"Immersion Program: An Experience to Promote the Qualitative Aspects of the Spoken

Language"

"A Three-Day Immersion Program: An Experience to Promote the Qualitative Aspects of

the Spoken Language in a Group of Pre-service Teachers"

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Trabajo de grado presentado como requisito parcial para obtener el título de Licenciado en Lengua Inglesa

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Abstract

This project is aimed to investigate the impact of a three-day immersion program in terms of qualitative aspects of the spoken language in a group of pre-service teachers in a Teaching English program from a State University in Pereira, Colombia. There were 65 students from the entire population of the Licenciatura program attended the immersion but only 11 of them who were taken as the target population to collect the data for this research. The I.P requested the students having completed the pre-intermediate English course or to demonstrate a good conversational level for communication purposes throughout the stay in the third version of this program.

The findings illustrate during the implementation of this project, the fact that there are a set of features to have in mind at the moment of impacting the production in the foreign language. The first aspect is based on the qualitative aspects benefited in the immersion program; according to this, there were some features like fluency, phonology and accuracy that were conferred positively in the participant's performance; in our view the result emphasizes the brunt evidenced taking the previous features as main aspects impacted all over the three day immersion. The second finding proves the fact that the lack of linguistic input and scenarios to the approach and praxis of the language, were a fundamental part that shows an hindrance in the free development in the result of the English language learning. Lastly, the third finding demonstrates the existence of the verifiable truth that exists in the correlation between affective - personality factors and the enhancement in the production of oral skills in the English language.

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There were some personality factors like motivation and self-confidence that influenced their participation in a positive and negative way; firstly, the motivation had a relevant role considering the active exposure along this activity; secondly, the shortage of self-confidence to express and interact based on their knowledge with the rest of the participants. In conclusion, the implementation of immersion programs are helpful for learners to develop basic interpersonal communication skills in different scenarios. Based on this, this type of program should be included in the English curriculum where this language is taught as a foreign language to improve the proficiency level.

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Resumen

Este proyecto tiene como objetivo, investigar el impacto de un programa de Inmersión de tres días en términos de aspectos cualitativos de la lengua extranjera, en un grupo de estudiantes de Licenciatura en Lengua Inglesa de una universidad pública en Pereira, Colombia. Asistieron 65 estudiantes de toda la población del programa de Licenciatura, pero solo 11 de ellos fueron el enfoque para recolectar datos en esta investigación. El programa de Inmersión, les solicitó como requisito a los estudiantes haber terminado el curso de inglés pre-intermedio o demostrar un buen nivel conversacional en este, para propósitos comunicativos durante la tercera versión de este programa.

Los resultados muestran que durante la implementación de este proyecto, se deben tener en cuenta una serie de aspectos en el momento de impactar la producción en el idioma extranjero. El primer aspecto se basa en aspectos cualitativos favorecidos en el programa de Inmersión; de acuerdo con esto, algunas características como la fluidez, la fonología y la precisión fueron deliberados positivamente en el desempeño de los participantes; desde nuestro punto de vista, el resultado se enfoca en el impacto evidenciado en los anteriores factores como aspectos importantes durante los tres días de la inmersión. El segundo hallazgo, prueba la falta de contribución lingüística y escenarios para el acercamiento y la práctica del lenguaje, que fueron una parte fundamental donde muestra un obstáculo en el libre desarrollo en el resultado del aprendizaje del Inglés. Por último, el tercer resultado demuestra la existencia de la correlación entre factores de personalidad y afectivos; además de esto la mejora de la producción de las

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habilidades orales en el Inglés; algunos factores de personalidad como la motivación y la confianza en sí mismo, influenciaron la participación de los estudiantes de una manera positiva y negativa. En primer lugar, la motivación tuvo un gran rol teniendo en cuenta la exposición durante esta actividad. En segundo lugar, la falta de confianza en sí mismos fue una dificultad para expresar e interactuar en base a su conocimiento con los demás participantes. En conclusión, la implementación de programas de inmersión es de gran utilidad para desarrollar habilidades básicas de la comunicación interpersonal en diferentes escenarios. De acuerdo a esto, este tipo de programa deben ser incluidos en currículo de Inglés donde este idioma sea enseñado como lenguaje extranjero para mejorar el nivel de competencia.

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Laura Suárez Guarín

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1. Statement of the problem

Talking of oral production skills, a special interest in that field is the set of qualitative aspects of the spoken language that are present to measure the quality of speech. With regard to the aspects mentioned above, in line with the Common European Framework of references created by council of Europe (2001) these features work to make a precise and systematic interaction in the foreign language; they are range, coherence, interaction, accuracy and fluency.

Range is defined as the ability to master a wide extent of vocabulary that permits the speaker to produce communicative language avoiding ambiguity. In agreement with CEFR by the council of Europe (2001) Coherence is the competence to handle understanding in speech by managing grammatical features to produce ideas in a proper and meaningful way. In consonance with Selinker (2001) Interaction deals with the interrelation between two or more speakers in which they intervene to create a communication intercourse process. Conforming to Yuan & Ellis (2003) Accuracy is the satisfactory use of features like pronunciation, vocabulary and grammar during the production of target language. In keeping with Hammerly, Lennon, Richards and Schmidt (2002), fluency is an emphasis on free communication for oral proficiency that measures spoken ability, integrating a number of features like pausing, rhythm, intonation, stress, rate of speaking, interjections and interruptions.

Since 2001, the qualitative aspects of spoken language have been considered with the creation of the Common European Framework of Reference for Languages. In the field of bilingual education the development of speaking skill has a significant role in colombian context due to the fact that in "Estándares básicos de competencias en lenguas extranjeras: Inglés, Guía

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N. 22 "El reto" there is a specific" which takes into account some features of fluency such as intonation and rhythm to incorporate the oral component in English classes. In Chile, this area has been treated with the program "Inglés abre puertas" (PIAP), created to improve English level from 5th grade students of basic education to 9th grade students of Secondary Education, through the definition of national standards for English learning. In Colombia, according to the policies of the national bilingual education program "Colombia very well", it is estimated that in a period of ten years (2015 - 2025), Colombia will increase from 9.000 to 186.000 bachelors with English intermediate level and will accompany 12,000 English teachers and 6 million of books will be given to primary and secondary education. In Pereira, "La Mesa Departamental de Bilingüismo" plans and executes various projects to become a bilingual region, as the Universidad Tecnológica de Pereira which belongs to this entity, offers a project managed by the "Licenciatura en Lengua Inglesa" program named LLI outdoors which is a three days immersion program that aims to improve the oral skills of participants taking into account some principles such as teamwork, leadership, intercultural awareness, self-esteem, self-expression and physical well-being and interpersonal communication skills.

In the field of ELT, according to Martínez (2009), the spoken language development is a problematic inasmuch as the relevance of the teachers' level in the communicative competence, it is expected that the teacher has an advanced level in this skill. Its importance is based on the relevance which the English teacher has to become a model performing fluency for students. It also includes ten representative indicators collected that illustrate the current status of the English language teaching in public schools that explain the reason why the students of such schools do

not reach the advanced level of the communicative competence. The indicators in which the study was based on were some factors such as teacher, student, methodology, curriculum and context. According to colombian newspaper "El Tiempo" the 93% of the Colombian secondary students has a low level in English language and they have problems to speak. In primary level, in most of the cases the speaking skill is not developed yet, given the fact that in this level the students just learn vocabulary, but they are not able to connect them in order to create ideas and sentences. Last, in consonance with Wang, in secondary, learners have difficulties to be fluent because speaking skill is ignored in the English lessons. As a consequence, students cannot practice the foreign language to advance fluency accurately.

As reported by Gan (2012), there are limited possibilities to practice the language, missing focus on the syllabus of the institutions and the lack of context where the language can be presented as an input. With the purpose of accomplishing the lack of interaction in EFL, there are standards that provide facilities to accomplish that task. According to Guía 22 (2006), it is evidenced that "Monologue" and "Conversation" are specific competences developed in colombian schools. Consequently, the immersion program LLI outdoors, was space where learners took advantage of an amount of activities in order to improve oral skills. This aspect is significant regarding the author article Genesee (2008) which states that second language immersion programs are suitable for English speakers to take the risk in neutral environments.

Hammerly (1991) mentions that immersion programmes are specially characterized by the expectation of being in a space where the participants take the plunge immediately and try to survive communicatively at all costs. The implementation of the immersion, could bring to the field of ELT benefits in the improvement of communicative lessons for students; besides,

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learners will be exposed to meaningful activities like debates that can provide them security practicing English. Furthermore, in the public national policies, it will be noticed the importance of qualitative aspects to promote them in every school. Simultaneously, in the colombian school curricula it can be improved the speaking skill covering the qualitative aspects and make the students more accurate in this competence. This means that, facilitators could implement appropriate activities to enhance different aspects of the spoken language like fluency, accuracy and coherence during the lessons. According to some statistics of British Council, English is the second most widely spoken language in Colombia, being spoken by 4.1% of the population. As a result, competent strategies will be implemented like passing the role of a monitor to a participant in the activities to conduct speaking activities that can increase student's leadership abilities. On the other hand, in the Universidad Tecnológica de Pereira where the project take place, innovative techniques are used simulating real situations which learners could face in foreign contexts improving active speaking. Additionally, the program provided engaging activities related to idioms contributing them sociocultural knowledge with a comfortable atmosphere where participants performed the activities.

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2. Research question

- **What can be evidenced on the linguistic performance of a pre-service teacher group that participated in a 3-day immersion program?**

2.1 Objectives:

- To impact oral production of qualitative aspects of spoken language in participants of the immersion program.

- To generate opportunities to practice oral skills in order to enhance qualitative aspects of spoken language.

- To describe techniques that can be utilized during an immersion program with the purpose of improving qualitative aspects of spoken language in participants.

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3. Theoretical framework

3.1 Conceptual framework

3.1.1 Introduction

The purpose of this section is to report on the concepts, definitions and relevant literature that underlie the execution of this project in order to have a wider understanding of the constructs that frame the current study. Firstly, the general concept of immersion will be introduced, a concept that has been enriched through the years by authors such as Snow (1986), Lindholm (1987), and Genesee (1987). Secondly, the types of immersion will be described so as to specify the features of dual, partial and full immersion. The latter will be expanded given that it corresponds to the type of immersion that this project develops. Lastly, different aspects that are necessary to develop an immersion program will be considered.

