

The Effectiveness of a Program based on Language Immersion Model in Developing Kindergarteners' EFL Oral skills

**A thesis submitted in partial fulfillment of the
for the Master Degree of Education requirements**

By

Rania Said Mahrous ElBarkey

English teacher at Khodair Private School

Dr. Ahmed Hassan seifeddin
Professor of EFL Curriculum &
instruction, Faculty of Education,
Menoufia University

Dr. Heba Elsayed Elghotmy
Assistant Professor of EFL
Curriculum instruction, Faculty of
Education, Menoufia University

Blind Reviewed Journal

فاعلية برنامج قائم على نموذج الغمر اللغوى لتنمية المهارات الشفهية لدى اطفال الروضة

إعداد

أ. رانيا سعيد محروس البرقى

أ.د/ أحمد حسن سيف الدين

أستاذ المناهج وطرق تدريس اللغة الانجليزية المتفرغ
كلية التربية - جامعة المنوفية

د/ هبة السيد الغتمي

أستاذ المناهج وطرق تدريس اللغة الانجليزية المساعد
كلية التربية - جامعة المنوفية

تاريخ قبول البحث : ٢٥ / ٧ / ٢٠٢١

المستخلص

تاريخ إستلام البحث : ٣ / ٧ / ٢٠٢١

تناولت الدراسة الحالية فاعلية برنامج قائم على نموذج الغمر اللغوى لتنمية المهارات الشفهية لدى اطفال الروضة. شارك فى الدراسة ٦٠ طفل مقسمين على مجموعتين ٣٠ طفل فى المجموعة التجريبية والتي كانت تدرس مستخدمة البرنامج القائم على الغمر اللغوى و ٣٠ طفل فى المجموعة الضابطة. تم قياس المهارات الشفهية (الاستماع والتحدث) لدى الاطفال عن طريق الاختبار قبل وبعد تطبيق البرنامج الذى استمر لمدة فصل دراسى كامل، ثلاث مرات اسبوعيا. أظهر التحليل الاحصائى للنتائج وجود فروق ذات دلالة احصائية عند مستوى دلالة(٠,٠٥) بين درجات طلاب المجموعة التجريبية ودرجات طلاب المجموعة الضابطة فى المهارات الشفهية لصالح طلاب المجموعة التجريبية. مما يؤكد فاعلية البرنامج القائم على الغمر اللغوى فى تنمية المهارات الشفهية لدى اطفال الروضة

الكلمات المفتاحية : نموذج الغمر اللغوى، المهارات الشفهية، اطفال الروضة

The Effectiveness of a Program based on Language Immersion Model in Developing Kindergarteners' EFL Oral skills

By

Rania Said Mahrous ElBarkey

Dr. Ahmed Hassan seifeddin

Professor of EFL Curriculum &
instruction, Faculty of Education,
Menoufia University

Dr. Heba Elsayed Elghotmy

Assistant Professor of EFL Curriculum
instruction, Faculty of Education, Menoufia
University

ABSTRACT

The current study aimed at developing English Oral skills through using a program based on language immersion model. Sixty students were randomly divided into two groups: experimental (n= 30) and control (n=30). The experimental group received a program based on language immersion whereas the control group received regular instruction. An EFL Oral skills pre-posttest was prepared and administered. The oral skills test was scored using a rubric prepared by the present study researcher. Results confirmed the significant effect of the program based on language immersion model on developing the oral skills. The students of the experimental group outperformed those of the control one.

Key words: language immersion model, EFL Oral skills, and kindergartener

1.1 Introduction

"Oral Language is the child's first, most important, and most frequently used structured medium of communication. It is the primary means through which each individual child will be enabled to structure, to evaluate, to describe and to control his/her experience" (Law, 2015, p.10). In addition, and most significantly, "oral language is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it" (Archer, et al, 2012.)

At its most basic level, oral language is about communicating with other people. It involves a process of utilizing thinking, knowledge and skills in order to speak and listen effectively. As such, it is central to the lives of all people (Undiyaundeye&Julius, 2018). Oral language permeates every facet of the primary school curriculum. The development of oral language is given an importance as great as that of reading and writing, at every level, in the curriculum. It has an equal weighting with them in the integrated language process (Christ et. el, 2010.)

Although the Curriculum places a strong emphasis on oral language, it has been widely acknowledged that the implementation of the oral language strand has proved challenging and "there is evidence that some teachers may have struggled to implement this component because the underlying framework was unclear to them" (NCCA, 2012, pgpp. 10.)

Immersion teaching methods have shown a marked improvement over ear-lier language teaching approaches, such as the grammar translation and the audio-lingual methods of the 1960s. The central characteristic of immersion is the teaching of language, content, and culture in combination without the use of the student's first language. Students are taught a foreign language they initially don't understand through the use of a variety of context clues provided by the teacher (Rehner, 2003.)

1.2 Background of the problem

The problem of the current research is derived from the following resources :

First, as far as the researcher of the current study knows, due to her work as a member of teaching staff, most second stage kindergarteners' listening

and speaking is poor, most of them couldn't speak fluently or correctly. Their performance reflected weakness in their oral skills.

Second, the review of some related studies, which tackled EFL learner's level of listening and speaking skills, revealed that there is a weakness in their oral skills (Youssef, 2016; Al-khuli, 2000; Abdel-Halim, 2004; Kassem, 2006; El-Baseel, 2008).

