English oral proficiency and Inclusion process during an immersion trip

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Abstract

Inside a social context overall, each individual needs roads generated by the language, where there is the opportunity to share in relation to other members of society: wants, needs, joys, sorrows, doubts, and of course knowledge. Even the individual to learn something for his or her own benefit should also take into account the basic communication process. As a result, this article provides emphasis on oral proficiency in English as Second Language.

In this case, it is taken as a reference to Latin American students who are outside of their cultural and social context through immersion trips to an English speaking country. Government and educational entities must implement a curriculum necessary to develop oral skills in a second language, in this case the English language. In order to create a suitable environment for the student and actually generate an inclusive education, pointing to the active participation in the academic group serves as a basis for the development of the individual and the development of society.

Keywords:

Context, Oral skill, English as Second Language, students from Latin America, inclusion.

Resumen

Dentro de un contexto social a nivel general, cada individuo necesita vías de comunicación generadas por el lenguaje, en donde existe la oportunidad de compartir frente a los demás miembros de una sociedad: sus deseos, necesidades, alegrías, penas, dudas y por supuesto su conocimiento. Incluso, el individuo al aprender algo para su beneficio propio también debe tener en cuenta el proceso de comunicación básica, por eso en este articulo se hace énfasis en la habilidad oral en inglés como segunda lengua.

En este caso se toma como referencia a los estudiantes de América Latina que se encuentran fuera de su contexto cultural y social y qué a través de los viajes de inmersión a un país angloparlante, las entidades gubernamentales y educativas deben implementar un plan de estudio necesario para desarrollar las habilidades orales de una segunda lengua; en este caso el idioma Inglés.

Con el fin de crear un entorno adecuado para el estudiante y que pueda realmente generar una educación inclusiva, que apunta a la participación activa dentro del grupo académico y sirva como base para el desarrollo integral del individuo y el desarrollo de la sociedad.

Palabras clave:

Contexto, Habilidad oral, inglés como segunda lengua, estudiantes de América Latina, inclusión.

Introduction

This article demonstrates a particular dynamic about how oral skills are acquired by Latin American students in an environment of immersion. With inclusion as the educational component, this aims for the welfare of the individual. The article is divided in five important stages to help the reader to understand how a second language immersion experience, with an inclusion process in academic purposes, works. Furthermore, the reader is going to see in the first stages how laws have affected the

integration process in Latin America and United States in a positive way. Later, in the second stage, the article shows how the Hispanic population in United States learns English based on data and statistics. The third stage is designed to understand how academic context and social context are linked for the immersion experience and how Latin Americans from different countries make family ties and work as a brotherhood without racial barriers. Later the fourth stage demonstrates how Colombian students from La Gran Colombia University included their own experiences with the other Latin American students at Missouri State University, the importance of the formal academy and the slang learned on the street, based on playful and autonomous learning improve the oral skill. And finally, through the fifth stage, the reader can understand the author's point of view about the way to learn oral skills in an immersion experience with the purposes of inclusion. The aim of this article is to provide valuable information about the importance of learning the oral skills, second language referring to English for students from Latin America, also observe the process of inclusion that are made in the formal education of the United States of America.

Background and Laws

Many Hispanics are admitted annually to the American educational system at all levels, from the most basic, elementary schools and higher education in major universities in the United States of America. One of the main challenges of formal education in the 21st century is the new model of meaningful learning the importance of this model is known and reported by many students and also be promoted by the universities of foreign countries, through exchange programs dipping or scholarship works and is successful for most participants same. "Hispanics aged 18 to 24 who attending college, over two million in 2011, representing 16.5% of enrollments, many of them are Latin American students with the aim to take remedial courses in English for specific purposes and others to begin an undergraduate or graduate" (McLaughlin, 2012).

Referring to Latin America, with regard to the definition of inclusion, the Legal Framework of Educational Inclusion in Colombia (1991) states:

"Article 13. All people are born free and equal before the law and entitled to equal protection and treatment by the authorities and shall enjoy the same rights, freedoms and opportunities without discrimination on grounds of sex, race, national or family origin, language, religion, opinion political or philosophical.

Article 67°. Education is a right of the individual and a public service that has a social function; it seeks access to knowledge, science, technology, and other goods and values of the culture" (Asamblea Nacional Constituyente de Colombia, 1991)

In Mexico, it also appears to include promoting inclusion among indigenous populations, which are entitled to bilingual education with the desire to respect their culture.

"II. Guarantee and increase education levels, favoring bilingual and intercultural education, literacy, completion of basic education, vocational training, and higher and secondary education. Establish a system of scholarships for Indian students at all levels. Define and develop educational content of programs that recognize the cultural heritage of their peoples, in accordance with the laws of matter and in consultation with indigenous communities. Promote respect and understanding of diverse cultures in the nation" (Camara de Diputados, 2014)

Although not clearly identifiable, objective findings regarding inclusive education in the constitution of the United States of America, the Civil Rights Act, and the Department of Education make emphasis on the following points

Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, color, or national origin in programs or activities receiving federal financial assistance. All federal agencies that provided grants of assistance are required to enforce the Title VI regulation. The U.S. Department of Education gives grants of financial assistance to schools and colleges and to certain other entities, including vocational rehabilitation programs. The Title VI regulation describes the conduct that violates Title VI. Examples of discrimination covered by Title VI include racial harassment, school segregation, and denial of language services to national-origin-minority students who are limited in their English. The U.S. Department of Education Title VI regulation is enforced by the

