

English Immersion programs: Fostering Lifelong Learning Skills for Young Learners.

Constanza GARCÍA MANRIQUE

Research Report submitted

in partial fulfillment of the requirements for the degree of

Master in English Language Teaching – Autonomous Learning Environments

Directed by Laura Lucía CARREÑO BOLIVAR

Department of Foreign Languages and Cultures

Universidad de La Sabana

Chía, Colombia

July 2020

Declaration

I hereby declare that my research report entitled:

English Immersion programs: Fostering Lifelong Learning Skills for Young Learners

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
- complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
- has been submitted by or on the required submission date.

Date: August 2020

Full Name: Edna Constanza García Manrique

Signature:



Acknowledgements

I would firstly like to thank God and Our Mother Mary for giving me the skills and the strength to face such a big challenge I have accomplished by completing this master's program. My dear parents and my husband who were by my side supporting, giving me space and time for accomplishing this goal.

Secondly, I am thankful to my thesis advisor Laura Carreño Bolivar who with her professionalism and expertise guided me throughout this path. Also, all the professors at the master's program, especially Ana María Ternent De Samper, who were always open and supporting. They provided me with feedback and ways of improving my products and academic tasks. All their knowledge and skills made me grow in personal and professional aspects of my life; they are a fundamental component of the master's program. Thanks to you all! Vilma Constanza Millán Bonilla we remember you in a very special way!

Abstract

This study was conducted to examine the role of an English immersion program in the development of Young learners' life skills. Literature has defined immersion programs as educational experiences to complement school-based language instruction. Life skills are all the components that someone needs to succeed in life. Likewise, life skills contribute to the promotion of personal and social development. Both concepts, immersion programs and life skills, are the main elements in this investigation.

The participants of this study on life skills included 120 young learners from 6 different public schools in Cajicá and 2 teachers from the immersion program. The results of this study are based on qualitative research and principles of grounded theory. Regarding the needs analysis, which revealed the participants' interests and needs related to the objectives of the program, the researcher decided to focus her investigation on the role of the English immersion program in the development of those young learners' life skills.

Qualitative data were gathered through documentary analysis, semi-structured teachers' interviews, teachers' narratives, class observations, and student focus groups. The collected data was organized and analyzed through a matrix created in excel spreadsheets following the coding system proposed by grounded theory. Findings revealed that the role of the English immersion program in the development of Young Learners' life skills includes a big component of teachers' strategies and the students' interaction among themselves in the program.

Key words: immersion programs, life skills, teachers' strategies, young learners.

Resumen

El presente estudio cualitativo tiene como objetivo examinar el rol del programa de inmersión en inglés (Friendly Town), en el desarrollo de las habilidades para la vida de los estudiantes de primaria de los seis colegios públicos del municipio de Cajicá (Cundinamarca).

Los estudios revisados definen a los programas de inmersión como experiencias educativas que complementan procesos de enseñanza aprendizaje en entornos regulares. Las habilidades para la vida son aquellos componentes que los individuos requieren para asumir con éxito distintas circunstancias de la vida. De esta manera, las habilidades para la vida contribuyen al desarrollo personal y social del ser humano. Por lo tanto, programas de inmersión y habilidades para la vida son los principales elementos teóricos de esta investigación.

Los participantes de este proyecto fueron 120 estudiantes de primaria de los colegios públicos de Cajicá que hicieron parte de la experiencia de inmersión en inglés por nueve semanas en el año 2019. Adicionalmente, se contó con la participación de una maestra y un maestro que enseñan inglés en el programa de inmersión.

Con base en la observación de los intereses y necesidades, tanto de los participantes como de los objetivos del programa de inmersión, esta investigación se enfocó en explorar el rol del programa de inmersión en inglés (Friendly Town), en el desarrollo de las habilidades para la vida de los estudiantes de primaria de los seis colegios públicos del municipio de Cajicá (Cundinamarca).

Los datos cualitativos fueron recogidos a través del análisis documental, entrevista semi-estructurada a los maestros, narrativas de los maestros, observaciones de clase y un grupo focal con estudiantes. La información recogida a través de los instrumentos mencionados

anteriormente fue organizada y analizada por medio de una matriz creada en excel, siguiendo un sistema de codificación y categorización de datos desde la teoría fundamentada.

Los resultados de esta investigación revelaron que el rol del programa de inmersión en inglés (Friendly Town), en el desarrollo de las habilidades para la vida de los estudiantes de primaria de los seis colegios públicos de Cajicá, contiene un componente fundamental basado en las estrategias de los maestros que hacen visibles avances y fortalezas en el desarrollo de habilidades para la vida de los participantes. Asimismo, las interacciones que surgen entre los estudiantes participantes en el programa, influyen en el rol que desempeña el programa de inmersión en inglés en el desarrollo de habilidades para la vida de los estudiantes de primaria participantes en el programa.

Palabras claves: programas de inmersión, habilidades para la vida, estrategias de los maestros, estudiantes jóvenes.

Table of Contents

Abstract	i
Resumen	ii
Table of Contents	iv
Table of Figures	vi
Table of Tables	vi
Chapter 1: Introduction	1
1.1 Introduction to the study	1
1.2 Rationale for the study	3
1.2.1 Rationale for the problem of the study	3
1.2.2 Rationale for the strategy selected to address the problem of the study	9
1.3 Research question and objective(s).....	9
1.4 Conclusion.....	10
Chapter 2: Literature Review.....	11
2.1 Introduction	11
2.2 Theoretical framework.....	12
2.2.1 Immersion programs	12
2.2.2 Life skills.....	16
2.2.3 Interaction	19
2.3 State of the art.....	21
2.3.1 Previous research on immersion programs	21
2.3.2 Previous research on life skills	27
2.3.4 Justification of research question/objectives	35
2.5 Conclusion.....	36

Chapter 3: Research Design	38
3.1 Introduction	38
3.2 Context	39
3.2.1 Type of study.....	41
3.2.2 Participants	42
3.2.3 Researcher's role	44
3.2.4 Ethical considerations	44
3.3 Data collection instruments	45
3.3.1 Descriptions and justifications	46
3.3.1 Teachers' narratives.....	48
3.3.1 Focus group.....	49
3.3.2 Validation and piloting	51
3.4 Conclusion.....	52
Chapter 4: Results and Data Analysis.....	52
4.1 Introduction	52
4.2 Data management procedures.....	53
4.2.1 Validation.....	53
4.2.2 Data analysis methodology	55
4.3 Categories	55
4.3.1 Overall category mapping	55
4.3.2 Discussion of categories	57
4.4 Conclusion.....	71
Chapter 5: Conclusions and Pedagogical Implications.....	73

5.1 Introduction73

5.2 Comparison of results with previous studies’ results.....73

5.3 Significance of the results75

5.4 Pedagogical challenges and recommendations.....77

Table of Graphs

Graph 1 Students’ life skills preferences5

Table of Figures

Figure 1. Triangulation54

Figure 2. Mapping triangulation 56

Table of Tables

Table 1 Acronyms to keep the data confidentiality45

Table 2 Teaching Approaches.....64

Table of Excerpts

Excerpt 1. *TA, Semi-structured teachers’ interview – TB, Teachers’ narratives*58

Excerpt 2. *TA, Semi-structured teachers’ interview – TB, Teachers’ narratives*59

Excerpt 3. *TB, Teachers’ narratives*59

Excerpt 4. *S4, S6, S9 Focus group*60

Excerpt 5. *O1, Class observation*61

Excerpt 6. *TA, Semi-structured teachers’ interview – TB, Teachers’ narratives*62

Excerpt 7. *S3, S5 Focus group*63

Excerpt 8. *TA, TB Semi-structured teachers' interview*64

Excerpt 9. *TB, Teachers' narratives – TA, Semi-structured teachers' interview*66

Excerpt 10. *TA, TB Teachers' narratives - S11, Focus group*67

Chapter 1: Introduction

1.1 Introduction to the study

Different researchers have studied the beginning, the effects, and the implications of learning a language by participating in immersion programs (Corbaz, 2001; Cummins, n.d.; Postigo & González Jiménez, 2014; Williams Fortune & Tedick, 2009). Some of them have discussed immersion programs as a methodology for learning a foreign language (Postigo & González Jiménez, 2014), or as programs that have developed immersion experiences as strategies for learning languages (Rey, 2015).

Considering immersion programs as a method for learning a language implies an innovative methodology that supports learners in a particular context in their foreign language learning process. By employing specific activities and actions, immersion programs actively enable learners to participate energetically in language learning experiences (Postigo & González Jiménez, 2014). As a methodology, immersion programs have developed mainly in private institutions. They design programs for short or long periods of time for language learning. Through experiences abroad or in the home country, these immersion programs complement school-based language instruction (Bettney, 2017; Lai, C. Zhu, W. & Gong, G, 2015; Lightbown, n.d.).

Addressing immersion experiences as programs requires the inclusion of policies and strong government support for establishing norms and legal foundations to promote a language learning experience. According to Mora 2015, Bogotá is one of the cities in Colombia that in 2006 decided to implement bilingualism initiatives. The MEN (National Ministry of Education) designed the Bogotá Bilingüe project through which around 100 public schools in Bogotá participated in *Aulas de inmersión* program. *Aulas de inmersión* program aims at developing

actions to strengthen foreign language learning and teaching for educators and students at public schools around the city. The schools implemented the Bogotá Bilingüe project through an integrated curriculum of the school day called 40x40 (40 hours).

Life skills have been calling the attention of schools, institutions, and a variety of health and social scenarios. In the 21st century, it is not enough for children to learn academic subjects. The educational environments are incorporating students' interests and needs and these new perspectives include preparing learners for life (Koloso, 2010).

Preparation for life is one of the most important components of the English immersion program in Cajicá. The English immersion program is called "Friendly Town" (For a description about Friendly Town program see 1.2). This English immersion experience, based on his document "Friendly Town, un Proyecto del colegio Newman y la alcaldia" took into consideration that the students will learn more than English at the program (Newman, 2017). Friendly Town considered the context of those learners that would participate in the program and designed a particular curriculum to prepare them for daily life challenges. Based on the results from Friendly Town, this investigation centers on the role of the English immersion program in Cajicá on the development of primary school learners' life skills.

Another value of this investigation is its contribution to what is limited amount of literature devoted to the development of life skills through an English immersion program. Published research in this area is particularly needed in Colombia (See section 2.2).

1.2 Rationale for the study

1.2.1 Rationale for the problem of the study

1.2.1.1 *Needs analysis and problem statement*

The present research project was developed mainly in CIBEC (Centro de Integración Bilingüe Experiencial en Cajicá). CIBEC is a Center created by Cardinal John Henry Newman School. This center is the result of a cooperation between the local government (Alcaldía de Cajicá), secretaría de Cundinamarca, and the Newman School (Private institution). The parties agreed on the importance of creating an English as a foreign language program for primary school learners at public institutions in Cajicá (Colombia), whose ages ranged between 8 to 12. The program is called Friendly Town (FT), which started in 2015 in an institution known as Politécnico in Cajicá.

FT is a local educational program where a group of students (third graders) from 6 public schools in Cajicá participate in an experiential program for students to receive the following benefits:

1. The right to access and permanence in bilingual education (law 1651), República de Colombia, (2013)
2. To be prepared to assume globalized world's challenges
3. To be formed as human beings with individual and group talents in order to be citizens with values, rights, and responsibilities.

According to the elements mentioned above, FT provides a formative process where students can become integral citizens. This process is related to the holistic development of human beings, and the process is carried out through practices where values, competences, and knowledge help learners be competitive and productive.

The study involved two qualified English teachers that work at the English immersion program and 120 third graders that participated in the 9-week English immersion experience. Some of the students had not been exposed to English classes prior to the program because of the lack of English teachers at public schools. Some of the participants are from low socioeconomic status, which means they have limited opportunities to access goods and services. Many families ignore bilingual education because they believe that it is expensive and that they cannot afford this kind of education.

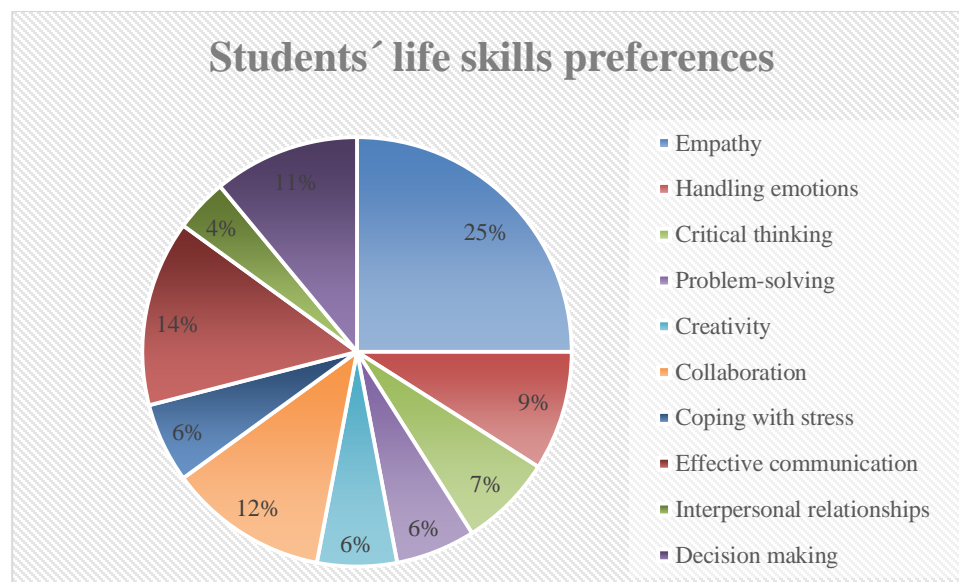
Qualitative data were gathered through five instruments: documentary analysis, semi-structured teachers' interviews, teachers' narratives, class observations, and students' focus groups. These instruments were designed and applied equally: two instruments for the teachers and two for the learners. The documentary analysis was a source for the researcher to design the rest of the instruments. Based on the analysis of the document "*Friendly Town, un Proyecto del Colegio Newman con la Alcaldía*", the researcher found that the English immersion program eagerly wanted to provide public school students more than a language learning program. They realized that while the students are learning English in the immersion program, they are taking part in a life skills learning experience that will prepare them for 21st-century challenges.

Bearing in mind that English immersion programs impact language and life skills, the researcher applied instruments to determine the role of the English immersion program in the development of EFL young learners' life skills in Cajicá. The first instrument applied was a semi-structured teachers' interview consisting of four questions. The class observation was the second instrument applied. It consisted of visiting and observing the lessons given by the two participant teachers. The observations were focused on identifying if the students developed

three life skills: Empathy, communication, and collaboration. These life skills were selected for the learners after the researcher reviewed the results of a questionnaire in which the students answered what life skill they wanted to learn. The questionnaire indicated that 25% of the learners were interested in empathy, 14% in assertive communication, and 12% in collaboration (See Graph 1).

Graph 1

Students' life skills preferences



The third instrument applied was the teachers' narratives. Based on six questions, the two participating teachers wrote a narrative about their considerations on the process of the learners' development of life skills, specifically in their roles as teachers. Finally, the focus group was the last instrument applied. The researcher asked for two volunteer students from each of the six groups participating in the English immersion program. The twelve learners selected held conversations with the researcher. Four cases were presented to the students. The situations described to the learners were common conflicts that usually happened at the program and in the

schools. The instrument sought students' answers related to what they would do if they were in those situations.

All the data collected with these instruments was organized and analyzed into a matrix created in Excel spreadsheets following the coding system proposed by grounded theory (see chapter 3).

1.2.1.2 Justification of problem's significance

This research study focused on the role of a domestic English immersion program in the development of EFL learners' life skills from public schools in Cajicá. Different organizations (UNESCO, 2003; UNICEF, 2003; The Pan American health organization, 2001; World Health Organization, 1994)) have attached various meanings to the life skills term. Accordingly, the present research report includes the following definition *life skills are the needed competencies for human development to adopt positive behaviours that enable them to deal effectively with the challenges of everyday life.*

Based on the contributions that life skills provide to the individuals this research project focuses on the role that a domestic English immersion program plays in the development of EFL learners' life skills, particularly because most of the teaching practices at the public schools in Colombia take life skills teaching for granted. There are a few projects or skills-based initiatives at public institutions that consider these abilities as important because they are key components for the students learning process. Teaching experiences have shown that public institutions in particular do not equip young learners with life skills that will help them deal with daily life challenges (López, 2008). Therefore, a domestic English immersion program with a component devoted to the development of life skills is a space that deserves a rigorous research report. In particular with a focus on a program geared toward the development of young learners' life

skills. Furthermore, the significance of this study gains a major relevance taking into account that life skills are developed at the very same time that the students are learning the English language. Thus, it would be possible that the learners remember that a foreign language learning experience provided them the opportunity to develop those skills that are needed to be successful in life.

In Latin America nowadays, English has become a focus area to include in the national policies and programs across the countries. Interest in learning the language continues to increase in Latin America. The territory has made significant efforts to enhance English language learning (ELL) through policies and programs. Cronquist & Fiszbein (2017) presented an overview of the condition of ELL in 10 countries in Latin America: Argentina, Colombia, Chile, Brazil, Perú, Ecuador, Uruguay, Panamá, México, and Costa Rica.