Third a Pilot Study was conducted to confirm, document and diagnose the problem on a real, scientific basis. The researcher administered an EFL oral test to a sample of 50 children from the second stage of kindergarten of Abo-Bkr primary school and Alnhda primary school, Berket Alsabaa participated in the study during the second semester of the 2017-2018 school year. Findings revealed the apparent weakness in their EFL oral skills .

1.3 Statement of the problem

The problem of the current study lies in the weakness of EFL oral skills. This weakness may be due to several reasons such as unsuitable teaching and learning methods and approaches used to enhance oral skills, insufficient time devoted to this aim, and inappropriate teaching and learning aids. That is why the current study attempted to investigate the effectiveness of a program based on language immersion model in developing kindergartener's EFL oral skills.

1.4 Purpose of the study

The current study aims at developing 2nd stage of kindergarten children's oral skills (listening and speaking) through using a program based on language immersion model.

1.5 Questions of the study

To achieve the aim of the study, the researcher formulated the following questions:

Main question

What is the effectiveness of an Immersion based program in developing kindergarteners' EFL overall oral skills?

Out of this main question, the following sub questions **were stated**:

- 1- What are the oral skills 2nd stage kindergarteners should have?
- 2- To what extent is the immersion program effective in developing 2nd stage kindergarteners' listening skills?
- 3- To what extent is the immersion program effective in developing 2nd stage kindergarteners' speaking skills?

1.6 Hypotheses of the study

The researcher has reached the following research hypotheses:

- 1) There would be a statistically significant difference between the mean scores of the experimental group and control group in the posttest on English listening skills in favor of the experimental group.
- 2) There would be a statistically significant difference between the mean scores of the experimental group and control group in the posttest on English speaking skills i significant in favor of the experimental group.
- 3) There would be a statistically significant difference between the mean scores of the experimental group and control group in the posttest on English overall oral skills in favor of the experimental group.

1.7 Design of the study

The study used the quasi experimental method to verify the feasibility of the Language Immersion Model in teaching and developing English listening and speaking skills for 2nd year kindergarten stage children.

1.8 Delimitations of the study

1. The study was delimited to using the Language Immersion Model to develop oral skills for 2nd year kindergarten stage children .
2. The instructional time of the study lasted for three months from 17th for February to 16th of May.
3. The study was administrated at Gharib Elsheikh Primary school in Birket Al-Sabaa Educational District.

1.9 Significance of the study

This research could be significant to:

a. kindergarteners (kg2): Developing their listening and speaking in an attractive manner as the suggested program uses interesting stories, songs and pictures that are appealing and interesting. The suggested program offers a new intervention and effective devices to develop children's language skills in general and oral skills in particular.

b- Teachers of KG1 and KG2: as it directs their attention to using the immersion model in developing kindergarteners' oral skills.

c. Curriculum planners: as it draws their attention to the importance of the immersion language model in EFL teaching and learning.

d. EFL researchers: as it provides a theoretical foundation that researchers can build on in the field of language immersion model.

1.10 Definition of terms

Language Immersion Model

Language Immersion Model is defined as the delivery of the foreign language curriculum to learners in an immersed foreign language learning environment (Luan, et al, 2011).

Language Immersion Model means the teaching of language, content and culture in combination through the use of a variety context clues provided by the teacher without the use of students' first language (Rehner, et al, 2003).

Language Immersion Model is defined operationally in the current study as a model of foreign language instruction in which the foreign language is the major vehicle for content instruction and communication. Immersion strategies used to teach students without using the mother tongue .

EFL Oral skills

According to the national institute for literacy (2009:14) "it is a critical foundation for reading, writing, and spelling, and it is the engine of learning and thinking". As Fortune (2008) stated oral skills is the ability to speak and listen, it is closely related to the development of thinking and reading and it is the vehicle for increasing someone abilities and knowledge.

Oral language development as Eisenhart (2007) argued is the duality of learning language, it is divided into receptive language which is the ability to understand spoken language and get its meaning and expressive language which is the ability to use words, speak and convey the meaning.

In the present study oral skills refers to "children's abilities to listen attentively to English and to use it orally with correct pronunciation to express themselves or as a response to others."

2. Review of literature

2.1 . Oral Skills

Oral communication is the process of expressing information or ideas by word of mouth. It includes the abilities to speak and listen effectively for the purposes of informing, persuading, and relating. Students engage in these abilities in different types of interactions, including public speaking (e.g., formal presentations), small groups, and one-on-one conversations (Huang, 2010; Archer et al, 2012; christ et al, 2010; Law, 2015).

There is a tendency to define oral communication narrowly, i.e., merely focusing on speaking and listening skills separately. Traditionally, people describe speaking skills in a context of public speaking (Macrory, 2001). One trend has been to focus on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems (Bond et al, 2009). A third trend has been to focus on essential competencies needed for everyday life — for example, giving directions, asking for information, or providing necessary information in an emergency situation. Many of these broader views stress that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components (Palos, 2014).