Department's Office for Civil Rights and is in the Code of Federal Regulations at 34 CFR 100. (U.S. Department of Education, 2003)

Also mentioned in connection with inclusion and education:

Article 63: Right to education. Everyone is entitled to a permanent comprehensive quality education, equal opportunities, without other limitations than those derived from their skills, vocation and aspirations. Accordingly: Education aims at the integral formation of the human being throughout his life and be directed to the development of their creative potential and their ethical values. Seeking access to knowledge, science, technical and other benefits and values of culture. (International Federation of Red Cross and Red Crescent, 2010)

The importance of inclusive education is seen today as a guideline, so much so that in 2014, the Nobel Peace Prize had an educational component. (UNESCO, 2014, Media Services, Nobel Prize Call to Action on Power of Education for Peace).

"Education is a force for teaching respect and tolerance, for deepening mutual understanding and for building new bridges of dialogue, as well as for eradicating poverty," said the UNESCO Director-General. "The strongest foundation for peace lies in respect for the equal dignity of every girl and boy, every woman and man, and this is why education is so essential." (UNESCO, 2014)

Some Settled Standards

Responsibility and rules about educational inclusion in global contexts:

 "Creation draws on the roots of cultural tradition, but flourishes in contact with other cultures. This is the reason, heritage in all its forms must be preserved, enhanced and handed on to future generations as a record of human experience and aspirations, so as to foster creativity in all its diversity and to inspire genuine dialogue among cultures". (UNESCO, 2001)

To bring the case, a clear example of inclusion work in the United States has seen in the idea of universities adopting globalization as a way to manage the changing demands on the system of higher education, namely to improve the inclusion of international students and different racial groups, which will in turn improve the quality of their academic and social experience.

To be concrete in appearance to what inclusion in Immersive experience in second language means turn to the oral skill developing after being submitted during the interview and get the English level classification. This type of test shows how can the students to be in their second language before suffocating them with exhaustive research, the test rather seeks to an optimal level in the newcomer with basic knowledge, which is general aim .

> The population of college students served by these institutions, both on American soil and abroad, has undergone serious transformations in recent decades as a result of internationalization, globalization and increased access to a more diverse group of students. Universities should seek to be respectful and inclusive of these cultures via cosmopolitanism. Cosmopolitan universities can and should become a medium from which to promote global citizenship and global justice. (Casey E, 2010)
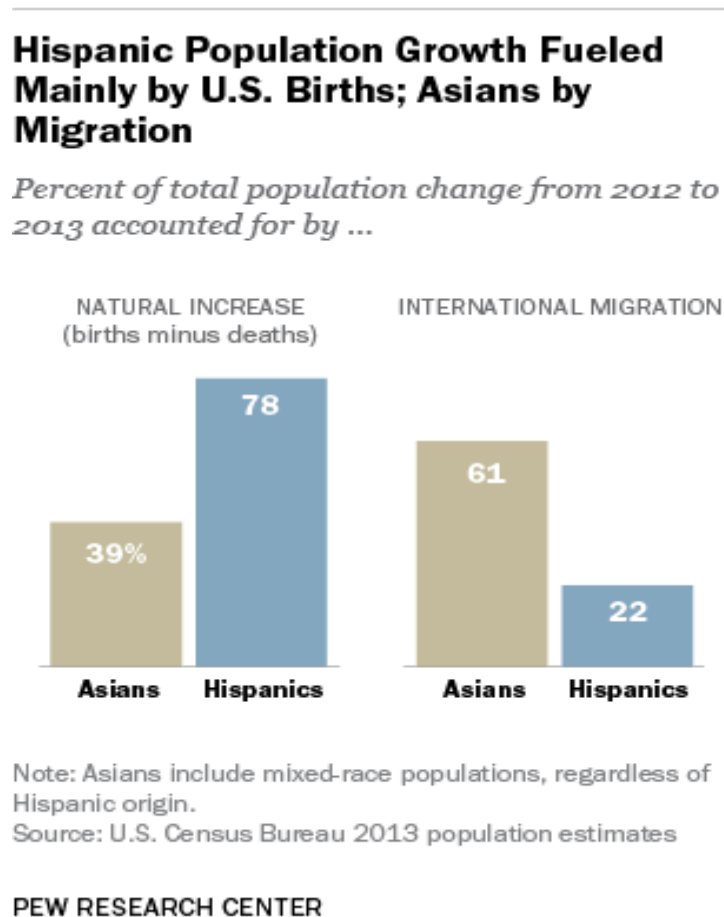
Data on race and Hispanic origin

The United States Census Bureau collects race and Hispanic origin information following the standards of the Office of Management and Budget (OMB, for its acronym in English) for collecting and tabulating data on race and ethnicity. In October 1997, the OMB issued the current standards, which identify five race groups: white, black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian and Other Pacific Islander. The Census Bureau also utilized a sixth category, "Some other race". Respondents are reported in these six groups.