In order to carry out their study, Cronquist & Fiszbein (2017) established four categories that indicated progress in ELL for the 10 countries embracing all the ELL policies and framework: legal foundation, standards for learning, students' achievement, and teachers' qualifications. "Overall the region demonstrates a strong legal foundation. Laws require the teaching of English in schools in six of the ten countries, while English is encouraged as the mandatory foreign language in others. Half of the countries also have well-developed plans or strategies for improving ELL" (Cronquist & Fiszbein, 2017, p. 30).

Some national English Language Learning Programs along the continent are *Programa Inglés Abre Puertas (PIAP) Chile, Plan Ceibal Uruguay, Colombia Bilingue, Programa*

Nacional de Inglés (PRONI) México, and *Inglés puertas al mundo Perú* (British Council, 2015; British Council, 2015e, 2015d, 2015c, 2015b, 2015a). All the policy frameworks for ELL in the Latin American countries are contained in those documents that are essential guides to implement effective policies and programs to improve English proficiency levels. Thus, the researchers proposed three key factors that these programs must address to succeed: a) ensuring continuity, b) developing a strong monitoring and evaluation (ME), c) addressing the lack of sufficient quality teachers. In addition, the research reported some immersion programs in Latin America specifically for teachers' qualifications and professional development opportunities to increase English proficiency levels among teachers. Chile, Colombia, Panamá, and Perú have progressive programs for English teachers to obtain preparation abroad. Chile offers a scholarship for a term abroad for students enlisted in English teaching programs in accredited universities. Apart from the in-country immersion program, *Colombia Bilingue* also incorporated the "Teaching English" project in cooperation with the Institución Universitaria Colombo Americana (UNICA). In 2015, the program reached 275 teachers from 11 Education secretaries (Ministerio de Educación Nacional de Colombia).

Taking into account this overview of ELL through different national programs in Latin America, including Colombia, the domestic English immersion program in Cajicá (Colombia), called Friendly Town, is a potential English language learning experience to investigate and find the local impact of the program related to its role in the development of EFL young learners' life

skills, as a prior component of the experience. Friendly Town may be considered as a successful Domestic English immersion experience since the program achieves effectiveness by ensuring continuity, developing strong monitoring and evaluation (ME), and addressing the lack of sufficient quality teachers.

1.2.2 Rationale for the strategy selected to address the problem of the study

As this research report aims to determine the role of an English immersion program in the development of EFL young learners' life skills from public schools in Cajicá, the strategy selected to address this phenomenon consists of collecting data through the application of five instruments. Then, the data were interpreted and analyzed to better understand the discussion or problem attached to the role of the English immersion program in the development of young learners' life skills.

This research report presents an exploratory study that based on qualitative research methodologies, the data gathered and their interpretation explore why or how a phenomenon occurs or how it is described from the participants and the researcher's point of view.

1.3 Research question and objective(s)

The present study's research objective is to explore the role of a domestic English immersion program in the development of EFL Young learners' life skills from public schools in Cajicá. Therefore, the corresponding research question is what is the role of a domestic English immersion program in the development of EFL Young learners' life skills for students attending public schools in Cajicá.

1.4 Conclusion

Life skills are a priority that 21st century research is investigating at variety of social, political, and educational scenarios. That is why according to UNICEF (2006), more than 100 nations committed to comprise life skills as fundamental learning that is required for all learners around the world (Koloso, 2010).

Life skills is an interesting proposal to include in any educational institution in Colombia through the PEI (Proyecto Educativo Institucional). However, there is still work to do for raising awareness among the communities. Thus, language immersion experiences like Friendly Town support public educational institutions in Cajicá for including life skills as part of the curriculum of the immersion program itself.

Given this, the researcher decided to begin the present investigation to determine the role of the English immersion program in the development of EFL Young learners' life skills from public schools in Cajicá.

To validate the present study, examinations of a selection of literature sources are included to support the research. Consequently, the following chapter discusses in depth what language immersion programs are, the impact that language immersion experiences have generated in some countries around the world, and previous international and local research on the topic. Life skills will be addressed from different organizations' points of view, and some prior international and local investigations on the theme of life skills will be in the next chapter.

Chapter 2: Literature Review

2.1 Introduction

As was reported in the last chapter, the needs analysis stated that the English immersion program in Cajicá has a specific component that aims to develop learners' life skills while they participate in a language learning process over a nine-week period of time. The research question and the objective of this study seek to recognize the role of an English immersion program in the development of EFL learners' life skills from public schools in Cajicá. In order to determine that role, the researcher decided to include life skills, immersion programs, and interaction as the main constructs for discussion in this chapter. These constructs will be presented as the literature review of the study. Furthermore, this chapter will submit a review on what immersion programs are, the impact of immersion programs in Colombia, and what is the state of immersion programs in Latin America today.

This literature review presents theoretical contributions about life skills, immersion programs, and interaction. These constructs arose from the data collection stage that emerged throughout the application of the five instruments in the research design. Also, some constructs were chosen as main categories based on the immersion program's curriculum. That supported the results of this research into the role of an English immersion program in the development of EFL Young learners' life skills. Since little has been written and discussed about this phenomenon, the emerging findings on the role of an English immersion program in the development of life skills, evidenced by this report, impact researchers and teachers in Colombia. Finally, the discussion of how life skills have been taken into account in the recent past is considered in this chapter. The analysis of the national and international research on the topics will be carried out in the state of the art.

2.2 Theoretical framework

2.2.1 Immersion programs

Immersion programs in learning languages happen to be an educational experience to complement school-based language instruction. In the recent past, these kinds of projects are mainly common in The United States, Europe, China, Canada, and Russia. Different authors have approached the nature of immersion programs and debated about the variety of immersion experiences as part of formal and informal education. (Bettney, 2017; DePalma, 2010; Johnstone et al., 2011; Lightbown, n.d.; Lindholm-Leary, 2011, 2012; Pinar, 2016; Silva, 2013, López Estrada & Chacón, 2015)).

These authors define immersion programs as a short or long period of time abroad or in the home country in which the learners participate in intensive Second Language programs to improve their language skills. Other theoretical considerations developed in the Colombian context indicate that immersion programs are part of a teaching approach that aims at recreating foreign cultural plots to enrich foreign language learning. Lenker and Rhodes cited Silva, Martínez, Orozco & Ayala (2018) note that foreign language immersion entails immersing learners in the target language throughout the school day. The teachers use only the target language to teach academic subjects putting into practice a wide range of instructional strategies. In other words, the language immersion experience offers different scenarios for the learners to use the language in as many situations as possible. However, this theoretical concept only takes into consideration the opportunity of having academic plots for practicing the language and hardly contemplates interactions among the participating learners from different cultural backgrounds. Li, Steele, Slater Bacon, and Miller quoted in Silva, Martínez, Orozco & Ayala

(2018) state that language immersion programs are growing rapidly and their goals are to educate learners to be bilingual and bi-literate, enabling academic achievement, and promoting cross-cultural communication understanding. Therefore, language immersion programs consist of promoting the interaction of different cultural backgrounds, and also, this is not only about being bilingual but being bi-literate as well, which means using both communicative and literacy skills (Silva, Martínez, Orozco & Ayala, 2018).

From the Canadian language programs, immersion is a way for learning a second language. It is stipulated that at least 50% of the school curriculum be taught in the L2. Other models apply only half or less of the percentage, they are known as partial immersion experiences. The basis for these types of immersion programs is using the language for learning regular subjects such as social studies, mathematics, art, and science. The use of the language is one of the main goals of these kinds of immersion programs to promote communication among the learners in order to put into practice what they listen to and learn throughout the language experience (Martín & Martín M., 2012). These notions related to language immersion experience in Canada also have some variations. For instance, it could be through two dynamics *partial* or *total*. These particular characteristics of the immersion experience in Canada mainly depend on the number of hours devoted to the L2 instruction. Nonetheless, Canadian immersion language experiences take into consideration early immersion especially for pre-schoolers, a delayed immersion that covers primary school learners, and late immersion for secondary school students (Martín & Martín M., 2012).

Language immersion programs in The United States have the aim to provide the learners the opportunity to participate in high levels of academic preparation and to do it in a language other than English. Therefore, some immersion programs in the United States are known as a

foreign language immersion program. These kinds of immersion experiences offer a regular school curriculum that is taught in the immersion language for at least half of the school day. In the United States there are also other alternatives to full language immersion programs where the language is most often a universal language spoken by a big number of the stakeholders. The purpose of these programs is to provide language education experiences that support academic and linguistic development while the learners increase their appreciation of their own and other cultures (Fortune & Tedick, 2003).

The same authors (Williams Fortune & Tedick, 2009) also present other types of immersion experience defining the aim of a one-way immersion program as follows “these kinds of programs serve linguistically homogenous students who speak the majority language and have little proficiency in the immersion language upon entry. These programs are intended to ensure that students achieve academically while promoting cross-cultural understanding and additive bilingualism in which students add new languages to their linguistic repertoire.” Also, the researcher connects immersion programs in Central America as particular experiences promoted mainly by private bilingual schools that are attended by a monolingual population. These students are involved in further academic possibilities in Europe or North America. Some of the findings from the study were particularly related to the students’ language learning process, language proficiency, and learners’ beliefs, such as starting to learn English at a young age, were fundamental to their success. The learners also expressed awareness of the improvements that their own English learning experience has acquired. Furthermore, the students distinguished elements at school that contributed to their process of learning English. Finally, the learners pointed out the teachers’ role, which they considered as a fundamental factor for the successful process of learning English throughout the immersion program (Miranda, 2012).

In the late 1980s, one of the principals and foremost establishment of language immersion programs in The United States included dual language education programs as part of language immersion experiences. The main aim of these educational initiatives was to strengthen language learning and global awareness for all the students who at that time participated in school-based instruction. Dual language education also offers the students opportunities to gain proficiency in languages (Lindholm-Leary, 2011, 2012; Marian et al., 2013; Silva, 2013; Valentino & Reardon, 2014).

Based on that historical background, (Department of Education, 2015), prepared a research report for the OELA (Office of English Language Acquisition) and the OSS (Office of State Support). By doing this, the researchers included as a current state policy dual language education programs as part of immersion programs for all the states in the country. The policy highlight that “the development, implementation, and sustainability of dual-language programs in The States, depend heavily on the policy environment in which they function. Some states have a range of policies related to dual language and bilingual education (e.g. 7 States have developed explicit goals or value statements promoting the use of dual language or bilingual education programs” (Department of Education, 2015, p.32).

Taking into account Boyle, August, Tabaku, Cole, and Simpson-Baird’s (2015) research, the term “dual language” addresses all the projects whereupon instruction is given in two languages to promote expertise and proficiency alike. Furthermore, the researchers suggest 2 relevant concepts as part of dual language educational programs: **Two-way** be used for dual language programs in which approximately the same numbers of learners from two languages groups (e.g., English speakers and partner language speakers) be involved with the goal of learning both languages. **One-way** describes programs in which predominantly one language

group (e.g., language minority students, native students, native English speakers, students with family experience, or culturally linked to the partner language) participates intending to learn two languages.

Specific information about the program in the United States reported Spanish and Chinese as the most common partner languages wherein during 2012-2013 a majority of states in the country were implementing at least one dual-language program.

The State's support for dual language and bilingual programming prepared a general document that was mentioned in the description above, and different states in the country formulated specific goals or values statements supporting dual language programs or bilingual education. There are significant aspects that the program bears in mind such as teachers' qualifications, English language, partner language proficiency, standards and assessments, and academic content. Based on these factors the approach became more broadly approved as a hopeful educational option for English learners. "The program spread to schools in diverse communities across the country and to large urban, suburban and rural school districts and design variations were introduced to meet the needs of different communities" (Department of Education, 2015, p. 43).

2.2.2 Life skills

Some organizations (UNESCO, 2003; UNICEF, 2003; World Health Organization, 1994) have stressed that there are a wide variety of life skills. Those organizations link different meanings to the term, however, they come with a similar definition determining life skills as the needed competencies for human development to adopt positive behaviours that enable them to deal effectively with the challenges of everyday life. This definition also includes the ten core life skills such as problem-solving, critical thinking, effective communication, decision-making,

creative thinking, interpersonal relationships, self-awareness, empathy, collaboration, coping with stress, and emotions. Some authors have argued that life skills are solid foundations on which the psychosocial competence is established (Macedo, 2006; Melero, 2010). According to the WHO, psychosocial competence is understood as the skills that someone has strengthened to successfully face life's challenges and demands. Therefore, Melero (2010) indicates that the life skills approach has proved effectiveness in the educational field through the following aspects:

a) Greater autonomy over the participants' life by fostering problem-solving and decision-making skills, b) effective communication by which the participants learn assertiveness to solve violence or threatening situations, conflicts, or contempt, c) building healthy lifestyles by promoting harmonious processes of coexistence among the participants. Likewise, the life skills approach has demonstrated effectiveness in preventing drugs abuse, risk behaviours such as pregnancy prevention, sexually transmitted diseases (STD), and violence (Pérez De La Barrera, 2012).

In addition to the above, life skills principles have been included in the Ministry of Education agenda of some countries. That is the case of Indonesia who has formulated life skills into the following scope and categories:

1) Personal skills include having understanding, believing, and respecting oneself, self-study skills, rational thinking, and becoming a human who reflects the morals of God.

2) social skills that cover being responsible, teamwork abilities, interacting with the community, managing emotions, participating in local and global culture, and developing physical, discipline, cooperation, and healthy living.

3) Academic skills that use scientific skills and attitude, life-long learning

skills, communication skills, technological skills, critical, creative and independent thinking, decision making, problem-solving, skills of research, and exploration.

4) Vocational skills consist of skills connected to a profession, linked with a particular area such as sewing, farming, raising animals, business skills, ICT skills, industry, and a good attitude for the work environment. (Sajidin et al., 2013, p. 78).

Based on the selection of life skills that the participants chose in the needs analysis results (see 1.2.1.1), this research report will mainly take into consideration three life skills: effective communication, empathy, and collaboration. According to the WHO (1994), the ten core life skills that were mentioned above are organized into the following three groups a). Critical thinking skills /decision-making skills, b). interpersonal/communication skills and c). Coping and self-management skills. Component *b* is the one that categorizes the life skills chosen by the English immersion program's learners which are effective communication, empathy and collaboration describing those as follows "interpersonal/communication skills include verbal and non-verbal communication, active listening, and the ability to express feelings and provide feedback. Also in this category, are negotiation/refusal skills and assertiveness skills that directly affect ones' ability to manage conflict. Empathy, which is the ability to listen and understand others' needs and interests, it is also a key interpersonal skill. Teamwork and the ability to collaborate include expressing respect for those around the individuals. The development of these skill sets enables the learners to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behavior (UNODC, 2000, p. 4)".

The development of these life skills will support individuals in exploring alternatives and balancing pros and cons to make appropriate decisions when problem solving issues arise. They should be able to build fruitful interpersonal relationships with others. Developing life skills also

contributes to how individuals translate knowledge, attitudes, and values to a variety of situations they easily encounter in daily life activities. This knowledge helps individuals create healthy behavior that improves their lives through actions or habits such as planning ahead, decision-making, giving feedback, being able to listen to others actively, and acquire empathetic attitudes that will help them create positive relationships.

According to UNICEF (2012), programs that are focused on life skills development should take into account the following impacts: increased pro-social behaviors reducing negative ones, lessened violent attitudes, greater abilities for planning, and choose effective solutions to problems. Furthermore, life skills development supports individuals to improve self-image, self-awareness, social and emotional adaptations, gained in self-control, and handling of interpersonal problems improving constructive conflict resolution with partners and others.

All of these impacts will improve classroom behavior, results, and changes among the students' coexistence processes. The highest effect is the lifelong learning skills that individuals will acquire and equip them to perform well throughout their lives.

2.2.3 Interaction

Many of the constructs for interaction were put forth by Vygotsky (1978) and Brunner (1973), although it is relevant to mention that several studies have linked interaction with language acquisition (Allwright, 2014; Mariella & Mendel De Quesada, 2009; Sert, 2015, Lafont, 2007).

Since the time of Vygotsky and Brunner, different authors have discussed and reviewed how social interactions offer not simply an interactional frame within which developmental processes can be conducted. As a social practice, interaction requires the learner to be an active cooperater in joint actions where linguistic and other competencies are set to work within a

permanent process of accommodation towards other social agents and in the emerging context (Hurst et al., 2013).

The interaction hypothesis refers to the action of interacting as communication between individuals. However, it can be seen from the point of view that it provides learners with opportunities for developing social skills. Those social skills are mediated by the context and the peers that allow individuals to establish positive or passive interaction with others. Therefore, Gillies (2003), proposed an interesting construct about interaction considering that by interacting with others, individuals discover positive and practical attitudes and behaviours. They also create a learning environment in which assertive communication, empathy, and collaboration are accomplished by helpful interactions that learners create among themselves and under the guidance of adults. Receiving peer feedback on their activities and suggestions for improving their learning outcomes, understanding what is involved when interacting, and working together are some of the benefits that interaction provides for students.