3.1.2 Immersion

In order to define the concept of immersion, it is necessary to review the contributions that several authors have made in building this term. The definition will be demonstrated starting with the basic concepts of this method. Immersion regarded as a direct language learning approach in the words of Richards (1990). Similarly, Bostwick (2011) states that the immersion program is an approach to foreign language instruction in which the activities are conducted and developed in a foreign language. Immersion programs believe in the teaching philosophy that asserts that exposure to the use of the language in real-life contexts is more valuable than being exposed to the teaching of it (Garcia, 2008). This constant interaction with the language has been proven

effective for learning a language while also learning a culture. (Greenway, 2009; Hinton, 2002)

Additionally, Hinton (2002) argues

that "language is learned automatically through natural communication, without conscious learning or teaching" and during immersion activities, learners are involved in tasks that offer meaningful opportunities not only for grasping the language, but also for using it for communication purposes.

Lindholm and Genesee (1987) proposed three types of immersion programs in 2004 partial, dual and full immersion. This project will focus on the full immersion program which is centered on monolingual contexts since it is based only on the English language use.

The previous types of immersion programs have become stronger throughout the years due to advancements made by different authors. Some authors introduced the concepts of partial, dual and full immersion in order to put into practice the target language according to the emphasis in terms of time. For the sake of this project, the concept of full immersion will be highlighted.

3.1.3 Full Immersion Program

"The National Council of State Supervisors of Foreign Language(2002) states that full immersion is defined as a type of program where the 100% of the participants practice the foreign language. As a consequence, the students will be fully immersed in the language. This type of immersion will reinforce specific competences (social, communicative, and cognitive) as stated by Swain & Tarone (1995) and Ermi & Mayra (2005). These authors will help to analyze key factors to enhance the development of the overall competences mentioned above.

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It is important to take into account certain concepts involved in the learning language process which are utilized in an immersion program. The immersion program is related to the process in which students are improving a second language. Garcia (2008) explains that a foreign language is better internalized when it is used in authentic communication. This means that language is used for real communicative purposes in every activities, rather than lessons in which the language is explicitly displayed. In full immersion, students speak the foreign language during the totality of the program. It should be clear that not all immersion programs are bilingual, in this study the program will be developed in a monolingual way. In this sense, learners acquire more proficiency by participating in authentic conversations since they feel the necessity to use the language in real contexts.

This type of immersion program is focused on the practice of the target language for functional purposes, enhancing mainly the communicative competence. It is essential to become aware of these characteristics to have a complete idea of the aspects involved in full immersion programs.

3.1.4 Full Immersion Characteristics

This type of Immersion is a monolingual process which deals with basic and advanced proficiency levels to manage the language of students. In this way, Wilmette Public Schools describe the full Immersion term as a type of program that is directed to spend the $50 - 100\%$ of the day in activities designed to practice and to progress the linguistic competences of the foreign language. Hence, the attendants are entirely dipped in the language taking advantage of the variety of the language learning or grammar instruction which is evidenced in the different activities implemented in this type of immersion. It is harshly comprehended as indispensable all

over the curriculum. Instruction is acute and it centers its interests on time dedicated to the use of language for communicative purposes.

The objective of this type of immersion program is to become functionally qualified in the target language. Integrated in any language program is also the goal of acquiring an understanding of other cultures. In most Full Immersion programs, the entire day is centered on the use of the target language, and English instruction is gradually phased through the pass of the days.

3.1.5 The role of fluency in communicative language teaching

Authors such Brumfit (1984) regarded fluency as the natural and spontaneous use of the target language to the extent that the user can produce and maintain a conversation at a normal speed without affecting the meaning of the message. The CEFR (2002) establishes that a competent user of the language in terms of fluency is able to "…express him/herself spontaneously at length with a natural and colloquial flow, avoiding or backtracking around any difficulty so smoothly that the instructor is hardly aware of it."

According to Fillmore's (1979) speaking fluency refers to the ability to talk at length with few pause, to produce sentences coherently, reasoned and semantically, to have appropriate expressions in a wide range of contexts and to use the language creatively and imaginatively. In the same line, Hedge (2000) points out some features of speaking fluency, the coherent response within the turns of communication, the appropriate use of linking different devices, and the intelligible pronunciation and proper intonation. The same author highlights the importance of

promoting the development of in EFL settings as it builds up a comfortable feeling and strengthens learners' self-confidence to interact in the foreign language.

It is clear speaking fluency is an important component of the communicative competence and it is decisive when it comes to determine whether a user is proficient or not. That is why, Hedge (2002) suggested that fluency development should be part of the qualitative aspects of spoken language use.

Richards (2006) suggests that the speaking fluency is developed through different language tasks; the interaction in problem solving tasks, the negotiation of meaning in pair work and the use of communication strategies. Current ELT approaches diverge from Ellis and Sinclair's beliefs (1989) about how language learners are supposed not to make pauses; instead they are required to speak naturally, with no excessive repetition. CLT approach encourages the use of communication strategies to repair the possible limitations of the user in terms of language use.

Communicative tasks should be designed in such a way that represents real conversations and real interactions (Clarke and Silberstein, 1997). There seems to be a preference for focusing on the meaning of messages rather than on how they are constructed. Then, the development of fluency is fundamental for CLT methods
(Richards, 2006).

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3.1.6 Qualitative aspects of spoken language

A real communication process aims to collect and implement a number of aspects that construct the spoken language area; these aspects are interaction, accuracy, fluency, range and coherence. To achieve this, it is necessary to make use of an authentic output having in mind different conditions such as phonological, syntactic, vocabulary, contextual and cultural. As a result, in the usage of the mentioned aspects is expected to have an exchange of language utterances to communicate a message in an intelligible way. After exploring theory about qualitatives aspects, there will be presented their importance and their contribution to a decisive communication.

The first qualitative aspect is interaction, which is an exchange in a conversation in which one speaker intervene and indicates that a feature is not clear; in this case, the conversation is interrupted to ask for understanding of the meaning during the conversation. (Gass & Selinker, 2001). Based on this, the speakers ask for an explanation of an idea that is presented in the conversation to receive the correct message. The authors establish that everything that happens in a conversation through a communication process is the result of a person-to-person interaction in which the purpose is to generate comprehensible output to maintain an assertive set of utterances.

The second aspect is accuracy, which refers to "the extent to which the language produced conforms to target language norms" (Yuan & Ellis, 2003, p. 2), this aspect implicates the adequate use of language features like pronunciation, vocabulary and grammar. A user of a language needs this aspect to be clear and to have comprehensible language establishing a precision in the linguistic competence. In regards to Yuan & Ellis, encompassed by this field are implicit the correct use of linguistic structures and a rigor in the choice of vocabulary, thanks to

this, the speaker acquires results as it is a suitable use of register, proper use of cohesive devices, among others.

Thirdly, according to Faerch et al (1984), oral fluency is a relative conception, which in FL learning means the ability a learner has to express his or her thoughts freely and easily. One qualitative aspect of the spoken language is fluency; this aspect is learner's capacity to maintain the flow of a conversation using a foreign language to express ideas in a clearly and efficiently way (Faerch, 1984). This means that a speaker who is capable of communicating ideas and thoughts in a free and easy way, has a good level in terms of oral competence and will produce a message with the right speed.

Fourthly, in conforming to the CEFR created by Council of Europe, range is the act of having the enough amount of a broad length of language permitting the user to make use of the particular vocabulary needed at the moment of producing communicative information. As a reaction, the speaker is expected to acquire the ability to have flexibility reformulating ideas and thoughts in order to convey meaning precisely, to give emphasis, to differentiate and to eliminate ambiguity.

Finally, in consonance with the CEFR, coherence is the ability to generate understandable and cohesive discourse with an appropriate usage of a mixture of organizational patterns and a broad dimension of connectors and other cohesive devices. Furthermore, it is the capability to produce coherent and well-structured speech linking the utterances into clear, logical rhetoric.

3.2. Affective factors

Firstly, motivation is a crucial factor that is divided into four aspects: aptitude, intelligence, perseverance, and other external factors Jakobovits (1970). Moreover, the anxiety

factor plays also a very important role as learners will feel nervous and afraid to participate and cooperate in the learning process; also, they can decentralize and lose the thread with the important points. Finally, the self- confidence is an aspect that influence the language performance due to the fact that learners can be very fearful and timid which affects students' ability to express their opinions aloud Hui Ni (2012)

3.2.1 Motivation

Motivation is defined as the learner's orientation with regard to the goal of learning a second language (Crookes & Schmidt, 1991). In conforming with the previous definition, motivation is the encouragement to accomplish an objective in the acquisition process of a foreign language. Research about motivation has shown that it influences in the strategies used by the learners, the time they are exposed and the perseverant that they have to achieve the goal (Oxford, 1992). Moreover, Gardner (1985) distinguishes motivation as one of the main factors that impacts students' English goals and performance. It has a close relationship with students' achievements or deficiencies regarding English teaching in classrooms. Thus, facilitators must pay more attention to this aspect.

Harmer states that motivation is classified in two main forms; extrinsic and intrinsic motivation. On one hand, extrinsic motivation involves all the factors outside the classroom. By this, the author expresses the existence of different aspects such as people around the learner, the society we live in, students' curiosity, among others that can impact on the learners' motivation to produce and in fact, to use the language. On the other hand, intrinsic motivation is concerned

with the factors inside the classroom. This explains the presence of various conditions that are developed inside the classroom that permits the progress on the students motivation as a grade, the topic or just the teacher who is guiding the lesson.

3.2.2 Anxiety

According to Arnold (2000), anxiety "ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language on the streets") or formal (in the classroom.)" It means that the levels of anxiety affects directly the space in which the foreign language is presented; for instance, if the students are interacting in a formal situation as talking to a friend, they could feel less anxiety and produce the message more spontaneously. On the other hand, if the speakers are in a scenario in which the formal language has to be used, as in an English class, they could feel the pressure of different factors like a grade or just the presence of a teacher and made mistakes. There are three categories of anxiety: Trait anxiety is the one that can be caused by any factor, it can be a very personal issue related to self-image. Stage anxiety is known as the type which is presented before taking the risk to do something. The last type is situation specific anxiety that is presented in specific situations only such as public speaking or exams etc. (Speilberger, 1983). In addition, Scovel suggests that "Anxiety is a complex affective concept associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry". This means that students have negative perceptions at the moment of speaking a foreign language and express their own points of view, opinions, beliefs and ideas in a group of people. In this case, students will feel anxious and will not communicate or express themselves in a good way. The previous aspects affect their development during the

learning process of a foreign language and they will not be able to achieve the objective of having an accurate level in the oral component of English.