People had the option to identify themselves with more than one race in the 2000 Census, and this option was included in the 2010 Census also. People who identify with

more than one race may choose to provide multiple races in response to this question. The results from the 2010 Census provided new data on the size and composition of the multiracial population. Respondents who reported more than one of the six race groups are included in the population of "two or more races." There are 57 possible combinations of the six race groups.

The Census Bureau included the category of "some other race" for those who could not be classified in any of the other race categories on the questionnaire. In the 2000 Census, the vast majority of people who reported only as "some other race" were of Hispanic or Latino origin. Data on Hispanics or Latinos, who may be of any race, were obtained from a separate question on ethnicity. (United States Census Bureau, 2011)

Hispanic Population Growth Fueled Mainly by U.S. Births; Asians by Migration

Percent of total population change from 2012 to 2013 accounted for by ...

NATURAL INCREASE (births minus deaths)

INTERNATIONAL MIGRATION

Asians: 39%   Hispanics: 78
Asians: 61   Hispanics: 22

Note: Asians include mixed-race populations, regardless of Hispanic origin.
Source: U.S. Census Bureau 2013 population estimates

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Graphic 1. Hispanic Population Growth Fueled Mainly.Taken from, (United States Census Bureau, 2013)

The above annex graph shows the increase of another relevant population in the United States, the Asian population. Compared to the Hispanic population, one can see that the Asian population migrated in greater numbers, but the Hispanic population easier settled in the United States.

People QuickFacts	Missouri	USA
Population, 2013 estimate	6,044,171	316,128,839
Population, 2010 (April 1) estimates base	5,988,923	308,747,716
Population, percent change, April 1, 2010 to July 1, 2013	0.9%	2.4%
Population, 2010	5,988,927	308,745,538
White alone, percent, 2013 (a)	83.7%	77.7%
Black or African American alone, percent, 2013 (a)	11.7%	13.2%
American Indian and Alaska Native alone, percent, 2013 (a)	0.5%	1.2%
Asian alone, percent, 2013 (a)	1.8%	5.3%
Native Hawaiian and Other Pacific Islander alone, percent, 2013 (a)	0.1%	0.2%
Two or More Races, percent, 2013	2.0%	2.4%
Hispanic or Latino, percent, 2013 (b)	**3.9%**	**17.1%**
White alone, not Hispanic or Latino, percent, 2013	80.4%	62.6%

Figure 1. Statistics of the Latin American population in Missouri are relatively low compared to other states. (United States Department of Commerce, 2013)

Focusing on the case of Latin American students, the main challenge and sometimes barrier is English proficiency. In Latin America, with the exception of Puerto Rico, English is Second Language. Therefore, students see the subject as a Foreign Language and many times the realistic level does not meet the required levels. The courses are usually taken apart by the curriculum of each university in Latin

America, with the exception of undergraduate Foreign Language. Which if somebody watches the English in their curricula, but also efforts several ways for students to acquire that coveted top level Second Language.

In former times, when Hispanic immigrants arrived in the United States of America, mainly they came from Mexico. They primarily did it in order to work. In addition to this, the other reason was to improve their lives. Nowadays, Hispanic situations have changed because of the pace with the changing world demanding for another kind of worker. Also, it means skills and abilities beyond merely physical force, which is where the combination of body and mind for personal growth and goals is necessary.

To speak, of cognitive and psychological studies related to linguistics, it is necessary to mention interesting studies by professionals as Judith Kroll who is a Distinguished Professor of Psychology, Linguistics, and Women's Studies. She is also a Director of Center for Language Science, Department of Psychology in The Pennsylvania State University. In fact, Dr. Kroll agrees about learning a new language in adulthood is often a complex issue. "To become a fluent bilingual, an individual must acquire the means to access concepts for second language words independently of the first language". (Kroll, 2001)

 The academic progress not only reflects the ability of the social advancement to process data found in books, academic progress also proportionally reflects their social advancement. Referring to the environment beyond the school setting leads the student to the family that lives together or peer groups who share the day to day. From the above statement, it can be extracted that contact with society influences people and their learning process.

Meanwhile, universities in the United States in search of academic globalization and in favor of raising the number of skilled foreign students, open their doors to this new challenge. Missouri State University offers possibilities of inclusion for students worldwide through scholarships and access to careers that is not as costly as one might think from a Latin American perspective.

According to the website of Missouri State University and its English Language Institute (ELI), the students come from all over the world and from many different

backgrounds. One goal they have in common is a desire to improve their English skills for academic, career, or personal success. They can find two kinds of courses: one is eight weeks, and another is four weeks program. However, to learn about the USA, while improving their English and meet people from different parts of the world is a great opportunity for them.

Students in these programs take classes following skills, all of which focus on a single aspect of American culture each week. For this reason, the level of English upon entrants, with students and receive classes in reading, writing and grammar, and also have the ability to make progress in research workshops.

Participation and practice in learning oral skills, may not be comprehensive if the students do not know their immediate environment. For this reason, and in order to make an improvement in the acquisition of the second language, participants of these courses do weekly visits to museums and other sites of recreation to improve on each academic aspect. Inclusion is not just if an incoming student is either Hispanic or of another nationality, but inclusion aims for the welfare of students. All of these parts combine to provide the means to develop their communication skills.

