**Cure all?**

**Is English Immersion a Panacea for the English Patient?**

*“The aim of education should be to teach us rather how to think, than what to think—rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.” - John Dewey*

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**I. Introduction**

**Securing Classroom**

Classroom management[[1]](#endnote-2) is the ways that teachers organize and controls the classroom activities including the learners’ interaction and the use of resources (Scott Thornbury & Peter Watkins, The CELTA Course: 2009). There are skills and techniques that need to deal with numerous parts in regards to teaching: fundamentally the teacher’s attitude, intensions and personality and relationships with the learners as Jim Scrivener (2011) noted and also requires his or her contingent orchestration in support for students learning as the work of teaching is simultaneously mental and social including physical, emotional, practical, behavioral, political, experimental, historical, cultural, spiritual, and personal as Larsen-Freeman (2011) defined.

The purpose of this paper is to address a hypothetical yet practical situation which most English teachers may face on-site classroom environment in an English institute or school: English only policy. In light of the best way to learn English[[2]](#endnote-3), a variety of methodology had been introduced and the English only policy is one of the most frequently challenged from various perspectives. Apart from my English learning experience under a mandatory education, which was from elementary to high school, I have been mostly exposed to one language instruction, English only environment: my first tutor at the university level, my Canadian friend, masters degree in Britain, and etc. while English immersion movement has been one of the everlasting controversial topics on the effectiveness of English acquisition.

**II. English Immersion**

*“Our language is the reflection of ourselves. A language is an exact reflection of the character and growth of its speakers.” – Cesar Chavez*

**No Controversies**

It is my attempt to have a simulated debate in a classroom which appears to be relevant to determine my stance from a comparatively objective scenario. Mentioned earlier in my previous essay to introduce the debate format, I believe this is a challenging yet meaningful attempt to do so. This pros and cons argumentation will be the basis of the cases that the writer is to address in the body of this essay. Thus “English only” policy as English immersion[[3]](#endnote-4) for the better language acquisition will be discussed with particular three points: efficiency of learning language, achievement of global competitiveness and generation of economic benefits. Firstly, the advocates for the English immersion in the classroom firstly emphasize on the efficiency of language acquisition; being exposed to English only environment is the best way to learn English and immersion is the very effective strategy. Accordingly bilingual education under this premise has been regarded as less effective teaching methodology for the English education. Second, in the globalized world, the necessity of English acquisition has been dramatically increased to achieve global competitiveness. Lastly, the expenses that the Korean students learning English abroad spent are astronomical. Therefore it is better for the economy to encourage domestic English industry by implementing/allowing students to study English in Korea under English only environment.

In response to the assertions, the opposition argues that the effect of English immersion is still controversial. The achieved outcomes of the three States in the US which implemented English only policy still remains questioned; No particular instructional program, whether it is English immersion or bilingual instruction, is a panacea[[4]](#endnote-5). As for the global competitiveness, it cannot be solely achievable by learning English. The core indicator of global competitiveness[[5]](#endnote-6) is a synthesis/collection of cultural identity, political stability, economical growth, social infrastructure and etc. lastly, English only policy may disadvantage students in the classroom: the weaker students. This policy should be implemented student-by-students. Consequently as counter-policy, it is strongly recommended to hire bilingual Korean-English speaking teachers who are valuable asset, which enables two-way dual immersion. Therefore educating competent bilingual teachers are more important and its policy implementation is the most effective way.

**But implementation**

Nonetheless the argumentation and debate on English only policy above, in our microscopic reality, if the institution you work for has a very restrict “English only” policy, and they are relying on you to implement and enforce this role, the answer that you will be able to make is limited. Even it has been controversial in the US, the private institutions and stances of Korean government are decisive. From the capitalist perspective, institutions can’t refute what the customers’ on-going needs, whether they are students themselves or the parents of the students insist on the trendy, for English immersion which became nearly their religion. Although it is not theoretically or emotionally true, implementation of the policy appears to be mandatory.