For most people, the ability to speak a language is synonymous to knowing the target language since speech is the most basic means of human communication .In this sense, communication involves enabling someone else to understand what we want to tell them, which is often referred to as our message (Kirkland et al, 2005). Not only facts are communicated, but opinions and emotions are also transmitted in everyday situations. Following Lynch's perspective, aside from communicating ideas, feelings, and emotions to others orally, humans negotiate ideas and transfer views on life to the rest of the world through spoken language. According to Massey (2004), There are two types of spoken language: interpersonal or interactional and transactional. The former has to do with a chat in which one person offers a topic for comment by the other person. It is characterized by constantly shifting topics and a great deal of agreement on them. The latest happens when the purpose of the producer of the message is to convey information. Furthermore, in the classroom there are two kinds of interaction: teacher-

learner, or learner-learner interaction (Macrory,2001). These dynamics enhance not only the learners' opportunities to speak, but also help reduce the psychological border of public performance. As to the practical benefits of being equipped with oral communication skills, proficient oral communication has been emphasized in several studies as necessary for academic and professional success (Lazarton, 2001).

There are three main reasons to encourage EFL students to speak in the classroom. First, students are provided with rehearsal opportunities. Second, oral practice offers feedback to teachers and learners. In other words, while interacting, instant corrections can be made in the conversation. Third, speaking practice helps learners become automatic users of various elements of language such expressions, codes, grammar structures, and phonics among others (Hammer, 2007).

In addition to Brown (2007;), Murphy and Evangelou, (2016;), and Massey, (2004), the speaking strategies that learners may use to succeed in a speaking task have to do with asking for clarification, asking someone to repeat something, using fillers in order to get time to shape their thoughts or ideas before speaking, using conversation maintenance cues, getting someone's attention, using paraphrases, appealing for assistance from the interlocutor, using formulaic expressions, and using mind and nonverbal expressions to convey meaning.

Tuan et el, 2015; Murphy & Evangelou, 2016; Rao, 2018 point out eight factors that determine the difficultness of speaking. **These include :**

(¹)Clustering in which speech is phrasal; not word by word; (2) redundancy, or the over-use of words to clarify meaning; (3) reduced forms, or the use of contractions, elisions, and reduced vowels;

(^٤)Performance variables which are related to hesitations, pauses, backtracking, and corrections;

(^٥)Colloquial language in which learners relate words with idioms and phrases; (6) rate of delivery which helps learners to achieve an acceptable speed along with other attributes of fluency; (7) Stress, rhythm, and intonation which are the most important characteristics of pronunciation used to convey meaning; and(8) interaction, or the creativity of conversational negotiation. With the previous factors in mind, a teacher can start planning lessons carefully based on the difficulty of the task.

Furthermore, Brown 2007; Bond & Wasik, 2009 assert that there exist principles for teaching speaking listed as: focusing on fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, linking speaking and listening, giving opportunities for oral communication, and encouraging the development of speaking strategies.

2.1.2. Teacher's role in increasing children's oral skills.

A primary way of helping children participate as listeners and speakers in conversation is for teachers to model good listening and speaking techniques themselves. Following are some guidelines teachers can do to increase children's listening and speaking skills, Deason (2012:)

- When children are speaking, get down to their eye level. It is difficult to keep up a conversation with someone when you must keep looking up
- Treat children as if they are skilled at conversation. Give them your full attention and focus on what they say. Ask open-ended questions to follow up on what they share (Rao, 2018).
- Speak to all children, even those who may have language delays or who are English language learners.
- Bond&Wasik (2009) Ask children questions about things to which you do not know the answer. Questions that ask children to reflect on a topic or to formulate opinions and explain them not only show children that you value their ideas but also encourage them to think about their own feelings and ideas. Don't give up if children don't respond well the first time. Sometimes this kind of questioning and responding takes more deliberate probing and time for children to develop this skill
- Help children learn to listen to one another. When adult's value is listening to children and to each other, children will notice this. Adults must also, however, be intentional in giving children the skills to listen to one another. Some teachers find that giving the speaker a prop, such as a stuffed animal or other small object, while speaking to the group helps distinguish whose turn it is to talk. (Jalong, 2008).
- Limit group time and small group discussions to a reasonable time limit for young children. Their ability to stay attuned to a lengthy discussion is incomplete at this age. When attention is wandering, it is best to bring closure to the activity and transition to something else. Record, both by

writing on chart paper and audio, transcripts of discussions so that children can hear and have read back to them things that were shared (Massey 2004).

- Value all the home languages of the children in the class, including sign language for the hearing impaired. For the benefit of English language learners and everyone else, learn some of the key words and phrases in the languages represented in the group, record them, create word/picture cards, and provide them in a listening center. This way, children can learn some important words in another language and support the speaker of that language (Koran, 2015).
- Help children learn to listen and to ask questions by having "Show and Ask" rather than "Show and Tell." As children bring in items or objects to talk about, have the rest of the group think of questions to ask the speaker about the item. This helps children become better listeners as well as learn how to ask questions. (Jalongo, 2008).

2.1.3. The components of oral skills: listening and speaking skills

Massey, 2004; Bond & Wasik, 2009; Undiyaundeye & Julius, 2018 from a linguistic point of view, the overall skills of oral skills can be dichotomized into its component-skills namely, listening skills and speaking skills. These two skills can stand independently in their respective significance as macro skills of English. However, they are viewed in this study as the indicators of oral skills. The two are discussed below their roles in oral skills.

