-English: What time is it?
The teacher explained the time by drawing a clock on the whiteboard and then called some students to draw the time.</td></tr>
<tr><td>Skill Pronunciation</td><td>Grammar
Past simple</td><td>Vocabulary
Song vocabulary</td><td>Resources
Song, voice</td></tr>
<tr><td colspan="4">Imitation: Five Little Ducks Song.
The students were shown a song on the TV and then we practiced it over the sessions until they understood it and learned it.

Lyrics
Five little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only four little ducks came back
1, 2, 3, 4 (x4)</td></tr>
<tr><td colspan="4">References: https://www.youtube.com/watch?v=LrAtBtQnvCE&t=452s</td></tr>
<tr><td colspan="4">Note: This activity was repeated several times during all the immersion process.</td></tr>
<tr><td colspan="4">Observation:
The Imitation Activity: Numbers activity developed pronunciation by asking students to repeat numbers after giving examples. Students confused the endings "Ty" and "Teen" so it was necessary to repeat multiple times providing examples between numbers that might sound similar like “Fourteen and Forty” “Fifteen and Fifty” among others. Students had some struggles trying to pronounce “Th” from “Thousand” and They pronounced “Hundred” with the silent H from Spanish language. The listening exercises that followed the video allow students to practice listening comprehension. As they hear different examples of numbers in context, students are exposed to variations in vocabulary usage, helping them learn new ways to use numbers. This allows them to identify how numbers are pronounced and used in sentences and phrases.
The second activity, Immersive game: My daily routine, by showing students different flashcards related to daily routines provides direct exposure to new vocabulary. Students see and hear the words in a visual context, which helps reinforce their meaning and usage. The students confused “Wake Up” with “Get Up” but after repeating the activity several times, the number of confusion errors began to decrease. In addition, by creating examples, the teacher guides students in formulating complete sentences. This allows them to practice the grammatical structure needed to describe daily routines, such as using verbs in the present simple tense (e.g., "I wake up," "I brush my teeth," "I go to school").</td></tr>
</table>

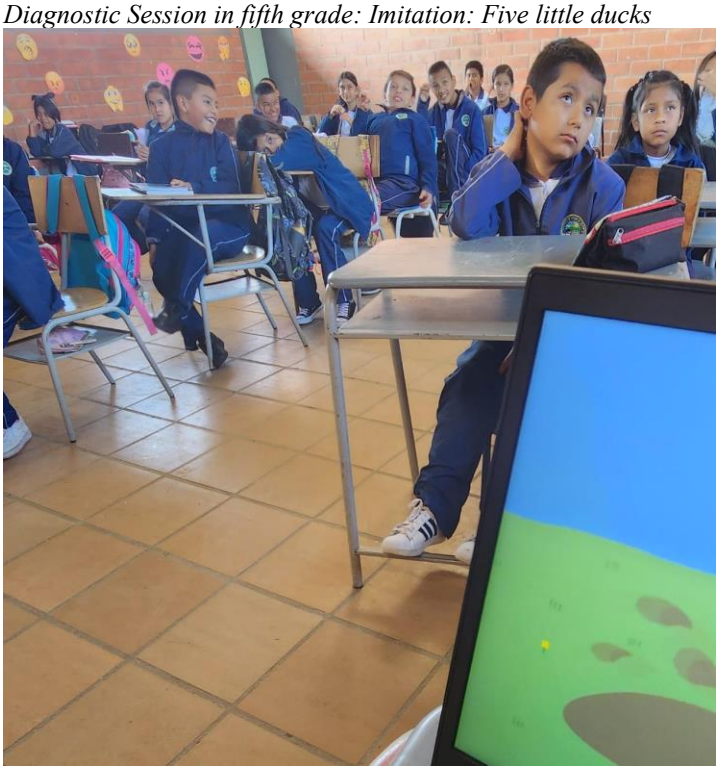
The third activity Art-English: What time is it? developed vocabulary by drawing a clock on the board, the teacher provides a clear visual representation of the concept of time. This helps students associate numbers with specific times on a clock. Additionally, the activity revolves around the key question "What time is it?". This approach allows students to practice asking questions in English and by practicing answering the question, students learn to use short answers in the present simple, such as "It's three o'clock" or "It's ten past two." Finally, the last activity Imitation: Five Little Ducks Song. The song's repetitive, rhythmic structure allows students to practice pronouncing the words in a fun and engaging context. The melody helps students internalize the way the words sound, making correct articulation easier. Additionally, the song introduces students to number sequencing through the repetition of the numbers (one, two, three, etc.), which not only reinforces their number knowledge, but also allows them to practice constructing sentences that include quantities. In addition, the repetition of the "went out" and "came back" structure allows students to practice forming past tense sentences, helping them become familiar with using the simple past tense in a narrative context.
Reflection: There is a student who has taken English classes before, and his English level is more advanced than the rest of the students; Besides him, the English level of the rest of the students is similar, with some students being able to understand and produce more. They know a bit of the very basics such as some numbers, some colors, pronouns and things related to the English classes they take.
Evidence: ***Figure 9*** *Diagnostic Session in fifth grade: Imitation: Five little ducks* 

Table 10

Session 1 in fifth grade

<table>
<tr><td>Session 1</td><td colspan="3">Date: March 12</td></tr>
<tr><td colspan="4">Topic: Numbers and Pronouns.</td></tr>
<tr><td colspan="4">Strategies: Total immersion in the classroom.</td></tr>
<tr><td colspan="4">Session objectives:
Identify words and phrases in English about their relationships with others in oral texts.
Be able to exchange personal information about their hobbies and personal relationships in English.
Understand the main idea and information of a video.</td></tr>
<tr><td colspan="4">DBA: Produces an oral and written narrative text, short and simple, which answers the “what? who? when? and where?" of an event or anecdote.</td></tr>
<tr><td>Skill
Grammar, vocabulary</td><td>Grammar
Verb to be, adjectives</td><td>Vocabulary
I’m (adjective)
He/she is (adjective)</td><td>Resources Teamwork, voice</td></tr>
<tr><td colspan="4">Immersive game: Broken telephone
The teacher thought of a word or phrase and whispered it into one student’s ear once or twice. That listener tried to correctly repeat that same word or phrase into the next player’s ear. The last person in the line or at the end of the circle repeated the phrase or word aloud.
The player who started announced the correct word or phrase.
Players took turns thinking of the next phrase or word to pass through a whisper.</td></tr>
<tr><td colspan="4">References: https://empoweredparents.co/game-telephone-phrases/</td></tr>
<tr><td colspan="4">Note: This activity was repeated several times during all the immersion process with different topics.</td></tr>
<tr><td>Skill
Grammar, vocabulary.</td><td>Grammar
Present simple</td><td>Vocabulary
Wake up, get up, have a shower, get dressed, have dinner, have lunch, go to school, go home, brush my teeth, do homework, go to bed</td><td>Resources flashcards, voice</td></tr>
<tr><td colspan="4">Conversations: Daily Routine and Pronouns
The teacher reminded students the daily routines verbs, and then the teacher created examples so the students could create their own. The teacher introduced pronouns with different verbs.</td></tr>
<tr><td colspan="4">References: https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/flashcards-daily-routines.pdf</td></tr>
<tr><td>Skill
Fluency, grammar</td><td>Grammar
Present simple</td><td>Vocabulary: Hi, Hello, what’s up, how are you? emotions</td><td>Resources
Images</td></tr>
<tr><td colspan="4">Conversations: greetings
The teacher showed students different greetings and some possible answers depending on feelings and emotions. Then, students had to start a dialogue in pairs.</td></tr>
<tr><td colspan="4">Observation:
In the Immersive Game: Broken Phone, students worked on pronunciation by attempting to repeat a sentence precisely. They focused on the correct production of sounds, and as the sentence became distorted through repetition, they identified and corrected errors, becoming more aware of their own pronunciation. Since it was a game, students focused more on playing the game than the pronunciation itself, so at the end of each round, we repeated the pronunciation for them.
During the Conversations: Daily Routine and Pronouns activity, students developed vocabulary related to daily routines by associating flashcards of tasks like “wake up,” “brush teeth,” and “eat breakfast” with the words. The activity also strengthened grammar as students practiced conjugating verbs with different pronouns (e.g., “I wake up,” “she wakes up”), which helped them understand verb conjugation in the present simple tense. The teacher helped them understand the pronouns by pointing at them, e.g., if the teacher pointed at a girl, they would learn the pronoun “she”, it the teacher pointed at a boy, they would learn the pronoun “he”, and so on...
Finally, in the Conversations: Greetings activity, students practiced fluency and grammar by participating in dialogues. They worked on their rhythm and speed of speech, as well as responding in real time. Through</td></tr>
</table>

active conversation, students integrated grammatical structures from simple questions, such as “How are you?” and explored vocabulary related to emotions like “happy,” “sad,” “angry,” and “scared.” They had difficulties to pronounce the word “angry” since they used to say /ˈaŋgri/ not /æŋ · gɹi/
Reflection: Students enjoy when they do things that requires them to move, paint, cut, etc. They get entertained when they see a video on the screen, especially if they need to sing. They don’t understand what the song says but still, the try to sing it. Sometimes they seem not to understand what’s going on, that’s when we try to explain things in a different way and be as expressive as we can using our body or the surroundings.
Evidence **Figure 10** *Session 1 in fifth grade: Conversation: Greetings* 

Table 11

Session 2 in fifth grade

Session 2	Date: March 19		
Topic: Colors and physical description.			
Strategies: Total immersion in the classroom			
Session objectives: • Describe basic physical appearance. • Differentiate personal pronouns.			
DBA: Produces an oral and written narrative text, short and simple, which answers the “what? who? when? and where?" of an event or anecdote.			
Skill Fluency, grammar	Grammar Present simple	Vocabulary Physical description and pronouns	Resources PPT, voice and gestures
Imitation: Adjectives and famous characters The teacher showed a presentation where students could learn new adjectives to describe emotions, feelings and physical appearance; they learned the different personal pronouns.			

References: https://www.canva.com/design/DAGlrA5g3lQ/tjkTg6L3-7Jnq9RaUbKlCg/edit?utm_content=DAGlrA5g3lQ&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Skill	Grammar Present simple	Vocabulary	Resources
Comprehension, pronunciation, fluency, grammar		Physical description and pronouns	PPT Voice and gestures Notebook

Art English: Describe my classmates
The students tried to draw their classmates and wrote short sentences to describe them, then they share their descriptions to the class.

Observation:
In the Imitation: Adjectives and Famous Characters activity, students expanded their vocabulary by learning adjectives related to emotions, feelings, and physical appearance. Through the presentation, they also reviewed personal pronouns, which helped them understand how to structure simple descriptive sentences. By seeing different characters as examples, students could easily connect each adjective to an identifiable character, making abstract words more relatable.
In the Art-English activity: Describe my classmates, drawings allowed children to relate the meaning of the word with how it looks, e.g., brunette = they used brown to paint brown or darkish hair. When they drew their classmates, they could relate it these concepts quickly.

Reflection: By the third session, visual aids become a familiar aspect of the learning environment. Some children hum or sing along to English songs, and greetings in English echo through the classroom. The students' participation is commendable; their curiosity and eagerness to learn English shine through their interactions.

Evidence
Figure 11
Session 2 in fifth grade: Art-English: Describe my classmates



Table 12

Session 3 in fifth grade

<table>
<tr><td>Session 3</td><td colspan="3">Date: April 2</td></tr>
<tr><td colspan="4">Topic: Pronouns and physical description.</td></tr>
<tr><td colspan="4">Strategies: Total immersion in the classroom.</td></tr>
<tr><td colspan="4">Session objectives:
Describe physical attributes of individuals and objects using appropriate vocabulary and adjectives, demonstrate comprehension through written or oral descriptions, and identify key anatomical features of the human body.
Promote the understanding of diversity in general and the acceptance of individual differences
Provide vocabulary for students so they can communicate effectively about their bodies and those of others.</td></tr>
<tr><td colspan="4">DBA: Answer simple questions about personal and general information.</td></tr>
<tr><td colspan="4">Conversations: Are you...?
The teacher asked students yes-or-no questions using simple present structures, such as “Are you 10 years old?” or “Are you a boy?” The students listened carefully and answered positively or negatively according to the question asked.</td></tr>
<tr><td>Skill
Fluency, Vocabulary, grammar</td><td>Grammar
Present simple</td><td>Vocabulary
How’s the weather today?
It’s a sunny/cloudy/snowy/rainy day</td><td>Resources
Voice, gestures, whiteboard</td></tr>
<tr><td colspan="4">Art-English: draw the weather
The teacher drew different types of weather on the whiteboard and asked the students to see what the weather was like that day. Students were asked to draw the weather they wanted and then say which one it was.</td></tr>
<tr><td colspan="4">Note: This activity was repeated several times during all the immersion process.</td></tr>
<tr><td>Skill
Fluency, grammar</td><td>Grammar
Present simple
Pronouns, Articles</td><td>Vocabulary
Firefighter, Teacher, Doctor, Police, Officer, Pilot, Chef, Nurse, Vet, Cook, dentist, artist.</td><td>Resources: Voice, images, drawings, presentation, game.</td></tr>
<tr><td colspan="4">Imitation: Professions
The teacher showed some images to the class about some professions and asked the students to repeat them. The teacher combined the professions with personal pronouns, e.g. I am a nurse, we are nurses, etc. Then the students were asked to combine them by themselves. Then the needed to guess some professions in a game where jut a part of the images were shown.</td></tr>
<tr><td colspan="4">References: https://games4esl.com/jobs-and-occupations-powerpoint/</td></tr>
<tr><td>Skill Vocabulary</td><td>Grammar
Simple present, Simple past.</td><td>Vocabulary
Wood, brick, straw, blow, evil, frightened, woodcutter, farmer, builder.</td><td>Resources
Short story, T.V.</td></tr>
<tr><td colspan="4">Art-English: The Three Little Pigs
The teacher shared and read the story The Three Little Pigs, the students were able to understand it since it’s a story they already knew. The new vocabulary was explained by drawings. The teacher asked questions related to the story throughout the reading of the story, The, he asked them to repeat some of the sentences.</td></tr>
<tr><td colspan="4">References: https://worldstories.org.uk/reader/the-three-little-pigs/english/262</td></tr>
<tr><td colspan="4">Observation:
In the Conversations: Are you...? activity, students practiced grammar by responding to questions like “Are you 10 years old?” or “Are you a boy?” using simple present structures. They followed commands by raising their hands, which helped reinforce their understanding of subject-verb agreement and basic question formation.
In the Art-English: Draw the Weather activity, students engaged in drawing different types of weather, such as sunny, rainy, or cloudy, after observing examples on the whiteboard. By discussing the current day’s</td></tr>
</table>

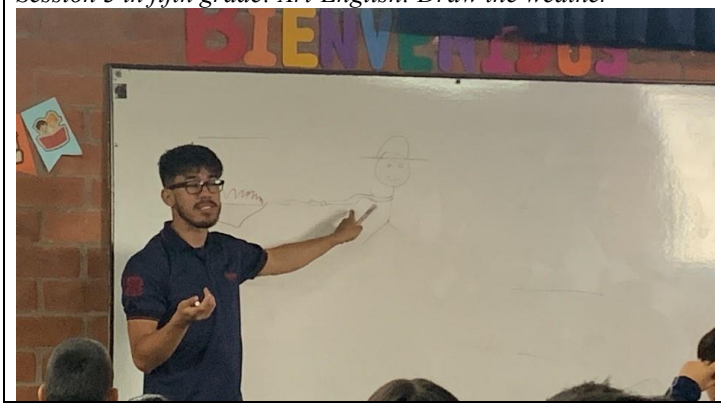
weather and choosing which type they wanted to depict, students connected vocabulary with real-world observation. Each student then described their drawing aloud, practicing phrases like "It's sunny" or "It's rainy," reinforcing both vocabulary and simple sentence structures. In the Imitation activity, the teacher introduced vocabulary for professions by pronouncing them with their corresponding pronouns (e.g., "He is a police officer" or "She is a doctor"), which the students repeated. The teacher also conducted a grammar check by pointing to random students, asking them to identify the correct sentence structure. Pronunciation was further emphasized as the teacher addressed the confusion between the words "Vet" and "Bed," ensuring students could differentiate the two sounds. During the Art-English activity, the teacher introduced new vocabulary related to the story The Three Little Pigs (e.g., "pig," "wolf," "straw," "brick") using gestures and drawings. After reading the story, students participated in a short play where they repeated key phrases like "Come in" and "I am frightened," practicing pronunciation through repetition in a real-world context. Following the story, the teacher facilitated a conversation about the plot, prompting students to answer questions like "Did the wolf destroy the straw house?" and "What about the brick house?" This promoted fluency, grammar, vocabulary and encouraged students to use past tense verbs and story-related vocabulary in complete sentences.
Reflection: The students had some trouble to understand the story, but once they recognised which story it was, they started to assimilate what was going on when the story was being told. The questions asked by the teacher during the story were important since it allowed the teacher to see if the students were being able to follow and understand the story. They could remember things shown in the past sessions, especially if they had fun when they studied it. Some of them get distracted and don't show a lot of interest during the session. We need to try to find engaging activities for all of them.
Evidence **Figure 12** *Session 3 in fifth grade: Art-English: Draw the weather* 

Table 13

Session 4 in fifth grade

Session 4	Date: April 16
Topic: Review topics.	
Strategies: Total immersion in the classroom.	
Session objectives: • Introduce the new teacher. • Link the topic of physical description with professions.	

<table>
<tr><td colspan="4">• Provide vocabulary about professions and jobs.</td></tr>
<tr><td colspan="4">DBA: Answer simple questions about personal and general information.</td></tr>
<tr><td>Skill
Grammar</td><td>Grammar
Present simple-past simple. future simple.</td><td>Vocabulary
Today it is a sunny/cloudy/snowy/rainy day. Parts of the face.</td><td>Resources
Whiteboard, marker.</td></tr>
<tr><td colspan="4">Immersive game: Hangman Game
The students had to say random letters until they filled in the spaces on the board. They must guess the following sentences:
-Today is a rainy day
-Yesterday was a sunny day.
-Tomorrow will be a cloudy day.
-She is tall.
-They are fit.
-My eyes are brown
-My mouth is red.
-My ears are big.
-My nose is small.</td></tr>
<tr><td>Skill
Fluency, vocabulary, grammar</td><td>Grammar
Simple present, Simple questions.</td><td>Vocabulary
Occupations (Teacher, doctor, nurse, farmer, driver, housewife, baker, butcher, seller, hairdresser, chef, police officer, soldier, soccer player, construction worker)</td><td>Resources
Voice, images, drawings</td></tr>
<tr><td colspan="4">Imitation: Professions
The teacher showed an image of the profession and students imitated the pronunciation of the job.</td></tr>
<tr><td>Skill
Grammar</td><td>Grammar
Simple present, Interrogative questions.</td><td>Vocabulary
Professions and Occupations</td><td>Resources
Voice, images, drawings.</td></tr>
<tr><td colspan="4">Immersive Game: Who am I?
The students drew an image of a profession and put it on their forehead without seeing it. They asked questions to their partner to guess the right profession.</td></tr>
<tr><td colspan="4">Observation:
In the Immersive Game: Hangman Game activity, guessing letters to complete sentences related to weather descriptions and physical characteristics allowed students to recall and apply vocabulary for describing days, body parts, and basic adjectives like "tall," "fit," and "small." By thinking through each sentence's meaning and structure, students engaged in deductive reasoning while reinforcing grammar points, such as subject-verb agreement and the use of possessive pronouns.
During the Immersive Game: Who am I, the students developed vocabulary, some students demonstrated eagerness to participate and guess the words. However, a few tended to make random guesses rather than thoughtfully recalling what they had studied. Most students followed instructions and used English to identify the professions their classmates had on their foreheads. They faced challenges expressing themselves when they were unsure of the vocabulary, but the teacher provided support to help them articulate their thoughts.
Through the Imitation: Professions activity, some students showed improvement in pronunciation articulating sounds more clearly, but some others couldn’t remember the correct pronunciation and struggled to repeat and produce sounds in specific words such as “butcher” and “hairdresser”. They were also able to recall specific sounds even when the words were not written out, indicating progress in their auditory recognition skills and overall language development.</td></tr>
<tr><td colspan="4">Reflection: In the first activity, students were a little shy and not very participative. It is necessary to limit group activities as they cause distraction in the classroom. However, starting with the second activity, the</td></tr>
</table>

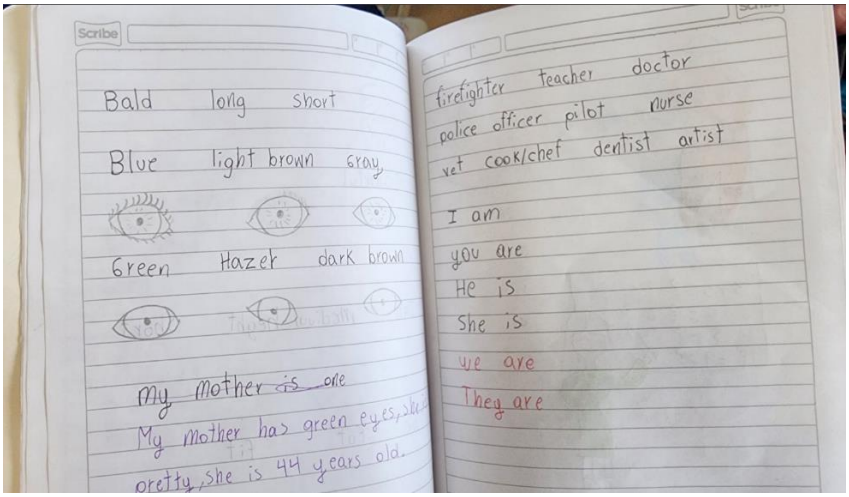
students competed to say the letters of the Hangman game. Afterwards, the students practiced pronouncing phrases from the professions, some of them needed to be corrected with some sounds.
Evidence **Figure 13** *Session 4 in fifth grade: Immersive game: Hangman Game*  ***Figure 14*** *Session 4 in fifth grade: Immersive game: Who am I?* 

Table 14

Session 5 in fifth **Grade**

Session: 5	Date: April 23
Topic: Demonstrative pronouns	
Strategies: Total immersion in the classroom.	
Session objectives:	

<table>
<tr><td colspan="4">

- Describe objects found in the school using demonstrative pronouns.
- Understand when to use each demonstrative pronoun.
- Acquire vocabulary related to nature and the elements found in the school.

