Approaches and methods currently used for teaching English to adult immigrants in the United States

Enfoques y métodos utilizados actualmente para la enseñanza del inglés a inmigrantes adultos en los Estados Unidos

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ABSTRACT

The mastery of English by immigrant adults who are in the United States is a first-order need, which must be resolved in a timely manner, since it will allow them to access better work, educational and social opportunities; Furthermore, it is a tool that facilitates their adaptation and development in this country of opportunities, all of which has a positive impact on their individual and/or collective quality of life. In this sense, this bibliographic review arose with the objective of identifying the main approaches and teaching methods used in teaching English for adult immigrants in the United States. The research design was descriptive–explanatory, approached under a qualitative approach, considering a series of publications disseminated in sources of scientific information, duly referenced. Among the results, it stands out that, The approaches on which the English teaching process can be based are traditional, naturalistic, structuralist, communicative, humanistic and CLIL. These pedagogical and methodological supports provide a series of methods that can be applied by the teacher, to guarantee that the learning of the foreign language is effective and meaningful; However, the choice of any of these foundations depends on the intended objective, the needs of the student and the characteristics of the context where the teaching takes place. As a conclusion, Learning English is a necessity for children, adolescents and adults, regardless of sex, social condition or cultural relevance, consolidating itself as a personal challenge that significantly improves their ability to adapt and interact in a given context, at a social level, professional, educational and work.

Keywords: approaches; methods; teaching; English; adults; immigrants; United States.
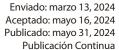
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RESUMEN

El dominio del inglés por parte de los adultos inmigrantes que se encuentran en los Estados Unidos, es una necesidad de primera orden, que debe ser solventada de manera oportuna, por cuanto, le permitirá acceder a mejores oportunidades laborales, educativas y sociales; además, es una herramienta que facilita su adaptación y desenvolver en este país de las oportunidades, todo ello, repercute de manera positiva en su calidad de vida individual y/o colectiva. En este sentido, surgió la presente revisión bibliográfica con el objetivo de identificar los principales enfoques y métodos de enseñanza que se utilizan en la enseñanza del inglés, para los inmigrantes adultos de Estados Unidos. El diseño de la investigación fue descriptivo – explicativo, abordada bajo un enfoque cualitativo, considerando una serie de publicaciones divulgadas en fuentes de información científica, debidamente referenciadas. Entre los resultados destaca que, The approaches on which the English teaching process can be based are traditional, naturalistic, structuralist, communicative, humanistic and CLIL. These pedagogical and methodological supports provide a series of methods that can be applied by the teacher, to guarantee that the learning of the foreign language is effective and meaningful; However, the choice of any of these foundations depends on the intended objective, the needs of the student and the characteristics of the context where the teaching takes place. Como conclusion, Learning English is a necessity for children, adolescents and adults, regardless of sex, social condition or cultural relevance, consolidating itself as a personal challenge that significantly improves their ability to adapt and interact in a given context, at a social level, professional, educational and work.

Palabras claves: Enfoques; métodos; enseñanza; inglés; adultos; inmigrantes; Estados Unidos.

Introduction

Education is referred to by Mora (2020), as an intentional action that contemplates the orderly and sequential execution of a series of previously planned activities, with the purpose of developing the physical, cognitive and psycho-affective dimension of any person, which entails a number of skills and abilities necessary for their comprehensive training. This learning process is extremely important for the well-being of human beings, since, from their conception until the moment of their death, it allows them to strengthen or strengthen different knowledge or skills that contribute to the satisfaction of their basic needs and improve their capacity. to adapt and interact in a specific context and/or situation (Guayana, 2019).

According to González et al. (2019), this training process is revealed permanently and sequentially, being recognized as a fundamental right of all human beings, without differing sex, age, socioeconomic condition or cultural identity. Learning scenarios can be: formal in nature (educational institution), governed by a school curriculum; and informal, is promoted empirically, anywhere, through experimentation and continuous social interaction.

Currently, a series of social, political, economic and even health events have prevented a large part of the population around the world from completing their formal academic training and accessing university preparation. According to Avendaño et al. (2022), this situation limits socio-labor opportunities, conditioning their personal well-being and their family environment;

However, there are several educational alternatives that are executed based on different approaches and methodological strategies, allowing said population group to develop some functional skills and perform favorably in certain occupational areas, such as the case of English language proficiency.

