

**Analysis of communicative strategies used on interactions between level A1 english students
and native english speakers at a Language Institute in San Agustín, Huila**

Gloria Marcela Anacona Becerra

Thesis advisor:

Blanca Milena Sáenz Clavijo

Universidad Nacional Abierta y a Distancia – UNAD

Escuela Ciencias de la Educación - ECEDU

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Dedication

I dedicate this to my family, my father Arcenio and especially my daughters Sara Camila and Kharitol, and to the support of my husband Orlando.

To my exceptional friend Hanjo Hickethier in Germany, your support is the wind that drives my journey, the whisper that reminds me to keep going.

To my mother's blessings with her new eyes that God has given her from heaven.

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Abstract

This research focuses on the analysis on the strengthen of oral English proficiency in A1 level students at a Language Institute in San Agustín, Huila, through communicative interaction with native speakers. Using a qualitative approach with an ethnographic design, the study analyzes how these interactions influence on fluency, pronunciation, the use of verbal strategies, and communicative confidence. Data collection takes place over eight weeks through participant observation, interviews, recordings, and field diaries, allowing for triangulation that reinforces the study's validity. The instruments are applied in authentic activities such as bilingual tours, intercultural workshops, and conversation circles, observing a progressive use of strategies such as paraphrasing, gestures, and verification questions. The results demonstrate an improvement in oral skills, highlighting the value of real-life practice as a pedagogical tool in rural contexts. Furthermore, enriching intercultural aspects emerge, such as the negotiation of meanings and the recognition of cultural differences. As consequence, contact with native English speakers is established as an effective resource for fostering meaningful and contextualized English learning.

Keywords: Oral production, situated learning, communicative interaction, native speakers.

Resumen

La presente investigación se centra en el análisis del fortalecimiento de la producción oral del inglés en estudiantes de nivel A1 de un Instituto de Lenguas de San Agustín, Huila, mediante la interacción comunicativa con hablantes nativos. Desde un enfoque cualitativo con diseño etnográfico, se analiza cómo estas interacciones influyen en la fluidez, pronunciación, uso de estrategias verbales y confianza comunicativa. La recolección de datos se realiza durante ocho semanas mediante observación participante, entrevistas, grabaciones y diarios de campo, lo cual permite una triangulación que refuerza la validez del estudio. Los instrumentos se aplican en actividades auténticas como tours bilingües, talleres interculturales y círculos de conversación, observándose un uso progresivo de estrategias como la paráfrasis, gestualidad y preguntas de verificación. Los resultados evidencian una mejora en las competencias orales, lo que resalta el valor de la práctica real como herramienta pedagógica en contextos rurales. Además, surgen aspectos interculturales enriquecedores, como la negociación de significados y el reconocimiento de diferencias culturales. En suma, el contacto con hablantes nativos se consolida como un recurso efectivo para fomentar un aprendizaje significativo y contextualizado del inglés.

Palabras claves: Producción oral, aprendizaje situado, interacción comunicativa, hablantes nativos.

Table of Contents

Introduction.....	11
Introduction to the Research Study.....	14
Context of the Research Problem	16
Research Question	17
General Objective	18
Specific Objectives	18
Rationale for the Study	18
State of the Art	21
Theoretical Foundations.....	30
Institutional framework.....	30
Theoretical Framework.....	33
Conceptual Framework.....	56
Legal Framework	62
Methodological Design.....	64
Research Approach	64
Research Design	65
Data Collection Methodology.....	68
Definition of Categories.....	75

Methods of Analysis	77
Coding of Information	78
Ethical considerations	80
Description and Analysis of Results	82
Initial Characterization of Oral Production.....	84
Description of the Communication Strategies Applied	86
Changes in Oral Production	88
Sociocultural Dimensions of Interaction	90
Categorical Analysis and Codification	91
Discussion of Results	93
Research Limitations on the Present Study	95
Recommendations for further investigations	96
Conclusions.....	97
References.....	100

List of Tables

Table 1 <i>Analytical Systematization of Research Categories</i>	75
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List of Figures

Figure 1 <i>Sequential Spiral Diagram</i>	36
Figure 2 <i>Conceptual Framework of Oral Production and Conversational Interaction</i>	61
Figure 3 <i>Schematic Representation of the Overall Research Methodology and Theoretical Framework</i>	68

Table of Appendices

Appendix A <i>Explanation Informed Consent</i>	117
Appendix B <i>Informed Consent</i>	120
Appendix C <i>Explicación Consentimiento informado Versión en Español</i>	122
Appendix D <i>Data Collection instrument 1</i>	125
Appendix E <i>Data Collection Instrument 2</i>	128
Appendix F <i>Post-Interaction Interview Format</i>	132
Appendix G <i>Observation Post-Interview Format</i>	134
Appendix H <i>Implemented Activities</i>	137

Introduction

In the contemporary world, English language teaching has been established as a fundamental educational priority, given its leading role as a global language in the academic, scientific, economic, and cultural spheres. This has directed educational systems and public policies to rethink the approaches in order to prepare people capable of functioning effectively in local and international settings. As Aguayo & Llor (2020) state, English has become a global necessity that provides competitive advantages and opens up a wide range of opportunities in multiple sectors. According to this idea, language learning should focus on the development of real communicative skills, beyond the mechanical mastery of grammatical structures. As Sirlopú et al., (2023) proposed, the pertinent incorporation of teaching proposals, such as paired conversations, role-playing games, and contextualized simulations that allow the recreation of real-life communicative scenarios in the classroom. These activities promote a more functional and spontaneous use of English aligned to everyday situations.

In Latin America's educational background, recent changes have driven the early incorporation of English into the school curriculum, supported by bilingualism policies that seek to prepare students for the demands of an increasingly interconnected and global environment. Despite these efforts, several studies indicate that progress in oral English remains low. One of the most common reasons is the limited opportunity for students to interact and practice the language in real-life situations both in and outside of school settings.

In this regard, Grasso (2024) points out that, in many settings in the region, a didactic approach focused on the mastery of grammatical structures and written production still predominates, which has restricted the development of verbal fluency, considered one of the most complex and least developed skills in the teaching-learning process of foreign languages. In

agreement with Jiménez & Salvador (2024), for years, English teaching has focused mainly on the repetition of grammatical rules and the literal translation of phrases, which has relegated the communicative use of the language to a secondary role and limited the possibility of establishing authentic cultural exchanges. Given this reality, approaches that promote situated interaction and the genuine use of language are emerging as more effective pedagogical alternatives.

In Colombia, the National Bilingualism Program (PNB) has promoted significant progress in the teaching of English as a foreign language; however, in rural settings, considerable obstacles remain that limit its equitable and effective application. Carmona (2025) points out that the limited teaching resources and teacher training adapted to the local context directly affect the quality of educational processes. In this regard, Vásquez (2020), based on research in Caquetá, shows that oral production is one of the most neglected skills, particularly among primary school students exposed to repetitive methods and without access to real-life communicative situations. Furthermore, Velásquez (2020) reinforces this idea by highlighting that many rural teachers do not feel prepared to teach English classes, which negatively impacts student motivation and oral performance.

Particularly, in Smart Mind English Language Club located in San Agustín a Language Institute in Huila, pedagogical initiatives are being implemented aimed at enriching the English learning experience through direct interaction with native English speakers. These practices, which include conversation clubs and collaborative activities with English speakers, have led to substantial improvements in students' oral attitudes and performance, even at beginner levels such as A1. Thus, it has been identified that exposure to real-life communicative situations, mediated by English-speaking tourists, promotes not only the acquisition of vocabulary and grammatical structures but also the development of sociolinguistic skills such as fluency,

pronunciation, and contextual adaptation. Based on this experience, the interest arose in systematizing, through this research, the impact of the application of innovative activities based on contextual communicative interaction between A1 learners and English-speaking tourists. The following outlines the four essential parts of the ongoing research:

The first section entitled Contextualization and Research Purposes, offers a broad overview of the study, clearly presenting the problems that motivate it, its guiding objectives, and the importance of its development. The research stems from the urgent need to renew the ways of teaching English in contextualized environments, abandoning methods based solely on repetition and rote memorization. Instead, a teaching strategy is proposed that prioritizes more contextualized, participatory, and meaningful learning experiences for students.

The second, entitled Theoretical Foundations, presents the conceptual foundations that support the research, constructed from an interdisciplinary perspective that connects contributions from applied linguistics, language pedagogy, learning psychology, and sociolinguistics. The analysis focuses on essential concepts that guide the study, including communicative competence, understood as the ability to use language meaningfully in real-life situations; oral production, conceived as a tangible expression of students' linguistic and communicative development; and situated learning, which highlights how the cultural and social context directly influences how knowledge is acquired.

The third, entitled Methodological Framework, presents the approach, design, and procedures that guide the development of the research, as well as the techniques and instruments used for data collection and analysis. The study is framed within a qualitative approach, based on the principles of pedagogical action research, with the purpose of understanding contextual communicative interaction with native speakers with A1 students. To this end, semi-structured

interviews, participant observation during interaction sessions, field diaries, and oral evaluations using specific rubrics are used. In addition, criteria for sample selection, analysis categories, coding procedures, and ethical considerations are defined to guarantee the integrity of the participants. The methodology employed allow for the interpretation of changes in fluency, vocabulary, and pronunciation based on the implementation of the pedagogical strategy, highlighting the role of native speakers as linguistic and cultural mediators in the learning process.

The fourth, presents the analysis and interpretation of the results obtained from the discussion of the research objectives, providing evidence to support pedagogical proposals focused on real-life interaction and meaningful use of the language. The analysis is based on qualitative techniques such as thematic coding and triangulation of data from interviews, observations, reflective journals, and oral productions, which allows for the identification of progress, difficulties, and emerging learning in areas such as fluency, lexical adequacy, and pronunciation. The information is organized based on the categories defined in the methodological framework, facilitating an orderly and in-depth reading of the changes observed in oral skills. In this way, the chapter offers a comprehensive interpretation of the results obtained from contextual communicative interaction with native speakers.

Introduction to the Research Study

Today, learning English goes far beyond memorizing grammar rules or word lists. What truly makes the difference is being able to use the language to communicate naturally in real-life situations and across multiple contexts. In an increasingly connected world, where traveling, studying, or working in other countries is becoming more common, speaking English confidently and fluently has become a key skill. From this perspective, more than a school subject, English is

a entrance to new knowledge, academic opportunities, professional networks, and cultural experiences that enrich lives and broaden the perspectives about the world. Thus, oral proficiency in this language is emerging as a key skill for active inclusion in increasingly interconnected settings (Rodríguez et al., 2023).

Although efforts have been made in various regions to promote the teaching of English as a fundamental tool in education, various studies show that large segments of the Latin American population face significant challenges in developing oral proficiency in this language. These difficulties are primarily related to limited exposure to the language and limited interaction with English Language speakers, crucial factors for achieving authentic communicative competence. In the Colombian case, a significant gap amplifies between urban and rural contexts, where limitations in teacher training, a lack of adequate materials, and the use of traditional methodologies focused on memorization substantially restrict meaningful English learning.

As Ramos & Aguirre (2016) point out, many teachers avoid working in these types of settings due to a lack of resources, limited training in pedagogies adapted to local reality, and the adverse conditions faced by educational institutions, factors that directly impact the quality of English teaching. Along these lines, Alonso et al., (2022) assert that the lack of teacher training, the absence of relevant materials, and the continuation of poorly functioning methods impede the development of genuine oral skills, especially in rural contexts where contact with the foreign language is practically nonexistent. These concerns completely contrast between the global demand for oral proficiency and the local reality of limited resources which creates a critical research gap: how can educators effectively foster genuine communicative competence in these underserved rural contexts?

Context of the Research Problem

At the Smart Minds English Club Institute, located in the municipality of San Agustín, Huila, a valuable opportunity has emerged to transform English language teaching into a more authentic and meaningful experience. Despite advances in access to foreign language programs, there is still a perceived disconnect between academic learning and the functional use of the language in real-life situations. This gap, far from being an insuperable obstacle, poses the challenge of reorienting pedagogical practices toward more vibrant and contextualized communicative scenarios. Therefore, incorporating interactions with native speakers who visit the municipality as tourists not only enriches the linguistic experience of A1 level students but also strengthens the motivation, confidence, and autonomy. In this way, English ceases to be an abstract course and becomes a living communication tool, capable of connecting the classroom with the world and fostering truly meaningful learning.

The most notable signs of this problem are reflected in students' limited oral participation during English classes, as well as their difficulty to communicate in English Language in spontaneous contexts. This lack of fluency, accompanied by a marked insecurity when communicating, leads many students to avoid using English, recurring to Spanish, or limit themselves to memorized responses without real understanding. Furthermore, there are weak pronunciations, a very limited vocabulary, and little initiative to engage in meaningful exchanges. These manifestations reflect not only a poor development of oral proficiency, but also a lack of motivation and authentic experiences that connect language learning with real-life communicative situations.

The difficulties in oral English proficiency among students in the above-mentioned population are due to a set of interrelated structural, pedagogical, and contextual causes. One of

the most significant is the limited teacher training in communicative approaches to promote a functional and meaningful use of the language, as stated in the previous paragraphs, which limits the implementation of strategies aimed at developing oral skills. Added to this, is the lack of contextually adapted teaching resources and the absence of spaces, real or simulated, that allow students to interact with native speakers, whether in person or virtually. Furthermore, the current high school curriculum continues to prioritize grammar instruction and memorization over strengthening communicative skills, which fragments learning and disconnects it from real-life situations.

As a result, this problem goes beyond the academic sphere and directly affects students' overall development. Poor oral proficiency in English significantly reduces their chances of accessing exchange programs, international educational content, and job opportunities in an increasingly interconnected world. This limitation not only hinders their academic and professional development but also affects their self-esteem, their autonomy in language learning, and their willingness to actively participate in real-life communicative contexts. In rural contexts, where various structural barriers exist, the lack of solid oral proficiency training deepens the existing gaps compared to urban environments, perpetuating inequalities in access to knowledge, social mobility, and participation in global areas.

Research Question

After having presented the description of the problem, it is necessary to orient the research towards the following question: How does contextual communicative interaction with native speakers influence the oral production in English of A1 level students at a Language Institute in San Agustín, Huila?