</td></tr>
<tr><td colspan="4">DBA: Answer simple questions about personal and general information.</td></tr>
<tr><td>Skill
Vocabulary.
Pronunciation.</td><td>Grammar
Imperative sentences.</td><td>Vocabulary
Salute, yes sir, march, right hand, left leg.</td><td>Resources
Voice, gestures</td></tr>
<tr><td colspan="4">Imitation: Little soldiers
The students stood up and formed a line, they saluted the teacher and answered to his salute by saying: “Yes, sir”. Then they marched following the teachers’ rhythm while singing the Five Little Ducks song.</td></tr>
<tr><td>Skill
Fluency, grammar</td><td>Grammar
Demonstrative Pronouns, Present simple, Simple Questions.</td><td>Vocabulary
This is, that is, these are, those are, what is this? What are those? What is that? What are these?</td><td>Resources
Environment</td></tr>
<tr><td colspan="4">Conversations: Walking around the school
The students followed the teacher on a short trip around the school while they asked and answered about elements and objects found in the school. The teacher showed them how to ask the questions and then, they took the teacher’s place and asked the questions, taking turns.</td></tr>
<tr><td colspan="4">Observation:
In the Imitation: Little Soldiers activity, students practiced imitation and rhythm by following the teacher's instructions in a structured, playful manner. By responding to the teacher's greeting with "Yes, sir!" and marching in sync, they learned to mirror both physical actions and verbal responses, reinforcing listening and comprehension skills.
During the Conversation: Walking Around the School activity, the teacher introduced demonstrative pronouns by pointing out various school objects. Students were selected at random to identify the objects using “this,” “that,” “these,” or “those,” and were encouraged to create complete sentences with the verb “to be” and a complement. This exercise promoted fluency and allowed students to practice their grammatical skills in a real-world context.</td></tr>
<tr><td colspan="4">Reflection:
This session was interesting for students since we had most of it outside the classroom. They were eager to go outside and followed instructions better than usual. The students started to ask about many different things throughout the walk around the school because we were using demonstrative pronouns. Sometimes, they did it in Spanish, but with a quick reminder, they tried once again, but they used English. Students enjoy activities outside but can get easily distracted, so we must create activities they find amusing.</td></tr>
<tr><td colspan="4">Evidence:
Figure 15

Session 5 in fifth grade: Conversation: Walking Around the School</td></tr>
</table>



Figure 16

Session 5 in fifth grade: Imitation: Little Soldiers



Table 15

Session 6 in fifth grade

Session 6	Date: April 30

<table>
<tr><td colspan="4">Topic: Days of the week, there is, there are.</td></tr>
<tr><td colspan="4">Strategies: Total immersion in the classroom</td></tr>
<tr><td colspan="4">Session objectives:
• Be able to correctly pronounce the days of the week and remember them.
• Understand the difference between there is and there are.
• Combine this topic with topics studied in previous classes to see if the students remember them.</td></tr>
<tr><td colspan="4">DBA: Answer simple questions about personal and general information.</td></tr>
<tr><td>Skill
Pronunciation</td><td>Grammar
Days of the week</td><td>Vocabulary
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</td><td>Resources
Video</td></tr>
<tr><td colspan="4">Imitation: Days of the week song
Students sang a song related to the days of the week and they practiced it.
Lyrics
Monday - Monday
Tuesday - Tuesday
Wednesday - Wednesday
Thursday - Thursday
Friday - Friday
Saturday - Saturday
Sunday - Sunday
The days of the week
Great job!</td></tr>
<tr><td colspan="4">References: https://www.youtube.com/watch?v=mXMofxtDPUQ</td></tr>
<tr><td>Skill
Vocabulary</td><td>Grammar
Present simple</td><td>Vocabulary
There is a
There are</td><td>Resources
Whiteboard, classroom, worksheet, TV.</td></tr>
<tr><td colspan="4">Art-English: There is and there are
The teacher explained the difference between there is and there are using the white board, fingers and different elements found in the classroom. Then, students filled a worksheet using with they learned. Finally, they saw different images on the TV so they can answer some questions correctly.</td></tr>
<tr><td colspan="4">References: https://en.islcollective.com/english-esl-worksheets/grammar-practice/general-grammar-practice/there-there-are-there-was-there-were/there-is-there-are-video-in-the-description/134777#&gid=1&pid=1
https://wordwall.net/es/resource/11947290/inglese/there-is-there-are
https://www.canva.com/design/DAGD228oLCw/IDgKb74kwGmSOSgJwicNkQ/edit?utm_content=DAGD228oLCw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton</td></tr>
<tr><td>Skill
Vocabulary, grammar</td><td>Grammar
Imperative</td><td>Vocabulary
Swap seats, go left, go right, go forward, go backwards</td><td>Resources
Voice, classroom</td></tr>
<tr><td colspan="4">Immersive Game: Find a student.
One student covered their eyes while the teacher and the other students guided them to find a selected student.</td></tr>
<tr><td colspan="4">Observation:
In the Imitation: Days of the Week Song activity, students engaged with new vocabulary by learning the names of the days in sequence through song. The rhythm and repetition in the song helped reinforce pronunciation and intonation, making it easier for students to remember each day's name and order.
In the Art-English: There is and There are activity, students deepened their understanding of singular and plural forms in English by learning to use "there is" for singular items and "there are" for plural ones. The teacher's use of classroom objects and hand gestures made this concept more relatable and memorable, while whiteboard illustrations visually reinforced the grammar structure.</td></tr>
</table>

Through the Immersive Game: find a student activity, students developed vocabulary, grammar, and pronunciation skills. These skills were developed by playing a game. Students learned the grammatical aspect of the imperative by giving orders on how to move to their classmates. Vocabulary and pronunciation were developed when students said the orders to guide each other and relate the words to their meanings.
Reflection: We could see notorious improvement from the students who are really interested in the class; there's still something to do to attract the students who aren't. Their understanding improves after each session and they're able to remember vocabulary and questions shown in previous sessions. Sometimes students come to the teacher at the start or the end of the class and try to ask questions using English without being asked to do so.
Evidence ***Figure 17*** *Session 6 in fifth grade: Imitation: Days of the week* 

Data Analysis

Our research aimed to qualitatively examine how linguistic immersion activities develop oral skills in preschool and fifth-grade students at Cajete Educational Institution in Popayán. After analyzing the implementation of six sessions of two hours per week in each group and the instruments applied (interviews and field diary), we identified four key categories of analysis: Imitation, Art-English, Conversations, and Immersive Games. These categories, which align with the classification of immersion activities, were chosen based on the primary skills they developed. It's important to note that while each category emphasized a specific skill, the activities also contributed to the development of other oral language abilities to a lesser extent. Additionally, the interviews served as crucial reference points for assessing overall progress. Further details on these additional findings will be presented in the subsequent section

Imitation

Language immersion develops pronunciation through imitation activities that focused on repeating words at least five times. In the case of words with pronunciation difficulties, up to eight times. For example, in preschool with the activities “Parts of the day” and “Green light and red light” students initially pronounced “night” as “nˈa͡ɪ”, after several repetitions of the word, they started to pronounce correctly as “nˈa͡ɪt”. The same happened with the word “light”, originally pronounced as “lˈa͡ɪ” and finally corrected to “lˈa͡ɪt”.

According to Llisterril, J. (n.d), "methods based on listening and repetition are based on the feedback inherent to the audio phonatory process”. This approach allows students to adjust and improve their phonetic production through continuous practice. Regarding listening activities, such as repeating songs, when students follow the pronunciation model of the native speaker singer, they benefit from an adequate standard of pronunciation. For example, in the activity “sing the parts of your face”, after singing the lyrics several times they did it correctly, the only difficulty they had was pronouncing the word “mouth” because they pronounced it as “maʊt” instead of “maʊθ”. It was necessary to dedicate a few minutes to emphasize the phoneme “θ” so each student was shown the position of the tongue between the teeth to be able to make this sound and they imitated it resulting in the correct pronunciation of the entire song. Another example happened with the activity “Baby Shark Doo Doo Song”, since children were exposed to the vocabulary of the song, they pronounced the word “shark” as “t͡ʃˈaɾ”, after singing the song and repeating it, the students began to pronounce this word correctly as “ʃˈɑːk”.

Several theorists, such as James Flege (1995) in his *Phonic Perception Hypothesis*, argued that speakers of a language tended to interpret the sounds of a foreign language based on the phonetic patterns of their native language. This means that fifth graders, having greater

exposure to Spanish and its phonological system, tended to apply these patterns to any foreign language. Specifically, when seeing words written in English, they automatically read them according to the rules of Spanish. This phenomenon is known as negative transfer (Odlin, 1989). According to Goswami (2000), children who already know how to read in their native language often automatically use these graphic and phonetic associations, especially in partial immersion contexts where English pronunciation rules are not consistently reinforced. For example, in fifth grade, with the “numbers” activity, they pronounced “hundred” as “undɾˈed” taking into account the Spanish rule that the initial H is silent and pronouncing the “U” exactly like “u” and not like “ʌ”. Another interference from Spanish that was observed was that the students pronounced "Vet" as “bˈet” following the rule that V and B in Spanish are pronounced the same and not with the vibrating V as “vˈɛt”. This adaptation is less likely in preschool students who have not formalized the rules of reading in their native language to the same extent, so they may be more flexible in their perception of sounds. Preschool students are more oriented to auditory rather than visual perception when learning new sounds, which allows them to develop a pronunciation less influenced by Spanish.

The “Five Little Ducks Songs” activity was implemented in both grades with different objectives, in preschool to emphasize the numbers 1 to 5 while in fifth grade to focus on past tense verbs. However, in fifth grade, students had more difficulty learning to pronounce the song since they continuously read the lyrics on the screen. The most common mistakes were with the words "Little", "Ducks", "away" and "came" as they were pronounced in the same order:

“lˈitle”, “dˈuks”, “aɣwˈa͡ɪ” and “kˈame”. This song was repeated in all the sessions at least twice, and little by little the students corrected their mistakes, they at the end pronounced “lˈɪtə͡l”,

“dˈʌks”, "ɐwˈe͡ɪ ˈ" and “kˈe͡im”. Their pronunciation was correct so this song was their final performance in front of the entire school on the closing day. Conversely, preschool students repeating sentence by sentence after the teacher's pronunciation, they practiced the song three times during a single session and their pronunciation was correct but, when singing the full song following the video and without the teacher's voice accompaniment, some students forgot some parts of the lyrics.

The immersion activities carried out not only consisted of the exact repetition of the pronunciation model given by the teacher but also of imitating the movements and mimicry that accompanied the word to be repeated. According to Tomasello (2003) gestures are a natural form of communication and play an important role in the acquisition of meaning in the early years of learning, his *Usage-Based Learning Theory* argues that visual and gestural context helps learners interpret vocabulary in specific situations, which fosters a deeper and more contextual understanding of the language. For example, in the activity “My feelings” in preschool, the teacher repeated two words one after the other, the teacher said "happy" and smiled and made a happy face, and then the teacher said the word "sad" and made a gesture of wiping away a tear and being very sad. This was repeated at least five times to create a contrast of meanings. After that, the teacher said only the words without gestures, and the students correctly mimicked them without assistance.

Immersive Game

Gamification is a powerful strategy for developing English-speaking skills, as it combines playful and competitive elements with learning objectives, creating a more engaging and motivating environment for students. According to Gee (2003), games can be effective

learning tools because they create a “space of controlled risk,” allowing students to experiment and practice without fear of making mistakes. Gamification not only fosters motivation and reduces anxiety but also creates authentic opportunities for oral language use, making English a natural part of communication rather than a rigid academic subject.

This is particularly relevant in the context of our study, as we worked with two different age groups: preschoolers and fifth graders. According to *Erikson’s theory of psychosocial development*, children in fifth grade (around 10-11 years old) are in the “industry vs. inferiority” stage. At this stage, students become more self-conscious about their abilities and more aware of peer and adult evaluations, which can lead to insecurity and reluctance to participate if they fear making mistakes. This was evident in session 4 during the game “Who Am I?” Some students hesitated to express their ideas, showing uncertainty when articulating responses. However, with the teacher’s encouragement, they gradually gained confidence and were able to construct sentences more effectively.

Gamification provides an effective approach to lowering the affective filter and facilitating oral skill development, particularly in early childhood education. According to Krashen’s Affective Filter Hypothesis (1982), learners acquire language more effectively in low-anxiety environments where they feel motivated and emotionally secure. This was evident in the preschool diagnostic session through an interactive game designed to introduce greetings. Students were divided into groups and actively engaged in the learning process by responding to auditory cues. When they heard “Jump” or “Down, and “Good morning” or “Good night,” they performed jump, or down, and ran to the wall where their drawings were pasted and touched the corresponding image. To reinforce the learning experience, they also performed actions

pretending to “wake up” and “sleep.” This multisensory approach—combining visual stimuli (flashcards and drawings), auditory input (greetings), and kinesthetic movement (running and acting)—aligned with Gardner’s Theory of Multiple Intelligences (1983), which emphasizes the value of engaging various types of intelligences such as visual-spatial, musical, and bodily-kinesthetic. By incorporating play and movement, the activity not only helped students associate greetings with specific times of day but also created a dynamic, low-stress environment that encouraged participation and oral language development.

For instance, the game “Find a Student” significantly reduced anxiety levels among fifth graders. Initially, some students were hesitant, but as the activity progressed, they became more engaged and willing to participate. The game encouraged listening comprehension and spontaneous speaking, as students had to give verbal instructions to guide their blindfolded classmates. This activity also reinforced peer collaboration, as students not only listened but also produced language naturally in a real and dynamic classroom context. This aligns with Krashen’s (1987) *Affective Filter Hypothesis*, which suggests that a safe and encouraging environment is essential for reducing anxiety and fostering motivation.

While fifth graders initially hesitated due to fear of making mistakes, younger preschool students demonstrated a more instinctive approach to language learning, relying on movement and imitation. From the very first day, interactive activities such as “Red Light, Green Light”, "Simon Says”, and “Frozen Tag” were implemented. The excitement and anticipation of playing these games created a positive association with English.

For instance, in session 5, preschool students played “Action Dice”, a game in which they rolled a dice that indicated different actions. The students enthusiastically imitated the

movements described, engaging physically while simultaneously reinforcing vocabulary comprehension. This aligns with *Asher's Total Physical Response approach* (1960), which suggests that comprehension precedes verbal production and that physical engagement enhances memory and recall.

The competitive aspect of gamification played a key role in sustaining student engagement and enhancing oral production. In session 4, when playing "Hangman", students actively analysed words to guess them faster, demonstrating both critical thinking and vocabulary recall. Similarly, during session 1 with preschoolers, the game "Musical chairs" created a dynamic environment where students not only followed instructions but also eagerly participated, reinforcing their listening skills and ability to react quickly to spoken cues.

The combination of structured activities and spontaneous communication helped bridge the gap between receptive and productive language skills, laying a foundation for continued oral proficiency in English. Through immersive games, students acquired vocabulary and grammatical structures while also developing the confidence to use them in meaningful contexts.

Art-English

Art-English focused on activities where students develop oral skills while engaging in art-based tasks, helping them associate language with tangible outcomes and visual elements. Ares (2021) stated the following:

> To describe an idea through a drawing, it is necessary to have previously encoded it in our mind, given it a meaning, assimilated the concept in order to then make it our own and finally translate it into an illustration. It is a combination of mental processes that interrelate and give shape to the idea received (visual memory +

> kinesthetic memory + semantic memory). It is precisely this multiple intervention/fusion of capacities that increases the assimilation of concepts.

For example, in session 2 with fifth grade activity “Describe my classmates”, the first step required students to recall their classmates’ appearances, engaging their visual memory. While drawing, they simultaneously activated their kinesthetic memory. For instance, when painting brown hair, they demonstrated that they had assimilated the concept of “brunette” and translated it into a visual representation. This experience facilitated vocabulary acquisition, as the process reinforced the new words in their semantic memory.

Jensen (2000) emphasizes that multisensory learning strengthens neural connections by engaging multiple senses, leading to deeper encoding and better recall of information. According to Jensen, when students actively participate using more than one sense (such as visual and kinesthetic) it reinforces their understanding and aids in transferring knowledge to new contexts.

This approach leverages brain plasticity, enhancing memory and retention by engaging different sensory pathways. Additionally, the physical involvement in activities such as drawing or coloring further solidifies the concepts and ideas learned, making them more meaningful and memorable. This effect was evident when preschool students created their own materials. For instance, in session 2 “My face” activity, multiple senses were engaged: sight was involved when students observed the silhouette of a face and related it to their own; hearing was activated when they listened to the teacher’s pronunciation of vocabulary words; and touch and movement played a crucial role when they colored and decorated the facial features. This combination of senses facilitated the connection between English words and their visual and physical meanings. As a result, students learned vocabulary related to body parts. Upon hearing words such as

"eyes", "mouth", "nose", and "ears" they accurately identified and pointed to the corresponding features on their drawings. This demonstrates how multisensory stimulation contributed to better vocabulary retention and comprehension, aligning with the proposed theory.

Another example was observed in session 3 during the activity "Objects and Shapes". The teacher first drew objects as clues to represent different shapes. Students repeated the pronunciation of each shape, reinforcing the visual and auditory aspects of learning. To further enhance the sensory experience, each child used plasticine to mold the learned shapes "triangle", "circle", "rectangle", or "square". This multisensory approach, combining visual, auditory, and kinesthetic elements, helped students internalize concepts more effectively. By seeing the drawings, hearing the shape names, and physically shaping them, they reinforced their understanding in a meaningful and memorable way, supporting *Jensen's multisensory learning* (2000).

The use of *visual associative learning* was particularly effective in the Art-English activities. *Paivio's Dual Coding Theory* (1971) explains how the brain processes information through two systems: the verbal and the visual. Paivio suggests that when words are paired with images, both representations are encoded in memory, making retrieval easier. In language learning, this implies that an English word is best remembered when associated with a visual representation.

For instance, in the preschool diagnostic session, students engaged in an activity where they colored different parts of the day "morning", "afternoon", and "night" after observing and repeating the pronunciation of the corresponding flashcards. This visual association helped them link the words to concrete images. This multisensory approach reinforced their understanding by

combining visual stimuli (flashcards and drawings), auditory input (hearing greetings), and kinesthetic movement (running and performing actions). By engaging multiple senses, students formed stronger associations between English words and their meanings. The combination of visual representation and physical interaction enhanced memory retention, making language learning more meaningful and effective.

