Language Immersion Programs for Dominican College Students/From The Russian
Experience to the MESCyT Experience.

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Abstract

   The following work consists of a comparative research of two of the most outstanding immersion programs for foreign languages (Russian/English) that Dominican college students have ever undergone. The first one, happened decades ago in the cold distant Union of Soviet Socialist Republic where thousands of our students were sent as scholarship's recipient to study in different Russian universities, after being selected by the Dominican Communist Party, and sponsored by the Soviet Government. The second one, is still happening in our country with the offering of the so-called English Immersion Program sponsored since 2005 by the Ministry of Higher Education-MESCyT-

   The aim of this study it is to place emphasis on the Total immersion Program on the Russian language they had to face, before being enrolled in their professional schools, as a logical and natural requirement for achieving their goals on the selected career, at the selected university. The data collected through interviews and a survey conducted to a meaningful bunch of those former scholarship's recipient, as well as, analyzing the data published at hand, pretty well served us as the necessary elements for comparing and analyzing the so-called English Immersion program. which is currently sponsored by the Ministry of Higher Education of our country, with that of the Russian program.

   An extensive literary review has also been gathered in order to determine and clarify how some immersion programs have functioned in many others countries, and the methodological criteria that launched them.

   To that effect many circumstances not only on the exclusivity of the field of Applied Linguistics, Language Acquisition Theories and EFL Teaching Methodology have to be weighed on, to scientifically examine the program in our country but also circumstances attaining the socio-political phenomena that prevails in our country, as a direct influence on education in general.

Keywords: Immersion Programs, Russian as a Second/Foreign Language, the Soviet Union Universities, the Dominican Ministry of Higher Education English Program.

Introduction

The Dominican society witnessed an unusual event during the times of the so-called Cold War, *The term "cold war" was first used by the Spanish writer Don Juan Manuel in the 14th century. In its modern meaning it was coined by Bernard Baruch, adviser to President Roosevelt, who used the term in a debate in 1947 and was popularized by the editorialist Walter Lippmann. The Cold War was a political, economic, social, military, informative and scientific confrontation initiated after the end of the Second World War between the Western (Western-capitalist) bloc led by the United States, and the eastern bloc (Eastern-Communist) led by the soviet Union.*
 (Cold War, 1947-1991 historiasiglo20) That event was the traveling of thousands of Dominican college students as scholarship's recipients to the USSR during the decades of the 70's and 80's.

The focus of this work is dedicated to study only the linguistics circumstances which those students faced as a tool of comparison with that of the so-called English Immersion Program currently sponsored by the Ministry of Higher Education of the Dominican Republic.

Chapter I is dedicated to fully and extensively describe the terms in which we are to operate through this work. Always on the perspective of comparing both programs despite the distance of having occurred the first immersion experience, as well as, a full exam of the literature found and of the most outstanding cases in the international arena, pertaining such immersion programs.

Chapter II deals with an extensive literature review as well as, the prolegomena to the Immersion programs and their international antecedents
Chapter III constitutes an analysis of the design of both programs as well as, their descriptions.

And Chapter IV examines the methodological design employed for analyzing and contrasting both programs, despite of the geographical, linguistic and cultural distance in what the Russian program was held in those decades, but that still serves as a valid element of comparison.

Chapter I: Theoretical Framework
Statement of the Problem

The main purpose of this research study, is to analyze on the light of the most helpful theories and practices on the matter as well, the aspects and circumstances involving an immersion program in either language and in either country, in order to determine the feasibility and plausibility of those programs.

For such ends, it has been chosen two of the most remarkable programs that Dominican College students have ever faced; the first one, which occurred decades ago in the long distant former USSR, today known as Russia again, for studying and acquiring the Russian language, and the second one the immersion program sponsored by the Ministry of higher education for studying English as a Foreign language in our country.

Importance of the Problem

Since the full learning of a foreign language [in this case, English] has become one of the pillars of modernity, globalization and competitiveness of any society of the XXI century, should not escape our nation or country, the healthy and innovative influences and trends that in the educational aspect, and specifically in the learning of any other language, the new methodologies and the new technologies contribute to it.

Thus by analyzing both programs, emphasis was placed in the similitudes and differences of a program held in the country where that language is spoken(The Russian case) as compared to that still being offered in a country where a different language is spoken (The Dominican case).

As it is understood and known, we estimate that this constitutes, if not the first, one of the first comparative studies carried out in our country, where it was used as a revision pair to a program that arose beyond the seas, but for Dominican university students.

General Objective

To analyze and compare the Russian Immersion Program offered decades ago to Dominican College students residing in the former USSR to that of the so-called MESCyT English Immersion Program, here in our country.

Specific Objectives

1.- To thoroughly describe the Russian Immersion Program, by decomposing its parts.

3.-To reach levels of deep understanding and comprehension of what a Language immersion program should constitute.

4.-To fully detail another's country experiences on the light of either language immersion programs.

Research Questions

1.-What is an immersion program all about?

2.-What aspects distinguishes and separate an immersion program from an intensive program, on the lights of the methodological theories on EFL teaching?

3.-How a foreign language immersion program is weighed in terms of number of hours dedicated to it.

4.-How can be the Russian program described in terms of comparison to the Dominican Program, and vice versa?

5.-How the terms language learning and language acquisition sharply define such a programs?

Definition of Terms

The Dominican Communist Party

(DCP; Partido Comunista Dominicano), founded in 1944 as the Dominican Revolutionary Democratic Party. From 1946 to1965 it was called the Dominican Popular Socialist Party, and since August 1965 it has been called the DominicanCommunist Party (DCP). Kurin (1970-79). It was the organization that Led by then young intellectuals Narciso Isa Conde and Jose Israel (Gordo) Cuello, among others, sponsored the ambitious program of sending thousands of young Dominican college students to study in the former USSR.

The English Immersion Program in the Dominican Republic

Description

It is a program of English as a foreign language of four hours a day carried out in universities, institutes recognized by the teaching of English as a foreign language and in centers under the coordination of the MESCyT. In its pilot phase, the program lasted 600 hours. Classes are taught entirely in English and in all spaces of the centers where the program is run, all staff, including students, must speak only English.

Overall objective

Contribute to raise the quality of Higher Education students, increase the competitiveness of the Dominican Republic in the national and international market by training human resources and enhance the economic development of the Dominican Republic.

Methodology

The teaching is taught in morning, evening and evening hours. Students have at their disposal free of charge: textbooks, workbooks, CD and / or cassette and computer-assisted software for the teaching of English as a foreign language. This software allows students to reinforce what they have learned in face-to-face classes; Accelerate your learning in an easy and entertaining way, and at the same time, develop the basic skills in the area of computer science. In the implementation phase, the duration of the program was extended to 700 class hours as part of the adjustments made to the development of the same after the evaluation of the Pilot phase. The student with a scholarship in this program must have time for four hours. CTO (2015).

According to Apolinar (2018) "*The Ministry of Higher Education, Science and Technology (MESCyT) reached historical figures this year that ends, by graduating 9,506 students of the English Immersion Program for Competitiveness.*

The institution also awarded the largest number of national scholarships, for a total of 7,964, in addition to receiving in the country the highest number of international scholarship graduates, 993 professionals who enter the labor market.

During 2014, the MESCyT granted 1,629 international scholarships that included masters and doctorates in more than 35 universities in Spain, France, the United States, Germany, the United Kingdom, the Czech Republic, Mexico, Costa Rica, Brazil and others distributed in Europe and Latin America.

To these achievements is added the approval of 54 research projects, from 20 institutions of higher education and research centers, with an investment of RD $ 428,721,578.59.

The MESCyT achieved the highest number of winners of entrepreneurship projects, 12 business plans presented by 18 universities were selected this year The Minister of Higher Education, Ligia Amada Melo, also highlighted the progress in the redesign of university careers, especially in the areas of engineering, teacher training, medicine and nursing, covering 110 curricula of 15 universities.

English by Immersion

The Immersion English for Competitiveness Program started as a pilot plan in 2005, and for this year it was taught in 75 centers, distributed in 26 provinces and the National District. To date, 56,155 university students have graduated from this program.

A survey applied this year to 3,336 graduates of this program in 2013, showed that 1,201 obtained a job at the end of the course, attributing 64% to knowledge of English. Likewise, of the 732 that were working, 28.5% were promoted in their job due to the command of the language, which allowed them to increase their income.

Of those who obtained employment at the end of the program, 50% earn a salary between RD $ 10,000 and RD $ 20,000; 22.2% receive between RD $ 20,000 and RD $ 30,000 and 5.6% earn more than RD $ 30,000.

*The results of a study published by Education First (EF), Dominican Republic occupies the 23rd position in the World Ranking of the English Level Index and number two in Latin America***".** Apolinar (Listin Diario, 2018)

The Ministry of Higher Education, Science and Technology.
History

The Commission for the Reform and Modernization of the State, created in 1996, assumed the responsibility of producing a proposal for a law to organize the National System of Science and Technology. To this end, some 200 people and some 80 institutions of the State and Civil or Decentralized Society met in order to hold workshops and consultations on the meaning and relevance of science and technology.

These workshops and consultations produced a document that recommended the creation of a body to regulate and promote science and technology activities. As a result of this, the approval and promulgation of Law No. 139-01 was created, the Secretary of State for Higher Education, Science and Technology (MESCyT) was created with three Sub-Secretariats: Higher Education, Administration and Science and Technology. At the end of 2009 it became the Ministry of Higher Education, Science and Technology (MESCyT).

View

Higher education is a permanent process that takes place after secondary or secondary education, leading to a degree at a higher technical level, undergraduate or graduate level.

It is fundamental for the development of society, insofar as it depends on its capacity for innovation and promotes the production, appropriation and application of knowledge for sustainable human development and the promotion of values and attitudes that tend to the realization of the human being, expanding its possibilities to contribute to the development of society as a whole and the production of goods and services.

Higher education, production and access to scientific knowledge and technologies are rights of all citizens, therefore, the development of them is a public service, inherent in the social purpose of the State.

Mission

Promote the national policy in Higher Education and in Science and Technology, which are two inseparable fields, as established by Law No. 139-01. Although it is a complex mission, detailed in the aforementioned law, in the various regulations and guidelines of the President of the Republic, three major commitments for the Minister of this matter could be proposed. The first is to get the institutions to function as a system, that is, to collaborate, to integrate harmoniously with the rest of the State bodies and with counterpart organizations in the region and in the world.

The second commitment on which we must strive, no less important of course, is in the quality of our work: our institutions must train the best professionals and our research centers must generate science and technology that truly drive national development. With that purpose, we are committed to the permanent assessment and development of five-year diagnostic. A third obligation that could be mentioned is communication and information.

It is essential that the institutions covered by the System maintain qualitative and quantitative information mechanisms that allow self-assessment, constant rectification, the relationship with other organizations and with the sectors to which we owe. Reliable statistics on all processes, information systems, printed and digital publications, and good service to users at all points where we find them and them, would be a manifestation of this latest commitment.

Objectives

Formulate public policies related to higher education, science and technology. Regulate, organize, modernize and reformulate higher education in the country, ensuring its normal and correct functioning. Promote the development of science and technology at the national level, with special interest in productive activities and social service, ensuring that said operation responds to the needs of the country. Define the duties and responsibilities of higher education institutions to ensure an adequate level of excellence, both in higher education, in science and technology.

It is the organ of the Executive Power, in the branch of Higher Education, Science and Technology, in charge of promoting, regulating and administering the National System of

those areas. In accordance with its powers, it oversees the execution of all the provisions of Law 139-01 and the policies issued by the Executive Branch. It is the responsibility of this office to supervise the System as a whole. Therefore, it monitors compliance with policies, the evaluation of all bodies and the coordination of their work.