Concerning the teaching of English as a foreign language, it can remark that, much research is still being done on the study of languages:

For research concerned particularly with foreign languages acquisition, it is important to note the differences between individuals, their different ways of learning languages and the different environment in which they involved. This paper puts into perspective this reality, in a bit to show the unavoidable role of the teachers and the influence of biological factors on the students in the teaching and learning process of a foreign language. (Marie, 2008)

Significantly, the function of language is social and denotes our ability to interact with others. The root of the knowledge theory by immersing in problem-based on learning situations is the purpose of this. Students learn and discover.

Learning principles of knowledge, all real knowledge is learned by oneself, the individual acquires knowledge when he finds out by himself or by his own discernment the teacher, meanwhile, is no longer the sole possessor of knowledge to become the facilitator of a process of discovery conducted by the student under his guidance. For

Bruner and colleagues (1976), the teacher should perform the duties of guardian of a process of knowledge construction in which it is intended to go beyond the capabilities already present in the student. (Camargo Uribe Angela, 2010)

A good conversationalist or speaker does not simply read then discuss what was read. A good conversationalist is one who listens attentively to what her/his counterpart is exposing. The ability to speak without being avoided in the conversation is the ability to engage the listener about the importance of our subject, regardless of whether the other person knows it.

For high levels of academic performance in English learning, the student generates interest, attendance at classes, study habits and collaboration, especially from their homes; whether are taken into account these variables, success is a fact "To achieve meaningful learning occur in English, the most attractive and interesting for students are significant situations developed from playful, individual and group, which includes musical activities, games, sports, reading and drama". (Flaborea Roberta, 2013)

Additionally, this article aims to show how the spaces reflect everyday life of Latin American immigrants who are learning a new language for themselves, in this case English.

"In this sense we can also adhere to inclusive education implies an important agenda EFA (English for all) momentum. Doing exercise their right to education means ensuring other rights, such as equality of opportunity, participation and non-discrimination and the right to their own identity". (Blanco, 2005)

Besides this, using modern American concepts in formal education are usually the benchmark for other nations with a strong influence thanks to its semi-annual immersion programs. It is interesting to note that, the first nation which intended to provide a study in English for Latin American students is The United States of America, due to the proximity and the cost it represents.

Also to take into account when conceptualizing. Being in an environment of cultural immersion, seen from the point of the immigrant but not the native is of course a new experience that deserves to be told and who better to do it than the Latino immigrant in USA, because not being recognized casually as Colombian, Mexican or

Dominican, just for cite examples. Latin American adopts this new "Latin" name that in some way makes brother of other Hispanic and nationality as such takes second place, this is where the oral communication flows to tell the stories and experiences of immigrant people.

> The implications for this concern to Hispanic Americans, involved in this heart of belonging to various cultures and languages, have been slowly building a better defined identity as individuals and as part of a heterogeneous group, have a long way to go in combating stereotypes and social segregation, and their weapons should be just the unity in diversity. (Aura, 2011)

To clarify the concept of learning oral skills and its importance, one can refer to typical cases of socialization that lead to determine to be or not accepted, or at least heard. It is crucial; the process of speech is paramount and even more when it is in a linguistic context different than our mother tongue of Spanish.

At present, this process is conceived as a unit in which the student assimilates knowledge that is constructed independently and self-regulated. It is hoped that the process of teaching and learning encourages students to think and consciously reflect to implement strategies that ascribe to develop their skills in a foreign language, and develop habits and skills leading to the formation of criteria and convictions; this remains an active and transformative process:

> Communication is an inherent human being that has been analyzed and defined by several authors through the process of social communication the result of the psychic activity of man is known, allowing the transmission of ideas, thoughts and experiences, and process as conflicts, needs and aspirations. (González Gómez, 2011)

Mentioning the communication process, the first thing that humans can imagine is the act of speaking itself. This means that the process involves more than a lot of talking. This process begins in the brain prior to the spoken word.

Different communication theories are varied depending on the context and conditions of the individual. Significantly, new theorists of education are often ignored for basing ideas on theories from the past. This review article involves contemporary

pedagogy theorists with the desire to interact with the new reader who usually resorts to Internet.

The selection criteria, the retrieval of information and documentary sources assesses the quality of the items Selected for readers can deduce the process variability analysis, reliability and validity of the work offered, taking as a primary example of Missouri state University and her Latin American students who are studying and residing in many cases too.

In addition, this research as well got randomly Latin American immigrants found on the streets of Springfield, Missouri, going to sites regularly attended by Latinos, for whom, it is not required to have college education degree. Oral proficiency is critical to their lives in the United States.

Acquiring oral skill through experience

The methodology used to detect the level of development of oral proficiency for Latin American students from Colombia occurred upon first contact with American soil, to get to Miami on July 4, 2014. The backgrounds of the seven students from the group from La Gran Colombia University are in diverse careers: BA in English (4), BA in Basic Education with Emphasis in Humanities and English (1) Civil Engineering (1), and Law (1). The first contact with the English language was at the immigration section to the airport, where all were handled one case at a time. It was in this place where not only them, but the immigrants also, must apply the concepts of oral skills previously acquired.

Although several agents know Spanish the immigration process in the cubicles of Miami is no guarantee that the officer will hear the details of their immigration status in Spanish. "What you learn in life, which can be taught, is the technique of step to knowledge". (Pavese, 1992). Therefore it is necessary to know at least the basics of the language applied to this particular case, such as: the place where the immigrant is going, how long her/him going to be in the United States, the place where will house while in the country and some other necessary questions.