Likewise, interaction with others, as part of learners' social development consists of performing collective actions. Those actions always happen and are established in society (Goffman, 2014). Currently, the world and its citizens are confronting a variety of changes that require humankind to be prepared for the demands of a modern world. Jobs that existed before probably will disappear and new ones will be created, therefore, these new dynamics also require developing and equipping the learners with helpful interactions that support them with dealing with the 21st-century challenges. In this regard, promoting learners' interaction is a key element for preparing them to face challenges and changes of the 21st century.

By interacting with others, individuals can participate in practical exercises building up from their efforts to handle everyday problems. Thus, interaction becomes vital for creating

collective strategies among the learners that later promote a sense of belonging to places, environments, cultural settings, and the establishment of learning communities by the development of some life skills such as collaboration, empathy, assertive communication.

In conclusion, based on the theory presented above, it could be considered that promoting helpful interactions among the English immersion program's learners in Cajicá, strengthen the development of effective communication, empathy and collaboration as the main life skills that the learners would like to foster throughout their language experience in the immersion program.

2.3 State of the art

2.3.1 Previous research on immersion programs

Most of the research related to immersion programs has addressed summer camp experiences abroad and in the same country. Some authors have also examined different short intensive programs for school-age learners in which students from Spain have participated in immersion programs like summer camps (Tragant, E. Serrano, R. & Llanes, A. 2016). In this study, the researchers analyzed the experience of learners aged 11-13 that participated in two domestic summer programs: a group of 58 learners on an overnight summer camp and a group of 47 learners at a language school. Based on the data collected by the researchers, the study does not report any qualitative information about students' perceptions related to the language immersion experience. However, the results of the language learning experiences indicate that such programs are extremely beneficial for foreign language development and linguistic outcomes despite the short duration of the program. In the results section, some language gains were named in order to reveal the following findings 1) both groups made significant advances between the entry and the final test. The students in the summer camp achieved more progress than the learners in the language program. 2) Scores on the final tests tended to be considerably

higher than those on the entry tests, both for the oral and the written tasks. 3) The data collected were analyzed and discussed through the results given on the entry and final test taking into account oral narrative, written narrative, and dialogue task components.

This research report is relevant for the present study because it provides a comparison of two language domestic experiences similar to the features of the English immersion program in Cajicá. Likewise, this study is relevant because both argue that exposure to a FL even for short or long periods enables meaningful language enhancements among school-age learners. Nevertheless, the report should be enriched by mentioning the qualitative data gathered through the students' interviews about the benefits that they referred to participating in the English immersion programs.

Research on immersion programs (Klee, Lynch & Tarone, 2011) has confirmed that learners in immersion projects usually experience no lags in language accomplishment as a result of obtaining academic guidance in the acquisition of the language. At the very same time, "they attain normal levels of English language proficiency and higher levels of second language proficiency than children in other types of foreign language programs." These affirmations have been established from research about The United States's immersion programs done by CARLA (Center for Advanced Research of Language Acquisition – University of Minnesota). They also stated that language immersion programs are one of the most beneficial means to promote second language acquisition in children. Additionally, the researchers highlight the spread of language immersion experiences in the United States over forty years ago among the school settings. Nonetheless, the study only reveals how language immersion programs work in institutions without mentioning research related to immersion experiences outside school scenarios. Therefore, the relevance of this study for the present research report consisted in

providing strong arguments on the benefits that language immersion programs have provided to the learners for about forty years of experience. These ideas might have a relevant application particularly for language immersion experiences outside the schools' settings.

On the other hand, as language immersion research is well-grounded in diverse places in the world, just a few studies have focused on programs in Central and Latin America. Bettney (2017), in her qualitative research, explored students' English learning experience in an early partial one-way immersion program in Honduras. The program aimed to understand the students' perspectives throughout the immersion project. Concerning the results of her investigation, qualitative data suggested that the students' perspectives on learning English revealed that at the beginning of the process it was difficult to get familiar with the language. However, in their own words, little by little they started learning, and at the end of the program, they were aware of what they learned through the English immersion and how enjoyable the process was. Moreover, the learners reported some independent language practices such as using the language outside the classroom, and accessing English media materials on their own, which contributed to their English learning process by means of meaningful language opportunities that also increased their motivation. Once again, these findings are relevant for the present study because they showed a clear picture of the benefits that an English immersion program provides for young learners' language learning process. The results were presented based on the students' voices; however, gathering data from the teachers' perspective would have been a valuable source of collecting accurate data to triangulate the exploratory study.

One more study presents a case of language immersion at Uruguayan public schools. The immersion experience constitutes an innovation in the Uruguayan education system since the program was drafted in two forms: a partial immersion Spanish-English and a dual immersion

Spanish-Portuguese. The main objective of both is to educate bilingual students. The study primarily focused on the theory and methodology of the Spanish-English Partial immersion program. In her study, Brovetto (2005) explains the goals of immersion as follows: a) learners are able to communicate in a foreign language on topics that fit their age level using the four language skills. b) Expertise in the subject content material of the school official curriculum. c) Cross-cultural understanding to establish positive attitudes toward their peers and their culture. Moreover, the researcher also states that particularly at the Uruguayan English Partial Immersion Program the language is never the centre of explicit instruction. In other words, the language is not explicitly taught in the classroom as it usually happens in traditional language instruction (Brovetto, 2005). Instead of these approaches, the English immersion experience in public schools in Paraguay used foreign language as a vehicle to teach curricular content areas. What teachers do first is introduce primary linguistic components necessary for the presentation of the topic and second practice those elements with the learners through materials and tasks in the foreign language. According to the author, the immersion program benefit the learners' general cognitive and linguistic abilities. The language immersion program also works toward equity and more significant levels of quality in the Uruguayan public system of education, which creates an advantage for the students' learning. Additionally, the study gathers the English immersion program's benefits from the students' and the teachers' points of view. Learners argue that they enjoyed all the activities in the program and highlight the importance of learning a foreign language specifically as an international exchange for future inclusion in the labour market. The teachers interviewed stated a clear academic improvement with students' participation in the language immersion program, particularly in reading and writing in both languages (Spanish and English) (Brovetto et al., 2004). Consistent with its earlier points, Dr. Brovetto's study was

relevant for the current research report as her investigations propose immersion experiences as a methodology that should be implemented in all the country's public institutions. Furthermore, this methodology puts forward the implementation of cross-cultural principles that might be linked with the development of life skills. Finally, Dr. Brovetto's view related to the equity opportunities that immersion experiences offer to the learners represent a meaningful contribution that the present study should take into consideration.

On the other hand, there are some local studies related to the initiative that the Colombian government designed to carry out with a national program called Colombia Bilingüe 2014-2018. Montañéz (2018) presented a state of the art in which he described the beginning of the bilingual national program in Colombia known as *Aulas de inmersión* (immersion classrooms). In the capital of Colombia, Bogotá, this kind of immersion program began as part of a project for strengthening the curricular component of a foreign language learning process in public institutions in Bogotá. *Aulas de inmersión* main objective was to support the public institutions in the process of strengthening a foreign language, English in this case.

According to Cortés (2014) (as cited in Montañéz, 2018), *aulas de inmersión* are specialized spaces in which the teaching and learning process of a foreign language occurs by means of communicative competences, exposure to the target language taking into account cultural and social components that allow learners to participate in a different language learning experience. The project benefited around 100 public schools in Bogotá.

The SED (Secretaría de Educación del Distrito) and AIESEC in Colombia, created in 2013, a partnership agreement by which they formalized *aulas de inmersión* project in 21 public schools in Bogotá. The project was created mainly for developing teaching and learning processes that

help the students and the teachers to enhance English as a foreign language in conjunction with the integrated curriculum that promotes 40 hours in the school day.

Additionally, in his research Montañéz (2018) analyzed the impact of the immersion program promoted by the Colombian MEN (Ministerio de Educación Nacional) in a public institution located in the west of Bogotá. His investigation described the learning impact among the students, the teachers, and the community that the immersion program (*aulas de inmersión*) caused in terms of the implemented methodology. The results showed that the students learn English through different strategies that included games, songs, and teamwork activities. One of the benefits that the researcher concluded is that the methodology has motivated the students to change what they expected about learning a language. Additionally, the participating teachers from the public school also considered a benefit of *Aulas de inmersión* was that it changed the students' perspectives about learning a language. However, the research reported that in order to achieve greater benefits *Aulas de inmersión* had to take into consideration other factors such as more English teachers for the schools, more hours of English classes, and beginning the English language learning from preschool.

Hence, Montañéz stated in his research that despite the national efforts and programs that the Colombian government has proposed for increasing the levels of English language competences, there is still low progress in terms of achieving level B1 before the students finish their secondary school.

The most relevant aspect of this study to the present research report is the adaptation of an English immersion program in a Colombian context, and its application to the public schools. However, there is no reference to the implementation of the program for primary and preschool learners.

All in all, several studies around the world give an account of the benefits and the impact of language immersion programs. Some of them share similar objectives, populations, and results. They consistently presented the impact of the programs throughout the implementation itself in private and public institutions. Moreover, some investigations agreed on the results that the greatest impact in the participants' life is getting familiar with an unknown language and culture, which seems to be difficult to learn. Motivation for learning a language is a fundamental result of taking part in a language immersion experience (Mora, 2015).

2.3.2 Previous research on life skills

Some recent studies demonstrate that life skills development has been applicable to fields such as sports, health, and education. Therefore, as those studies on life skills have been addressed from the sports field and a few from the educational field, this research report mentions the considerations and contributions from other disciplines to life skills practices and applications to enriched the present state of the art. Holt & Neely (2011) in their research, explain the relation between positive youth development (PYD) through sports. Therefore, the way sports are structured and delivered to children or adolescents will influence their development. According to Theokas, Danish & Hodge (2008), sports build character and supports learning values and skills that will help learners for the rest of their lives. The purpose of their research was to describe the role sports play in preparing youth to learn fundamental "life lessons." They provided samples of sport-based projects created to achieve these goals and to discuss the barriers to the design and implementation of the programs. Some conclusions are related to the intentional component that sports programs take into account for life skills training, thus the mere participation in the programs is not enough for the development of life skills, say the authors. Therefore, what the program does is presenting a sort of general concept of the skill,

explaining and providing useful samples for how the skill can be practiced and improved in both sports and non-sports settings.

The development of life skills from the sports field is relevant for the current research report as this study shows that school-age learners are most likely to participate in sports after the school day. Therefore, there is a huge potential for sports to enhance the development of life skills since it is not that easy for the schools to contribute to the same goal as sometimes the development of life skills are taken for granted in the educational field.

Some studies on the importance of life skills development particularly in Central and Latin América look for designing, implementing, and determining the effectiveness of life skills programs within the context of schools and health promotion initiatives. That is the case of a program in México that aimed at suggesting coexistence alternatives that enabled the learners to put into practice some life skills such as empathy, and assertive communication to favourably interact with the environment (Pérez et al., 2017). The research sought to compare the way participants performed communication and empathy at the beginning and at the end of the life skills program at the school. In relation to effective communication, since the start of the program, the study reported that the students used aggressive manners to communicate, which caused disputes among them and with the teachers. During the life skills implementation, teachers trained the participants on the use of different styles of communication generating a decrease in some of the undesirable behaviours. Thus, at the end of the life skills program, the results indicated a decrease of passive and aggressive communication styles. Findings demonstrated that the biggest support corresponded to the learners' spontaneous attempts for adopting the others' visions and perspectives to real-world situations. Thus, they acquired skills to understand each other's views. Compared with empathy, findings revealed similar results

associated with positive changes in the learners' behaviours. They concluded that the activities applied to foster empathy contribute to the learners' transformation of their perspectives and vision supporting them to comprehend each other's position.

A third study on life skills development counted on the participation of teenagers from a high school in the district of Huancavelica, Perú throughout the school year in 2006 (Choque-Larrauri & Chirinos-Cáceres, 2009). In this report, the authors addressed life skills development from the integral education approach since they facilitate to face successfully the challenges and demands in the learners' life. Therefore, the study's relevance to the current research report consists of re-signifying the life skills role, particularly from the integral education approach. The study also argues that in the Peruvian education, the curriculum at the schools focuses on teaching main subjects such as mathematics, science, languages, and social studies. The curriculum prioritizes those competences and ignore life skills components fundamental for the integral education process. This illustrates a situation that commonly happens among the educational system in some countries today. This is why life skills programs have been seen as minor issues with less interest to the educational institutions. In addition to the above, the Ministry of Health of Perú since 2002 has implemented the *healthy schools* strategy aimed at contributing to the students and the school community's integral education process. The strategy includes strengthening concrete actions at the educational institutions including life skills component. Those actions consist of training the teachers to qualify them and to incorporate life skills elements in the curriculum. They do so by applying the skills following a manual that will be studied in one-hour of tutoring classes. In addition, the investigation focused on the development of effective communication, self-esteem, and decision-making. Findings revealed that communication was the easiest life skill to learn, the researchers considered that this is due

to the fact that communication is a basic need that has real-world connotations and applications. According to the authors, participation was a key component to strengthen communication among the students.

From the last two studies referred above, the current research report highlights that effective communication seems to be for the learners, the most desirable life skill to strengthen. The same happened to the English immersion program's participants in Cajicá. Effective communication, empathy, and collaboration were the life skills choice by themselves to be fostered throughout the language immersion experience (See section 1.2).

As local studies related to life skills development, the organization Fe y Alegría in Colombia based on the WHO global initiative for the promotion of life skills education, designed a proposal to implement in all the organization's educational centres around the country.

The proposal contains theoretical, pedagogical, and methodological foundations that will contribute to the personal and social development of individuals as well as human rights protection and the prevention of psychosocial and health issues. This initiative also works as a strategy for the promotion of healthy educational scenarios that constitute an appropriate environment for life skills teaching in Fe y Alegría schools.

Fe y Alegría designed their own materials such as teaching guides for classroom activities, parents' meetings, coordinators, principals, and teachers' training to put into practice the WHO methodological proposal for life skills development. The Fe y Alegría pedagogical experience was adapted to the Colombian context. Castellanos (1999) in his research about Fe y Alegría concluded some relevant findings that enrich the development of the life skills project in the organization. First, the vision of teachers consists in considering them as facilitators who promote diverse interactions for constructing knowledge among the learners. Second the vision

of the learners as key actors that generate, transfer and apply knowledge, which make connections between new concepts and real-life situations.

Some results of the impact of life skills development on students' learning process through Fe y Alegría's project include: better resolution of conflicts, a greater facility for expressing points of view, feelings, and emotions, more awareness of their choices and how to handle mistakes, and how to be prepared for future challenges (Bravo, 2003).

The relevance of this study to the current research report is that it supports a familiar context in which a life skills program was implemented including the purpose of designing and carrying out programs that respond to the participants' needs and interests. Likewise, the vision of learners as primary actors in the program and teachers as facilitators for developing life skills components are fundamental considerations that the life skills development at the English immersion program in Cajicá discusses.

Although these studies presented international and national insights about the development of life skills projects, there is little literature found in Colombia that provides understandings about the impact of the development of life skills proposals in public and private educational centres. Similarly, the literature that includes life skills development programs is usually associated with scenarios in which the participants already are affected by the presence of behavior problems, use of drugs and alcohol, risk of sexual and physical abuse, initiation of Life Street, and poor nutrition. A few studies report that the implementation of life skills projects with the purpose of arranging educational environments that enrich the learning process provide learners with tools that will support their success in life before they face any risky situation.

2.3.3 Previous research on interaction

A recent study links interaction within the effective teaching framework. The researchers argue that effective teaching is specifically focused on interactions between the teacher and the students in the classroom (Hamre et al., 2013). The research also raises that teachers' performance and effectiveness is in a great extent a result of their behavior in classrooms as they interact with the learners throughout the educational process. Furthermore, the study submits a theoretical model that arranges teacher-student interactions into three broad domains reflecting emotional, organizational, and instructional features of interactions. The study seeks to demonstrate that the application of the interaction model in United States's preschool and elementary classrooms takes into account a social component that is always present in the learning environments. This includes interactions among the students and the teachers. However, this social component sometimes is relegated and less worthy of interest among the learners and the educational stakeholders. Therefore, the relevance of this study for the current research report centers on the argument that through the nature and quality of daily interactions, the students drive learning and social development. This undoubtedly applies to various educational scenarios, not only to the school settings.