2.1.3.1. Listening

To listen, according to De vera (2018) is to attach "meaning to the aural symbols perceived". Worthington (2008) also said that listening is more complicated than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding. Similarly Guan et al. 2010; Dc Vera 2005; Purdy, 2011 defined listening as the ability to receive, construct meaning from, and respond to spoken and non-verbal messages. Active listening involves literal and critical comprehension of the ideas and information being communicated orally.

While "to listen" is rooted in terms that connote attention and silent obedience, "to hear" has more to do with the perception of sound and the

faculties of the ear (Lipari, 2010; Bodie & Crick, 2014; Stepanovienc ,2012; Jones 2011).

According to de Ruter & Wetzels, 2000; Bodie et al 2008 listening is a set of interrelated activities, including apparent attentiveness, nonverbal behavioral responses. Meanwhile Bostorm (2011) defined listening as being process and retention of information in the interpersonal context.

2.1.3.2. Speaking

Speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004: 1) argues that “speaking in a foreign language is very difficult and competence in speaking takes a long time to develop”. The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing. Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005; Achmad and Yusuf 2014; Alonso, 2014).

2.2. The Immersion Model

Foreign language immersion is an approach to teaching another language that involves immersing students in the target language throughout another language that involves immersing students in the target language throughout the school day (luan et el, 2011). Teachers speak only the target language to teach academic subjects, using wide range of instructional strategies .The ultimate goal of this type of program is for students to become proficient in the target language in addition to English, and to develop increased cultural awareness while reaching a high level of academic achievement (Fortune & Tedick, 2008).

Foreign language immersion programs, also referred to so one-way immersion programs, are designed for English-speaking students. They vary in intensity and structure according to the model implemented (Curtain & Dahlberg, 2004).

2.2.1. Definition of Immersion

Language immersion is a pproach of teaching language in which the target language is used as both curriculum content and media of instruction. Immersion is defined as a method of foreign language instruction in which the foreign language is the major vehicle for content instruction and communication (Doyle, 2005; Lyster& Genesee,2012; Luan& Guo 2011).

2.2.2. Features of immersion

The typical characteristic of immersion is to integrate the teaching of language, content, and culture without using students' first language (Francis & Reyhner, 2003).

Although the purpose and types of immersion vary greatly, one salient feature of immersion is that a communicative approach is used to conduct second/foreign language instruction and language use is stressed for meaningful communication in appropriate contexts in the language, classroom (Brinton,et al 2003).

By offering students authentic and meaningful learning, immersion programs mesh with the concept that language learning in children should be a systematic process that enhances both language use and language teaching Swain, (2000); Bostwick, (2005) state that the four goals of immersion are to develop the FL proficiency skills, ensure immersion students' develop the L1 competency and skills equal to those of mainstream students, impart a mastery of subject contents, and improve the students' understanding of other cultures.

Kinberg(2001) summarize the key features of immersion programs, emphasizing the additive and bilingual nature of their curriculum and culture as core principles .

Swain and Lapkin (2005) redefined some of these features based on their review of three important studies on the immersion programs in Canada.

The immersion medium of instruction is referred to as immersion language rather than the L2, as, for many students coming from immigrant or multilingual background, the immersion medium for instruction may be their L3 or L4; overt support must be given, not only to the L1, but to all home languages. As Swain and Lapkin (2005, p. 172) claim, the classroom needs

to recognize and reflect the students' native cultures, not just the L1 local culture. This redefinition shows the importance of taking changing contexts into account in research studies.

2.4. Teaching language in an immersion classroom

Teaching immersion is not just teaching a foreign language (Met, 2002). The primary rationale for immersion programs is that a new language is best imparted to students by using it as a medium of instruction, as opposed to simply teaching the language as an isolated subject? It is the desire to search for meaning and to manipulate and master the subject content that motivates the child to learn the language (Myers, 2009). Children need to view the immersion language as a valuable communication tool for expressing ideas and feelings on a wide variety of subjects. Consequently, the learners must be surrounded by language, and involved in tasks that are meaningful and relevant to them (Tedick, 2011). Keeping curriculum objectives in mind, it is also to allow students to regularly guide the teacher in identifying the language they wish to acquire. This will motivate students and contribute significantly to an incidental, effective and much more natural acquisition of language (CAL, 2006).

Through a balanced literacy program, students in immersion classes acquire reading, writing speaking and listening skills, which are developed through modeled, shared, guided and independent language activities across the curriculum. On-going exposure to the immersion language within school setting through narrative and informational texts, a variety of audio-visual sources and technologies, as well as through visits from fluent speakers of the immersion language, provides students with opportunities to learn and to communicate in a natural, authentic environment (Mougeon, 2010). With time, students develop a growing facility and fluency in their second language as a result of varied exposure to and use of this language, especially that modeled by the teacher. It is essential that the teacher constantly model the language that is appropriate and necessary for the acquisition of academic knowledge and skills, along with the language conventions necessary for everyday communication (Nascimento, 2017).

Effective strategies utilized by immersion teachers include demonstrations, shared construction of messages, frequent opportunities to

practice the second language in guided and independent situations, as well as constant feedback to the learner .The teacher must continually assess the level of development of the children's language in order to provide appropriate activities which respond to their immediate needs (Patterson et el, 2011). All good language teachers employ a variety of methods to teach language across the curriculum .The strategies and activities in immersion do not differ substantially from those in the regular program .There is, however, a difference in how the teacher prepares for these activities (Cummins, 2009).