English, or in many sociocultural contexts called a foreign language, is the most spoken language in the world and is a universal mechanism when running some type of business, conducting research in the field of science and technology, establish interpersonal relationships with other cultures whether for trade, diplomacy or with the purpose of strengthening bonds of friendship (Bastidas & Muñoz, 2020). Given this reality, according to Cruz et al. (2021), it is essential that their teaching begins from an early age within the family environment and is consolidated in educational institutions, with the accurate guidance of a teacher, whose actions are based on the curriculum established by the Educational System of their country.

Worldwide, according to the publication by Fernández (2023), English was the most spoken language at the end of 2023, with a prevalence that is around 20% of the world's population, that is, approximately 400 million. of individuals use it as their mother tongue and 1.5 billion use it as an additional language in their social interaction. Regarding the territory of Latin America, the report issued by the Statista Research Department [DSI] (2022), refers to a moderate level of dominance, with an estimate that borders on a general average of 56% of its inhabitants and in 18% of cases are bilingual individuals.

In Ecuador, according to the report provided by the English Proficiency Index [EPI] (2023), the level of proficiency evidenced by citizens living in the national territory is very low, ranking 82nd out of 11 nations that were evaluated. This situation suggests the importance of promoting actions and spaces that guarantee access to a quality, integrative and inclusive training process, placing emphasis on the acquisition of a number of linguistic-communicative skills that improve their capacity for adaptation and social interaction.

Given this reality, the learning of this language is referred to as a more than essential process in school academic training and its repercussions are significant in the adult stage, since it facilitates the development of a person and allows them to access different opportunities that contribute in their well-being and full development, especially when they decide to migrate to other social scenarios where the mother tongue is English (Jiménez & Garay, 2021).

The United States is the country with the largest number of immigrants, who come from different regions around the world, which configures a scenario of social interaction where different languages, dialects and other aspects that are part of their cultural identity are evident, not However, the mother or official language is English (Rojas, 2021). The learning of this language is referred to by Sirlopú et al. (2023), as a fundamental requirement so that migrants, regardless of their age or geographical origin, can access greater work and educational opportunities, contribute to the economic and cultural development of the nation, and effectively cope with their stay, solving the needs inherent to their comprehensive well-being.

Considering all of the above, the present study emerged, which consisted of a bibliographic review, with the purpose of analyzing the approaches and methods used to teach English to adult immigrants in the United States; To do this, we proceeded with the search, selection and thorough analysis of different publications obtained from sources of scientific information, which would allow us to support the topic addressed and specify the intended objective.

Materials and methods

Research approach and design

The present research is a bibliographic review approached under a qualitative approach, since a series of theoretical foundations duly validated and disseminated in scientific information sources were considered. All the information that supported the topic raised is referenced by APA regulations 7th ed., and was derived from a thorough analysis organized around the variables that are part of the topic raised.

The design of the study was descriptive-explanatory, because all the selected theoretical foundations allowed us to describe and explain in a brief and concise manner, certain relevant aspects that revolve around the approaches and methods currently used for teaching English. to adult immigrants in the United States, allowing the reader to have a clear vision of the way in which this learning process is approached and the implications it entails in the development of people.

Search strategy

The research process that allowed us to identify and select the publications that provided the information necessary for the development of this study was carried out through a search strategy that was structured with the logical operators AND and OR, in the following search equations:

- (Approaches or Methodology) AND teaching AND (English OR Foreign language) AND immigrants AND adults AND (United States OR USA)

- Methodological strategies AND English AND adults AND immigrants AND (United States OR USA)

- Teaching AND English AND immigrants AND United States

- Approach*–Method*–Teach* Eng*–Imigr*–Adult*–United State*

- Process AND learning AND English AND adults AND immigrants AND (United States OR USA)

All the studies that were selected after the application of the aforementioned strategy, contributed with substantial data that were analyzed individually, taking into account the categories that were part of the proposed topic. Likewise, research that presented results supported and addressed under a qualitative approach had to be prioritized.

Table 1. Categories of the topic addressed.