To that end, it is based on the Deputy Ministries of Higher Education and Science and Technology, on studies of the dependencies and on the decisions of the National Council of Higher Education, Science and Technology. The Strategic Plan for Science, Technology and Innovation can be defined as a tool for political, institutional and financial articulation of the National Science, Technology and Innovation System. Its formulation comes from both the mandate of Law No. 139-01, regarding the formulation of scientific and technological policies, and the articulation of the National System of Innovation and Technological Development (SNIDT), created by Decree No. 190- 07

In this context, the MESCYT has proposed to formulate with the participation and as part of the set of actors that make up both SNIDT and other external sectors, the Strategic Plan for Science, Technology and Innovation, whose formulation process aims to: Contribute with the competitive improvement of the national productive sectors through the articulation of these with the national system of higher education, science and technology. Support the process of integration and economic transformation required by the country for its successful insertion in regional trade integration schemes such as DR-CAFTA. Strengthen the process of national economic transition planned within the framework of the National Systemic Competitiveness Plan towards an economy based on knowledge and innovation.

www.mescyt.gob.do

The Union of Soviet Socialist Republics (USSR)

A former communist country in eastern Europe and northern Asia; established in 1922; included Russia and 14 other soviet socialist republics (Ukraine and Byelorussia and others); officially dissolved 31 December 1991. Vocabulary.Com (2018)

Brief History

The Union of Soviet Socialist Republics (USSR), commonly known as the Soviet Union, was a socialist state in Eurasia that existed from 30 December 1922 to 26 December 1991. Nominally a union of multiple national Soviet republics, its government and economy were highly centralized. The country was a one-party state, governed by the Communist Party with Moscow as its capital in its largest republic, the Russian Soviet Federative Socialist Republic (Russian SFSR). Other major urban centres were Leningrad, Kiev, Minsk, Alma-Ata, and Novosibirsk.

Extending across the entirety of Northern Asia and much of Eastern Europe, the Soviet Union had spanned eleven time zones and incorporated a wide range of environments and landforms. From northwest to southeast, the Soviet Union shared land borders with Norway, Finland, Poland, Czechoslovakia, Hungary, Romania, Turkey, Iran, Afghanistan, China, Mongolia, and North Korea.

It shared its maritime borders with Japan by the Sea of Okhotsk and the US state of Alaska across the Bering Strait. With an area of 22,402,200 square kilometers

(8,649,500 sq mi), the Soviet Union was the largest country in the world by area, covering more than one-eighth of the Earth's inhabited land area, and the third most populous, with over 288 million people as of 1989, with 80% of the population living in the western, European part of the country.

The Russian Language

Russian is an East Slavic language of the wider Indo-European family. It is a lineal descendant of the language used in Kievan Rus', a loose conglomerate of East Slavic tribes from the late 9th to the mid-13th centuries. From the point of view of spoken language, its closest relatives are Ukrainian, Belarusian, and Rusyn, the other three languages in the East Slavic languages. In many places in eastern and southern Ukraine and

throughout Belarus, these languages are spoken interchangeably, and in certain areas traditional bilingualism resulted in language mixtures such as Surzhyk in eastern Ukraine and Trasianka in Belarus. An East Slavic Old Novgorod dialect, although vanished during the 15th or 16th century, is sometimes considered to have played a significant role in the formation of modern Russian. Also Russian has notable lexical similarities with Bulgarian due to a common Church Slavonic influence on both languages, as well as because of later interaction in the 19th and 20th centuries, although Bulgarian grammar differs markedly from Russian.[37] In the 19th century (in Russia until 1917), the language was often called "Great Russian" to distinguish it from Belarusian, then called "White Russian" and Ukrainian, then called "Little Russian".

The vocabulary (mainly abstract and literary words), principles of word formations, and, to some extent, inflections and literary style of Russian have been also influenced by Church Slavonic, a developed and partly russified form of the South Slavic Old Church Slavonic language used by the Russian Orthodox Church. However, the East Slavic forms have tended to be used exclusively in the various dialects that are experiencing a rapid decline. In some cases, both the East Slavic and the Church Slavonic forms are in use, with many different meanings. (*For details, see Russian phonology and History of the Russian language).*

Over the course of centuries, the vocabulary and literary style of Russian have also been influenced by Western and Central European languages such as Greek, Latin, Polish, Dutch, German, French, Italianand English, and to a lesser extent the languages to the south and the east: Uralic, Turkic, Persian, and Arabic, as well as Hebrew.

The standard form of Russian is generally regarded as the *modern Russian literary language* (современный русский литературный язык). It arose in the beginning of the 18th century with the modernization reforms of the Russian state under the rule of Peter the Great, and developed from the Moscow (Middle or Central Russian) dialect substratum under the influence of some of the previous century's Russian chancellery language.

Mikhail Lomonosov first compiled a normalizing grammar book in 1755; in 1783 the Russian Academy's first explanatory Russian dictionary appeared. During the end of the 18th and 19th centuries, a period known as the "Golden Age", the grammar, vocabulary,

and pronunciation of the Russian language was stabilized and standardized, and it became the nationwide literary language; meanwhile, Russia's world-famous literature flourished.

Until the 20th century, the language's spoken form was the language of only the upper noble classes and urban population, as Russian peasants from the countryside continued to speak in their own dialects. By the mid-20th century, such dialects were forced out with the

introduction of the compulsory education system that was established by the Soviet government. Despite the formalization of Standard Russian, some nonstandard dialectal

features (such as fricative [ɣ] in Southern Russian dialects) are still observed in colloquial speech. [Citation needed].

The Program of Scholarship for Foreign College Students in the former U.S.S.R.

The so-called Russian University of the Friendship of the Peoples (URAP) was founded in Moscow, capital of the Union of Socialist Republics Soviet Union (URRS), in the year 1960 to contribute in the training of technicians and professional of developing nations of all the continents of the world.
Originally named after the standout African fighter for the independence of the black continent, Patricio Lumumba.
 This institution of higher education would be called to play, a few years later, an important role in the graduation and preparation of hundreds of young Dominican people coming from the university classrooms until the last years of the nineties. (Aponte 2013).

 Russian Immersion Program (for Dominican College Students who resided in the Former
  U.S.S.R. as Scholar's Recipients.)
A program designed for foreign students who were granted a scholarship in the USSR to study a professional career in one of the twelve republics that formerly conformed the so-called Soviet Union. It consisted on a Total Immersion Program on the language (Russian was the official language) and on the culture as well, since those scholarships recipients were supposed to successfully learn and acquire that language in order to complete their chosen professions or careers, which were, of course taught in Russian. The vast majority of those students, if not the totality, were selected from the State College, that is to say, the Universidad Autonoma de Santo Domingo-UASD- were those student groups of leftist orientation, have operated and formed part of the formal structure of the university and its faculties and governing bodies, as well as professors and employees, through democratic elections held now, every four years. (See the Organic Statutes of the UASD)

Universidad Autónoma de Santo Domingo
"The University of Santo Domingo was created by the Bula In Apostolatus Culmine, issued on October 28, 1538 by Pope Paul III, which raised to that category the General Study that the Dominicans ruled from 1518, in Santo Domingo, vice regal see of colonization and the oldest colonial settlement of the New World.

The University of Alcalá de Henares was its model and as such it was the standard-bearer of the Renaissance ideas that emerged from the medieval world, from which Spain emerged from the days of the conquest.

The nascent University began its teachings organized in four Faculties: Medicine, Law, Theology and Arts, according to the norms established at the time for the similar institutions of the metropolis. The studies of Arts included two modalities, namely: the "trivium" that comprised the Grammar, the Rhetoric and the Logic and the "quadrivium", that included the Arithmetic, Geometry, Astronomy and Music ".

Vicissitudes

In 1801, as a result of the Haitian occupation of the country, the University interrupted its operation, because the Dominicans, who ran it, left the colony. It was reopened in the year 1815, when the colony returned to Spanish sovereignty, but from then on it adopted the secular character.

Between 1815 and 1821 it worked under the rectorship of Dr. José Núñez de Cáceres. The University closed its doors in 1822 because a large number of its students were recruited for military service by order of the Haitian regime that governed the nation. With the consummation of the Independence of the Republic in 1844, the Dominicans are reborn in their desire to reestablish the University, a symbol of cultural tradition and the character of the newly acquired nationality.

Responding to this claim, on June 16, 1859, President Pedro Santana promulgated a law that restored the old University of Santo Domingo, with an academic composition similar to that of medieval universities (four faculties: Philosophy, Jurisprudence, Medical Sciences and Sacred Letters) and as a dependency of the central government through the Directorate General of Public Instruction and the corresponding State Secretariat.

But for reasons of political contingencies, the aforementioned provision was not enforced and the University was not reopened.

On December 31, 1866, the Professional Institute was created by decree, which functioned in place and in replacement of the old University of Santo Domingo.

On May 10, 1891, the Professional Institute closed its doors until August 16, 1895, which reappeared under the rectorship of Archbishop Fernando Arturo de Merino.

On November 16, 1914, the President of the Republic, Dr. Ramón Báez, who was also Rector of the Professional Institute, transforms by decree the Professional Institute at the University of Santo Domingo.

From 1916 to 1924, the University had to interrupt its operation as a result of the North American intervention.

During the 31 years of the tyranny of the dictator Rafael Leonidas Trujillo, the University of Santo Domingo, like the other institutions of the country, was deprived of the most elementary freedoms for the fulfillment of its high mission, becoming an instrument of control political and propagation of totalitarian slogans, before whose detriment nothing was worth the little material progress that reached the Institution in those years of despotic government, as was the acquisition of land and the construction of the University City.

University autonomy and jurisdiction

Law No. 5778 of December 31, 1961 endowed the University with autonomy. From that moment began to struggle to achieve institutional balance and a climate of coexistence that allowed it to develop all his creative faculties. But after three decades subjected to the iron will of a regime opposed to any form of human communication that did not serve their interests the institution was not easy, initially using the newly acquired freedom and self-government to fulfill its mission of service and contribute for the cultural and economic improvement of our people. On February 17, 1962, the first authorities are elected under the autonomy regime. The Law 5778 on the autonomy, consecrated also the law for the university enclosure, but this one was suppressed by the de facto government of the Triumvirate, by means of the Law # 292, of the 12 of June of 1964." uasd webpage: www.uasd.edu.do

Chapter II: Literary Review
Prolegomena to the Immersion Programs:
1.-) The Audio-Lingual Method as an important breakthrough with the traditional Methods

The audio-lingual method, Army Method, or New Key, is a style of teaching used in teaching foreign languages. It is based on behaviorist theory, which postulates that certain traits of living things, and in this case humans, could be trained through a system of reinforcement. The correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

(In the period of World War II United States required linguists

to set up special training program which would be emphasized on

fast and easy foreign language acquisition.

The Army Specialized Training Program (ASTP) was established in

1942.

The ASTP, the so-called *Army method*, had a significant impact on
linguistics and the way foreign languages were taught.
was "Army method".
It was based on Leonard Bloomfield's
technique (*informant method)* of
memorization and repetition in simple
foreign language patterns.
In brief, the linguist, without knowing
the language, was trained to absorb its
basic structure from the
informant/native speaker and together
with students "gradually learned how to
speak this language, as well as to
understand much of its basic grammar"
(Richards, J.C. et-al. 1987). Leonard Bloomfield, 1887 -1949,)

This approach to language learning was similar to another, earlier method called the direct method. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary. Rather, the teacher drilled students in the use of grammar. Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence

and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form.

The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching.

Charles C. Fries, the director of the English Language Institute at the University of Michigan, the first of its kind in the United States, believed that learning structure, or grammar was the starting point for the student. In other words, it was the students' job to recite the basic sentence patterns and grammatical structures. The students were given only "enough vocabulary to make such drills possible." (Richards, J.C. et-al. 1986). Fries later included principles for behavioral psychology, as developed by B.F. Skinner, into this method.

The method is the product of three historical circumstances. For its views on language, it drew on the work of American linguists such as Leonard Bloomfield. The prime concern of American linguists in the early decades of the 20th century had been to document all the indigenous languages spoken in the US. However, because of the dearth of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed.

At the same time, behaviourist psychologists such as B.F. Skinner were forming the belief that all behaviour (including language) was learnt through repetition and positive or negative reinforcement. The third factor was the outbreak of World War II, which created the need to post large number of American servicemen all over the world. It was, therefore, necessary to provide these soldiers with at least basic verbal communication skills.

Unsurprisingly, the new method relied on the prevailing scientific methods of the time, observation and repetition, which were also admirably suited to teaching *en masse*. Because

of the influence of the military, early versions of the audio-lingualism came to be known as the "army method."

As mentioned, lessons in the classroom focus on the correct imitation of the teacher by the students. The students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. Furthermore, the target language is the only language to be used in the classroom. Modern implementations are more lax on this last requirement.

In the late 1950s, the theoretical underpinnings of the method were questioned by linguists such as Noam Chomsky, who pointed out the limitations of structural linguistics. The relevance of behaviorist psychology to language learning was also questioned, most famously by Chomsky's review of B.F. Skinner's *Verbal Behavior* in 1959. The audio-lingual method was thus deprived of its scientific credibility and it was only a matter of time before the effectiveness of the method itself was questioned.