Conversations

Conversations play a pivotal role in language acquisition, particularly in the development of oral skills. They provide students with meaningful contexts for communication, allowing them to practice and internalize vocabulary, grammatical structures, and fluency through real-time exchanges. As students engage in conversation, they actively participate in language use, which helps solidify their understanding and encourages them to use language in spontaneous, authentic scenarios.

According to Swain (1995), engaging students in conversations facilitates what he termed the *output hypothesis*, which emphasizes that producing language (rather than just receiving it) plays a crucial role in language learning. This hypothesis suggests that as students are pushed to communicate, they become more aware of their linguistic choices and, consequently, of gaps in their language knowledge, driving improvement.

In this research, conversations were not limited to formal speaking exercises but were integrated throughout various activities. This was evident in the “Daily Routine and Pronouns” activity with fifth grade, where students actively produced language by forming their own sentences. After the teacher introduced daily routine verbs and provided examples, students were

encouraged to create their own sentences, applying their knowledge of both verbs and pronouns. This process required them to think critically about their linguistic choices, reinforcing their understanding. This aligns with Swain's theory that language production fosters deeper learning, providing a continuous platform for students to practice speaking.

For instance, students engaged in short dialogues that prompted real responses and helped familiarize them with question-response structures and basic vocabulary. Conversations allowed them to practice the negotiation of meaning (Long, 1983), a crucial aspect in which students clarify misunderstandings or seek alternative ways of expressing ideas, enhancing their adaptability and communicative competence in English. In the fifth grade "Are you...?" activity, students participated in structured question-and-answer exchanges. By responding to yes/no questions such as ″Are you 10 years old?" or "Are you a boy?", they not only practiced comprehension but also experienced real-time interaction, requiring them to process the language and formulate accurate responses. When students hesitated or made errors, the teacher or their classmates provided support, reinforcing their ability to communicate effectively.

Furthermore, conversations also helped students develop essential pragmatic skills. By simulating real-world interactions, these activities enabled students to practice greetings, ask for information, and respond appropriately within various contexts. These scenarios provided *communicative authenticity* (Richards, 2006), which is essential for effective language acquisition. When students felt comfortable taking risks in their language use, knowing that immediate feedback was available from peers or teachers, their confidence in speaking increased.

A clear example of this was the "Walking around the school" activity with fifth grade, where students engaged in authentic and situational language use. As they walked around the

school, they asked and answered questions about the objects and elements in their surroundings. Initially guided by the teacher, students gradually took on the role of questioners, practicing how to formulate questions and respond accordingly. This real-world interaction allowed them to develop pragmatic competence, as they learned not only vocabulary but also how to structure meaningful exchanges in a natural setting, reinforcing their communicative skills.

The scaffolding in these conversational activities also played a crucial role in students' language development. By beginning with structured, teacher-led dialogues and progressively moving toward more open-ended conversations, students gained the confidence to express ideas without strict guidelines. This approach aligns with Vygotsky's Zone of Proximal Development (ZPD), which suggests that students benefit from structured guidance that is gradually reduced as they develop independent skills (Vygotsky, 1978). For example, in the activity "Talk about your body" with preschool students. The teacher started by introducing body vocabulary with flashcards and gestures, helping students connect words to images. Initially, students repeated the words with the teacher's support, making it easier to remember them. As the activity progressed, the teacher gradually reduced assistance, allowing students to recall and pronounce the words independently. This step-by-step approach strengthened their memory and pronunciation skills while ensuring they still received guidance when needed, reinforcing the idea that learning with support leads to greater independence.

Other Findings

In addition to the primary focus on oral skills, several observable aspects emerged during the activities that significantly contributed to the overall learning experience for students. These

findings highlight the multifaceted nature of language acquisition in both preschool and fifth-grade settings.

Active Learning

According to Prince (2004), active learning strategies enhance content retention and boost student engagement by requiring learners to actively process and apply the information. Similarly, Bonwell and Eison (1991) argue that when students are actively involved in their learning—through tasks that require analysis, synthesis, and evaluation—they achieve a deeper understanding of the material and improved academic performance. In our study, the preschool group's immediate, physical engagement in activities such as the "Good Morning, Good Night!" game aligns with Prince's assertion that active participation leads to better retention. In contrast, the fifth-grade students, who engaged in more structured tasks like "My Daily Routine," demonstrated improved narrative construction and grammatical awareness, reflecting the benefits of active learning for more advanced cognitive and linguistic development. These theoretical perspectives underscore the importance of incorporating active learning strategies into language immersion programs to address the diverse developmental needs of students.

Furthermore, active learning was fostered through structured yet playful activities. While playing *Red Light, Green Light*, students quickly grasped the meaning of "stop" and "go" by associating them with traffic light signals. Similarly, in session 6, preschoolers participated in *Touch the Color*, where they had to run and touch an object matching the color mentioned. This not only reinforced color vocabulary but also encouraged quick responses in English.

Independent learning

Independent learning is essential in early childhood education as it fosters autonomy and helps children internalize knowledge through personal initiative. According to Holec (1981), independent learning refers to the capacity to take charge of one's own learning, which encourages students to engage with materials outside of the classroom. In Cajete, teachers maintained direct communication with parents through a WhatsApp group, allowing them to share material to be practiced at home. This initiative encouraged children to review the songs at home, fostering a deeper familiarity with the material and reinforcing classroom learning. Many children returned to class excited to share their progress, confidently stating that they had practiced and now knew the songs. Such experiences reveal that independent learning, supported by parental involvement, enhances engagement and motivates children to take responsibility for their own learning.

Collaborative Peers

Vygotsky's Social Constructivism emphasizes that cognitive development occurs through social interactions and the co-construction of knowledge among peers and teachers (Vygotsky, 1978). According to this theory, learning is most effective within the Zone of Proximal Development (ZPD), where students can accomplish tasks with the support of more knowledgeable others. This concept was clearly reflected in several activities from our study, where collaboration and peer support played a crucial role in fostering oral communication.

One clear example of this was the "Describing My Classmates" activity from fifth grade session 2. In this task, students worked collaboratively to describe the physical characteristics and personal qualities of their peers. By sharing ideas and providing feedback, they enriched their understanding of the language, demonstrating how peer interaction facilitates language

acquisition. Similarly, in the "Find a Student" activity, students worked together to guide their classmates toward a goal using English commands. This process not only strengthened their ability to provide and follow spoken instructions but also reinforced their confidence in using English for real communication.

Moreover, peer support was evident in activities that emphasized pronunciation and clarity, such as “Broken Telephone” (Session 1). In this game, students became more aware of their pronunciation and the importance of articulating words clearly to ensure effective communication. Additionally, collaboration extended beyond structured activities when some students from both grades naturally helped their classmates by translating unfamiliar words when needed.

This spontaneous peer assistance aligns with the *Teaching Effect* (Bargh & Schul, 1980), which suggests that when students explain concepts to others, they engage in active processing, structuring information in a way that enhances both their own understanding and that of their peers. This phenomenon was particularly evident when some students naturally took on the role of facilitators during lessons, explaining words in Spanish to their classmates when necessary.

Ultimately, these interactions not only eased communication but also exemplified how learners can support one another within their ZPD, reinforcing the social nature of language acquisition. Through peer collaboration, students not only improved their language skills but also developed greater autonomy and confidence in their ability to communicate effectively in English.

Capacity to memorize

Baddeley and Hitch (1974) developed the Working Memory Theory, a memory model that includes components such as the "central executive", the "phonological loop" and the "visual-spatial whiteboard". This model explains how children, as they grow, can process and manipulate more information, as the capacities of these systems improve with age. That's why children in fifth grade have a greater retention capacity to memorize for example, in the fourth session students were shown slides with images of 15 professions. Each slide had similar content to the following statement depending on each concept: The word "vet" in large size next to an image of a woman in a lab coat holding an injection and a dog next to her. In the following activity, it was evident that the students remembered most of the vocabulary as they named all these options when guessing the correct answer in the immersive game. This makes it easier for them to learn and remember more vocabulary in a two-hour class, as they can make more complex connections between words and concepts. In contrast, following the order of ideas, preschool-aged children have a more limited working memory. We can see this in the fifth session since the students were taught 6 colors (yellow, blue, red, green, purple and orange) however, in the following activities they actively participated when they had to respond with the options of (yellow, blue and red) but when it came to the other colors, they were hesitant or silent. However, the use of visual aids (specifically flashcards) helped reinforce the connection between the spoken words and their corresponding images. When the flashcards were shown, even if the children did not initially recall some colors well, these aids provided concrete support that enabled them to participate more fully in the activities, fostering a safe and supportive learning environment.

Final Interviews

In the final interview, fifth graders expressed difficulty with Conversation activities because at the beginning they had to translate between English and their native language. Many mentioned mentally translating every word and phrase before speaking, which slowed down their responses and made it hard to participate fluently. This process disrupted the flow of conversation, as they needed time to process and construct their sentences, rather than responding naturally. Fifth graders, with a higher level of linguistic competence in their native language, are more focused on making explicit connections between both languages. This leads them to translate constantly, which can make the learning process more conscious and analytical, hindering fluency. However, as the immersion process progressed, students expressed that they not only understood more *"Al inicio fue difícil entender lo que el profesor decía porque hablaba sólo en Inglés, pero después me acostumbré"* but also felt more confident when speaking *"Ahora me siento más seguro"* since the majority expressed an improvement in their pronunciation *"El proyecto me ayudó bastante porque el profesor siempre corregía la pronunciación y nos hacía repetir las palabras*" and vocabulary "*Las actividades de adivinar palabras también me ayudaron mucho a aprender vocabulario nuevo".*

In contrast, children in preschool still in the early stages of language development, have not established strong connections between their native language and English. At this age, they learn English more intuitively, associating words with concrete experiences and emotions*."Saludé a mis papás, les dije Hello".* For them, English is not seen as a separate language but an extension of their natural communication, allowing them to acquire it fluently without the need for constant translation for example "*Ella no me quiere prestar el color blue".*

The preschool teacher highlighted how the immersion process improved students' oral skills. She mentioned that the students had seen some basic English topics before immersion,

such as numbers and greetings, but the topics we covered during each session were more advanced. The teacher was surprised and interested in some of the activities we did with students since they were interactive, the students had fun while doing them, and they could learn at the same time. After the sessions finished, she mentioned that some students used some of the things they learned to express different ideas to her or amongst themselves. She suggested we use bigger and more captivating resources so all the students could look at them simultaneously.

Limitations

This research project faced some limitations that influenced its implementation and outcomes. One significant challenge was the short duration of the English immersion classes. Sessions were limited to just two hours per week, and this time was further reduced due to a scheduled breakfast break, leaving only 1 hour and 30 minutes for actual instruction. This restricted timeframe made it difficult to cover all the planned material in as much depth as desired. However, to address this, students were encouraged to engage in independent work outside of class and to actively participate during review moments within the lessons. These efforts helped reinforce their learning and allowed them to make progress despite the limited class time.

Another limitation was the large number of students in each group. Managing such a sizable class made it challenging to provide individualized attention and support to every student. This inevitably affected the quality of learning, as not all students received the level of guidance, they needed to fully understand the material. Despite this, strategies were implemented to alleviate the issue, such as organizing smaller group activities. These provided more focused interaction and encouraged active participation. Nonetheless, the large class size remained a concern, as it hindered the ability to cater to the diverse needs of all learners.

Additionally, the Cajete Educational Institution faced constraints in terms of technological resources. While the fifth-grade classroom had access to a television, the preschool classroom lacked any technological tools. In today's digital age, technology plays a crucial role in capturing students' attention and enhancing their engagement. The natural curiosity children have towards technology could have been harnessed more effectively with better resources. Although videos were shown to preschoolers using computers and tablets, visibility was a frequent issue, as not all students could see the screens clearly.

Conclusions

This section will present the results obtained from implementing linguistic immersion activities. It was evidenced that Imitation, Immersive Games, art-English, and Conversation Activities develop the different oral skills according to the objectives.

Imitation

- Immersion activities that include repetition and constant feedback help students improve their pronunciation by allowing for continuous adjustments.
- Recordings provide a reliable pronunciation model, including accent variations and suprasegmental elements such as rhythm and intonation, which is beneficial for students without access to native teachers.
- Fifth-grade students, due to their ability to read in Spanish, often apply phonetic rules from their native language to English, making their pronunciation difficult. In contrast, preschool children, not being consolidated in reading, are less prone to this interference.
- Songs, rhymes, and games in preschool facilitate an auditory and less textual approach, promoting a better adaptation to the sounds of English without the interference of Spanish.

- Incorporating gestures into immersion activities helps students understand vocabulary in specific contexts, promoting deeper and more contextual learning of the language.

Immersive Games

- Collaborative activities in games strengthen students' comprehension and memory by explaining and organizing information, while also fostering communication and teamwork skills.
- Integrating TPR in games allows students to physically respond to commands in English before verbalizing, which naturally improves fluency and comprehension.
- Competition in games motivates students to participate, pay attention, and learn in a fun way, increasing their engagement and willingness to improve their English.
- By reducing anxiety and fostering motivation and support, gamification lowers the affective filter, allowing students to feel more comfortable and willing to participate in English speaking activities, facilitating their language acquisition.

Art-English

- Art-English activities help students associate language with visual and tangible outcomes, facilitating the understanding and retention of vocabulary and concepts.
- Engaging multiple senses (sight, touch, movement) in art activities strengthens neural connections, improving information retention and knowledge transfer.
- Using visual associations improves vocabulary retention by linking words to images.
- Fifth-grade children have a more advanced memory that allows them to learn and retain more vocabulary compared to preschoolers, who acquire vocabulary more gradually.

- Collaborating and explaining their art allows students to practice language in a meaningful context, advancing their zone of proximal development (ZPD) and promoting cognitive and linguistic growth.
- Art-English activities cater to multiple intelligences (linguistic and spatial), making learning more engaging and effective for different types of learners.

Conversations

- Conversation activities allow students to negotiate meaning, clarify misunderstandings, and seek alternative forms of expression, which increases their adaptability and communicative competence in English.
- The activities simulate real-world interactions. This fosters authentic and effective communication.
- It begins with structured dialogues and gradually moves towards more open conversations fostering students' linguistic independence. This scaffolding model supports the gradual development of their oral skills, improving their confidence in spontaneous expression.
- Fifth graders struggle with fluency due to constant language translation, which disrupts their responses.
- Preschool children learn English intuitively, without translating, allowing for a more natural and fluid language acquisition.

In addition to the progress observed in the development of oral skills in the students, this research made a significant contribution to strengthening the teaching staff at the Cajete Educational Institution. By designing and implementing a linguistic immersion strategy adapted to the rural context, a practical methodological framework was provided to the teachers, which

can be replicated and adjusted to different educational levels. This framework addresses the need for contextually relevant pedagogical tools, especially in institutions where specific training in teaching English as a second language (ESL) is limited or non-existent. The constant presence in the classroom during the process allowed the teachers to actively participate as observers and co-facilitators, fostering peer learning and professional development. This experience became a formative space, not only for applying new strategies but also for reflecting on their own practices and enriching them with more dynamic, communicative, and student-centered approaches. Through this support, collaborative work among the teachers was strengthened, promoting a more cohesive educational community open to the exchange of knowledge.

Moreover, the immersive activities carefully organized into distinct thematic sections embodies a neuro-pedagogical approach in which learners engage the language through multiple sensory and cognitive pathways. By encountering English in varied, meaningful experiences, students receive input that is both highly comprehensible and deeply memorable, allowing them to forge rich “learning networks” that draw on their different strengths and modalities. Equally essential to this process is the teacher’s motivation and belief in each learner’s ability; by actively working to lower the affective filter and by designing experiences that tap into students’ innate capacity to make sense of language, educators create the optimal conditions for truly significant, lasting learning.

Furthermore, the implementation and analysis experience of this proposal represented a highly enriching process for the students of the Modern Languages Bachelor's degree at the University of Cauca. This research can serve as a valuable reference for students in earlier stages of their program who will carry out their educational practice at the Cajete Educational

Institution or other rural and urban institutions. The research provides a methodological basis on linguistic immersion, which could encourage these future educators to adopt this strategy in their own pedagogical practices. In doing so, they will be able to design context-appropriate teaching strategies and develop greater sensitivity to the educational realities. This direct connection with educational practice will allow them to recognize the value of situated pedagogies and the challenges inherent in teaching a foreign language, providing them with tools to implement more inclusive and effective methodological proposals.

Regarding the future projection of the study, the results obtained open up multiple possibilities for medium- and long-term development and impact. First, the proposal can be replicated and adjusted for implementation in other grade levels, both at the same institution and in other rural branches of the department, considering the particularities of each group and territory. This continuity would allow the sustainability of the model over time to be evaluated, as well as its adaptability to different levels of the rural education system. Similarly, the study opens up a range of new research avenues concerning English teaching in rural areas, such as the exploration of alternative methodologies, the design and validation of unconventional or low-cost pedagogical resources, the analysis of students' and their families' perceptions regarding foreign language learning, or the role the educational community can play in co-constructing linguistic immersion processes. There is also an opportunity to explore the impact of such proposals on aspects such as overall academic performance, students' self-esteem, or their school retention.

Finally, this proposal could become the starting point for the creation of collaborative networks among rural institutions, universities, and local entities, in order to strengthen bilingual

education policies in rural areas through an intercultural, participatory, and contextualized approach. In this way, it contributes not only to improving the quality of education but also to building a more equitable, innovative rural school that is connected to the challenges of today's world. This reaffirms the importance of continuing to research, document, and share experiences that enrich the educational landscape from and for the territories.

References

Álvarez, J et al. (2014). La investigación cualitativa. Boletín Científico. Publicación semestral XIKUA No. 3, 2(3). Recuperado de https://www.uaeh.edu.mx/scige/boletin/tlahuelilpan/n3/index.html

Arcos, J et al. (2019). English immersion for the integral development of early childhood in vereda El Sendero.

Ares, L. (2021). El dibujo. La herramienta más poderosa de la memoria. Iona Escuela de Arte. Recuperado de https://www.escuelaiona.com/post/eldibujoylamemoria

Asher, J. (1977). Total physical response: An approach to second language learning. Center for Applied Linguistics.

Astudillo, A et al. (2019). Influence of English Immersion camps on 2016 first semester Modern Languages students' lexical competence at University of Cauca.

Avedon, E &Sutton, B. (1971) The study of games. New York: John Wiley & Sons.

Baddeley, A & Hitch, G. (1974). Working memory. In G. H. Bower (Ed.), The psychology of learning and motivation (Vol. 8, pp. 47–89). Academic Press.

Bargh, J & Schul, Y. (1980). On the cognitive benefits of teaching. Journal of Personality and Social Psychology, 39(5), 733–743. Recuperado de https://doi.org/10.1037/0022-3514.39.5.733

Bernhardt, E & Krashen, S. (1981). Second language acquisition and second language learning. The Modern Language Journal, 73(4), 483. Recuperado de https://doi.org/10.2307/326882

Bettney, E. (2017). A picture is worth a thousand words: Exploring Immersion students' language learning experiences in Honduras. Colombian Applied Linguistics Journal. Recuperado de https://doi.org/10.14483/22487085.11220

British Council. (n.d). Fluency. Recuperado de https://learnenglishteens.britishcouncil.org/exams/speaking-exams/fluency

Byrnes, H & Maxim, H. (2004). Advanced Foreign Language Learning: A Challenge to College Programs. The Modern Language Journal, 88(2), 233-255.

Calderón, A. (2022). *Experiencias de autoformación: Los docentes que enseñan Inglés en primaria en los grados tercero, cuarto y quinto de algunos colegios de Manizales y Villamaría.* Universidad de Caldas.

Camacho, N & Clavijo, A. (2023). Syllabus for improving verbal fluency in English as a foreign language in the PLLMEIF sixth semester students through total immersion camps**.**

Cambridge Virtual Dictionary. (n.d) Grammar. Recuperado de https://dictionary.cambridge.org/dictionary/english/grammar

Cari, Y. (2019). Efectividad del método enfoque natural en la competencia léxica oral de estudiantes de inglés del instituto de idiomas de una universidad privada. Recuperado de https://orcid.org/0000-0003-3873-1549

Cataño, K et al. (2020). Espacio de Inmersión lingüística: Una Estrategia para el Aprendizaje del Inglés en Estudiantes del Grado Sexto del Colegio Adventista de Zaragoza, Antioquia.