López focused her research on the relationship between interaction and life skills introducing interaction as a daily task that mediates the relations among individuals. However, when the learners are not ready for establishing those interactions, different undesirable situations may interfere. This underscores the need for life skills development (López, 2008). Additionally, the study reports a revision of the primary school curriculum in Costa Rica demonstrating that academic content transmission is the most relevant activity for the institutions. This omits consistent methodologies for life skills training

specifically at the schools. Against this background, the study puts forward some recommendations: count on a kind of life skills repertoire that allows educational agents to train students on the life skills empowerment and to prevent negative results of the learners' interactions. The life skills training consists of bringing the learners into various interactional opportunities to stimulate a social human being feature that includes the ability to interact and build effective relationships among individuals. The relevance of this study confirms that life skills training promotes that the learners be prepared for experiencing a harmonious social coexistence by becoming competent at dealing with managing emotions, decision making, and problem-solving situations. They will learn to do so by applying some life skills such as effective communication, empathy, and collaboration. Accordingly, an individual prepared for life through a life skills training enriched by the promotion of helpful interactions will contribute to their personal well-being influencing others positively, helping to reduce undesirable behaviours, and transferring this experience to different situations that they will face later.

In regard to the relationship between interaction and language immersion programs, Mercuri (2008) presents a significant look at dual language programs and their potential to address the challenges that English language learners face in the American educational system. The researcher will consider the strengths and weaknesses of the program by emphasizing the participants' interaction, genuine equity in educational opportunities for both language communities, and the view of these programs as an alternative to mainstream classroom techniques. According to the author, interaction among the learners at the dual language program includes two important concepts: the social and the cultural capital. In the educational context, social capital refers to the

positive interactions that the learners keep with others at the school, and the supportive relationships that they build at home through those interactions (Mercuri, 2008). What is relevant for the current research report is that the study argues that those interactions support the learners in achieving better academic results. The more social capital they develop, the better academic success they will gain. Therefore, that social capital, fostered by helpful interactions, gives to students major dispositions for learning. This is particularly seen at the dual language immersion program that aims at providing the learners essential components for developing their social and cultural capital while they learn two languages. Through those interactions, the immersion program seeks to bridge the gap between the different levels of social and cultural capital. They consider what the students bring to the program in order to give equal interest and practice to the development of both the minority and the majority languages.

Espinosa, Cortés, Melo and Rojas (2019) in their study emphasize on the relationship between interaction and life skills proposing interaction as a strategy for the development of life skills, particularly in a rural context. Primarily, the research aimed at comprehending how third graders in a language immersion program in Cajicá, Colombia understand English language teaching along with life skills development during a 9-week period. This qualitative research report argues that educational environments provide extensive opportunities for interacting among learners. Those social interactions are fundamental for the development of life skills since it gives to the students major emotional advantages and enables them to also achieve the school's learning outcomes (Espinosa et al., 2019). On the other hand, the authors propose that poor social competence generates negative effects in the students' life such as low personal acceptance, rejection by the members in a group, and social isolation. The relevance of the study

for the present research report consists in understanding that by promoting social interactions, the learners build a harmonized and healthy coexistence, which encourages positive behaviours among them through the development of some life skills such as effective communication, empathy, collaboration. In this case, this is implemented while they are immersed in a language program. Additionally, the study argues that supporting students from rural areas in the development of life skills by the interactions that emerge daily in the language immersion program context constitutes a substantial contribution, since learners from rural areas seem to experience less social interaction opportunities. Therefore, a globalized world will demand that they be prepared for different personal and professional challenges that they may face in urban contexts later.

2.3.4 Justification of research question/objectives

In the context of the national program Colombia Bilingüe, some studies have been done in the country related to the implementation and the impact of *Aulas de inmersión* project (Amaya, 2019; González Ramírez, 2016; Montañéz, 2018; Mora, 2015; Rey, n.d.). However, a few of them focus on the relationship between language immersion programs and life skills. According to Espinosa (2019) the development of life skills constitutes a primary need specifically for urban and rural contexts of Colombia where the English language learning process contributes to the learners' human and professional development. Therefore, the present research report aims at answering what is the role of an English immersion program in the development of EFL young learners' life skills from public schools in Cajicá.

As it was reviewed in the state of the art, little international and local research about the development of life skills through an English immersion program has been carried out. Furthermore, language immersion programs in Colombia are innovative experiences that deserve

greater attention because learning a foreign language has been considered an academic and professional need. Thus, the relevance of researching an English immersion program and its relation with life skills development also consists of exploring the experience's features. It requires to recognize and understand the elements that the program proposes to include life skills component as integral process while the students learn a language.

2.5 Conclusion

Through this chapter, the researcher included the main research report's constructs: immersion programs, life skills, and interaction. Likewise, the researcher analyzed and conducted a search on the studies that are most relevant for the present research report. Therefore, it concludes that English immersion programs are valuable language learning experiences that have been implemented around the world. These projects also have been discussed, studied, and measured by the academic and the language components acquired by the participants. However, there has been little discussion about the role of an English immersion program in the development of EFL Young learners' life skills. Accordingly, life skills are presented as the required abilities for empowering the learners to face the 21st Century challenges.

Furthermore, at the English immersion program in Cajicá, interaction emerged as part of the research findings to corroborate one of the roles of the English immersion program in the development of EFL Young learners' life skills from public schools in Cajicá. That role consists in promoting helpful interactions as particular mediums for developing the needed life skills. Those interactions will support the learners' acquisition of the abilities that at this time are required of all the citizens in the 21st Century.

Finally, through the studies' revision conducted in the state-of-the-art, the current research report presents findings that highlight a relationship between English immersion

experiences, life skills, and interaction. There is little literature that explains those relations, although the development of life skills has been a need in all the learning environments in addition to school settings. Those life skills are developed through a social component, which is known as interaction, and an English immersion program represents a significant educational scenario in which the learners can prepare themselves for life while they learn a foreign language. The space designed to increase interaction among the students plays an essential role particularly in the development of life skills.

Chapter 3: Research Design

3.1 Introduction

This study made use of a qualitative research design to explore the role of an English immersion program in the development of EFL Young learners' life skills from public schools in Cajicá. The researcher used a qualitative research method to explore why or how this phenomenon occurred. Five instruments were designed and applied to the data gathered: documentary analysis for examining the CIBEC (Centro de Integración Bilingüe Experiencial en Cajicá: Friendly Town project) document as a source to design the other four instruments. The revision and analysis of a core document as a preliminary step to design the rest of the instruments for data-gathering is an ideal scheme to begin a research design. This way to start the research design offered to the researcher accuracy on the selection of the subsequent instruments to apply. The documentary analysis also helped the researcher to increase understanding about the English immersion program itself, its objectives, foundations, mission, vision, principles, values, and the curricular extension of the program. Semi-structured teachers' interviews aimed at indicating how the English immersion program contributes to the students' learning experience and why attending Friendly Town is useful from the teachers' point of view. Teachers' narratives indicate which life skills the students learn in their classes and what kind of activities teachers use to develop life skills in their lessons. Class observations gathered data based on observing how three particular life skills, effective communication, empathy, and collaboration, developed during classes, breaks, recreation, and lunch time. The focus group aimed at recognizing the learners' points of view regarding the development of life skills.

3.2 Context

Newman school and Secretaría de Educación, both institutions in Cajicá, Colombia, designed a program for all the public schools in the town. This program started in 2015 in order to ensure effective and continuous bilingual education. The main objective of the program is to prepare students to face challenges presented by the globalized world and to participate in an integral education program. In particular, through a program in which students learn English while cultivating values, awareness of coexistence, and care for the environment.

The program is known as Friendly Town (FT), and some of the principal objectives of the project are

1. To promote healthy human interactions, coexistence, and respect the difference.
2. To contribute to the development of local and national identity towards communication with the world.
3. To implement a curricular innovation as an English immersion program from an external extension of the public schools` PEI (Proyecto Educativo Institucional).
4. To design and implement meaningful activities in English that provide learners input in the target language.

Moreover, FT acts as CIBEC (Centro de Integración Bilingüe Experiencial en Cajicá). The CIBEC proposes a curricular extension program based on a model of experiential education. This program promotes spaces for the construction of intensive English learning experiences based on meaningful learning approaches. Its mission encourages the integration of 3rd- grade learners from 6 public schools in Cajicá to develop them as local and world citizens by promoting principles and values to accomplish harmonious co-existence of the community and nature. The CIBEC's mission calls for a curricular innovation through an integration of the

experiences of English learning intensification, which allows access to quality education, work opportunities, and international education.

3.2.1 Friendly Town as a Domestic English Immersion Program

The CIBEC document presents Friendly Town's curriculum as an experiential program (see session 3.2) in which they include the basic components of *Educación por Ciclos*, particularly for third-grade of primary-school-age learners from the MEN (National Ministry of Education – Colombia). *Educación por ciclos* works as a unifying thread that points at the cognitive, communicative, socio-emotional, and psychomotor development of the students. Additionally, planning in FT is done based on three transversal elements that are put into practice throughout all the activities:

1. Learning as an experience
2. Creativity
3. Cultural identity

Consequently, the English classes in FT are planned taking into account the basic foundations indicated above and adding singing, crafts, drawing, dancing, physical education, games, cooking, music, and drama classes. Integrating all of these to promote principles, values, and social skills that are fundamental, especially at the students' age. Primary school learners' age constitutes an important stage in which the students should be prepared for life. All that the students learn at this stage will support them to develop healthy self-esteem, build confidence, work on socialization and equip themselves with the skills that will help them to succeed in life.

The experiential activities are complemented by a methodological proposal which was implemented as the classroom's projects. This includes essential topics and content knowledge

areas based on the main subjects that 3rd- grade learners have at their regular schools. Moreover, those classrooms` projects promote problem-solving to integrate and make connections to activate knowledge that the students learn from the subjects they have in FT`s curriculum and also from skills and values achieved from the development of the experiential activities taken throughout the whole learning process in FT. The students are in FT for 9 weeks from 8 a.m to 3 p.m.

The domestic English Immersion Program counts on a qualified human resource that includes 11 English teachers, a coordinator, and a secretary. A computer room with 25 devices is available, there are at least 2 video projectors in 2 classrooms, 7 classrooms for the students, big outdoor game areas, and 2 teachers lounges.

3.2.1 Type of study

This research took the form of a qualitative exploratory study in the sense that “qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretative, material practices that make the world visible” (Denzin & Lincoln, 2008). In other words, “this type of study proposes a variety of practices in which the researcher includes an exploratory study as a method of understanding the meaning individuals or groups assign to a social or human problem” (Creswell, 2009). In order to understand the problem and the question around this, Creswell also suggests that qualitative research should purposefully select the participants and sites that will best help the researcher understand the whole process.

Qualitative research involves interpretative practices and a naturalistic approach which allow the researcher to study situations in their natural settings, endeavouring to interpret phenomena in terms of the meaning people bring to them. Qualitative research also implies that the use of multiple methods such as narratives, observations, field notes, and recordings reflect

an attempt to secure an in-depth understanding of the phenomenon in question. Flick, 2002 cited by (Denzin & Lincoln, 2008), mentions that “the combination of multiple methodological practices is best understood as a strategy that adds rigor, complexity, richness, and depth to any inquiry”.

3.2.2 Participants

In general, the population selected to participate in the Domestic English Immersion program were 180 3rd-grade learners from the six public schools in Cajicá-Cundinamarca, Colombia who were organized into four groups. Each group takes part during four terms of the year and will be in FT for a 9-week period. The present study took into consideration two groups of 25 students each to apply the class observation instrument, and 10 students more as representative sample to implement the focus group data gathering instrument. Their average age was 8-10 years. It was the first time that the majority of the learners took English classes, therefore, they were eager to participate and easily applied the program’s principles of learning English by doing.

Additionally, the learners were from low-income families. Based on the teachers’ narratives and observations, it was noticeable that the development of life skills was not a priority in the learners’ life, and it was reflected in their behaviour. It seems that the families of the students and their regular schools were not scenarios that supported the learners to understand that life skills are key components for personal growth, and how to develop those skills in their life. The teachers reported the following students’ behavior when they arrived for the first time to Friendly Town:

- The students found it difficult to follow the agreements.

- In terms of communication, some learners didn't use polite words in their interactions and easily decide to shout at each other to ask for something or communicate among them.
- They didn't respect turns.
- Some students didn't show initiative and look for ways to get involved in the activities.
- The majority of the students found it difficult to collaborate consistently with the teachers and other students during teamwork activities.
- The learners were hardly concerned about their peers' feelings.
- Some of the learners found it difficult to be kind, respectful, and helpful when interacting with their partners.
- Some students found it difficult to be creative when solving problems. They usually preferred to fight among themselves.

The learners did not experience that life skills development promotes human and social wellbeing that allows them to apply those understandings to their daily interactions, and their personal relationships with others facilitating the transformation of their environment into scenarios where they were able to communicate effectively, managing emotions, making decisions, and being empathetic.

In relation to the English immersion program's teachers, this study considered the participation of two qualified teachers. They have more than 10 years of experience in teaching English. One of them is a former music teacher, therefore, music was the way he thought English to the learners in Friendly Town. They joined the English immersion program since the experience started in 2015.

3.2.3 Researcher's role

As research practices are vital for the 21st century citizens, it is relevant to have a clear understanding of the researcher's role. Burns (2009) proposes a specific and convincing reason for doing research. He states: "teachers have to work on research because this kind of practice helps them to improve their teaching exercise."

Taking into account Burns' point of view, it is reasonable that the researcher's role is a promoter of better educational practices, being aware of needs, problems or issues in her/his own context, and complementing those by her/his willingness to work on the improvement of those particular situations.

In the case of the present research project, the researcher's role is one of a complete observer, which means dedicating her actions entirely to investigate, explore, understand the context, apply data-gathering instruments, interpret, analyze the information collected, and report the findings. Finally, the stated results will impact the professional setting of the research population, and also, the researcher herself. The research is expected to contribute to the students since the investigation will support the whole community because it determines the role of the English immersion program in the development of life skills according to the learners, the teachers' experience, and the observer's points of view based on her role as a researcher.

3.2.4 Ethical considerations

The present research project bore in mind ethical conditions for facilitating the data collection process and the participants' safeguard confidential information. According to Creswell, ethical practices for research imply anticipating and being able to address any kind of ethical issue that may appear throughout the investigation.

In this case, ethical considerations involved informing all the participants about the study and protecting their confidentiality. To ensure this, a short consent form was filled out by the students’ parents to inform them about the learners’ participation and the information management. The consent letter also clarified that the data collected will be used only for research purposes and it will be presented as aggregated data.

It implied that the researcher protects the participants developing trust with them, promoting the integrity of research, and guarding the program as well (Creswell, 2009). Therefore, in order to protect the participants’ identity and keep the data confidentiality, the researcher referred to the participating teachers and students as following (see section 4.3.2):

Table 1

Acronyms to keep the data confidentiality

<i>PARTICIPANTS</i>	<i>LABELS</i>
Teacher A	<i>TA</i>
Teacher B	<i>TB</i>
Student 1	<i>S1</i>
Student 2	<i>S2</i>

Note. The rest of the students (*S*) are labeled following the numbers sequence (3, 4, 5...)

3.3 Data collection instruments

Generally, qualitative research employs a variety of instruments for data gathering. Therefore, “as part of a rigorous data collection process, the researcher has to provide a detailed description of the actual set of instruments to be used for data-gathering” (Creswell, 2013).

Burns (2009) also suggests that those instruments for data collection should be closely aligned with the research question and objectives. Otherwise, the data collected would not guide the research through a process in which the information fully responds to the question and the objectives, making it impossible to apply the process of triangulation.

Consequently, improving data collection techniques will enhance the accuracy, validity, and reliability of research findings. Likewise, using the appropriate instrument for data gathering will support the researcher in achieving the goal of carrying out a high-quality investigation with plausible results (Harrek & Bradley, 2009).

The five instruments that the present research project applied were:

1. Documentary analysis
2. Semi-structured interview for the Domestic English Immersion program's teachers
3. Teachers' narratives
4. Observations during the classes, outdoor activities, lunch and break times
5. Focus group

3.3.1 Descriptions and justifications

3.3.1.1 Documentary analysis

Documents are physical written evidence preserved to be a report of the past. In terms of research, documents present information about the context of the population being investigated. Briggs, Coleman & Morrison (2010) state that documentary studies are used as a primary source for data gathering in qualitative research. Therefore, a documentary analysis examines information by specific questions that lead the researcher through a process in which she/he critically evaluates data that will provide answers to her/his research question and objectives.

Bowen (2009) defines a documentary analysis as a “systematic procedure for reviewing or evaluating relevant information.”

The present research study examined and interpreted the CIBEC document which is a compilation of *Cajicá Bilingue* project to elicit meaning, gain understanding, and develop empirical knowledge to comprehend the following categories:

1. The learning experience at Friendly Town
2. Coexistence
3. Life skills development
4. Interaction
5. Curricular innovation

Finally, “data from documents can be used to highlight a range of perspectives on a particular event, activity, context or individuals” (Briggs, Coleman & Morrison, 2012).

Furthermore, “documents can help the researcher uncover meaning, develop understanding and discover relevant insights to the research problem” (Merriam, 1988 cited by Bowen, 2009; Briggs, Coleman & Morrison, 2012). Documents also are presented as a tool for seeking confluence and corroboration through the application of the rest of the data-gathering instruments which have been described throughout the whole chapter.