In 1964, Wilga Rivers released a critique of the method in her book, *The Psychologist and the Foreign Language Teacher*. Subsequent research by others, inspired by her book, produced results which showed explicit grammatical instruction in the mother language to be more productive. These developments, coupled with the emergence of humanist pedagogy led to a rapid decline in the popularity of audiolingualism.

Philip Smith's study from 1965-1969, termed the Pennsylvania Project, provided significant proof that audio-lingual methods were less effective than a more traditional cognitive approach involving the learner's first language.

Despite being discredited as an effective teaching methodology in 1970, audio-lingualism continues to be used today although it is typically not used as the foundation of a course but rather has been relegated to use in individual lessons. As it continues to be used, it also continues to gain criticism, as Jeremy Harmer notes, "Audio-lingual methodology seems to banish all forms of language processing that help students sort out new language information in their own minds." As this type of lesson is very teacher-centered, it is a popular methodology for both teachers and students, perhaps for several reasons but especially because the input and output is restricted and both parties know what to expect.

Some hybrid approaches have been developed, as can be seen in the textbook *Japanese: The Spoken Language* (1987–90), which uses repetition and drills extensively but supplements them with detailed grammar explanations in English.

Butzkamm and Caldwell have tried to revive traditional pattern practice in the form of bilingual semi-communicative drills. For them, the theoretical basis, and sufficient justification, of pattern drills is the *generative principle,* which refers to the human capacity to generate an infinite number of sentences from a finite grammatical competence.

2.-) The Natural Approach

Backgrounds

In 1977, Tracy Terrell, a teacher of Spanish in California, outlined "a proposal for a 'new' philosophy of language teaching which [he] called the Natural Approach" (Terrell 1977; 1982: 121). This was an attempt to develop a language teaching proposal that incorporated the "naturalistic" principles researchers had identified in studies of second language acquisition. The Natural Approach grew out of Terrell's experiences teaching Spanish classes. Since that time Terrell and others have experimented with implementing the Natural Approach in elementary- to advanced-level classes and with several other languages. At the same time he has joined forces with Stephen Krashen, an applied linguist at the University of Southern California, in elaborating a theoretical rationale for the Natural Approach, drawing on Krashen's influential theory of second language acquisition. Krashen and Terrell's combined statement of the principles and practices of the Natural Approach appeared in their book, *The Natural Approach,* published in 1983. Krashen and Terrell's book contains theoretical sections prepared by Krashen that outline his views on second language acquisition (Krashen 1981; 1982), and sections on implementation and classroom procedures, prepared largely by Terrell.

Krashen and Terrell have identified the Natural Approach with what they call "traditional" approaches to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language" - and,

perhaps, needless to say, without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar. Krashen and Terrell note that such "approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, imitative and so forth" (Krashen and Terrell 1983: 9). The fact that the authors of the Natural Approach relate their approach to the Natural Method has led some to assume that *Natural Approach* and *Natural Method* are synonymous terms. Although the tradition is a common one, there are important differences between the Natural Approach and the older Natural Method, which it will be useful to consider at the outset.

The Natural Method is another term for what by the turn of the century had become known as the Direct Method. It is described in a report on the state of the art in language teaching commissioned by the Modern Language Association in 1901.

In its extreme form the method consisted of a series of monologues by the teacher interspersed with exchanges of question and answer between the instructor and the pupil - all in the foreign language ... A great deal of pantomime accompanied the talk. With the aid of this gesticulation, by attentive listening and by dint of much repetition the learner came to associate certain acts and objects with certain combinations of the sounds and finally reached the point of reproducing the foreign words or phrases ... Not until a considerable familiarity with the spoken word was attained was the scholar allowed to see the foreign language in print. The study of grammar was reserved for a still later period. (Cole 1931: 58)

The term *natural,* used in reference to the Direct Method, merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic language learning in young children. Similarly, the Natural Approach, as defined by Krashen and Terrell, is believed to conform to the naturalistic principles found in successful second language acquisition. Unlike the Direct Method, however, it places less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target language sentences. In the Natural Approach there is an emphasis on exposure, or *input,* rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input. The emphasis on the central role of comprehension in the Natural Approach links it to other comprehension-based approaches in language teaching.

Theory of language

Krashen and Terrell see communication as the primary function of language, and since their approach focuses on teaching communicative abilities, they refer to the Natural Approach as an example of a communicative approach. The Natural Approach "is similar to other communicative approaches being developed today" (Krashen and Terrell 1983: 17). They reject earlier methods of language teaching, such as the Audiolingual Method, which viewed grammar as the central component of language. According to Krashen and Terrell, the major problem with these methods was that they were built not around "actual theories of language acquisition, but theories of something else; for example, the structure of language" (1983: 1). Unlike proponents of Communicative Language Teaching (Chapter 5), however, Krashen and Terrell give little attention to a theory of language. Indeed, a recent critic of Krashen suggests he has no theory of language at all (Gregg 1984). What Krashen and Terrell do describe about the nature of language emphasizes the primacy of meaning. The importance of the vocabulary is stressed, for example, suggesting the view that a language is essentially its lexicon and only inconsequently the grammar that determines how the lexicon is exploited to produce messages. Terrell quotes Dwight Bolinger to support this view:

The quantity of information in the lexicon far outweighs that in any other part of the language, and if there is anything to the notion of redundancy it should be easier to reconstruct a message containing just words than one containing just the syntactic relations. The significant fact is the subordinate role of grammar. The most important thing is to get the words in. (Bolinger, in Terrell 1977: 333).

Language is viewed as a vehicle for communicating meanings and messages. Hence Krashen and Terrell state that "acquisition can take place only when people understand messages in the target language (Krashen and Terrell 1983: 19). Yet despite their avowed communicative approach to language, they view language learning, as do audiolingualists, as mastery of structures by stages. "The input hypothesis states that in order for acquirers to progress to the next stage in the acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage" (Krashen and Terrell 1983: 32). Krashen refers to this with the formula "I + 1" (i.e., input that contains structures slightly above the learner's present level). We assume that Krashen means by *structures*

something at least in the tradition of what such linguists as Leonard Bloomfield and Charles Fries meant by *structures.* The Natural Approach thus assumes a linguistic hierarchy of structural complexity that one masters through encounters with "input" containing structures at the "1 + 1" level.

We are left then with a view of language that consists of lexical items, structures, and messages. Obviously, there is no particular novelty in this view as such, except that messages are considered of primary importance in the Natural Approach. The lexicon for both perception and production is considered critical in the construction and interpretation of messages. Lexical items in messages arc necessarily grammatically structured, and more complex messages involve more complex grammatical structure. Although they acknowledge such grammatical structuring, Krashen and Terrell feel that grammatical structure does not require explicit analysis or attention by the language teacher, by the language learner, or in language teaching materials.

Theory of learning

Krashen and Terrell make continuing reference to the theoretical and research base claimed to underlie the Natural Approach and to the fact that the method is unique in having such a base. "It is based on an empirically grounded theory of second language acquisition, which has been supported by a large number of scientific studies in a wide variety of language acquisition and learning contexts" (Krashen and Terrell 1983: 1). The theory and research are grounded on Krashen's views of language acquisition, which we will collectively refer to as Krashen's language acquisition theory. Krashen's views have been presented and discussed extensively elsewhere (e.g., Krashen 1982), so we will not try to present or critique Krashen's arguments here. (For a detailed critical review, see Gregg 1984 and McLaughlin 1978). It is necessary, however, to present in outline form the principal tenets of the theory, since it is on these that the design and procedures in the Natural Approach are based.

The Acquisition/Learning Hypothesis

The Acquisition/Learning Hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language. *Acquisition* is the "natural" way, paralleling first language development in children. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. *Learning,* by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for "learning" to occur, and correction of errors helps with the development of learned rules. Learning, according to the theory, cannot lead to acquisition.

The Monitor Hypothesis

The acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. The Monitor Hypothesis claims that we may call upon learned knowledge to correct ourselves when we communicate, hut that conscious learning (i.e., the *learned* system) has *only* this function. Three conditions limit the successful use of the monitor:

1. *Time.* There must be sufficient time for a learner to choose and apply a learned rule.

2. *Focus on form.* The language user must be focused on correctness or on the form of the ouput.

3. *Knowledge of rules.* The performer must know the rules. The monitor does best with rules that are simple in two ways. They must be simple to describe and they must not require complex movements and rearrangements.

The Natural Order Hypothesis
According to the Natural Order Hypothesis, the acquisition of grammatical structures proceeds in a predictable order. Research is said to have shown that certain grammatical structures or morphemes are acquired before others in first language acquisition of English,

and a similar natural order is found in second language acquisition. Errors are signs of naturalistic developmental processes, and during acquisition (but not during learning), similar developmental errors occur in learners no matter what their mother tongue is.

The Input Hypothesis

The Input Hypothesis claims to explain the relationship between what the learner is exposed to of a language (the input) and language acquisition. It involves four main issues.

First, the hypothesis relates to acquisition, and not to learning.

Second, people acquire language best by understanding input that is slightly beyond their current level of competence:

An acquirer can "move" from a stage I (where I is the acquirer's level of competence) to a stage I +1 (where I + 1 is the stage immediately following I along some natural order) by understanding language containing I + 1. (Krashen and Terrell 1983: 32)

Clues based on the situation and the context, extra linguistic information, and knowledge of the world make comprehension possible.

Third, the ability to speak fluently cannot be taught directly; rather, it "emerges" independently in time, after the acquirer has built up linguistic competence by understanding input.

Fourth, if there is a sufficient quantity of comprehensible input, I + 1 will usually be provided automatically. Comprehensible input refers to utterances that the learner understands based on the context in which they are used as well as the language in which they are phrased. When a speaker uses language so that the acquirer understands the message, the speaker "casts a net" of structure around the acquirer's current level of competence, and this will include many instances of I + 1. Thus, input need not be finely tuned to a learner's current level of linguistic competence, and in fact cannot be so finely tuned in a language class, where learners will be at many different levels of competence.

Just as child acquirers of a first language are provided with samples of "caretaker speech," rough-tuned to their present level of understanding, so adult acquirers of a second language are provided with simple codes that facilitate second language comprehension. One such code is "foreigner talk," which refers to the speech native speakers use to simplify communication with foreigners. Foreigner talk is characterized by a slower rate of speech, repetition, restating, use of Yes/No instead of Who- questions, and other changes that make messages more comprehensible to persons of limited language proficiency.

The Affective Filter Hypothesis
Krashen sees the learner's emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. A low affective filter is desirable, since it impedes or blocks less of this necessary input. The hypothesis is built on research in second language acquisition, which has identified three kinds of affective or attitudinal variables related to second language acquisition.

1. *Motivation.* Learners with high motivation generally do better.

2. *Self-confidence.* Learners with self-confidence and a good self-image tend to be more successful.

3. *Anxiety.* Low personal anxiety and low classroom anxiety are more conducive to second language acquisition.

The Affective Filter Hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive. Anxious acquirers have a high affective filter, which prevents acquisition from taking place. It is believed that the affective filter (e.g., fear or embarrassment) rises in early adolescence, and this may account for children's apparent superiority to older acquirers of a second language.

These five hypotheses have obvious implications for language teaching. In sum, these are:

1. As much comprehensible input as possible must be presented.

2. Whatever helps comprehension is important. Visual aids are useful, as is exposure to a wide range of vocabulary rather than study of syntactic structure.

3. The focus in the classroom should be on listening and reading; speaking should be allowed to "emerge."

4. In order to lower the affective filter, student work should center on meaningful communication rather than on form; input should be interesting and so contribute to a relaxed classroom atmosphere.

Design:

Objectives

The Natural Approach "is for beginners and is designed to help them become intermediates." It has the expectation that students will be able to function adequately in the target situation. They will understand the speaker of the target language (perhaps with requests for clarification), and will be able to convey (in a non-insulting manner) their requests and ideas. They need not know every word in a particular semantic domain, nor is it necessary that the syntax and vocabulary be flawless—but their production does need to be understood. They should be able to make the meaning clear but not necessarily be accurate in all details of grammar. (Krashen and Terrell 1983: 71)

However, since the Natural Approach is offered as a general set of principles applicable to a wide variety of situations, as in Communicative Language Teaching, specific objectives depend upon learner needs and the skill (reading, writing, listening, or speaking) and level being taught. Krashen and Terrell feel it is important to communicate to learners what they can expect of a course as well as what they should not expect. They offer as an example a possible goal and no goal statement for a beginning Natural Approach Spanish class.