General Objective

To analyze the impact of contextual communicative interaction with native speakers on strengthening the oral production in English of A1 level students at a Language Institute in San Agustín, Huila.

Specific Objectives

To characterize the initial level of oral production in English of A1 students at the Language Institute.

To formulate pedagogical activities based on contextual interaction with native speakers.

To identify changes in oral production in English after implementing the activities, paying attention to fluency, appropriate vocabulary use, and pronunciation.

Rationale for the Study

In an increasingly interconnected world, the ability to communicate in English has become an essential skill. Therefore, expressing clearly in real-life situations, interacting, and functioning in autonomous international environments are skills that strengthen students' personal and professional development. At this respect, English has evolved from being a simple school subject to becoming a strategic tool for accessing knowledge, establishing global connections, and expanding opportunities for individual and collective development. According to this, Mendieta (2021) argues that oral production in English improves when students interact in meaningful situations that connect with their reality. This approach responds to the urgent need to transform traditional teaching methods, promoting practices that bring English learning closer to the social, cultural, and professional dynamics of the 21st century.

Along the same lines, it has to be noted that learning English in Spanish-speaking contexts still faces significant challenges, particularly in the development of oral expression.

Despite its strategic value for international integration and professional development, the teaching of this language continues to be marked by approaches focused on grammar and translation, with few opportunities for students to use the language in real-life communication situations. As mentioned by Martínez (2020), in many regions of Colombia, difficulties in developing oral production in English are associated with lack of exposure to the language in real-life contexts and the absence of native speakers, which limits students' communicative functioning.

In Colombia, and particularly in the department of Huila, these difficulties are intensified by factors such as narrow access to resources, poor connections to English-speaking environments, and limited exposure to authentic communication practices, which directly impact the development of oral English skills. Although policies such as the National Bilingualism Program exist, their implementation faces considerable challenges in institutions like the Smart Minds English Club, where students in the selected sample present serious limitations when communicating orally in real-life situations. This circumstances highlights the need to design contextualized pedagogical activities that respond to the specific characteristics of the region and overcome structural and methodological barriers.

This research is justified by the limitations in English teaching in Colombia, especially in the above-mentioned department, where factors such as poor teacher training in communicative methodologies, a lack of contextualized resources, and restricted exposure to real-life interactions affect the development of oral production in A1 students. Although the National Bilingualism Program establishes clear guidelines, the implementation has been insufficient in territories, lacking adequate conditions for effective foreign language training. From this perspective, Céspedes (2021) points out that rural environments face multiple historical and

structural challenges that negatively impact educational quality, including the limited implementation of relevant language policies. In this sense, this research is relevant by proposing contextualized pedagogical activities that contribute to closing this gap and strengthening oral production in English from a situated and functional approach.

From a pedagogical perspective, it is also justified by its commitment to an innovative and active strategy based on contextual communicative interaction with native speakers, which transcends traditional English teaching practices. This approach fosters more meaningful and functional learning by promoting real-life communication situations, strengthening student motivation, and permitting that the language to be acquired through experience, rather than rote memorization. It also aligns with contemporary pedagogical approaches such as situated learning, the communicative approach, and task-based learning, which recognize the value of direct experience and social interaction in knowledge construction.

On a theoretical level, this study is based on approaches that consider social interaction and language use in real-life contexts as essential elements for the development of authentic communicative skills. The inclusion of native speakers in this framework broadens the student's zone of proximal development by providing real-life linguistic models that stimulate more natural language acquisition. Additionally, the implementation of innovative strategies in the pre-learning phase and interaction with tourists allows students to practice the language in real-life situations and benefit from direct cultural exchange.

In terms of its practical dimension, this research proposes a viable, adaptable, and replicable pedagogical alternative, especially in educational contexts with limited access to resources. The incorporation of technological tools to facilitate contact with native speakers makes it possible to overcome geographical barriers and offer enriching communicative

experiences, even in rural settings. In turn, the instruments employed, such as rubrics and reflective journals, provide concrete and systematic tools for evaluating the strategy's impact on oral production in English.

Completing these ideas, from a social and community perspective, this proposal gains relevance by contributing to closing educational gaps and promoting equity in access to quality language education. Through strengthening the English communication skills of students in areas with limited access to opportunities, increase chances for participation in academic, cultural, and work environments, boosting their social inclusion and local development. This research, therefore, not only seeks to transform classroom practices but also to project positive and sustainable impacts on the community by conceiving English as a tool for mobility, empowerment, and social transformation.

State of the Art

Understanding research advances in English language learning, especially in situated, diverse, and educational contexts, favors to frame this research within a solid and contextualized academic framework. This state-of-the-art review compiles recent studies that address key dimensions such as motivation, methodological strategies, the impact of technologies, oral performance, and attitudes toward English as a foreign language. Studies from different geographical levels, such as international, Latin American, national, and regional, are presented, thus allowing for a comparative and enriched analysis of the educational phenomenon from diverse realities. The relevant studies are presented below:

Internationally

One of the most relevant studies at the global level is by Cobeña et al., (2021), entitled *Active Methodologies in the Teaching-Learning Process of English in High School*, conducted in

a rural educational unit in the canton of Pichincha, Ecuador. This research aims to recognize how effective active methodologies are for learning English in high school students. The methodology is based on a qualitative approach, gathering information through classroom observation and interviews with both teachers and students. The results show that strategies such as project-based learning, collaborative work, and the use of digital tools increase student engagement, encourage active participation, and improve oral English production.

This study makes an important contribution to the ongoing thesis, as it demonstrates that active methodologies create a dynamic learning environment that promotes the development of communication skills. It also highlights the importance of adapting English language teaching to the specific characteristics of rural areas, which is a central focus of this research. The article also validates the possibility of achieving meaningful learning in environments with limited resources, provided that appropriate strategies are applied, taking into account the sociocultural environment.

For its part, the research carried out by Islas (2025), entitled Self-efficacy to improve oral English language skills in higher education students, demonstrates how the perception of self-efficacy influences the oral performance in English of university students. Using a mixed methodology that combines questionnaires with the evaluation of oral performance before and after a teaching intervention, it is evident that when students are confident in their ability to communicate effectively, they improve fluency, increase the confidence, and use the language more appropriately in both academic contexts and everyday situations.

The value of the previous study lies in the fact that it introduces the psychological component as a determining factor in English language learning, particularly in oral expression. For this thesis, this approach is relevant because it invites to consider not only the

communicative strategies that teachers implement, but also how these can impact students' self-perception of their linguistic ability. In this sense, self-efficacy becomes a key variable in educational processes that seek to strengthen the real and contextual use of English.

A third study, conducted by Rodríguez (2024), entitled *Motivation and English Language Learning in Secondary School Students at a School in San Miguel*, explores the relationship between motivation and English language learning in adolescents. The study uses a quantitative methodology with a correlational design, in which validated instruments are applied to measure different types of motivation (intrinsic and extrinsic) and performance in English. The findings confirm a strong positive correlation between high levels of motivation, a favorable attitude toward the language, and better academic results. This work is particularly relevant to the present research in the way that it confirms motivation is not only an emotional predisposition but also an essential condition for effective learning. In rural contexts or those with less exposure to English, fostering a positive attitude and reinforcing student motivation becomes an essential strategy for ensuring linguistic progress and sustained interest in the language.

In Latin America

In the Latin American context, researches show significant advances in the use of pedagogical strategies to improve the learning of English as a foreign language, especially among primary and secondary school students. These studies share an interest in identifying the factors that influence motivation, oral skills, attitude toward the language, and the impact of contextualized pedagogical support.

A relevant study, Cadavid (2025), titled *The impact of teaching strategies and situated pedagogical support on improving reading comprehension in primary school students*, published in the journal *Emergentes*. Although its focus is on reading comprehension, its educational

intervention methodology and qualitative process analysis can be extrapolated to English language learning. Through a quasi-experimental design with a control group and an experimental group, contextualized teaching strategies with situated pedagogical support are implemented. The results show notable improvements in motivation, participation, and interest in reading among students in the experimental group.

This work offers a valuable contribution to the ongoing thesis by demonstrating how teacher support based on a situated logic can transform not only academic results but also attitudes toward learning. This approach highlights the role of the teacher as an active mediator in the process, with the ability to adapt strategies to local realities, as is the case in rural environments where English is often perceived as a foreign or distant language.

Along the same line, the study by Mayuri et al., (2024), entitled *Impact of pedagogical strategies on higher education students*, published in the *Revista Tribunal* journal, analyzes the effects of methodologies such as gamification, case-based learning, and collaborative work in university education. The objective was to determine whether these strategies have a positive impact on critical thinking, the use of ICT, and active participation. Using a quantitative methodology with structured surveys, it was concluded that students not only improved their academic performance but also showed greater motivation and interest in the proposed activities.

The contribution of this study to the present research lies in the empirical validation of the positive impact that pedagogical strategies can have on student engagement and performance, even in complex areas such as English. Although its context is university-based, the methodological principles applied can be adapted to basic education, especially when seeking to foster communication skills in any type of academic setting with low exposure to the language.

Another notable study is Samperio & Toledo (2022), entitled Motivation, learning strategies, and time spent as factors influencing English language learning, published in the Nebrija Journal of Applied Linguistics. This study examines how intrinsic motivation, metacognitive strategies, and time spent studying English affect language learning. Using a correlational approach, it confirms a direct relationship between these three factors, indicating that the greater the motivation and use of strategies, the better the language performance.

The contribution of this work to the thesis stays in understanding the key variables that influence English language learning. In rural contexts such as Huila, where this research is set, understanding that not only teaching methods but also students' motivational and organizational conditions, such as the time they devote to learning, influence their performance, allows for the design of more realistic and effective pedagogical proposals.

Nationally (Colombia)

In Colombia, various studies have focused on how contextualized teaching strategies, teacher support, and motivation influence the learning of English as a foreign language, particularly among elementary and middle school students. These studies have explored both the methodological dimension and the attitudinal, social, and linguistic implications of teaching processes in different educational settings.

A key study for this research is the one proposed by Romero & Ruiz (2024), entitled The Impact of a Teaching Model Based on Learning Styles and Strategies on the English Communication Skills of Secondary School Students, published in Ciencia Latina, a multidisciplinary scientific journal. This quantitative research, with a quasi-experimental design, evaluates the effect of a personalized pedagogical model on the development of communicative

skills in English. The results show significant improvements in students' oral and written production, as well as an increase in their motivation and engagement with the subject.

The relevance of this study to the current thesis lies in its emphasis on personalizing the teaching process, a crucial aspect in contexts such as Huila, where social and cultural conditions require teaching adaptations that are sensitive to local learning styles. This approach contributes to the design of more inclusive and effective strategies for promoting oral proficiency in English.

For his part, Muñoz (2021), in his article *Motivation towards learning English in rural contexts and its impact on academic performance*, published in the *Revista Electrónica Entrevista Académica (REEA)*, analyzes the impact of intrinsic and extrinsic motivation on rural students in Sucre. Using a quantitative and descriptive methodology, it shows that motivation, especially extrinsic motivation, is closely related to academic performance in English. It also shows that the sociocultural environment directly influences attitudes toward the language, reinforcing the importance of understanding learning from a contextualized perspective.

This study reinforces the thesis by providing specific insight into how rural students' motivations determine their performance in English. Recognizing these variables benefit for the design of strategies that respond to the actual conditions of the population studied, transcending the homogeneous approaches that often do not fit the rural Colombian context.

Similarly, Padilla's (2023) work, named *Educational Gamification and its Impact on English Language Teaching and Learning*, examines the potential of this methodology to stimulate student motivation and participation. Through a systematic literature review, the author finds that elements such as rewards, points, and levels generate greater enthusiasm and willingness to learn, while promoting autonomy and improving overall performance in English. The value of this contribution to the present research lies in the proposal of innovative

methodologies that can be implemented in public institutions in Huila, even in conditions of not sufficient resources. Gamification represents a motivating and effective alternative to energize English classes and develop oral skills from a playful and accessible perspective.

Regionally (Huila)

In the department of Huila, research on learning English as a foreign language has begun to highlight the importance of contextualizing teaching methodologies and addressing the sociocultural particularities of rural environments. Although specific academic output is still limited, existing studies allow to recognize relevant trends in improving motivation, oral performance, and attitudes toward English in vulnerable educational contexts. In this context, there is growing interest in implementing active methodologies that promote motivation, meaningful learning, and the development of communication skills. These proposals, driven by rural and multigrade school experiences, seek to adapt innovative strategies to the conditions and needs of the context.

Mora's study (2024), entitled Motivation in English language learning through gamification among students at the Mundo Lingo Educational Institute in the city of Pitalito, Huila, was selected for its relevance. The main objective is to analyze how the use of gamification affects students' motivation to learn English. Using a qualitative and participatory methodology, sessions are designed with playful elements such as challenges, badges, and rewards. The results indicate a considerable increase in enthusiasm, participation, and willingness to learn the language, as well as an improvement in the retention of learned vocabulary. This work is relevant to the present thesis, as gamification can be an effective means of actively engaging students, even in contexts where English is often perceived as distant or

unhelpful. Furthermore, it highlights the role of motivation as a fundamental driver for promoting oral and communication processes in a foreign language.

Another notable study was conducted by Ardila & Montilla (2025), entitled *Strengthening English vocabulary learning through a gamified teaching sequence as a pedagogical strategy for multigrade students (4th and 5th grades) at IE Puerto Quinchana Sede Villa Fátima in San Agustín-Huila*. This study, with a qualitative approach, applies a teaching sequence based on challenges and playful dynamics adapted to children in multigrade groups. The results show more meaningful vocabulary learning, a better attitude towards English, and strengthened collaborative work among students. The importance of this proposal for current research lies in the feasibility of adapting active methodologies to different contexts where infrastructure and access are limited. The gamification approach not only facilitates learning but also contributes to a more participatory and positive classroom environment, key aspects for strengthening oral skills.