The immersion teacher is required to pre-teach the key vocabulary and structures that the students will encounter in classroom activities .In this way, when they are asked to complete work, either independently or collaboratively with their peers, they will have the necessary vocabulary to do so .What is important in immersion is that language skills need to be taught and applied in context so that children see them as meaningful (Turnbull et el, 2011).

Children must be encouraged to let the teacher know what they feel is important and what they want talk about within the selected thematic unit so that the teacher can provide them with the necessary language .This is the language that is often most easily retained by the student. The classroom must become an environment that promotes second language learning (Walker et el, 2000).In this regard, there are basic conditions and an appropriate teaching methodology that facilitate second language learning in an immersion context and enhance students' knowledge and skills in manipulating the language .The balanced literacy approach lies at the core of this methodology (Antonio et al, 2015).

3. Method

3.1. participants of the study

The participants of the present study were 60 children. They were selected from the second stage of kindergarten at Gharib Elsheikh Primary school. They were divided into two groups experimental and control.

3.2. Instruments and Instructional Materials of the Study

3.2.1. EFL oral skills checklist

EFL oral skills checklist was used to set the oral skills suitable for the second stage of kindergarten. The skills included in the checklist were determined through reviewing literature and related studies connected with developing oral skills, in addition to the objective of curriculum.

The content of the checklist

The EFL oral skills checklist consisted of two main parts: Basic skills (four items) and sub-skills (fourteen items). These skills rated by a panel of jury of specialists in methods of teaching English according to a rating scale containing three alternatives: appropriate, to some degree and not appropriate. Furthermore, the jurors were required to add any oral skills they considered important.

Validity of the checklist

The checklist was submitted to a jury of specialists in methods of teaching English. The appropriateness of the EFL oral skills included in the checklist was approved by the jury of members.

3.2.2 EFL oral skills test

The second instrument used in this study was EFL oral skills test. It was used to measure oral skills of both control and experimental group. The test was designed for the sample of the study represented by the second stage of the kindergarten .

Aim of the oral skills test

The test was used as a pre-test to determine the entry level of the participants in oral skills, and as a post-test to investigate the effectiveness of a program based on language immersion model on the participants' oral skills.

Description of the test

After reviewing the literature concerning the types of question that can be used to test the oral skills, the researcher constructed the test, taking into consideration the following points :

1. The test covered the two target oral skills.
2. The test was suitable in length, complexity, and familiarity of the topics.

The test consisted of two parts:

The first part tested children's vocabulary and phoneme awareness. It consists of five questions.

The second part tested children's text comprehension and fluency. It consisted of two questions.

Test validity

The EFL oral skills test was submitted to a panel of specialists in teaching English as a foreign Language to judge test validity in terms of clarity and suitability. They were requested to add, remove, or modify any part as they see fit. Some valuable remarks were provided, and then taken into consideration. Modifications were made.

Test reliability

Reliability of the test was determined using the test-retest method. The test was administered twice to a sample of 30 students of the second level of kindergarten, Gharib Elsheikh Primary School having an interval of week. The correlation coefficients between the children's scores of the test in the two applications were calculated .

Test Timing

The time of the test was calculated during the pilot administration of the test. The researcher calculated the time according to the following equation:

The sum of each pupil's time (1800)

$$\text{Test time} = \frac{\text{The sum of each pupil's time (1800)}}{\text{Pupil's number (30)}}$$

Accordingly, the time of the test was (60) minutes.

Test scoring

The oral skills test was corrected using a rubric presented by the present study researcher. She used an analytical scoring "rubric" based on the

checklist of oral skills necessary for 2nd stage of kindergarten children, the researcher took into consideration that this oral skills checklist contained two main sub skills: listening and speaking skills. Listening skills contains two sub skills: vocabulary and phoneme awareness. Speaking concerned with comprehension and fluency. Each skill was scored on basis of a scoring scale from (A) =4 to (D) =1, where “A” represented the highest performance level, while “D” represented the lowest performance level.

Regarding vocabulary, there are four sub skills and two sub skills in phoneme wariness. The maximum mark of the skills is 4. So, the total score of the listening tasks is 24 score. In text comprehension, there are four sub skills, while there are also four sub skills in fluency. The maximum grade of the skill is four. So, the total score of speaking tasks in the test is 32. The total mark of the rubric was 56. The rubric was used to score every part of the test.

3.2.3 An EFL Oral Skills Rubric

For developing the rubric, the researcher has made use of some rubrics and passed some steps. First, she identified the oral skills on which children were. Second, the researcher assigned the scoring sale of the rubric. Third she classified the levels required in each scoring criterion of “A”,”B”,”C” and “D” according to what suits 2nd stage of kindergarten children.

3.2.4 English Immersion Program

Program aim and objectives

By the end of the proposed program, students would be able to:

- (١) Discriminate between words.
- (٢) Identify stressed words and group of words.
- (٣) Build their oral vocabularies.
- (٤) Follow oral direction.
- (٥) Discriminate between the sounds of letters and words.
- (٦) Recognize rhyming with the same end .
- (٧) Identify functions (e.g. greetings).
- (٨) Use background and context to predict and then confirm meaning.
- (٩) Give appropriate feed back to the speaker.
- (١٠) Recall a story or giving information.
- (١١) Participate effectively in classroom language activities.
- (١٢) Share personal experience and feelings in relation to classroom topics.