After 100-150 hours of Natural Approach Spanish, you will be able to: "get around" in Spanish; you will be able to communicate with a monolingual native speaker of Spanish without difficulty; read most ordinary texts in Spanish with some use of a dictionary; know enough Spanish to continue to improve on your own.
After 100—150 hours of Natural Approach Spanish you will not be able to: pass for a native speaker, use Spanish as easily as you use English, understand native speakers when they talk to each other (you will probably not be able to eavesdrop successfully); use Spanish on the telephone with great comfort; participate easily in a conversation with several other native speakers on unfamiliar topics. (Krashen and Terrell 1983: 74).

The syllabus

Krashen and Terrell (1983) approach course organization from two points of view. First, they list some typical goals for language courses and suggest which of these goals are the ones at which the Natural Approach aims. They list such goals under four areas:

1. Basic personal communication skills: oral (e.g., listening to announcements in public places)

2. Basic personal communication skills: written (e.g., reading and writing personal letters)

3. Academic learning skills: oral (e.g., listening to a lecture)

4. Academic learning skills: written (e.g., taking notes in class)

Of these, they note that the Natural Approach is primarily "designed to develop basic communication skills - both oral and written (1983: 67). They then observe that communication goals "may be expressed in terms of situations, functions and topics" and proceed to order four pages of topics and situations "which are likely to be most useful to beginning students" (1983: 67). The functions are not specified or suggested but are felt to derive naturally from the topics and situations. This approach to syllabus design would appear to derive to some extent from threshold level specifications (see Chapter 5).

The second point of view holds that "the purpose of a language course will vary according to the needs of the students and their particular interests" (Krashen and Terrell 1983: 65).

The goals of a Natural Approach class are based on an assessment of student needs. We determine the situations in which they will use the target language and the sorts of topics they will have to communicate information about. In setting communication goals, we do not expect the students at the end of a particular course to have acquired a certain group of structures or forms. Instead we expect them to deal with a particular set of topics in a given situation. We do not organize the activities of the class about a grammatical syllabus. (Krashen and Terrell 1983:71)

From this point of view it is difficult to specify communicative goals that necessarily fit the needs of all students. Thus any list of topics and situations must be understood as syllabus suggestions rather than as specifications.

As well as fitting the needs and interests of students, content selection should aim to create a low affective filter by being interesting and fostering a friendly, relaxed atmosphere, should provide a wide exposure to vocabulary that may be useful to basic personal communication, and should resist any focus on grammatical structures, since if input is provided "over a wider variety of topics while pursuing communicative goals, the necessary grammatical structures are automatically provided in the input" (Krashen and Terrell 1983: 71).

Types of learning and teaching activities
From the beginning of a class taught according to the Natural Approach, emphasis is on presenting comprehensible input in the target language. Teacher talk focuses on objects in the classroom and on the content of pictures, as with the Direct Method. To minimize stress, learners are not required to say anything until they feel ready, but they are expected to respond to teacher commands and questions in other ways.

When learners are ready to begin talking in the new language, the teacher provides comprehensible language and simple response opportunities. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers. There is a gradual progression from Yes/ No questions, through either-or questions, to questions that students can answer using words they have heard used by the teacher. Students are not expected to

use a word actively until they have heard it many times. Charts, pictures, advertisements, and other realia serve as the focal point for questions, and when the students' competence permits, talk moves to class members. "Acquisition activities" - those that focus on meaningful communication rather than language form - are emphasized. Pair or group work may be employed, followed by whole-class discussion led by the teacher.

Techniques recommended by Krashen and Terrell are often borrowed from other methods and adapted to meet the requirements of Natural Approach theory. These include

command-based activities from Total Physical Response; Direct Method activities in which mime, gesture, and context are used to elicit questions and answers; and even situation-based practice of structures and patterns. Group-work activities are often identical to those used in Communicative Language Teaching, where sharing information in order to complete a task is emphasized. There is nothing novel about the procedures and techniques advocated for use with the Natural Approach. A casual observer might not be aware of the philosophy underlying the classroom techniques he or she observes. What characterizes the Natural Approach is the use of familiar techniques within the framework of a method that focuses on providing comprehensible input and a classroom environment that cues compre-hension of input, minimizes learner anxiety, and maximizes learner self-confidence.

Learner roles

There is a basic assumption in the Natural Approach that learners should not try to learn a language in the usual sense. The extent to which they can lose themselves in activities involving meaningful communication will determine the amount and kind of acquisition they will experience

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and the fluency they will ultimately demonstrate. The language acquirer is seen as a processor of comprehensible input. The acquirer is challenged by input that is slightly beyond his or her current level of competence and is able to assign meaning to this input through active use of context and extralinguistic information.

Learners' roles are seen to change according to their stage of linguistic development. Central to these changing roles are learner decisions on when to speak, what to speak about, and what linguistic expressions to use in speaking.

In the *pre-production stage* students "participate in the language activity without having to respond in the target language" (Krashen and Terrell 1983: 76). For example, students can act out physical commands, identify student colleagues from teacher description, point to pictures, and so forth.

In the *early-production stage,* students respond to either-or questions, use single words and short phrases, fill in charts, and use fixed conversational patterns (e.g., How are you? What's your name?).

In the *speech-emergent phase,* students involve themselves in role play and games, contribute personal information and opinions, and participate in group problem solving.

Learners have four kinds of responsibilities in the Natural Approach classroom:

1. Provide information about their specific goals so that acquisition activities can focus on the topics and situations most relevant to their needs.

2. Take an active role in ensuring comprehensible input. They should learn and use conversational management techniques to regulate input.

3. Decide when to start producing speech and when to upgrade it.

4. Where learning exercises (i.e., grammar study) are to be a part of the program, decide with the teacher the relative amount of time to be devoted to them and perhaps even complete and correct them independently.

Learners are expected to participate in communication activities with other learners. Although communication activities are seen to provide naturalistic practice and to create a sense of camaraderie, which lowers the affective filter, they may fail to provide learners with well-formed and comprehensible input at the I + 1 level. Krashen and Terrell warn of these shortcomings but do not suggest means for their amelioration.

Teacher roles

The Natural Approach teacher has three central roles. First, the teacher is the primary source of comprehensible input in the target language. "Class time is devoted primarily to providing input for acquisition," arid the teacher is the primary generator of that input. In this role the teacher is required to generate a constant flow of language input while providing a multiplicity of nonlinguistic clues to assist students in interpreting the input. The Natural Approach demands a much more center-stage role for the teacher than do many contemporary communicative methods.

Second, the Natural Approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning. This is achieved in part through such Natural Approach techniques as not demanding speech from the students before they are ready for it, not correcting student errors, and providing subject matter of high interest to students.

Finally, the teacher must choose and orchestrate a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as

responsible for collecting materials and designing their use. These materials, according to Krashen and Terrell, are based not just on teacher perceptions but on elicited student needs and interests.

As with other non-orthodox teaching systems, the Natural Approach teacher has a particular responsibility to communicate clearly and compellingly to students the assumptions, organization, and expectations of the method, since in many cases these will violate student views of what language learning and teaching are supposed to be.

The role of instructional materials

The primary goal of materials in the Natural Approach is to make classroom activities as meaningful as possible by supplying "the extra-linguistic context that helps the acquirer to understand and thereby to acquire" (Krashen and Terrell 1983: 55), by relating classroom activities to the real world, and by fostering real communication among the learners. Materials come from the world of realia rather than from textbooks. The primary aim of materials is to promote comprehension and communication. Pictures and other visual aids are essential, because they supply the content for communication. They facilitate the acquisition of a large vocabulary within the classroom. Other recommended materials include schedules, brochures, advertisements, maps, and books at levels appropriate to the students, if a reading component is included in the course. Games, in general, are seen as useful classroom materials, since "games by their very nature, focus the student on what it is they are doing and use the language as a tool for reaching the goal rather than as a goal in itself" (Terrell 1982: 121). The selection, reproduction, and collection of materials places a

considerable burden on the Natural Approach teacher. Since Krashen and Terrell suggest a syllabus of topics and situations, it is likely that at some point collections of materials to supplement teacher presentations will be published, built around the "syllabus" of topics and situations recommended by the Natural Approach.

Procedure

We have seen that the Natural Approach adopts techniques and activities freely from various method sources and can be regarded as innovative only with respect to the purposes for which they are recommended and the ways they are used. Krashen and Terrell (1983) provide suggestions for the use of a wide range of activities, all of which are familiar components of Situational Language Teaching, Communicative Language Teaching, and other methods discussed in this book. To illustrate procedural aspects of the Natural Approach, we will cite examples of how such activities are to be used in the Natural Approach classroom to provide comprehensible input, without requiring production of responses or minimal responses in the target language.

1. Start with TPR [Total Physical Response] commands. At first the commands are quite simple: "Stand up. Turn around. Raise your right hand."

2. Use TPR to teach names of body parts and to introduce numbers and sequence. "Lay your right hand on your head, put both hands on your shoulder, first touch your nose, then stand up and turn to the right three times" and so forth.

3. Introduce classroom terms and props into commands. "Pick up a pencil and put it under the book, touch a wall, go to the door and knock three times." Any item which can be brought to the class can be incorporated. "Pick up the record and place it in the tray. Take the green blanket to Larry. Pick up the soap and take it to the woman wearing the green blouse."

4. Use names of physical characteristics and clothing to identify members of the class by name. The instructor uses context and the items themselves to make the meanings of the key words clear: hair, long, short, etc. Then a student is described. "What is your name?" (selecting a student). "Class. Look at Barbara. She has long brown hair. Her hair is long and

brown. Her hair is not short. It is long." (Using mime, pointing and context to ensure comprehension). "What's the name of the student with long brown hair?" (Barbara). Questions such as "What is the name of the woman with the short blond hair?" or "What is the name of the student sitting next to the man with short brown hair and glasses?" are very simple to understand by attending to key words, gestures and context. And they require the students only to remember and produce the name of a fellow student. The same can be done with articles of clothing and colors. "Who is wearing a yellow shirt? Who is wearing a brown dress?"

5. Use visuals, typically magazine pictures, to introduce new vocabulary and to continue with activities requiring only student names as response, The instructor introduces the pictures to the entire class one at a time focusing usually on one single item or activity in the picture. He may introduce one to five new words while talking about the picture. He then passes the picture to a particular student in the class. The students' task is to remember the name of the student with a particular picture. For example, "Tom has the picture of the sailboat. Joan has the picture of the family watching television" and so forth. The instructor will ask questions like "Who has the picture with the sailboat? Does Susan or Tom have the picture of the people on the beach?" Again the students need only produce a name in response.

6. Combine use of pictures with TPR. "Jim, find the picture of the little girl with her dog and give it to the woman with the pink blouse."

7. Combine observations about the pictures with commands and conditionals. "If there is a woman in your picture, stand up. If there is something blue in your picture, touch your right shoulder."

8. Using several pictures, ask students to point to the picture being described. Picture 1. "There are several people in this picture. One appears to be a father, the other a daughter. What are they doing? Cooking. They are cooking a hamburger." Picture 2. "There are two men in this picture. They are young. They are boxing." Picture 3 ...

(Krashen and Terrell 1983: 75-7)

In all these activities, the instructor maintains a constant flow of "comprehensible input," using key vocabulary items, appropriate gestures, context, repetition, and paraphrase to ensure the comprehensibility of the input.

International Antecedents

The Immersion Program

Bilingual education in the U.S. and around the world has taken on a variety of different approaches outside of the traditional *sink-or-swim* model of full submersion in an L2 without assistance in the L1. According to the Center for Applied Linguistics, in 1971, there were only three immersion programs within the United States. As of 2011, there were 448 language immersion schools in the U.S. with the three main immersion languages of instruction being Spanish (45%), French (22%), and Mandarin (13%).

Bilingual education started from 3000 BC, it began with traditional language instruction in which target language was taught as a subject in schools. The first language immersion program in which target language was taught as an instructional language started in Quebec, Canada, in 1965.[2] Since the majority language in Quebec is French, English speaking parents wanted to ensure that their children could achieve a high level of French as well as English in Quebec. Since then, French immersion has spread across the country. It led to the situation of French immersion becoming the most common form of language immersion in Canada so far. According to the survey by CAL (the Center for Applied Linguistics) in 2011, there are over 528 immersion schools in the US. Besides, language immersion programs have spread to Australia, China, Saudi Arabia, Japan and Hong Kong that altogether they offer more than 20 languages. The survey by CAL in 2011 has shown that Spanish is the most common immersion language in language immersion programs. There are over 239 Spanish language immersion programs in the US due to large number of immigrants from Spanish speaking countries. The other two common immersion language programs in the US are French and Mandarin which have 114 and 71 language immersion programs respectively.