Original categories	Modifications made to the categories
Approaches	Methods Strategies Resources
Teaching	Resources Learning process Roles Learning theories
English	Foreign language Mother tongue – native
USA	Estados Unidos EEUU

The original categories that form part of the subject matter addressed are described, together with the modifications to which they were exposed in order to broaden the scope of the search.

Source: Ambrosi, (2024).

Eligibility criteria

The studies selected for the development of this bibliographic review considered the following **inclusion criteria:** research of a scientific nature; that have been developed in the last 5 years, that is, since 2019; publications disclosed in scientific information sources, with validated and updated results, of personal or collective authorship; published in English or Spanish; and that include the following key words: approaches, methods, teaching, English, immigrants, adults, United States.

Additionally, certain publications that met the following **exclusion criteria** were discarded: publications without reliable results and outdated bibliographic references; Duplicate works, addressed empirically, with incomplete information and that do not provide relevant information for the stated objective.

Information sources

The publications that were selected for the development of this bibliographic review were obtained from the following sources of scientific information: Scopus, Science Direct, Lilacs, Web of Science, Redalyc, SciELO and Proquest.

Development

The human migration process, causes and consequences

Immigration is referred to by Canales (2020), as the intentional displacement of one or several people from their place of origin to another territorial district, where they decide to establish themselves temporarily or permanently, bringing with them serious social, economic and political implications, for the countries of origin and destination. This migratory process is a personal decision that results in achieving a better quality of life and may even be the only option to guarantee a person's survival.

According to the publication by Serrano et al. (2021), the different social, economic and political changes that several countries around the world are going through, have led to an accelerated migratory exodus in the last decade, consolidating it as one of the most relevant social phenomena in the world population; in this sense, immigration is a decision made by an individual, as a survival mechanism or to guarantee the full satisfaction of basic needs, inherent to their comprehensive well-being.

The accelerated and permanent migratory movement that occurs in different countries requires the implementation of new legal and/or political reforms that would guarantee compliance with human rights and other powers recognized by different international organizations. According to the study proposed by Garciandía & Rozo (2023), immigration is perceived as a reliable strategy to counteract the conditions of poverty and underdevelopment, aspects that stand out in poor or developing countries, especially in rural contexts, where access to basic services and quality health care is extremely limited.

In this regard, according to the data presented in the publication by Castañeda (2019), the migration process is the result of the congruence of different factors such as: conflictive situations with the State, political persecutions and violence generated by the instability of a Government; economic problems; lack of sources of work; hyperinflation, scarcity and/or extreme poverty. Likewise, considering the study proposed by Armijos et al. (2022), some people decide to travel outside their country of origin to study and may end up settling in this territory for life; Likewise, it derives from social situations where insecurity, unemployment, internal conflicts and possible natural disasters prevail.

According to the research developed by Mancera (2021), as immigration persists in a country, the consequences are more noticeable, including the following: loss of human capital that is valuable for the development of a nation; family disintegration; greater probability that children and adolescents will present serious public health problems; loss of cultural identity; changes in the social population structure; increase in unwanted pregnancies and consumption of psychoactive substances in the adolescent population. Additionally, migrants are also exposed to xenophobia or cases of discrimination, they lose their native language and other aspects that characterize their cultural identity (Garciandía & Rozo, 2023).

Mastery of English, a necessity for immigrants in the United States

The report on migrations in the world carried out by the International Organization for Migration [IOM] (2020), states that the United States is the favorite destination for people who decide to immigrate from Spanish-speaking regions, with an estimate that borders between 15% to 18% of the entire population settled in said country, that is, more than 59 million inhabitants, are Latin immigrants. Regarding the Ecuadorian population, according to the report issued by the United Nations [UN] (2024), approximately one million citizens decided to live in this nation, who send remittances close to 600 million dollars, contributing significantly to the socioeconomic development of Ecuador.

In this sense, taking into account what was stated in the research carried out by Terán (2023), immigration is the natural result of social groups that face periods of crisis or any other situation that threatens their well-being and integrity, and require solidarity or benevolence of other nations other than their own, otherwise, this reality can lead to feelings of hatred or feelings of revenge, triggering possible conflicts of greater seriousness and repercussions.