(١٣) Speak clearly and fluently.

(١٤) Communicate effectively with teachers and peers.

Program Description

The program is based on the oral skills “listening and speaking” which are suitable for kindergarten. It relied on the immersion model which provides rich environment and encourages an integration of listening and speaking. The training program in its final form includes ten units. Each unit contains three sessions. Each session begins with the learning objectives which students will acquire by the end of the session; the instructional aids used the estimated time and the organization through the process of training. Training Techniques included in the program are: Teacher explanation, modeling, group work, pair work, guided discussion and guided practice. The instructional aids included audio files, flashcards, and animated videos. The ten units of the training program seek to improve the oral skills of kindergarten using different topics.

Program activities

1. Native speaker visit.
2. Audio immersion via transcription.
3. Video immersion.
4. Food safari.
5. Historical flashback
6. Ritual Investigation.
7. Site visits
8. Word games and alphabet fun
9. Storytelling
10. Learn something new.
11. Listen for the hidden word.
12. Describe the.....
13. Stand up/ sit down
14. Classroom meetings.

To enrich the learning environment and to meet the student’s various learning needs, the researchers used the www.youtube.com site to add some content-related videos. These videos provided more information, simplification and motivation.

4. Results and Discussion

4.1. First: Results of the EFL Oral skills Test

This section summarize the data collected from administrating the EFL Oral skills test to the two groups before and after the experimentation and the stastistical treatment of the data. Statistical Package for the social science

(SPSS, version 12) was used to analyze students' scores on the pre and posttest. Results are shown in the light of the study hypotheses and questions.

4.1.1. Results of the pre-test

The EFL oral skills test was administrated as a pre-test to both groups to specify their entry level .

Table (1) T-test results of the pre-test comparing the control and the experimental groups in oral skills test before using the immersion model.

Test categories	group	No.	Mean	S. D	D.f	T-value	Significance Level
vocabulary	Experimental	30	7.30	1.84	58	0.367	Not significant
	control	30	7.46	1.67			
Phoneme Awareness	Experimental	30	5.86	2.56	58	0.257	Not significant
	control	30	6.03	2.45			
Text comprehension	Experimental	30	2.20	0.92	58	1.73	Not significant
	control	30	1.73	1.14			
fluency	Experimental	30	2.21	0.91	58	1.73	Not significant
	control	30	1.69	1.13			
Total	Experimental	30	15.76	4.73	58	0.488	Not significant
	control	30	15.16	4.79			

As table (1) shows, the t-value of the overall oral skills are .488 which is not statistically significant. It means that there is no significant difference

between the experimental and the control group regarding their oral skills. Besides, the t- value of the four skills of participants is 0.367, 0.257, 1.73, and 1.73orderly. This result indicated that the difference between the two groups regarding the four skills is statistically insignificant .

Table (2) T-test results of the posttest comparing the control and the experimental groups in oral skills test after using the immersion model.

oral Skills	Group	No.	Mean	S.D.	D.F	T-Value	Significant level
Vocabulary	Experimental	30	18.50	1.38	58	21.88	0.05
	Control	30	9.93	1.63			
Phoneme Awareness	Experimental	30	17.33	2.77	58	14.67	0.05
	Control	30	7.90	2.17			
Comprehension	Experimental	30	17.50	1.28	58	20.89	0.05
	Control	30	8.91	1.59			
Fluency	Experimental	30	17.33	2.77	58	14.67	0.05
	Control	30	7.90	2.17			
Total	Control	30	34.88	4.82	58	19.11	0.05
	Experimental	30	15.23	3.14			

- By comparing the mean scores of the experimental group and the control group in the oral skills overall, it was noticed that the mean scores of the experimental group are higher than the mean scores of the control group. The researcher attributed this to using the Immersion Model training for the experimental group .

- T-value is statistically significant at the level (0.05) between the mean scores of the experimental and the control group in the oral skills test .

The results of the current study might be due to the following:

The main purpose of this study was to identify the effect of Immersion Model in developing oral skills of kindergarten's children. The results indicated and assured the importance of immersion model training program in developing children's oral skills including the main sub-skills: listening and speaking. The Immersion Model training program is important because it regulates and directs the language learning process .

The findings of the present study showed a statistically significant positive correlation between children's immersion model use and their oral

skills. In other words, the findings revealed a high effect size of using the immersion model training program on the oral skills and its sub-skills: listening and speaking.

5. Conclusion

The current study aimed to develop the EFL oral skills test of the second stage of kindergarten children, through using a program based on language immersion model. The researcher designed an oral skills test, administrated before experimentation, and revealed the profound weakness of the two groups in oral skills. An EFL immersion program was designed and taught by the researcher. Administrating the oral skills test after the experimentation revealed a noticeable development in the experimental group's oral skills. It was concluded that a program based on language immersion model is effective in developing the EFL oral skills of the second stage of kindergarten.

6. Pedagogical implications

One of the main implications of this study is that Immersion model strategies give children the opportunity to interact with their peers and other speaker of the foreign language in a meaningful context. In immersion, children are trying to communicate their thoughts and feelings, as well as their comprehension of the academic content of the lesson, in a language that they have only begun to comprehend and use.