3.3.1.2 *Semi-structured interview*

In general, interviews are dialogues amongst different actors that have a common topic of interest. Brinkmann, (2013), provides a philosophical concept of interviews as “an interchange of views between people, conversing about a subject of mutual interest.” Based on Charmaz (2006), when conducting interviews, the interviewer designs in-depth questions to explore the participants` experiences, points of view, and reflections not to interrogate them. “The questions

also consider a symbolic interactionist emphasis on learning about participants' views, experienced events and actions" (Charmaz, 2006).

Accordingly, the semi-structured interview applied to the Friendly Town program was designed taking into account that this kind of interviews are those in-depth conversations where the participants have to answer open-ended questions previously designed. This instrument also should have a guide with questions and themes that must be covered (Jamshed, 2014; Adams, 2010; Harrel & Bradley, 2009; Galleta, 2007; Charmaz, 2006). Nonetheless, one of the advantages that semi-structured interviews have is the opportunity to expand the participants' answers, asking questions related to the relevant topic the participant mentioned in his/her first reply.

3.3.1 Teachers' narratives

Narratives have been a useful and common instrument for data collection, particularly for qualitative research. Clandinin (2007) proposes narrative inquiry as a continual reflexive and reflective methodology that requires recalling research population experiences before, during, and after each inquiry.

Accordingly, "narratives arise from those experiences lived by the participants and the interpretation of the information collected by means of narratives reports the academic community so as to find meaning and make sense of what the teachers face in their teaching exercise" (Creswell, 2013). Likewise, teachers' narratives are considered as "ways of understanding individuals' experiences through collaboration between the researcher and the participants" (Clandinin, 2007). The authors also state that "narratives lead us to get insights of how researchers make sense of experiences by endlessly telling and retelling stories about themselves that reconfigure the past and create goals in the future" (Clandinin, 2007). Therefore,

the teachers' narratives applied to Friendly Town's teachers sought to draw out their own English teaching experience at the Domestic English Immersion Program and its relation with the development of Life Skills. Those narratives begin with inquiring into the participants' own stories of their experiences. Thus, the main goal of this instrument is guiding the participants, FT's teachers, into a continual reflective process. In particular those gained through their language teaching background at the Domestic English Immersion Program as a way to find key elements that confirm or refute the development of life skills in the program.

3.3.1 Focus group

Data can be gathered in several ways, including a focus group. Based on Eaton (2017), a focus group is made up of people who engage in a discussion lead by a set of questions and moderated by a person who acts as a leader. The main goal of the focus group is to collect qualitative research data. The research population's beliefs, opinions, views, perceptions, experiences, and values are generally the sort of data gathered in a focus group.

The focus group discussion for the present research project will be held at Domestic English Immersion Program (FT) by selecting one or two students from each of the seven groups that take part in the FT experience. As the learners are in the process of acquiring the language, the dialogues will be in Spanish. The whole discussion will be video-recorded and transcribed.

3.3.1.5 Observations

Observation is a systematic process that expressly refers to the action of observing. Based on some studies (Nugrahenny T, 2012), observation provides the following benefits:

1. Developing understanding and giving space for debating the teaching-learning process.
2. Growing in awareness of the decision-making process that highlights effective teaching.

3. Identify techniques and practices that the students and the teachers can apply to their own learning-teaching processes.

Observations particularly stress the “How of teaching.” Through observations, the observer pays attention specifically to teaching exercises to find, support, and explain situations that happen in context. Nugrahenny (2012) proposes three specific purposes of conducting observation:

1. Observation to learn
2. Observation to describe
3. Observation to evaluate

For the research objective, the most suitable observation that the researcher conducted is an observation to describe. During the application of observation as an instrument for collecting data, observation to describe provided an entire description of what happened in the classroom. Secondly, observation to evaluate supported the process of examining different things happening in a classroom setting particularly related to Life Skills development. Finally, observation to learn was evidenced as an implicit process that occurred before, while, and after analyzing the data collected.

Richards (2003), cited by Burns (2009), suggests four essential areas for concentrating observations:

- a) the setting (e.g. context, location, spaces)
- b) the system (e.g. usual routines and procedures)
- c) the population (e.g. relationships, roles, responses)
- d) the behaviours (e.g. activities, events, timing)

The researcher designed an instrument in which four categories supported the observation process. When observing, the researcher was focused on the following categories: *1. the learning experience at Friendly Town, 2. Living Together, 3. Personal development, 4. Interaction, and 5. Curricular innovation.*

These categories guided the researcher to take notes related to the specific category in order to examine the Life Skills development at the Domestic English Immersion Program, Friendly Town.

3.3.2 Validation and piloting

Validation in the present study was considered: “one of the strengths of qualitative research. It is based on determining whether the instruments for collecting data and the findings are accurate from the standpoint of the researcher, the participants, or the readers” (Creswell, 2009).

The thesis’ advisor, the seminar of action research professors, and the researcher’s colleagues validated the instruments of this study. The researcher presented the first version of the instruments, she received feedback from the group of professionals mentioned above, made adjustments based on their considerations, bearing in mind specific features about the context, and the way questions were asked.

For validation purposes, the researcher also placed her research question at the beginning of each instrument to recognize if the questions from the instruments would answer about the role of the English immersion program in the development of EFL Young learners’ life skills from public schools in Cajicá.

Finally, Creswell (2009) recommends using one or more strategies available to check the accuracy of the findings. Therefore, triangulation was the strategy used for validating and

converging the data sources of this investigation to examine evidence and present a coherent justification for themes from the teachers, the learners, and the researcher's perspective (see 5.2.1).

Concerning piloting, the interviews and the questions were piloted some weeks before their application with a different population to modify some questions, guarantee understanding, and reliability in terms of the target data.

3.4 Conclusion

The present study was a qualitative research project that enabled the researcher to take part in all the stages of the process while she collected the data, analyzed and categorized the information in order to present results and conclusions related to the problem of the study (see 1.2.1). The present research report aimed at exploring the role of an English immersion program in the development of EFL Young learners' life skills from public schools in Cajicá. For achieving this goal, the researcher designed and applied five instruments (see 3.3.1). Those instruments were selected based on triangulation principles to consider the teachers, the learners, and the researcher's points of view about the problem to be discussed.

Chapter 4: Results and Data Analysis

4.1 Introduction

The last chapter provided a detailed description of the research design of this study. Qualitative data were gathered through five instruments: documentary analysis, semi-structured teachers' interview, teachers' narratives, class observations, and students' focus group. The data collected was organized through a matrix created in excel spreadsheets following the coding system proposed by grounded theory.

This chapter describes the procedure applied to analyze the data collected through the five instruments mentioned above. Also, the data management and the categories are presented based on the main elements of Corbin and Strauss (2008) for data analysis such as color-coding and integrating categories.

4.2 Data management procedures

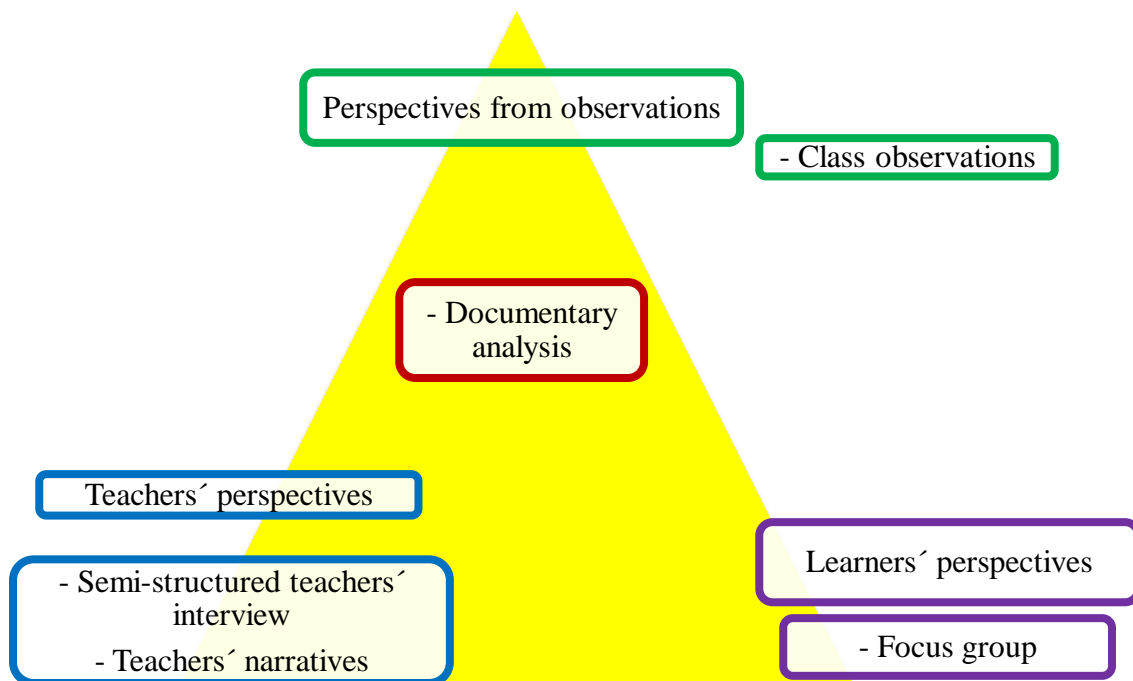
Semi-structured teachers' interview and students' focus groups were video recorded for collecting data most authentically. This tool also handily organized information, which is particularly beneficial when analyzing the data. In preparation for carrying out the video recording analysis, it was necessary to transcribe and type all the raw data from the videos to digitize it in individual Word documents. For facilitating the color-coding process, establishing relationships, and comparing the results among the codes, the data digitized was organized in a matrix created in an excel spreadsheet. According to Miles, Huberman & Saldaña, (2013), codes should relate to one another in coherent ways, they should be part of a unified structure. Therefore, data management procedures for this study began with open codes that were put into axial coding. Documentary analysis was carried out in order to identify elements that allow the study to design the rest of the instruments for gathering data. Class observation and focus group were also organized in the same matrix created in excel for the color-coding process.

4.2.1 Validation

To validate the data gathered through the 5 instruments designed and applied, Creswell (2009) states that validity is one of the strengths of qualitative research. It determines whether the information is accurate, in this case from the point of view of the researcher, the participants, and the study itself.

To establish a strategy that supports validation, this study adopted triangulation as a method for validating the data collected. Creswell (2013) also defines triangulation as the cross-validation among data sources. Therefore, the five data collection instruments were systematically arranged as it is shown in figure 1

Figure 1 *Triangulation*



This triangulation of the data allows the researcher to organize the information gathered from the instruments according to teachers' perspectives, learners' perspectives, and perspectives reflected in observations. Based on the participants' perspectives, the main purpose of this validation strategy is to compare the information and obtain the categories that enable the study to determine the role of a domestic English immersion program in the development of EFL learners' life skills from public schools in Cajicá.

4.2.2 Data analysis methodology

For the analysis of the data gathered, this study applies the principles of grounded theory. According to Charmaz, 2006; Corbin & Strauss 1990, 1998; cited by Creswell (2009), grounded theory is a strategy of inquiry in which the researcher derives a comprehensive abstract theory of a process from the participants points of view. In order to explain the current phenomenon, and determine the role of the domestic English immersion program in the development of EFL learners' life skills, the researcher bears in mind coding in grounded theory model to generate initial open coding. This includes using colors to make groups of information by themes and labeling them with a name to apply the axial codes process (Charmaz, 2006). After concluding the coding procedure, four categories emerged with various elements to illustrate the phenomenon under discussion. According to Saldaña (2011), coding enables organizing and grouping similarly coded data into categories or "families" that share some characteristics. In this case, those features will determine the role of the domestic English immersion program in the development of EFL learners' life skills from public schools in Cajicá.

Comparing the categories the overlapping relations revealed that the four initial categories could be integrated into two. These categories will be explained in the next section.

4.3 Categories

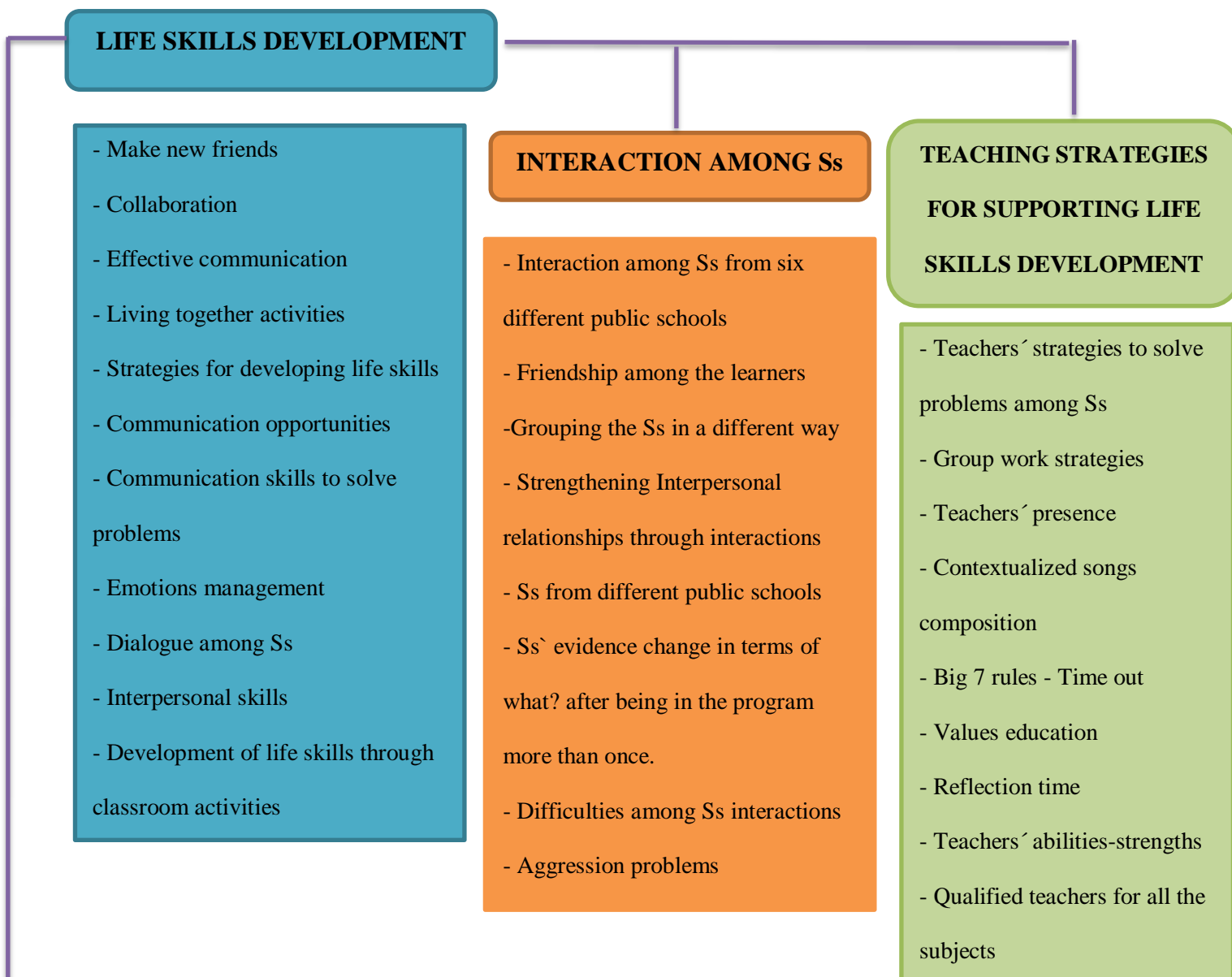
4.3.1 Overall category mapping

As a result of the data analysis procedure, two main categories emerged with the purpose to address the research question. These categories arose after a large analysis, comparing the data gathered in order to triangulate this. Triangulation was based on the teachers, the learners, and the researcher's perspective. The main categories identified were: interaction among students

from different public schools and teaching strategies for supporting life skills development. This process led to the identification of the categories that are shown in the figure below.

Figure 2 Mapping categories

What is the role of a domestic English Immersion Program in the development of Young EFL learners` life skills from public schools in Cajicá?



**VARIETY OF LEARNING
EXPERIENCE**

- Experiential learning
- Different ways of learning
- Variety of learning opportunities
- Different concept of learning
- The experience at FT is different to the regular school life
- Non-traditional ways of teaching
- Dynamic learning
- Expand learning horizons
- The program impact in Ss' life
- Variety of teaching styles
- Face new learning environments

4.3.2 Discussion of categories**4.3.2.1 *Interaction among students from different public schools***

In regards to interaction among students from different public schools category, the teachers' perspective about the role of the Domestic English Immersion program in the development of Young EFL learners' Life Skills consists of providing a common learning space in which the students are able to participate in a variety of activities. Also, in the English immersion program, they are divided into 7 groups that are different than their classes at their schools. As reported by the teachers, the English immersion program counted on a qualified teachers' team who through their knowledge and talents designed meaningful activities that provided helpful interactions among the students. Those interactions were different to the ones that usually happen at their schools. At the English immersion program, the teachers prompted

the learners to share the knowledge that they acquired in the schools or at home with the new partners they met at the program. This experience enabled learners to understand how meaningful and powerful for their lives is the opportunity to share their understandings with different individuals that take part of a local space (their town) and now they are invited to build a learning community among the English immersion program settings. This way the learners met new partners from six different public institutions located in the same town, with the same age, level of schooling, similar social realities, but with a different way to understand the world. Therefore, from the teachers' perspective, this experience allowed them to face a different learning environment that naturally demanded interaction among the learners to share their views, understandings, and experiences as shown in Excerpt 1.