Types of Learners

Types of language immersion can be characterized by the total time students spend in the program and also can be characterized by the student's age.

Types that are characterized by learning time:

- Total immersion: In total immersion, the language of instruction is the students' L2, meaning that students spent 100% of the school day in their L2. The main problem with this type of language immersion is that students feel that it is hard to understand more abstract and complex concepts if they are taught only via their L2.
- Partial immersion: In partial immersion programs, the class time is shared between the students' L1 and L2. In most cases this is an even split of time between the two languages. This type of language immersion is more acceptable for students.[4]
- Two-way immersion: This type, which is also called bilingual immersion, is a way to integrate both students of the minority language and students of the majority language into the same classroom with the goal of academic excellence and bilingual proficiency for both student groups. In this type of language immersion, the instructional languages can be two languages but only one language is used at a time. Students learn languages by the interaction with their peers and teachers. This method of language immersion is popular language in America.[5]

Types that are characterized by age:

- Early Immersion: Students start learning their second language at five years old or six years old.
- Middle immersion: Students start learning their second language around nine years old or ten years old.
- Late immersion: Students start learning their second language after the age of 11.

Types of Instruction

- In *foreign language experience or exploratory* (FLEX) programs, students are exposed to a different language(s) and culture(s) in the classroom. A small percentage of class time is spent sampling one or more languages and/or learning about language; therefore, proficiency in the target language is not the primary goal. The goals of the program are to develop careful listening skills, cultural and linguistic awareness, and interest in foreign languages for future language study, as well as to learn basic words and phrases in one or more foreign languages.
- In *foreign language in the elementary schools* (FLES) programs, students focus on listening, reading, writing and speaking in the target language. In contrast to FLEX programs, proficiency in the target language is the primary goal, whereas a secondary goal is to expose students to the foreign language's culture.

- In *submersion* programs, bilingual students generally receive all of their instruction in their L2. These programs are often referred to *sink-or-swim* programs because there is little support for the students' L1.
- In *two-way immersion* programs, also called dual- or bilingual immersion, the student population consists of speakers of two or more languages. Two-way immersion programs in the United States promote L1 speakers of a language other than English to
- maintain that language as well learning English as a second language (ESL). In addition, these programs allow L1 speakers of English to be immersed in a "foreign language acquisition environment."
- In *early-exit* programs, bilingual students transition from a bilingual program to a mainstream classroom at an early age (around 7 or 8 years old). These programs are supported by the belief that bilingual children will benefit the most from transitioning into a mainstream classroom at the earliest age possible.
- In *late-exit* programs, bilingual students transition from a bilingual program to a mainstream classroom at a later age (around 10 or 11 years old) These programs are supported by the belief that bilingual children will do better academically from being supported in both languages.

Location

- People can also relocate temporarily to receive language immersion. This type of immersion occurs when a person moves to a place within their native country or abroad where their native language is not the majority language of that community. For example, Canadian anglophones go to Quebec (see Explore and Katimavik) while Irish anglophones go to the Gaeltacht. Many times this involves a homestay with a family who speaks only the target language. Children whose parents immigrate to a new country also find themselves in an immersion environment with respect to their new language . Another method is to create a temporary environment where the target language predominates, as in linguistic summer camps like the "English villages" in South Korea and parts of Europe.
- Study abroad can also provide a strong immersion environment to increase language skills. However, there are a variety of factors that can affect immersion during study abroad, including the amount of foreign language contact during the program. In order to positively impact competence in the target language, Celeste Kinginger notes that research about language learning during study abroad suggests "a need for language learners' broader engagement in local communicative practices, for mindfulness of their situation as peripheral participants, and for more nuanced awareness of language itself."

The stages of language acquisition by the way of language immersion

- Pre-production: It is also called "the silent period". They are new L2 learners, this period will last 10 hours to 6 months in language immersion environment. They may

- have about 500 receptive word in their mind but can't speak yet. This is a mimicking period. Students likely to repeat everything that they heard in class. They can respond to pictures and 'yes or no' questions by using their gestures like nod or shake head. The class needs to integrate pictures and physical response methods
- Early Production: In early production stage, students can master about 1000 receptive and active words. This stage will last 6 month after pre-production stage. They can answer simple questions, like 'Yes or no' question, 'are you hungry, Yes' . They also
- can repeat and know how to use two word phrase like, put down. They maybe can not use the pattern correctly, but they can discover the problem. This is a self-discovery period.
- Speech Emergence: In this stage, students will have about 3000 active words. It will last 1 years after early production stage. They can answer simple questions and use three or more words simple phrase and patterns. They can understand the general idea of a story with pictures. They may not can use the patterns correctly, but they can correct some by themselves. This is also called a self-correcting period. Teachers will focus on conversations part in class in this stage.
- Intermediate Fluency: In this stage, students will have nearly 6000 active vocabulary. This stage will last 1 years after speech emergence. English language learners at the intermediate fluency stage have a vocabulary of 6000 active words. They start to use complex sentences in their speaking and writing. They also know how to respond others' questions. It is not hard for them to use the target language to learn math and science subject. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. More culture and literature stuffs will be taught in this stage.
- Advanced Fluency (Continued Language Development): It is also called continued language development. It requires students know most all content area vocabulary. This stage will last from 4–10 years. It is an achievement of cognitive academic language proficiency in the target language. Students second language ability arrived at near native level.

  Outcomes
- Studies have shown that students who study a foreign language in school, especially those who start in elementary school, tend to receive higher standardized test scores than students who have not studied a foreign language in school. Students who study foreign languages also tend to have increased mental capabilities such as creativity and higher-order thinking skills (see Cognitive advantages of bilingualism), and have advantages in the workplace as employers are increasingly seeking workers with knowledge of different languages and cultures.Bilingual immersion programs are intended to foster proficiency or fluency in multiple languages and therefore maximize these benefits. Even cases in which fluency in the desired language is not fully attained, bilingual immersion programs provide a strong foundation for fluency later in life and help students gain appreciation of languages and cultures that are not their own.

- There are no long-term adverse effects of bilingual education on the learning of the majority language, regardless of whether the students' first language (L1) is a majority or a minority language or the organization of the educational program. Several observed outcomes of bilingual education are: the transfer of academic and conceptual knowledge across both languages, greater success in programs that emphasize biliteracy as well as bilingualism, and better developed second language (L2) literary skills for minority students than if they received a monolingual education in the majority language.
- Language immersion programs with the goal of fostering bilingualism, of which Canada's French-English bilingual immersion program is one of the first, initially report that students receive standardized test scores that are slightly below average. This was true in Canada's program, but by the fifth grade there was no difference between their scores and the scores of students instructed only in English. The English spelling abilities matched with those of the English-only students not long after. Ultimately, students did not lose any proficiency in English and were able to develop native-like proficiency in French reading and comprehension; but, they did not quite reach native-like proficiency in spoken and written French. However, this immersion program is seen as providing a strong foundation for oral French fluency later in life,and other similar programs that might not fully reach their projected goals can also be seen in the same light.
- Programs with the goal of preserving heritage languages, such as Hawaii's language immersion program, have also reported initial outcomes of below average test scores on standardized tests. However, it is possible that these low test scores were not caused by purely language-related factors. For example, there was initially a lack of curriculum material written in the Hawaiian language and many of the teachers were inexperienced or unaccustomed to teaching in Hawaiian. Despite initial drawbacks, the Hawaiian program was overall successful in preserving Hawaiian as a heritage language, with students in the program being able to speak the Hawaiian language fluently while learning reading, writing, and math skills taught in that language.
- Partial immersion programs do not have an initial lag in achievement like Canada's and Hawaii's programs do, but it must be noted that partial immersion programs are not as effective as complete immersion programs and students generally do not achieve native-like proficiency in their L2.

Issues

- The design of exposure time for each language

The first issue is about the allocation of time given to each language. Educators thought that more exposure to the students' L2 will lead to greater L2 proficiency. however it is hard for a student to learn abstract and complex knowledge only by L2. Different types of language immersion schools allocated different time to each language. There is still no evidence can prove that which way is the best.

- The challenge of curriculum, instruction, and instructors

In the United States, state and local government only provide curriculum for teaching students in only one language. There is no standard curriculum for language immersion schools.

Besides, states do not provide assistance in how to promote biliteracy. The research on bilingual teaching is insufficient. The report of the Council of the Great City Schools in 2013 has shown that half of city schools have a shortage of professional bilingual teaching instructor.

- Bilingual proficiency

There are challenges to developing high proficiency in two languages or balance in bilingual skills, especially for early immersion students. Children completed the development of their first language by 7 years old. L1 and L2 impact on each other during their language development. High levels of bilingual proficiency are hard to achieve. The one which were exposure more time will be better than the other one. For second language immersion schools, too young to immerse in a second language will lead to the students fail to proficient in their first language.

Cases by Country

Canada

As of 2009, about 300,000 Canadian students (or roughly 6% of national school population) were enrolled in immersion programs. In early immersion, L1 English speakers are immersed in French education for 2 to 3 years prior to formal English education. This early exposure prepares Canadian L1 English speakers for the 4th grade, the year in which they are instructed in English 50% of the time and French the other 50%.

United States

In the United States, and since the 1980s, dual immersion programs have grown for a number of reasons: competition in a global economy, a growing population of second language learners, and the successes of previous programs. Language immersion classes can now be found throughout the US, in urban and suburban areas, in dual-immersion and single language immersion, and in an array of languages. As of May 2005, there were 317 dual immersion programs in US elementary schools, providing instruction in 10 languages, and 96% of programs were in Spanish.

Hawai'i

The 1970s marks the beginning of bilingual education programs in Hawai'i. The Hawaiian Language Program was geared to promote cultural integrity by emphasizing native language proficiency through heritage language bilingual immersion instruction. By the year 1995, there were 756 students enrolled in the Hawaiian Language Immersion Program from grades K-8. This program was taught strictly in Hawaiian until grades five and six where English is introduced as the language of instruction for one hour a day. The Hawaiian Language immersion Program is still in effect today for grades K-12. With an emphasis on language revival, Hawaiian is the main medium of instruction until grade five

when English is introduced, but does not usurp Hawaiian as the main medium of instruction.

Mexico

A study done by Hamel (1995) highlights a school in Michoacan, Mexico that focuses on two bilingual elementary schools where teachers built a curriculum that taught all subjects, including literature and mathematics, in the children's L1: P'urhepecha. Years after the curriculum was implemented in 1995, researchers conducted a study comparing L1 P'urhepecha students with L1 Spanish students. Results found that students who had

acquired L1 P'urhepecha literacy performed better in both languages—P'urhepecha and Spanish—than students who were L1 Spanish literate.

New Zealand

New Zealand shows another instance of heritage bilingual immersion programs. Established in 1982, full Maori language immersion education has strictly forbidden the use of English in classroom instruction, even though English is typically the L1 of students entering the program. This has created challenges for educators because of the lack of tools and underdeveloped bilingual teaching strategy for the Maori language.

Malawi and Zambia

A study done by Williams (1996) looked at the effects bilingual education had on two different communities in Malawi and Zambia. In Malawi, Chichewa is the main language of instruction and English is taught as a separate course. In Zambia, English is the main language of instruction and the local language Nyanja is taught as a separate course. Williams' study took children from six schools in each country who were all in grade 5. Then, he administered two tests: an English reading test, and a mother-tongue reading test. One result showed that there was no significant difference in English reading ability between the Zambian and Malawian school children. However, there were significant differences in the proficiency of mother tongue reading ability. The results of the study showed that Malawian grade 5 students performed better in their mother-tongue, Chichewa, than Zambian children did in their mother tongue, Nyanja.

Tutorial on the Immersion Programs [-Source unknown or non-identified]-(*Document retrieved on 23/12/2018*)

Chapter III: Design Analysis for both programs:

The general compromises acquired by the recipients of the scholarship to study a professional career in the former Soviet Union were described in a Manual or Handbook of behavior (published by the Dominican Communist Party in 1981) which read as follows:

"Commitments of the scholarship applicant for a socialist nation consists in that when acquiring it a moral commitment is set before it, a commitment to the people and the Dominican revolution , who are the most called to be beneficiaries of that privilege, a commitment to reciprocate aid and collaborate with the development of the country. "

Acquire it means being willing to comply with the conditions and regulations that it implies: -Proper use and responsibility before academic affairs;

• Accept the drop to a lower educational level (medium technician, option that is generally Presented by the authorities), in case of insufficiencies in higher education;

• Respect for the laws of the country and the regulations of
 academic institutions;

• Good personal behavior and attitude
disciplined with respect to the authorities and towards
collective;

• Measured attitude regarding the ingestion of beverages
alcoholic, do not fall into drunkenness or excesses
of any kind;

• Abide by state prohibitions on
currency traffic and illicit trade, sometimes stimulating
sides by foreigners profiteers.