Solorzano (2021), states that migrants who arrive in the United States have the obligation and need to learn English, regardless of sex, chronological age, social condition or cultural identity, since it fosters scenarios of easy communication, improving interpersonal relationships with the people who are part of their immediate social environment, who, for the most part, come from different nationalities and present a number of cultural manifestations; Furthermore, according to the study addressed by Rodas & Brosam (2021), in the face of the accelerated process of globalization, the development of linguistic-communicative skills that learning this language entails is more than essential when executing some type of commercial transaction. , tourism activities, maintain consensual dialogues and access possible benefits from the State.

This assertion agrees with the publication of Díaz (2021), the mastery of the linguistic skills that learning the English language entails, improves the adaptation and development of adult immigrants in the United States, manages to interact more easily in different social contexts, expresses their ideas and feelings accurately, analyze different alternative solutions to an everyday problematic situation. Additionally, according to the study by Romo et al. (2020), learning this language allows you to access better employment opportunities and more significant salaries, which directly affects the satisfaction of your basic needs and that of your family environment; generates more confidence or security in the decisions you make; It integrates with the community, respecting the norms, values and customs of the American people.

Finally, according to the work of Leija & Torres (2022), there is a greater chance that you can fix your legal residence situation, improve your mental health status, strengthen attention, memory and concentration, fundamental mental processes in the development of critical-reflective capacity; Against all odds, mastery of the English language helps maintain a person's native language; and make the most of the different advantages offered by the continuous rise of technological tools.

Approaches to teaching English to immigrant adults in the United States

The learning of the English language in immigrant adults who are in the United States must be supported by a teaching approach that allows fostering the interest and motivation of students, through actions and resources that are related to individual needs, possible gaps that it carries from predecessor stages and the characteristics of its cultural identity (Gooding, 2020).

In this sense, according to the study addressed by Campoverde et al. (2019), a teaching approach is referred to as the conceptual and methodological framework that supports the actions of teaching staff, when addressing a specific teaching process; That is, a fundamental tool that lays the necessary foundations to guide what these professionals do, foresee procedures and the possible results that are expected to be achieved in a certain period of time.

In general terms, a teaching approach describes the way in which a teacher should deal with a given learning situation, considering the objectives set and the strategies that facilitate their respective achievement. According to Gooding's publication (2020), a successful approach to English can consider the following approaches: natural, structuralist, traditional, communicative and humanistic.

The traditional approach: The teacher is referred to as an active agent of the teaching process and the student's participation is limited only to receiving all the information transferred by said professional (Gooding, 2020). In the same way, the student is perceived as a subject without any knowledge about the skills or abilities that are intended to be developed, that is, there is no previous experience that serves as support in the achievement of a proposed educational objective, for this reason, it is sought that repeats by rote or mechanically the meaning of the words and the semantic structures of a sentence (Leija & Torres, 2022).

The method used in this teaching approach is the so-called **grammatical translation**, which according to the proposal of Bonilla (2020), contemplates a thorough and detailed analysis of the different grammatical rules and the criteria that justify their application. The skills developed with this methodology allow the student to understand sentences, differentiate and build structures, translate documentation and value the importance of a second language.

The application of this method consists of certain writings written in English being translated directly and exposed to a joint discussion process with students, which implies a lack of attention to the pronunciation of the words that make up a text; Likewise, learning is deductive in nature, placing greater emphasis on reading and writing (Shliakhtina et al., 2023).

The natural approach: It is an alternative scheme to the traditional one, which implies that the student's participation is not limited only to repeating information mechanically, but rather, analyzes, interprets, relates, stores and applies in real situations. The teacher in charge of this teaching process must plan and provide resources that allow for the configuration of a learning environment that enriches actions, where the motivation and interest of the students prevail, with the aim of greater willingness to participate in the activities. proposals (Well, 2020).

This approach includes the direct method and the Berliz method. In the first, according to the publication by Campoverde et al. (2019), the teaching of English does not imply the translation of words or phrases into the student's mother tongue; on the contrary, this learning is the result of actions where the content or skills that are intended to be assimilated are demonstrated in a consensual manner. In this sense, the teacher can issue class commands or specific instructions, using the foreign language; Enrich vocabulary with dynamic activities and everyday phrases that improve its development. Consequently, the development of linguistic skills is a progressive and sequential process, which involves an intensive exchange of questions and answers between the teacher and the students, placing emphasis on grammatical structures and pronunciation, therefore, attention is a quality extremely necessary.