Another implication of the study is that The students showed improvement in vocabulary, phoneme awareness, text comprehension and fluency. This could be due the effective strategies utilized in immersion model..

7. Recommendation

In the light of the findings and conclusions of the study, it was recommended that:

- 1) Oral skills including listening and speaking should be given more attention in our EFL classes. More time and effort should be exerted to develop its main skills and its sub skills.
- 2) EFL teacher preparation courses and in service staff development should integrate information and skills to provide strategy instruction in oral skills.
- 3) Children can apply the immersion model strategies while working on different oral skills tasks and activities. Children should be offered enough

opportunities to practice oral skills in a daily basis for authentic purposes in our EFL classes, paying attention to the fact that oral skills are developmental skills that improve gradually. The more children listen and speak, the more their linguistic proficiency level develops as a whole.

8. Suggestions for further research

The following areas are suggested for further studies :

- 1) Experts who are responsible for developing the EFL curriculum and school districts need to explore alternative models of instruction such as the immersion model.
- 2) More studies are needed with different student population in other areas with the purpose of investigating the importance of similar programs based on immersion model in developing their oral skills.
- 3) Further researches is needed to explore the effectiveness of other program based on immersion model in higher stages such as secondary and university stages .

References

- Abdel-Halim, H. (2004). The Effect of Drama Activities on Developing some Speaking Skills and Reducing Speech Anxiety among Primary Pupils. Menofia University.
- Abo Elkassem, A. (2009). The Effectiveness of Using the Storytelling approach in developing listening Skills in English language for Pupils of the Preparatory stage. Unpublished MA. Cairo university.
- Achmad, D. & Yusuf. Y. Q. (2014). Observing Pair-work in An English Speaking Class. International Journal of Instruction, 7 (1),151.164 .
- Al-Khuli, Y.M. (2000). The Effect of Using Some Questioning Strategies in Teaching English on Developing the First Year Secondary School Students Speaking Skills. Unpublished M.A. Thesis, Ain Shams University.
- Alonso. A. R. (2014). Teaching Speaking: An Exploratory Study in Two Academic Contexts. PORTA LINGUARUM 22. Junio 2014.
- Antoniou, W., Wong, P.M., & Suiping, W. (2015). The effect of intensified language exposure on accommodating talker variability. Journal of speech, language &Hearing Research, 58(3), 722. 727 .
- - Archer, p., Cregan, A. & Shiel, G. Oral Language in Early Childhood and Primary Education (3-8 years). Dublin, NCCA, 2012
- Bodie, G. D., & Crick, N. (2014). Listening, hearing, sensing: Three modes of being and the phenomenology of Charles Sanders Peirce. Communication Theory, 24,105-123 .
- Bond,M,A.& Wasik, B.A. (2009).Conversation stations: Promoting language Development in Young Children. Early Childhood Education Journal 36:467-473,
- Bostrom, R. N. (2011). Rethinking conceptual approaches to the study of "listening." International.

- Bostwick, M. (2005). English language immersion in a Japanese school. *Bilingual Education, TESOL*.
- Brinton, D. M., Snow, M. A., & Wesche, M. (2003). *Content-Based second language instruction*. Ann Arbor: university of Michigan press.
- Brown, D. (2007). *Teaching by principles: An interactive approach to language pedagogy*. New York, NY: Personal Longman. Links
- Center for applied linguistics. (2006a). *Directory of foreign language immersion programs in U.S. schools*. Retrieved December
- Christ, T. and Wang, C. (2010). *Bridging the Vocabulary Gap: What the Research Tell Us about Vocabulary Instruction in Early childhood*. National Association for the Education of Young Children.
- Cummins, J. (2009). *The Handbook of language Teaching*. Malden, MA: Wiley-Blackwell.
- De Vera, J., & De Vera, p. (2018). *Oral communication skills in English among Grade 2 Humanities and Social sciences (HUMSS) students*. *The Asian ESP Journal* volume 14, Issues 5.
- De Vera, p. (2005). *Oral communication skills in English of senior college students Philippines: Pengasinan state University*.
- Deason, D.K. (2009). *Let's Talk: The Importance of Conversations with Preschoolers*. *NHSA Dialog*, 12:4, 374-377.
- Doyle, G. (2005). *French immersion in Canada* .Retrieved October 18, 2017 from <http://www.UCS.mun.ca/~z06gkd/immersion.htm>
- El-Basel, A. (2008). *The effectiveness of A multimedia program using Animation to develop the speaking skill in English for the pupils of the primary stage*. Unpublished master Theseus, Institute of Educational studies, Cairo University.
- Fortune, T.w. & Tedick, D.j. (2008). *One-way, two-way and indigenous immersion: A call for cross fertilization*. In T.W .