Centro Virtual Cervantes. (n.d) Análisis Contrastivo Recuperado de https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/analisiscontrastivo.htm

Centro Virtual Cervantes. (n.d) Inmersión Lingüística. Recuperado de https://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/inmersionlinguistica.htm#:~:text=Se%20entiende%20por%20inmersi%C3%B3n%20ling%C3%BC%C3%ADstica,la%20L1%20de%20los%20estudiantes.

Chomsky, N. (1976). On the nature of language. Annals of the New York Academy of Sciences, 280(1), 46-57. Recuperado de **https://doi.org/10.1111/j.1749-6632.1976.tb25470.x**

Chomsky, N. (1980). Rules and representations. Behavioral And Brain Sciences, 3(1), 1-15. https://doi.org/10.1017/s0140525x00001515

Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7th ed.). Routledge.

Collins Virtual Dictionary. (n.d). Pronunciation. Recuperado de https://collinsdictionary.com/dictionary/english/pronunciation

Colombia entre los países con peor inglés del mundo, según Education First (EF). (2022). El Espectador. Recuperado de https://www.elespectador.com/educacion/colombia-entre-los-paises-con-peor-ingles-del-mundo-segun-education-first-ef/

Denscombe, M. (2014). The good research guide: For small-scale social research projects (5th ed.). Open University Press.

Erikson, E. (1950). Childhood and society. W. W. Norton & Company.

Flege, J. (1995). *Second language speech learning: Theory, findings, and problems*. En W. Strange (Ed.), Speech perception and linguistic experience: Issues in cross-language research (pp. 233-277). Timonium, MD: York Press.

Flores, E. (2016). Proceso de la atención y su implicación en el proceso de aprendizaje.

Galindo, A. & Botero, M. (2016). Patrón de desarrollo bilingüe, habilidades lingüísticas y metalingüísticas: grados 2° y 5° en una institución educativa bilingüe piloto del Quindío, Colombia. Lenguaje, 44(2), 313–339. Recuperado de https://doi.org/10.25100/lenguaje.v44i2.4625

García, J & Reyes, C. (2022). English teaching in Colombian rural schools: Challenges and opportunities. Universidad del Quindío. Recuperado de https://revista.redipe.org/index.php/1/article/view/1853/1796

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Gee, J. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.

Glesne, C. (2016). Becoming qualitative researchers: An introduction (5th ed.). Pearson.

Goswami, U. (2000). Phonological development and reading by analogy: Theory and evidence. En N. Kanaris (Ed.), *Handbook of early literacy research* (pp. 111-125). New York: Guilford Press.

Hoff, E. (2006). How Social Context Influences Language Development. Trends in Cognitive Sciences, 10(5), 234-238.

Holec, H. (1981). Autonomía y aprendizaje de lenguas extranjeras. Pergamon Press.

Jensen, E. (2000). Moving with the Brain in Mind. Educational Leadership, 58(3), 34-37. Recuperado de https://eric.ed.gov/?id=EJ617847

Johnson, R & Swain, M. (1997). Immersion Education: International Perspectives. Cambridge University Press. Recuperado de https://doi.org/10.1017/cbo9781139524667

Klitgaard, R & Gardner, H. (1984). Frames of Mind: The Theory of Multiple Intelligences. Journal Of Policy Analysis And Management, 3(4), 627. Recuperado de https://doi.org/10.2307/3324560

Krashen, S. (1982). Principles of language acquisition. Pergamon Press.

Krashen, S. (1981). Second language acquisition and second language learning. Pergamon Press.

Lave, J & Wenger, E. (1991). Situated learning: Legitimate Peripheral Participation. Cambridge University Press.

Lenneberg, H. (1967). Biological foundations of language. Wiley Recuperado de http://ci.nii.ac.jp/ncid/BA00211702

Llisterri, J. (n,d). Enseñanza de la pronunciación y corrección fonética. Recuperado de https://joaquimllisterri.cat/applied_linguistics/L2_phonetics/Corr_Fon.html#M%C3%A9todos_basados_en_la_audici%C3%B3n_y_la_repetici%C3%B3n

Londoño, C. (n,d). La Inmersión como Estrategia Pedagógica para el Desarrollo de Habilidades Comunicativas en Inglés: La Cuarta Fase. Universidad de Cundinamarca- Recuperado de https://repositorio.ucundinamarca.edu.co/bitstream/handle/20.500.12558/242/La%20Inmersion%20como%20Estrategia%20pedagogica%20para%20el%20Desarrollo%20de%20Habilidades%20Comunicativas%20en%20Ingles%20Inmersion%20la%20Cuarta%20Fase%20%281%29.pdf?sequence=1

Long, H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input1. Applied Linguistics, 4(2), 126-141. Recuperado de https://doi.org/10.1093/applin/4.2.126

María, F et al. (n,d). Programa nacional de inglés. Recuperado de https://www.mineducacion.gov.co/1759/articles-343837_Programa_Nacional_Ingles.pdf

Martínez, F. (2019). Prácticas pedagógicas de maestros de básica primaria en la enseñanza del inglés en la Institución Educativa Carmen de Quintana, Cajibío. Universidad del Cauca. Recuperado de http://repositorio.unicauca.edu.co:8080/bitstream/handle/123456789/1932/Pr%C3%A1cticas%20pedag%C3%B3gicas%20de%20maestros%20de%20b%C3%A1sica%20primaria%20en%20la%20ense%C3%B1anza%20del%20ingl%C3%A9s.pdf?sequence=1&isAllowed=y

Ministerio de Educación Nacional (2014) Programa Nacional de inglés 2015 - 2025 'COLOMBIA very well!' pondrá a hablar inglés a los colombianos. Recuperado de https://www.mineducacion.gov.co/cvn/1665/w3-article-343476.html

Ministerio de Educación Nacional (n.d) Derechos Básicos de Aprendizaje. Recuperado de https://www.colombiaaprende.edu.co/contenidos/coleccion/derechos-basicos-de-aprendizaje

Nicolay, A & Poncelet, M. (2015). Cognitive benefits in children enrolled in an early bilingual immersion school: A follow up study. *Bilingualism: Language and Cognition, 18*(4), 789-795. doi:10.1017/S1366728914000868

Odlin, T. (1989). Language transfer: Cross-linguistic influence in language learning. Cambridge University Press.

Oliveira, G. (2015). Investigación Acción Participativa: una alternativa para la epistemología social en Latinoamérica.

Paivio, A. (1971). Imagery and verbal processes. Holt, Rinehart and Winston.

Payesteh, B & Finestack, L. (2020). Influences of language *input* and production on the language skills of Persian-English bilingual immersion preschool children. Journal of Immersion and Content-Based Language Education. 10.1075/jicb.18032.pay.

Reyero, A. (2014). La Inmersión Lingüística: una nueva forma de aprendizaje. Universidad de Valladolid. Recuperado de https://uvadoc.uva.es/bitstream/handle/10324/7783/TFG-G%20889.pdf?sequence=1

Richards, J. (2006). Communicative Language Teaching Today. Cambridge University Press.

Sampieri, R et al. (1997). *Metodología de la Investigación*. Mc Graw Hill.

Sánchez, Á. (2018). Bilingüismo en Colombia. Icfes. Recuperado de https://www.icfes.gov.co/documents/39286/3216929/Andres+Sanchez+Jabba+-+Bilinguismo+en+Colombia.pdf/ada6439a-c535-7648-732c-9c62791dc52d?version=1.0&t=1652415429948#:~:text=El%20nivel%20de%20ingl%C3%A9s%20de%20los%20estudiantes%20colombianos%20es%20relativamente,dicha%20proporci%C3%B3n%20fue%20del%2060%25.

Silva, J et al. (2018). Implementing an intercultural language immersion program in a Colombian bilingual school.

Situación actual del dominio de inglés en Colombia. (2023). Laboratorio de Economía de la Educación. Recuperado de https://lee.javeriana.edu.co/-/noticia-ingl%C3%A9s-1#:~:text=En%202021%2C%2049%2C8%25,y%20el%20desarrollo%20del%20pa%C3%ADs

Tamayo & Tamayo (1998). *El proceso de la investigación científica*. México: Limusa.

Tomasello, M. (2003). *Constructing a language: A usage-based theory of language acquisition*. Harvard University Press.

Merriam-Webster. (n.d). Vocabulary. Recuperado de https://www.merriam-webster.com/dictionary/vocabulary#:~:text=plural%20vocabularies-,1,in%20relation%20to%20a%20subject

Swain, M. (1995). Three functions of output in second language learning. In G. Cook, & B. Seidlhofer (Eds.), Principle and practice in applied linguistics (p. 125-144). Oxford: Oxford University Press.

Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Word Reference Virtual Dictionary. (n.d). Contrast. Recuperado de https://www.wordreference.com/definicion/contrastar

Appendix

Appendix A

Informed consent fifth grade students

Popayán, 20 de Febrero de 2024

Señores
PADRES DE FAMILIA
Institución Educativa Cajete, grado Quinto Uno.

Cordial saludo,

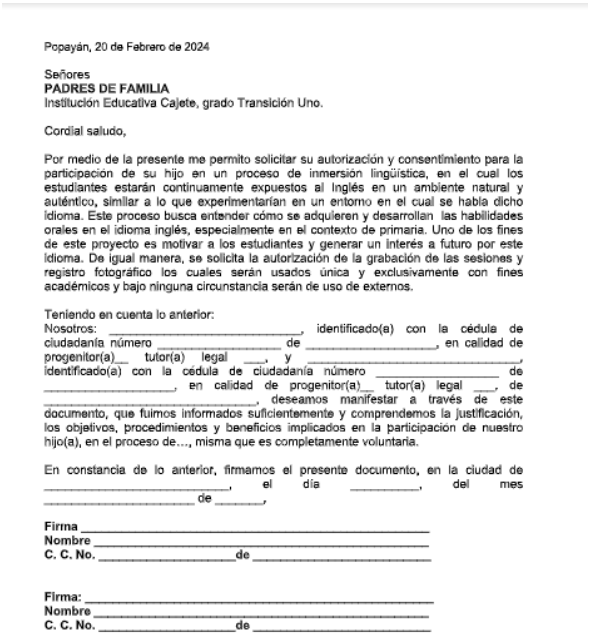
Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo en un proceso de inmersión lingüística, en el cual los estudiantes estarán continuamente expuestos al inglés en un ambiente natural y auténtico, similar a lo que experimentarían en un entorno en el cual se habla dicho idioma. Este proceso busca entender cómo se adquieren y desarrollan las habilidades orales en el idioma inglés, especialmente en el contexto de primaria. Uno de los fines de este proyecto es motivar a los estudiantes y generar un interés a futuro por este idioma. De igual manera, se solicita la autorización de la grabación de las sesiones y registro fotográfico los cuales serán usados única y exclusivamente con fines académicos y bajo ninguna circunstancia serán de uso de externos.

Teniendo en cuenta lo anterior:
Nosotros: _____, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor(a)__ tutor(a) legal ___, y _____, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor(a)__ tutor(a) legal ___, de _____, deseamos manifestar a través de este documento, que fuimos informados suficientemente y comprendemos la justificación, los objetivos, procedimientos y beneficios implicados en la participación de nuestro hijo(a), en el proceso de…, misma que es completamente voluntaria.

En constancia de lo anterior, firmamos el presente documento, en la ciudad de _____, el día _____, del mes _____ de _____,

Firma _____
Nombre _____
C. C. No. _____ **de** _____

Firma: _____
Nombre _____
C. C. No. _____ **de** _____



Popayán, 20 de Febrero de 2024

Señores
PADRES DE FAMILIA
Institución Educativa Cajete, grado Transición Uno.

Cordial saludo,

Por medio de la presente me permito solicitar su autorización y consentimiento para la participación de su hijo en un proceso de inmersión lingüística, en el cual los estudiantes estarán continuamente expuestos al Inglés en un ambiente natural y auténtico, similar a lo que experimentarían en un entorno en el cual se habla dicho idioma. Este proceso busca entender cómo se adquieren y desarrollan las habilidades orales en el idioma inglés, especialmente en el contexto de primaria. Uno de los fines de este proyecto es motivar a los estudiantes y generar un interés a futuro por este idioma. De igual manera, se solicita la autorización de la grabación de las sesiones y registro fotográfico los cuales serán usados única y exclusivamente con fines académicos y bajo ninguna circunstancia serán de uso de externos.

Teniendo en cuenta lo anterior:
Nosotros: _____, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor(a)__ tutor(a) legal ___, y _____, identificado(a) con la cédula de ciudadanía número _____ de _____, en calidad de progenitor(a)__ tutor(a) legal ___, de _____, deseamos manifestar a través de este documento, que fuimos informados suficientemente y comprendemos la justificación, los objetivos, procedimientos y beneficios implicados en la participación de nuestro hijo(a), en el proceso de..., misma que es completamente voluntaria.

En constancia de lo anterior, firmamos el presente documento, en la ciudad de _____, el día _____, del mes _____ de _____,

Firma _____
Nombre _____
C. C. No. _____**de** _____

Firma: _____
Nombre _____
C. C. No. _____**de** _____

Appendix C

First Interview Fifth-grade teacher

Questions	Answers
Do you teach English?	Yes.
What themes do you teach?	For now... only some numbers, greetings and celebrations.
What kind of material do you use?	A book, I teach them from there.
Do you follow the DBA?	Yes.
Do they have needs?	Some kids need the themes to be reinforced.
What relationship do they have with English?	They have not heard much English.
What activities do you do in English class?	Some songs and drawings.

Appendix D

First interview Preschool teacher

Questions	Answers
Do you teach English?	Yes.
What topics do you teach?	They've learned numbers, pronouns, colours and some adjectives.
What kind of material do you use?	We follow a textbook.
Do you follow the DBA?	Yes.
Does any of them have special needs?	None of them have special needs.

How exposed are they to English?	They are not really exposed to it, some of their parents don't even know how to write or read in Spanish.

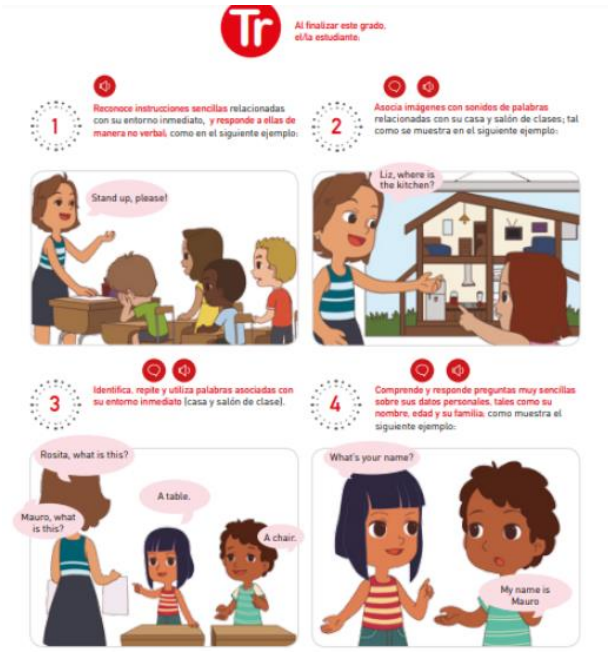
Appendix E

Preschool grade English textbook



Appendix F

Basic Learning Rights Preschool



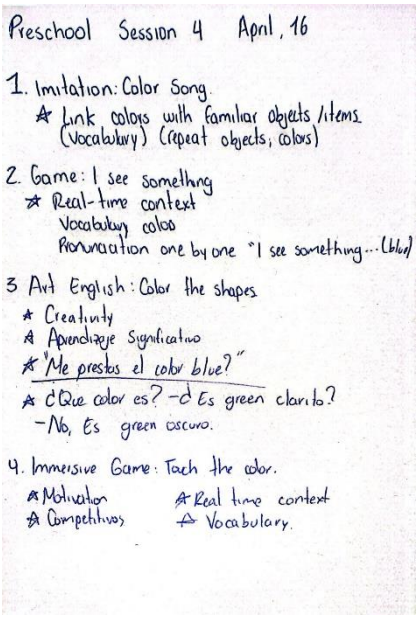
Appendix G

Basic Learning Rights Fifth Grade



Appendix H

Field dairy format



Preschool Session 4 April, 16

1. Imitation: Color Song.
   ★ Link colors with familiar objects /items (Vocabulary) (repeat objects, colors)
2. Game: I see something
   ★ Real-time context
   Vocabulary colors
   Pronunciation one by one "I see something... (blue)
3. Art English: Color the shapes
   ★ Creativity
   ★ Aprendizaje Significativo
   ★ "Me prestas el color blue?"
   ★ ¿Que color es? -¿Es green claro?
   -No, Es green oscuro.
4. Inmersive Game: Teach the color.
   ★ Motivation ★ Real time context
   ★ Competitivos ★ Vocabulary.

Appendix I

Folder that collects audio recordings of teachers' and students' responses

https://drive.google.com/drive/folders/1beeV2dyyq_pjnwNSrVEBqG8taj2F0C_u

Inmersión lingüística: Análisis contrastivo del desarrollo de habilidades orales en estudiantes de Preescolar y Quinto grado de la Institución Educativa Cajete en Popayán

Presentado por:

Angela Tatiana Benavides Vela

Iris Ariadna Sánchez Osorio

Juan Sebastián Benavides Vela

Universidad del Cauca

Facultad de Ciencias Humanas y Sociales

Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés

2025

Inmersión lingüística: Análisis contrastivo del desarrollo de habilidades orales en estudiantes de Preescolar y Quinto grado de la Institución Educativa Cajete en Popayán

Presentado por:

Angela Tatiana Benavides Vela

Iris Ariadna Sánchez Osorio

Juan Sebastián Benavides Vela

Directora de trabajo de grado:

Adriana Idrobo Hurtado

Universidad del Cauca

Facultad de Ciencias Humanas y Sociales

Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés

2025

Contenido

Introducción **99**
Justificación **101**
Planteamiento del problema **103**
Objetivos **105**
Objetivo general **105**
Objetivos específicos **105**
Marco Referencial **105**
Marco Conceptual **109**
Derechos Básicos de Aprendizaje **110**
Fluidez **110**
Gramática **110**
Habilidades Orales **110**
Dispositivo de Adquisición del Lenguaje **111**
Desarrollo del Lenguaje en la Infancia **111**
Inmersión Lingüística **111**
Pronunciación **112**
Zona de Desarrollo Próximo **112**
Inmersión Total Dentro del Aula **112**
Vocabulario **112**
Marco teórico **113**
Marco contextual **118**
Metodología **119**
Recolección de información **121**
Análisis de datos **124**
Imitación **125**
Juegos Inmersivos **128**
Arte-Inglés **131**
Conversaciones **133**
Otros hallazgos **136**
Aprendizaje activo **136**
Aprendizaje autónomo **137**
Colaboración entre pares **138**
Capacidad de memorización **140**
Entrevistas finales **141**

Limitaciones..... 142
Conclusiones..... 144

Introducción

Esta investigación se realizó motivada por el interés de comprender la influencia de la inmersión lingüística en el desarrollo de las habilidades orales de los niños durante etapas críticas de su ciclo académico. El interés social radica en profundizar en el contexto educativo para entender las complejidades de la inmersión lingüística en la infancia y cómo esta puede enriquecer su proceso de aprendizaje. En el ámbito profesional, como docentes y agentes sociales comprometidos, nuestro propósito fue aportar información relevante para mejorar la enseñanza del inglés como lengua extranjera en Colombia. Se espera que los hallazgos de este proyecto no solo beneficien a los niños participantes, sino que también contribuyan al campo de la adquisición de lenguas en el contexto educativo colombiano, promoviendo prácticas pedagógicas más efectivas y equitativas.

Posteriormente, se identificó y contextualizó el problema: el bajo nivel de competencia en inglés de los estudiantes colombianos, a pesar de programas gubernamentales como Colombia Bilingüe o Colombia Very Well, que buscan alcanzar un nivel B1+ en el 50% de la población estudiantil. La enseñanza del inglés en las escuelas rurales enfrenta retos adicionales, ya que muchos docentes carecen de formación adecuada en métodos de enseñanza de lenguas y desconocen programas y estándares de aprendizaje de idiomas. En este contexto, la inmersión lingüística surge como una estrategia para fortalecer la competencia lingüística.