No less important is the fact that the written forms which are given on the plane are to be completed, such as the tax and customs, in this environment where there is a Latino American immigrant in so few hours after leaving their context and language is where the first impulse to speak English appears.

It is in these situations where previously learned comes and invites essential for survival no-evaluated practice but, although it sounds a bit exaggerated or overblown the term is but the phrase used to refer to English school or learned without formal education. There is a difference for students learning American culture since childhood refers to young immigrants, or children and adult immigrants. Despite the impact of receiving the second language for adults. It is always significant and rarely actually assimilated.

Besides, fiction written from a broad range of perspectives is critical to students' understanding of immigration.

Stories can demonstrate that peanut butter seems as strange to some kids as hummus is to others, acknowledge the overwhelming experience of exchanging familiar faces and places with the unsettlingly unfamiliar, or underscore the challenges for children who integrate more quickly into American culture than their parents. Through reading about an immigrant's experience, non immigrant children and teens learn to empathize with those they might see as different, and those who come from an immigrant background learn that they are not alone. (Anderson, 2011)

The second part of the study methodology to identify the process of appropriate use of oral English proficiency for Latin American students from Colombia occurred in the second leg of the flight, which was to the city of Dallas, Texas. With a larger number of English native speakers, it was a more significant test for students because many of them decided to consume food at the airport. One of the most important aspects of this second point was the bilingual care. Most of the employees knew Spanish and English, though the experience had not yet been completed, and the time used for the practice was not enough.

Sociolinguistic competence, means knowing how to use and respond appropriately to the language way, providing the context, theme and

relationships between people who communicate. This competition demands the knowledge of the issuer which words or phrases are used in each context, how to express some attitude, courtesy, authority, and how to know what the attitude of the receiver is. (González Gómez, 2011)

In relation to the above quotation, it is possible cite an example in Texas. The Austin Public Library offers a variety of services to new immigrants to the city of Austin, Texas, through the Centers for New Immigrants.

In most cases, being an immigrant is not easy. An immigrant who arrives in the United States comes from a different country, in many cases speak a different language and have a different culture as well. In most cases, immigrants are struggling every day to meet their basic needs for food and home, but they are striving to understand and carve out a place for themselves and their families in the new country where they live. (Diana, 2007)

To emphasize the academics of this visit, students not only had contact with the second language, but also began to relate to the basic math used to make simple cash count. For example, students mastered the use of pennies, dimes, quarters and dollars. Similarly, they learned concepts not usually learned in traditional schools or in books: usual terminology for restaurants, the names of some local drinks, and some combos offered at fast food restaurants.

American culture got some of the strangest mixtures of Mexican culture. This culture has significantly influenced the eating habits in the United States, including the popular terminology:

Even before the first pie is delivered, a jalapeno-heavy pizza with a Mexican slang name has produced chuckles among Spanish speakers in U.S. Border States and an advertising ban by broadcasters who say the moniker could get them fined. The new dish called "La Chingona," which can be translated most politely as "badass" but also interpreted as a more offensive profanity, has upset some franchise owners of the Pizza Patron chain who refuse to put it on their menus. (Garza, 2014)

In order to comprehend the first instance from the point of view of the observer who makes simple evaluations. As the right way to start adapting to the new environment, the Colombian students from the La Gran Colombia University from Bogota came to Missouri with the desire to participate in the language and culture program offered by Missouri State University, which many of them took as a degree option. One of the main goals of the trip was to conduct a review article which spoke of educational inclusion in the United States.

In general, the presence of communicative competence in the process of transmission of a message communication inherent to the human being requires the presence of skills in the communicative approach. Discussed above, allows authors of the research concluded that communicative competence includes at least linguistic sociolinguistic competence, discourse and strategic competence. (González Gómez, 2011)

From the most complex to the simplest scenarios students learn without realizing that they do for themselves. Regardless of the method that the brain uses until the time of contact with the second language, the product of the academy which is reflected in the oral skills of the simplest way, which is contact with English speakers in situations that are not simple. This is shown by academic learning organized at the university with its methods for inclusive learning.

Academic context and social context

Focusing on oral proficiency as the primary source of communication in a social context. Its acquisition is activated when the situation is relevant and pressing, as proven in the examples above. Field tests can be seen from our own experiences and those of others, the first being that most will quote an anecdote: Regarding how students learn, "There is at present no sufficiently strong research-based consensus on how learners learn for the Framework to base itself on any one learning theory". (Council Of Europe, 2001)

Both the sensory material and the word are essential elements of concept formation. Some theorists believe that the human information-processing abilities are strong enough for it to be sufficient for a human being to be exposed to sufficient understandable language for him/her to acquire the language and be able to use it both for understanding and for production.

They believe the acquisition process to be inaccessible to observation or intuition and that it cannot be facilitated by conscious manipulation, whether by teaching or by study methods. For them, the most important thing a teacher can do is provide the richest possible linguistic environment in which learning can take place without formal teaching (Vygotsky, 1933) Page 46.

Tension lightened

Less tension was produced by the change of environment and the social aspect. This is one of the most disturbing aspects of the student immersion process, and the most accurate way to get relief is through socialization, the search for friends to relate better with the individual with congeners.