Finally, Anacona's study (2022), entitled *Motivation for learning English through the Total Physical Response method in students of the Mentas Brillantes English club in the municipality of San Agustín Huila*, implements the TPR (Total Physical Response) method with primary school students in an extracurricular setting, with the aim of generating interest in English through the connection between language and movement. Its basic principle is that language learning is facilitated when students listen to verbal instructions and respond with physical actions. To collect data, the study uses various instruments to evaluate the impact of the method, such as observation guides, checklists, evaluation rubrics, anecdotal records, questionnaires, and audio and video recordings. The findings show a substantial improvement in oral comprehension, as well as greater dynamism, spontaneity, and confidence when expressing

oneself in English. This study offers a valuable contribution to the thesis because show that methods such as TPR, which focus on physical action, promote oral comprehension and expression in the early stages of learning. It also highlights the value of experiential and contextualized learning, which are essential elements for strengthening English language teaching in rural areas of Huila.

Theoretical Foundations

This section presents the Theoretical and Conceptual Foundations that underpin the research, constructed from an interdisciplinary perspective that integrates contributions from applied linguistics, language pedagogy, learning psychology, and sociolinguistics. This section develops essential concepts such as communicative competence, understood as the ability to use language in real and meaningful contexts (Aguayo & Loor, 2020; Gómez et al., 2020); oral production, conceived as a concrete manifestation of students' linguistic and communicative development (Bobarín, 2021; Figueroa & Intriago, 2022); and situated learning, which highlights the direct influence of cultural and social context on foreign language acquisition (Campos & Umaña, 2022; Cuevas et al., 2023). Likewise, relevant background information on the use of verbal and nonverbal resources in oral interactions (Hidalgo, 2022), as well as methodological approaches that promote motivation and active participation, such as project-based learning (Cusme & Loor, 2023) and active methodologies applied to the development of oral skills (Cobeña & Moreno, 2021).

Institutional Framework

This study was conducted at the Smart Minds English Club, an educational institute located in the municipality of San Agustín, department of Huila, Colombia. Founded in 2021, this language teaching center emerged as a local initiative aimed at offering opportunities to learn English, especially for children, adolescents, and adults in the region, which find in this space a nearby, accessible, and high-quality alternative for developing communication skills in a foreign language. In the context of a community recognized nationally and internationally for its archaeological and cultural sites, the institute combines English language learning with local identity, tourism, and openness to new cultural and professional perspectives.

The Smart Minds English Club currently serves more than 80 students distributed between levels A1 and B2 of the Common European Framework of Reference for Languages (CEFR), in small groups that favor personalized attention. The educational offering covers school-age children, adolescents in the process of academic training, and adults interested in improving their language skills, whether for personal, professional, or educational reasons. This inclusive and flexible approach has allowed the institution to position itself as a relevant actor in strengthening bilingualism in the region.

The institutional mission is aimed at promoting meaningful learning of the English language through communicative, cultural, and intercultural experiences that enhance not only students' language skills, but also their critical thinking, personal confidence, and ability to function in a globalized world. This mission aligns with the current needs of a society that demands multilingual skills, adaptability, and cultural openness.

The institute's vision for 2030 is to consolidate its position as a local reference in language teaching, standing out for offering a warm, intercultural, and highly effective educational environment that contributes to the academic, cultural, and professional development of its students, as well as to the progress of the San Agustín community. This vision includes not only strengthening English as a foreign language, but also the possibility of expanding its coverage to other languages and fields of knowledge that support the internationalization of the municipality.

The institute's educational philosophy is based on the recognition of human potential for learning foreign languages, provided by the right conditions, such as stimulating, safe, humane environment adjusted with the students' reality. Learning a language is not just about memorizing rules, but about discovering new cultures, ways of thinking, and different ways of understanding

the world. Therefore, the teaching-learning process focuses on authentic communication, respect for cultural diversity, curiosity about the world, and experiential learning as a pedagogical principle.

In terms of methodology, the institution adheres to a communicative approach, complemented by elements of intercultural and experiential learning. Priority is given to the use of language in real contexts, both in everyday situations and in scenarios typical of local tourism. Classroom activities are complemented by educational outings, recreational events, guided tours, and conversational encounters with native English speakers that frequently visit the region. This direct interaction permit students to practice the language spontaneously, improve their fluency, and gain confidence in natural speaking contexts.

Similarly, the club's organizational structure prioritizes personalized teaching through small groups that allow for close supervision by the three teachers who make up the team. This decision responds to the desire to strengthen each student's individual skills, respecting their pace, learning styles, and communication needs. Classes are not limited to a lecture-style or teacher-centered dynamic, but rather promote collaboration, interaction, and constant oral practice, where mistakes are understood as a natural part of the language acquisition process.

To round out the institutional landscape, the Smart Minds English Club is not only a formal learning environment but also a sociocultural setting that fosters a transformation in attitudes toward the English language. This comprehensive approach makes the institute an ideal context for research on the communication strategies used by students in real interactions with native speakers. The combination of contextualized teaching, intercultural contact, experiential methodology, and personalized attention makes this institution a privileged space for analyzing communication processes in English as a foreign language in rural contexts, contributing to the

understanding of how the language is learned, used, and transformed in territories with high sociocultural diversity such as southern Huila.

Theoretical Framework

The theories that support this study facilitate to understand how English is learned in environments where interaction with native speakers is a real and everyday possibility, due to the municipality is visited by a large number of tourists to know about the touristic activities. In this sense, the study focuses on San Agustín, Huila, a municipality where interculturalism and foreign language teaching intersect as a key opportunity, based on approaches that value the practical use of language, motivation to learn, and communication as a social practice. To this end, various theoretical contributions are presented that show how interaction improves linguistic confidence, how the environment influences learning, and how teaching from experience and reflection can transform the educational process. These conceptual foundations help to interpret what happens in the classroom, based on proposals for actions that truly respond to the needs of students. The following theories are developed below:

Understanding Language Through Authentic Communicative Interaction

Learning a foreign language, especially at the beginner levels, is more meaningful and effective when it occurs in contexts of authentic interaction between speakers, aspects that can be analyzed from a communicative and task-based learning (TBLT) approach. It is in these real, purposeful, and meaningful exchanges that language ceases to be something abstract and becomes a living tool for communicating, understanding, and building relationships. Under these dynamics, language learning goes beyond memorizing grammar rules, taking on real meaning when students participate in genuine communicative situations. This perspective coincides with

approaches that value the use of language in social, functional, and meaningful scenarios, where experience and interaction play a central role in the learning process.

In this sense, Ramos (2025) asserts that oral fluency is enriched when students actively participate in real-life communication situations, where language becomes a useful tool for expressing, connecting with others, and functioning meaningfully within their environment. Based on the above, it is possible to affirm that learning experiences outside the classroom, such as role-playing and simulations, not only facilitate the practice of oral expression but also contribute to strengthening students' confidence in communicating spontaneously in the language. When analyzing regions such as Huila, where cultural and tourist scenarios provide real contexts for interaction, these strategies take on a much more special value, as they allow learning to take place in meaningful settings that are close to everyday life.

According to the above, the authenticity of the interactions mentioned enhances student motivation and facilitates language internalization. In their research proposal, Mohl et al., (2025) observe that the use of technology and teaching guidance to promote real communicative encounters with native speakers increases both performance and positive attitudes toward English. This position means that when students participate in real and meaningful interactions, especially with native speakers and supported by technology and teacher guidance, they feel more motivated and learn the language better, while also developing a more positive attitude toward English.

As for Ardila & Montilla (2025), they applied a gamification-mediated teaching sequence with 4th and 5th grade students at a rural school in San Agustín. The use of strategies that simulated real-life situations led to greater vocabulary acquisition and a more favorable attitude toward the use of English. Interaction was the main vehicle for students to construct meaning and

apply language purposefully, even at the most elementary levels. Based on this experience, it can be analyzed how the incorporation of contextualized strategies not only facilitates the acquisition of English vocabulary but also strengthens motivation and the functional use of the language, demonstrating that even at initial levels, students can communicate meaningfully when they feel like an active part of the process.

On the other hand, Arán (2021) argues that a positive attitude toward language is directly related to the degree of participation in real communicative interactions. When students find opportunities to speak, listen, and respond in non-simulated contexts, they develop intrinsic motivation that enhances learning. This statement supports the direct relationship between a positive attitude toward the language and participation in genuine communicative interactions, since by conversing, listening, and responding in authentic contexts, students become motivated and learn more autonomously, progressively, and naturally, giving the language real meaning as a communication tool.

In this vein, it brings the intercultural approach to the fore, where learning a second language takes on special relevance. Reyna & Martínez (2022) assert that the use of online intercultural exchange encourages the development of motivation, as well as transforming students' attitudes toward learning, due to the human and communicative value that each exchange acquires. Language ceases to be a structure and becomes an experience. In this sense, the intercultural approach highlights how learning a second language becomes more meaningful when it is based on real experiences of human exchange, such as virtual tandems, which strengthen motivation and transform the student's attitude by experiencing language as a tool for authentic connection.

Consequently, language comprehension, understood as the ability to interpret and construct meaning in different communicative contexts, is strengthened when it arises from real and meaningful interactions. Experience shows that this type of encounter not only promotes the development of language skills but also enriches the intercultural and social dimension of those who participate. In this way, creating spaces for authentic communication within the Smart Minds English Club not only represents an effective educational strategy but also reflects a different way of understanding foreign language learning, one that is more lively, more accessible, and connects the local with the global.

Figure 1

Sequential Spiral Diagram



Note. Figure 1 represents the dynamic, iterative process of developing oral competence in A1 students through authentic interaction. It shows the progressive accumulation of skills, beginning with Contextualized & Situated interaction and advancing through the use of Compensatory Strategies to the final Enhancement of Oral Competence. *Font.* Own design.

Significant Learning Based on Vivid Experiences in Real Contexts

In theory, learning is thought to have a deeper meaning when it is connected to experiences and occurs in contexts where knowledge becomes experience. Studies have shown that real and meaningful contexts allow students to understand content and internalize it more deeply. This educational vision is reinforced by methodological approaches based on action, interaction with the environment, and emotional connection with the learning process.

Along these lines, Paz et al., (2024) emphasize that teaching English in real-life settings enhances language comprehension based on everyday situations. When students use English outside the classroom in authentic communicative activities, learning becomes more meaningful and profound. This approach transforms language into a tool for genuine interaction, overcoming mechanical and decontextualized learning. This reaffirms the importance of promoting authentic communicative experiences in the teaching process, as they are linked to the central idea that learning becomes meaningful when it is rooted in real-life experiences and meaningful contexts.

It is worth highlighting how, in the educational experience addressed in the ongoing research, students at San Agustín have access to direct interactions with native speakers and tourist areas where English becomes a real communicative necessity. This model, focused on immersion and cultural contact, promotes experiential learning that provides students not only with vocabulary and grammatical structures, but also with tools to function confidently in a global environment.

Meanwhile, Olaya & Ahumada (2023) present interesting findings showing how anxiety in oral production is significantly reduced when activities take place in a familiar, empathetic, and real environment. For the authors, willingness to participate increases when students perceive the context not as a simulation, but as an authentic space that allows them to

experiment, make mistakes, and try again without fear. This means that anxiety when speaking English decreases when students participate in real and empathetic activities, a safe environment where learners can make mistakes without fear and learn through experience.

In a more specific context, Mora (2024) in Pitalito (Huila) demonstrated that the use of gamification as a strategy in real-life settings motivated students and facilitated the acquisition of basic English structures. Language proficiency did not arise from repetitive exercises, but rather from challenges embedded in playful activities that reflected the students' everyday lives. Learning arose from action, play, emotional connection, and the desire to participate actively. This shows that when learning is linked to play, emotion, and the student's daily life, language ceases to be a school obligation and becomes a meaningful and motivating experience.

Similarly, Anacona (2022), in San Agustín, in the same department, presented significant evidence on how the total physical response methodology applied to real contexts improves motivation and performance in English communication skills. Based on this, physical actions linked to words and expressions in the language generated meaningful and lasting associations in children. The physical experience, combined with the immediate environment, generated deep, multisensory learning. In this way, by integrating the body with language in real situations, children achieve more motivating, profound, and lasting English learning by experiencing the language through action and direct experience.

Another study conducted by Haro & Yépez (2023) defended an approach to teaching English based on connecting it to real life and issues that are meaningful to students. In the study, highlighted that learning is framed within authentic projects or meaningful situations, students not only acquire new knowledge, but also understand it and transfer it to their daily lives. In other words, it is a transformation of knowledge into meaningful action. From a personal

analysis, this teaching proposal is valuable because it transforms English learning into a meaningful experience by linking it to the student's real life and promoting the practical application of knowledge.

In turn, Cuevas & Carrillo (2023) provide a complementary perspective from learning situated in digital environments. Showing the content adapted to real contexts, even on virtual platforms, students develop greater autonomy, confidence, and willingness to use the language. The experiential component remains key, even when mediated by technology, when the dynamics of the context and the real needs of the student are respected. From this perspective, it is particularly interesting how this work shows that, even in digital environments, English language learning can remain meaningful and authentic when adapted to real contexts, strengthening student autonomy and confidence.

Rodríguez (2024) points out that students' motivation to learn English is strengthened by connecting it to real-life situations. Therefore, changes in attitude are evident when classroom content is related to personal experiences, interests, and future possibilities. On the other hand, Campos & Umaña (2022) delve into the importance of working on language from an intercultural and situated perspective. This determines that student participation in activities linked to their sociocultural environment promoted more genuine interactions, where language was a bridge to understanding their own and other cultures. Both positions agree that English learning is enriched when it connects with the student's reality, whether through personal experiences or their sociocultural context, promoting more genuine, motivated, and meaningful participation.

In this vein, the theory of meaningful learning based on real-life experiences suggests that knowledge acquires true meaning when it is constructed from situations close to the student's

reality, that is, when knowledge is linked to students' daily lives, emotions, interests, and specific needs. From this perspective, learning is not about accumulating isolated facts, but rather about establishing connections between new information and what is already part of the learner's world. This vision, inspired by constructivist and sociocultural approaches, maintains that learning is deepened when students actively participate, become emotionally involved, and find usefulness in what they learn. Therefore, real contexts not only motivate, but also allow for more lasting internalization of content by transforming knowledge into a meaningful experience that can be applied in various areas of personal, social, and academic life.