El objetivo general de este trabajo fue contrastar el avance en el desarrollo de habilidades orales entre estudiantes de preescolar y quinto grado mediante actividades de inmersión lingüística. Los objetivos específicos incluyeron detectar las necesidades lingüísticas en inglés de

los estudiantes, diseñar actividades de inmersión, implementarlas en ambos grupos y analizar el desarrollo de dichas habilidades.

Según el MEN (Ministerio de Educación Nacional), el sistema educativo colombiano comprende educación inicial, educación preescolar, educación básica (cinco grados de primaria y cuatro de secundaria), educación media (dos grados que culminan con el título de bachiller) y educación superior. La educación preescolar corresponde a la formación ofrecida al niño para su desarrollo integral en los aspectos biológico, cognitivo, psicomotor, socioafectivo y espiritual, mediante experiencias pedagógicas y de socialización lúdica. El nivel de educación preescolar incluye los grados de prejardín, jardín y transición, siendo este último obligatorio en establecimientos educativos oficiales para niños menores de seis (6) años (Art. 15 Ley 115/1994).

Se presentan estudios previos de contextos internacionales, nacionales y locales que aportan desde diferentes perspectivas al conocimiento de este campo. También se abordan conceptos y teorías que fundamentan esta investigación, como la inmersión lingüística, las habilidades orales, el enfoque natural, la hipótesis del input de Krashen, las etapas del desarrollo cognitivo de Piaget y el período crítico de Lenneberg, entre otros. La inmersión lingüística se define como un programa de enseñanza de una segunda lengua en el cual algunas o todas las asignaturas del currículo escolar se imparten en la lengua objetivo, que no es la lengua materna de los estudiantes (Centro Virtual Cervantes, s.f.).

La característica central de este estudio fue su enfoque contrastivo entre los grupos de Preescolar y Quinto grado de la Institución Educativa Cajete, en Popayán, Cauca, dado que la población objetivo pertenecía a diferentes etapas del desarrollo cognitivo.

Respecto a la metodología, esta investigación se llevó a cabo bajo un enfoque cualitativo, con un diseño de Investigación-Acción Participativa, descriptivo y exploratorio, desarrollado en doce sesiones en la Institución Educativa Cajete, Popayán. Se realizaron entrevistas a docentes de Preescolar y Quinto grado, observaciones de aula y la técnica Immersival para recolectar información sobre la promoción de habilidades orales en los estudiantes. Estos fueron expuestos a una inmersión total en el idioma, generando un ambiente natural y auténtico que favoreció el aumento de sus habilidades orales en inglés. Finalmente, se presenta la sección de referencias.

Justificación

La elección de este tema de investigación, "Inmersión en lengua inglesa: análisis contrastivo del desarrollo de habilidades orales en niños de preescolar y quinto grado", se basó en varios factores fundamentales. En primer lugar, surgió del reconocimiento de la creciente importancia de comprender en profundidad cómo los niños adquieren habilidades orales y de comprensión auditiva en el contexto de la adquisición de una segunda lengua (L2). Este interés se fundamenta en teorías como el período crítico de Lenneberg (1967), que resalta la capacidad de los niños para aprender idiomas más fácilmente durante la infancia, y la hipótesis del input de Krashen (1981), que enfatiza la importancia de la exposición constante al idioma para lograr un aprendizaje efectivo.

Esta investigación tuvo como propósito beneficiar a los estudiantes de la I.E. Cajete, quienes no han contado con docentes capacitados en inglés, ofreciendo una oportunidad para fortalecer sus habilidades orales y auditivas mediante la exposición natural y la interacción. Este tipo de programa puede impulsar significativamente su capacidad para adquirir una segunda lengua. Tanto en preescolar como en quinto grado, la experiencia de inmersión puede fomentar

una comprensión lingüística y cultural más profunda, lo cual es fundamental en un mundo globalizado. Además, un entorno inmersivo no solo mejora la competencia lingüística, sino también habilidades cognitivas como la resolución de problemas, la adaptabilidad y la conciencia intercultural.

Asimismo, esta investigación proporcionó un marco de referencia y recursos para que los docentes de la I.E. Cajete implementaran estrategias efectivas para la enseñanza del inglés, incluso en contextos donde no se cuenta con formación formal en metodologías de ESL (English as a Second Language). Al estar presentes en el aula durante el desarrollo del programa de inmersión, los docentes pudieron fortalecer su desarrollo profesional y sus habilidades pedagógicas. Esta participación también promovió el aprendizaje colaborativo y la reflexión pedagógica entre los educadores, generando una comunidad de enseñanza más solidaria, donde se comparten estrategias y experiencias para una enseñanza del idioma más efectiva.

Finalmente, esta investigación representó un aporte para los estudiantes del programa de Licenciatura en Lenguas Modernas, al permitirles aplicar los conocimientos teóricos en contextos reales de aula, fortaleciendo así su comprensión de las teorías y metodologías de adquisición del lenguaje. Todo esto contribuye a la mejora de la calidad de la enseñanza de lenguas, alineándose con los objetivos del Programa Nacional de Bilingüismo (PNB), que busca que Colombia no solo se consolide como uno de los países con mejor educación de América Latina para el año 2025, sino que también se destaque como la nación sudamericana con el mejor dominio del idioma inglés.

Planteamiento del problema

Colombia ha manifestado su compromiso con la globalización y el desarrollo de sus ciudadanos mediante la incorporación del inglés como lengua extranjera en el sistema educativo. Para lograr este objetivo, el gobierno ha puesto en marcha diferentes programas educativos, como Colombia Very Well o el Programa Nacional de Bilingüismo (PNB), que establece como meta nacional alcanzar un nivel B1+ en el 50% de los estudiantes de educación básica y media (MEN, 2014). Sin embargo, los resultados no han cumplido con las expectativas. Como señala Sánchez (2018), "el nivel de competencia en inglés de los estudiantes colombianos es relativamente bajo, especialmente entre los egresados de la secundaria, con un 91% ubicado únicamente en la categoría A1."

Para identificar la raíz del problema, fue necesario analizar el contexto de la enseñanza del inglés desde la educación primaria. Calderón (2022) plantea que los egresados en lenguas modernas están capacitados para enseñar en la educación secundaria y media, dejando la enseñanza en primaria en manos de los docentes egresados de las Escuelas Normales Superiores. Ramos y Aguirre (2016), citados en García y Reyes (2022), mencionan que en el ámbito de la educación básica primaria, los docentes deben estar calificados para enseñar varias asignaturas, aunque en muchos casos solo están capacitados en una o dos áreas. En su investigación titulada "Teaching English in rural Colombian schools: Challenges and opportunities", García y Reyes (2022) señalan que un alto nivel de competencia en inglés no es común entre los docentes rurales. Sin embargo, este es solo uno de los factores que influyen en el bajo nivel actual de inglés entre los estudiantes de primaria en contextos rurales.

Martínez (2019), en una investigación realizada en Cajibío, municipio del departamento del Cauca, menciona que los docentes desconocen los métodos de enseñanza de lenguas, ya que su estudio evidenció que la metodología utilizada se basaba principalmente en la memorización y en la escritura reducida a listas de palabras y repetición de oraciones. También se señala que los docentes entrevistados manifestaron un desconocimiento total de los programas, estándares y derechos básicos de aprendizaje en la enseñanza del inglés.

En el contexto de la Institución Educativa Cajete, se identificaron diversas necesidades específicas mediante observaciones y diagnósticos preliminares. Esta institución, ubicada en una zona rural, enfrenta desafíos significativos como la escasez de recursos educativos, la ausencia de docentes de inglés, y aulas con sobrepoblación estudiantil. Esta alta relación estudiante-docente dificulta la atención personalizada, el seguimiento del progreso, y el acompañamiento a los estudiantes que presentan dificultades. Como resultado, muchos estudiantes se sienten ignorados o desmotivados, lo que genera vacíos en su comprensión y desarrollo de habilidades.

Las entrevistas y retroalimentación de los docentes revelaron que los estudiantes de Cajete presentan dificultades especialmente en las habilidades orales del inglés, debido en gran parte a la falta de métodos de enseñanza interactivos y dinámicos. Se evidenció que las prácticas pedagógicas actuales son mayoritariamente tradicionales, con un enfoque centrado en la memorización mecánica y ejercicios repetitivos, en lugar de actividades comunicativas e interactivas. La retroalimentación docente destacó la urgente necesidad de formación profesional en técnicas modernas de enseñanza del inglés y de la implementación de actividades de aprendizaje inmersivas y efectivas. Estos desafíos se agravan por las condiciones generales de la educación rural, donde el acceso a una enseñanza del inglés de calidad es muy limitado.

Teniendo en cuenta el contexto actual del nivel de inglés en la Institución Educativa Cajete, y el compromiso del Gobierno Nacional por mejorar la competencia lingüística, la inmersión surgió como una estrategia pedagógica para alcanzar los objetivos del PNB. Esto dio lugar a la siguiente pregunta de investigación:

¿Cómo desarrollan las actividades de inmersión lingüística las habilidades orales en los estudiantes de preescolar y quinto grado de la Institución Educativa Cajete en Popayán?

Objetivos

Objetivo general

Contrastar el desarrollo de las habilidades orales en los estudiantes de preescolar y quinto grado de la Institución Educativa Cajete a través de actividades de inmersión lingüística.

Objetivos específicos

1. Identificar las necesidades lingüísticas en inglés de los estudiantes de preescolar y quinto grado de la Institución Educativa Cajete.

2. Diseñar actividades de inmersión lingüística de acuerdo con los Derechos Básicos de Aprendizaje (DBA).

3. Implementar las actividades de inmersión en los grupos de preescolar y quinto grado.

4. Evaluar la propuesta de inmersión.

Marco Referencial

Antecedentes

A nivel internacional, el estudio de Nicolay y Poncelet (2015), titulado "*Cognitive benefits in children enrolled in an early bilingual immersion school: A follow-up study"*, contrasta el nivel de desarrollo cognitivo entre niños bilingües y monolingües, y sugiere que una experiencia escolar de inmersión en una segunda lengua (L2) genera algunos de los beneficios cognitivos asociados con el bilingüismo temprano, como la atención selectiva y la inhibición de interferencias. Cabe destacar que estos beneficios se evidencian realmente en programas de inmersión de varios años de duración. Se eligió esta investigación como antecedente porque resalta que la inmersión temprana en una segunda lengua no solo facilita la adquisición y competencia lingüística, permitiendo a los estudiantes desarrollar una mayor fluidez y comprensión en la lengua extranjera, sino que también tiene un impacto significativo en el desarrollo cognitivo, mejorando habilidades como la atención, la memoria y la capacidad de resolución de problemas. Estos beneficios se reflejan en un mejor rendimiento académico, ya que los estudiantes inmersos en programas de aprendizaje de una segunda lengua muestran una mayor capacidad para realizar tareas complejas y una flexibilidad cognitiva que les permite adaptarse y responder eficazmente a diversas situaciones de aprendizaje. En resumen, la inmersión en una segunda lengua desde una edad temprana no solo enriquece su competencia comunicativa, sino que también fortalece habilidades cognitivas esenciales para el éxito académico y el desarrollo integral de los estudiantes.

En esta misma línea, Payesteh y Finestack (2020), en su investigación "*Influences of language input and production on the language skills of Persian-English bilingual immersion preschool children",* investigan las repercusiones del input lingüístico y la producción en las habilidades del lenguaje de niños en edad preescolar inmersos en un entorno bilingüe persa-inglés. En ambos estudios, la población incluye niños de aproximadamente cinco años, lo cual es

clave, ya que esta etapa se considera crucial en el desarrollo lingüístico y cognitivo de los niños. En el estudio sobre niños persa-inglés en Estados Unidos, los participantes tienen entre dos y cinco años, abarcando así la etapa preescolar, en la que los niños se encuentran en el proceso de adquisición y diferenciación de ambos idiomas, lo que permite un análisis detallado sobre cómo el input recibido en casa y en la escuela afecta su dominio del persa y del inglés. En esta investigación, los estudiantes de cinco años del nivel preescolar también se encuentran en una etapa temprana de desarrollo, en la cual las actividades de inmersión lingüística resultan especialmente efectivas para desarrollar habilidades orales en una lengua extranjera. Esta edad facilita la implementación de estrategias de inmersión debido a la plasticidad cerebral de los niños, que les permite absorber el lenguaje con mayor facilidad y adaptarse de manera natural al nuevo idioma.

El estudio de Bettney en Honduras (2017), "*A picture is worth a thousand words: Portraying language learning experiences in a bilingual school in Honduras*", investiga las perspectivas de los estudiantes sobre el aprendizaje del inglés en un programa de inmersión parcial temprana en una escuela bilingüe en un contexto hispanohablante. Aunque muchos estudiantes permanecen hasta trece años en estas escuelas, un porcentaje significativo no alcanza un nivel adecuado de competencia en inglés. Tanto este estudio previo como la presente investigación destacan desafíos similares en la efectividad de los programas de inmersión, ya que a pesar de la exposición prolongada al inglés, muchos estudiantes aún presentan bajos niveles de competencia en el idioma. Este problema refleja un obstáculo común en contextos hispanohablantes: la falta de consistencia en los estándares de enseñanza del inglés y la variabilidad en la calidad de los programas, el cuerpo docente y los recursos educativos.

A nivel nacional, la investigación de Galindo Martínez y Botero Restrepo (2016), "Patrón de desarrollo bilingüe, habilidades lingüísticas y metalingüísticas: grados 2° y 5° en una institución educativa bilingüe piloto del Quindío, Colombia", analiza el modelo estándar de desarrollo bilingüe y las habilidades lingüísticas en estudiantes de primaria, cuyas edades son similares a las de la población objetivo de esta propuesta; por tanto, resulta pertinente para obtener una visión más completa sobre cómo se desarrollan dichas habilidades en esta población específica. De igual forma, el estudio de Silva, Martínez, Orozco y Ayala (2018), titulado "*Implementing an Intercultural Language Immersion Program in a Colombian Bilingual School*", brinda información y una perspectiva más amplia sobre cómo implementar un programa de inmersión en una institución educativa colombiana. Asimismo, Cataño, Morales y Valencia (2020), en su investigación "Espacio de Inmersión lingüística: Una Estrategia para el Aprendizaje del Inglés en Estudiantes del Grado Sexto del Colegio Adventista de Zaragoza, Antioquia", exploran la estrategia de inmersión lingüística para el aprendizaje del inglés en estudiantes de sexto grado de un colegio. Se eligió este estudio porque comparten la misma estrategia, con la diferencia de que se lleva a cabo en sexto grado, que pertenece a la educación básica secundaria, mientras que en esta propuesta el grado quinto es el último de la educación básica primaria. Esto permitiría obtener información sobre el desarrollo de habilidades orales entre un grado escolar y el siguiente.

A nivel regional, Arcos y colaboradores (2019), en su investigación "*English immersion for the integral development of early childhood in Vereda El Sendero*", indagan sobre el impacto de la inmersión en inglés en el desarrollo integral de la primera infancia. Se eligió este estudio para conocer cuál puede ser el efecto integral que pueden tener los estudiantes al aplicarles un proceso de inmersión, especialmente si se realiza en sus primeros años de vida, ya que la

presente propuesta se desarrollará en estudiantes de preescolar, quienes pertenecen al grupo de la primera infancia. Camacho y Clavijo (2023), por su parte, presentan su investigación titulada "*Syllabus for improving verbal fluency in English as a foreign language in the PLLMEIF sixth semester students through total immersion camps*", en la que indican la fluidez verbal en inglés adquirida por estudiantes del Programa de Licenciatura en Lenguas Modernas con Énfasis en Inglés y Francés, quienes fueron expuestos a una inmersión total mediante campamentos. La elección de este estudio se enfoca en la similitud de mejorar las habilidades orales en inglés a través de un programa de inmersión. De igual manera, Astudillo y colaboradores (2019), en su investigación *"Influence of English Immersion Camps on 2016 First Semester Modern Languages Students' Lexical Competence at the University of Cauca*", evalúan la influencia de estos campamentos de inmersión en inglés sobre la competencia léxica de los estudiantes. La elección de este estudio se centra en el desarrollo de dicha competencia a través de un contexto de inmersión, y aunque la población pertenece a un rango de edad mayor, puede aportar información útil para implementar el programa de inmersión en búsqueda de que los estudiantes adquieran mayor léxico, aspecto fundamental para el desarrollo de sus habilidades orales.

Marco Conceptual

El marco conceptual de esta investigación recopila una serie de conceptos fundamentales que sirven como guía para comprender el desarrollo de las habilidades orales a través de actividades de inmersión lingüística en niños.

Derechos Básicos de Aprendizaje

Según el Ministerio de Educación Nacional (s.f.), los derechos básicos de aprendizaje representan aprendizajes fundamentales que integran conocimientos, habilidades y actitudes considerados esenciales para el desarrollo progresivo de los estudiantes dentro de un contexto cultural e histórico específico. Estos elementos fundamentales sirven como base para la construcción de conocimientos más complejos en etapas posteriores.

Fluidez

El British Council (s.f.) postula que la fluidez en un idioma significa hablar con facilidad, a una velocidad razonable y sin tener que detenerse ni hacer muchas pausas.

Gramática

El Cambridge Virtual Dictionary (s.f.) afirma que la gramática es el estudio o uso de las reglas sobre cómo las palabras cambian su forma y se combinan con otras para formar oraciones.

Habilidades Orales

Según Byrnes y Maxim (2004), las habilidades orales son un conjunto de destrezas que se enfocan en la comunicación oral en un idioma. Estas incluyen tanto la expresión oral (hablar) como la comprensión oral (escuchar). Para desarrollarlas, se moviliza una variedad de conocimientos lingüísticos, incluyendo pronunciación, léxico, gramática, aspectos socioculturales, pragmáticos, sociolingüísticos, discursivos y estratégicos. Hablar implica la capacidad de comunicar pensamientos, ideas y emociones de forma clara y eficaz, mientras que

escuchar implica la capacidad de comprender lo que otros dicen, lo cual es esencial para una comunicación efectiva en un idioma.

Dispositivo de Adquisición del Lenguaje

Según Chomsky (1980), este término se utiliza para describir la capacidad inherente de los seres humanos para aprender un idioma, una habilidad compartida por todos los individuos y considerada innata. A través de este dispositivo, el hablante tiene acceso al conocimiento y uso del lenguaje, gracias a la presencia de una gramática universal que se desarrolla en su mente.

Desarrollo del Lenguaje en la Infancia

Según Hoff (2006), el desarrollo del lenguaje en la infancia es un proceso en el cual los niños adquieren y mejoran sus habilidades de lenguaje oral en su lengua materna o en un segundo idioma. Durante este periodo, adquieren vocabulario, comprenden la gramática y mejoran la pronunciación y la capacidad de utilizar el lenguaje con precisión en diferentes contextos.

Inmersión Lingüística

El Centro Virtual Cervantes (s.f.) afirma que la inmersión lingüística es un programa de enseñanza de una segunda lengua en el cual algunas o todas las asignaturas del currículo escolar se estudian en el idioma meta, que no es la lengua materna de los estudiantes, y cuyo objetivo es lograr el bilingüismo, de modo que los estudiantes sean competentes en ambos idiomas.

Pronunciación

Según el Collins Virtual Dictionary (s.f.), "la pronunciación es el acto o manera de pronunciar sílabas, palabras y frases con respecto a la producción de sonidos y la colocación del acento, la entonación, etc."

Zona de Desarrollo Próximo

Vygotsky (1978) sugiere que el aprendizaje ocurre en la zona de desarrollo próximo, donde los estudiantes pueden realizar tareas con la ayuda de un adulto o de un compañero más avanzado. En el aula de inmersión, el docente diseña actividades colaborativas que permiten a los estudiantes aprender inglés a través de la interacción con sus compañeros y con el apoyo del maestro.

Inmersión Total Dentro del Aula

Según Reyero (2014) “El idioma meta se utiliza el 100% del tiempo y la lengua materna solo se usará en situaciones de necesidad extrema.” (p.16). En concordancia, Londoño, en su artículo 'La inmersión como estrategia pedagógica para el desarrollo de habilidades comunicativas en inglés: La cuarta fase' (s.f.), afirma que las habilidades comunicativas se promueven a través de la inmersión total, ya que implica un aprendizaje profundo y significativo que permite un desarrollo integral en tiempo real.