Excerpt 1. *TA, Semi-structured teachers' interview – TB, Teachers' narratives.*

“Este programa contribuye primero con la interacción de los niños de seis diferentes colegios, yo creo que una de las mayores fortalezas es lograr esa relación entre ellos, al agruparlos en los diferentes cursos que hay acá”. (*TA, Semi-structured teachers' interview*)

“I like them to work in groups and pairs, sometimes they decide, and some others groups are organized by the teacher, the idea is that they understand that working with different people demands all of us to be respectful, and that we need to be able to communicate with others”. (*TB, Teachers' narratives*)

Based on the constructs about interaction (Hurst et al., 2013), the kind of dispositions that the English immersion program enables are considered social practices, that demand that the learner be a co-constructor of joint activities. Communication and other competencies are built among the participants and enrich their social interaction through a constant process of accommodation.

On the other hand, at the beginning of the English immersion experience, interactions among the learners happened through difficulties such as intolerance, impoliteness, aggressions, and so on, as exemplified in Excerpt 2.

Excerpt 2. *TA, Semi-structured teachers' interview – TB, Teachers' narratives.*

“Yo he visto que los niños en general, de todos los niños que vienen aquí a FT son niños muy agresivos, que ponen muchos apodos, son niños que tienen dificultades en su relacionamiento.” (*TA, Semi-structured teachers' interview*)

“They are quite “aggressive” and they can't stand if another kid says something that makes them feel offended, so their response is physical aggression.” (*TB, Teachers' narratives*)

Findings revealed that gradually, those initial ways of interaction among students were transformed into helpful interactions by teaching strategies that will be explained in the next section. Similarly, from teachers and the observations' perspectives, the English immersion program provided the learners with an appropriate learning environment that supports Young EFL learners' life skills development, particularly through helpful interactions that promote empathy, collaboration, and effective communication.

In other words, as interactions were socially constructed, and symbolically-laden communications, where the meanings were co-created (and sometimes adjusted) by the participants (Whitman-raymond & Miriam, 2005). The students at the English immersion program, through the teachers' guidance, were constantly allowed to interact among them to strengthen empathy, collaboration and effective communication, as demonstrated in Excerpt 3.

Excerpt 3. *TB, Teachers' narratives.*

“I take advantage of every problem, simple or complex, to encourage them to find solutions for the entire situation.”

Consequently, the data gathered revealed that in particular, the English immersion program in Cajicá works as a learning space in which students learn a language and at the same time construct different kinds of interactions that develop some life skills such as understand others, support them, and be able to communicate effectively with them.

From the students' perspective, findings showed that some learners know that conflicts are solved through dialogue that implies effective communication and empathy. Some of the following excerpts describe the ways they effectively communicated to one another, the empathy they had, and the collaboration they put into practice when they faced teamwork activities at the English immersion program.

Excerpt 4. *S4, S6, S9 Focus group.*

“Para solucionar el problema necesitamos hablar con ellas muy pasito para que ellas no se sientan mal.” (*S4, Focus group*)

“Bueno, si yo fuera Mateo, yo les pediría a las niñas que, por favor, hagan silencio, pero no gritando porque hay algunos problemas que se hacen gritando”. (*S6, Focus group*)

“Si yo estuviera en uno de esos equipos, yo dejaría al niño en vez de mí, participar primero, mientras que los niños estén felices, y el niño esté feliz porque yo le haya dado ese puesto para que participara en la actividad. Luego tendré mi turno para jugar”. (*S9, Focus group*)

Empathy consists of putting themselves in each other's position and trying to understand the situation. Effective communication consists of using appropriate words for asking something from someone, speaking softly, and being able to understand others. Collaboration allows them to participate in teamwork activities to accomplish common goals (UNODC, 2000). Some of the

students mentioned that they learned those skills in the Domestic English immersion program; others recalled that they had also learned some of those life skills at home and from their regular schools.

From the observer's perspectives, it is noticeable that the teachers played a significant role throughout the learners' interaction management for the purpose of EFL learners' life skills development. They proposed different strategies to learners to support them with interactions related to being more empathetic among themselves, guiding the learners to keep in mind, and apply the big seven rules during their interactions. See Excerpt 5.

Excerpt 5. *O1, Class observation.*

“The teachers are monitoring the students during the break, in order to guide them to solve problems and take turns while they play.”

They also help the learners put into practice effective communication principles such as active listening, asking questions, using polite and appropriate words, recalling the established agreements, speaking softly to promote helpful interactions among the learners, and giving them the tools for transforming their initial ways of interacting among them. All of these ways of supporting Young EFL learners' life skills through helpful interactions cover a kind of interactive roles/actions that teachers perform when purposefully directing their practices to help students develop life skills. These actions include promoting participation, expressing feelings, reconciling disagreements, maintaining open communication, and building onto each other's ideas (Mandal, 2000). The actions identified and described in this research report provide helpful interactions promoted by the teachers among the learners. The English immersion program's teachers from Cajicá concretize their role in the development of EFL learners' life skills.

On the other hand, findings revealed that this process of facilitating learners' interactions as part of the life skills development was still dependent on teachers. For example, if the teacher was not present to help the students to interact while being more empathetic, applying the principles of effective communication, and collaborating throughout their interactions, the learners found difficult to manage helpful interactions. As evidenced through the data gathered, they are not able to do it on their own yet; the learners still require constant intervention by teachers to establish appropriate interactions among them.

4.3.2.2 Teaching strategies for supporting life skills development

Findings showed that teaching strategies played a fundamental role in the development of Young EFL learners' life skills. Some of those strategies that teachers proposed and supported among the English immersion program's learners involved ways of solving problems, group work activities, education in values (The Big 7 rules), time for reflection, time out, creation of songs, and games that adequately contained a relevant component that facilitates Young EFL learners' life skills development. Excerpt 6 and 7 exemplifies these ideas.

Excerpt 6. *TA, Semi-structured teachers' interview – TB, Teachers' narratives.*

“Yo les compuse una canción a los niños que habla sobre evitar ser agresivos, dejar de pelear, no poner apodos y todo ese tipo de cosas para que ellos valoren más el espacio, la oportunidad que ellos tienen acá, y así, promover una sana convivencia.” (*TA, Semi-structured teachers' interview*)

“When they hit each other, I call them and ask them what happened. As they like playing soccer, I tell them they got a red card, and they cannot play. If the situation is not tough, I just give them a time out. The most important thing is that they reflect on the action and to accept when they make mistakes.” (*TB, Teachers' narratives*)

Excerpt 7. *S3, S5 Focus group*

“Aquí he aprendido a ser cariñosa, tal vez, con los que tú te juntes no son tus amigos, pero como somos compañeros, hay que trabajar juntos.” (*S3, Focus group*)

“Aquí he aprendido a que nunca hay que solucionar los problemas con puños, sino con amistad y cariño”. (*S5, Focus group*)

Some of the life skills training (LST) programs comprise a social skills component that in particular is designed to improve different essential interpersonal skills to enhance social competence (Botvin & Griffin, 2004; Mangrulkar et al., 2003). These programs contain materials such as lesson plans, manuals, workshops that describe similar activities to the ones that the English immersion program's teachers in Cajicá carried out with the learners throughout the nine-week period.

To accomplish this, teachers reported strategies such as composition of songs with a life skills component on the lyrics that the students learned and sang throughout their stay at the program. Wall painting with a specific topic such as friendship, values, daily routines, likes and dislikes, reading of digital stories that contained a moral or valuable lessons for the students' lives. These strategies were defined as meaningful ways to support the development of EFL learners' life skills by the teachers at the English immersion program in Cajicá.

This main category, teaching strategies for supporting life skills development, makes visible another powerful component of the program that teachers constantly bear in mind throughout the domestic English immersion experience. This evoked a non-traditional way of teaching that teachers continuously demonstrate in their classes, as shown in Excerpt 8.

Excerpt 8. *TA, TB Semi-structured teachers' interview*

“Esta es una dinámica que es distinta a la del colegio. En los colegios creo que no tienen tanta rotación de profesores, o la oportunidad de enfrentarse a distintos estilos de enseñanza, enfrentarse a otras experiencias con el conocimiento, a tener otro espacio para compartir. A los niños les encanta estar en el parque, tienen varias cosas en las cuales pueden jugar. En las clases tienen la oportunidad de trabajar con drama con teatro, trabajar la música y acercarse a un aprendizaje de una forma no tan rígida, más dinámica.” (TA, *Semi-structured teachers’ interview*)

“Yo creo que lo que ayuda a fortalecer su proceso es el hecho de que ellos encuentran diferentes formas de aprender, entonces amplían un poco su horizonte de lo que ellos conocen como aprender, no solamente escriben en el cuaderno y copian del tablero, sino que encuentran otras formas de aprender ciencias mirando alrededor, de pronto haciendo un experimento pequeño, aprenden a través de manualidades, juegos, entonces eso les muestra que aprender no es solo leer y escribir sino que de todo estamos aprendiendo todo el tiempo.” (TB, *Semi-structured teachers’ interview*)

Non-traditional ways of teaching are the opposite approach for the traditional ones. Both, traditional and non-traditional comprise specific features that indicate significant differences between them (Jones & Iredale, 2006; Tularam & Machisella, 2018). Non-traditional ways of teaching are typically enriched by the disposition of learning environments. Those learning environments fostered through non-traditional practices, offer and allow the learners to be active participants, which may support the development, build and rediscover knowledge. The key differences between traditional and non-traditional ways of teaching are summarized in Table 1.

Table 2

Teaching Approaches

Traditional Ways of Teaching

Non-traditional Ways of Teaching

-
- | | |
|--------------------------|-------------------------------------|
| • Learning goals imposed | • Learning goals discussed |
| • Teacher = specialist | • Teacher = facilitator |
| • Passive learners | • Active learners |
| • Scarce resources | • Variety of materials |
| • Limited exchange | • Helpful interactions |
| • Theoretical learning | • Experiential learning |
| • Standardized | • Personalized |
| • Content focused | • Collaborative learning experience |
| • “Know what” | • “Know how” |
-

Note. Adapted from Tularam & Machisella, (2018)

The teachers at the English immersion program in Cajicá consistently dynamize their teaching practices by implementing non-traditional ways of teaching. This includes strategies in which the learners are making sense of the world that surrounds them. Those strategies promoted by the teachers according to the non-traditional teaching practices include communication by means of helpful interactions, group work, collaboration, decision-making, and problem-solving tasks. These interactions develop valuable skills that traditional ways of teaching may not provide students with.

The English immersion program’s teachers argued that non-traditional ways of teaching have supported variety of learning opportunities for the students, and also it is a relevant characteristic of the English immersion program itself. This is in comparison with the students experience at the regular schools in which traditional ways of teaching are primarily used.

Excerpt 9 exemplifies this idea.

Excerpt 9. *TB, Teachers' narratives – TA, Semi-structured teachers' interview.*

“What I did was to compose a song to help students learn the rules by heart. It is called “7 Big 7”. We created the mimics so students would understand the rules' meaning. As I mentioned above, we are using a chart in which students are expected to go up according to the value of the week. In each classroom, there is a description of the value so teachers and students know the characteristics. In my classes, I use the context-bound module I created and the songs. I make emphasis on the skills I mentioned in the second question.”

(TB, Teachers' narratives)

“Positivo siempre va a ser la forma diferente en que ellos aprenden aquí, las actividades que hacen. Ellos trabajan la parte de la convivencia, porque tienen que compartir con otros niños, de otros colegios. La parte social, la convivencia, las relaciones interpersonales, el hecho de convivir con otras personas, de aprender que todos son importantes, pero que mi espacio llega donde empieza el espacio del otro, es muy importante y ellos acá mejoran mucho eso, es algo que cuesta mucho trabajo con algunos, pero creo que eso es lo más grande que se logra finalmente con ellos.” *(TA, Semi-structured teachers' interview)*

Finally, non-traditional ways of teaching are done by teachers in the English immersion program taking into account specific features that they have called dynamic learning principles that consist in designing intentional activities to meet the learners' needs and interests while challenging them to strengthen skills and understandings while meaningfully constructing new ones.

It is argued that non-traditional ways of teaching offer a new perspective for teaching and learning. Some features such as traditional classrooms and passive listeners change to the opposite situation in which learners are active participants in discussion scenarios, recalling previous knowledge, making sense of facts and realities that surround them (Tularam & Machisella, 2018).

The English immersion program in Cajicá promotes experiential learning as part of their institutional objectives. It works for them as a model that justifies their proposal and educational framework. Experiential learning becomes part of the learning theories whereby learning is considered a social process, founded on gaining practical experience that challenges perceptions and concepts of traditional teaching. Similarly, experiential learning environments stress a learning by doing style (Jeyaraj, 2019) as is shown in Excerpt 10.

Excerpt 10. *TA, TB Teachers' narratives - S11, Focus group*

“When students finish Friendly Town they are more empathetic, more creative, and more able to solve their problems because they have been experiencing here how to put into practice those life skills.”

(TA, Teachers' narratives)

“For this term, another teacher and I made a proposal for Friendly Town and presented it to all the teachers. As a result, we decided to structure the behavioural aspect in Friendly Town, based on the RAICE (Ruta de Atención Integral para la Convivencia Escolar) and we created a protocol. Also, we thought of making more emphasis on practical ways of experiencing some life skills. Students will raise a flag on Mondays, they will get a captain bracelet, and their names will be shown in an honour chart at the entrance of the classroom. All of it will be based on the positive reinforcement chart that is hung in each classroom. Finally, each week students will work on values as respect, responsibility, motivation, autonomy, and leadership.” *(TB, Teachers' narratives)*

“Aquí he aprendido a comunicarme y a solucionar los problemas, decirle por ejemplo que, si quiere ser mi amigo, juntarme con él, irme conociendo con él, hasta ser amigos y trabajar juntos como la profesora nos ordenó.” *(S11, Focus group)*

From the teachers' perspective, the learners at the English immersion program continuously participate in experiences that present learning in different ways. English classes allow learners to explore the environment and to participate in a process of learning a foreign language. For example through songs that are taken from the Colombian context and adapted with new lyrics invite students to reflect upon real situations that they face in daily interactions. This is complemented by a variety of learning opportunities that constantly include group work as a strategy for developing life skills among learners.

From the observer's perspective, the teachers at the English immersion program in Cajicá, facilitate Young EFL learners' life skills development by using the following strategies:

- Establishing turns to play during the break in the park
- Giving instructions throughout teamwork activities
- Development of routines to allow participation for all the members in a group
- Asking questions for strengthening understanding and promoting effective communication among the learners.

These strategies encourage students to express themselves especially when tasks are quite difficult. For example, using puppets to create an empathetic environment to use the English language without fear or remembering some mimics that characterized the songs written by the music teacher.

4.3.3 Core category

The development of Young EFL learners' life skills is the core category. Interaction among students from different public schools and teaching strategies to support life skills development incorporated the main elements to understand the core category by answering the

question about the role of the English immersion program in the development of Young EFL learners' life skills.

Throughout the present research project, the researcher found that the English immersion program accomplished the objective of developing EFL Young learners' life skills. According to the data gathered from the teachers, the data indicated that the teachers designed and implemented diverse teaching strategies for supporting life skills development (see section 4.3.2.2). These strategies created by the teachers responded to one of the specific goals that the English immersion program set in his core document for the creation of Friendly Town. That goal proposed that students from public institutions in Cajicá took part in an innovative and experiential scenario to learn English while the English immersion experience favoured the integration of the learners in line with the development of principles, values, and skills that allowed them to be prepared for life. Therefore, the benefits of the strategies implemented by the teachers for the development of EFL Young Learners' life skills consisted in changing the students' views about learning. The students understood that in terms of learning there are diverse ways to understand the world different from the conventional ones they are used to encounter at their regular schools. Through the teaching strategies developed by the teachers, the students also strengthen their interpersonal skills by the activities and learning scenarios that the teachers disposed for the learners to build better relationships among them.

From the learners' perspective, the students reported that they learned how to communicate effectively with their partners during the classes by establishing turns in their conversations, and in daily or friendly talks allowing everyone to speak as members of a group of friends that add value to all the comments and ideas. The implementation of these strategies made that the experience at Friendly Town was divergent for them to the ones that they are used

to have in their regular schools. They also indicated that they learned how to be polite and caring with their partners and how to express their feelings without hurting anybody. Through the data collected by the focus group, the students mentioned that throughout the experience at Friendly Town they learned how to work in groups, the importance to organize their teams, and assign roles when they participate in teamwork activities. They reported they are used to work individually in their schools, and during the experience in the English immersion program, they enjoyed the way they learned to work because they were allowed to communicate with others, ask for help, share what they know and based on that build a learning community in which they listened to each other, shared knowledge, worked together, and planned strategies to solve problems, do the assigned tasks and address their needs.