Similarly, the work proposed by Lejía & Torres (2022), states that the vocabulary should be enriched through direct demonstrations with objects or abstract graphic representations, which will allow the student to access new cognitive schemes and develop new skills that They will be presented orally.

The second method as referred to by Shliakhtina et al. (2023), considers that the entire English teaching-learning process must be approached based on the target foreign language, which allows eliminating mental translation. This action fosters a scenario where students first develop the communicative skills that allow them to interact using said language, before focusing on the grammatical structure, which promotes vocabulary enrichment and total immersion in this new language, that is, learning while you hear and speak in English.

The structuralist approach: According to the study by Rivera et al. (2021), the English language is composed of a system of grammatical structures and signs established with a specific order, whose learning involves the continuous repetition of a behavior, through activities and didactic resources that awaken the interest or motivation of students. The methods considered in this educational paradigm are oral audio, situational and audiovisual.

The audio oral method: A person's behavior is the result of the stimuli proposed by the teacher in the classroom. This methodology does not focus on teaching vocabulary, on the contrary, as Romero et al. (2019), emphasizes the learning of the language to promote oral communicative acts, which entails a process of systematic repetition of the different basic structures, considered when structuring sentences, placing emphasis on the pronunciation of the words that have been used.

This agrees with what was reported by Sardiñas et al. (2023), the application of this method configures a scenario where the teacher is the protagonist of the teaching process, since he is in charge of controlling the syllabus, pace and learning style. In the event of any semantic or structural error, it must be corrected immediately. However, the contents are set in advance, but it is recommended to alternate the activities and materials used, so that students do not feel unmotivated.

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The situational method: The teacher must pose everyday situations to present new words and/or structures of the target language, which implies planning activities and instructions that are revealed orally and allow the development of practical competence in linguistic skills, being essential to correct errors. of pronunciation and grammar that could occur inside or outside the classroom (Gooding, 2020).

According to the publication by González et al. (2022), teaching English based on this methodology begins with experiences where the student demonstrates his or her oral skills, since speaking is the fundamental pillar of teaching a foreign language. Reading and writing is a skill that is developed after establishing a lexical and grammatical base; Likewise, vocabulary is encouraged by selecting certain words that you can use in your daily social interaction.

The audiovisual method: The activities planned for teaching English give priority to oral language, which must be associated with some graphic representation that allows you to differentiate and understand the meaning of a word. Furthermore, according to the publication by Sardiñas et al. (2023), the process must be approached globally, therefore, the relevant actions and resources will be presented considering the following phases: introducing a topic through consensual dialogue, analyzing characteristic aspects of the topic, using graphic representations, repeat continuously and commented grammatical or semantic structures, apply the acquired skills in new everyday situations.

Although it is a method with acceptable results in learning a foreign language, several experts consider that its application limits the creative and cognitive potential of students, since it encourages highly receptive and reproductive behavior, highlighting mechanical memorization and absence of reflective critical analysis; Likewise, the role of teacher is limited only to that of an audiovisual technician, in charge of presenting the resources that he deems appropriate, therefore, in several educational systems, its application is prohibited (Gooding, 2020).

The communicative approach: The teaching of English seeks to train students, so that they can develop or strengthen the necessary skills to participate in real communicative acts, where oral and written skills are revealed. Given this reality, according to the data presented by Gooding (2020), the teacher sees the need to use resources such as texts, recordings and activities that allow the contextual reality found outside the classroom to be imitated, facilitating the development and social interaction of the teacher. pupil.

According to the study proposed by Sánchez & Pérez (2020), this method is the fusion of the elements of all the previously mentioned methodologies, a combination that sought to cover all linguistic areas and skills, using didactic resources such as texts, interpersonal dialogues and teacher-mediated conversations. Furthermore, according to González et al. (2022), places emphasis on establishing a motivating and dynamic scenario, taking advantage of playful procedures so that the teaching process is not perceived as tedious, tiring or even obligatory, but rather, significantly improve the learning experience of the students. students.