Vocabulario

El Diccionario Merriam-Webster (s.f.) se refiere al concepto de vocabulario como el conjunto de palabras conocidas por un individuo o por un grupo grande de personas.

Marco teórico

El marco teórico de esta investigación está diseñado para proporcionar una base sólida para el desarrollo de las habilidades orales en niños de preescolar y quinto grado a través de actividades de inmersión lingüística. Es fundamental explorar teorías que respalden estos procesos en el contexto del aprendizaje de una segunda lengua. A continuación, se presentan teorías relacionadas con el desarrollo de estas habilidades y su influencia en los niños en situaciones de inmersión.

La inmersión lingüística realizada en el entorno de la lengua meta es beneficiosa tanto para el aprendizaje significativo como para el desarrollo de habilidades orales, tal como lo afirman Johnson y Swain (1997), quienes también mencionan que la adquisición de la L2 se acelera, permitiendo que los estudiantes obtengan la capacidad de desenvolverse en contextos de la vida cotidiana. Cuando una persona se involucra con una segunda lengua, se expone a nuevas palabras, nuevos significados y nuevos sonidos. Chomsky (1976) afirma que dentro de la mente de todos los individuos existe un componente abstracto llamado dispositivo de adquisición del lenguaje, el cual les permite aprender cualquier lengua al asociar sonidos con sus respectivos significados. Esta capacidad está estrechamente relacionada con el enfoque natural de Krashen y Terrell (1988) citado en Cari (2019), quienes sostienen que todos los aprendices, sin importar su edad, son capaces de adquirir palabras y producirlas en su habla de manera inconsciente al establecer una conexión entre el sonido de la palabra y su significado, eliminando así la necesidad de traducir. Con el enfoque natural, los estudiantes pueden aprender a comunicarse en inglés de manera funcional, similar a como adquieren su lengua materna. Esto se lograría a través de una interacción real y constante con el idioma, mediante la exposición a diversas

actividades y contextos que les sean familiares. Aquí, la teoría de la Respuesta Física Total (TPR) de Asher (1977) cobra especial relevancia, ya que enfatiza la conexión entre el lenguaje y el movimiento físico. Este principio de participación física también es central en el modelo visual, auditivo y kinestésico de Neil D. Fleming (1987), donde la modalidad kinestésica destaca el aprendizaje a través del movimiento y la acción. Además, las modalidades visual y auditiva del modelo VAK complementan esta participación física mediante la integración de apoyos visuales y actividades de escucha que refuerzan el aprendizaje del idioma, creando una experiencia de inmersión holística e interactiva que estimula múltiples sentidos simultáneamente.

Al asociar instrucciones orales con acciones, los niños pueden interiorizar estructuras lingüísticas y vocabulario de una manera natural y atractiva. Esto se alinea con el enfoque natural, que se centra en la interacción significativa y la adquisición del lenguaje a través de una entrada comprensible. Vygotsky (1978) propuso que el aprendizaje es fundamentalmente un proceso social y que el lenguaje desempeña un papel crucial en el desarrollo cognitivo. Introdujo el concepto de "Zona de Desarrollo Próximo" (ZDP), que se refiere a la distancia entre lo que un niño puede lograr por sí solo y lo que puede lograr con la orientación de un adulto o un compañero más competente. En el contexto de la inmersión lingüística, la teoría de Vygotsky resalta la importancia de la interacción social en el aula, especialmente mediante actividades colaborativas y situaciones de aprendizaje significativas. En un entorno de inmersión, los estudiantes pueden participar en tareas de resolución de problemas y actividades comunicativas que se encuentran dentro de su ZDP, lo que les permite practicar y mejorar sus habilidades orales con el apoyo de docentes y compañeros. Esta perspectiva concuerda con la idea de que la inmersión lingüística no se trata solo de exposición al idioma meta, sino también del uso activo

del lenguaje en un contexto social, lo cual facilita la interiorización de estructuras lingüísticas y vocabulario.

Lave y Wenger (1991) propusieron la Teoría del Aprendizaje Situado, que sostiene que el aprendizaje está inherentemente ligado al contexto y a la actividad en la que ocurre. Argumentan que el aprendizaje es un proceso social que ocurre de manera más efectiva cuando los estudiantes participan en tareas auténticas del mundo real dentro de una comunidad de práctica. Esta teoría enfatiza que el conocimiento se construye a través de la interacción y la participación en actividades significativas, en lugar de mediante la recepción pasiva de información. En el contexto de la inmersión lingüística, la Teoría del Aprendizaje Situado sugiere que los estudiantes adquieren el idioma de manera más efectiva cuando se involucran en una comunicación e interacción genuinas en la lengua meta. Al participar en actividades que reflejan situaciones de la vida real, como juegos de roles, proyectos colaborativos e interacciones cotidianas en el aula, los estudiantes pueden desarrollar sus habilidades orales de una forma directamente relacionada con sus experiencias cotidianas. Este enfoque respalda la idea de crear un entorno de inmersión lingüística donde los estudiantes aprendan haciendo, lo que hace que el proceso de aprendizaje del idioma sea más natural y efectivo.

Esta idea se ve aún más reforzada por la pedagogía de la liberación de Paulo Freire (1970), que propone que la educación debe comenzar reconociendo la realidad concreta de los estudiantes, quienes no son receptores pasivos del conocimiento, sino sujetos activos de transformación. En contextos rurales, esta perspectiva cobra especial relevancia, ya que estas comunidades han sido históricamente marginadas tanto económica como simbólicamente. Freire aboga por una educación que no imponga un conocimiento externo, sino que parta del diálogo y

de la reflexión crítica sobre la vida cotidiana de los estudiantes. De esta manera, la educación sirve para empoderar a las comunidades rurales, validar sus saberes ancestrales y promover procesos de aprendizaje significativos que conduzcan a la transformación social. En línea con esta visión, los estudiantes rurales pueden beneficiarse de una experiencia de inmersión que se conecte con su contexto local, fomentando un sentido de agencia y afirmación cultural.

Estos enfoques educativos también deben ser comprendidos a través del lente de la política pública contextualizada. El enfoque territorial de la educación rural, promovido por el Ministerio de Educación Nacional (MEN, 2020), responde a la necesidad de diseñar políticas educativas más justas, contextualizadas y eficaces. Este enfoque reconoce que no existe una sola definición de ruralidad, sino múltiples formas de ser y de vivir en contextos rurales. Por tanto, las estrategias educativas deben adaptarse a las características específicas de cada territorio. Estas características incluyen la dispersión geográfica de las comunidades, el acceso limitado a recursos tecnológicos y la diversidad cultural y lingüística, especialmente en regiones habitadas por poblaciones indígenas y afrodescendientes. Este enfoque también concibe a la escuela como un espacio que interactúa con el entorno local y contribuye al desarrollo sostenible y a la identidad cultural de las comunidades rurales. Desde esta perspectiva, los proyectos de inmersión lingüística deben planificarse considerando las realidades de la vida rural, asegurando que sean no solo inclusivos, sino también transformadores.

Krashen (1981) también sostiene que el aprendizaje de una segunda lengua es más efectivo cuando los estudiantes están expuestos a un input que está ligeramente por encima de su nivel actual de desempeño, pero que sigue siendo comprensible. Cabe señalar que la capacidad para comprender y razonar varía en cada persona según la etapa de desarrollo cognitivo en la que

se encuentren. Piaget (1982) menciona que las capacidades del individuo en la infancia se reorganizan y se vuelven cada vez más complejas, lo que permite una mejor comprensión del entorno. Estas etapas son: sensoriomotriz, preoperacional, concreta y formal. Se espera que los estudiantes de preescolar se encuentren en la etapa preoperacional, caracterizada por el desarrollo de habilidades simbólicas, egocentrismo y pensamiento mágico, mientras que los estudiantes de quinto grado estarían en la etapa de operaciones concretas, marcada por un pensamiento lógico y concreto, un razonamiento abstracto limitado y la capacidad de clasificar objetos e ideas. Estas etapas del desarrollo también coinciden con la hipótesis del período crítico de Lenneberg (1967), que establece que entre los dos años y la pubertad, los individuos tienen una capacidad aumentada para adquirir un idioma de manera natural y fluida. A medida que los niños crecen, su capacidad para adquirir una segunda lengua con una competencia nativa disminuye, lo que resalta la importancia de implementar programas de inmersión lingüística durante la infancia temprana.

Los instrumentos de recolección de datos de este estudio fueron seleccionados y diseñados con una cuidadosa consideración teórica. Las entrevistas semiestructuradas, por ejemplo, están fundamentadas en el trabajo de Cohen et al. (2011), quienes destacan su poder para revelar las experiencias vividas de docentes y estudiantes en contextos educativos. Junto a estas entrevistas, la observación sistemática de clase permitió a la investigadora capturar patrones de interacción en tiempo real y observar la Zona de Desarrollo Próximo (Vygotsky, 1978) en acción, tal como lo destaca Denscombe (2014). Complementando estos métodos, un diario de campo reflexivo de la investigadora proporcionó un registro continuo de los eventos de las sesiones y de las reflexiones mediante notas de campo etnográficas (Glesne, 2016). Para evaluar la producción oral espontánea bajo inmersión, se implementaron sesiones dedicadas al

inglés con un input comprensible avanzado en línea con la hipótesis de Krashen (1981), mientras que una guía de inmersión cuidadosamente estructurada garantizó que las actividades fueran apropiadas para el desarrollo y pedagógicamente coherentes en todas las sesiones (Johnson y Swain, 1997).

Marco contextual

El marco contextual de esta investigación establece el escenario general o contexto en el cual se llevó a cabo el estudio, proporcionando información relevante para comprender el problema o la pregunta de investigación.

Esta investigación se realizó en Popayán, capital del departamento del Cauca y conocida como la "Ciudad Blanca" debido a su arquitectura colonial. Es una de las ciudades más antiguas de Colombia y famosa por su celebración de la Semana Santa, la cual ha sido declarada Patrimonio Cultural Inmaterial de la Humanidad por la UNESCO. La Ciudad Blanca cuenta con una variedad de instituciones educativas que ofrecen programas desde preescolar hasta la educación media, tanto públicas como privadas, y algunas de ellas tienen orientaciones académicas específicas, como enfoques técnicos, científicos, humanísticos o religiosos. En este escenario, Popayán se convierte en un ecosistema representativo de los desafíos y aspiraciones de Colombia. Por lo tanto, esta investigación buscó no solo contribuir a la comprensión de los procesos de aprendizaje locales, sino también apoyar los esfuerzos más amplios del país por mejorar la calidad educativa.

Cajete es uno de los 23 corregimientos ubicados en Popayán. Está conformado por las veredas Cajete, Santa Ana y Las Chozas. En la primera de estas veredas se encuentra la

institución educativa del mismo nombre, la cual ha brindado servicios de educación pública a estudiantes de veredas y barrios aledaños desde 1991. Esta institución ofrece niveles de educación que van desde preescolar hasta educación media, atendiendo a niños, niñas y jóvenes del suroccidente de Popayán. La Institución Educativa Cajete hace parte del sector oficial y sigue el Calendario A. Está ubicada en una zona rural y ofrece jornadas de estudio en la mañana, la tarde y los fines de semana. Los grados impartidos van desde preescolar hasta grado once, incluyendo también educación básica primaria para adultos. La población estudiantil es mixta. En el grado de preescolar hay 22 estudiantes entre los 5 y 6 años de edad, mientras que en quinto grado hay 35 estudiantes en un rango de edad entre los 9 y 13 años.

Metodología

La presente investigación tuvo como objetivo una comprensión más profunda de las experiencias, percepciones y procesos que influyen en el desarrollo de las habilidades orales en la población objetivo, considerando la singularidad de cada individuo y los valores contextuales que influyen en su aprendizaje. En este sentido, la investigación cualitativa es el procedimiento metodológico que emplea palabras, textos, discursos, dibujos, gráficos e imágenes para construir conocimiento sobre la realidad social, en un proceso de conquista-construcción-verificación teórica desde una perspectiva holística, ya que busca comprender el conjunto de cualidades interrelacionadas que caracterizan un fenómeno particular. La perspectiva cualitativa de investigación intenta aproximarse a la realidad social mediante datos no cuantitativos (Álvarez et al., 2014).

El diseño fue de investigación-acción participativa, ya que en este proyecto los niños fueron los sujetos de estudio, y fue necesario involucrarlos como participantes activos en el

proceso para identificar sus necesidades o desafíos específicos en cuanto al desarrollo de sus habilidades orales, y tomar medidas concretas para abordar los problemas determinados. De igual forma, como autores de esta propuesta y como docentes, fuimos agentes participativos en este proceso, siendo responsables de la toma de decisiones, la implementación de la estrategia de inmersión, la reflexión y la búsqueda de soluciones efectivas. Hall (1981, citado en Oliveira, 2015) utiliza el término Investigación-Acción Participativa para describir una actividad integrada que combina investigación social, trabajo educativo y acción.

La investigación también tuvo un diseño descriptivo, ya que fue esencial recopilar datos objetivos y precisos, además de caracterizar tendencias y patrones en la población objetivo para obtener un panorama claro y detallado de los resultados obtenidos en ambos grupos respecto al desarrollo de sus habilidades orales. Según Tamayo y Tamayo (1989), "la investigación descriptiva comprende la descripción, el registro, el análisis y la interpretación de la naturaleza actual, la composición o los procesos de los fenómenos. El enfoque está en conclusiones dominantes sobre un grupo de personas, grupo o cosas, se realiza u opera en el presente" (p.35).

El diseño también fue exploratorio, ya que existe poca investigación previa que relacione un análisis contrastivo de la inmersión lingüística con el desarrollo de habilidades orales en niños de diferentes grados, permitiendo una comprensión más amplia que podría ser útil para generar futuras preguntas de investigación. Los estudios exploratorios sirven para aumentar la familiaridad con fenómenos relativamente desconocidos, obtener información sobre la posibilidad de realizar una investigación más amplia sobre un contexto real particular, investigar problemas del comportamiento humano considerados cruciales por los profesionales de un área determinada, identificar conceptos o variables prometedoras, establecer prioridades para

investigaciones posteriores o sugerir afirmaciones verificables (postulados) (Dankhe, 1986, citado en Sampieri, 1997).

Recolección de información

Antes de iniciar con el proceso de inmersión, se entregó el consentimiento informado a los padres (ver Apéndices A y B).

Durante esta investigación, se realizaron entrevistas como una de las técnicas aplicadas a las docentes de inglés de preescolar y quinto grado, lo cual permitió conocer las prácticas pedagógicas, recursos, materiales y adaptaciones utilizadas en el aula para promover el desarrollo de las habilidades orales en ambos grupos. A través de la entrevista, las docentes comunicaron los desafíos y barreras que enfrentan en la enseñanza de estas habilidades (ver Apéndices C, D, E), así como los obstáculos que encuentran los estudiantes en su proceso de desarrollo lingüístico. El instrumento para esta técnica fue el cuestionario, que contenía entre seis y siete preguntas semi-estructuradas y abiertas dirigidas a los docentes. Estas preguntas se realizaron con el fin de comprender mejor el contexto educativo de los estudiantes en el marco del aprendizaje del inglés.

Durante las sesiones diagnósticas, los estudiantes de preescolar mostraron asombro y confusión al ser expuestos a un entorno donde los docentes se comunicaban únicamente en inglés. Para todos ellos, esta fue su primera experiencia con la inmersión lingüística, lo que naturalmente generó resistencia. Muchos estudiantes preguntaban: “¿Por qué no estás hablando normal?” y pedían que se hablara en español, lo que evidencia su incomodidad y

desconocimiento frente al nuevo idioma. Esta reacción resalta la necesidad de una introducción gradual y acompañada al inglés.

La sesión reveló que el vocabulario en inglés de los estudiantes era extremadamente limitado. Aunque unos pocos reconocían palabras básicas como “Hello”, la mayoría no tenía exposición previa al idioma. Este vocabulario limitado dificultaba seguir instrucciones, lo que causaba pérdida de interés y aumento en las distracciones. Estos desafíos resaltan la importancia de integrar apoyos visuales, gestos y estrategias atractivas para mantener su atención. A pesar de estos obstáculos, la actividad de imitación demostró que los estudiantes de preescolar tienen una notable facilidad para reproducir nuevos sonidos, ya que a la mayoría les bastaron dos o tres repeticiones para lograr una pronunciación correcta de una frase corta.

Por el contrario, los estudiantes de quinto grado eran más conscientes de que el inglés no era su lengua materna, mostrando un cierto nivel de familiaridad con la idea de aprenderlo como segunda lengua. Gracias a su exposición previa al inglés en clases regulares, la mayoría ya había adquirido un vocabulario base. Sin embargo, comprender oraciones completas resultó difícil, ya que los estudiantes intentaban dar sentido a las instrucciones o contenidos a partir de las pocas palabras que reconocían. Una fortaleza notable fue su capacidad para identificar y captar patrones gramaticales en un periodo de tiempo relativamente corto. Mostraron una habilidad emergente para entender la estructura de las oraciones y cómo funcionan las palabras en conjunto. Sin embargo, en cuanto a la pronunciación, los estudiantes necesitaban más práctica. Les tomaba varias repeticiones pronunciar correctamente oraciones completas.

En este orden de ideas, para diseñar las actividades de inmersión lingüística, se tuvieron en cuenta las sesiones diagnósticas y los Derechos Básicos de Aprendizaje (ver Apéndices F y

G), asegurando que al finalizar, los estudiantes pudieran: en el grado de preescolar, reconocer instrucciones simples relacionadas con su entorno inmediato y responder a ellas de forma no verbal; también, comprender y responder preguntas muy simples sobre sus datos personales, como su nombre, edad y familia; y finalmente, identificar, repetir y usar palabras asociadas a su entorno inmediato. Por otro lado, en quinto grado, los estudiantes podrían: comprender información general y específica en un texto narrativo corto; además, producir un texto narrativo oral y/o escrito, corto y simple, que responda a las preguntas "¿qué? ¿quién? ¿cuándo? y ¿dónde?" de un evento o anécdota; y por último, intercambiar información sobre hábitos, gustos y preferencias respecto a temas familiares. Otro elemento importante al diseñar las actividades fue la edad de los estudiantes, ya que como menciona Flores, E. (2016), en las primeras etapas, cuando los niños son más pequeños, es necesario que las tareas sean cortas y activas, con el fin de aprovechar al máximo las cualidades de la atención involuntaria. Por esta razón, en preescolar fue necesario implementar un mayor número de actividades con menor duración cada una, mientras que en quinto grado estas fueron menos, pero requirieron mayor cantidad de tiempo. Los recursos disponibles también influyeron en el diseño, ya que en preescolar no se contaba con televisión, mientras que en el aula de quinto grado sí, por lo cual en este último se utilizó más material audiovisual, mientras que en preescolar se usaron más recursos físicos.

Otra técnica empleada fue la observación de ambos grupos en el aula, lo cual permitió confirmar los desafíos que enfrentaban los niños en el desarrollo de sus habilidades orales. La observación brindó la oportunidad de registrar individualmente los resultados de ambos grados. Posteriormente, esta información recopilada pudo ser contrastada. El instrumento de observación fue el diario de campo (ver Apéndice H), en el cual se realizaron registros en tiempo real y de forma objetiva sobre las interacciones e intervenciones de los estudiantes, la duración de estas, y

el vocabulario utilizado, entre otros aspectos definidos relacionados con el desarrollo de habilidades orales en las actividades de inmersión.

A través de la técnica inmersiva, los estudiantes fueron expuestos a la inmersión lingüística y demostraron sus habilidades orales al interactuar con los docentes y otros compañeros. Los niños mostraron su capacidad para comprender y responder a conversaciones y seguir instrucciones según sus capacidades. Además, expresaron sus ideas y pensamientos utilizando vocabulario en situaciones contextuales específicas. El instrumento para esta técnica fue la guía de inmersión desarrollada en seis sesiones, la cual estipulaba las actividades de inmersión, los temas y las habilidades a trabajar (ver Tablas 2 y 3).

Finalmente, otra técnica utilizada para evaluar la propuesta de inmersión fue una entrevista de 5 preguntas abiertas realizada a los docentes titulares de cada grupo para conocer su perspectiva sobre la participación indirecta en el proceso y también a los estudiantes participantes, con el fin de conocer sus opiniones sobre las actividades realizadas y sus testimonios sobre los avances en el idioma inglés (ver Apéndice I).