> Casey E. in the past 20 years, the purported anxiety of learners has become a central concern of second/foreign language (L2/FL) acquisition research, which has focused almost exclusively on the negative effects of tension (or "stress") that induce anxiety. Although their existence is occasionally acknowledged, the potentially beneficial effects of tension have not been studied to the same extent, in part because most communicative teaching methodologies strive to reduce the perceived causes of language anxiety in order to create a more relaxed — and, it is believed, more productive — learning environment. Hence several questions The Modern Language Journal 85 (2001) 2 immediately arise: Can we dissociate anxiety and tension? What exactly is the nature of tension in an L2 learning environment? Must research primarily seek correlation between tension (and lack thereof) and achievement of certain instructional objectives? (Guy Spielmann, 2001)

Some other factors that influence the development of learning a second language in an academic field of immersion:

Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition (reviewed in Krashen, 1981). Most of those studied can be placed into one of these three categories:

1. Motivation. Performers with high motivation generally do better in second language acquisition, usually, but not always, "integrative"

2. Self-confidence. Performers with self-confidence and a good self-image tend to do better in second language acquisition.

3. Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety. (Krashen, 1982)

Knowing that the study destination has facilities for the same is part of welfare and this avoids the tension of the student. Referring to the case of Latin American students who were in the United States particularly for the destination object of study of Missouri State University, there it was found that the proposed inclusion tends to the welfare of the student, making their stay in the education faculty easier in several ways: linking food companies recognized worldwide, the integration of the transportation system within the campus and with the city transportation, excellent access to roads, vehicle parking, as well as the benefits of the Bear Pass which you can have complementary access to all university services, and ensure a fully inclusive atmosphere.

The account of the empirical experience

Regarding the data issued, the numbers of Latin immigrants in the university are Mexican immigrants. The task was difficult as the season was summer, and at that time most students were on vacation. In fact, the number of Hispanic immigrants was reduced throughout the state. Fortunately, on campus and for collaboration of this article, Felipe Padilla and Jesus Padilla are two Mexican brothers, and students of the language center at Missouri State University.

The contextual meaning of words, original meaning and figurative meaning. Confusion over this matter has been sufficiently persistent to suggest that a terminological change might be in order. Nevertheless, I think that the term

"generative grammar" is completely appropriate, and have therefore continued to use it the term "generate" is familiar in the sense intended here in logic, particularly in Post's theory of combinatorial systems. (Chomsky, 1965)

To explain something about learning oral proficiency in English as a second language for Latin American students, in an inclusive immersion experience, words of Angel Padilla with his story in the United States.

My name is Felipe Angel Padilla and I'm from Mexico City. I have been living in the U.S. during two years. I have been studying English since I came here. Recently, I started studying in Missouri State University which is located in Springfield Mo. The classes are very different from my country; because, in America likes the things directly, by this mean that they like to go for the main point the soon as you're talking. In contrast in my country is the opposite thing most of the times is the last part when we mention the main idea. Therefore, it was something interesting to me; as well, some teachers speak eating words for example, in place to say (I going to give you some homework), they say (I gonna give you some homework). In a few words, they are accustomed to use a lot of contractions. Finally, I would like to add that my life as student in other country have been difficult at first; however, after awhile you get familiar to their methods and isn't difficult as you imagine. (Padilla, 2014)

Day of certification from the Language and Culture program ELI, Missouri State University, from left to right Oscar Jimenez (Colombia), Anthony Rodriguez (Colombia), Jimmy Boscan (Colombia), Edwin Ayala,(Colombia), William Tello (Colombia), Felipe Padilla (Mexico), Danny Muñoz (Colombia), Erick Damian, (Colombia) Jesus Padilla (Mexico), Jaime Moya, (Colombia), and Down in the middle, Paula Moore(USA), ELI Special Programs Director, at Missouri State University, summer 2014.

Latin American students learn oral English proficiency in an inclusive immersion experience

Inclusive education can be understood as education that is custom designed to fit each and every one, which values the diversity of needs, abilities and skill levels. Additionally it provides the necessary support in the classroom to cater to every person without discrimination. However, although some similarities in different Hispanic regions of origin, it is necessary to understand that every group of Latin Americans, despite sharing the same language, is very distinct through accents, slang, and various cultural and religious factors. These differences are what make Latinos a single race or people; Latin American.

The high development provides an immersion opportunity with educational purpose inclusion:

From the posture of learning science discovery could be said in its favor, which is respectful of the level of cognitive development of students, which promotes intellectual development that goes beyond specific scientific content and, under favorable conditions, is toward invention, intellectual curiosity, drive for answers and achieve goals. (Camargo Uribe Angela, 2010)

To clarify the first term refers to the inclusion and in turn is attached to the wing of contemporary education. Readers can realize that the context and essential elements of the native environment conducive for learning a Second Language as the issue concerning English. An experience of immersion education at Missouri State University is an example of a site where the above experience was conducted. Overall, one of the non-formal ways of learning a language is on the street through speech.

The oral skill comes when the speaker manages to communicate with spoken words what he wants. In the given case, the oral skill that is developed by Latin Americans in the United States is related to the ability to get reference about things with their Spanish as a native language. A similar alphabet exists between the two languages, which only excludes the "Ñ" on the computer keyboard. Hence, it turns out to be a bit easier for Spanish speakers understand English. One could say the same to any speaker of romance languages, unlike the oriental languages like Chinese, Japanese or Korean, which use symbols.