Social Construction of Knowledge in Linguistic Collaborative Environments

The social construction of knowledge in collaborative linguistic environments is based on the idea that learning is a collaborative issue, in spaces where language not only conveys information, but also creates bonds, awakens the senses, and enables the construction of knowledge. In the case of language learning, this perspective completely transforms the experience, because learning is no longer reduced to repeating structures or memorizing rules, but involves engaging in authentic communication experiences, exchanging thoughts, taking risks when expressing oneself, and learning from mistakes together with others. Consequently, learning a foreign language becomes a way of living and interacting in a community, understanding different ways of seeing the world, and using language as a living tool for relating to others. Thus, knowledge does not come from direct instruction, but from dialogue, listening, and shared experience that gives meaning to what is learned.

Within the framework of collaborative approaches to language teaching, interaction between native speakers and students at beginner levels, such as those proposed for level A1 at the Smart Minds English Club in San Agustín, Huila, provides fertile ground for the development

of authentic communicative practices. This dialogic relationship allows for the implementation of joint knowledge-building dynamics, in which language is not taught as a static structure, but is experienced as a tool for interacting, negotiating meanings, and functioning in real-life situations. In this way, the experience of the aforementioned English institute can be understood as a concrete manifestation of this approach, since direct contact with foreign speakers allows English to cease to be perceived solely as school content and become a means of active participation, in which students learn through the real use of the language, shared error, and joint reformulation of discourse.

From this perspective, Vygotsky's sociocultural theory of learning offers a valuable framework for understanding how more complex learning is not achieved in isolation, but rather through interaction with others. In other words, the Zone of Proximal Development (ZPD) describes that potential space where the student, accompanied by a more experienced interlocutor, can develop skills that learners have not yet mastered on their own. In language learning contexts, the native speaker plays a key role as a mediator, providing support or scaffolding that not only promotes oral production but also stimulates metalinguistic reflection processes that enrich language comprehension.

Gómez et al., (2020), as a contribution to the understanding of language learning from a socio-constructivist perspective, have stated that English learners use communicative strategies such as reformulation, paraphrasing, or the use of synonyms to overcome expressive obstacles during oral interaction. These actions do not emerge exclusively from direct instruction, but are shaped in response to the need to sustain exchange in real communicative contexts. Thus, language development manifests itself as a dialogical and collaborative process, in which meaning is continuously negotiated and reconstructed in authentic social situations.

As a contribution to the theoretical development of the communicative and collaborative approach to language teaching, Rivera et al., (2021) delve into the importance of designing pedagogical systems that integrate interaction as the central axis of the learning process. Their proposal is based on the idea that linguistic knowledge is not transmitted in a unidirectional manner, but is constructed collectively in spaces where language use is mediated by cooperation and active participation. Based on the implementation of a model based on communicative interaction, their findings show that oral skills are strengthened when students are placed in scenarios that require them to negotiate meanings, exchange ideas, and resolve real communicative situations. In this way, progress is made in consolidating a theory of language learning centered on the social practice of language, where interaction between peers and with the teacher is configured as the driving force behind the development of communicative skills.

In a contextual insight, the social construction of knowledge takes on special relevance in settings such as San Agustín, a municipality with an agricultural and tourist vocation, where opportunities for exposure to English are limited. In these settings, the use of natural spaces for interaction, such as encounters at tourist sites, represents an opportunity for students to apply their linguistic knowledge in authentic situations. In this sense, Ramos (2025) proposes methodologies that encourage oral participation to reduce anxiety and increase confidence, especially when applied in collaborative dynamics between peers. Thus, the idea that English learning is enhanced when linked to the immediate context and mediated by social interaction is consolidated.

Likewise, Rodríguez (2024) points out that changes in attitudes toward learning English are directly related to the motivation generated in environments where students feel supported and understood. This motivation does not arise from the content itself, but from the possibility of

sharing experiences, constructing meaning with others, and developing an identity as language learners. Motivation, in this sense, becomes a catalyst for the construction of knowledge in community.

On the other hand, collaborative learning allows mistakes to cease being individual failures and become collective opportunities for reflection. Considering the above, Ramos (2025) highlights the importance of formative correction and group work as strategies for improving oral expression. In these environments, students learn from their peers, help each other, and negotiate meanings to achieve effective communication. In light of this, the collaborative approach reframes error as a shared learning opportunity, where formative correction and group work strengthen oral expression by promoting reflection and the negotiation of meanings.

Research such as that conducted by Mora (2024) and Anacona (2022) agrees that strategies such as gamification and the total physical approach not only make the teaching process more dynamic and entertaining, but also help to create collaborative environments where students practice English together, learn from each other, and feel like an active part of the process. These approaches, by encouraging active participation, play, and movement, foster a shared language experience that goes beyond individual memorization. In other words, it can be reaffirmed that group activities, playful dynamics, and interaction with others facilitate the construction of knowledge, allowing learning to cease to be a solitary task and become a shared experience.

Also in digital environments, Cuevas & Carrillo (2023) highlight how collaboration between students and working with real-life situations makes language learning more meaningful and profound. In light of this, interaction, although mediated by technology, retains its essence of social construction, provided that the authentic and functional nature of the language used is

preserved. Thus, it is evident that it is not the medium that determines the effectiveness of learning, but rather the nature of the interactions that are fostered. This suggests that the true driver of learning does not lie in the tool used, but rather in the quality of the communicative links that are generated, where each interaction becomes an opportunity for the construction of linguistic knowledge.

The theory of the social construction of knowledge in collaborative linguistic environments argues that language learning is significantly enriched when it occurs in contexts of authentic interaction, where language is not limited to conveying information, but becomes a living tool for constructing meaning, establishing connections, and transforming the experience of learning. This perspective, influenced by Vygotsky's sociocultural theory, posits that knowledge is not acquired individually or passively, but emerges from dialogue, cooperation, and active participation in real situations. In this framework, error is reframed as an essential part of the process, emotions and motivation are linked to shared experience, and language is learned by living it. Therefore, whether in physical or digital environments, formal or informal, the key to effective learning lies in the quality of interactions, the authenticity of language use, and the possibility of building situated and meaningful knowledge together.

Motivation as a Driver of Second Language Learning

Second language learning is truly activated when students feel a genuine desire to communicate and be part of a community, beyond formal language instruction. This motivational energy that drives second language learning is sustained by psychosocial and contextual factors, such as authentic interaction with other speakers, social recognition, perceived competence, and the pragmatic functionality of language as a tool for communication and access to the world. In other words, in emotionally safe and socially stimulating learning contexts, the student's intrinsic

motivation is activated, transforming second language learning into a meaningful process. Taking this into account, each term learned takes on meaning when linked to an authentic need for communication and connection. In this way, the drive to learn does not reside solely in the academic structure, but in the affective and relational dimension of the learner.

At this point in the development of the present theory, it should be noted that the reasons that lead a student to learn a foreign language vary according to the environment in which they are educated. Even with effective methodologies and adequate resources, foreign language learning is unlikely to thrive if there is no internal or stimulated drive to keep the student engaged; that is, without motivation, the process tends to lose direction, consistency, and meaning. This internal or induced drive that guides, activates, and sustains the learner's effort has been considered the engine that defines not only the beginning of the language acquisition process, but also its persistence and success. It is precisely in this emotional and intellectual energy that the ability to face the natural difficulties of the process and maintain commitment even in adverse contexts is rooted.

Rodríguez (2024) shows that, among secondary school students in San Miguel, a positive attitude toward English became a key factor in encouraging active participation in the classroom, reinforcing the idea that motivation not only predisposes students to learning but also sustains their involvement throughout the process. It also demonstrates that when students feel motivated, they develop a favorable attitude that directly affects their oral performance. This finding is in line with Gardner's theory of integrative motivation, in which interest in approaching the culture associated with the target language is an essential component of successful language acquisition.

Continuing on from the above, motivation is not a uniform phenomenon. It manifests itself in different ways depending on the pedagogical approach implemented. According to Mora

(2024), empirical evidence gathered from experiences with primary school students allows to profile gamification as an effective catalyst for motivation in English language learning. Its ability to integrate challenges, symbolic rewards, and playful dynamics creates an emotionally positive environment in which attendance improves, participation increases, and language use becomes more spontaneous. Therefore, when classroom conditions encourage play, shared challenges, and symbolic recognition, what initially motivates from the outside, such as earning a point or receiving praise, can be transformed into something much deeper, namely a desire to learn. What begins as extrinsic motivation, with time and the right support, becomes a personal commitment to the language, sustained not by obligation, but by the pleasure of using and discovering it.

Islas (2025) highlights the fundamental role of self-efficacy as an element that enhances motivation in learning English, showing that university students who are confident in their ability to express themselves in this language participate more frequently and actively seek opportunities to practice. This perception of competence does not arise immediately, but is built on cumulative achievements, meaningful feedback, and successful experiences in contexts of authentic interaction. Thus, her analysis allows to understand that motivation and confidence not only reinforce each other, but also evolve through specific processes experienced in the classroom, where each advance, no matter how small, contributes to strengthening a more autonomous and sustained commitment to the foreign language.

On the other hand, Anacona (2022) argues that motivation in learning English can be activated when students are fully engaged, combining movement, emotion, and play as part of the educational process. By implementing the Total Physical Response method in his research, it was observed how movement becomes a natural channel for oral expression, generating

enthusiasm and spontaneous participation. This connection between body and language demonstrates that the desire to learn is not limited to rational processes, but also arises from the sensory, emotional, and playful enjoyment offered by active pedagogy.

At this point in the development of the theory, it can be said that motivation is the vital force that drives, guides, and sustains second language learning, functioning as the engine that transforms effort into commitment and knowledge into meaningful experience. It is not just an initial impulse, but a complex construct that is fueled by emotional, social, contextual, and pedagogical factors. For this reason, the experiences studied show that motivation is strengthened when students feel valued, competent, and emotionally connected to the process. Whether through play, movement, self-efficacy, or the desire to belong to a community, learning English makes sense when it responds to an authentic need to communicate and participate.

Appropriate Use of Language According to Context and Communicative Competence

Knowing how to use a language with meaning and efficacy is, above all, what really defines speaking it well; far beyond memorizing grammar rules or accumulating vocabulary. Mastering a language does not only mean speaking it correctly, but also knowing how to navigate each conversation with efficacy, choosing the right words, adopting the right tone, and genuinely connecting with the other person. It is a skill that goes beyond language, because it also involves understanding the environment, reading emotions, and building meaning together that respects the cultural and social diversity of each encounter.

Communicative competence is a dynamic phenomenon that is built through interaction. From this perspective, Aguayo & Llor (2020) indicate how this competence is encouraged by various skills such as the appropriate use of language, discourse organization, knowledge of social norms, and the use of strategies, all working together to enable fluid communication

adapted to the context. This representation understands language as something dynamic, which changes and adapts according to the situations in which it is used.

In this context, Bobarin (2021) argues that the fluency, appropriateness, and coherence of the message reflect the student's actual competence. Based on this, speaking a language involves a dynamic decision-making process in which the speaker, as an active agent, continuously interprets the conditions of the communicative context. This discursive construction is based on the ability to adjust language in its forms and meanings according to the purpose, the interlocutor, and the situational coordinates, which demonstrates a communicative competence in constant negotiation and adaptation.

From a pragmatic perspective, Heras (2025) analyzes how language use in secondary school should include the component of cultural appropriateness. The author demonstrates that many misunderstandings are due not to linguistic errors but to misinterpretations of the communicative context. Teaching pragmatics not only improves communication but also prevents interaction failures that can be more significant than any grammatical error. The author's approach is relevant, as it shows how language teaching in secondary school should not be limited to grammar, but should also incorporate pragmatics and cultural appropriateness. In this way, speakers are trained to accurately interpret communicative contexts, avoiding misunderstandings and promoting more effective and meaningful interaction.

Along the same lines, Figueroa & Intriago (2022) emphasize that teaching a language cannot be separated from the actual use of the language. They propose including oral strategies that allow students to practice different ways of speaking according to each situation. The key is not only what to say, but also how to say it, when to say it, and for what purpose, cultivating authentic and conscious communication. In this way, the classroom becomes a space where

students not only learn to express themselves, but also to interpret and adapt to the multiple dynamics of everyday communication.

Curriculum design also plays an important role in developing this skill. Under this approach, Alonso et al.,(2022) argue that the rigidity of some academic programs prevents students from developing the communicative flexibility necessary to adapt to diverse environments. They therefore propose a more open, project-based curriculum that connects learning with real-life communication situations. This approach allows to reflect on how a flexible curriculum connected to the communicative reality of the student not only promotes meaningful learning but also enhances more authentic and functional communicative competence.

Interaction with native speakers also provides fertile ground for the development of communicative competence. In this regard, Lucena and Salvador (2024) explain how this type of exchange promotes the acquisition of adaptive strategies by requiring students to constantly negotiate meaning and respond to unexpected situations. It is in this process that students learn to use the language effectively in real-life situations. This dynamic shows that communicative competence is not acquired in isolation, but is actively constructed in the living experience of dialogue, where the use of language becomes functional, flexible, and meaningful.

In this order of ideas, teacher training appears to be another key element in this construction. Based on this, Sirlopú et al., (2023) estimate that teachers must be aware of the importance of teaching language beyond its structure. Training competent speakers requires providing spaces where both communicative successes and the ability to correct oneself, reformulate, and understand others are valued. This implies teaching that is sensitive to both the social and linguistic context. This approach reveals that truly effective language teaching

depends on the teacher's ability to foster communicative competence that values real interaction, self-regulation, and empathy as essential components of learning.

Thus, the theory of appropriate language use according to context and communicative competence is based on the idea that speaking a language well involves much more than mastering grammar or vocabulary, insofar as it requires knowing how to adapt to each communicative situation with sensitivity, purpose, and awareness of the environment. This competence integrates skills such as fluency, coherence, cultural appropriateness, and the ability to interpret and respond to context. Therefore, teaching a language requires practices that promote real interaction, self-regulation, empathy, and discursive flexibility, training speakers to communicate effectively, meaningfully, and respectfully in a variety of settings.