- Francis, N., & Reyhner, J. A. (2002). Language and literacy teaching for indigenous education: A bilingual approach. Cleve don: Multilingual matters.
- Guan, X., & Jin, Y. (2010). Interactive Listening: construct definition and operationalization in tests of English as a foreign language. Chinese Journal of Applied linguistics, 33, 16-39.
- Harmer, J. (2007). How to teach English. Harlow: Pearson Longman. New ed. New York: Longman.
- Huang, C. N (2010). Exploring Factors Affecting the use of oral Communication Strategies. Retrieved from: October 15,2017 <https://www.researchgate.net/publication/267959139>
- Jalongo, M. R. and Sobolak, M.J. (2008). Supporting Young Children's Vocabulary Growth: The Challenges, the Benefits, and Evidence- Based Strategies. Early Childhood Education Journal, 38:421-429, 2011
- Jones, S.M. (2011). Supportive Listening International Journal of Listening,25, 85-103.
- Kinberg, M. (2001). Perspectives on foreign language immersion programs. lewiston: E. Mellen Press.
- Kirkland, L.D. & Patterson,J. (2005).Developing oral language in primary classrooms. Early childhood Education Journal.32 (6), 84.89.
- Koran,S. (2015).The Role of Teachers in Developing Learners' Speaking Skill. Educational Studies and Applied Linguistics. Erbil, Iraq.
- Law,J.(2015).The importance of oral language and its implications for early years practice. Newcastle University, UK.
- Lazaraton, A. (2001). Teaching oral skills. In M. Celcc-Murcia (Ed.), Teaching English as a foreign language (pp Lynch, T. (1996). Communication in the language classroom. Oxford: Oxford University Press. [Links.]

- Lipari, L. (2010). Listening, Thinking, being. *Communication theory*, 20, 348-362.
- Luan, Y. & Guo, X., (2011). A Study on the Application of the Immersion Teaching Model to EFL Learners in Institutions of Higher Learning. *English Language Teaching*, 4(1). 152-161.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge University Press, Cambridge.
- Lyster, R. & Genesee, F. (2012). *Immersion Education*. McGill University.
- Macrory, G. (2001). Language Development: what do early years participants need to know?. *Early Years*, 21:1, 33-40.
- Massey, S.L. (2004). Teacher - Child conversation in the preschool classroom. *Early Education Journal*, 31 (4) ,139.160.
- Met, M. (2002), Elementary school immersion in less commonly taught languages. IN R.D. Lambert & E. Shohamy (Eds), *Language Policy and Pedagogy: Essays in honor of A. Ronald Walton* (pp.139-160). Philadelphia. John Benjamins publishing Co.
- Mougeon, R., Nadaski, T., & Rhner, K. (2010). *The Sociolinguistic competence of Immersion students*. Cleve don, England: Multilingual Matters, Ltd.
- Murphy, V. & Evangelou, M. (2016). *Early Childhood in English for Speakers of Other languages*. British Council.
- Myers, M. (2009). *Achievement of Children Identified with special needs in two-way Spanish Immersion programs*. Unpublished doctoral distsertation. The George Washington University.
- Nascimento, F. c. (2017). Benefits of Dual language immersion on the academic achievement of English language learners. *International journal of literacies*, 24(1) 1-15.

- National Council for Curriculum and Assessment (NCCA), (2012), Assessment in the Primary School Curriculum: Guidelines for Schools. Dublin, NCCA.
- Palos, R. (2014). Perceived Importance of Communication Skills and their Predictive Value for Academic Performance. *Revista de Cercetare si Interventie Sociala*, 46.
- Patterson, M., Hakam, K., & Bacon, M.(2011).Continuous Innovation: Making k-12 Mandarin Immersion Work. Presentation at the National Chinese Language Conference, San Francisco.
- Purdy, M.W. (2011). Grounding Listening: The limitations of theory. *International Journal of Listening*, 25,132-138 .
- Rao,P. (2018). The Role of teachers in developing speaking skills in English classrooms. *Academician International Multidisciplinary Research Journal* 8(12):5
- Rehner, J., Trujillo, O., Carrasco, R.L. & Lockard, L. (2003). Native Language Immersion. Northern Arizona University.
- Stepanoviene, A. (2012). Barriers to Academic Listening Research Perspectives. Mykolas Romeris University.
- Swain, M. & Lapkin, S. (2005). The evolving sociopolitical context of immersion in canda; some implications for program development. *International Journal of Applied linguistics*, 15(2.(
- Swain, M., & Lapkin, S. (2000). Task-Based second language learning: The uses of the first language. *Language Teaching Research*, 4(3), 251-274.
- Tedick, D.J., Christian, D., &Fortune, T.W.(2011).Immersion Education; practices, policies and possibilities. Cleve don, England Multilingual Matters, Ltd.

- Tuan,N.& Mai,T.(2015).Factors affecting students' speaking performance at Le Than Hien High School. Asian Journal of Educational Research.3 (2), 55.63.
- Turnbull, M., Lapkin, S., & Hart, D.(2011). Grade 3 immersion students' performance in literacy and mathematics; Provence-wide resultsfrom Ontario (1998-99). The Canadian Modern Language Review,58 (1), 9-26.
- Undiyaundeye, F.&Julius, B.(2018).Process of children's learning and speech development in early years. International Journal of Social Science, 4(2),126-134.
- Walker, C.L.,& Tedick,D.J.(2000). The complexity of immersion education; Teachers address the issues. The Modern Language Journal,84 (1),5-27.
- Worthington, D.L. (2008). Exploring the relationship between listening style preference and need for cognition. International Journal of listening, 22, 16-58-10.1080/10904010701802154.
- Youssif, E. (2016). The Effect of using Music Lyrics Multimedia Based Program on Developing some Listening Comprehension and Speaking skills for Primary school Pupils. Menofia University.