Learning Slang

Slang is the very informal usage of vocabulary and idioms that is characteristically more metaphorical, playful, elliptical, vivid, and ephemeral than ordinary language. Perhaps this is the reason why when a foreigner from any region

arrives to another, this person probably can understand the language learned from books, yet cannot understand the slang.

> The study of the phonetics of a language also helps to distinguish different varieties of a language. A level and high school, it is essential that they learn to distinguish at least the British English and American English, which phonemes have different pronunciation, intonation varies as the changing in pronunciation and accent of the same words in different varieties for it should bombard the students with the input in a variety of contexts as well. (Isabel, 2009)

What then is the next step to acquire the oral skills required in this immersive experience? Obviously interaction follows, which can be done easily considering that the city of Springfield, MO, has as many native English speakers, whereas other languages, may occur in Miami, Florida, for instance.

The second input

To emphasize and demystify classical conceptions that the only input offered is during early childhood years, the immigrant comes unwittingly to a mental state similar to a small child. When a person needs to talk and does not know the right words, signing and adding small words is perhaps a manner to learn the language as well, correct? Well, yes it is.

The accompanying sense of our ignorance is the kinetic, good use of the hands. The example of the bond that binds hands and mouth occurs, for instance, when ordering food at a fast food restaurant. One of the most critical points for a newcomer is being challenged to talk to the clerk at a store or restaurant and be understood beyond the order that is purchased.

> The first way is language acquisition, a process similar, if not identical, to the way children develop ability in their first language. Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication. (Krashen, 1982)

From the concept and practice in colloquial language oral proficiency, gestures emerge as the best allies that a human being can express. This Includes laughing or grimacing that can be done to try to pronounce words that are not really known because of the accent of the region perhaps. A classic mistake is not knowing the slang to refer to numerical quantities, e.g. 1600 (sixteen hundred). A Latin American can understand the English learned at school as 16,000 (sixteen thousand).This error was actually observed in the writings that were conducted at Missouri State University , without further comment, the sources were classmates who were wrong to not know the meaning of frequently used numerical slang.

> The final part of the input hypothesis states that speaking fluency cannot be taught directly. Rather, it "emerges" over time, on its own. The best way, and perhaps the only way, to teach speaking, according to this view, is simply to provide comprehensible input. Early speech will come when the acquirer feels "ready"; this state of readiness arrives at somewhat different times for different people, however. Early speech, moreover, is typically not grammatically accurate. Accuracy develops over time as the acquirer hears and understands more input. (Krashen, 1982)

Playfully autonomous

Admittedly we know being playful is one of the most important ways to learn. By placing immigrants in a foreign environment, their mother tongue notes that the moments of relaxation are very important for knowledge. In the case of American Latino students at MSU who were not nonstop, a social area designed for the recreation of students was located on the second floor of Sun Villa Tower in Springfield. This area has internet Wi Fi and different games for group recreation, and it is cozy enough not only for Hispanic students, but also for the other students from around the world gathered there.

> The critical examination of language and the deconstruction of truth claims play an important role in how we build with diversity in our classrooms. We, as social work educators involved with playful postmodernism, recognize the significance of improvisation and playfulness in engaging the question: how is

this examination and deconstruction done? We appreciate the value of improvisation in attending to process and allowing the messiness that building with diversity necessitates. (Fieldman, 2009)

The originality of making a class fun and interesting at the same time helps considerably to improve oral skills. The immersive inclusive process in the second language is essential to managing and providing playful presentations for students interaction with the topic at hand. The concepts are best learned in context, for which the University of Missouri provides several themes to work on their language and culture courses, which are closely related to the environment of the student. They are also involved in extracurricular activities, such as camping and outings to places as a pedagogical tourist, and also historical, which have been previously discussed in mainstream classes.

The theater as a creative activity of knowledge and inclusion

No doubt that if somebody wants to be part of a group and possibly want to practice oral skills previously acquired, one of the included activities is theater. Merely attending as an audience member greatly improves the listening. In fact, if students are an active part of the theater group, the oral proficiency of the second language for a Latin American will be more significant as his look will become one of the processes of inclusion to be immersed in a representative group within the university.

The magnitude of learning a language is the variety of schools where people develop more than language, 1973; Jean Piaget in an interview with French radio raised the following postulate about the role of schools and education. The fundamental problem is: what is the purpose of school? Is it to make spirits in line with what we know, which merely reproduces and repeat what we did earlier generations, or do we want to form innovative and capable minds in a new construction area or another? (Piaget, 1973)

Someone expert referring on issues of multiculturalism, community theater, ethnicity, dialogue and coexistence is Dr. Naphtali Shem Tov, PhD, University of Tel-Aviv. He assumes a particular position on the benefit of cultural interaction through artistic processes such as theater.