The non-functional method: Hernandez et al. (2021), state that this methodology contemplates the design of a study plan, where the organization of the contents is executed considering the notions or concepts that the student must understand and the functions or uses that may be required when establishing processes. communicative in the target language. This assertion is related to what Gooding (2020) said, the teaching of English should focus on the individual learning the linguistic forms and their respective usefulness when asking for an apology, expressing a compliment, describing quantities, referring to time, space, form… and other everyday expressions that facilitate their interaction.

Sánchez & Pérez (2020), report that the objectives sought by the application of this method are observable in the behaviors that the student displays when applying the concepts of notion and function acquired with the intervention of the teacher. The combination of these elements results in the linguistic skills necessary to function in a given context. In short, a function is the communicative intention of the sender, for example, using language to present oneself and affirm or deny a certain situation; On the other hand, notions are the concepts that the student expresses, such as time, frequency, quantity, among other cognitive schemes.

The humanistic approach: According to the publication by Gooding (2020), the student is the active protagonist of the teaching process; finally, all the activities and spaces promoted by the teacher must be focused on awakening their interest and keeping them motivated, with the aim of getting them to participate actively, strengthening their mental processes and autonomy in mastering the second language. The methods used under this approach are detailed below:

Total physical response method: Viera & Taboada (2021) states that the human brain is biologically programmed to be able to internalize and learn any language at a given moment, including the one used by people without hearing, requiring accurate guidance from the teacher and students. relevant stimuli. Furthermore, according to the study addressed by Liu & Cuba (2023), this methodology places emphasis on recreational activities and is used with the purpose of making the teaching process dynamic and enriching, that is, to promote significant experiences for the development of skills. Relevant language skills.

Silence method: Students acquire new theoretical and practical cognitive schemes, speaking to them with correct accentuation, which must adjust to the objective or purpose that is intended to be achieved at a given moment (Gooding, 2020). Consequently, the individual manages to obtain adequate command of spelling and grammar, improving his or her ability to understand ideas and be able to write or read the content presented in the target language. Among the techniques that can be used, they denote the one promoted by the teacher, consensual dialogues and corrections in pairs, the use of gestures, the development of graphic organizers and other actions that are executed at the end of a class (Sánchez & Pérez, 2020).

Suggestion method: Cevallos & Orbea (2020), states that the student obtains better results when he faces a teaching process, in a relaxed manner and with a positive attitude. To do this, it is necessary to establish a pleasant and comfortable learning environment for students. This includes, for example, the use of appropriate chairs, a calm tone of voice from the teacher and/or the use of certain musical harmonies. These aspects, as Sánchez & Pérez (2020), refers, stimulate the development of students and promote better absorption of the cognitive schemes and/or skills shared by the teacher.

Suggestopedia is an effective method when enriching the student's vocabulary and teaching the grammatical structures necessary to communicate in a given context; To do this, the teacher can resort to a continuous repetition procedure or the association with positive graphic representation (Gooding, 2020).

On the other hand, according to the proposal of Viera & Taboada (2021), the academic performance of the students is assessed permanently and progressively through observation and a continuous feedback process proposed by the teacher; Likewise, there is the alternative of resorting to tests, exams or tests, in order to determine the progress or progress evidenced by the students. Finally, Cevallos & Orbea (2020), state that the application of this methodology contributes significantly to the development of listening comprehension, pronunciation and fluency when speaking, not to mention that it is a viable alternative in strengthening the creativity and imagination of students.

Neurolinguistic programming; It consists of promoting a learning environment where the interest of the students prevails and maintaining it throughout the teaching process. To do this, it is necessary to establish a point of cerebral attention and use resources such as printed or digital graphic representations, sounds, words. and other positive sensations that derive from the stimuli exposed in the classroom (Gooding, 2020).

The teaching of English is perceived by a student's brain as a fun, interesting and significant experience for the comprehensive training of an individual, as long as the student develops a pleasant feeling and positive thoughts about said learning process, as a consequence. of the activities and resources proposed by the teacher (Cevallos & Orbea, 2020).