Interculturality and Language Training in Global Settings

The theory of interculturality and language training in global settings suggests that learning a foreign language also involves learning to inhabit other cultural worlds. In other words, it is understood as a formative process in which language teaching is conceived as a space for dialogue between cultures, beyond the technical mastery of the language. In a world where communication barriers are becoming increasingly blurred, training competent speakers requires developing in them an intercultural awareness that allows them to recognize, respect, and engage in dialogue with otherness. As a result, the language classroom takes on a relational character, in which not only communication skills are developed, but also the sensitivity necessary to connect different cultural worlds and generate mutual understanding.

The explicit incorporation of cultural elements in English language teaching strengthens not only verbal fluency but also the student's ability to act with sensitivity in diverse communicative contexts. In line with this, Lira (2021) considers that the use of oral strategies

accompanied by resources with an intercultural focus promotes more spontaneous and flexible speech. For their part, Gómez et al., (2022) argue that real-life communication scenarios stimulate learners to use the language for authentic purposes, thus developing a competence that goes beyond the linguistic. This approach allows us to understand that language becomes a tool for cultural interaction, rather than a simple structural code. In this sense, integrating cultural dimensions enhances the speaker's overall education.

On the other hand, Martínez (2020) argues that when the communicative approach is developed within educational experiences involving intercultural contact, teaching English ceases to be a technical exercise and becomes a formative experience. Through interaction with native speakers or the use of authentic materials, students not only learn what is said, but also why it is said and in what context. This shows that language learning is enriched when contextualized, as it allows students to understand the internal logic of discourse from a pragmatic and cultural perspective.

Following these ideas, it should be noted that when students are involved in projects that simulate real-world contexts, language ceases to be a list of rules and vocabulary and becomes a living tool for interaction. From this perspective, Cusme & Loor (2023) reaffirm how Project-Based Learning (PBL) strengthens oral production in English by connecting the linguistic with the cultural. These methodologies, centered on authentic experiences, not only motivate students but also promote a deeper and more meaningful understanding of the language, rooted in global contexts. The analysis reveals that experiential learning enhances retention and real-world use of the language, generating lasting and functional learning that is appropriate to the demands of the environment.

Today, thanks to Information and Communication Technologies (ICT), learning a language can also mean opening a window to the world. From this point of view, Valero (2021) believes that ICTs not only promote student autonomy, but also bring them closer to different ways of living, speaking, and thinking. In this way, the classroom is no longer limited to four walls, but rather becomes a space connected to diverse cultural realities that enrich the learning process and broaden the understanding of language as a social phenomenon. A transformation of the traditional classroom, which, when digitized, becomes an environment of cultural immersion and constant interaction, favoring contextual and diverse learning.

It is also necessary to look inward, affirming that interculturality does not only occur when crossing a border, but also when recognizing diversity within one's own country. In this sense, Céspedes (2021) points out that the armed conflict in Colombia left deep scars on rural education, where cultural differences demand pedagogical responses that are sensitive to the context. Teaching in these territories involves understanding other ways of seeing the world and opening spaces for those voices to also speak the language from their reality. This allows to recognize that language training must be adapted to the territory and local cultural particularities, offering responses that validate the multiple identities present in the classroom.

From a critical perspective, Moure (2021) questions how, in many cases, language teaching has overlooked experiences, voices, and realities linked to gender and diversity. For her, language is not neutral: rather, it is reproduced in the context of power structures that often go unnoticed in the classroom. Therefore, talking about interculturality also implies that educators review their own ways of naming the world, identify the biases that run through them, and create spaces for more fair and inclusive communication. Based on this, the analysis highlights the need

for critical awareness in teaching processes, where language is also a tool for making inequalities visible and transforming them.

At the same time, Aldana (2022) shows that studying organizational culture optimizes communication processes in university settings and, in turn, provides methodological references that can be transferred to the field of language teaching. Her research demonstrates that understanding the cultural dynamics within an institution allows for the design of more effective communication strategies, reminding that culture is not an add-on, but rather the very foundation of all meaningful interaction. This approach permit to reflect on the importance of adapting pedagogical practices to the institutional values and organizational cultures that shape educational processes.

On the other hand, Gaviño (2021), in exploring linguistic disputes in the Spanish press of the 19th century, demonstrates that all discourse is determined by its historical and cultural context. Although his study does not directly address the teaching of English, it offers a key lesson: teaching languages also involves training critical readers capable of interpreting texts beyond the literal, connecting words with the realities that produce them. Here, the need to integrate critical reading as an essential part of language learning is identified, in order to foster a deep understanding of the discursive context in students.

The observation work reflected in the analysis of the film *La lengua de las mariposas* shows that gestures, postures, and silences are essential elements of communication. In intercultural contexts, where misunderstandings often arise from misinterpretations of nonverbal cues, this perspective takes on particular relevance. Language training, therefore, requires integrating the teaching of paralinguistic skills, such as reading body language, in order to

broaden communicative competence toward a deeper, more empathetic, and situated understanding of the other (Hidalgo, 2022).

Native Speakers as a Key to Learning English with Confidence

In the municipality of San Agustín, department of Huila, Colombia, Smart Minds English Club has identified tourism as a key opportunity to strengthen English language learning. This educational institute, located in an area renowned for its cultural and archaeological wealth, takes advantage of the constant flow of international visitors to promote real-life communication scenarios. Through interacting with tourists, club students experience authentic use of the language, which increases their communicative confidence. In this context, English is not an isolated subject and becomes a functional tool for cultural mediation and meaningful exchange. In this way, local tourism not only contributes to the economic growth of the region but also becomes a valuable educational resource that enhances students' linguistic and cultural training.

In this regard, it can be said that the development of communicative confidence in immersion contexts does not depend solely on exposure to the language, but also on the emotional connection established with the language. Continuing with this idea, Muñoz & Pérez (2023) argue that personal motivation directly affects academic performance in a foreign language, highlighting that interaction with native speakers promotes not only linguistic accuracy, but also an emotional connection that strengthens student engagement. This emotional dimension transforms learning into a meaningful experience, where language becomes a means of personal and social expression.

From a sociolinguistic perspective, Moure (2021) observes the need to consider how social structures, such as gender and power, affect communicative experiences. This author insists that language is not neutral and that, in interaction with native speakers, especially when

they come from diverse cultural backgrounds, it is essential to make visible the diversity of voices and communicative styles. This implies that contact with native speakers must be pedagogically mediated to avoid reinforcing stereotypes or unequal relationships, and to cultivate in students a critical and pluralistic view of the real uses of language.

According to this, the oral dimension, which is sensitive to social judgment, also requires teaching environments that reduce the fear of making mistakes. The strategies proposed by Muñoz et al., (2011) highlight the importance of establishing safe spaces for dialogue that promote active student participation, allowing them to express themselves freely and confidently, without fear of being corrected in a punitive manner. This analysis highlights that the presence of a native speaker can be an opportunity or a threat, depending on whether it is managed from an affective pedagogy that values error as a natural part of the process and not as a failure.

Meanwhile, Rincón (2024) proposes role play as an effective tool for simulating real communication situations, facilitating both the internalization of grammatical structures and the development of emotional skills. Through this practice, students can project themselves into everyday scenarios and gain confidence when faced with spontaneous situations similar to those they would experience in interactions with native speakers. Here it is evident that contact with native speakers should not be improvised or occasional, but should be prepared through prior simulations that develop in students not only linguistic skills, but also affective and social dispositions to communicate effectively.

Similarly, Miranda (2021) highlights the importance of developing metalinguistic awareness that allows students to reflect on their use of language. This cognitive ability not only improves linguistic performance but also increases the perception of communicative self-efficacy. In the context of interaction with native speakers, this reflection becomes key, as it

allows students to actively position themselves, understand the nuances of discourse, and adjust their speech critically and autonomously.

To close, interaction with native speakers has established itself as a fundamental pedagogical resource for meaningful English learning, especially when is oriented toward strengthening communicative confidence. This theory holds that authentic contact with natural users of the language allows students to experience the language in real contexts, moving away from a purely grammatical or rote approach. Instead of learning decontextualized structures, students engage in dynamic communicative situations where language becomes a functional tool for intercultural interaction. This direct exposure promotes not only greater linguistic fluency and accuracy, but also an emotional connection to the language that increases motivation, confidence, and personal commitment to the learning process. However, this contact requires sensitive pedagogical mediation that prepares students emotionally and linguistically through safe environments, simulated strategies, and technological resources that expand the possibilities for immersion.

Conceptual Framework

This conceptual framework offers a theoretical approach to the analysis of communication strategies used in interactions between A1-level English learners and native speakers in a rural educational context. This space seeks to define and relate key concepts such as communicative competence, conversational interaction, oral communication, motivation, intercultural understanding, and situated learning, among others, from a contemporary and interdisciplinary perspective. Contributions from contemporary authors enable to understand how linguistic, cognitive, sociocultural, and pedagogical elements converge in the development

of effective use of English as a foreign language, especially in settings where contact with native speakers represents a privileged opportunity to strengthen communicative skills.

Communicative Competence

Communicative competence is a speaker's ability to interact effectively in different contexts, not only by mastering grammar, but also by understanding the sociolinguistic and discursive norms that govern language use. According to Ramírez (2021), language should be understood as a social device with political and cultural meanings, which means that mastering it goes beyond the technical aspect. This view links language with the construction of meaning, especially in educational contexts where students learn to be citizens.

In the context of this study, communicative competence takes center stage because it allows for a holistic assessment of A1 students' skills when interacting with native speakers. It is not just a matter of producing correct sentences, but of engaging in an exchange that requires understanding turns of speech, communicative intentions, cultural references, and nonverbal reactions. This justifies the observation of authentic conversations as a setting for assessing progress.

Oral Production

Oral production is the process by which students express their ideas in spoken form in a foreign language. According to the above, Cepeda et al., (2023) consider that strengthening this skill in A1 students requires the design of authentic scenarios, functional materials, and strategic mediations that build confidence. This production is related to cognitive, affective, and social processes that interact when speaking in a different language.

For this work, oral production is a measurable indicator of the impact of communication strategies. Exposure to native speakers creates a challenging but enriching environment for these

students, learning to organize their ideas, deal with mistakes, and use resources to make themselves understood. Its analysis allows to understand the real evolution of learning beyond written tests.

Compensatory Strategies

Basically are resources that speakers use to overcome linguistic limitations when communicating. Therefore, Paredes (2023) defines them as cognitive and functional mechanisms that allow interaction to continue, even when language proficiency is insufficient. These strategies include gestures, paraphrasing, pauses, or the use of synonyms and examples. This concept is essential in this thesis because it allows to identify how A1-level students manage to hold conversations with native speakers. Analyzing these strategies provides key information about learners' linguistic creativity, their levels of autonomy, and their ability to face real communicative situations without getting stuck.

Conversational Interaction

Conversational interaction refers to the dynamic process of verbal exchange between two or more speakers. In this regard, Romero (2012) argues that language should be approached as a social practice and not as an isolated code. In conversation, spontaneous elements such as interruptions, reformulations, turn-taking, and verbal support emerge, constituting the living essence of language. This research analyzes these interactions as significant events in which the communicative strategies under study are manifested. Observing how conversation develops between students and native speakers allows to understand the level of adaptation and flexibility of learners, as well as their ways of managing communicative tensions.

Linguistic Autonomy

Linguistic autonomy is the student's ability to make conscious decisions about their learning and use of the language. In this sense, ICT can enhance this autonomy, allowing students to explore content, practice the language, and self-assess. It is a process that involves motivation, reflection, and regulation (Valero, 2021). In the present study, linguistic autonomy is considered a potential outcome of the use of communicative strategies. When students engage in real conversations with native speakers, they develop greater confidence to act independently, speak up, and resolve their doubts, which strengthens their learning process.

Contextualized Learning

Contextualizing learning involves linking school content to the student's environment and reality. Vásquez (2020) emphasizes that teaching English in rural areas requires starting from the cultural and social contexts of the place. Language makes sense when it is learned based on real needs. For this work, conversations with native speakers take place in meaningful settings in the municipality of San Agustín, which promotes the connection between what is learned and what is experienced.

Intercultural Understanding

Intercultural understanding refers to the ability to interpret, respect, and engage in dialogue with people from different cultural backgrounds. In line with this, Taylor (2022) argues that linguistic and historical diversity should be integrated as a value in teaching, as it forms part of the fabric that shapes the social use of language. A relevant contribution to learning English with native speakers is the possibility of creating spaces for cultural exchange where contrasts, curiosities, and negotiations of meaning arise. In these scenarios, students not only practice the language, but also develop skills to interpret and adapt to different forms of communication. This

ability to recognize and respond to cultural and linguistic differences reflects the strengthening of intercultural communicative competence, which is essential in real contexts of interaction.

Linguistic Diversity

Linguistic diversity is recognized as the coexistence of multiple ways of speaking and understanding the world. The variation of discourse according to context and the adaptation of communication strategies are key resources for teaching English in an authentic and meaningful way (Torres, 2022). A significant contribution to English language learning is the opportunity to observe how students deal with linguistic diversity in real-life interactions, which includes exposure to different accents, idiomatic expressions, and levels of formality. Such experiences reveal not only an understanding of the language in its many variants, but also the speaker's ability to adjust their linguistic resources according to the interlocutor and context, thereby strengthening their communicative competence.

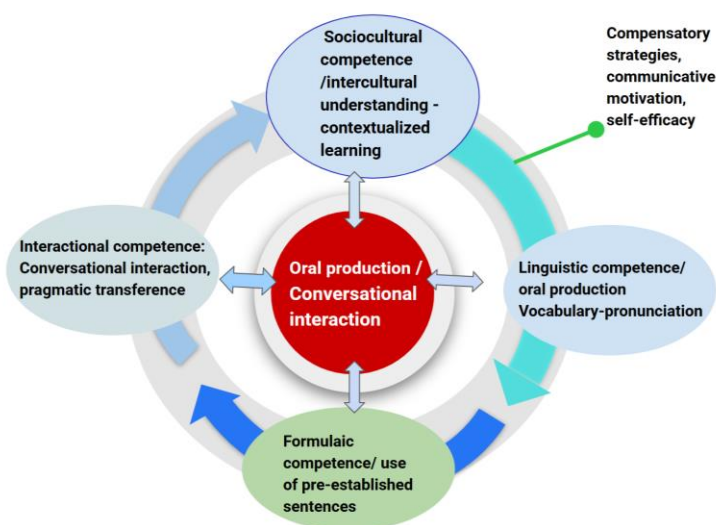
Communicative Motivation

Communicative motivation is the student's internal willingness to actively participate in using the language. Muñoz & Pérez (2023) argue that there is a direct relationship between motivation and academic performance in English; furthermore, this motivation increases when learning is approached in a meaningful and challenging way. A fundamental contribution to the analysis of English language learning is recognizing how certain interaction scenarios encourage active student participation, prompting them to take communicative risks and value their own progress. Exploring these types of dynamics allows for a better understanding of the effectiveness of the strategies employed, especially when they spark interest, confidence, and a sense of achievement in learners.