La siguiente tabla describe cada actividad en términos generales para las sesiones con estudiantes de preescolar y quinto grado, centrándose en las estrategias de aprendizaje inmersivo:

Análisis de datos

Esta investigación tuvo como objetivo examinar cualitativamente cómo las actividades de inmersión lingüística desarrollan las habilidades orales en inglés de estudiantes de preescolar y quinto grado de la Institución Educativa Cajete en Popayán. Tras analizar la implementación de seis sesiones de dos horas semanales con cada grupo, así como los instrumentos aplicados

(entrevistas y diario de campo), se identificaron cuatro categorías clave de análisis: Imitación, Arte-Inglés, Conversaciones y Juegos Inmersivos. Estas categorías, que corresponden a la clasificación de las actividades de inmersión, fueron seleccionadas con base en las habilidades principales que lograron potenciar. Cabe resaltar que, aunque cada categoría enfatizó una habilidad específica, las actividades también contribuyeron, en menor medida, al desarrollo de otras competencias del lenguaje oral. Además, las entrevistas fueron un punto de referencia crucial para valorar el progreso general. En la siguiente sección se presentarán con mayor detalle estos hallazgos complementarios.

Imitación

La inmersión lingüística favorece el desarrollo de la pronunciación mediante actividades de imitación centradas en la repetición de palabras al menos cinco veces, y hasta ocho veces en casos de dificultad. Por ejemplo, en preescolar, durante las actividades “Parts of the day” y “Green light and red light”, los estudiantes inicialmente pronunciaban “night” como “nˈa͡ɪ”. Después de varias repeticiones, lograron pronunciarla correctamente como “nˈa͡ɪt”. Lo mismo ocurrió con la palabra “light”, que pasó de ser pronunciada como “lˈa͡ɪ” a “lˈa͡ɪt”.

Según Llisterri, J. (s.f.), “los métodos basados en la escucha y la repetición se fundamentan en la retroalimentación inherente al proceso audio-fonatorio”. Este enfoque permite a los estudiantes ajustar y mejorar su producción fonética mediante la práctica continua. En las actividades de escucha, como repetir canciones siguiendo un modelo de pronunciación nativo, los estudiantes se benefician de un estándar adecuado de pronunciación. Por ejemplo, en la actividad “Sing the parts of your face”, tras repetir la canción varias veces, los estudiantes lograron una pronunciación adecuada, salvo en la palabra “mouth”, que inicialmente

pronunciaban como “maʊt” en lugar de “maʊθ”. Fue necesario dedicar unos minutos a enseñar el fonema “θ”, mostrando a cada estudiante la posición de la lengua entre los dientes para producirlo correctamente, lo cual dio como resultado una pronunciación correcta de toda la canción. Otro caso se evidenció en la actividad “Baby Shark Doo Doo Song”, donde al inicio los niños pronunciaban “shark” como “t͡ʃˈaɾ”. Luego de varias repeticiones, empezaron a decirlo correctamente como “ʃˈɑːk”.

Teóricos como James Flege (1995), con su Hipótesis de Percepción Fonética, sostienen que los hablantes tienden a interpretar los sonidos de una lengua extranjera según los patrones fonéticos de su lengua materna. Esto implica que los estudiantes de quinto grado, con mayor exposición al español y a su sistema fonológico, aplicaban estas reglas al inglés. Este fenómeno se conoce como transferencia negativa (Odlin, 1989). Según Goswami (2000), los niños que ya saben leer en su lengua materna tienden a aplicar automáticamente asociaciones gráficas y fonéticas, especialmente en contextos de inmersión parcial donde no se refuerzan constantemente las reglas de pronunciación del inglés. Por ejemplo, en quinto grado, durante la actividad de los “numbers”, pronunciaban “hundred” como “undɾˈed”, al asumir que la H es muda y la U se pronuncia como “u”. También se observó que pronunciaban “Vet” como “bˈet”, siguiendo la regla en español donde la V y la B se pronuncian igual, en vez de usar la vibrante “vˈɛt”. Estas interferencias fueron menores en preescolar, donde los estudiantes aún no formalizan las reglas de lectura del español, lo que los hace más flexibles en la percepción de nuevos sonidos. En este grupo, el aprendizaje se basó más en la percepción auditiva que visual, facilitando una pronunciación menos influenciada por el español.

La actividad “Five Little Ducks Song” se implementó en ambos grados con objetivos diferentes: en preescolar, para trabajar los números del 1 al 5; en quinto grado, para reforzar verbos en pasado. No obstante, los estudiantes de quinto presentaron más dificultades al pronunciar la canción, ya que leían continuamente la letra proyectada. Los errores más comunes fueron: “Little” como “lˈitle”, “Ducks” como “dˈuks”, “away” como “aɣwˈa͡ɪ” y “came” como “kˈame”. La canción fue repetida al menos dos veces por sesión y, con el tiempo, los estudiantes corrigieron sus errores, logrando una pronunciación correcta: “lˈɪtə͡l”, “dˈʌks”, “ɐwˈe͡ɪ” y “kˈe͡ɪm”. Esta fue su presentación final frente a toda la institución educativa. En contraste, los estudiantes de preescolar practicaron la canción repitiendo frases tras la pronunciación de la docente. Lograron una buena pronunciación en tres repeticiones durante una sola sesión, pero al cantar la canción completa con el video y sin la guía directa de la maestra, algunos olvidaron partes de la letra.

Las actividades de inmersión no solo se basaron en repetir un modelo de pronunciación, sino también en imitar movimientos y gestos que acompañaban las palabras. Según Tomasello (2003), los gestos son una forma natural de comunicación y juegan un papel clave en la adquisición de significado en los primeros años de aprendizaje. Su Teoría del Aprendizaje Basado en el Uso plantea que el contexto visual y gestual ayuda a interpretar el vocabulario en situaciones concretas, favoreciendo una comprensión más profunda y contextual del lenguaje. Por ejemplo, en la actividad “My feelings” en preescolar, la docente decía “happy” y sonreía, luego decía “sad” e imitaba el llanto. Esta secuencia se repitió cinco veces, y luego, al decir solo las palabras sin gestos, los estudiantes replicaron correctamente las expresiones.

Juegos Inmersivos

La gamificación es una estrategia poderosa para desarrollar habilidades orales en inglés, ya que combina elementos lúdicos y competitivos con objetivos de aprendizaje, creando un entorno más atractivo y motivador para los estudiantes. Según Gee (2003), los juegos pueden ser herramientas eficaces para el aprendizaje porque generan un "espacio de riesgo controlado", que permite a los estudiantes experimentar y practicar sin temor a equivocarse. La gamificación no solo fomenta la motivación y reduce la ansiedad, sino que también genera oportunidades auténticas para el uso del lenguaje oral, haciendo del inglés una herramienta de comunicación natural más que una asignatura rígida y académica.

Esto resulta especialmente relevante en el contexto de nuestra investigación, al trabajar con dos grupos etarios distintos: estudiantes de preescolar y de quinto grado. De acuerdo con la teoría del desarrollo psicosocial de Erikson, los niños de quinto grado (alrededor de los 10-11 años) se encuentran en la etapa de "laboriosidad vs. inferioridad". En esta etapa, los estudiantes son más conscientes de sus capacidades y de la evaluación por parte de sus pares y adultos, lo que puede generar inseguridad y reticencia a participar si temen cometer errores. Esto se evidenció en la sesión 4 durante el juego "¿Quién soy yo?", donde algunos estudiantes dudaron en expresar sus ideas, mostrando inseguridad al formular respuestas. Sin embargo, con el estímulo de la docente, fueron ganando confianza progresivamente y lograron construir oraciones con mayor efectividad.

La gamificación representa un enfoque eficaz para disminuir el filtro afectivo y facilitar el desarrollo de habilidades orales, especialmente en la educación inicial. De acuerdo con la Hipótesis del Filtro Afectivo de Krashen (1982), los estudiantes adquieren mejor una lengua en

ambientes con bajo nivel de ansiedad, donde se sienten motivados y emocionalmente seguros. Esto se evidenció en la sesión diagnóstica en preescolar mediante un juego interactivo para introducir saludos. Los estudiantes se dividieron en grupos y participaron activamente al responder a estímulos auditivos. Al escuchar “Jump”, “Down”, “Good morning” o “Good night”, realizaban los movimientos correspondientes y corrían hacia la imagen que representaba cada uno, pegada en la pared. Para reforzar la experiencia, también simulaban despertarse o irse a dormir. Este enfoque multisensorial —que combinó estímulos visuales (flashcards y dibujos), entrada auditiva (saludos) y movimiento kinestésico (correr y actuar)— se alinea con la Teoría de las Inteligencias Múltiples de Gardner (1983), que resalta el valor de involucrar distintos tipos de inteligencia como la visual-espacial, musical y corporal-kinestésica. Al incorporar el juego y el movimiento, la actividad no solo ayudó a asociar los saludos con momentos del día, sino que generó un ambiente dinámico y de bajo estrés que promovió la participación y el desarrollo del lenguaje oral.

Por ejemplo, el juego “Encuentra a un compañero” redujo significativamente los niveles de ansiedad entre los estudiantes de quinto grado. Al principio, algunos se mostraron reacios, pero a medida que avanzaba la actividad, se involucraron más y mostraron disposición a participar. El juego fomentó la comprensión auditiva y el habla espontánea, ya que los estudiantes debían dar instrucciones verbales para guiar a sus compañeros con los ojos vendados. Además, reforzó la colaboración entre pares, pues los estudiantes no solo escuchaban, sino que producían lenguaje de forma natural en un contexto real y dinámico del aula. Esto se relaciona nuevamente con la Hipótesis del Filtro Afectivo de Krashen (1987), que afirma que un entorno seguro y estimulante es esencial para reducir la ansiedad y fomentar la motivación.

Mientras que los estudiantes de quinto grado mostraron inicialmente temor a equivocarse, los niños de preescolar evidenciaron una actitud más instintiva hacia el aprendizaje del idioma, apoyándose en el movimiento y la imitación. Desde el primer día se implementaron actividades interactivas como “Luz roja, luz verde”, “Simón dice” y “Congelados”. La emoción y expectativa de jugar generó una asociación positiva con el inglés.

En la sesión 5, por ejemplo, los estudiantes de preescolar jugaron a “El dado de las acciones”, un juego en el que lanzaban un dado que indicaba distintas acciones. Los estudiantes imitaban entusiastamente los movimientos sugeridos, participando físicamente mientras reforzaban la comprensión del vocabulario. Esto concuerda con el enfoque de Respuesta Física Total de Asher (1960), que sostiene que la comprensión precede a la producción verbal y que la participación física mejora la memoria y la retención.

El componente competitivo de la gamificación también jugó un papel clave en el sostenimiento de la atención de los estudiantes y en la mejora de su producción oral. En la sesión 4, durante el juego “Ahorcado”, los estudiantes analizaban activamente las palabras para adivinarlas más rápido, demostrando pensamiento crítico y recuperación de vocabulario. Asimismo, en la sesión 1 con preescolares, el juego “Sillas musicales” creó un entorno dinámico donde los estudiantes no solo seguían instrucciones, sino que participaban con entusiasmo, reforzando sus habilidades de escucha y su capacidad de reacción ante estímulos verbales.

La combinación de actividades estructuradas y comunicación espontánea ayudó a cerrar la brecha entre las habilidades receptivas y productivas del idioma, sentando las bases para una competencia oral sostenida en inglés. A través de juegos inmersivos, los estudiantes adquirieron

vocabulario y estructuras gramaticales, además de desarrollar la confianza necesaria para utilizarlos en contextos significativos.

Arte-Inglés

La categoría Arte-Inglés se centró en actividades donde los estudiantes desarrollaban habilidades orales mientras realizaban tareas artísticas, lo que les ayudó a asociar el lenguaje con resultados tangibles y elementos visuales. Ares (2021) afirmó lo siguiente:

Para describir una idea a través de un dibujo, es necesario haberla codificado previamente en nuestra mente, haberle dado un significado, asimilado el concepto para luego apropiárnoslo y finalmente traducirlo en una ilustración. Es una combinación de procesos mentales que se interrelacionan y dan forma a la idea recibida (memoria visual + memoria kinestésica + memoria semántica). Es precisamente esta intervención/fusión de capacidades la que aumenta la asimilación de conceptos.

Por ejemplo, en la sesión 2 con el grupo de quinto grado, durante la actividad “Describe a mis compañeros”, el primer paso consistió en que los estudiantes recordaran la apariencia de sus compañeros, activando su memoria visual. Mientras dibujaban, activaban simultáneamente su memoria kinestésica. Al pintar el cabello de color marrón, demostraban haber asimilado el concepto de “brunette” y traducido este conocimiento en una representación visual. Esta experiencia facilitó la adquisición de vocabulario, ya que el proceso reforzó las nuevas palabras en su memoria semántica.

Jensen (2000) enfatiza que el aprendizaje multisensorial fortalece las conexiones neuronales al involucrar múltiples sentidos, lo que conduce a una codificación más profunda y a

una mejor retención de la información. Según Jensen, cuando los estudiantes participan activamente utilizando más de un sentido (como el visual y el kinestésico), se refuerza su comprensión y se facilita la transferencia del conocimiento a nuevos contextos.

Este enfoque aprovecha la plasticidad cerebral, mejorando la memoria al activar diferentes canales sensoriales. Además, la participación física en actividades como dibujar o colorear consolida aún más los conceptos aprendidos, haciéndolos más significativos y memorables. Este efecto fue evidente cuando los estudiantes de preescolar crearon sus propios materiales. Por ejemplo, en la sesión 2, durante la actividad “Mi cara”, se involucraron múltiples sentidos: la vista, al observar la silueta de un rostro y relacionarla con el suyo propio; el oído, al escuchar la pronunciación del vocabulario por parte de la docente; y el tacto y el movimiento, al colorear y decorar las partes del rostro. Esta combinación de sentidos facilitó la conexión entre las palabras en inglés y sus significados visuales y físicos. Como resultado, los estudiantes aprendieron vocabulario relacionado con las partes del cuerpo. Al escuchar palabras como “eyes”, “mouth”, “nose” y “ears”, identificaron y señalaron con precisión las partes correspondientes en sus dibujos. Esto demuestra cómo la estimulación multisensorial contribuyó a una mejor retención y comprensión del vocabulario, en consonancia con la teoría propuesta.

Otro ejemplo se evidenció en la sesión 3 con la actividad “Objetos y formas”. La docente dibujó objetos como pistas para representar distintas formas geométricas. Los estudiantes repitieron la pronunciación de cada forma, reforzando así los aspectos visuales y auditivos del aprendizaje. Para ampliar la experiencia sensorial, cada niño utilizó plastilina para moldear las figuras aprendidas: “triangle”, “circle”, “rectangle” y “square”. Este enfoque multisensorial, que combinó elementos visuales, auditivos y kinestésicos, les permitió interiorizar los conceptos con

mayor eficacia. Al ver los dibujos, escuchar los nombres de las formas y moldearlas físicamente, los estudiantes reforzaron su comprensión de manera significativa y memorable, apoyando el aprendizaje multisensorial propuesto por Jensen (2000).

El uso del aprendizaje visual asociativo fue particularmente efectivo en las actividades de Arte-Inglés. La Teoría del Doble Codificado de Paivio (1971) explica que el cerebro procesa la información a través de dos sistemas: el verbal y el visual. Paivio sugiere que cuando las palabras se asocian con imágenes, ambas representaciones se codifican en la memoria, lo que facilita su recuperación. En el aprendizaje de idiomas, esto implica que una palabra en inglés se recuerda mejor cuando se asocia con una representación visual.

Por ejemplo, en la sesión diagnóstica de preescolar, los estudiantes participaron en una actividad en la que coloreaban distintas partes del día: “morning”, “afternoon” y “night”, tras observar y repetir la pronunciación de las tarjetas ilustradas correspondientes. Esta asociación visual les ayudó a vincular las palabras con imágenes concretas. Este enfoque multisensorial reforzó su comprensión al combinar estímulos visuales (tarjetas y dibujos), entrada auditiva (saludos) y movimiento kinestésico (correr y realizar acciones). Al involucrar múltiples sentidos, los estudiantes formaron asociaciones más fuertes entre las palabras en inglés y sus significados. La combinación entre representación visual e interacción física mejoró la retención de la memoria, haciendo del aprendizaje del idioma una experiencia más significativa y eficaz.

Conversaciones

Las conversaciones juegan un papel fundamental en la adquisición de lenguas, particularmente en el desarrollo de habilidades orales. Proveen a los estudiantes de contextos

significativos para la comunicación, permitiéndoles practicar e interiorizar vocabulario, estructuras gramaticales y fluidez a través de intercambios en tiempo real. Al participar activamente en conversaciones, los estudiantes consolidan su comprensión del idioma y se animan a usarlo en escenarios espontáneos y auténticos.

Según Swain (1995), involucrar a los estudiantes en conversaciones facilita lo que él llamó la hipótesis del output, que enfatiza que producir el lenguaje (y no solo recibirlo) cumple un papel crucial en el aprendizaje. Esta hipótesis plantea que, al ser impulsados a comunicarse, los estudiantes se vuelven más conscientes de sus elecciones lingüísticas y, por tanto, de sus vacíos de conocimiento, lo que favorece la mejora.

En esta investigación, las conversaciones no se limitaron a ejercicios formales, sino que fueron integradas en distintas actividades. Esto se evidenció en la actividad “Rutina diaria y pronombres” con el grupo de quinto, donde los estudiantes producían lenguaje al formar oraciones propias. Luego de que la docente introdujo los verbos de rutina diaria y dio ejemplos, los estudiantes crearon sus propias frases aplicando el conocimiento de verbos y pronombres. Este proceso requirió que pensaran críticamente sobre sus decisiones lingüísticas, reforzando su comprensión. Lo anterior se alinea con la teoría de Swain sobre cómo la producción de lenguaje fomenta un aprendizaje más profundo.

Por ejemplo, los estudiantes participaron en pequeños diálogos que generaban respuestas reales y los ayudaban a familiarizarse con estructuras de pregunta-respuesta y vocabulario básico. Las conversaciones también les permitieron practicar la negociación de significado (Long, 1983), aspecto crucial donde los estudiantes aclaran malentendidos o buscan formas alternativas de expresar sus ideas, mejorando así su competencia comunicativa en inglés. En la

actividad de quinto grado "¿Are you…?", los estudiantes participaron en intercambios estructurados de preguntas y respuestas. Al responder preguntas como "Are you 10 years old?" o "Are you a boy?", practicaban la comprensión y también el uso espontáneo del idioma, al tener que procesar la información y formular respuestas precisas. Cuando cometían errores o dudaban, recibían apoyo de la docente o sus compañeros, lo que reforzaba su capacidad de comunicarse eficazmente.

Además, las conversaciones ayudaron a desarrollar habilidades pragmáticas esenciales. Al simular interacciones del mundo real, los estudiantes practicaban saludos, solicitaban información y respondían adecuadamente en distintos contextos. Estos escenarios aportaron autenticidad comunicativa (Richards, 2006), fundamental para una adquisición efectiva del lenguaje. Cuando los estudiantes se sentían cómodos al arriesgarse a hablar, sabiendo que recibirían retroalimentación inmediata, su confianza aumentaba.

Un ejemplo claro fue la actividad "Caminando por la escuela" con el grupo de quinto grado, en la cual los estudiantes utilizaron el idioma de forma auténtica y situacional. Mientras recorrían la escuela, hacían y respondían preguntas sobre objetos y elementos del entorno. Guiados inicialmente por la docente, los estudiantes asumieron progresivamente el rol de interlocutores, practicando cómo formular preguntas y responderlas. Esta interacción real les permitió desarrollar competencia pragmática, ya que no solo aprendían vocabulario, sino también cómo estructurar intercambios significativos en un entorno natural, fortaleciendo sus habilidades comunicativas.