The problematic situation is the difference of students’ level and attitude toward to the English only policy. Presumably acceptable to the advanced student group that understanding of English immersion which is beneficial to them, still it is the unwillingly enforced students left questioned how to make them smoothly absorbed in the English only environment: the students namely enforced can be stipulated who study English as not learning English via intrinsic way of acquisition but recognizing English as one of subject/class to study. The solution that I might be able to provide is a gradual approach based on Reinforcement theory by B. F. Skinner[[6]](#endnote-7). In comparison to the adult learners, young learners are subject to be changed/influenced by the Reward & Punishment within the classroom environment. Preventative techniques[[7]](#endnote-8) can be the most effective approach to address the disruptive behaviors offending the English only policy by creating a positive classroom community with mutual respect between teachers and students. With all the external conditions controlled in the institution such as signage, study materials, native English tutors, and etc., encouraging students to use English only will be the best methodology/solution for your classroom management.

**No exaggeration**

It is no exaggeration at all that the term Management[[8]](#endnote-9), the umbrella terminology, truly covers/affects nearly entire scope of every industry, education also can’t avoid the influx of its’ core principle. However, teaching itself, managing student is closely related to the leadership of the teacher which should be effective as well as efficient. Enforcing student behavior, otherwise one way of mentoring students, is the solution for the student misbehavior: tardiness and absence policy. These misbehaviors can be forms of disruptive behaviors and there have been accumulated researches on the techniques for controlling disruptive behaviors: Corporal punishment[[9]](#endnote-10), Rote discipline[[10]](#endnote-11), Preventative techniques, and etc. Unlike the approaches that can be exploited for the culturally matured, cooperation with the parents of the potential generous are compulsory in resolving the problems we are referring to. Multi-dimensional approaches are recommended for the students: the art of persuasion, display of affection, provision of reward and punishment, and every effort whether it is conventional or modern, individual or collective. This can be referred as Systematic Approaches[[11]](#endnote-12) and there are approaches such as The Good Behavior Game, Discipline with Dignity, Tools for Teaching, Positive Classrooms, Assertive Discipline, Discipline without Stress, and Punishments or Rewards.

**But Inspiration**

Providing help for a student to prepare a year-long project must be the combination of painful endurance and efforts-consuming consistency for both of the teacher and the student. My experiences as a student in the field of arts and culture until the graduate level may help me address this situation. I had been very confused when I was a M.A degree candidate working on the thesis due to not only the indecisiveness but also the uncertainty that my professors provided: the clues provided by them appeared to be incorrect. But after all the struggles, I finally realized that the methodology, otherwise philosophy they implemented was to enable me to learn independently: how to think creatively and to confront the extreme reality that you are the only person responsible for the outcome of the project. The task that I must perform for even a couple of years long teaching and giving directions to the students for their thesis for graduation would have been influenced/taught by the same way as my teachers had made for me: the enabler mentoring a possible opportunity that exists in a student. These projects based teaching, let’s say thesis writing, should need a matrix to accomplish a successful achievement: well organized still creative guidance with clear vision for the research.

**III. Conclusion**

*“Imagine is the beginning of creation. You imagine what you design, you will what you imagine, and at last, you create what you will” - George Bernard Shaw*

**No way but to Experience it**

Even though controversies are all presiding within this essay, the mind-set that I, as a teacher, need to have is to be creative and intuitive when it comes to the reality of teaching. Whether it is routine or exigent, most people will discover that they didn’t learn to be teacher from seminars or books or conferences or observation feed-back, though all of these have very definite impact. You learn to teach by teaching. You learn to teach by doing it as Scrivener addressed.

1. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior. It is possibly the most difficult aspect of teaching for many teachers; indeed experiencing problems in this area causes some to leave teaching altogether. In 1981 the US National Educational Association reported that 36% of teachers said they would probably not go into teaching if they had to decide again. A major reason was "negative student attitudes and discipline".Solving Discipline Problems Charles H Wolfgang and Carl D Glickman 1986 (Allyn and Bacon)

According to Moskowitz & Hayman (1976), once a teacher loses control of their classroom, it becomes increasingly more difficult for them to regain that control.Moskowitz, G., & Hayman, J. L., Jr. (1976). Success strategies of inner-city teachers: A year-long study. Journal of Educational Research, 69, 283-289. Also, research from Berliner (1988) and Brophy & Good (1986) shows that the time that teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom.Berliner, D. C. (1988). Effective classroom management and instruction: A knowledge base for consultation. In J. L. Graden, J. E. Zins, & M. J. Curtis (Eds.), Alternative educational delivery systems: Enhancing instructional options for all students (pp. 309-325). Washington, DC: National Association of School Psychologists.Brophy, J. E., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 328-375). New York: Macmillan. From the student’s perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment.Allen, J.D. (1986). Classroom management: students' perspectives, goals, and strategies. American Educational Research Journal, 23, 437-459.

Classroom management is closely linked to issues of motivation, discipline and respect. Methodologies remain a matter of passionate debate amongst teachers; approaches vary depending on the beliefs a teacher holds regarding educational psychology. A large part of traditional classroom management involves behavior modification, although many teachers see using behavioral approaches alone as overly simplistic. Many teachers establish rules and procedures at the beginning of the school year. According to Gootman (2008), rules give students concrete direction to ensure that our expectation becomes a reality.Gootman, Marilyn E. The caring teacher's guide to discipline : helping students learn self-control, responsibility, and respect, K-6. 2008, p.36

They also try to be consistent in enforcing these rules and procedures. Many would also argue for positive consequences when rules are followed, and negative consequences when rules are broken. There are newer perspectives on classroom management that attempt to be holistic. One example is affirmation teaching, which attempts to guide students toward success by helping them see how their effort pays off in the classroom. It relies upon creating an environment where students are successful as a result of their own efforts.Pintrich, P.R., & De Groot E. V. (1990). Motivational and self-regulated learning components of classroom academic performance. Journal of Educational Psychology, 82, 33-40. By creating this type of environment, students are much more likely to want to do well. This transforms a classroom into a community of well-behaved and self-directed learners.

http://en.wikipedia.org/wiki/Classroom\_management [↑](#endnote-ref-2)
2. Debating the Best Way to Learn a Language, Prof. Michael Ullman.

What is the best way to learn a new language? A small study of foreign language learning in adults compared two methods. One is known as the explicit or classroom method. This is the kind of traditional classroom teaching where students are taught a lot of information about grammar rules. The other method is known as the implicit or immersion method. The idea here is to learn much the way children do when they learn a native language. That is, by being with native speakers and absorbing the language that surrounds them, generally without a lot of explanation. Teachers may combine these two methods into what Professor Michael Ullman calls immersion-style classroom teaching. But is that necessarily a better way to learn a language?Mr. Ullman was the senior investigator for the new study. He is a professor of neuroscience at Georgetown University Medical Center in Washington. He says he was surprised to find that combining the two methods might not help the brain in processing the new language. If he had to learn a language, what would he do? One possibility would be to start with classroom and then go to immersion. But he says there is a possibility that classroom could hurt later immersion -- that is one possibility in interpreting the data. The Public Library of Science published the study earlier this year. The twenty-one adults in the experiment learned Brocanto2, a thirteen-word language created for the study. The words and grammar rules relate to a computer game similar to chess that the learners played. For example, "Blom neimo lu neep li praz" means "The square blom-piece switches with the neep-piece." The researchers tested the people three to six months after they had learned the language, to see how well they could remember it. The study found that those who had learned it with the immersion method had brain waves similar to those of native speakers of a language when speaking that language. Professor Ullman says those who trained with the classroom method also became more native-like in their brain processing. But only the immersion group showed full native-like processing of the grammar. Still, he says teachers should not make any curriculum changes based on his findings. He says further research is needed. "And it may be, for example, that a combination of classroom and immersion might be best. But we don't know that." For VOA Special English, I'm Mario Ritter. (Adapted from a radio program broadcast 28Jun2012)

http://learningenglish.voanews.com/content/immersion-debating-the-best-way-to-learn-a-language/1341060.html [↑](#endnote-ref-3)
3. Structured English Immersion (SEI) is a technique for rapidly teaching English to English Language Learners. The term was coined by Keith Baker and Adriana de Kanter in a 1983 recommendation to schools to make use of Canada's successful French immersion programs.[1] Ironically, the Canadian model was developed to encourage bilingualism through immersing Anglophones in the minority language and replaced many English-only laws in various Canadian provinces before the 1960s, while in the United States the same approach was advocated to force minority speakers to adopt English.