3.2.3 Self- confidence

According to Brown (2001) "The eventual success that learners attain in a task is at least partially a factor of their belief that they indeed are fully capable of accomplishing the task." As reported by Brown, self-confidence is the competence that a speaker of a foreign language has to develop an activity, in this case the advancement of the speaking skill. As a qualitative aspect, influences the oral skill of the speaker in a positive way due to the fact that it provides to the speaker the stimulus to talk without feeling insecurity and boost their strengths in English. Therefore, self-confidence is an aspect that can affect the language learning for the following relevant reasons; first, it encourages people to take the risk and learn new abilities in the second language; secondly, a person with self-confidence is perseverant in his learning process and tries to overcome all obstacles to reach the goal of having a high level in speaking. Finally, the studies state that self-confidence has important implication for language teaching, as long as it is decisive when the students begin to perform and produce by their own decision, Hui Ni (2012).

3.2.4 Phonology

In conforming with Cheung, Chen, Lai, Wong, Hills (2001), phonological awareness is understood as the ability to examine spoken language, based on small sound units. Therefore, Vachek (2008) defines phonology as the component of linguistics which behaves towards phonic

study of speech in view of their corresponding functions. In addition, the author Iyabode Omolara (2011) explains phonology as the involvement of sounds in charge to transmit words during the performance of the oral communication which has as purpose to determine and ensure an established system of sound perceptions compatible with a particular language. In other words, this aspect indeed, emphasizes the role of sounds in specific conditions.

3.2.5 Range

In consonance with the Common European Framework of References for Languages by the Council of Europe (2001) range is explained as the capability to reformulate ideas and points of view in a flexible way, to diverge linguistic forms to agree in meaning precisely to emphasize and to differentiate in language in order to avoid ambiguity. Moreover, this aspect deals with the well usage of idiomatic expressions and colloquialisms taking into account the sociolinguistic competence; in this way, to have a wide view to communicate naturally. Hence, the user is characterized by having an appropriate management of a broad variety of topics and the capacity to select the type of the language and style depending on the context that he/she is involved at the moment of speaking.

3.3. Personality factors

The personality factors can be evidenced during the learning process of English as a foreign language; the factors are self-esteem which is , risk-taking, empathy, extroversion, introversion and attitude. These features have an important role due to the fact that can affect the process of the learner in a positive or negative way if the individual do not how to deal with

them. It is relevant that the speaker of the second language make a good use of these personality factors to have a crucial improvement and fulfill language objective in a good level.

3.3.1 Self-esteem/Self-confidence:

The first personality factor is self-esteem or self-confidence which is explained by Malinowski (1923) as the reflection of oneself and approval of proper behaviour in a group of people; this performance depends of the communication and the speakers that are in the same context. As stated by Brown (1994) this personality factor is divided in three types which are global, situational/specific and task. Global self-esteem comes from a variety of inter and intrapersonal events and valuation that individuals do about the surrounding world. Situational or specific self-esteem is based on personal opinion of specific experiences of life; its level can differ according to the type of circumstances that a person faced during his life; factors like social communication such as work, education and home, or qualities like oral skill, intellect or flexibility compose the dimension of situational or specific self-esteem. The third type task self-esteem indicates the interpretation that people apply in peculiar situations. An exemplification of task self-esteem in the field of the language could be the personal self-assessment of a specific element of the learning process such as speaking, writing, reading or an explicit ESL class.

3.3.2 Risk-taking

This second factor is associated with the self-esteem as long as orators who keep a stable self-esteem, can express themselves without boundaries and take the risk to talk in front of other people. In addition, the motivation which is a affective factor mentioned before, helps to provide

to students the ability to speak in the second language feeling secure and produce valuable judgments Ely (1986). Furthermore Brown (1994) states that the facilitators have an important role to develop and improve this important factor during student's learning progress.

3.3.3 Empathy

According to Schumann (1975) the factor Empathy is the competence that a learner develops and establish through the recognition of a group of speakers who led the learners establish a good connection during the performance of the target language. Based on this, the person who advances this personality factor will get positive results during the learning process of the foreign language.

3.3.4 Extroversion

Next, in line with Cook & Swain (1991) extroversion is related with the state of appearing relaxed and confident. Also, authors point that extrovert people usually have problem in the comprehension of life as far as they experience it. In terms of language, authors point that extroverts are better language learners inasmuch as it is easier for them to join groups and conversations both inside and outside the classroom by being sociable. Furthermore, the outside world is the main source for extroverts to get energized, and they hunt essence and significance outside of themselves. This type of people is pointed to be risk takers that are considered to be more feasible to take their language system to the limit. These pupils are more probable to present an easier alteration in their fossilized errors. Classroom participation is the direct influence of language proficiency that mirrors enhancing influences of risk taking.

3.3.5 Attitude

Then, in consonance with Collins Cobuild Student's Dictionary (2009), attitude is defined as the way and the feeling towards something special. In psychological terms, it is seen as an evaluative and emotional reaction that is evident in a specific situation such as the degree of like or dislike associated with certain matter.

3.3.6 Introversion

Finally, according to Eysenck & Chan (1982) introversion is studied as a key aspect in the attitudinal and personality component of human beings. Theorists point that introverts are quiet people who prefer individual activities such as reading rather than others like meeting people, talking to people or public speaking making more difficult the learning of a foreign language due to the lack of risk taking and interaction with others; this type of people are marked by having few but close friends and usually stay away from excitement. In the language learning area, introverts motivation is taken from within and their orientation in relation to the inner realm of ideas, imagery and reflection. Introverts energy source is from within rather than the outside world as it is the case of extroverts, and as extroversion is seen to be a stable personality variable, its consequence may be present in both languages.

3.3.7 Conclusion

Throughout this paper, background information has been presented regarding the different immersion programs. This background information has been divided into two categories. The

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first is recognized as a partial and dual immersion; the second part is centered on full immersion program.

This chapter involves characteristics related to the learning process in terms of effective communication, intercultural awareness, and exposure time to the target language. At the same time, the learners' background is analyzed in order to provide an effective type of immersion program. Thus, each type of immersion is planned to fulfill specific needs. These types of immersion programs are referred to partial, dual and full immersion. Their efficiency depends on the time of exposure to the target language. Based on the previous covered aspects, it is clear that immersion programs work as another method of bilingual education.

Besides, this section reviews the qualitative aspects of the spoken language in which are found interaction, accuracy, fluency, range and coherence. These are relevant in the language use since they are the linguistic aspects in charge of producing and maintaining a real communication

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4. Literature review

The spoken language practice of English to pre-service teachers has been comprehensively investigated, focusing on socio-cultural and linguistic aspects. The studies that have focused on this specialty were conducted by Sánchez, Ignacio, and Stephens, 2013 which controlled some activities to increase the knowledge of sociocultural and linguistic features. The studies previously mentioned, were operated in EFL contexts with teachers whose projects target English language and education in Colombia. These projects were carried out through interviews, tests, and summons which were open to teachers throughout the entire country. Each project will be supported in this section.

Sánchez, Ignacio, and Stephens (2012), describe in their article "El programa de inmersión en ingles: una propuesta de formación docente en la isla Cahiers", an experience of an English language immersion in which the participants had a real approximation not only to the English language but also to the cultural and sociolinguistic aspects in San Andrés, Colombia with English native speakers. The process of the initiation and implementation of the immersion program was through convoke which was opened for the teachers of the entire country. Those who were selected were given the opportunity to experience one month in San Andrés, living among English native speakers, which provided a real environment of the English language use. The teachers were selected based on projects focusing on the English language and education in Colombia. Facilitators were taken and totally involved with the natives of the island, where they contributed all their language and intercultural skills for the duration of one month. The research concludes that the participants were forced to communicate solely in English because the

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islanders were the only inhabitants and their native language was English. In the immersion program in San Andrés there was no other mode of communication other than English for the reason that teachers did not know Creole and the people of San Andres could not speak Spanish. The lingua franca in this project was English, the teachers' target language. In conclusion, this project helped to increase the vocabulary of the facilitators as well as improve their teaching skills.

Pachón (2012) illustrates in his article "An Ethnographic Sociolinguistic Analysis Immersion Program in Standard English" how to characterize the sociolinguistic, educational and communicative processes of the Program of Standard English Immersion. In order to acquire the data, the following method was used: two islanders who were managers of the native inns were interviewed with ages between 45 and 55 years old. Then, through the interview, four organizers of the program participated. Also, three tutors of the program were interviewed, ages between 25 and 55 years old, with undergraduate training in modern languages and education. The largest group was with 25 teachers, beneficiaries of the program from different Ministries of dynamics modify a major degree of tolerance opposite to promoting its relevancy in the sociolinguistic and intercultural areas.

Yurgaky (2013) explains in his article "English Immersion: an Excellent Strategy to Qualify English Language Teaching" an experience which aids to solve the problem of having teachers with limited English proficiency. Also, to help participants to improve fluency and to understand that teaching English with communicative purposes would help students. This contributes to schools and the standards of quality in Colombia. In order to execute this study, the participants' English levels were tested through a Preliminary English Test (PET). Then, different

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activities were practiced by the participants. The first of the activities was a linguistic activity representing a song, ''We are Pacific'', of Chocquibtown to start approaching to the intercultural sector revealing the Colombian culture through a song. Moreover, participants attended conferences regarding cultural issues of San Andrés such as typical dances, musical groups and mainstream local songs. In the mornings, they attended classes emphasizing formal aspects of English strategies in the learning-teaching process, games and permanent active participation. To summarize, fluency was improved and attendants started to implement oral activities in classes giving their students more communicative opportunities. Furthermore, participants became monitors of their students' learning processes by providing accurate language models. It was evidenced that in implementing these kinds of activities, Colombian schools will gain standards of quality in teaching English using effective instructional materials and developing communicative competences in all levels.