Method of multiple intelligences; according to the study addressed by Zambrano et al. (2019), the teacher must present several sensory stimuli, in accordance with the needs of the student and the intended objectives in a certain period of time, with the aim of making them ready or motivated to face each of the planned actions by the teacher.

This methodology, as pointed out by Viera & Taboada (2021), includes different didactic tools that allow capturing the attention of students and promoting the understanding of the concepts or structures taught in a class period. All these actions influence the development of the multiple capacities available to human beings, which improves the ability to learn and use the target language.

CLIL approach: According to the publication by Sarmiento et al. (2021), its acronym refers to Content and Language Integrated Learning and consists of addressing a teaching process about some particular content, through a language other than the one students use in their daily interaction, in this case it would be English. That is, the foreign language is perceived as an effective communication mechanism so that the individual can cope with certain real situations and its use advances as the degree of fluency improves with daily practice inside and outside the classroom.

This premise is corroborated in the study addressed by Barberan & Reza (2021), who report that this methodology allows students to develop the linguistic-communicative skills of the English language, naturally, through spaces where they can demonstrate their skills. written and verbal, which is complemented with the simultaneous development of other curricular contents; In other words, it is an approach that fosters a learning scenario, where students achieve a certain mastery of a foreign language, as a result of facing other common areas of study, such as natural sciences, social studies or language. and literature.

In this regard, Álvarez (2019), states that the application of this approach allows the teacher to plan a number of actions with which they can obtain a greater scope in terms of content and the linguistic skills that are intended to be developed with the students. This learning environment is necessary to explore the prior knowledge that the students have. Immediately afterwards, support activities are carried out, complemented with resources that awaken their interest and predisposition; so that finally, the student proceeds with the gradual and sequential construction of the new cognitive schemes.

The main objective of teaching English to immigrant adults is to develop communicative competence that facilitates their development and social interaction. In this sense, authors such as Álvarez (2019), and Sarmiento et al. (2021), agree that the CLIL approach is based on four fundamental principles:

Cognition: The learning experiences proposed by the teacher must awaken the student's curiosity, so that they face them as a personal cognitive challenge and do their part to achieve the intended linguistic skills.

Communication: Learning communication skills is extremely important for the development of human beings, who will have the ability to establish productive interpersonal relationships that contribute to their comprehensive formation. This process is aimed at developing functional language, strengthening personal vocabulary and creating understandable content.

Culture: The activities proposed by the teacher must be directed towards the discovery and revaluation of the different aspects that are part of the cultural identity of the context that surrounds the student and other realities, all of this will contribute to the achievement of more social individuals who are aware of their environment.

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Content: The teacher must promote meaningful learning experiences for the training of the student, that is, the contents must be relevant and coherent with the contextual reality in which they operate, since it would facilitate their development in a given situation.

In short, this approach is extremely important in the teaching of English, since it considers the student as the protagonist of the learning process, promoting the development of communicative skills through dynamic and motivating actions. Likewise, emphasis is placed on strengthening collaboration and knowledge of culture, which contributes directly to the formation of critical – reflective individuals, aware of their reality and the importance of managing a foreign language.

Linguistic principles that support the teaching of English to immigrant adults in the United States

Teaching English to immigrant adults in the United States presents several social, cultural and even economic challenges. Given this reality, according to the study addressed by Galarraga (2019), it is essential that the teacher plans his actions correctly, considering a series of activities and resources that allow establishing a dynamic and accessible learning environment, which guarantees the development of the linguistic-communicative skills necessary to obtain better opportunities for growth on a personal, professional and work level.

Vega & Abreus (2020), state that the methodology considered in the teaching-learning process of English can be based on the following linguistic principles proposed by Dr. Rosa Antich de León:

1. The learning of English must occur first at the oral level, consequently the skill of writing is developed. To do so, the teacher must start from consensual experiences, where the student shares his or her prior knowledge or experiences through dialogues or group conversations, using the target language as much as possible.

2. Each language has its own structural system; therefore, the teacher must promote activities that allow the student to differentiate the patterns used when expressing themselves orally and in writing, in addition to the sound or pronunciation of the words.

3. Mastery of the grammatical and semantic structures of English facilitates the interpersonal communication of an individual with his or her immediate environment, regardless of the cultural identity of the participants.