In the 2009 U.S. Supreme Court decision, Horne v. Flores, the majority opinion stated, "Research on ELL instruction indicates there is documented, academic support for the view that SEI is significantly more effective than bilingual education. Findings of the Arizona State Department of Education in 2004 strongly support this conclusion."[2] The chairman of the Center for Equal Opportunity, Linda Chavez, praised the Supreme Court ruling, noting that, "the failure of bilingual education in performing the number-one job of our public schools, which is to teach children English so they can succeed in 21st century America."[3] SEI is mandatory in California, Arizona and Massachusetts where voter initiatives opted to restrict the use of bilingual education in preference for SEI.

SEI Framework- The following are components of the emerging framework of Structured English Immersion:

1. Significant amounts of the school day are dedicated to the explicit teaching of the English language, and students are grouped for this instruction according to their level of English proficiency.

2. "The English language is the main content of SEI instruction. Academic content plays a supporting, but subordinate, role."

3. "English is the language of instruction; students and teachers are expected to speak, read, and write in English."

4. "Teachers use instructional methods that treat English as a foreign language."

5. "Students learn discrete English grammar skills."

6. "Rigorous time lines are established for students to exit from the program."

7. SEI program graduates continue to receive support services until they are reclassified as "fluent English proficient" whereby Federal law then requires students be monitored for two years after reclassification.

http://en.wikipedia.org/wiki/Structured\_English\_Immersion [↑](#endnote-ref-4)
4. The Impact of English-Only Instructional Policies on English Learners, Patricia Gándara (2012)

To briefly summarize the research that was conducted, all studies found that there was little difference in academic outcomes for students in the English-only programs over their performance prior to the passage of the laws; the achievement gaps were not closing in any of the states that had passed the English-only legislation. There was, however, evidence in Massachusetts that drop-out rates for English learners had risen, and in Arizona that more EL students were being placed in special education classes, two very negative outcomes.

The fact that there had not been dramatic changes in achievement scores was due to at least two factors:

Most EL students in all three states were already in English-only programs before the passage of the laws (for example, in California 70% of ELs were in English-only programs prior to Proposition 227).

States had changed their testing regimes so many times over the years it would have been difficult to pick up any differences in any case.

But in all cases, the gaps between English learner and English speaker achievement are large and are not abating.

http://www.colorincolorado.org/article/50832/ [↑](#endnote-ref-5)
5. The Global Competitiveness Report (GCR) is a yearly report published by the World Economic Forum. The first report was released in 1979. The 2011–2012 report covers 142 major and emerging economies. The report "assesses the ability of countries to provide high levels of prosperity to their citizens. This in turn depends on how productively a country uses available resources. Therefore, the Global Competitiveness Index measures the set of institutions, policies, and factors that set the sustainable current and medium-term levels of economic prosperity." The report notes that as a nation develops, wages tend to increase, and that in order to sustain this higher income, labor productivity must improve for the nation to be competitive. In addition, what creates productivity in Sweden is necessarily different from what drives it in Ghana. Thus, the GCI separates countries into three specific stages: factor-driven, efficiency-driven, and innovation-driven, each implying a growing degree of complexity in the operation of the economy.

In the factor-driven stage countries compete based on their factor endowments, primarily unskilled labor and natural resources. Companies compete on the basis of prices and sell basic products or commodities, with their low productivity reflected in low wages. To maintain competitiveness at this stage of development, competitiveness hinges mainly on well-functioning public and private institutions (pillar 1), appropriate infrastructure (pillar 2), a stable macroeconomic framework (pillar 3), and good health and primary education (pillar 4).