Caputo & Crandall (2012) explain in the article, "The Intercultural Communication Immersion Experience: Preparing Leaders for a Global Future, to Learn Effective Intercultural Communication Skills for Leadership Formation While Studying", how to provide a project for students which help them to focus on questioning, critical thinking, and problem solving. The project focused on students experiencing intercultural encounters through journaling, class discussion, and readings. Participants arranged interviews with people from another culture for the abstract conceptualization. The implementation took place in a multimedia presentation made in the community. In addition, the project emphasized students' roles and responsibilities in their planning. Hence, students developed an active role in their learning, which increased leadership skills. It was noticed that students participating in the project worked with effective traits of

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leadership. The program is mixed with the idea that leadership appeared from experience, reflection, and learning. This study took place in a small community so that students could be deeply immersed in the language and customs of the culture.

The articles previously described evidence that the qualitative aspects of spoken language such as fluency and accuracy can be improved and put into practice in the different immersion programs that diverse entities and institutions offer. It implies that this kind of linguistic activities are becoming stronger due to the urgent people needs about learning the English language and being communicatively competent since this is supposed to be the universal language and the one which give people more opportunities. This literature review is relevant considering that the articles presented in it have information about various experiences of immersion programs that were carried out taking into account agreed activities which are planned in advance. Consequently, they can be related with the project that we are going to implement and for those which we do not about can be helpful and enriching for taking advantage of them. The strengths of the articles are concerned with the different accounts of the attendants of the immersion programs who tell the witnesses that they experienced there. Furthermore, it is evidenced the results in spoken language and the great impact is such a positive way that assistants noticed about the effects given by the practice of one of the skills which is speaking. By knowing this, we can improve and get a better program developing what immersion participants really interest. Among the weaknesses is included the fact that the population can be similar but it is not really the same which maybe can result in a problematic since perhaps the achieved objectives in the different programs may be not the same comparing them with ours. In fact, the conceptual framework can get a really good support from the various articles in which this literature review

was based. It needs to be improved in the aspect that it has to be found an agreement in population, but indeed the four articles already taken as reference are so helpful and they have valuable meaning to this research project.

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5. Methodology

This section aims to present some the information to answer how the data of the research project was collected or generated and also how it was analyzed. In this chapter, among the information presented are the type of research, the type of study, participants, context, setting and others.

5.1 Type of research

In this project, a qualitative research was presented according to Denzin and Lincoln (2002) who proposed that this type of research can be described as "a set of interpretive, material practices that make the world visible. These practices transform the world" (p. 3). Based on this, some material as evidences were shown through representations, photographs and recordings that demonstrate the information in a detailed way which is in charge of presenting the information that is needed in the research process. Qualitative research deals with the study of the participants' context which allows the collection of relevant information to explain the phenomenon of the study.

The study about the immersion program is qualitative research, due to the fact that the information is expressed in words but not in numerical data. In this study, the methods, the analysis of data and results were based on qualitative aspects which are represented in written interpretations according to what was observed during the research development. In addition, the analysis was interpreted and examined further, as long as it was necessary to go beyond the data

and identify several factors that can contribute to solve the questions of this project. This study collected data of the participants' language use process in the immersion program which could affect their results given the fact that it was focused on the promotion of fluency through the activities implemented in the program.

5.2 Type of study

As stated by (Merriam 2002), Basic Interpretative study is applied when an instructor is interested in how students make meaning of a situation or phenomenon. According to this author, this study focuses its interests in the way the participants take advantage of their issues related to the foreign language finding out solutions and getting positive results. In this case, a space for pre-service teachers of a public university was offered to use the English with communication purposes in real contexts.

This type of study aims to know the impact of the oral fluency in a group of pre-services teachers of a program "Licenciatura en lengua Inglesa" in an immersion program. The data collection was compiled by researchers focusing on student's process during their performances of the use of English. Then, each result and product of the participants provided significance to the process in specific situations that were presented in the Immersion activities.

5.3 Context

This study took place a public university which was founded in 1958 and first opened in 1961 with just one undergraduate degree of Electrical Engineering included. This university counts with 18.878 students who are part of the 35 programs and It is located in La Julita,

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Pereira. In the University's growth process, the necessity of offering new programs was evident for that reason in the year 2004 the Licenciatura en Lengua Inglesa was created.

The Licenciatura en Lengua Inglesa program (LLI) aims to professionalize educators with the sufficient abilities to enhance the education on the English language as a foreign language field. The LLI program is located in the "Bellas artes" building and it has with 32 teachers, 688 students.

5.4 Setting

The (Licenciatura en Lengua Inglesa program) LLI has some projects like the "Immersion program"; this project initiated in the year 2014 and it was created by two professors and some students of the LLI program. The immersion program offers English language learners the opportunity to learn and practice the English language skills within and extensive experience of living the language for real communication purposes. From the entire population of the LLI program, 65 students are part of the LLI Outdoors Immersion program participants.

The vision of the program is to provide spaces to motivate students to boost their abilities in the use of the L2. The mission is the development and enhancement of English learners and users' communication, interpersonal and social competences for a successful career and professional life.

5.5 Participants

Evans & Rooney (2014) explain that in the task of selecting the participants can be used different types of procedures can be used it is Random Sampling. This is a procedure in which it

was exposed that all the participants (67) of a research who had the same probability to be chosen in the study. Eleven participants were chosen, they were observed while they were participating in the activities without any special preference. There were 5 women and 6 man with a B1 level in English.

This program was directed to 67 students of the LLI program with ages range between 17- 28. Students who were part of the project were from second semester above of the Licenciatura en Lengua Inglesa program of the public university of Pereira. As a requirement, the students had already accomplished the pre-intermediate English course in the program to be allowed to participate in the project. There were 12 members of the staff who coursed 5th to 10th semester of this program who were selected by the coordinators of the immersion. In this case these members led, guided and implemented the activities that LLI outdoors prepared for the Immersion program. An English language speaking environment was created for the assistances during three days on November 11th, 12th and 13th in 2015. This means that the activities were applied to motivate students to use the foreign language.

5.6 Researcher's roles

Researchers observed what was implemented throughout the three days in the place where the immersion program took place by taking notes, recording videos and audios, taking photos in order to evidence assistants' fluency impact. As Robin (2008) states, "Participants as co-researchers refers to a participatory method of research that situates participants as joint contributors and investigators to the findings of a research project". (p. 37) According to this, the role of the researchers was to observe, collaborate and interpret the data collection of the project.

The researchers contributed to the planning and the development of the activities, guiding participants through solving doubts and doing accompaniment during the process. One of the researchers was participating in the activities while the other researcher was observing and taking some field notes about general aspects of the participant's performance related with qualitative aspects.

5.7 Data analysis and collection methods

The information presented in this study was collected through three instruments which were reflective journals, interviews and field notes. The previous instruments had to be supported with theory that will be explained in this paper. According to Strauss and Corbin (1994) "Grounded theory is an approach for developing theory that is grounded in data systematically gathered and analyzed" (p. 217), this means that the evidence was compiled and interpreted every day during the activities of the immersion program.

In this way, the previous concept guided researchers to identify and interpret the data collection orderly using some tools that were implemented by observing the participants while they took part in the different activities that were developed in the immersion program. The objective was to use observations in the chart (appendix 1) in the activities in which the selected participants to be observed used their oral skills while observers evaluated different aspects that impact their fluency at speaking. The reflective journals were planned to use them during the whole immersion process even though participants were doing different activities to those which were scheduled for the program. In addition, there was another instrument that contributed to collect information based on the opinion and experience of the participants. As a result, this

approaches will permit observing some aspects related with fluency during the implementation of the research project.

5.7.1 Reflective journals

According to the author Russell & Kelly (2002) a strategy that can work in order to encourage reflection by keeping self-reflective journals, furthermore researchers utilize their journal to examine personal assumptions and goals to make clear what the authors call individual belief systems and subjectivities; this means that they as part of a culture can have their own thoughts, beliefs and biases" (p. 2). Based on the previous statement, reflective journal is a useful tool to identify the aspects that were presented during the research process that can be impacted. Using reflective journals allows researchers to identify gaps during the performance of the participants and gives the opportunity to organize the ideas of the observers to provide solutions. In this sense, the observers will have a reflective observation that can be analyzed in a critical view to verify relevant aspects in the project.

5.7.2 Observations field notes

As stated by Mack, Woodsong & MacQueen (2005), the participants' collection data in a research is found in the relevant and explicit notes that the researcher will write in a field notebook. However, this kind of observation which is reported in a written way can also encompass any other type of data such as maps and other diagrams or organizational charts

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(appendix 2). The investigator could calculate the amount of participants who were part of a specific space and enroll in a precise activity during a special period of time.

According to the Common European Frameworks (2001) in the activities that were taken into consideration, different relevant aspects that can affect the fluency at speaking in the members of the immersion were observed. These aspects are hesitation, non-verbal language, fillers, repetitions, fillers, long pauses, backtracking, self-correction and self-confidence (p. 37). The aspects observed were draught in a chart to be used in the observations of some activities during the immersion. The researchers used a grade scale from 1 to 5 to punctuate the level of ability in each of the previously mentioned aspects.

5.7.3 Surveys

Based on the author Frechtling, Sharp and Inc (1997) "Surveys are typically selected when information is to be collected from a large number of people or when answers are needed to a clearly defined set of questions". "Surveys may be administered via computer-assisted calling, as an e-mail attachments, and as web-based online data collection systems" (p.49). As reported by the author, the surveys are helpful methods to compile data from the perspective of the participants. This instrument was applied by internet and in Spanish to allow students to explain their opinions according to some questions based on their experience of the immersion program; taking into account this, this survey provided relevant information to the researchers to demonstrate the impact in terms of fluency during the three day immersion program. (appendix 3)

5.7.4 Self-assessment

In conforming to Klenowski's (1995) definition of self-assessment as "the evaluation or judgment of 'the worth' of one's performance and the identification of one's strengths and weaknesses with a view to improving one's learning outcomes" (p. 146). As claimed by Klenowski the term self-assessment is a type of evaluation which rates the quality of someone's knowledge considering the aspects that had a good development and those which have to be improved. Based on this, we can conclude that this method helps learners to reflect and to have an action to take in order to enhance weaknesses; this aspect could have a positive impact during the learner's process to obtain better results in second language production.

5.7.5 Interviews

According to Dexter (1970) interviews as data collection methods are usually implemented to gather information that serves as extra evidence for further analysis in a research project execution. In that way, it is relevant to take into account all participants' points of view, vision of the world, ideas and perceptions since researchers could not fully identify those features in alternate data collection methods. This information assortment method provides additional support in terms of obtaining a more substantial documentation since other point of view is valued from the part of target population.