From the researcher's perspective, the main benefit that the English immersion experience provided to the learners was to prepared them for life. Today's society requires from the learners a set of skills that allow them to participate and influence positively in a changing environment. Based on observations, the researcher found out that the learners at Friendly Town experienced a particular learning scenario that provided them opportunities to develop empathy by putting themselves in other's position, particularly when they have to solve a problem and the teachers asked key questions to help the student to solve the issue taking into account all the concerned parties. Collaboration by standing up spontaneously and been able to offer to help their classmates. Working in pairs in the computer room to finish their tasks to meet due dates, and coordinating times and efforts to accomplish the learning goals proposed by the teachers through the activities. Effective communication by answering the teachers and the partners' questions in English using polite words such as please and thank you. Creativity by designing wall paintings to express their feelings and ideas on how to take care of their environment.

Preparing songs and presentations in English to demonstrate to their families and friends what they learned through the immersion program experience.

To overall, during the data analysis process the researcher understood that another of the roles of the English immersion program in the development of EFL Young Learners life skills consisted in integrating the learning experience to give to the students the opportunity of learning a Foreign Language while they strengthen their life skills by providing them the necessary tools to face daily life challenges that are different to the ones that the schools propose them in the regular dynamics. Thus, two other roles of the English immersion program in the development of EFL Young learners' life skills consist of:

1. Providing helpful interaction that enhances learners' awareness of the people that surround them. This promotes a healthy coexistence and a classroom culture that encourages the learners to be world citizens.

2. Fostering teaching strategies such as group work activities, contextualized songs composition, the Big 7 rules, time out, reflection time, dialogue for solving problems, and learning values to put it into practice in several scenarios with the learners who as a social human being, are invited to interact, build communities, and citizenship.

4.4 Conclusion

Through this qualitative study, the data gathering process, and its analysis, the researcher determined the role of an English immersion program in the development of Young EFL Learners' life skills. The conclusions are based on two main categories: interaction among students from different public schools and the teaching strategies for supporting life skills development. The study demonstrated that the role of the program is key for the development of

Young EFL Learners' Life skills given that the teaching strategies for supporting life skills development, and the kind of interactions that the program promoted helped the students to take part in an innovative English learning environment that integrated with the life skills component strengthen the social dimension of the learners. The success is determined by supporting students from different schools to establish appropriate ways of interaction among them. The program played a significant role because it enabled the learners to participate in new experiences and face situations that are not common throughout their regular academic classes. They met new people in a new learning environment, and through the teachers' guidance, different ways of interacting emerged in the experience; it is in that way that students developed dispositions and attitudes towards this non-traditional way of learning. The structure of the program provided them with opportunities to participate in large teams, to integrate with others, and to abolish rivalry among the schools.

The second role of the English immersion program in the development of EFL Young Learners Life skills is fostering teaching strategies. Findings revealed that the teachers from the English immersion program were aware of their role in the development of Young learners' life skills. Therefore, these roles were determined by the design of a variety of teaching strategies such as the Big 7 rules, group work activities, contextualized songs composition, time out, reflection time, dialogue for solving problems, and learning values. Through the semi-structured teachers' interview and the teachers' narratives instruments, the teachers reported that those strategies supported life skills development among the learners.

Chapter 5: Conclusions and Pedagogical Implications

5.1 Introduction

This qualitative study has revealed the roles that an English immersion program played in the development of Young EFL Learners' life skills from public schools in Cajicá (Colombia).

Role No 1: The promotion of learners' interactions that supported the development of Young learners' life skills by integrating 120 students from six different public schools in an unconventional learning scenario. Those interactions differed from what generally occurs at the schools. At the English immersion program, the teachers encouraged the learners to share their understandings and views with the people they met at the program. This experience invited the learners to increase their participation, develop their life skills, and build a learning community among the English immersion program settings. Role No 2: Fostering teaching strategies for supporting life skills development. The English immersion program's qualified teachers team, devoted time and effort to the design of meaningful teaching strategies that enable learners to develop life skills. They considered that Friendly Town is an innovative space where experiential learning happens by the strategies that they are able to create for the students. Therefore, this chapter presents conclusions that derive from analyzing the data described in the last section. These are determined by the perspectives of the teachers, the learners, and researcher's observations of the two roles that emerged during the discussion of interaction among students from different public schools and teaching strategies for supporting life skills development as the main categories.

5.2 Comparison of results with previous studies' results

Life skills development is a main component that is applied to different contexts such as health promotion, sporting communities, education, disability conditions, and academic settings.

Likewise, different international authorities like UNICEF and WHO (World Health Organization) have defined what life skills are, and which are those skills that are crucial to be successful in life. Some studies (Abdelhalim, 2015; Kreikemeier, 2015; Theokas et al., 2008; Junge, Manglallan, & Raskauskas, 2003) associate life skills development in after school programs with the following learning methods: cooperative learning, experiential learning, literature-based, and community-based. Some of these studies identify those life skills that their programs promote most. Their findings are similar to the results of the current study because the data demonstrates that learners in an English immersion program selected effective communication, empathy, and collaboration as the life skills they are willing to strengthen. Thus, the commonalities between both are that the programs are focused on developing life skills based on the context and the learners' needs.

As in some of those studies, interaction as a social component plays a significant role in the development of the learners' life skills. The current research report has determined that learners' interactions are the key factor that permeates all of the dynamics of the English immersion experience, particularly for the development of learners' life skills. Through interactions, the learners at the English immersion program in Cajicá participate, express their feelings, maintain communication open, and build their points of view taking into consideration others' ideas. Regarding the differences with those previous studies, the present experience found that those helpful interactions for the development of Young learners' life skills are feasible through the teaching strategies that the teachers design. Their objective being to take advantage of the English immersion experience as an educational scenario, and to develop life skills through the students' interactions. Therefore, a particular aspect that is common in the results of the present study and the previous studies' findings is that the development of life

skills seems to be enhanced in scenarios outside regular school settings. In fact, promoting helpful interactions for the development of life skills is not commonly considered as a crucial issue in mainstream education environments. A similar result shared by the previous studies and the current one is that developing life skills has been accomplished through experiences outside the school settings.

This overlapping conclusion regarding life skills development influenced the present research project, which focuses on bridging the gap between the development of life skills through an English immersion program. The program works as another type of learning scenario seeking innovation by considering life skills development while the students learn a language. Learning a language is not a regularly considered context for developing those life skills that are important for the lifelong learning.

5.3 Significance of the results

The present research report gave evidence that life skills are a set of abilities for adaptive and positive interactions among individuals that support them to deal effectively with the requirements, concerns, and challenges of everyday life. Those life skills require development among learners and sometimes regular learning scenarios take that for granted.

In the present study, results shown that the English immersion program has been recognized as an appropriate and dynamic scenario for developing Young Learners' life skills. The teachers of the program and the learning environment itself promoted helpful student interactions. They guided learners through an opportunity to transform initial apathy, undesirable attitudes, and aggressive interactions that students sometimes bring to the classroom. This transformation consisted of taking part in the following: group work activities, lessons,

experiences, break, and lunch time. The teachers created rigorous plans for the learners to receive tools that support substantial changes in their interactions with peers.

As mentioned in the last chapter, fostering teaching strategies constituted a key component for developing Young learners' life skills in the program. By understanding this throughout the last chapter's discussion, the current research project provides evidence on the relevance of the results. In other words, the teachers considered that including strategies such as the establishment of the Big 7 rules in the program: solving problem strategies, group work activities, learning values, time for reflection, time out, and creation of songs and games facilitates Young EFL learners' life skills development in the program.

From the learners' points of view, the significance of the study came from the recognition of some life skills that they developed through the program. They also explained how meaningful it is for them to have the opportunity to interact with new partners who little by little become friends. Accordingly, through the focus group, they were able to explain to the researcher how they managed real-life situations especially in learning environments such as the school and the immersion program. During the focus group, they participated in a problem-solving activity where they answered questions about some difficulties that they normally faced with their peers. By employing an observation instrument that included notes through which the researcher documented how the learners behaved, responded, and practiced life skills such as effective communication, empathy, and collaboration in the English immersion program.

These findings benefit local, national and international language teachers who want to include life skills and language learning into their schools. First, the results are relevant for the English immersion experience in Cajicá since the current study determined the role of the program in the development of EFL Young Learners' life skills. This recognizes the program's

practices related to their purpose of providing primary school students a language learning environment in which life skills based on learners' experiences are an essential component of the curriculum. Second, the results could be applied to cases in any country because the findings revealed that through helpful interactions learners acquired life skills that were introduced by the teachers through their teaching strategies. This finding enriches any language learning experience, especially immersion programs that will be created through national or private institutions. These programs must acknowledge that English immersion programs are experiences in which the students learn more than a language. Accordingly and based on the current study's results, the English immersion program experience in Cajicá might be adapted and replicated in local, national, and international settings. The benefit of this approach is that it can be tailored to each program's life skills component while students participate in the language learning process.

Furthermore, as a result of this study, the English immersion program might consider sharing to different institutions, particularly, to the public schools where the students were coming from, the impact of the life skills development in the learners' lives. The purpose of this is to prompt those institutions to start or continue a well-designed proposal that includes in their educational curriculum, specific elements that achieve the development of life skills in their learners. This would further enhance the way educational institutions provide support to the learners' life skills development.

5.4 Pedagogical challenges and recommendations

This study allowed the researcher to identify a main and urgent pedagogical challenge in the English immersion program in Cajicá: designing a concrete plan that includes specific elements and producing activities that develop young learners' life skills. The present study

identified that undoubtedly from the teachers' point of view there are relevant components that illustrate the role of the English immersion program in the development of EFL Young learners' life skills. For example, interaction among students from different public schools and teaching strategies for supporting life skills development.

There is a pedagogical challenge that requires visualizing and designing specific actions that clearly give learners more tools to develop life skills through the program. Therefore, the recommendation is to revise some life skills proposals such as the ones that are incorporated in Castellanos (1999) and Osorio & Lima (2011) to provide the English immersion program insights and contextualized ways for including specific elements and activities into developing EFL Young learners' life skills (Osorio & Lima, 2011).

5.5 Research limitations on the present study

Although this study demonstrated two significant roles that the English immersion program has in the development of young learners' life skills, there were some limitations in terms of the data collected. First, the research design of the current research report corresponded to a qualitative approach that aimed at exploring the role of an English immersion program in the development of EFL young learners' life skills. Thus, the data gathered coincided with qualitative elements that supported the researcher in carrying out a qualitative research study that lacks quantitative data to support the qualitative findings. Quantitative details might measure different aspects related to the development of life skills throughout the English immersion program.

Second, there was another limitation in terms of the participants, and the analysis of the data collected. The main actors of the present research project were the learners and the teachers. Parents were not taken into consideration. Therefore, it was necessary to include the researcher

as an observer of the process to examine the role of the English immersion program in the development of EFL Young Learners' life skills to triangulate the data including the teachers, the learners, and the observer's points of view within the validation process.

Third, the researcher found that time constraints restricted an implementation that would have supported the learners in enhancing the life skills that they had already learned through the English immersion program. This is especially true for the ones that they were willing to learn: effective communication, empathy, and collaboration.

5.6 Further Research

After determining the role of the English immersion program in the development of EFL Young learners' life skills, several interesting elements for further research showed up. First, based on the present study results, it might be pertinent to implement a proposal on the development of young learners' life skills, since this study evidenced a particular need for designing a concrete plan or proposal that promotes ways, and strategies that might be useful within the life skills approach included in the language program's aim.

Second, as the English immersion is a program that takes a 9-week period, further research could take into consideration the program's impact outside the program itself. In other words, researchers might observe and understand what happens with the participants after they finish their English immersion experience in the program, and go back to their regular schools.

Third, a quantitative study could be carried out to transfer the language immersion program's impact into numbers and quantitative data to diversify interesting findings in relation to English immersion experiences. This is especially necessary since few studies exist about this phenomenon. This is especially necessary as demonstrated by the state of the art section in

which only a limited quantity of reports were included due to the fact that few studies exist about this phenomenon.

5.7 Conclusions

Today society requires that human beings acquire a variety of skills that are underestimated in the school settings. The English immersion program in Cajicá has opted to develop a life skills approach for students while they learn the language. The purpose of this experience is promoting English learning opportunities for learners from the public schools in Cajicá while the program prepares them for challenges in the globalized world. This requires a perspective that considers the learners as a whole.

Based on this context, the present study provided evidence for determining the role of the English immersion program in the development of EFL Young learners' life skills. Those roles consist of promoting helpful interactions among the learners along with fostering teaching strategies that give students opportunities to develop their life skills.

The results demonstrated that from the teachers' perspective, they must create a variety of strategies that allow them to provide to the learners tools to practice three main life skills: empathy, collaboration, and effective communication.

From the learners' perspective, they demonstrated that they have developed some life skills during their participation in the English immersion program. Particularly, their ways of interaction at the end of the English immersion experience are more empathetic because they are able to converse effectively, negotiate, and collaborate among themselves.

From the observer's perspective, the role of the English immersion program might be more tangible. This could be doable by designing a specific proposal that will cover some life skills that the learners will develop throughout their experience at the language program. This

concrete life skills program or planning could be included in the English immersion curriculum as a manual or core document that should be followed, revised, and systematized by the teachers.

References

- Abdelhalim, S. M. (2015). Children Literature Based Program for Developing EFL Primary Pupils' Life Skills and Language Learning Strategies. *English Language Teaching*, 8(2). <https://doi.org/10.5539/elt.v8n2p178>
- Adams, E. (2010). The joys and challenges of semi-structured interviewing. *Community Practitioner: The Journal of the Community Practitioners' & Health Visitors' Association*, 83(7), 18–21.
- Allwright, R. L. (2014). *The Importance of Interaction in Classroom Language Learning**. <http://apliij.oxfordjournals.org/>
- Amaya, E. M. (2019). *PROYECTO AULAS DE INMERSIÓN “SHAPE COLOMBIA” Y PROPUESTA DE SU IMPLEMENTACIÓN EN GUATEMALA*.
- Bettney, E. (2017). A picture is worth a thousand words: Exploring immersion students' language learning experiences in Honduras. *Colombian Applied Linguistics Journal*, 19(2), 177. <https://doi.org/10.14483/22487085.11220>
- Botvin, G. J., & Griffin, K. W. (2004). Life Skills Training: Empirical Findings and Future Directions. *Journal of Business Ethics*, 51(1), 31–39. <https://doi.org/10.1023/B>
- Bravo, A. (2003). *HABILIDADES PARA LA VIDA Una Experiencia de Fe y Alegría en Colombia*.
- Briggs, A. R. J., Coleman, M., Morrison, M., Stephens, D., & Bush, T. (2010). *Research Methods in Educational Leadership and Management 3rd Edition*.
- Brinkmann, S. (2013). *Qualitative Interviewing - Understanding Qualitative Research*. https://books.google.com.co/books?hl=es&lr=&id=-1Nz3mftswQC&oi=fnd&pg=PP1&dq=qualitative+interviewing+brinkmann&ots=dvptiDFI W5&sig=o0rFRWFP72_Z85cohESmQKjRoN8&redir_esc=y#v=onepage&q=qualitative+interviewing+brinkmann&f=false
- British Council. (2015, May). *English in Chile: An examination of policy, perceptions and influencing factors*. http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/44._english_in_chile.pdf
- British Council. (2015a, May). *English in Argentina An examination of policy, perceptions and influencing factors*. http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/42._english_in_argentina.pdf
- British Council. (2015b, May). *English in Brazil An examination of policy, perceptions and influencing factors*. http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/43._english_in_brazil_-_british_council.pdf
- British Council. (2015c, May). *English in Colombia: An examination of policy, perceptions and*

- influencing factors*. http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/45._english_in_colombia_-_british_council.pdf
- British Council. (2015d, May). *English in Ecuador: An examination of policy, perceptions and influencing factors*. http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/46._english_in_ecuador.pdf
- British Council. (2015e, May). *English in Peru: An examination of policy, perceptions and influencing factors*. http://obiret-iesalc.udg.mx/sites/default/files/publicaciones/47._english_in_peru.pdf
- Brovetto, C. (2005). *Bilingual education at Uruguayan public schools case of immersion.pdf*.
- Brovetto, C., Brian, N., Díaz, G., & Geymonat, J. (2004). *Educación bilingüe por inmersión en escuelas públicas del Uruguay.pdf*.
- Burns, A. (2009). Doing Action Research in English Language Teaching. In *Doing Action Research in English Language Teaching*. <https://doi.org/10.4324/9780203863466>
- Castellanos, L. M. (1999). Habilidades para la vida: Una propuesta educativa para la promoción del desarrollo humano y la prevención de problemas psicosociales. *Fe y Vida, II*, 4–24.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide through Qualitative Analysis*. SAGE Publications Ltd.
https://books.google.com.co/books?hl=es&lr=&id=2ThdBAAAQBAJ&oi=fnd&pg=PP1&q=Constructing+Grounded+Theory.+A+practical+guide+through+qualitative+analysis&ots=fZqW4GpHFX&sig=r1gYRsxTN56RAzDI836zaUWL8QQ&redir_esc=y#v=onepage&q=Constructing+Grounded+Theory.+A+practical+guide+through+qualitative+analysis&f=false
- Choque-Larrauri, R., & Chirinos-Cáceres, J. L. (2009). Eficacia del programa de habilidades para la vida en adolescentes escolares de Huancavelica, Perú. *Revista de Salud Publica, 11*(2), 169–181. <https://doi.org/10.1590/s0124-00642009000200002>
- Clandinin, J. (2007). *Handbook of Narrative Inquiry: Mapping a Methodology*.
<https://books.google.com.co/books?hl=es&lr=&id=EgimAwAAQBAJ&oi=fnd&pg=PP1&q=Narrative+inquiry:+experience+and+story+in+qualitative+research+pdf&ots=yS8RWkyeMs&sig=vGkngoLDyXfJfR5teZKczI33Kuk#v=onepage&q&f=false>
- Corbaz, P. C. (2001). *ASSESSING THE EFFECT OF FOREIGN LANGUAGE IMMERSION PROGRAMS ON INTERCULTURAL SENSITIVITY IN ELEMENTARY STUDENTS*.
- Creswell, J. W. (2009). *RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches*.
- Creswell, J. W. (2013). *Steps in Conducting a Scholarly Mixed Methods Study*.
<https://digitalcommons.unl.edu/dberspeakers/48>
- Cronquist, K., & Fiszbein, A. (2017). *English Language Learning in Latin America*.

