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ORAL COMMUNICATION OF ELEMENTARY STUDENTS IN AN IMMERSION ELEMENTARY SCHOOL

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Abstract

This study was conducted to investigate the English language of immersion students. Sixteen children participated in this study. Three observations were made to gather the data which were qualitatively analyzed. The analyses reveal that these children could spontaneously interact in English. However, the average of their mean lengths of utterance was 4.64. Many types of sentences were produced by the children. The findings indicate a need to help the children produce longer sentences. There were some strategies as revealed from the errors the children made, and some problems were revealed. A few suggestions were made based on the findings.

Keywords: Oral communication, Immersion, Elementary school

INTRODUCTION

The globalization era has made many parents to be concerned about their children's education. They want to give their children education that will prepare their children to face the future. One thing they do is to send their children to schools where English is used as a medium of instruction. Realizing that English is an international language and is needed to participate globally, they try to introduce English to children as early as possible. Therefore, they send their children to bilingual schools or English-speaking playgroups, kindergarten, elementary schools, etc. where children are immersed in English.