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6. Ethical considerations

According to Merriam 2009 it was taking into account some aspects that were included in ethical considerations; the aspects were trustworthiness, consent form, protection of subjects, avoiding deception, minimizing intrusion and reciprocity and there will be explained in the next paragraph.

Based on the first aspect, the trustworthiness in research project had to be reflected in the ethical considerations; this means that at the moment to collect data was necessary to provide participants credibility of the project. Taking into account this, was necessary to gather information of the contributor in the best ethical way as possible. The researchers had to explain to the participant everything related to the project related to oral performance, including the way that this data was collected using an ethical manner. The previous aspect is associated with the consent form; in this case, the collaborator of the project was given a paper which explains the project and the confidentiality with that his/her information was carried out. In the consent form the information was presented in Spanish to provide more understanding of what the project is related to and its purposes. The participant will sign the paper agreeing to be part of the data collection process and had personal information of the researchers if in any case they could have a question about the research project or if they did not want to be part of the project anymore.

It is important to highlight those participants or collaborators that were part of the project of the Immersion program were protected during the compilation of their process. Every single fact that had relation to the participant was private and it was just for research purposes; this indicates that the participant had to provide a previous permission to manage his/her information and a clear explanation of the objectives of the project.

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Language"

In this study, some information will be collected to evidence the impact of fluency in the participants of the three day immersion program. As a consequence, it is necessary to do a consent form to analyze the evidence. In the consent form the purpose of the research project, the selection of the participants, the personal information of the observers, the contributions of the study and the confidentiality of the information gathered in the process will be explained.

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7. Findings and discussions

In this segment, three findings will be portrayed which explain and develop the research question and the objectives. Hence, the information presented below will be exposed through dependable data collected along the study process and worth theory to discuss facts. In this way, the implementation of an immersion program in English language will be explained by displaying the qualitative aspects of spoken language that were practiced by the participants like fluency, phonology and accuracy; furthermore, challenging areas that students faced during the performance of the foreign language as lack of vocabulary and absence of scenarios to practice oral communication will be studied. Finally, different features that impacted the participation in the program such as personality and affective factors will be conferred.

7.1 "Fluency, phonology, accuracy and interaction": The qualitative aspects benefited in the IP

Data suggest that participants' oral skills were benefitted in different aspects, such as; fluency, phonology, accuracy and interaction. Participants' perceptions gathered in the data collection process shed light on the qualitative aspects that were impacted during the immersion program. These aspects were fluency, phonology, accuracy and interaction.

The following pieces of data evidence the participants' perceptions towards the aspects that they consider were enhanced.

IQ0P4:"...having good pronunciation models makes you aware of your own aspects to improve; being surrounded by people who are also trying their best to use English all the time, definitely push you to do

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better; and finally, because it is a context in which you are expected to interact with others, well, sooner or later you end up doing it"

The fact that the participants had to be constantly interacting in the foreign language seems to have contributed to make them more aware of those spoken aspects in which they needed some improvement. By using and listening to the language extensively, students were able to identify those aspects of the language that did not match standard models of pronunciation. Data show that the total immersion in the language contributed to refine listening skills and become more conscious of the articulation of certain sounds. In the comment below extracted from an interview, the participant points out that the experience of using the language spontaneously in real time and for interactional purposes was challenging and demanding but resulted in the identification of mistakes and errors in terms of accuracy and pronunciation.

IQ0P1"...es necesario en la mayoría de los casos utilizar la lengua de forma espontánea para tener conversaciones e interacciones en tiempo real con diferentes personas entonces es necesario hacer un esfuerzo y es un poco desafiante, ¿no? Utilizar la lengua prácticamente pues 24 horas, todo el tiempo que se esté allá entonces eso hace que uno use la lengua mucho lo que hace pues que se practique bastante y aprende uno de los errores que comete al igual que pues de la interacción con los demás, hay retroalimentación por parte y parte…"

Interaction was regarded as one of the elements that contributed to the development of fluency that is perceived as one of the challenging areas of interaction. Having a fluent speech implies automaticity and the development of a set of strategies that favor communication. The

activities designed for the IP helped the interlocutors to talk about a wide range of varied topics that were familiar or not that familiar to them. The experience might have given the participants an opportunity to expand the use of strategies to interact and negotiate meaning. Respondents mentioned that as the days progressed they felt more comfortable when using connectors, expressions, and words, among others.

> _IQ3P5"Creo que en esos aspectos lingüísticos a nivel de habla hay muchísimos mejoramientos porque en la medida que uno esté todo el día interactuando en inglés y desarrollando actividades en inglés, lo obliga a uno a desarrollar una fluidez oral que no se ha desarrollado en otros espacios"._

Data confirms the teaching philosophy of the IP "that rests on the principle that languages are best learned when used in authentic communication than when they are explicitly taught"; (Garcia, p, 126). Hence, by using the language for communicative purposes, learners have the possibility of upgrading not only the knowledge of the language but also the use of it since they are living it through daily activities, including meals, stories, daily routines and group activities.

7.2 Consciousness raising through the participation in the IP program

Results evidenced that the 3-day IP seem to have contributed to raise awareness on those aspects needed to become more proficient in the language they are learning. This awareness might have been triggered by the experience of been exposed to use the language continuously

for interaction. Also, the reflective component of the activities planned for the program could have had an impact on the students' awareness towards those aspects.

Participants were unintentionally urged to reflect on those aspects of the language in which they were not that skillful; such as, grammatical structures, vocabulary use and pronunciation. So is evidenced in the excerpt below which demonstrates that a participant autonomously questioned the use of certain linguistic aspect. Reflection and doubt might have taken the student to go beyond and look for the accurate use of the mentioned structure.

P2. *"I used to believe that after a preposition the verb should be in ing form, but when I heard someone saying "guys, the activity is about to start", that called my attention. When I got home, I searched, and I realized it was correct."*

Similarly, the needs identified when using the language for interaction could have helped participants to spot these areas of the language that need improvement. One of the participants recognize that by participating in the program, she could become more conscious of the challenges faced in the process of learning the language.

"LLI Outdoors was... very meaningful for my own learning process, and the whole program. I had the chance to be in contact with the language more than I'm used to, and that was really challenging. It also helped me realize that there are so many aspects to improve."

7.3 Challenging areas of interaction

Data evidenced some challenges on the field of interaction related to fluency and accuracy that participants had to cope with during the IP. It seems to be that participants perceive these as demanding aspects because they felt insecure at the moment to find out expressions and coherent responses to communicate with other participants. Moreover, the assistants felt that they lacked linguistic input to produce a meaningful output during the activities; as regards the absence of extracurricular spaces in which students could practice more informal language before the implemented program. This aspect was presented when the students were using the language in front of others like in teamwork activities or when they were talking with native speakers. In addition to the previous aspects, another challenging feature was that participants did not participate in the last activities since they were overworked by cause of physical performance. Thus, the students could not take advantage of all the activities in real context and enhance more their speaking skills.

According to this aspect, as the participants were communicating their ideas and beliefs in the course of different activities, they could face some aspects that were difficult to deal with. In this sense, it was usual that students encountered aspects that hinder their speech due to they had to negotiate meaning about different topics. The first challenging aspect was the coherence and fluency due to lack of scenarios to practice the foreign language in an informal way; in this way, the students reflect the effects during the immersion program when they were interacting with native speakers and did not have a spontaneous conversation. Another aspect to mention is that sometimes few students avoided to be part of different activities that took place after the sports

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activities in which they had to do exercises and at the end of the day they got tired; this could have affected students and they did not react actively to the rest of speaking activities that were implemented.

The following excerpts taken from an interview from the participant 4, exemplify participant's points of view towards the challenges that he encountered when using the language for communicative purposes in terms of fluency and lack of appropriate structures of the language.

IQ4P3 *"El más desafiante y con el que más problemas podría tener uno sería con la fluidez ya que pues uno generalmente cuando habla en el idioma extranjero en este caso el inglés, uno trata de ser pues coherente"[...] "uno piensa muy bien lo que va a decir trata de usar las formas, las estructuras apropiadas, el vocabulario adecuado sin embargo la fluidez es algo que se necesita mejorar y que es bastante complejo ya que para uno ser pues bastante fluido necesita constante interacción en el idioma, que es algo generalmente no suele hacer, inclusive en los salones de clase uno habla en español o fuera de la universidad o dentro de la misma universidad entonces como a uno le falta de cierto modo exponerse más al idioma, utilizarlo más constantemente pues la fluidez es un aspecto es un aspecto que es importante desarrollar y que cuesta bastante en mi opinión."*

The earlier passage validates the relevance of being exposed to different scenarios, where the participants can put into practice English as a foreign language and improve the ability of being accurate and coherent. In line with this evidence, the learners that are studying English showed the necessity of being in contact with the target language and produce the language in

different situations that force them to use their knowledge of the language. Namely, the learners need to react identifying appropriate vocabulary according to a specific situation that they could face in the future. Participants seem to be concerned with the correct use of the language in terms of accurate structures, and appropriate vocabulary. They attribute this to the lack of scenarios to practice the language for interaction. In this way, students could acquire the ability of mastering the intelligible structures and present a communicative interaction in real context. Besides, it will be explained a fragment of data collection in which the researcher refers to the lack of motivation at the moment to perform the language in the third day after physical activities.

> RJD3RL: *In the third day, there were some students that did not get up early to perform the activities. The staff members were asking students to be in the field to start the activities of the day, but there were some students that did not arrive early. When the students arrived, they did not participate with the same energy that they performed the activities in the first days; this happened due to the days previous days some sports activities were implemented which needed a lot of energy. This tiredness could affect the practice of the speaking skills during the last day.*

Furthermore, the second piece of data collection certifies that some activities were physically demanding for participants and made unfavorable results to perform the foreign language. In this type of program, the students were immersed in several activities that required communicative and sport skills to provide a dynamic atmosphere. Unfortunately, there were some exercises that get a lot of physical effort and made the students feel tired during subsequent activities and decrease participant's motivation.

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It can be deduced that students faced some difficulties producing in terms of fluency because they tend to be more exposed to academic language rather than informal language. In consonance with this, non-academic activities like an extracurricular immersion where the students could face real situations would allow them to interact more fluent and adequate the language according to the necessity. Rixon (2000) states that "the proficiency level is related to elements like: type of program and curriculum, numbers of hours spent in English class, exposure to the target language and contexts used for teaching". In relation to this statement, the previous aspects like types of programs are relevant to be analyzed.