On the whole, in figure 2, presents a synthesis of the overall conceptual framework that support this research study, following the ideas of Celce-Murcia's (2007) model of communicative competence. Presenting the multifaceted nature of oral production and conversational interaction, underlighting the several competencies that contribute to effective communication.

Figure 2

Conceptual Framework of Oral Production and Conversational Interaction



Note. The figure shows the interconnected components essential for successful oral production and conversational interaction. This central element is supported and influenced through four key competencies: Sociocultural competence/intercultural understanding, Interactional competence, Linguistic competence/oral production, and Formulaic competence (use of pre-established sentences). The arrows indicate the dynamic relationships among these competencies, demonstrating how they mutually influence and reinforce each other. Additionally, compensatory strategies, communicative motivation, and self-efficacy are depicted as external factors that enhance linguistic competence. Adapted from Celce-Murcia, (2007) *Communicative Competence Model*.

Legal Framework

The teaching of English as a foreign language in Colombia has been promoted by educational legislation as a strategic tool for the integration of citizens into globalized contexts. Article 67 of the Political Constitution of Colombia (1991) establishes education as a fundamental right and essential public service, aimed at the comprehensive training of Colombians. Such education must include skills that enable the active exercise of citizenship in increasingly interconnected and multilingual environments, as represented by communicative proficiency in English. This constitutional basis justifies the incorporation of language programs that promote real interactions with native speakers, in line with the purpose of this research.

The Ley General de la Educación (1994) introduces essential elements for the development of communication skills in foreign languages, recognizing that one of the purposes of education is the acquisition and generation of scientific, technical, humanistic, historical, social, and aesthetic knowledge through teaching, research, and social outreach. The law establishes the compulsory teaching of a foreign language at all school levels, starting with basic education, which justifies the interest in evaluating the communication strategies used by A1-level students when interacting with native speakers in educational institutions specializing in languages, such as San Agustín.

Similarly, the decreto 3870 (2006) establishes the National Bilingualism Program (PNB) with the aim of improving the quality of English language teaching in Colombia. This program adopts the Common European Framework of Reference for Languages (CEFR) as the official standard for measuring student progress. The CEFR defines level A1 as a starting point where students can understand and employ everyday expressions that are frequently used. A central contribution to the study of English language learning is the analysis of strategies that enable

students at initial levels to sustain basic but effective interactions with native speakers. This type of approach aligns with the principles of communicative language teaching, valuing not only linguistic correctness but also the functionality of language in real contexts.

Furthermore, Resolution 18583 (2017) reinforces the need to implement a curriculum that is aligned with the CEFR levels and promotes oral and written communication skills and intercultural understanding. Within this framework, the analysis of communication strategies in real interactions becomes a pedagogical action aligned with national policy. These strategies include reformulations, repetitions, controlled pauses, use of cognates, gestures, and lexical simplification, all of which are included in the suggested curriculum and communication practices.

The relevance of this study is also linked to Law 1651 of (2013), known as the Bilingualism Law, which states that the MEN guarantees real opportunities for students to learn a foreign language under conditions of equity, efficiency, and relevance. In this sense, interaction with native speakers in real conversation scenarios is a highly effective practice, recognized by public policies, for consolidating communicative learning, especially in rural and tourist regions that have historically been excluded from high-quality language programs.

On the other hand, Law 1804 of (2016) on comprehensive early childhood development recognizes the importance of language as a fundamental tool for thought and social interaction. Although this law focuses on the early stages of development, its formative purpose extends to later levels of education, reinforcing the need for programs that stimulate the development of communication skills from a broad and inclusive perspective. Article 10 of the Constitution also recognizes the multicultural and multilingual nature of Colombia, promoting respect for linguistic diversity.

Methodological Design

This section analyzes the role that English speakers' interactions play in strengthening communicative competence in English, with a special focus on their impact on the confidence of A1-level students. It examines the dynamics of interaction between learners and native speakers and describes how these experiences contribute to the development of linguistic, pragmatic, and socio-emotional skills. In addition, it identifies the teaching strategies that facilitate these encounters and argues why contact with the language in authentic contexts promotes meaningful learning.

Research Approach

This research takes a qualitative approach, which is appropriate for understanding in depth the communicative experiences of A1-level students during their interactions with native speakers. Through this approach, it is possible to examine how language skills develop in real contexts, in which language is used as a tool for cultural mediation. These authentic interactions encourage active student participation, promote risk-taking, and strengthen self-confidence. According to Piña (2023), the qualitative approach is characterized by interpreting the meanings and experiences of subjects in their social contexts, allowing for an understanding of reality from an intersubjective and contextualized perspective. Along the same lines, Valle et al., (2022) affirm that descriptive research with a qualitative approach in education focuses on reflexively inquiring into educational reality from the student's perspective, interpreting their experiences and findings in light of conceptual and theoretical frameworks.

According to the above, the qualitative approach allows to interpret the strategies that emerge in these interactions, as well as the processes of negotiating meaning and resolving communication failures. It is based on the premise that students, even with a basic knowledge of

the language, are competent to engage in functional exchanges in appropriate educational settings. Rincón (2024) emphasizes that the use of role play and other simulation dynamics prepares students to face real communicative situations with greater confidence, which favors situated and meaningful learning. In this sense, the qualitative approach allows to understand how students, even with a basic command of the language, develop functional communication skills through emerging strategies in real interactions, in which the negotiation of meaning and the resolution of errors become evidence of learning.

Research Design

The design of this research is framed within a descriptive ethnographic approach, as it allows for the observation and analysis of the communicative practices of A1 students in real scenarios of interaction with native speakers. According to Maturana & Garzón (2015), the ethnographic method, when applied in educational contexts, provides a methodological approach that allows the researcher to live and participate in the school environment, thus facilitating a close and detailed understanding of communicative processes, seen from the direct experience of those who participate in them. This perspective allows to identify how students face language barriers, negotiate meanings, and adapt their communication strategies spontaneously and contextually.

In conducting this study, ethnographic techniques were applied, such as participant observation, recording spontaneous conversations, and semi-structured interviews. These tools allow for the collection of meaningful qualitative information about how students use English, including gestures, repetitions, pauses, and linguistic adjustments they use to sustain interaction. In this regard, Velazquez & Méndez (2023) affirm that ethnographic techniques include participant observation, open interviews, field diaries, and recording everyday interactions, as

these concede for an understanding of social phenomena from the perspective of the actors involved and within their natural context.

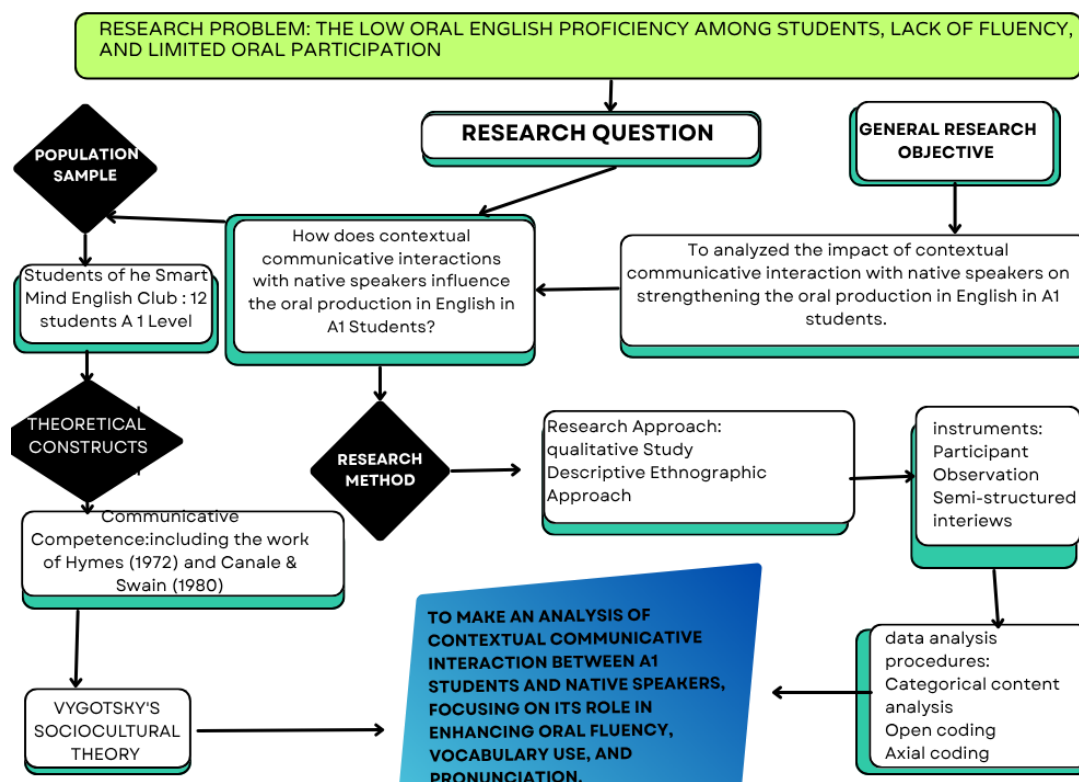
The value of ethnographic design consists on its ability to capture the phenomenon from a holistic and contextual perspective. Therefore, priority was given to the situated analysis of individual and collaborative experiences, without reducing them to statistical data. Under this approach, Fernández et al., (2021) argue that ethnographic design is characterized for the prolonged immersion of the researcher in the study context, with the aim of gaining an in-depth understanding of the practices, meanings, and experiences of the participants from their own perspective. This perception allows to affirm that ethnographic design enables a deep understanding of communicative experiences focusing on a holistic and situated vision that recognizes the practices, meanings, and experiences of participants from their own perspective, without reducing them to mere quantifiable data.

In articulation with the ethnographic approach, this study incorporates principles of action research, understood as a transformative practice that links observation with pedagogical intervention. From this perspective, it is recognized that the researcher does not act as an external agent, but as an active part of the educational process, promoting joint reflections that mediate for the reorientation of communicative practices within the classroom. In line with the above, Mancila & Lardoyet (2023) argue that collaborative projects between universities and local communities, based on educational action research, enable the construction of situated, critical knowledge oriented towards social change. In this research, this perspective translates into a commitment to improving communicative interactions between A1 students and native speakers, fostering more inclusive, authentic, and meaningful scenarios for learning English. The approach adopted in this research allows to analyze how improving communicative interactions between

A1 students and native speakers not only responds to linguistic objectives but also reflects an inclusive and contextualized pedagogical practice.

Figure 3

Schematic Representation of the Overall Research Methodology and Theoretical Framework



Note. the figure illustrates the integrated methodological design adopted for this study framed in a Qualitative Approach and a Descriptive Ethnographic orientation. The design is anchored in the foundational Theoretical Constructs of Communicative Competence (drawing on Hymes, 1972, and Canale & Swain, 1980) and Vygotsky's Sociocultural Theory (which supports the use of contextual interaction for learning). *Font.* Own design

Sampling Population

The study focuses on a group of 12 A1-level English students, intentionally selected based on criteria such as consistent attendance, active willingness to participate in communicative interactions, and continuity in planned sessions. These participants engage in a training experience that combines guided and spontaneous conversational encounters with native speakers of the language. The interaction takes place with international volunteers who, in addition to contributing their native language, introduce cultural elements that significantly enrich the process, not necessarily native English speakers, but tourists from all over the world that used English as a medium of communication. The diversity in learning styles, levels of participation, and educational backgrounds of the students allows for the observation of a variety of communicative behaviors and strategies employed, which strengthens the qualitative analysis of the impact of these experiences on the development of their linguistic competence and the strengthening of their communicative confidence.

Data Collection Methodology

Data collection in this study takes place over an eight-week period, during which continuous monitoring of conversational interaction sessions between A1-level students and native English speakers is carried out. The sessions take place both in the classroom and in spontaneous spaces within the town, such as the principal park, cultural activities, and conversation meetings. This strategy enables the recording of linguistic usage in authentic contexts, prioritizing natural speech and spontaneous responses. In this perspective, Arroy and Sampieri (2022) argue that, in qualitative research, data collection seeks to understand experiences from the point of view of those who live them, using tools such as observation,

interviews, and recordings in real scenarios, in order to capture the meanings and significance that emerge in specific contexts.

It is important to note that participant observation is one of the main techniques used, as it allows the researcher to actively engage in the group's communicative dynamics without directly intervening in the conversations. Through this technique, nonverbal aspects, tones of voice, attitudes, and reactions are captured, enriching the information collected orally. In other words, PO is the technique that allows the researcher to actively integrate into the contexts studied, with the aim of understanding cultural practices from direct experience, paying attention to both the discourses and the interactions and meanings that emerge in real scenarios (Abós & Calvera, 2021).

As a complement to observation, the study incorporates semi-structured interviews with both students and native speakers participating in the sessions. These interviews permit to explore the perceptions, emotions, difficulties, and learning experiences encountered during interactions in English. They are structured around a flexible guide that includes open-ended questions related to confidence, the use of communication strategies, and perceptions of one's own progress. In this sense, Lopezosa et al., (2022) define the semi-structured interview as a qualitative technique that combines previously formulated questions with the possibility of adapting them or going into greater depth depending on the interviewee's responses. This flexibility allows for detailed and contextualized information to be obtained, promoting a deeper understanding of the experiences and meanings that people attribute to the phenomena studied.