4. Language is a fundamental element of the cultural identity of people, therefore, learning it allows you to express the personal perception that each person has about the customs and traditions of their culture and the context that surrounds them.

Likewise, according to the publication by Galarraga (2019), these precepts can be complemented with the following learning principles:

1. *Principle of learning in problem situations:* The contents and linguistic skills developed by the student should allow them to face any problematic situation that requires a critical reflective analysis of the knowledge that is part of their valuable knowledge.

2. *Principle of learning for development:* The teacher can use a number of technological tools that allow them to strengthen the skills and abilities necessary to improve their development and solve their basic needs.

Regarding the methodological principles that support the English teaching process, according to the study addressed by Medina (2019), the following can be considered:

1. The teacher must present a learning scenario, where the student perceives the need to learn something new that facilitates their social interaction, based on the target language.

2. It is necessary to use striking teaching resources that strengthen the student's vocabulary and achieve a clearer and more extensive dialogue.

3. Students must have a vocabulary that allows them to produce messages and present them orally and in writing.

4. It is necessary to permanently evaluate the level of English proficiency that students present, in order to make the pertinent decisions that improve their performance.

Finally, in the publication by Campoverde et al. (2019), *cognitive and affective principles* are differentiated, whose approach focuses on promoting a motivating learning experience that awakens the taste or interest of the learner, towards approaching a foreign language such as English.

Teaching English to adults must consider activities that strengthen the development of automatic processing of a number of linguistic structures; Likewise, learning must be meaningful, that is, provide experiences that can be related to previous knowledge and generate new cognitive schemes.

The teaching process must consider tangible and intangible stimuli that lead to a specific behavior or conduct on the part of the student. The learning environment must be interesting and motivating, so that the student is willing to participate in the activities planned by the teacher.

The teaching process must promote the student's autonomy, motivating him to manage his free time in a timely manner and carry out each of the assigned activities; Furthermore, in the event of any difficulty or error, it is necessary to implement the respective feedback, jointly and with the resources deemed appropriate.

The teacher must promote actions that encourage student participation and self-confidence, this allows them to address possible conflictive situations that may arise in their daily lives.

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Conclusion

Migration is the intentional displacement of one or more people, from their place in the East to an unknown territory, whether temporarily or permanently, with the aim of meeting their basic needs in a timely manner and obtaining a better quality of personal and life. that of their immediate family environment. The migratory exodus of recent years is a more than evident reality in most countries around the world, as a consequence of the latest social, economic, political and health events, which have resulted in few sources of work.

The United States is the country with the highest immigration rate in the world, hosting approximately 50 million immigrants from different nations around the world, which represents 15% of its general population. This immigrant population must adapt to a new lifestyle, characterized by customs, traditions and habits that are extremely different from those of their country of origin, but, above all, it is essential that they master the mother tongue – English, as it will allow them to access better opportunities. labor, educational and other social benefits provided by the American state.

Learning English is a necessity for children, adolescents and adults, regardless of sex, social condition or cultural relevance, consolidating itself as a personal challenge that significantly improves their ability to adapt and interact in each context, at a social level, professional, educational and work.

Teaching English to immigrant adults in the United States can be a difficult, tiring and even tedious process to endure, since a large part of this population group does not have the necessary foundations to guarantee effective development of linguistic skills. contemplated in this language. Given this reality, the teacher must promote a dynamic and enriching learning environment that awakens the interest and motivation of the students, which would be reflected in the willingness to participate in the activities planned by the teacher.

The process of teaching English to adults can be supported by different approaches that aim to guarantee quality learning, through dynamic activities that strengthen the student's autonomy and the development of their critical reflective capacity, aspects that result in linguistic skills. communicative skills necessary to cope with communicative acts with their immediate environment.

The approaches on which the English teaching process can be based are traditional, naturalistic, structuralist, communicative, humanistic and CLIL. These pedagogical and methodological supports provide a series of methods that can be applied by the teacher, to guarantee that the learning of the foreign language is effective and meaningful; However, the choice of any of these foundations depends on the intended objective, the needs of the student and the characteristics of the context where the teaching takes place.

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Statement