- Cummins, J. (n.d.). *Immersion Education for the Millennium: What We Have Learned from 30 Years of Research on Second Language Immersion Ontario Multilingual Education View project*. Retrieved March 12, 2020, from <https://www.researchgate.net/publication/255638397>
- Denzin, N. K., & Lincoln, Y. S. (2008). *The Landscape of Qualitative Research*. . https://books.google.com.co/books?hl=es&lr=&id=4StZvMUWJf0C&oi=fnd&pg=PR7&dq=The+landscape+of+Qualitative+Research&ots=qATStibBNS&sig=3KCsrljVKY7Lu6F99oYWXMvCzG3g&redir_esc=y#v=onepage&q=The+landscape+of+Qualitative+Research&f=false
- DePalma, R. (2010). *Language Use in the Two-way Classroom: Lessons from a Spanish-English* . https://books.google.com.co/books?hl=es&lr=&id=QAXPBQAAQBAJ&oi=fnd&pg=PR1&dq=.+Language+use+in+the+two-way+classroom:+Lessons+from+a+Spanish-+English+bilingual+kindergarten.+Bristol:+Multilingual+Matters&ots=zUsjcvGEAI&sig=9f-J1ww6T-qjop0L_RyN3O_fkSM&redir_esc=y#v=onepage&q=.+Language+use+in+the+two-way+classroom%3A+Lessons+from+a+Spanish-+English+bilingual+kindergarten.+Bristol%3A+Multilingual+Matters&f=false
- Department of Education, U. (2015). *Dual Language Education Programs: Current State Policies and Practices*. <http://www2.ed.gov/about/offices/list/oela/resources.html>
- Espinosa, F., Cortés, A., Melo, L., & Rojas, A. (2019). *Friendly Town: Comprendiendo las habilidades para la vida por medio del aprendizaje de inglés como lengua extranjera en un contexto rural*.
- Fortune, T., & Tedick, D. (2003). *What Parents Want to Know About Foreign Language Immersion Programs*. <http://www.cal.org/resources/digest/0304fortune.html>
- Goffman, E. (2014). *The Sociology Hub*. March, 1–4.
- González Ramírez, L. (2016). Aprendizajes en el aula de inmersión. *Universidad de La Sabana*.
- Hamre, B. K., Pianta, R. C., Downer, J. T., DeCoster, J., Mashburn, A. J., Jones, S. M., Brown, J. L., Cappella, E., Atkins, M., Rivers, S. E., Brackett, M. A., & Hamagami, A. (2013). Teaching through interactions: Testing a developmental framework of teacher effectiveness in over 4,000 classrooms. *Elementary School Journal*, 113(4), 461–487. <https://doi.org/10.1086/669616>
- Holt, N., & Neely, K. (2011). Positive youth development through sport: a review. *Revista Iberoamericana de Psicología Del Ejercicio y El Deporte*, 6(2), 299–316.
- Hurst, B., Wallace, R., & Nixon, S. B. (2013). The Impact of Social Interaction on Student Learning. In *Journal of Literacy and Language Arts* (Vol. 52, Issue 4).
- Jeyaraj, J. S. (2019). *Traditional Learning vs . Experiential Learning*. November. <https://doi.org/10.2139/ssrn.3486129>
- Johnstone, R., Urraca, A. S., Yen-Ling, T. T., Cañadas, R., Borja, A., Denise, B. H., Amin, A.,

- Manjón, M., Limcaoco, L., Mazano, D. P. E., Fidalgo, J., Manners, C., & Dobson, A. (2011). *Retos de la educación bilingüe*.
https://books.google.com.co/books?hl=es&lr=&id=yCsbAgAAQBAJ&oi=fnd&pg=PA8&dq=Immersion+programs+bilingual+education+Dobson+2010&ots=akp4gdL111&sig=38e6MbVCQz7oEu-RQO-rAteVioE&redir_esc=y#v=onepage&q=Immersion+programs+bilingual+education+Dobson+2010&f=false
- Jones, B., & Iredale, N. (2006). Developing an entrepreneurial life skills summer school. *Innovations in Education and Teaching International*, 43(3), 233–244.
<https://doi.org/10.1080/14703290600618522>
- Klee, C., Lynch, A., & Tarone, E. (2011). *Research and Practice in Immersion Education: Looking Back and Looking Ahead*. <http://www.carla.umn.edu/resources/working-papers/>
- Koloso, C. (n.d.). *Life Skills for National Development in Lesotho: Can ODL Do it?* Retrieved March 12, 2020, from https://wikieducator.org/images/0/08/Lineo_Clementina_Koloso.pdf
- Kreikemeier, J. M. (2015). *A Study of Life Skills from Traditional and Afterschool 4-H Participants*.
<http://digitalcommons.unl.edu/cehdsdisshttp://digitalcommons.unl.edu/cehdsdiss/231>
- Lightbown, P. (n.d.). *Intensive Exposure Experiences in Second Language Learning - Google Libros*. Retrieved March 12, 2020, from
https://books.google.com.co/books?hl=es&lr=&id=3-nGaC_iEpQC&oi=fnd&pg=PA25&dq=Lightbown,+2012+immersion+programs&ots=2nUdjiX_Zz&sig=tkOvjA9R-chCDcvb_80W_vs_Hs0&redir_esc=y#v=onepage&q=Lightbown%2C+2012+immersion+programs&f=false
- Lindholm-Leary, K. (2011). *Immersion Education: Practices, Policies, Possibilities*.
[https://books.google.com.co/books?hl=es&lr=&id=IQfPBQAAQBAJ&oi=fnd&pg=PA81&dq=Lindholm-Leary,+K.+\(2011\).+Student+outcomes+in+Chinese+two-way+immersion+programs:+Language+proficiency,+academic+achievement,+and+student+attitudes.+In+D.+J.+Tedick,+D.+Christian,+%26+T.+W.+Fortune+\(Eds.\),+Immersion+education:+Practices,+policies,+possibili&ots=HUikwc56s5&sig=YTyMj7zP8PVR0yXUgli1TpgQ5MY&redir_esc=y#v=onepage&q&f=false](https://books.google.com.co/books?hl=es&lr=&id=IQfPBQAAQBAJ&oi=fnd&pg=PA81&dq=Lindholm-Leary,+K.+(2011).+Student+outcomes+in+Chinese+two-way+immersion+programs:+Language+proficiency,+academic+achievement,+and+student+attitudes.+In+D.+J.+Tedick,+D.+Christian,+%26+T.+W.+Fortune+(Eds.),+Immersion+education:+Practices,+policies,+possibili&ots=HUikwc56s5&sig=YTyMj7zP8PVR0yXUgli1TpgQ5MY&redir_esc=y#v=onepage&q&f=false)
- Lindholm-Leary, K. (2012, October). *Success And Challenges In Dual Language Education*.
https://www.researchgate.net/publication/260140635_Success_And_Challenges_In_Dual_Language_Education
- López Estrada, P., & Chacón, A. M. (2015). A teacher's tensions in a Spanish first grade two-way bilingual immersion program. *Revista Portuguesa de Educação*, 28(2), 211–229.
<http://www.redalyc.org/articulo.oa?id=37443385011>
- López, M. (2008). La integración de las Habilidades Sociales en la escuela como estrategia para la salud emocional. *Revista Electrónica de Intervención Psicosocial y Psicología Comunitaria*, 3(1), 16–19.

- Macedo, B. (2006). Habilidades para la vida: Contribución desde la educación científica en el marco de la década de la educación para el desarrollo sostenible. *OREALC/UNESCO*, 122.
- Mandal, M. (2000). *Role of Teacher & Teacher Educator in development of Life Skills* .
https://www.academia.edu/6891419/Role_of_Teacher_and_Teacher_Educator_in_development_of_Life_Skills_Mamta_Mandal
- Mangrulkar, L., Posner, M., Research Associate, S., Kellogg Foundation, W., Brandon, P., Bravo, A., Fallas, H., Kasischke, K., Richardson, A., Sayago, L., Vargas Obando, G., Rodrigues, L., Meresman, S., Haber, D., Mantilla, L., Blaber, C., Murphy, S., Rosati, M., Scattergood, P., ... Morello, P. (2003). *Life Skills Approach to Child and adolescent Healthy Human Development*.
- Marian, V., Shook, A., & Schroeder, S. R. (2013). Bilingual Two-Way Immersion Programs Benefit Academic Achievement. *Bilingual Research Journal*, 36(2), 167–186.
<https://doi.org/10.1080/15235882.2013.818075>
- Mariella, S., & Mendel De Quesada, N. (2009). *COMMUNICATIVE TASKS AND INTERACTION CAN CONTRIBUTE TO LANGUAGE ACQUISITION* .
- Martín, C. D., & Martín M., J. E. (2012). *Conversión de un colegio monolingüe en colegio bilingüe: Inglés-Español*. <http://manglar.uninorte.edu.co/handle/10584/719>
- Melero, J. C. (2010). Habilidades para la vida: un modelo para educar con sentido. *II Seminario de La Red Aragonesa de Escuelas Promotoras de Salud*, 12.
http://www.aragon.es/estaticos/GobiernoAragon/Departamentos/SaludConsumo/Documentos/docs/Profesionales/Salud publica/Promoción salud escuela/Red Aragonesa Escuelas Promotoras Salud/Jornadas/Un_modelo_para_educar_con_sentido.pdf
- Mercuri, S. (2008). Una Mirada Crítica a los Programas de Doble Inmersión. *Revista Colombiana de Educación Bilingüe*, 2, 85–101.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (n.d.). *Qualitative Data Analysis A Methods Sourcebook* .
- Miranda, I. (2012, September). *INSIGHTS ON BILINGUALISM AND BILINGUAL EDUCATION: A SOCIOLINGUISTIC PERSPECTIVE*.
http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S0123-34322012000300004
- Montañéz, C. (2018). *Impacto de las Aulas de Inmersión en la Localidad de Engativá del Programa Colombia Bilingue 2014-2018 en el Colegio Nidia Quintero de Turbay*.
- Mora, I. (2015). *La implementación del Proyecto aulas de Inmersión, de la Secretaría de Educación de Bogotá*.
<https://repository.urosario.edu.co/bitstream/handle/10336/10498/1125998484-2015.pdf?sequence=1>
- Nugrahenny T, Z. (2012). *Qualitative Research Methods for Second Language Education: A Coursebook* .
<https://books.google.com.co/books?hl=es&lr=&id=vC0sBwAAQBAJ&oi=fnd&pg=PR5&d>

q=Qualitative+Research+Methods+for+Second+Language+Education:+A+Coursebook&ots=tvqjBXacPm&sig=C7j_hYpHh53MvyI1hrbFKDeyaXA&redir_esc=y#v=onepage&q=Qualitative Research Methods for Second Language Education%3A A Coursebook&f=false

- Pérez, C., León, Q., Nayely, K., Coronado, G., & Alfonso, E. (2017). Empatía, Comunicación Asertiva Y Seguimiento De Normas. Un Programa Para Desarrollar Habilidades Para La Vida. *Enseñanza e Investigación En Psicología*, 22(1), 58–65.
- Pérez De La Barrera, C. (2012). Habilidades para la vida y consumo de drogas en adolescentes escolarizados mexicanos. *Adicciones*, 24(2), 153. <https://doi.org/10.20882/adicciones.108>
- Pinar, A. (2016). Second Language Acquisition in a study abroad context: Findings and research directions. *Colomb. Appl. Linguist. J. Printed ISSN*, 18(2), 83–94. <https://doi.org/10.14483/calj.v18n2.9480>
- Postigo, A. R., & González Jiménez, J. (2014). *La inmersión lingüística: una nueva forma de aprendizaje*.
- Rey, M. L. (n.d.). *Aulas de inmersión en Colegios Distritales de Bogotá D.C. Análisis de sus efectos en el desarrollo de comunicación oral en una muestra de un grupo de grado cuarto de primaria en un Colegio Distrital de la localidad 11 Suba*. Retrieved March 12, 2020, from <https://repositorio.uniandes.edu.co/bitstream/handle/1992/13439/u722414.pdf?sequence=1>
- Sajidin, S., Nurkamto, J., Saleh, M., & Retmono, S. (2013). Integrating Life Skills in English Language Teaching (ELT): Strategies, Problems and Their Possible Solutions. *Language Circle - Journal of Language and Literature*, 7(2), 75–91. <https://doi.org/10.15294/lc.v7i2.2600>
- School, N. (2017). (CIBEC) “ FRIENDLY TOWN ” Un proyecto del Colegio Newman con la Alcaldía. 2017.
- Sert, O. (2015). *Olcay Sert Social Interaction and L2 Classroom Discourse Studies in Social Interaction*. <http://www.eupublishing.com/series/ssint>
- Silva, D. (2013). *BRIDGING THE OPPORTUNITY GAP THROUGH DUAL LANGUAGE EDUCATION*.
- SILVA, J. A., MARTINEZ, FREDY ALEJANDRO OROZCO, L. F., & AYALA, S. E. (2018). *IMPLEMENTING AN INTERCULTURAL LANGUAGE IMMERSION PROGRAM IN A*.
- Theokas, C., Danish, S., Hodge, K., Heke, I., & Forneris, T. (2008). *Positive Youth Development Through Sport for children and youth*.
- Tragant, E., Serrano, R., & Llanes, À. (2016, May 31). *Learning English during the Summer: A comparison of Two Domestic Programs for Pre-Adolescents*. <http://diposit.ub.edu/dspace/bitstream/2445/124793/1/657058.pdf>
- Tularam, G., & Machisella, P. (2018). Traditional vs Non-Traditional Teaching and Learning Strategies -- The Case of E-Learning!. *International Journal for Mathematics Teaching and*

Learning, 19(1), 129–158.

UNESCO. (2003). *Understanding life skills - UNESCO Biblioteca Digital*.
<https://unesdoc.unesco.org/ark:/48223/pf0000146963>

UNICEF. (2003, June 13). *Definition of Terms | Life skills | UNICEF*.
https://www.unicef.org/lifeskills/index_7308.html

UNODC. (2000). *Module 7 Life skills*.
https://www.unodc.org/pdf/youthnet/action/message/escap_peers_07.pdf

Valentino, R. A., & Reardon, S. F. (2014). *Effectiveness of four instructional programs designed to serve English language learners: Variation by ethnicity and initial English proficiency* .

Viana, Y. A., & Lima, L. (2011). *Proyecto de habilidades para la vida en niños y adolescentes de la asociación cristiana de jóvenes zona San Cristobal: "preparate para la vida: alimenta tu cuerpo y tu mente*. 1–63.
<http://www.bdigital.unal.edu.co/6482/1/yamileandreavianaosorio.2011.pdf>

Vygotsky, L. (1978). *Mind and Society by Lev Vygotsky Mind and Society*.
<http://www.marxists.org/archive/vygotsky/works/mind/index.htm>

Whitman-raymond, L. M., & Miriam, L. (2005). *HELPFUL AND UNHELPFUL INTERACTIONS BETWEEN PROFESSIONALS AND PARENTS OF CHILDREN WITH COGNITIVE CHALLENGES: A DEVELOPMENTAL PERSPECTIVE*.

Williams Fortune, T., & Tedick, D. J. (2009). *Pathways to Multilingualism: Evolving Perspectives on Immersion Education* (Vol. 12, Issue 4).

World Health Organization. (1994). *Training Workshops for the Development and Implementation of Life Skills Programmes*.
https://apps.who.int/iris/bitstream/handle/10665/59117/WHO_MNH_PSF_93.7B_Rev.1.pdf