• End of the Professional career;

• Immediate return to the country after the end of the
career. " (Aponte, 2013)

Description of the Russian Language Program

The Russian Language Immersion Program, which was a *Sine Qua Nom* requisite for the Dominican Scholarship's recipient to enter or to be admitted in one of the selected college or university; consisted of :

-An eight (8) hour learning program, on a daily basis.

-An assignment of a guide or tutor of the language for a period of some three (3) months or so, besides the classes.

-Placing of the candidates in an apartment where no native speakers (Spanish in the case of the Dominican students) were living.

-Made able those scholarship's recipients to undertake a professional career of five or six years, completely administered in the Russian language.

Source: (Former scholarships recipients interviewed, 2019)

As it can be noted, those Dominican students had to take a Total Immersion Program in the Russian language, where they not only learned the language and the culture of that nation,

but were also submitted to a process of acquisition of the language, to that respect Krashen (2014) warns us regarding one of his hypothesis by stating that "*The Acquisition/Learning Hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language. Acquisition is the "natural" way, paralleling first language development in children. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning, by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for "learning" to occur, and correction of errors helps with the development of learned rules. Learning, according to the theory, cannot lead to acquisition*".

As we see it, both processes were involved (learning and acquisition) in the students immersed in the Russian program; something which cannot be said of the so-called immersion program for English in the Dominican Republic, which falls short, by offering only a process of learning the language, through a limited number of four hours (four less in comparison with eight of that of the Russian program), and with no more foreign language interaction, when leaving the classroom.

Historical and Geographical Backgrounds

The distance today between the Dominican Republic and Russia (formerly USSR) is of 11082 kilometers or 6886 miles in a direct flight Santo Domingo-Moscow, which ordinarily takes 13 hours, 54 minutes at a speed of 800 km/h., but at that time, we mean, forty years ago, the situation was completely different; First, because there were no diplomatic or regular relations between the USSR and our country, and on the contrary, President Balaguer's regime, which was a "Democratic" heritage of Trujillo's dictatorship, was firmly committed to demonstrate Washington their political loyalty and anti-communism, and therefore "disappeared" thousands of young people, when not imprisoned or sent to a political exile, that was the scenario of the Cold War in the Dominican Republic (See recent Dominican History), and logically, for those times mass media and computerizing programs and internet did not exist, consequently those students left the country in clandestine circumstances and had to face the fact of learning a language which was unlike English or French (languages which were part of the high school curriculum) a completely new and strange language, in a completely and new country, in a completely

and new culture. There was clearly a long *Cultural Distance* between the two of them

(Russian and Dominican), to that respect certain authors explain that:

"Recent research findings suggest that
national cultural distance is relevant to
cross-border acquisition performance
(Morosini, 1998). In the context of a
cross-border acquisition, national cultural
distance represents distance in the
norms, routines and repertoires for organizational
design, new product development,
and other aspects of management
that are found in the acquirer's and the
target's countries of origin (Kogut and
Singh, 1988). In particular, specific routines
and repertoires have been shown to
be critical to post-acquisition performance,
and to vary significantly across
countries in direct association with the
national cultural distance between them
(Jemison and Sitkin, 1986; Hofstede,
1980)".

Description of the Dominican Immersion Program
Entry requirements:
• Attend classes 4 hours a day, Monday through Friday, for 10 months.
• Possess an identity and electoral card.
• Be a university student or High school graduate.
• Be of an age not older than 35 years.
How to register:
• Enter the English form by immersion with your ID number.
• Complete the form with your personal data.
• Select the center and the time in which you want to take the program.
• Send the requested documents, immediately register, to the email
formularingles@mescyt.gob.do
• Documents can be in PDF or photo format.
Required documents:
• Copy of the identity card
• Present ONE (1) of the following documents, as the case may be:
• Selection sheet of the last semester in the higher education institution where you are studying
• Copy of the university degree (if the career ended)
• High School's certificate (people who have not entered the university).
From the webpage: www.mescyt@.gob.do

Chapter IV: Methodological Design

Methodological Design

The present research is a comparative descriptive analysis of the two previously quoted

Language Immersion programs (Russian/Dominican), to that effect a definition is offered

as follows "*The comparative method is often used in the early stages of the development of*

a branch of science. It can help the researcher to ascend from the initial level of

exploratory case studies to a more advanced level of general theoretical

models, invariances, such as causality or evolution."

"The design of comparative research is simple. Your objects are specimens or cases which
are similar in some respects (otherwise, it would not be meaningful to compare them) but
they differ in some respects. These differences become the focus of examination. The goal is
to find out why the cases are different: to reveal the general underlying structure which
generates or allows such a variation." Routio (2007).

For such a purpose, a comparison of both programs have been held on the lights of

describing them; by the literature available in the country and abroad [international cases]

and by means of an interview submitted to a determined numbers of former scholarship's

recipients of the Russian program.

Population

The population randomly chosen for being interviewed from a non-determined number of

those former scholarship's recipient living in the country(there is not an official statistics

available today), was of ten (10), out of three Dominican cities, which totals thirty (30)

subjects interviewed during that process held in the cities of Puerto Plata, Bonao and Santo

Domingo, respectively.

Interview Procedure

A questionnaire to explore the Russian language program (see appendix) was submitted to

them (in Spanish) in order to determine the general conditions/requirements and number of

hours spent in learning Russian before being admitted to college, as well as other

provisions such as guidance or language tutors or translators provided to them as part *of the*

language learning and language acquisition processes in the aforementioned program.

 Findings and Results
Findings:

Of a total of forty (40) former U.S.S.R. Scholarships Recipients interviewed (See the annexed form), in order to determine the nature of the Russian Immersion Program they underwent while studying there. In the submitted survey it was inquired as a main interest, among other things; the number of daily hours, additional or further language assistance or help, as well as, their foreign target language (Russian/German/Bulgarian) skills performances and cultural immersion, too.

The percentage of academic degrees obtained as per the participants were as follows:
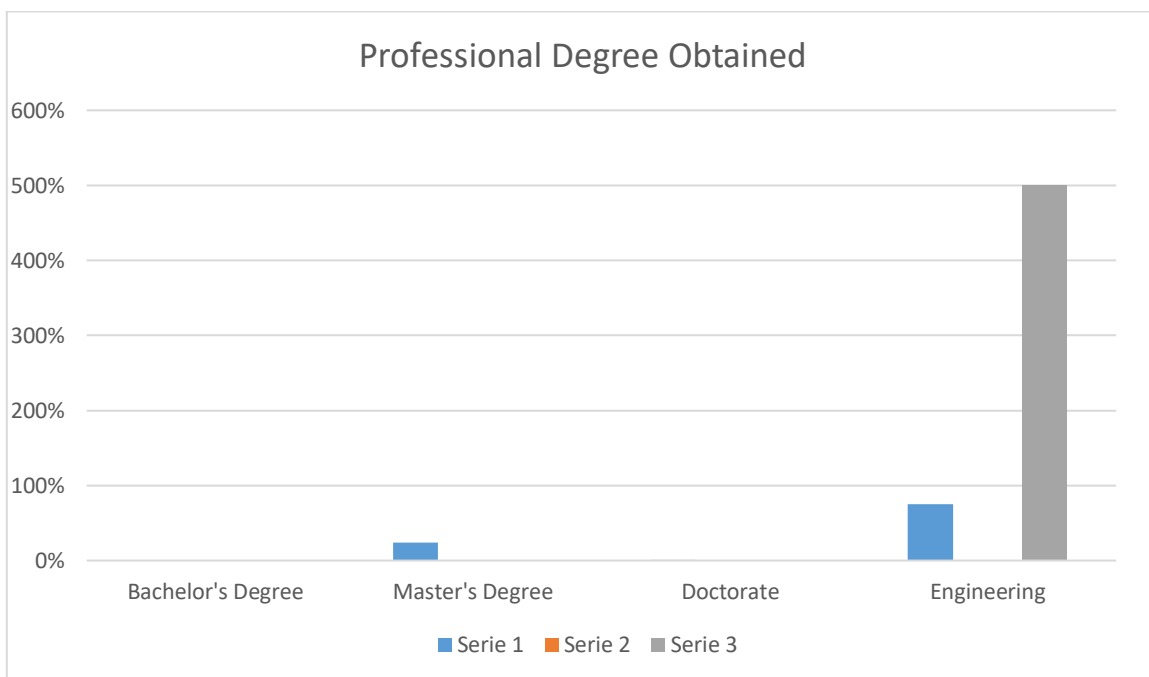

Professional Degree Obtained

Chart One:

As Chart One shows there were 25% of the participants who obtained a Master's Degree, while a 75% graduated from the field of Engineering,

Although there were a non-determined number of students who completed a first degree (Bachelor's Degree) in those universities or colleges, by far, the total of the professional randomly interviewed, from the membership of the Dominican Association of Former Scholarships Recipients in the then so-called Eastern Europe Bloc was not the case, as chart One shows.

As per the sex or gender of the interviewed ones, only 10% were female students, and that is a very real figure of the number of Dominican women who, at that time of the Cold War, ventured to visit a socialist country.
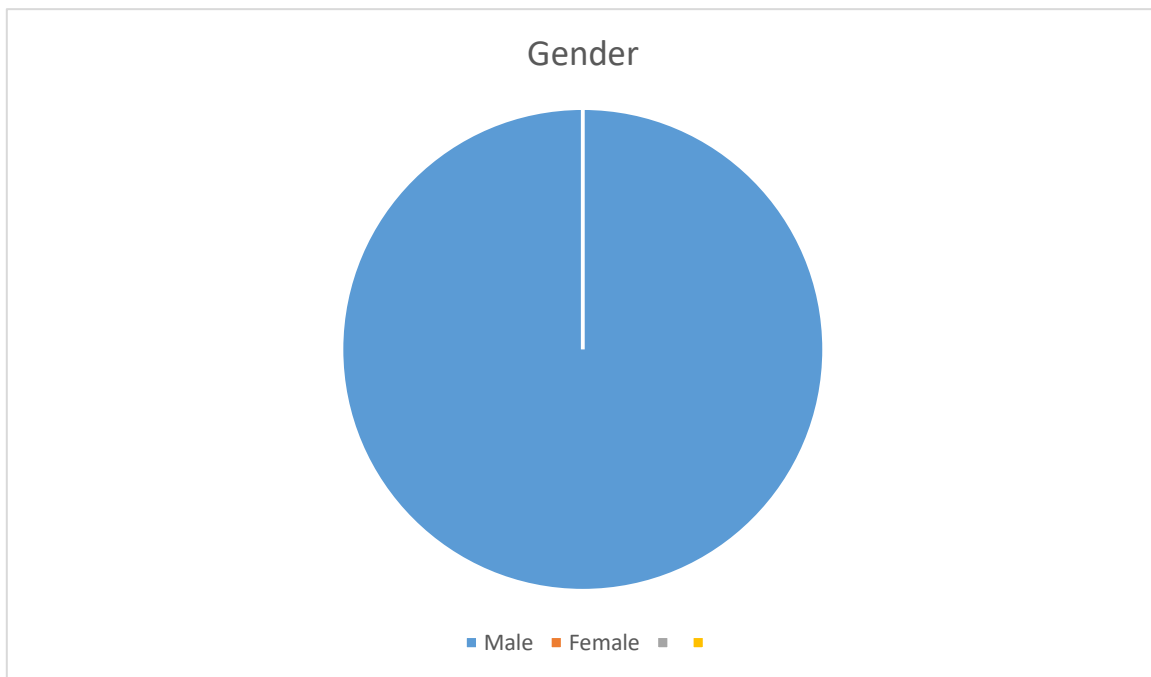

Chart Two:

Chart Two Shows that only 10% of the participants interviewed were female, while an overwhelming number of the scholars were male. The present figure clearly shows the real correlation of sexes for that time.
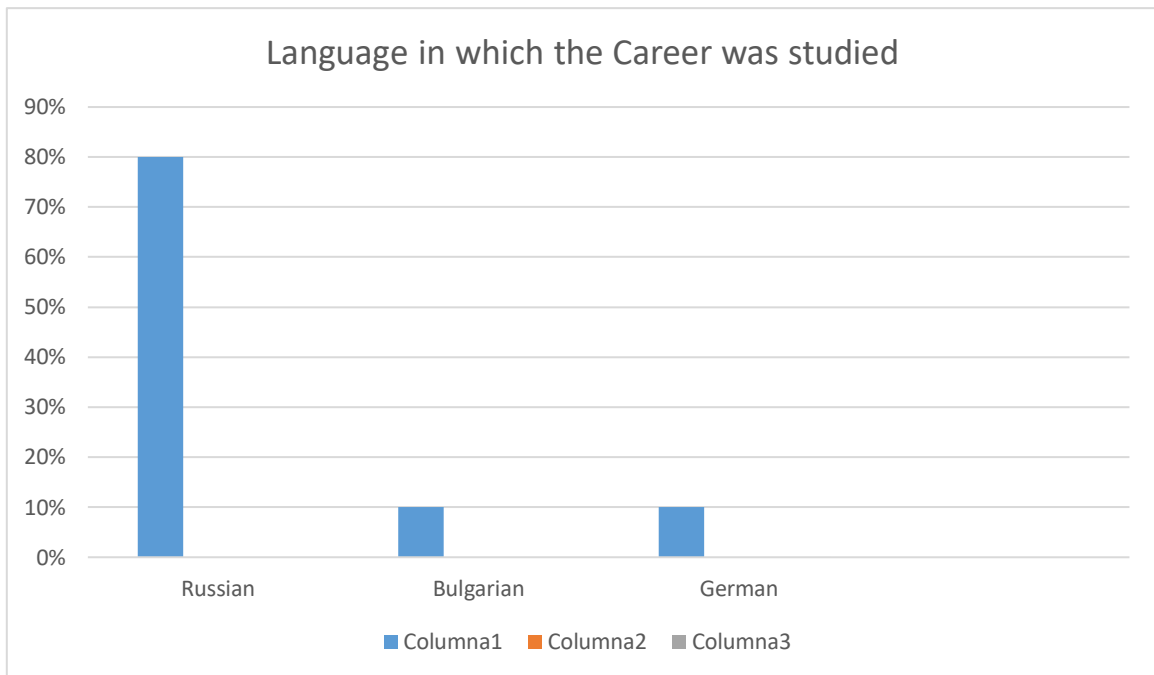
Language in which the Career was studied

Chart Three: Chart Three Shows the languages' frequency learned by the participants

Degree of Dificulty for learning and acquiring the target language.
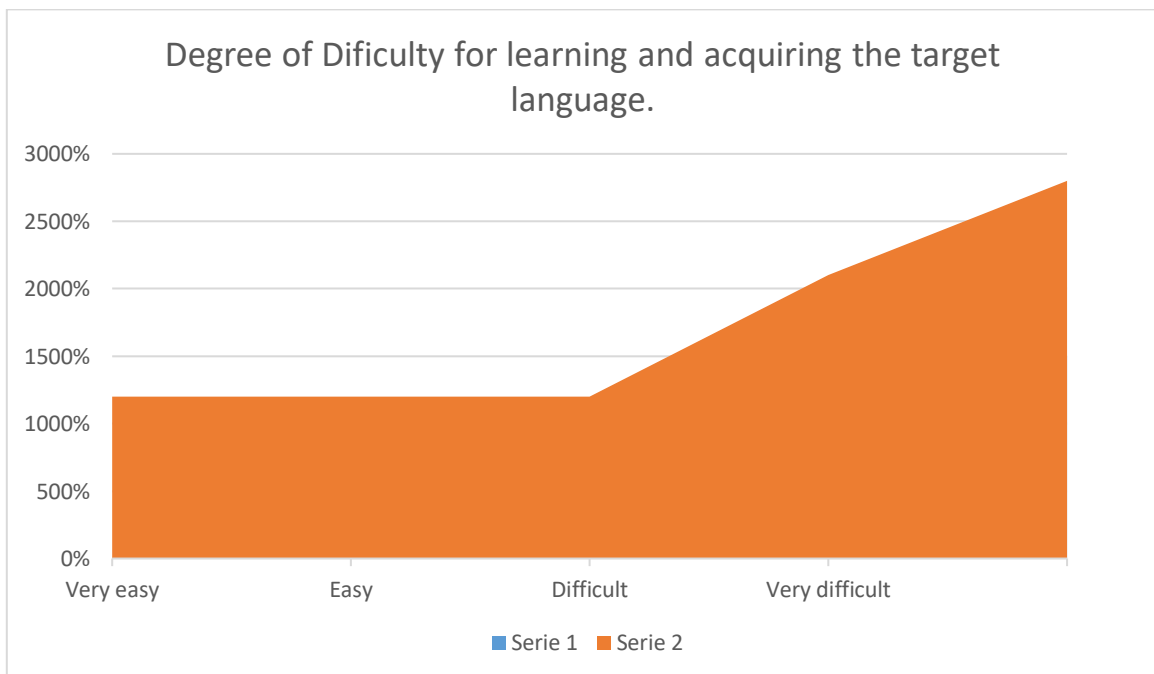
Chart Four:

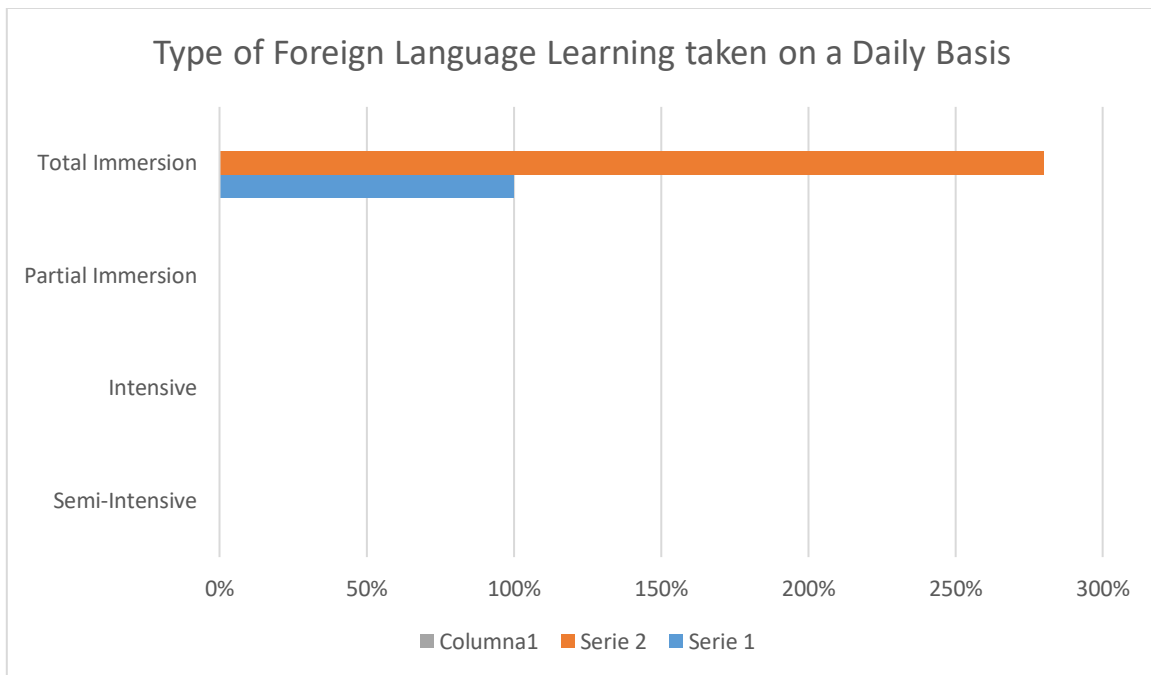Foreign languages spoken before traveling to the former USSR and Socialist Countries.

Chart Five: Type of Foreign language taken on a Daily Basis by Dominican Participants.
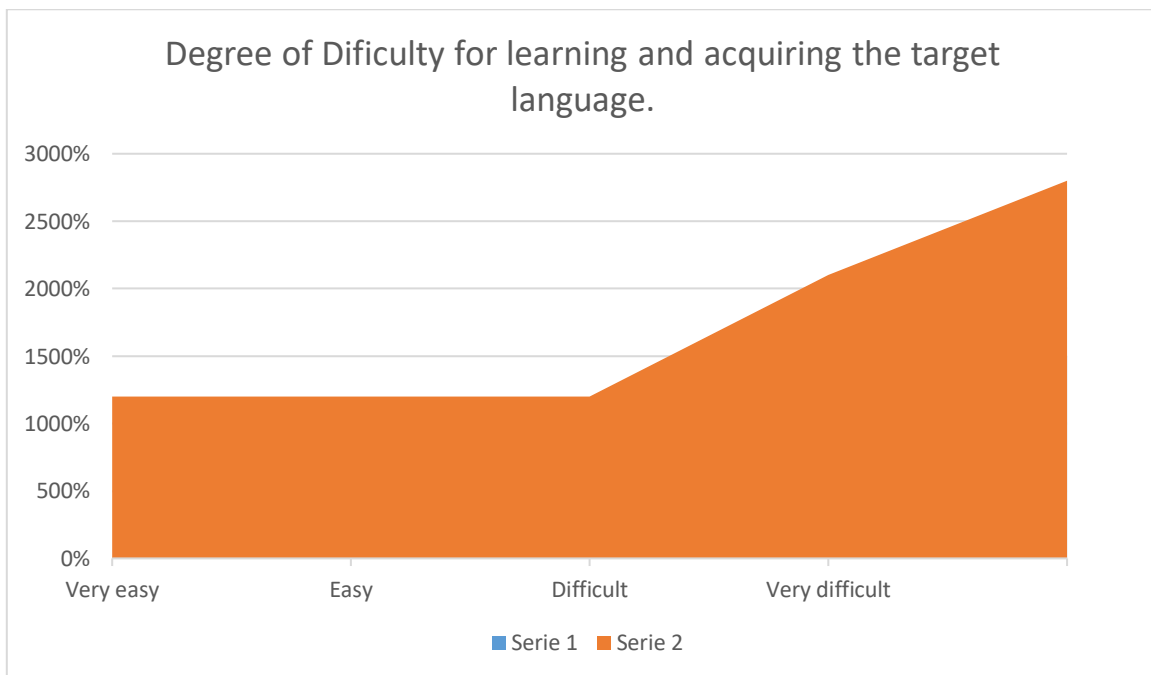