Another important resource is the use of records in the pedagogical field diary, which allows for the systematic documentation of observations, reflections, and perceptions that arise during the research process. In other words, the field diary is a reflective tool that allows for the

recording of experiences, observations, and analyses in educational contexts to enrich qualitative interpretation. This instrument facilitates the chronological organization of events, the analysis of patterns in communicative interactions, and the identification of aspects that might go unnoticed at the time. In addition, it provides an introspective view of the role of the researcher and their relationship with the context, strengthening the critical interpretation of the data collected (Sandoval, 2022).

Data Analysis Technique

The data processing technique used in this study corresponds to categorical content, a methodology frequently used in qualitative research aimed at understanding complex phenomena based on discourse and human interaction. Cabero et al. (2015) define this modality as a qualitative research technique in which the researcher uses a list of predefined categories to identify and classify elements within a data set, such as interviews, documents, or texts. This tool allows the information collected to be organized, systematized, and interpreted with rigor and flexibility, facilitating the identification of communicative patterns, emerging categories, and relevant linguistic behaviors in exchanges between students and native speakers.

The process begins with the complete transcription of the records obtained from interviews and notes taken during participant observation. Once the information has been systematized, open coding is carried out, which consists of identifying and classifying meaningful units of meaning related to the communication strategies used by A1-level students. This stage allows the discourse fragments to be organized around recurring themes, which leads to the construction of initial categories. These categories constitute the starting point for a more detailed analysis, aimed at interpreting communicative patterns and understanding how they manifest themselves in real contexts of language use. This approach enables a structured and

rigorous reading of the qualitative material, favoring the generation of findings relevant to the field of education.

Afterwards, axial coding is conducted, a stage in which the previously established categories are explored in greater depth and the relationships between them are examined. This procedure allows to identify how the communicative strategies used by students are linked to contextual variables such as confidence level, verbal fluency, native speaker participation, and familiarity with the topic being discussed. Paralinguistic and nonverbal elements such as gestures, pauses, intonation, and facial expressions are also incorporated into the analysis, as they are essential for understanding the full meaning of each communicative expression.

Content analysis also permits tracking the evolution in the use of communicative strategies over time, which demonstrates how students progressively adjust their linguistic and social resources based on the experience accumulated in conversational encounters. As the analysis progresses, new categories emerge, such as the use of linguistic compensation or cultural adaptation during conversation, which enriches the understanding of the learning process in real contexts and allows to identify patterns of development that are not apparent in isolated observations. This type of monitoring over time provides a deeper insight into the transformation of communicative practices in authentic situations.

In this study, the technique applied not only allows to describe what students say or do, but also to interpret why they do it and how those actions reflect some learning processes, motivation, and linguistic identity. This interpretation is guided by a hermeneutic approach, in which the researcher assumes the role of mediator between discourse and the sociocultural context that shapes it, seeking to understand the deeper meaning of interactions further than their superficial manifestation.

Data Collection Instruments

In order to ensure the interpretive solidity and analytical depth of this study, three fundamental instruments are used to facilitate the collection of qualitative data from various perspectives. These instruments permit to capture both the observable dimension of communicative interactions and the subjective experiences of participants, ensuring a holistic understanding of the phenomenon under investigation. This methodological triangulation strengthens the validity of the study by integrating multiple sources of information that enrich the interpretation and facilitate the findings to be contrasted from different angles.

The first of these is the field diary, which is used during conversational interaction sessions between A1-level students and English speakers. This tool systematically records linguistic behaviors, nonverbal expressions, group dynamics, emotional reactions, and contextual details that enrich the analysis. In addition, it documents the researcher's experience in real time, including reflections, doubts, and preliminary findings. In this study, the field diary is key to capturing the natural and spontaneous communicative atmosphere that characterizes the sessions, providing a close and situated view of the phenomenon.

The second instrument consists of semi-structured interviews conducted with students participating in this research. These interviews provide a space for reflective dialogue in which participants express their perceptions of the communication process, the lessons learned, the emotions experienced, and the challenges faced. The semi-structured format combines a thematic guide with the possibility of spontaneous responses, which enriches the information obtained. In this context, the interviews identify changes in students' communicative confidence and assess the impact of contact with native or English speakers on their language development.

The third instrument consists of post-interaction interviews conducted immediately after each conversational encounter. These interviews, carried out in a relaxed atmosphere and with the consent of the participants, allow for the direct recording of perceptions, emotions, and reflections generated by the communicative experience. This format makes it possible to immediately retrieve details about the verbal and nonverbal strategies used, as well as the challenges and achievements that students perceive in their linguistic performance.

As is showed in the table 1 the data collected throught ethnographic techniques required a robust analytical structure. The systematization of the Categorical Content Analysis framework, presenting the specific objectives, the derived categories, dimensions, and codes used to analyze the rich qualitative data gathered during the research period when observing A1 students' communicative experiences.

Table 1*Analytical Systematization of Research Categories*

Specific objective	Categories	Subcategories	Dimensions	Items / Codes
Characterize the initial level of oral production in English of A1 students at the Language Institute.	Oral Comprehension	Verbal Fluency	Speed, Continuity, Pauses	F1 – F3
		Pronunciation	Clarity, Intonation, Phonetics	P1 – P3
	Initial Interaction	Lexical Adequacy	Vocabulary, Word Selection	L1 – L3
		Communicative Confidence	Confidence when speaking, disposition to participate	C1 – C2
To formulate activities based on contextual interaction with native speakers	Communicative Strategies	Conversational Initiative	Ability to start or maintain a conversation	IC1 – IC3
		Verbal	Rephrasing, Repetition, Clarification	EV1 –EV3
		No verbal	Gestures, Facial Expressions, Eye Contact	ENV1- ENV3
	Pragmatic	Politeness, Taking Turns, Sociocultural Adaptation	EP1 – EP2	
Didactic Strategies	Situated Learning	Contextual immersion, Simulations, Authentic Practices	ES1 – ES3	
	Improvements in Oral Production	Colaborative Learning	Pair Work, Peer Feedback	EC1 – EC2
Fluidity		Less pausing, more smooth	MF1 – MF3	
Pronunciation		Phonological Improvement, Understandability	MP1 – MP3	
Determine changes in oral production in English after applying the activities, considering fluency, lexical adequacy, and pronunciation.	Attitudinal Transformations	Lexical	More variety, Accuracy, and Appropriate Context	ML1 – ML3
		Communicative Confidence	Reduced anxiety	TC1 – TC3
	Impact Evaluation	Intrinsic Motivation	Self-confidence	MI1 – MI3
		Perceived Changes	Opinions of students, Native speakers, and Teachers	CI1 – CI3

Note. This table presents the study's Specific Objectives and the focused analytical components.

Categories and Subcategories are identify the central theoretical concepts derived from the study's framework. Warranting all collected data are interpreted within a consistent, relevant structure. The Dimensions and Items/Codes (e.g., F1–F3) are the empirical units used to code and classify specific extracts from interviews and observations, forming the basis for the categorical thematic analysis. *Font.* Own design

Definition of Categories

This study analyzes the communicative strategies used by A1-level English students, drawing on a set of categories that enable a qualitative and in-depth understanding of their oral production through detailed analysis. As Rodríguez et al., (2023) point out, the assessment of oral competence at basic levels must consider aspects such as fluency, pronunciation, and lexical adequacy, as these elements are fundamental to understanding initial communicative development. Likewise, Cusme & Loor (2023) emphasize that qualitative analysis provides a comprehensive view of the learning process, allowing for the identification of strengths and areas for improvement from the student's perspective. In this way, the study is based on a robust theoretical framework that guides the understanding of the phenomenon and brings rigor to the analysis.

Firstly, oral competence brings together fundamental aspects such as fluency, pronunciation, and lexical adequacy, which form the basis for students to communicate effectively. Fluency, understood as more than just speaking quickly, manifests itself in the ability to maintain continuous, coherent, and natural speech, allowing for the clear transmission of ideas (Rodríguez et al., 2023). Pronunciation, for its part, plays a crucial role; clear articulation and appropriate intonation not only ensure that the message is understood, but also strengthen the speaker's confidence when interacting (Bobarin, 2021). As for linguistic appropriateness, the precise selection of words according to context reflects a functional understanding of the language and contributes to the clarity of the message, demonstrating that the student can adapt to real communicative demands (Cusme & Loor, 2023).

On the other hand, initial interaction highlights the importance of communicative confidence and initiative to actively participate in conversation. Studies such as those by Muñoz

& Pérez (2023) show that confidence is a determining factor in oral performance, as it reduces anxiety and facilitates the expression of ideas. At A1 levels, conversational initiative is often limited and guided, depending largely on external stimuli. However, fostering an environment of trust can enhance the student's willingness to engage and express themselves with greater confidence (Ramos & Aguirre, 2016). In this way, initial interaction is an essential pillar for the progressive development of communicative competence, positively impacting participation and overall performance.

Communication strategies are divided into verbal, nonverbal, and pragmatic, each providing key elements to sustain and enrich communication. Verbal strategies include resources such as repetition, rephrasing, and clarification, which are essential for maintaining the flow of dialogue and overcoming potential linguistic difficulties (Gómez, Vázquez, & Ovando, 2022). At the same time, nonverbal communication, through gestures, facial expressions, and eye contact, adds a complementary dimension that reinforces the message and facilitates understanding, especially when vocabulary is limited (Hidalgo, 2022). At a deeper level, pragmatic strategies such as politeness, appropriate turn-taking, and adaptation to sociocultural norms are essential to ensure that the exchange is respectful, fluid, and contextualized, promoting conversational cooperation (Heras, 2025).

Regarding teaching strategies, this study places special emphasis on situated learning and collaborative learning. Situated learning, based on real and meaningful experiences such as contextual immersion, simulations, and authentic practices, helps students connect language with their environment, promoting effective knowledge exchange and more natural communication (Cuevas & Carrillo, 2023). On the other hand, collaborative learning encourages active interaction through pair work and constant feedback, which enhances student autonomy,

improves comprehension, and strengthens expressive skills in a mutually supportive environment (Cobeña & Moreno, 2021). These methodologies contribute significantly to the comprehensive training of learners and the consolidation of their communicative competence.

The results obtained show significant improvements in students' oral production. There is greater facility in speech, a reduction in pauses that contributes to better fluency, as well as an improvement in pronunciation that facilitates mutual understanding and increases confidence in participating (Ramos, 2025). Similarly, there is an enrichment of vocabulary that expands expressive possibilities and promotes clarity of message, resulting from the active and constant use of lexicon in real communicative contexts (Valero, 2021). These advances are directly associated with guided practice and personalized feedback, which promote spontaneity and confidence when speaking.

Finally, the study addresses the attitudinal changes experienced by students, with a special focus on communicative confidence and intrinsic motivation. The reduction in anxiety and the strengthening of self-efficacy create an environment favorable to oral communication, facilitating participation and performance (Olaya & Ahumada, 2023). At the same time, internal motivation, based on genuine interest and self-confidence, sustains the commitment and perseverance necessary to advance in foreign language learning (Muñoz, 2021). These positive attitudes are crucial for achieving meaningful and lasting learning.

Methods of Analysis

This research paper uses categorical thematic analysis as the main method for examining the information collected. This technique allows the content of semi-structured interviews, field diaries, and post-interaction interviews to be broken down into meaningful units directly related to the predefined categories in the conceptual framework. The process is carried out

systematically and follows an inductive logic, which facilitates the identification of communicative patterns, recurring themes, and relevant discursive aspects in interactions between A1-level students and native English speakers.

The analysis focuses on finding meanings that emerge from the participants' discourse, allowing for a deep understanding of the phenomenon being studied. Through open and axial coding, the information is reorganized into subcategories that not only confirm the theoretical references but also reveal new dimensions related to situated learning, linguistic autonomy, and motivation. Data triangulation allows for the comparison of verbalizations, direct observations, and nonverbal elements, which enriches the interpretation and strengthens the validity of the analysis.

Furthermore, categorical analysis makes it possible to establish links between the communicative strategies used by students and the changes observed in their oral production. Practices such as the use of paraphrasing, repetition, and requesting clarification are identified not only as functional mechanisms but also as expressions of adaptation and linguistic development. These findings demonstrate how students increase their fluency, expand their lexical repertoire, and strengthen their confidence in authentic communication contexts.

Coding of Information

In the analysis process, the information is coded manually in the initial stages, which allows for a detailed and careful approach to the collected material. This practice contributes to a deeper understanding of the communication strategies used by A1-level English students in their interactions with native speakers at a language institute. Subsequently, the data is organized into matrix tables that facilitate its systematization, allowing for a clear visualization of the previously defined categories, subcategories, and dimensions. In addition, these matrices

integrate textual quotations, researcher observations, significant gestures, and participant responses, thus enriching the interpretation of the results.

An open coding process is applied, which consists of identifying significant units in the participants' oral interviews and interactions. This method allows the discourse to be broken down without losing its contextual meaning and facilitates a free reading of the data, ensuring a rigorous approach to qualitative analysis. In this regard, Gómez et al., (2020) highlight the importance of identifying elements such as verbal fluency, nonverbal interaction, the use of compensatory strategies, pauses, spontaneous corrections, and expressions of insecurity or achievement in communicative processes, as these components enrich the understanding of oral production in the learning of English as a foreign language. Open coding, therefore, not only breaks down the discursive material, but also opens up the possibility of detecting emerging patterns and categories that reflect the real dynamics of communicative interaction between A1-level students and native speakers in a language institute.

Subsequently, axial coding is applied, which facilitates the reorganization of data around central categories related to communicative interaction between A1-level students and native English speakers. In this phase, the relationships between observable phenomena, such as the communicative strategies employed, and subjective factors that influence oral performance, such as motivation to communicate, perception of errors, level of confidence, and attitudes toward learning English, are examined. This stage is essential for articulating the analysis of verbal behavior with emotional and cognitive aspects, allowing for the identification of regularities, individual differences, and common patterns in interactions, which brings coherence and depth to the understanding of the communicative process in this educational context.

One of the main strengths of the coding process is that it keeps the students' voices at the center of the analysis. This allows for a deep interpretation of their reports, which reflect both their communicative trajectories and the difficulties they face when interacting in a second language, as well as the progress they have made throughout the process. In addition, the coding carefully incorporates nonverbal elements captured during the conversational sessions, thus enriching the holistic understanding of oral production.