One of the central complexities and challenges in training educators is how to teach them to contend with surprising and unexpected situations that frequently take place in the classroom. Occasionally these situations are defined as problems or disturbances because they do not appear in the teacher's original plan. These situations can arise from events ranging from inappropriate behavior in the class to a pupil's brilliant comment or question that the teacher was not anticipating and that can make him/her uncomfortable. In other words, how is it possible to develop the teacher's reflective expertise? I argue that one of the ways to contend with this complicated problem is to use techniques of theatrical improvisation, as well as modes of knowing originally intended to deal with unanticipated situations in the creative process of theater art. The principles of improvisation technique can be implemented in the classroom by the teacher as a reflective mode in order to enhance the flexibility of the teacher's reactions to spontaneous occurrences in the classroom. (Shem-Tov, 2011)

Now if Latin American student has spent the intake filters and are interested in joining one of these groups that substantially improve the level of second language, as it is reading, listening and speaking, besides usually learning writing students can take one of the options the college scholarship offers. This course forms part of that educational inclusion which is based on the education of the 21st century. The theatre and dance department provide scholarships to help support their studies at Missouri State University. The department wants to help them receive as much financial support as possible and has created a listing of departmental scholarships that can help them fund their education.

The department awards 16 $2,000 activity scholarships. Distribution amount and quantity is dependent upon the recommendation of the faculty. There are also six $2,000 scholarships associated with the department's student theatre troupe, In-School Players. These are assigned via an audition process held in the spring and require recipients to participate in In-School Players for a full year. Some "out-of-state" tuition fee waivers are available. These are assigned by need and on the recommendation of the faculty. Students must apply for fee waivers each semester, and must maintain a 3.0 GPA to qualify. According with criteria, this scholarship can be renewed, but students must apply to be considered for renewal. (Missouri State University Theatre and Dance Department, 2013)

The balance of the language learned in real context means that language, culture and inclusion are learning potentiators.

Cultural Diversity and Creativity, Article 8 - Cultural goods and services: commodities of a unique kind. Given the current economic and technological change, opening up vast prospects for creation and innovation, particular attention should be paid to the diversity of supply of creative work, to due recognition of the rights of authors and artists, as well as the character specific cultural goods and services which, as vectors of identity, values and meaning, must not be treated as mere commodities or consumer goods like others. (UNESCO, 2001)

Success and failure depend on the attitude of each

To contrast a little with the idea that exogenous sources are those that determine learning, It is known that self-motivation is essential in improving our knowledge. Also, it is a fact that autonomous learning, is available from many sources. Regarding oral skills and processes of inclusion that are the concerns in this article, for a student to be an American Hispanic, or of another nationality, undergoing a process of meaningful learning, it is vital to learn through experience. In this case, it will make from orality a subject expert or a failure if the speech process does not act.

The statistical studies show, one of the main causes of dropping out is the lack of motivation by the student. It is even harder when the student is not in his native environment, and less with a different language, at least for Latin American students. Keeping this in mind, self-efficacy is the appreciation of individual capabilities for the development of an activity, to the extent that the person believes in her/his own abilities, the greater the success of the same.

Self-efficacy and motivation affected student persistence at an urban community college. Self-efficacy was studied at two dimensions: self-regulated learning efficacy and self-efficacy for academic achievement. Motivation was also investigated at two levels: intrinsic motivation and extrinsic motivation. Results show that self-regulated learning efficacy and extrinsic motivation predicted persistence. Intrinsic motivation and academic achievement self-efficacy failed to predict persistence directly. Two path models were constructed to assess the direct and indirect relationships among self-efficacy, motivation, and persistence. The reduced model explained 8% of the variance in persistence. In the reduced model, extrinsic motivation emerged as a mediator in the relationship between the two dimensions of self-efficacy and persistence. (Liao, Edlin, & Ferdenzi, 2014)

Conclusion

This paper has considered the most relevant factors for a Latin American immigrant to develop their oral ability in a non-native environment as is the case of the United States of America. Besides being accepted by American citizens as one of the most important social groups in the country, a speaker is linked to the education system either in elementary, high school, or college.

Students should note that it is not the same for a child of immigrants born in the United States as for an immigrant to come to the United States in adulthood. Briefly mentioned is the teenager who arrives to the country and each one acquires knowledge a different way.

The skin color may be similar, but the content of each person inside is what counts. For this reason, social inclusion processes are designed, that everyone may have an equal chance of success, disregarding: race, religion, sexual orientation or the individual to have any physical disability. Inclusion processes are required by law, besides being committed to each public institution to enforce them.

Clearly, for an inclusive immersion experience in the United States, speaking in terms of education, it is also necessary to have the economic resources or the skills to get a scholarship the individual's desire to learn academic skills and learning that reflects the spoken word is very important. If there is something that helps us better understand thematic content, it is the word.

Pleasantly, it is observed that a group of Colombian students came to the United States with the intention of improving their skills in the English language, based on prior knowledge acquired through second language acquisition in their home country.

Over the course of one month, the vast majority improved through oral skill. It also uplifting upon arrival to the United States to meet other Spanish speakers with different accents but with similar motivations, which is interesting for meaningful learning.

Finally, according to testimony and field tests, most people turn to oral communication, and that is where the ability to express what you want to come into play. A great dish is served with many flavors. Referring this idea to the different human learning sources one can say with satisfaction about the experience, inclusive immersion is beneficial for meaningful learning.

The improvement is substantial in the Second Language, being the case for Latin American people who have been studying or working in the United States, and it is a great reference to Missouri State University for academic purposes.

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