Chart Six: Shows the degrees of difficulty in learning and acquiring the target language as well as, the culture by Dominican students in the former USSR and Socialist countries.
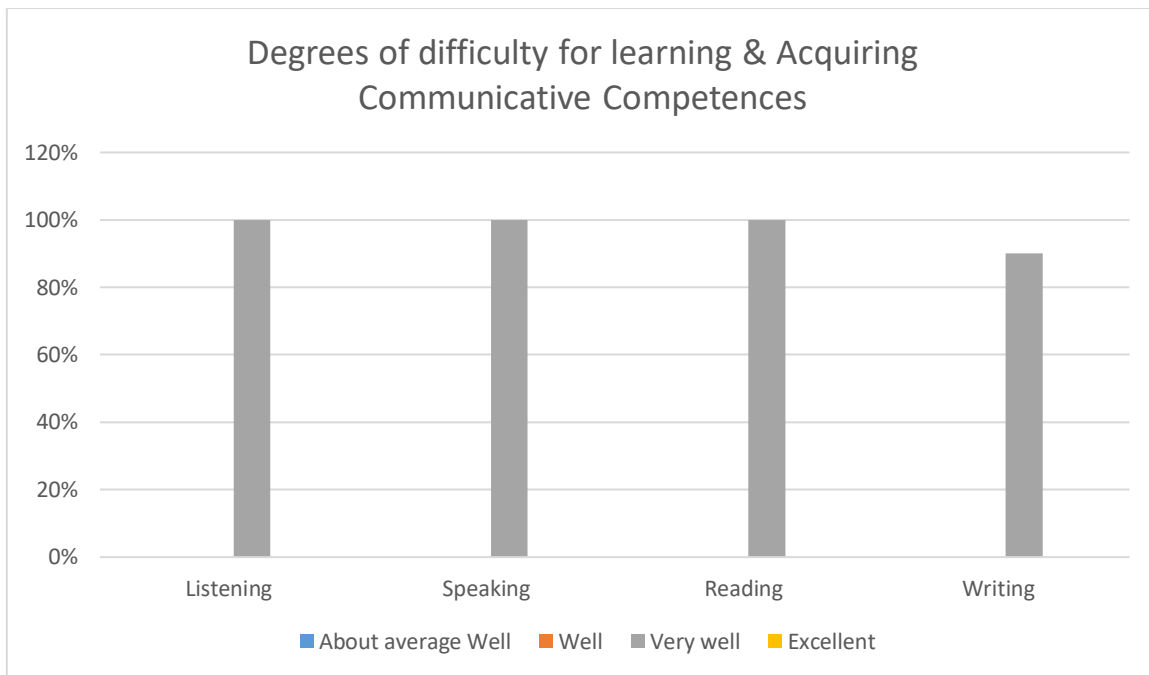
Chart Seven: Shows the degree of difficulty for learning & Acquiring Communicative Competences of Dominican former recipients of scholarship to study in the USSR and Socialist countries.
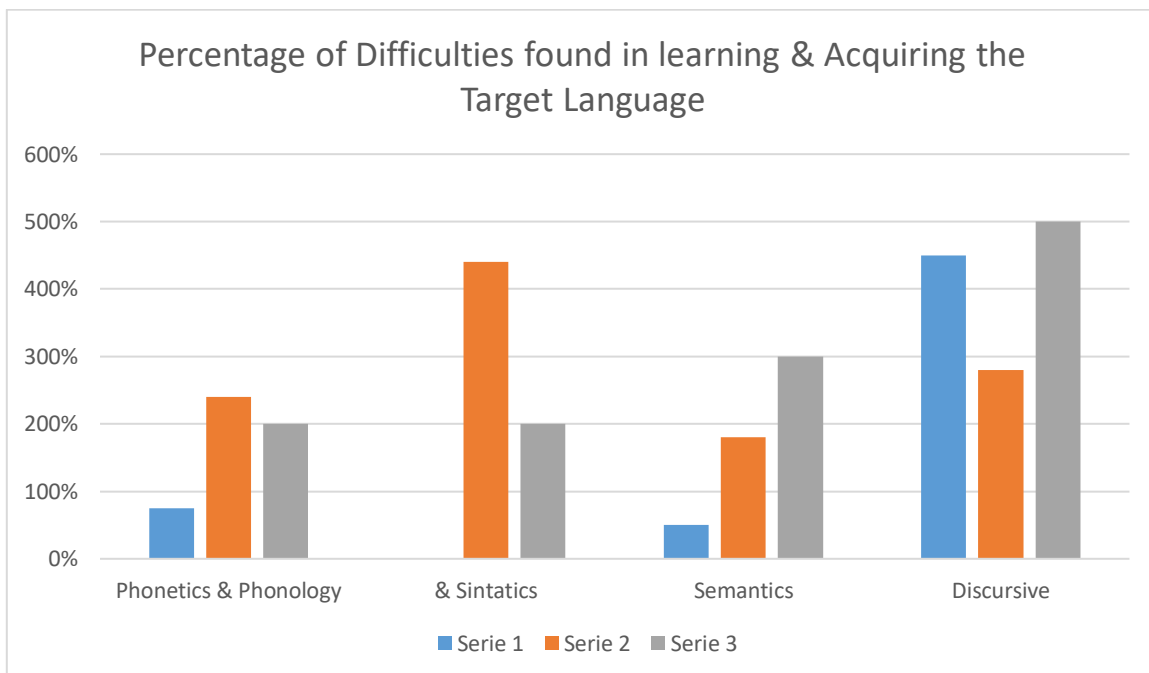

Chart Eight: Shows the Percentage of Difficulties on different aspects of the target language as provided by students interviewed.

Chapter IV: Results Analysis And Conclusions
Criticism to the Russian Immersion Program

Besides being a complete or Total Immersion Program in the Russian language and in the Russian culture of the former USSR, which contemplated eight (8) hours on a daily basis, they also implemented a type of counseling language learning by assigning each student an individual counselor or translator who accompanied them to all places for a certain period of time, in most cases, three (3) months, to that effect, a counsellor in language learning or CLL is defined to that effect as follows: "*The CLL approach was developed by Charles Arthur Curran, a Jesuit priest, professor of psychology at Loyola University Chicago, and counseling specialist. This method refers to two roles: that of the know-er (teacher) and student (learner). Also the method draws on the counseling metaphor and refers to these respective roles as a counselor and a client. According to Curran, a counselor helps a client understand his or her own problems better by 'capturing the essence of the clients concern ...[and] relating [the client's] affect to cognition...'; in effect, understanding the client and responding in a detached yet considerate manner.*

To restate, the counselor blends what the client feels and what he is learning in order to make the experience a meaningful one. Often, this supportive role requires greater energy expenditure than an 'average' teacher. (To that respect, see also Diane Larsen-Freeman). So as it can be seen, there were certain new methodologies employed to in the teaching-learning process of foreign languages in Russia [formerly the USSR] not known, or not still used in our country in those times (decades of the 70's and the 80's), and consequently the so-called Grammar-Translation method reigned in the field of EFL teaching, which is briefly described step by step as follows:

According to Prator and Celce-Murcia (1979:3), the key features of the Grammar Translation Method are as follows:

(1) Classes are taught in the mother tongue, with little active use of the target language.

(2) Much vocabulary is taught in the form of lists of isolated words.

(3) Long elaborate explanations of the intricacies of grammar are given.

(4) Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

(5) Reading of difficult classical texts is begun early.

(6) Little attention is paid to the content of texts, which are treated as exercises in in grammatical analysis.

(7) Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

(8) Little or no attention is given to pronunciation.

Diane Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:13)

Criticism to the Dominican Immersion Program
Since it was first presented (2005) to the Dominican public, this program has been very

well welcomed because of its novelty, massive coverage and its gratuity as well, and for

most of the academic voices, it has clearly filled a gap in terms of education, and in terms

of offering such an intensive EFL four-our program nationwide at not costs at all. The

criticism with this program, it is not about quality it is about its naming an *Immersion*

Program, since as we have seen and examined, it doesn't comply with the requirement of

offering their students a process of language acquisition per se, but rather of language

learning only; it should be repeated to that respect what Krashen(2014) has continuously

expressed that: "*The Acquisition/Learning Hypothesis claims that there are two distinctive*

ways of developing competence in a second or foreign language. Acquisition is the

"natural" way, paralleling first language development in children. Acquisition refers to an

unconscious process that involves the naturalistic development of language proficiency

through understanding language and through using language for meaningful com-

munication. Learning, by contrast, refers to a process in which conscious rules about a

language are developed. It results in explicit knowledge about the forms of a language and

the ability to verbalize this knowledge. Formal teaching is necessary for "learning" to

occur, and correction of errors helps with the development of learned rules. Learning,

according to the theory, cannot lead to acquisition". And unlike the above quoted Russian

Immersion Program, the EFL program for Dominican students do not have the chance or opportunity of being immersed in the process of acquiring the language, something which doesn't disqualify the program itself, but shows merits enough for re-naming it as an intensive or super intensive program, instead of an *Immersion program.*

Something that must be highlighted is that all of the students enrolling in the English Immersion program are; if not all, many, college students, high school graduates, that is to say that they are not absolute beginners, they are not a *tabula rasa* in English, in fact they are technically considered as false beginners " *a language student who has some knowledge of a language, but who* **needs to start** *again from the beginning*" according to *Collins English Dictionary*. Since they have taken EFL during their high school's days, starting from 4th grade of the primary level as a part of the National Core Curriculum up to when they finish high school and that makes eight years of studies of the English language.

Conclusion(s)

Nothing could be better than examining the following chart in order to understand the most outstanding aspects of each program within the framework of conceptualizations and cases in the international arena examined, let's see.

Differences between the Russian Immersion Program and The MESCyT Program	
The Russian Program	The MESCyT Program
1.-An eight-hour daily Course.	1.-A four-hour daily Course.
2.-Language Counseling was provided after classes. provided	2.-Language Counseling is not
2.-A process of Language learning & Acquisition only.	2.-A process of Language Learning
3.-Absolute beginners (Have never taken courses in Russian before)	3.-False beginners (Have taken English in high school)
4.-A total immersion in the Life and Culture of Russia. Culture	4.-A limited immersion in the Anglo
5.-A Long Distance Culture.	5.-A Familiar Culture.
6.-A double degree of difficulty due to the New Writing Alphabet.	6.-The Same Writing Alphabet.

Chart Nine shows the differences between the Russian Immersion Program and that of the MESCyT (The Ministry of Higher Education) English Immersion Program. Those Methodological and pedagogical criterion that set them apart, and that establish a separation of continental dimensions, as continental were the distances that the pre-cited scholarships 'recipients they had to travel in pursuit of a university education in a world so unknown and so culturally and linguistically distant, that neither the decades passed nor the memories that are lost in time have been able to corrode.

But as we had the opportunity to check in the preceding chapters, there are a lot of different types of foreign languages immersion program, as Valdes(1997) explains on what she defines as Dual Language Immersion Program: *Dual-language immersion programs have received a great deal of attention from parents, researchers, and policymakers. The supporters of dual-language immersion see the promise of providing first-language instruction for children with non-English-speaking backgrounds, while simultaneously offering monolingual children access to non-English languages. In this article, Guadalupe Valdés concentrates on the possible negative effects of the dual-language immersion movement. After reviewing the literature on the success and failure of Mexican-origin children, the author raises difficult questions surrounding the use of dual-language immersion in the education of language-minority students. Among the issues raised are the quality of instruction in the minority language, the effects of dual immersion on intergroup relations, and, ultimately, how dual-language immersion programs fit into the relationship between language and power and how that relationship may affect the children and society*.

We are encouraged, finally in these conclusive words, to express our desire to contribute to the bibliography of the teaching of English as a foreign language in our country (The Dominican Republic), by providing elements that serve as a framework of reference for further studies that describe the reality of this academic area in comparative terms, with other realities and other latitudes of the world.

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Appendix :

UNIVERSIDAD AUTONOMA DE SANTO DOMINGO
FACULTY OF HUMANITIES
THE SCHOOL OF FOREIGN LANGUAGES
SURVEY OF LANGUAGE FEASIBILITY FOR FORMER SCHOLARSHIP RECIPIENTS IN THE USSR.

1.-_____2.-_____
                Name (Optional) or Assigned Number   Sex

3.-_____
                    University or College where you studied?

5.-_____6.-_____
                Country/State/Republic   City

7.-Degree obtained: (Mark with an X)
   -Téchnical or A.D.: _____
   -Bachelor's Degree: _____
   -Master's Degree: _____
   -Doctorate or PhD:_____
   -Engineering: _____
   Others: (Specify):_____

8.-Majored in: _____

9.-_____10.-_____
            Language of the career   Other(s) Language(s) learned

11.-Foreign languages spoken before traveling to the USSR: (Mark with an X)
                            English: _____
                            French: _____
                            Russian: _____
                            German: _____
                  Other(s): Specify:_____

12.-Type of Program cursed for learning the Russian Language: (Mark with an X)
a) Semi-Intensive_____
b) Intensive_____
c) Partial Immersion _____
d) Total Immersion_____

13.-Number of daily hours employed in learning the Russian Language: (Mark with an X)
a) 2 hours_____
b) 4 hours_____
c) 6 hours_____
d)8 hours_____

14.-Another type of linguistic Provision offered to you, besides the immersion program:
a) Guide_____
b) Translator_____
c) Counselor/Escort_____
d) Other (Specify)_____

15.-Degree of Difficulty for learning the Russian Language: (Mark with an X)
a) Very easy_____
b) Easy_____
c) Difficult_____
c) Very difficult_____

16.-Degree of assimilation of the Russian culture: (Mark with an X)
a) Very easy_____
b) Easy_____
c) Difficult_____
c) Very difficult_____

17.-Degree of communicative competences obtained in the Russian Language: : (Mark with an X)
1) **Listening:**
a) About average:_____b)Good:_____c)Very Good:_____d)Excellent:_____

2) **Speaking:**
a) About average:_____b)Good:_____c)Very Good:_____d)Excellent:_____

3) **Reading:**
a) About average:_____b)Good:_____c)Very Good:_____d)Excellent:_____

4) **Writing:**
a) About average:_____b)Good:_____c)Very Good:_____d)Excellent:_____

18.- Type of difficulties found in learning the Russian Language: (Mark with an X)
a) Of Phonetics/Phonological type: _____
b) Of Morphological/Syntactical type: _____
c) Of Semantics Comprehension type: _____
d) Of discourse elaboration type: _____

Thanks for your Colaboration!!