7.4 Aspects that contributed to participants' oral performance

Among the aspects that contributed to participants' oral fluency, it is necessary to mention the visit of some foreigners from Germany and United States that students found attractive given that participants interacted with them not only when taking part of the activities, but also in their spare time. Consequently, as they had a deep conversation, students could identify differences in terms of language fluency; this was an advantage for the participants to share cultural conversations and practicing English with a non-academic language in different scenarios. In addition, we as observers could identify a second factor related to students who were speaking actively during the self-expression activity; it consisted in the ability to explore and boost students' creativity, making the most of their talents. They also shared opinions and thoughts all the time by interchanging language with other students. Data gathered through surveys and researchers´ journals evidenced what is being presented here.

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SQ5P4: *De ejemplos de aprendizajes específicos dados en la interacción con los extranjeros en cuanto a vocabulario, pronunciación, fluidez e interacción.*

Slippery, new culture mean (german) , greetings chunks fluency, conversation initiative, pilgrims, YMCA program acknowledgement,

SQ5P10: *Interacción con nuevas personas a través del uso la lengua extranjera, fluidez al momento de tener una conversación extendida con uno o más interlocutores, pronunciación de palabras complejas como "world" gracias a la influencia de hablantes nativos y uso apropiado de la entonación con el fin de transmitir el mensaje correcto (pregunta, enunciado, etc.) Igualmente por la influencia de invitados extranjeros.*

According to the previous responses, the participant four that took part in the activities could learn cultural aspects and features of the spoken language. On the second response, the participant ten demonstrated that as the immersion program progressed they were encouraged to practice their speaking abilities. Therefore, it is noticed that the participation of foreign visitors during the three day immersion affected positively the performance of participants. The data revealed that the participation of foreigners was vital for the attendees given that through the constant interaction with them, they could interact with the foreigners and they were able to become aware of aspects related to intonation, rhythm, pronunciation and use of some expressions.

RJD2RL: *I could observe that at the moment that visitors from Germany and United States were in the Immersion, students were very attentive to talk to them. For example, during lunch time and in the free spaces among the activities the participants were sharing opinions and ideas related to the differences in cultural aspects.*

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RJD2RN: *In the second day, I realized of the interest that most of the students have to talk to the foreigners who were present in the immersion. Every time there was a free moment the foreigners were asked about many different aspects. Participants were really interested about new words and the foreigners' culture. Participants desire to teach words and cultural aspects to the visitors was also observed*

Based on the observations of the researchers of the immersion program, one researcher could notice that students were motivated to talk and shared moments with the foreigners. This aspect evidenced that participants had initiative to start a conversation with the visitors. Consequently, students could recognize and apply some features of the spoken language like pronunciation, fluency and a variety of vocabulary. It was also witnessed in the reflective journals, the preference that participants had to spend most of their times having conversations with the foreigners. As demonstrated, participants find interesting and necessary to have the presence of foreigners to learn about different cultures and new words and expressions.

According to the observations, there were some foreigners during the immersion program and some students were taking advantage of their native speaking language; for example during the lunch time, participants were talking with the visitors about different topics and in this case participants could practice English fluently. In contrast to this aspect, the authors Long and Porter (1985) concluded in a different study that learners talk less with other students that are native speakers of the foreign language. This means that, some students prefer talking to speakers that had a lower level in English rather with participants that had an advanced level; we disagree with these authors due to in the immersion was evidenced the opposite effect.

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7.4.1 The influence of affective and personality factors that impact oral performance in the immersion program

Reactions depict a set of personality factors that are impacted in the process of the program, as well as the way in which the experience provides participants the chance to gain confidence in their speech and interactive skills. Assistants' awareness clustered the information collected in the data compiled in the process presenting a brunt maximized on motivation and self-confidence.

The samples below are fragments of the information collected throughout the process that illustrate some participants' contact with the personality factors that had an impact during the process of the program.

IQ2P2: *"Yo describiría mi participación como algo bueno. Creo que a medida que se va yendo cada vez más a este tipo de eventos se va cogiendo más confianza y se empieza a interactuar más con las personas. [...] Se siente que de cierta manera uno se acostumbra a ello, cogí confianza y también soy más fluido."*

The passage above refers to the attendance to the immersion program which reveals that there is a close relationship between the number of times that a participant has attended the immersion and the level of confidence that the participant has developed. Hence, participant 2 states that in his case what impacted in his self-confidence was the interaction with others during much time that the levels of nervousness started falling while he was gaining confidence; aspect in which his speech was enhanced at being more fluent in the foreign language. The correlation between self-confidence and fluency displays a great result that shows an equivalency in the

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learner's participation in external events that let them be involved in the practice of the foreign language to interact with other participants.

IQ2P4: *"Mi participación yo la describiría como una participación activa debido a que la mayoría de actividades sirvieron como motivación intrínseca en mi producción oral al momento de interactuar con otras personas y poder expresarme con libertad."*

As participant 4 mentioned ahead, she had an intrinsic motivation that permitted her to be involved and do her best throughout the 3-day process. There is a significance on the level of motivation that a person has in relation to a specific given task since depending on that, the quality on the results may vary at the end. In the case of this participant, her motivation was the set of activities that took part in the immersion and she categorized it as intrinsic since she felt the desire to perform in the project because of internal rewards. This means that in different scenarios such as an immersion camp or even in a classroom, students can be involved in the matter to develop because of their interests are on it and that is a fundamental part as the shyness and anxiety tend to fall and even disappear. In this study, it was noticed that the kind of activities developed, helped to create a comfortable environment and they worked as support to students feel relaxed and act because they were intrinsically motivated which encouraged them to be part of the dynamics and use the language.

IQ0P5: *"Creo que la decisión fue motivada principalmente por lo que yo fui asistente en la segunda y la tercera pues quede con la motivación de seguir participando y fue algo que llamó muchísimo mi atención porque*

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siento que el espacio de la inmersión, es un espacio en el que uno tiene la posibilidad de desarrollar las habilidades y competencias comunicativas en un escenario que es diferente al aula tradicional de clase".

In first instance, the fact that traditional classes still prevail in most of the Colombian academic institutions even universities, is a reality that took participant 5 to differentiate the type of actions performed in a normal class and in another scenario like the immersion program. Secondly, this participant mentioned the verity of developing communicative skills at being involved in this type of programs where the participants are exposed to the language with communicative purposes; different from typical classes in normal classrooms where students are more limited in the linguistic input they receive. Finally, the reality that students behave in different ways being in a classroom or outdoors as participant 5 noticed, is totally connected with the affective filter they have in a classroom. There, students' production is done with a specific interest or external reward such as a grade to finally pass the course; this is something that always pushes students to work, having as a result anxiety, stress and tension. In the immersion program, grades do not exist and it was demonstrated the good job that attendees did. Having a low affective filter, motivation and self-confidence raise and this situation is the right moment to learn by using the language and taking the risk.

Based on this research project, there were some affective and personal factors that influenced students' performance. It is relevant to state that every individual has certain characteristics in their bearing in front of certain situations; in this circumstance, the participants were practicing English in a different environment. The process of data analysis, certain aspects

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that influence participants' oral performance during a three-day immersion program were evidenced; some aspects contributed and others hindered participants' oral performance during the experience. Conforming to Macintyre and Charos (1996), some affective variables such as attitudes, motivation, shyness and anxiety exist and they affect the frequency that a speaker use the second language for communication purposes. This confirms that participants had to deal with different factors to produce and understand the language considering that in every interaction there were two or more speakers. In consonance with this, the students were facing different types of personality when they were communicating during the I.P.

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8. Research and pedagogical implications

This research project showed investigators an implementation of an immersion program to promote qualitative aspects of the spoken language for pre-service teachers which was executed in a public university in Colombia. Overall, there was conferred the active participation that was meaningful to this process as long as during the different activities the students were practicing the target language spontaneously. Moreover, the immersion was a non-academic activity in which the students were part of without receiving any award or grade from teachers, so every performance or participation was made by their own decision. In the same way, as the researchers were collaborators in the planning and operation process of the activities, they could analyze the participant's performance and behaviour further during the three day immersion. Based on this, it is considered that more commitment with the project in terms of being co-researchers, could contributed wider insight on the investigation process. Furthermore, posterior to the participants' practice in the program, the implications of a set of sessions in an immersion and the impressions concerning participants' needs, reactions and considerations could also be analyzed.

This study intends to provide an additional support for future immersion programs that can be implemented in a Colombian context which its principal objective could be encouraged students to practice a foreign language in an unusual environment. This type of immersions aim to promote a different field where the learners can use the target language to communicate in every situation. As the limitations were previously presented, there are some issues that can be improved in prospective research projects. Firstly, the creation of different scenarios, in which students get involved with the language in a communicative way, is a manner of solving the lack

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of practice that students of ELT programs in universities have due to the reduced amount of situations and locations where they can do it. Secondly, the engagement of students in the activities proposed by the staff of the program is a crucial part of executing an immersion; this can be only achieved by promoting a variety of activities taking into account all the participants' interests and needs in order to cover the total amount of attendants in the immersion program. To illustrate, the act of taking some foreigners to participate during the activities of the program is an idea to have in mind to practice both language and culture and to make participants get enrolled in the development of the dynamics. Finally, it must be said that the development of the activities need to be organized depending on the attendees' interests and desire to be part of them. To achieve this, directors of the project have to think about students' tiredness after being exposed to physical demanding activities, and their lack of disposition to participate in other activities.

Besides, different implications regarding the pedagogical area are relevant to be considered as consequence of the current research project. In first instance, it must be said that the main implication deals with the place and population that a program like the one implemented throughout this paper integrates. Thus, the importance of being a state university the one in charge of practicing this type of events is not significant, since the appropriation of these programs is not only about higher class institutions or even governmental direction. According to this, it is pertinent to state that in order to create an artificial environment to use English for communication, the population has to be in contact with suitable activities for pre-service teachers in a state university, to have a posterior impact in the oral skills when interacting with others. In this sense, the immersion program can be viewed as an opportunity to put the language

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into practice in different Colombian contexts, and even further. Thence, it can be applied in contexts like the one taken in this project or perhaps, language institutions and schools. This way, no matter the population, this will have a closeness to the language that is intended to practice.