El andamiaje en estas actividades conversacionales fue clave en el desarrollo lingüístico. Al comenzar con diálogos estructurados guiados por la docente e ir avanzando hacia

conversaciones más abiertas, los estudiantes adquirieron la confianza para expresar ideas sin apoyarse en guías estrictas. Este enfoque se alinea con la Zona de Desarrollo Próximo (ZDP) de Vygotsky, la cual plantea que los estudiantes se benefician de una guía estructurada que se reduce progresivamente a medida que adquieren autonomía (Vygotsky, 1978). Un ejemplo de esto fue la actividad "Habla sobre tu cuerpo" con estudiantes de preescolar. La docente comenzó introduciendo el vocabulario con tarjetas ilustradas y gestos, ayudando a los estudiantes a conectar palabras con imágenes. Inicialmente repetían con apoyo, lo que facilitaba la retención. Conforme avanzaba la actividad, la docente redujo su intervención, permitiendo que los estudiantes recordaran y pronunciaran las palabras por sí mismos. Este enfoque gradual fortaleció la memoria y pronunciación, asegurando acompañamiento cuando era necesario y reforzando la idea de que el aprendizaje con apoyo conduce a una mayor independencia.

Otros hallazgos

Además del enfoque principal en el desarrollo de habilidades orales, durante las actividades surgieron varios aspectos observables que contribuyeron significativamente a la experiencia de aprendizaje general de los estudiantes. Estos hallazgos destacan la naturaleza multifacética de la adquisición del lenguaje en los entornos de preescolar y quinto grado.

Aprendizaje activo

Según Prince (2004), las estrategias de aprendizaje activo mejoran la retención del contenido y aumentan el compromiso del estudiante al requerir que procesen y apliquen activamente la información. De manera similar, Bonwell y Eison (1991) sostienen que cuando los estudiantes se involucran activamente en su aprendizaje —mediante tareas que exigen

análisis, síntesis y evaluación— logran una comprensión más profunda del contenido y un mejor desempeño académico.

En nuestro estudio, la participación física inmediata del grupo de preescolar en actividades como el juego "¡Buenos días, buenas noches!" se alinea con la afirmación de Prince de que la participación activa favorece la retención. Por otro lado, los estudiantes de quinto grado, que participaron en tareas más estructuradas como "Mi rutina diaria", demostraron mejoras en la construcción narrativa y en la conciencia gramatical, reflejando los beneficios del aprendizaje activo en etapas más avanzadas del desarrollo cognitivo y lingüístico. Estas perspectivas teóricas subrayan la importancia de incorporar estrategias de aprendizaje activo en los programas de inmersión lingüística para atender las diversas necesidades de desarrollo de los estudiantes.

Asimismo, el aprendizaje activo se promovió mediante actividades estructuradas pero lúdicas. Por ejemplo, al jugar "Luz roja, luz verde", los estudiantes comprendieron rápidamente el significado de "stop" y "go" al asociarlos con las señales de tránsito. De forma similar, en la sesión 6, los niños de preescolar participaron en "Toca el color", donde debían correr y tocar un objeto que coincidiera con el color mencionado. Esta actividad no solo reforzó el vocabulario de colores, sino que también incentivó respuestas rápidas en inglés.

Aprendizaje autónomo

El aprendizaje autónomo es fundamental en la educación infantil, ya que fomenta la autonomía y permite que los niños interioricen el conocimiento mediante la iniciativa personal. Según Holec (1981), el aprendizaje autónomo se refiere a la capacidad de hacerse responsable de

su propio proceso de aprendizaje, lo que motiva a los estudiantes a involucrarse con los materiales más allá del aula.

En Cajete, los docentes mantuvieron comunicación directa con los padres a través de un grupo de WhatsApp, lo que les permitió compartir material para ser practicado en casa. Esta iniciativa incentivó a los niños a repasar las canciones en sus hogares, fortaleciendo su familiaridad con los contenidos y reforzando lo aprendido en clase. Muchos estudiantes regresaban entusiasmados, manifestando con seguridad que habían practicado y ya se sabían las canciones. Estas experiencias revelan que el aprendizaje autónomo, apoyado por la participación de los padres, aumenta el compromiso y motiva a los niños a asumir un rol activo en su propio aprendizaje.

Colaboración entre pares

El Constructivismo Social de Vygotsky enfatiza que el desarrollo cognitivo ocurre a través de interacciones sociales y la co-construcción del conocimiento entre pares y docentes (Vygotsky, 1978). Según esta teoría, el aprendizaje es más efectivo dentro de la Zona de Desarrollo Próximo (ZDP), donde los estudiantes pueden realizar tareas con el apoyo de otros más competentes.

Este concepto se evidenció claramente en varias actividades del estudio, donde la colaboración y el apoyo entre compañeros desempeñaron un papel fundamental en el fortalecimiento de la comunicación oral.

Un ejemplo claro fue la actividad “Describiendo a mis compañeros” realizada en la sesión 2 con quinto grado. En esta tarea, los estudiantes trabajaron en conjunto para describir las

características físicas y cualidades personales de sus compañeros. Al compartir ideas y brindar retroalimentación, enriquecieron su comprensión del idioma, demostrando cómo la interacción entre pares facilita la adquisición del lenguaje. De manera similar, en la actividad “Encuentra a un compañero”, los estudiantes colaboraron para guiar a sus compañeros hacia un objetivo utilizando comandos en inglés. Este proceso no solo fortaleció su capacidad para dar y seguir instrucciones orales, sino que también reforzó su confianza en el uso del inglés en situaciones comunicativas reales.

Además, el apoyo entre pares se hizo evidente en actividades que enfatizaban la pronunciación y la claridad, como el juego “Teléfono roto” (Sesión 1). En este juego, los estudiantes tomaron conciencia de su pronunciación y de la importancia de articular bien las palabras para garantizar una comunicación efectiva. También se observó colaboración más allá de las actividades estructuradas, cuando algunos estudiantes, tanto de preescolar como de quinto, ayudaban espontáneamente a sus compañeros traduciendo palabras desconocidas cuando era necesario.

Este tipo de asistencia entre compañeros se relaciona con el Efecto de Enseñanza (Bargh & Schul, 1980), el cual plantea que cuando los estudiantes explican conceptos a otros, participan en un procesamiento activo, estructurando la información de manera que mejora tanto su propia comprensión como la de sus compañeros. Este fenómeno fue especialmente evidente cuando algunos estudiantes asumieron naturalmente el rol de facilitadores durante las clases, explicando palabras en español cuando sus compañeros lo requerían.

En última instancia, estas interacciones no solo facilitaron la comunicación, sino que ejemplificaron cómo los estudiantes pueden apoyarse mutuamente dentro de su ZDP, reforzando

el carácter social de la adquisición del lenguaje. A través de la colaboración entre pares, los estudiantes no solo mejoraron sus habilidades lingüísticas, sino que también desarrollaron mayor autonomía y confianza para comunicarse eficazmente en inglés.

Capacidad de memorización

Baddeley y Hitch (1974) desarrollaron la Teoría de la Memoria de Trabajo, un modelo que incluye componentes como el "ejecutivo central", el "bucle fonológico" y la "pizarra visoespacial". Este modelo explica cómo, a medida que los niños crecen, pueden procesar y manipular mayor cantidad de información, ya que la capacidad de estos sistemas mejora con la edad.

Por ello, los estudiantes de quinto grado presentan mayor capacidad de retención. Por ejemplo, en la cuarta sesión se les mostraron diapositivas con imágenes de 15 profesiones. Cada diapositiva incluía un contenido similar a la siguiente descripción: la palabra "vet" en gran tamaño junto a una imagen de una mujer con bata de laboratorio, sosteniendo una inyección y un perro a su lado. En la actividad posterior, fue evidente que los estudiantes recordaban gran parte del vocabulario, ya que lograron nombrar la mayoría de las opciones al adivinar la respuesta correcta en el juego inmersivo. Esto facilitó el aprendizaje y la memorización de más vocabulario durante una clase de dos horas, ya que podían establecer conexiones más complejas entre palabras y conceptos.

En contraste, los niños de preescolar, debido a su etapa de desarrollo, presentan una memoria de trabajo más limitada. Esto se evidenció en la quinta sesión, donde se les enseñaron seis colores (amarillo, azul, rojo, verde, morado y naranja). Sin embargo, en las actividades

posteriores participaron activamente al responder por los colores “amarillo”, “azul” y “rojo”, pero frente a los otros colores mostraron dudas o permanecieron en silencio.

No obstante, el uso de ayudas visuales (específicamente flashcards) contribuyó a reforzar la conexión entre las palabras habladas y sus imágenes correspondientes. Al mostrar las tarjetas, incluso si los estudiantes no recordaban inicialmente algunos colores, estos apoyos visuales ofrecieron una referencia concreta que les permitió participar más plenamente en las actividades, favoreciendo un entorno de aprendizaje seguro y de apoyo.

Entrevistas finales

En la entrevista final, los estudiantes de quinto grado expresaron dificultades con las actividades de conversación, ya que al inicio debían traducir del inglés a su lengua materna. Muchos mencionaron que mentalmente traducían cada palabra y frase antes de hablar, lo que ralentizaba sus respuestas y dificultaba una participación fluida. Este proceso interrumpía el flujo de la conversación, ya que requerían tiempo para procesar y construir sus oraciones, en lugar de responder de manera natural. Los estudiantes de quinto grado, al tener una mayor competencia lingüística en su lengua materna, tienden a establecer conexiones explícitas entre ambos idiomas, lo cual los lleva a traducir constantemente, haciendo el proceso de aprendizaje más consciente y analítico, lo que a su vez afecta su fluidez.

Sin embargo, a medida que avanzaba el proceso de inmersión, los estudiantes manifestaron no solo una mayor comprensión —“Al inicio fue difícil entender lo que el profesor decía porque hablaba sólo en inglés, pero después me acostumbré”— sino también sentirse más seguros al hablar —“Ahora me siento más seguro”—, ya que la mayoría manifestó haber

mejorado su pronunciación —“El proyecto me ayudó bastante porque el profesor siempre corregía la pronunciación y nos hacía repetir las palabras”— y ampliado su vocabulario — “Las actividades de adivinar palabras también me ayudaron mucho a aprender vocabulario nuevo”.

En contraste, los niños de preescolar, que aún se encuentran en etapas tempranas del desarrollo del lenguaje, no han establecido conexiones sólidas entre su lengua materna y el inglés. A esta edad, aprenden el inglés de forma más intuitiva, asociando palabras con experiencias y emociones concretas: “Saludé a mis papás, les dije Hello”. Para ellos, el inglés no se percibe como un idioma separado, sino como una extensión de su comunicación natural, lo que les permite adquirirlo con mayor fluidez, sin necesidad de traducción constante, por ejemplo: “Ella no me quiere prestar el color blue”.

La docente de preescolar resaltó cómo el proceso de inmersión mejoró las habilidades orales de los estudiantes. Mencionó que los estudiantes ya habían visto algunos temas básicos en inglés, como los números y los saludos, pero los temas abordados durante las sesiones fueron más avanzados. La docente se mostró sorprendida e interesada en varias de las actividades implementadas, ya que eran interactivas, los estudiantes se divertían al realizarlas y aprendían al mismo tiempo. Tras finalizar las sesiones, comentó que algunos estudiantes usaban lo aprendido para expresar distintas ideas, tanto con ella como entre ellos. Sugirió utilizar recursos más grandes y llamativos para que todos los estudiantes pudieran observarlos simultáneamente.

Limitaciones

Este proyecto de investigación enfrentó algunas limitaciones que influyeron en su implementación y resultados. Uno de los principales desafíos fue la corta duración de las clases

de inmersión en inglés. Las sesiones estaban limitadas a solo dos horas semanales, y este tiempo se reducía aún más por una pausa programada para el refrigerio, dejando únicamente una hora y treinta minutos para la enseñanza efectiva. Este tiempo limitado dificultó cubrir todos los contenidos planeados con la profundidad deseada. Para enfrentar esta situación, se promovió el trabajo autónomo por fuera del aula y se incentivó la participación activa durante los momentos de repaso dentro de las clases. Estas estrategias ayudaron a reforzar el aprendizaje y permitieron avances, a pesar del tiempo restringido.

Otra limitación fue la cantidad de estudiantes por grupo. Manejar un grupo tan numeroso dificultó brindar atención personalizada y apoyo individualizado a cada estudiante. Esto afectó inevitablemente la calidad del aprendizaje, ya que no todos recibieron el acompañamiento necesario para comprender plenamente los contenidos. A pesar de ello, se implementaron estrategias para mitigar este problema, como la organización de actividades en grupos pequeños, lo cual favoreció una interacción más enfocada y una participación más activa. No obstante, el tamaño de los grupos siguió siendo una limitación, al impedir una atención diferenciada según las necesidades de cada estudiante.

Adicionalmente, la Institución Educativa Cajete enfrentó limitaciones en cuanto a recursos tecnológicos. Mientras que el aula de quinto contaba con un televisor, el salón de preescolar no disponía de ninguna herramienta tecnológica. En la actualidad, la tecnología cumple un papel crucial en captar la atención del estudiante y mejorar su participación. La curiosidad natural de los niños hacia la tecnología podría haberse aprovechado de forma más efectiva con mejores recursos. Aunque se utilizaron computadores y tabletas para mostrar videos

al grupo de preescolar, la visibilidad fue un problema frecuente, ya que no todos los estudiantes podían ver claramente las pantallas.

Conclusiones

Esta sección presenta los resultados obtenidos tras la implementación de actividades de inmersión lingüística. Se evidenció que las actividades de Imitación, Juegos Inmersivos, Arte-Inglés y Conversaciones desarrollan diferentes habilidades orales según los objetivos propuestos.

Imitación

Las actividades de inmersión que incluyen repetición y retroalimentación constante ayudan a mejorar la pronunciación al permitir ajustes continuos.

Las grabaciones brindan un modelo confiable de pronunciación, incluyendo variaciones de acento y elementos suprasegmentales como ritmo e entonación, lo cual es beneficioso en contextos sin docentes nativos.

Los estudiantes de quinto, al poder leer en español, tienden a aplicar reglas fonéticas de su lengua materna, lo que dificulta la pronunciación. En cambio, los niños de preescolar, al no tener estas reglas consolidadas, presentan menor interferencia.

Las canciones, rimas y juegos en preescolar facilitan un enfoque auditivo y no textual, promoviendo una mejor adaptación a los sonidos del inglés.

Incorporar gestos en las actividades ayuda a comprender el vocabulario en contextos específicos, favoreciendo un aprendizaje más profundo y contextual.

Juegos Inmersivos

Las actividades colaborativas fortalecen la comprensión y la memoria al permitir que los estudiantes organicen y expliquen información, además de fomentar la comunicación y el trabajo en equipo.

Integrar la metodología TPR (Respuesta Física Total) permite a los estudiantes responder físicamente antes de verbalizar, mejorando fluidez y comprensión de forma natural.

La competencia en los juegos motiva a los estudiantes a participar, estar atentos y aprender de forma divertida, aumentando su disposición a mejorar su inglés.

Al reducir la ansiedad y aumentar la motivación, la gamificación disminuye el filtro afectivo y crea un entorno propicio para la adquisición del lenguaje.

Arte-Inglés

Las actividades de Arte-Inglés permiten asociar el idioma con resultados tangibles y visuales, facilitando la comprensión y retención del vocabulario.

El uso de múltiples sentidos (vista, tacto, movimiento) fortalece las conexiones neuronales y mejora la retención y transferencia del conocimiento.

Las asociaciones visuales refuerzan la memoria del vocabulario al vincular palabras con imágenes.

Los estudiantes de quinto grado, con una memoria más desarrollada, aprenden y retienen mayor vocabulario que los de preescolar, quienes lo adquieren de forma más gradual.

Colaborar y explicar su obra permite a los estudiantes practicar el idioma en un contexto significativo, favoreciendo su ZDP y su crecimiento cognitivo y lingüístico.

Estas actividades responden a múltiples inteligencias (lingüística y espacial), haciendo el aprendizaje más efectivo para distintos perfiles de estudiantes.

Conversaciones

Las actividades conversacionales permiten negociar significado, aclarar malentendidos y buscar formas alternativas de expresión, lo que mejora la competencia comunicativa.

Simulan interacciones del mundo real, promoviendo una comunicación auténtica y efectiva.

Se inicia con diálogos estructurados y se avanza hacia conversaciones más abiertas, apoyando el desarrollo progresivo de la independencia lingüística.

Los estudiantes de quinto grado tienen dificultades con la fluidez por la constante traducción entre lenguas, lo que interrumpe sus respuestas.

Los niños de preescolar adquieren el inglés de forma intuitiva y fluida, sin recurrir a la traducción.

Además del progreso observado en el desarrollo de habilidades orales, esta investigación representó un aporte significativo para el fortalecimiento del cuerpo docente de la Institución Educativa Cajete. Al diseñar e implementar una estrategia de inmersión lingüística adaptada al contexto rural, se brindó a los docentes un marco metodológico práctico, replicable y ajustable a distintos niveles educativos. Este marco responde a la necesidad de herramientas pedagógicas

contextualizadas, especialmente en instituciones donde la formación en enseñanza del inglés como segunda lengua (ESL) es limitada o inexistente. La presencia constante en el aula permitió a los docentes participar como observadores y cofacilitadores, fomentando el aprendizaje entre pares y el desarrollo profesional. Esta experiencia se convirtió en un espacio formativo, no solo para aplicar nuevas estrategias, sino para reflexionar sobre sus propias prácticas y enriquecerlas con enfoques más dinámicos, comunicativos y centrados en el estudiante. A través de este acompañamiento, se fortaleció el trabajo colaborativo entre docentes, promoviendo una comunidad educativa más cohesionada y abierta al intercambio de saberes.

Asimismo, las actividades inmersivas, organizadas cuidadosamente en secciones temáticas, reflejan un enfoque neuropedagógico en el cual los estudiantes acceden al lenguaje a través de múltiples vías sensoriales y cognitivas. Al encontrarse con el inglés en experiencias variadas y significativas, los estudiantes reciben un input comprensible y memorable, que les permite construir redes de aprendizaje ricas, aprovechando sus distintas fortalezas. Igualmente esencial es la motivación del docente y su confianza en las capacidades de cada estudiante. Al diseñar experiencias que disminuyen el filtro afectivo y que apelan a la capacidad innata de los niños para dar sentido al lenguaje, se crean las condiciones óptimas para un aprendizaje significativo y duradero.

Por otro lado, la implementación y análisis de esta propuesta representó un proceso altamente enriquecedor para los estudiantes del programa de Licenciatura en Lenguas Modernas de la Universidad del Cauca. Esta investigación puede servir como referencia valiosa para los estudiantes en etapas iniciales de su formación, quienes llevarán a cabo sus prácticas pedagógicas en la Institución Educativa Cajete o en otras instituciones rurales o urbanas. La

investigación ofrece una base metodológica sobre inmersión lingüística que podría incentivar a estos futuros docentes a adoptar dicha estrategia en sus propias prácticas. Así, podrán diseñar estrategias didácticas pertinentes al contexto y desarrollar mayor sensibilidad frente a las realidades educativas. Esta conexión directa con la práctica permitirá valorar las pedagogías situadas y reconocer los retos inherentes a la enseñanza de una lengua extranjera, dotándolos de herramientas para proponer metodologías inclusivas y eficaces.

En cuanto a la proyección futura del estudio, los resultados obtenidos abren múltiples posibilidades de desarrollo e impacto a mediano y largo plazo. En primer lugar, la propuesta puede ser replicada y ajustada para su implementación en otros niveles educativos, tanto en la misma institución como en otras sedes rurales del departamento, considerando las particularidades de cada grupo y territorio. Esta continuidad permitiría evaluar la sostenibilidad del modelo en el tiempo, así como su adaptabilidad a los diferentes niveles del sistema educativo rural. De igual forma, el estudio abre nuevas líneas de investigación relacionadas con la enseñanza del inglés en zonas rurales, como la exploración de metodologías alternativas, el diseño de recursos pedagógicos no convencionales o de bajo costo, el análisis de las percepciones de los estudiantes y sus familias sobre el aprendizaje de lenguas extranjeras, o el papel de la comunidad educativa en la co-construcción de procesos de inmersión lingüística. También se podrían estudiar los efectos de estas propuestas sobre el rendimiento académico general, la autoestima del estudiante o su permanencia escolar.

Finalmente, esta propuesta podría convertirse en el punto de partida para la creación de redes colaborativas entre instituciones rurales, universidades y entidades locales, con el fin de fortalecer las políticas de educación bilingüe en zonas rurales mediante un enfoque intercultural,

participativo y contextualizado. De esta manera, se contribuye no solo a mejorar la calidad de la educación, sino también a construir una escuela rural más equitativa, innovadora y conectada con los desafíos del mundo actual. Esto reafirma la importancia de seguir investigando, documentando y compartiendo experiencias que enriquezcan el panorama educativo desde y para los territorios.