THE IMPORTANCE AND USAGE OF IMMERSION MODELS IN ELT

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Abstract
The main aim of the article is to determine the importance of conducting research on immersion approach within appropriate drills. According to the aim following tasks are put forward. Investigation focuses some objective those are effective to focus on communication rather than structure, to define the principles of immersion models, to define the methods and ideas within the communicative approach

Keywords: language immersion, content, instruction, subject, interaction, curriculum.

Introduction
Language immersion, or simply immersion, is a technique used in bilingual language education in which two languages are used for instruction in a variety of topics, including math, science, or social studies. The languages used for instruction are referred to as the L1 and the L2 for each student, with L1 being the student's native language and L2 being the second language to be acquired through immersion programs and techniques. There are different types of language immersion that depend on the age of the students, the class time spent in L2, the subjects that are taught, and the level of participation by the speakers of L1.

According to Cohen, although programs differ by country and context, most language immersion programs have the overall goal of promoting bilingualism between the two different sets of language-speakers. In many cases, biculturalism is also a goal for speakers of the majority language (the language spoken by the majority of the surrounding population) and the minority language (the language that is not the majority language).

Methodology
Research has shown that such forms of bilingual education provide students with overall greater language comprehension and production of the L2 in a native-like manner, especially greater exposure to other cultures and the preservation of languages, particularly heritage languages.

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

Types that are characterized by learning time:

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

Types that are characterized by age:

- Early immersion: Students start learning their second language at the age of 5 or 6.
- Middle immersion: Students start learning their second language at the age of around 9 or 10.
- Late immersion: Students start learning their second language after the age of 11.

Immersion model help learner to have better memory, superior problem solving, cognitive flexibility, fruitful imitation to native's speaker. Immersion models leads to take active patterns of written and oral speech as well as skills. Using the communicative method of teaching English, this program helps students develop their English skills by integrating listening, speaking, writing, reading, grammar, vocabulary development, and pronunciation.

The implementation of immersion models has introduced a lot of advantages for English learning process. One, it stimulates students to improve their ability of the usage of English by using themselves. Meaning that, it gives students with assignments that permit them to improve their own ideas about what they are going to talk and how they are going to categorical that. Students work with the aid of themselves and communicate with others to overcome the assignment. CLT additionally engages their college students with sensible communication to attain success on the use of English. It is beneficial due to the fact by knowing the use of the

verbal exchange in the actual life, students do not experience that what they are studying is useless.

The Communicative language educating within immersion models technique to language teaching is based on various theoretical premises:

1. The communication principle: Activities that contain conversation promote the acquisition of language.

2. The task-principle: Activities that interact college students in the completion of real-world duties promote language acquisition.

3. The meaningfulness principle: Learners are engaged in things to do that promote real and meaningful use of language.

Thus, the demand to speak is true because verbal exchange must take vicinity to slender the gap and accomplish the undertaking (i.e., "I/we have what you need, and you have what I/we want to entire our task"). The venture cannot be accomplished individually; partners ought to work collectively to efficiently complete the assigned task.

Larsen- Freeman suggests designing the curriculum to consist of language arts (or language analysis activities), language-for-a-purpose (content-based and immersion) activities, customized language use, theatre arts (including simulations, role-plays, and social interaction games), and language use "beyond the classroom" (including planning activities that take the freshmen outdoor the lecture room to interact in real-world encounters).

Classroom tasks should be various and must include interactive language games, statistics sharing activities, social interactions, want for impromptu responses, and the use of authentic materials, such as the newspaper for oral discussions on contemporary events.

a. Picture Describing

Additionally, picture describing is also one the best activities that helps learners to develop their speaking skill. This activity shows learners` creativity and imagination.

b. Story Completion

This is a very enjoyable, class, free speaking activity for which learners sit in a circle. For this activity, an instructor starts to tell a story, however, after few sentences he or she stops narrating. Then, every learner begins to narrate from the point to the place the preceding one stopped. Each learner is supposed to add from 4 to 10 sentences. Learner can add new characters, events, descriptions and so on.

The participants` performances were evaluated according to the certain framework of marking. More precisely, since the course intended to work only on communication

units, No punctuation and no orthography errors by learners will be taken into consideration, but spelling errors. These factors so far will contribute to make the assessment as valid and reliable as they can.

Conclusion. Due to the fact that the research is mainly focused on one specific skill of English, that is mastery of speaking skill, participants are expected to be able to reveal their ideas in written and oral forms of communication on different topics with appropriate language.

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