As wages rise with advancing development, countries move into the efficiency-driven stage of development, when they must begin to develop more efficient production processes and increase product quality. At this point, competitiveness becomes increasingly driven by higher education and training (pillar 5), efficient goods markets (pillar 6), efficient labor markets (pillar 7), developed financial markets (pillar 8), the ability to harness the benefits of existing technologies (pillar 9), and its market size, both domestic and international (pillar 10).

Finally, as countries move into the innovation-driven stage, they are only able to sustain higher wages and a higher standard of living if their businesses are able to compete by providing new or unique products. At this stage, companies must compete by producing new and different goods using the most sophisticated production processes (pillar 11) and through innovation (pillar 12).

http://en.wikipedia.org/wiki/Global\_Competitiveness\_Report#Variables [↑](#endnote-ref-6)
6. Burrhus Frederic "B. F." Skinner (March 20, 1904 – August 18, 1990) was an American psychologist, behaviorist, author, inventor, and social philosopher. Skinner invented the operant conditioning chamber, also known as the Skinner Box. He innovated his own philosophy of science called radical behaviorism, and founded his own school of experimental research psychology—the experimental analysis of behavior. His analysis of human behavior culminated in his work Verbal Behavior, which has recently seen enormous increase[citation needed] in interest experimentally and in applied settings. Reinforcement is a central concept in Behaviorism, and was seen as a central mechanism in the shaping and control of behavior. A common misconception is that negative reinforcement is synonymous with punishment. This misconception is rather pervasive, and is commonly found in even scholarly accounts of Skinner and his contributions. To be clear, while positive reinforcement is the strengthening of behavior by the application of some event (e.g., praise after some behavior is performed), negative reinforcement is the strengthening of behavior by the removal or avoidance of some aversive event (e.g., opening and raising an umbrella over your head on a rainy day is reinforced by the cessation of rain falling on you).

Both types of reinforcement strengthen behavior, or increase the probability of a behavior reoccurring; the difference is in whether the reinforcing event is something applied (positive reinforcement) or something removed or avoided (negative reinforcement). Punishment and extinction have the effect of weakening behavior, or decreasing the future probability of a behavior's occurrence, by the application of an aversive stimulus/event (positive punishment or punishment by contingent stimulation), removal of a desirable stimulus (negative punishment or punishment by contingent withdrawal), or the absence of a rewarding stimulus, which causes the behavior to stop (extinction).

http://en.wikipedia.org/wiki/B.\_F.\_Skinner [↑](#endnote-ref-7)
7. Teachers using the preventative approach offer warmth, acceptance, and support unconditionally - not based on a student’s behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior.Bear, G.G. (2008). Best practices in classroom discipline. In Thomas, A. & Grimes, J. (Eds.), Best Practices in School Psychology V (1403-1420). Bethesda, MD: National Association of School Psychologists One way to establish this kind of classroom environment is through the development and use of a classroom contract. The contract should be created by both students and the teacher. In the contract, students and teachers decide and agree on how to treat one another in the classroom. The group also decides on and agrees to what the group will do should there be a violation of the contract. Rather than a consequence, the group should decide on a way to fix the problem through either class discussion, peer mediation, counseling, or by one on one conversations leading to a solution to the situation.

Preventative techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. In order to use rewards to inform students about their behavior, teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviors that will earn rewards.Bear, G.G., Cavalier, A., & Manning, M. (2005). Developing self-discipline and preventing and correcting misbehavior. Boston: Allyn & Bacon.

http://en.wikipedia.org/wiki/Classroom\_management [↑](#endnote-ref-8)
8. Management in all business and organizational activities is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Resourcing encompasses the deployment and manipulation of human resources, financial resources, technological resources and natural resources.

Since organizations can be viewed as systems, management can also be defined as human action, including design, to facilitate the production of useful outcomes from a system. This view opens the opportunity to 'manage' oneself, a pre-requisite to attempting to manage others.

http://en.wikipedia.org/wiki/Management [↑](#endnote-ref-9)
9. Corporal punishment is a form of physical punishment that involves the deliberate infliction of pain as retribution for an offence, or for the purpose of disciplining or reforming a wrongdoer, or to deter attitudes or behaviour deemed unacceptable. The term usually refers to methodically striking the offender with the open hand or with an implement, whether in judicial, domestic, or educational settings.