To achieve the objective of implementing this program, it is a fundamental part to collect the staff members with their corresponding directors to plan a list of activities that can be related to each principle and that serve as action to practice the target language. After that, it is proper to make them aware of the roles that they will have along the program in order to organize the different types of activities and schedule them to have a control of the time and the frequency in which every activity is developed. This program has shown that the moments when activities regarding physical movements are executed, most of the times participants do not take part in the following activities due to tiredness. Accordingly, it is important to know in which moments the activities will be placed to avoid participants stay away from some others.

As everything is an ensemble, the process has to be in first instance carefully written. This study has demonstrated that immersion programs are valuable tools to help students with language oral production in a non-academic context in which students unconsciously learn different aspects of the language while no formal instruction is used. In this way, at the moment of implementing a program like the one of this study elsewhere, a fundamental aspect to have in mind is to train the staff members in the correct preparation and guidance for planning the activities for future execution. This is a feature that takes into consideration further components such as materials, and time required to implement and develop it, as clarified in the following paragraphs:

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In the first place, the study has another implication related to the collection of material in terms of physical resources such as papers, customs, videos and technological aids, ropes, balloons, balls, among others. Therefore, the creation of authentic activities or the reproduction of others already existent, is the vital part to give use to the elements previously mentioned, in that way accomplish the dynamics to put into practice the participants' language oral skills. Here, various professional development factors such as anticipated problems and anticipated solutions can emerge, and as the activities are designed and developed by the staff members who are teachers in development those aspects are beneficial to their professional growth. In this way, creating a journal with the aspects that did not go that well and need improvement could be used in future versions of the immersion for better execution in further sessions.

A condition intimately in connection to this, is the reality that this research project has demonstrated; the requirement for this type of programmes to be profitable is the necessity of time and support from coordinators that designers and developers of the activities have to overcome all the tasks with which they are given with such as the design of material and activities, linguistic preparation, activities organization, etc.

9. Limitations

As it was mentioned in previous chapters, this research project involved certain mobility from both researchers and participants which ended up in providing alternative opportunities to practice oral abilities in a non-academic environment. Consequently, working under this context implicated certain set of obstacles presented all along the execution of the immersion program and the development of the research study. In first instance, it must be highlighted the fact that the project was executed with the population from a state university in Pereira, Colombia with a reduced amount of participants randomly chosen. In this way, the information taken from the findings in this project could not be speculated nor misconceived with information taken from results of different projects. This means that, the projects implemented in other institutions that exist in the city or even the whole country, could depend on different variables that could have affected positively or negatively the study's results.

According to the previous data, during this project some variables out of the control of the researchers were presented all along the immersion program. Some of these interferences bear relation with affective factors, economical issues and suitable places to fulfill the necessities required. The first limitation involves the students' motivation towards the immersion activities implemented during the three days of program. At this point, motivation plays a fundamental role in the practice of the different dynamics taken to the program to achieve its main objective which was to promote the oral production in the foreign language. Throughout the process of the immersion program a number of activities were developed in order to encourage students' oral performance; among the activities, some were physically demanding and others embarrassed

participants in some way. As a result, due to diverse variables such as tiredness or lack of interest, some students decided not to participate in part of the activities based on the principles already mentioned. Based on this feature, the immersion staff proposed a flexible schedule where the participants could have free time in which they were able to be involved in different activities from their interests; thus, they kept practicing the language in a non-pressure manner.

Another limitation that was evidenced by the researchers, was the economical issue that some students of the Licenciatura en Lengua Inglesa program had due to the lack of financial resources. According to this, there were some learners who attended some versions but could not be part of the four events. This confirms the necessity of receiving economical support from institutions, universities or the government that could benefit programs as the one subject of matter. Then, it would be possible for learners to have a positive impact in terms of verbal production if they are enrolled in not only one but several versions of the program.

On the other hand, the main goal of this project was to foster interaction in English during the length of the program. However, the space and the amount of students allowed them to feel free to practice English, but there were some moments when participants switched to Spanish. As a consequence, it represented a big challenge the fact that the staff members were not able to monitor students' language performances. In this ground, there were some rules established making learners aware of the use of the target language. Moreover, some students were given the role to promote the foreign language among their partners. Conforming to Ely (1986) the motivation is an important role that allow students to feel comfortable at the moment to produce their beliefs in the target language and make them capable to provide strong opinions. Accordingly, the leaders of this project, in this case the staff members, had a relevant role to

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guide and help the learners to effectuate the practice of the language providing them language support and enjoyable activities.

In conclusion, as the immersion program was an innovative event in the Licenciatura en Lengua Inglesa program and its practices did not have a broad experience, different challenges appeared in the three days and with them, various limitations in the execution of the research project. In this way, the program aimed to overcome the boundaries and to achieve the main goals by integrating a set of principles with their own activities to make students produce orally in their target language. Moreover, these practices pointed to break the fear of participating with a special interest like a grade by including in the execution different strategies to avoid fear of failure in terms of academic performance. This indicated that participants had to feel free in a motivational environment for the complimentary practice, improvement of their oral language skills and strengthen the limitations with the experiences presented in previous versions of the program.

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10. Conclusions

This project intended to identify the impact of oral production, opportunities and techniques of the implementation of a three-day immersion program for pre-service teachers to promote the qualitative aspects of the spoken language. As it was mentioned before in the research questions of this project, the three sub questions will be displayed in three sections. Taking into consideration the data and its interpretation, it can be displayed that the practice of the foreign language in an immersion program brings favorable consequences in the qualitative aspects like fluency, phonology and interaction. In addition, there were found some aspects to improve in the field of the spoken language like insecurity to use the language due to lack of spaces to practice the language before the extracurricular program. Hence, there were three different aspects in which the study was based on and which had the most noticeable impacts having a growth in terms of linguistics and personality factors.

In first instance, teachers in development who were participants in the immersion program, expressed that the exposure to the language in an environment in which everybody do their best in the use of English to accomplish the different activities certainly push attendees to use all their potential and abilities. This means that, a key point to impact the language features is totally related with the interaction and exposure to the language to have as a result a better management of the oral skills. This is a subject matter investigated by Antón (1999) who argues that interactive exchanges in the foreign language provide opportunities to boost the practice of English to upgrade the level of proficiency. Therefore, it is concluded with information taken from interviews and surveys, that among the qualitative aspects of the spoken language, which are integrated in the different features of the language ruled out by the common European

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framework of references for the languages by the british council of Europe (2003), the ones noticed to have had an advance after the attendance to the program were fluency, phonology and accuracy. The participants and their performance had as a result a linguistic gain since their communicative skills were profited having conspicuous benefits by using an accurate and fluent speech.

Secondly, in accordance with the findings of this project, there was a challenge with the lack of scenarios where participants could practice an informal language previous to the immersion that allows them to negotiate meaning easily; when the participants were talking and sharing ideas with some foreigners in their free time, they faced a difficulty to find appropriate vocabulary and expressions to communicate their beliefs. According to Krashen (1981), it is stated that in the learning process the interaction between learners and how they use the foreign language is determined by the exposure that they have with it. In other words, it is necessary that students or in this case the participants, have more contact with the English language in different situations to interact more whether with the facilitator or with their partners. It is considered that every learner needs practice to acquire more experience of interacting with others using vocabulary and different expressions that can make a significant conversation. As a consequence, the implementation of more programs like the immersion in English in different institutions could provide to students the opportunity to practice the language and get more involved with informal language that can be useful in future situations.

As the immersion program is an extracurricular activity where academic purposes are not included, the students decided to be part of the project by their own initiative without obtaining a collegiate grade. In line with this, the motivation has a relevant role in the project by cause of the

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positive attitude to practice and performance the language during diverse activities. In agreement with Harmer (2012) it is relevant to determine the type of activities and how to apply them since the learners have different styles and preferences. In consonance with this, there were implemented a variety of exercises where sports, team-work, leadership, self-esteem, self-expression, intercultural awareness and interpersonal communication skills took placed. It is necessary to take into account different factors that can engage the student's attention according to different necessities that participants can face. In this case, the immersion scenario is an opportunity where the person who take the risk to talk and participate, could get a significant improvement in the oral skills and adapt the type of language according to the conditions. To illustrate this, the participants were motivated to be part of an experience that grant them the chance to perform and behave different in particular situations where the development of the events happened fluently. As the previous information proves favorable consequences, extracurricular programs required several activities where every individual can make a good use of his/her abilities and improve other aspects to fulfill goals.

All in all, it can be said that the aims the project had since the very beginning were achieved and after the exposure of students to the language in an environment that no matter was not native, the English was in constant use and the practice was successful. It should be highlighted that the impacts that students had in terms of qualitative aspects of the spoken language, personality and affective factors were promoted by the type of activities that were developed in the program as they permitted the total enrolment of students having an intrinsic motivation by not expecting a reward of any type such as a grade. Therefore, in line with Krashen (1982), the affective filter consists on an obstacle influenced by emotional variables that impedes the normal

acquisition of the language and prevention of learning. According to this, the program attained the goal of the attempt on the eradication of this barrier having positive results in the qualitative aspects like fluency, accuracy and pronunciation, raising the motivation and falling the anxiety levels. At the end, participants could have a good development through interaction among them and a great desire to take risks in order to accomplish every activity goal.