Corporal punishment may be divided into three main types:

1. Parental or domestic corporal punishment: within the family—typically, children punished by parents or guardians;

2. School corporal punishment: within schools, when students are punished by teachers or school administrators, or, in the past, apprentices by master craftsmen;

3. Judicial corporal punishment: as part of a criminal sentence ordered by a court of law. Closely related is prison corporal punishment, ordered either directly by the prison authorities or by a visiting court. Corporal punishment is also still allowed in some military settings, and banned in others.

http://en.wikipedia.org/wiki/Corporal\_punishment [↑](#endnote-ref-10)
10. Also known as "lines," rote discipline is a negative sanction used for behavior management. It involves assigning a disorderly student sentences or the classroom rules to write repeatedly. Among the many types of classroom management approaches, it is very commonly used.

http://en.wikipedia.org/wiki/Classroom\_management [↑](#endnote-ref-11)
11. Systematic Approaches:

- The Good Behavior Game

The Good Behavior Game (GBG) is a "classroom-level approach to behavior management" Responding to rule violations or rule following: A comparison of two versions of the Good Behavior Game with kindergarten students. Journal of School Psychology, 48, 337-355. that was originally used in 1969 by Barrish, Saunders, and Wolf. The Game entails the class earning access to a reward or losing a reward, given that all members of the class engage in some type of behavior (or did not exceed a certain amount of undesired behavior). The GBG can be used to increase desired behaviors (e.g., question asking) or to decrease undesired behaviors (e.g., out of seat behavior). The GBG has been used with preschoolers as well as adolescents, however most applications have been used with typically developing students (i.e., those without developmental disabilities). In addition, the Game "is usually popular with and acceptable to students and teachers."Tingstrom, D.H., Sterling-Turner, H.E., Wilczynski, S.M. (2006). The Good Behavior Game: 1969-2002. Behavior Modification, 30, 2, 225-253.

- Discipline with Dignity

According to its founders, Discipline with Dignity is one of the most widely practiced behavior management philosophies in the world. Founded by Dr. Richard Curwin and Dr. Allen Mendler, the program is utilized in more than 12 different countries. Discipline with Dignity, provides an in-depth flexible approach for effective school and classroom management. With a strong focus on developing responsibility, it is a comprehensive, practical program that leads to improved student behavior through responsible thinking, cooperation, mutual respect, and shared decision-making.

- Tools for Teaching

Tools for Teaching is a classroom management method created and taught by Fred Jones on speaking tours and in the eponymous book series

- Positive Classrooms

Positive Classrooms developed by Dr. Robert DiGiulio sees positive classroom management as the result of four factors: how teachers regard their students (spiritual dimension), how they set up the classroom environment (physical dimension), how skillfully they teach content (instructional dimension), and how well they address student behavior (managerial dimension).

- Assertive Discipline

Assertive discipline is another systematic approach of classroom management. Lee and Marlene Canter discuss the ideas behind this approach in several published books.

- Discipline without Stress, Punishments or Rewards

Discipline without Stress (or DWS) is a K-12 discipline and learning approach developed by Dr. Marvin Marshall described in his 2001 book, Discipline without Stress, Punishments or Rewards.Marshall, Dr. Marvin (2001). Discipline without Stress, Punishments or Rewards. Los Alamitos: Piper Press. ISBN 0-9700606-1-0. The approach is designed to educate young people about the value of internal motivation. The intention is to prompt and develop within youth a desire to become responsible and self-disciplined and to put forth effort to learn. The most significant characteristics of DWS are that it is totally noncoercive (but not permissive) and takes the opposite approach to Skinnerian behaviorism that relies on external sources for reinforcement.

http://en.wikipedia.org/wiki/Classroom\_management [↑](#endnote-ref-12)