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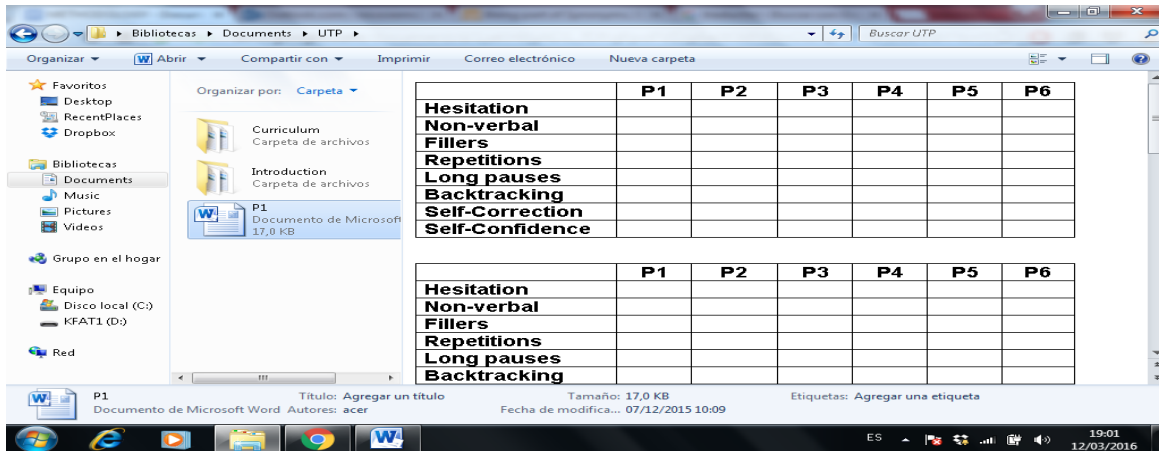
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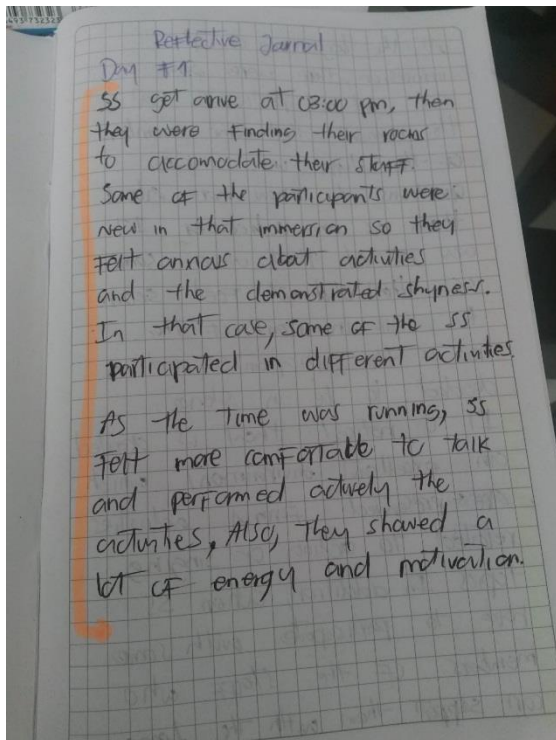
12. Appendixes

1.1 Observation field notes

2. Appendix

2.1 Reflective journals

3.Appendix

3.1 Survey

De ejemplos de aprendizajes específicos dados en la interacción con los extranjeros en cuanto a vocabulario, pronunciación, fluidez e interacción.
(12 respuestas)

How to take the floor, How to address new people, range of vocabulary and confidence

Esta experiencia permite interactuar con los demás y recibir retroalimentación por parte de los otros participantes.

Communicative discourse improvement

Slippery, new culture mean (german) , gretings chunks fluency, conversation initiative, pilgrims, YMCA prgram aknowledgement,

Antes de asistir a la primera versión inmersión me faltaba mucho vocabulario en general, no me sentia bien hablando debido a mi pronunciación y poca fluidez en el lenguaje. En esa inmersión aprendí palabras tales como: "disgusting, difference between life and live, and accommodate. Para mi fue un gran avance tratar de habla sin tener presente los errores gramaticales que tanto miedo produce y además la interacción con nuevas personas, me hizo sentir que todos estamos aprendiendo.

Vocabulary related to the different activities developed in the immersion, real life vocabulary, functional language different from the academic one; having good pronunciation models makes you aware of your own aspects to improve; being surrounded by people who are also trying their best to use English all the time, definitely push you to do better; and finally, because it is a context in which you are expected to interact with others, well, sooner or later you end up doing it.

Uso de lenguaje en la practica

Aprendí un poco sobre la cultura americana y todas las actividades desarrolladas fueron excelentes.

Aprendí a mejorar la pronunciación de algunas palabras

Interacción con nuevas personas a través del uso la lengua extranjera, fluidez al momento de tener una conversación extendida con uno o más interlocutores, pronunciación de palabras complejas como "world" gracias a la influencia de hablantes nativos y uso apropiado de la entonación con el fin de transmitir el mensaje correcto (pregunta, enunciado, etc.) Igualmente por la influencia de invitados extranjeros.

3.2 Survey
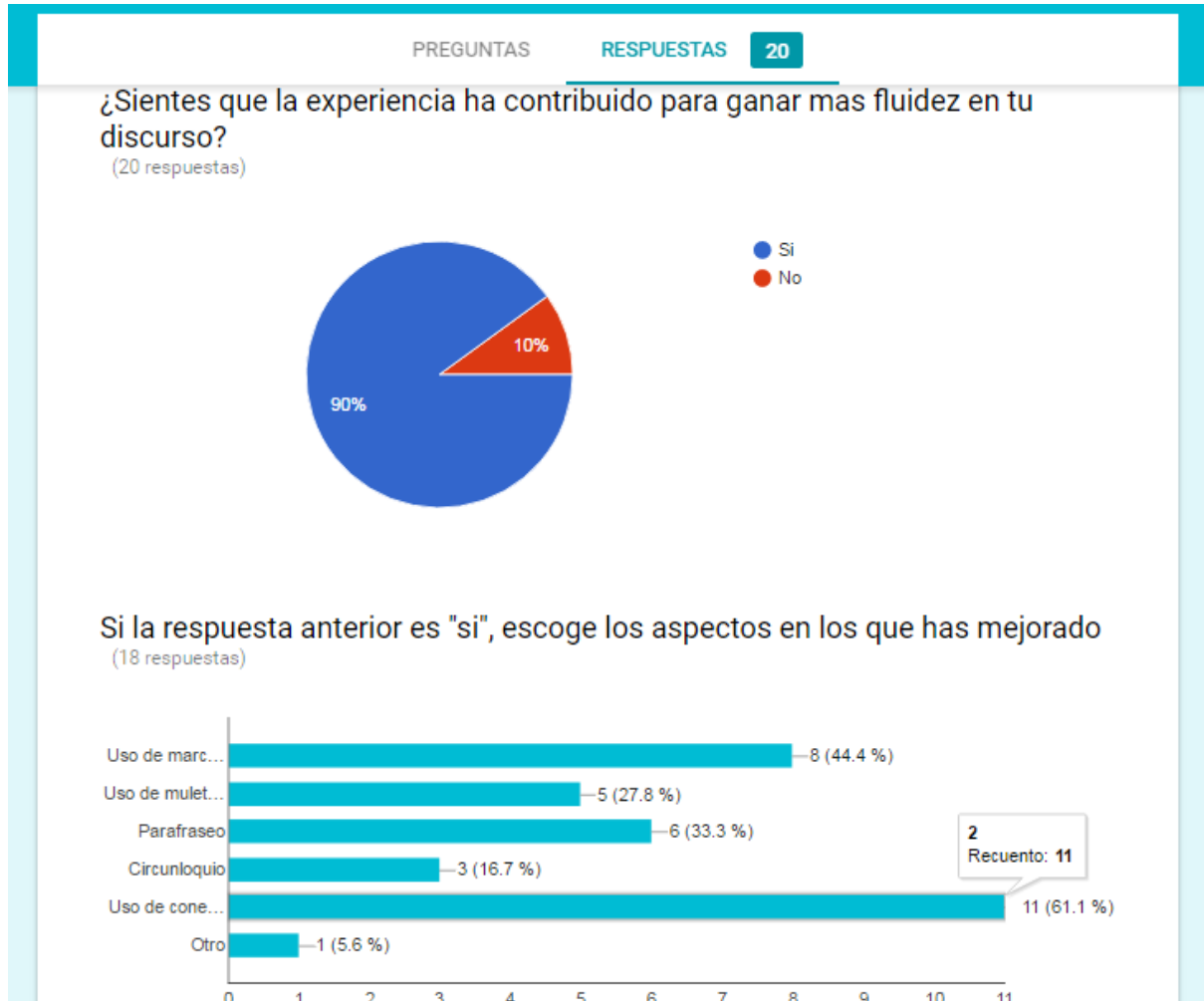
4. Appendix

4.1 Consent form

Formulario de consentimiento de partición en la investigación "A three days Immersion program: An experience to promote oral fluency on a group of pre-services teachers"

Investigadores: Nicolás Sierra M & Laura Suárez G.

"Immersion Program: An Experience to Promote the Qualitative Aspects of the Spoken Language"

Introducción

De acuerdo al programa de Inmersión, este formulario de consentimiento va dirigido a los estudiantes del programa de "Licenciatura en Lengua Inglesa" de la "Universidad Tecnológica de Pereira" que participaron en la tercera versión del programa de Inmersión LLI Outdoors. El objetivo de este documento es obtener consentimiento sobre la recopilación de los datos del proceso del estudio "The Immersion program: An experience to promote oral fluency on a group of pre-services teachers".

Explicación del estudio

El propósito de ésta investigación es evidenciar cómo se promueve la fluidez oral en un grupo de participantes a través de un programa de Inmersión de 3 días. En éste estudio se tiene en cuenta la información de 6 estudiantes seleccionados de manera aleatoria que voluntariamente harán parte de diferentes actividades que desarrollen la promoción de la fluidez oral. Los datos se recolectarán mediante observaciones, fotos, videos, notas y diarios de los investigadores durante tres días.

Confidencialidad

La información que se recolecta durante este estudio será confidencial y será utilizada sólo para propósitos investigativos. Esto significa que su identidad solo la sabrán los investigadores del estudio. Los resultados y los datos serán almacenados en un computador y las personas ajenas al proceso de investigación no tendrán acceso a ella.

Participación

"Immersion Program: An Experience to Promote the Qualitative Aspects of the Spoken Language"

La participación en este proceso de estudio es estrictamente voluntaria. Si en algún momento usted decide renunciar a éste proceso, la decisión debe ser anunciada a los investigadores. No habrá alguna remuneración monetaria durante el proceso. Si en algún momento tiene alguna duda sobre su participación puede contactar a Nicolás Sierra M. mediante su número celular 313 770 6899, a su correo electrónico nicosierra1594@gmail.com o a Laura Suárez G. mediante su número celular 316 8655219, a su correo electrónico laurasuarezg@utp.edu.co

Compromiso de los investigadores

Ya ha sido explicado detalladamente a cada participante sobre el proyecto que se llevará a cabo basado en la Inmersión en la que ellos han participado. De igual manera, se resolvieron todas las preguntas acerca de las dudas de los participantes.

Firma del investigador 1: _____

Firma del investigador 2:_____

Consentimiento del participante:

Ya he leído la información que en esta carta de consentimiento se provee y todas mis preguntas fueron respondidas para mi satisfacción. Estoy de acuerdo en participar voluntariamente en este estudio.

Firma: _____ Fecha: _____