Ethical Considerations

The ethical considerations of this study are based on the universal principles of respect, autonomy, beneficence, and justice, as established in the Declaration of Helsinki (World Medical Assembly, 2013). From the outset of the research process, all participants are guaranteed a full understanding of the study's purposes, its implications, and their right to participate voluntarily. To this end, a clear and accessible informed consent form is designed, which is signed by the students involved, their legal custodians, and the native speakers, thus ensuring the preservation of their integrity and free consent.

Confidentiality is a fundamental pillar in the management of information collected during the study. To ensure the anonymity of participants, mechanisms such as the assignment of alphanumeric codes and the exclusion of personal data from all written and audiovisual records are implemented. In addition, digital information is stored securely, protected by passwords and with access restricted exclusively to the research team, in strict accordance with the ethical standards established by the ethics committees for qualitative research.

Similarly, special attention is paid to respecting students' cultural and linguistic identity, recognizing diversity as an essential value that enriches the learning of English as a foreign language. This respect is reflected both in interactions with participants and in the interpretive

analysis of their discourse, avoiding any judgment or categorization that could affect their self-perception or generate stigma about their communication skills. The findings of the study are handled responsibly, used exclusively for academic and pedagogical purposes, ensuring that they do not negatively affect the academic environment of the participants. Audiovisual recordings are used only for research triangulation, without public dissemination or sharing outside the team, thus ensuring a safe space for authentic student expression.

Description and Analysis of Results

Context of the Intervention

The Smart Minds English Club, located in San Agustín, a geographical setting surrounded by archaeological history, natural diversity, and the strong cultural identity of the Huila department, offers an environment for meaningful foreign language learning. In this institutional context, an English language training program is developed that welcomes students at the A1 level, mostly young people from nearby rural areas with limited previous experience in the practical use of the language. These students face the challenge of developing oral skills with few real-life references for communicative use outside the classroom, a common situation in non-urban areas, as documented by Roldán & Peláez (2017), who point out that English language teaching in rural areas in Colombia requires more contextualized and interactive strategies.

To respond to this educational need, the institute offers spaces for interaction with native English speakers, mainly from international volunteer programs. This real interaction with foreigners introduces a transformative cultural and communicative dimension, as it allows students to activate their prior knowledge, employ compensatory strategies, and at the same time experience the functional use of English. In this sense, Bobarin (2021) argues that communicative competence involves not only linguistic mastery but also the ability to interact with other people in real contexts, something that this experience allows to observe in a progressive and authentic way.

During one of the most notable activities, called the bilingual guide tour, in the areas surrounding the institute, A1 students organize a simple tour of the campus, using basic structures to describe places such as: This is the library or Here is the cafeteria. Native speakers,

who have been instructed to ask short, understandable questions such as “What do you do here?” or “Do you like this place?”, encourage students to expand their answers and experiment with new phrases. According to comments gathered in interviews, several students express feeling “nervous at the beginning, but confident and proud at the end of the activity” when they manage to hold small meaningful exchanges. This exercise shows an improvement in communicative confidence by affirming that authentic interaction favors the spontaneous development of grammatical structures and an increase in functional vocabulary (Rodríguez et al., 2023).

Another enriching experience consists of the reverse intercultural class, in which native speakers shared aspects of their culture through short presentations in English about festivities, traditional foods, or everyday customs. After listening attentively, students respond with simple phrases such as: In Colombia, we eat arepas; we celebrate San Pedro in June. This dynamic allows for a symbolic construction of language based on mutual recognition and cultural comparison. From this perspective, Ramírez (2021) analyzes how language can be understood as a vehicle of social representation that translates collective promises, customs, and expectations. Through these interactions, it can be observed how students not only strengthened their oral production but also their ability to negotiate meanings and appropriate English from their own identity.

These types of activities, framed within a communicative and culturally sensitive approach, are in line with the recommendations of Jiménez Salvador (2024), who propose teaching foreign languages in a way that promotes authentic and respectful communication between different cultures. The institutional environment of the Institute creates an atmosphere that combines the local and the global, becoming a living space for learning English. Thus, English ceases to be just another subject and becomes a useful tool for communicating,

understanding other cultures, and generating positive change. The students' experience shows that, even at initial levels such as A1, it is possible to achieve meaningful learning when authentic activities, natural interactions, and a humanizing approach to teaching are incorporated.

Initial Characterization of Oral Production

Prior to implementing communication strategies with native speakers, a diagnostic phase is carried out to identify the skills and limitations of A1-level students, particularly in areas such as fluency, pronunciation, vocabulary, use of gestures, and communication confidence. At this stage, two key activities are carried out: a self-assessment using traffic light cards and a series of basic role plays between classmates, which allows for the collection of relevant qualitative information supported by direct observations and coded quotes.

In the first activity, students participated in a self-assessment using traffic light cards (green: I feel confident, yellow: I find it a little difficult, red: I don't feel capable), indicating their perceived level of oral skills. Most marked yellow or red in the areas of fluency and pronunciation, which already indicated a perception of low competence. This experience shows that limitations in fluency are one of the main difficulties identified. As recorded in the field diary (code E4-S), one student states: "...yo sé lo que quiero decir pero no puedo decirlo rápido, entonces me trabo mucho" This statement reflects the perception of insecurity and the effort involved for some participants in converting their ideas into rapid oral discourse, confirming the need to strengthen communicative practice to reduce blocks and improve speed of expression. This finding is recurrent and shows that limited oral practice limits the automation of language at basic levels, making it difficult for students to integrate vocabulary and structures fluently in real communicative situations (Gómez, Restrepo, & Parra, 2020).

During role plays, which recreated simple situations such as shopping at the market or asking for directions, several difficulties were observed. In terms of fluency, students tended to pause for long periods, repeat words, or mentally translate from Spanish to English, which affected the naturalness of the interaction. As expressed in the field diary, “Student E2-S starts confidently, but on the second turn hesitates, falters, and seeks support from his partner.” Regarding pronunciation, several recurring phonetic errors were recorded in common words. For example, when pronouncing vegetables, they said “vegetablas” and in the case of directions, they said “direchons” In this regard, Bobarin (2021) states that phonetics is one of the most challenging areas in the early stages of learning.

In terms of vocabulary, a very limited lexical repertoire was observed. Conversations relied heavily on memorized phrases, with little flexibility to express their own ideas. For example, in the “At the market” scenario, students repeated phrases such as “*I want apple*” without incorporating variations or descriptions. This lack of variety prevented the communicative exchange from expanding. Rodríguez et al. (2023) argue that learning new vocabulary requires real or simulated contexts where the need to communicate is activated.

Gestures, although present, were not always used strategically to support the message. In some cases, excessive and unclear gestures were observed, while in others, gestures were completely absent. In a simulated interaction, student E5-S stated: “...yo no sé qué hacer con mis manos cuando trato de hablar en inglés...” (according to a coded interview), which revealed an ineffective use of the nonverbal component, which is key in oral communication (Hidalgo, 2022).

Finally, low communicative confidence was observed, as despite the safe environment created in the classroom, many students showed clear signs of anxiety, avoided speaking, or

depended on their classmates to complete their sentences. This situation is reflected in the words of one student (E7-S): "...yo entiendo, pero me da miedo que ellos se rian si yo digo algo mal" Thus, low communicative confidence is confirmed as a limiting factor, as even in protective contexts, the fear of error and dependence on others to express oneself persists.

Description of the Communication Strategies Applied

During interaction sessions with English speakers, A1 students at the San Agustín English Language Club Smart Minds, gradually began to develop a series of communication strategies that facilitated mutual understanding and strengthened their oral skills. These strategies, both verbal and nonverbal, arose spontaneously in some cases and were encouraged through planned classroom activities. Their use reflected a process of adaptation to real communication demands, as well as a notable evolution in the confidence and autonomy of the participants.

One of the key activities was collaborative dialogue with visual guidance, in which students were given cards with key phrases to help them deal with situations of misunderstanding or to extend their participation in the conversation. Expressions such as: Can you repeat that, please? I mean..., How do you say...? What do you mean by...? were used more frequently as the sessions progressed. The use of these expressions was interpreted as a form of verification question. In this sense, Gómez et al. (2020) point out that these types of moments are essential for establishing clarity in interaction. The content analysis showed that students with lower initial competence were the ones who used these phrases the most. An example of this is the coded quote E8-S: "I mean... the place... the school, yes," which clearly reflects their intention to clarify ideas and maintain the continuity of the conversation through the use of Spanish idioms.

At the same time, there was a noticeable improvement in the use of gestures and facial expressions to support oral communication. Many students began to accompany their words with

hand movements, facial gestures, and contextual pointing that helped the native speaker understand the message, even when the verbal structure was limited. This pattern of multimodal communication became established as an effective compensatory tool (Hidalgo, 2022). This is illustrated by student E2-S, who, during an exchange about places in the school, pointed to the building while saying “there... library... books,” showing how the environment served as a contextual reference to reinforce the discourse.

Another activity that promoted the strategic use of language was “The incomplete sentence challenge”, where the native speaker began a sentence and the student had to complete or rephrase it according to their interpretation. This technique encouraged the use of paraphrasing and the activation of familiar grammatical structures. For example, if the native speaker said, “In the morning, I like to...,” the student would respond, “drink coffee and go to school.” This type of interaction encouraged immediate linguistic thinking and helped to reinforce everyday grammatical structures, as can be seen in the approaches of Cusme & Loor (2023). This finding shows that strategic repetition not only served as a resource to gain time, but also as a metacognitive tactic that allowed students to verify their understanding and reinforce their confidence in their response.

During the sessions, it was observed that students began to naturally incorporate expressions of courtesy and conversational openness, such as “Nice to meet you,” “Really?” or “That's amazing,” which they had not used before. These resources facilitated the flow of conversation and reflected an increase in pragmatic competence. In this regard, Jiménez and Salvador (2024) assert that interaction with real speakers promotes the acquisition of authentic communicative functions. This change suggests that students not only expanded their linguistic

repertoire but also developed greater sensitivity to the social and cultural norms that regulate interaction, demonstrating comprehensive progress in their communicative competence.

Changes in Oral Production

Conversation sessions with native speakers had a highly positive impact on the oral, affective, and sociocultural development of students enrolled in the ongoing research project. From the first to the last week of the process, sustained improvements were evident in communicative confidence, verbal fluency, pronunciation, and contextual use of language, all of which are fundamental elements in the effective acquisition of a second language. Cross-analysis of field journals and semi-structured interviews allowed these observations to be consolidated with qualitative rigor.

One of the most notable indicators was the progressive increase in confidence to initiate and sustain conversations. In the first sessions, most students showed scenic fear, limited use of expressions, and frequent pauses or prolonged silences. However, when implementing the real conversation circle, which consisted of weekly thematic talks with native speakers on familiar topics such as music, food, and travel, students began to participate more spontaneously. According to the field diary (session 5), student E4-S managed to sustain an uninterrupted conversation for more than 20 seconds for the first time, commenting: “Hoy hablo más... Me gusta la música. Él me dijo... ¡lo mismo!” This change was interpreted as a sign of appropriation of the language as a tool for social interaction.

In terms of fluency, the recordings show a significant reduction in pauses, filler words, and unnecessary repetitions. Starting in the fourth week, students began to use basic propositions that served as grammatical connectors and linking expressions that facilitated the construction of more continuous and coherent discourse (y..., pero..., porque...). This finding is in line with

Grasso's (2024) approach, who states that constant exposure to real interlocutors stimulates rapid language processing and promotes verbal automation. The rotating Question of the Day activity, in which each student had to formulate and hold a brief daily conversation with a native speaker, was key to achieving significant progress. In the final interview, E7-S said, “al principio tenía miedo, ahora pregunto cosas y entiendo mejor. No pienso demasiado en que voy a fallar” This change reflects a transition toward a more fluid and natural use of English, demonstrating greater confidence and spontaneity in interaction.

Valero (2021) asserts that the natural repetition of phrases corrected by native speakers is a key technique in oral teaching based on authentic interaction. This idea became evident in the sessions, where notable improvements in pronunciation were observed, particularly in word stress and question intonation. Constant modeling by native speakers and immediate feedback allowed students to correct recurring errors, such as the inappropriate use of vowel sounds or the omission of sonorous endings. According to the field diary, student E1-S, who initially expressed himself directly and with limited syntactic structure “I go market”, evolved to clearly articulate “I go to the market”, correctly stressing the syllables and applying the rising intonation typical of a question.

In terms of contextual language use, progress was evident in the production of more functional and context-specific phrases. Students began to use vocabulary relevant to the topics covered and to adjust their speech according to the context, such as in greetings, farewells, expressions of courtesy, or descriptions. Constant practice in real-life settings, such as walking around the school and informal conversations, allowed language to move beyond a simple classroom exercise and become a tool for cultural exchange. As E9-S said in the interview: “Antes decía palabras del libro, ahora digo lo que necesito. Hablo más real” This change in the

communicative approach reflects an appropriation of the language not only as curricular content, but as a meaningful, experiential learning experience.

Sociocultural Dimensions of Interaction

In conversational encounters between A1-level students and native speakers, intercultural aspects emerge that enhance both language learning and civic education, as well as global understanding. These interactions demonstrate how language acts as a bridge to build mutual understanding, transcending the limitations inherent to the basic level and fostering active intercultural sensitivity. Through simple strategies such as gestures, paraphrasing, and rephrasing, participants are able to negotiate meanings when they cannot find the precise words, promoting situated, emotional, and meaningful learning (Cuevas & Carrillo, 2023).

One of the most revealing moments occurs during the cross-conversation, when students describe Colombian festivities such as the Barranquilla Carnival, Día de las Velitas (Immaculate Conception), or local celebrations specific to San Agustín, such as fairs and patron saint festivals in honor of San Agustín, Andean music encounters, or cultural exhibitions in the archaeological park. In these dynamics, conscious efforts are observed on the part of the students to adjust their vocabulary, modulate their speech, and use visual aids in order to be understood. In turn, native speakers respond with curiosity and make similar adaptations when explaining celebrations specific to their contexts, such as Thanksgiving or Bonfire Night. This linguistic reciprocity not only expands the lexical repertoire of the participants, but also strengthens the recognition of cultural diversity as a valuable resource (Jiménez & Salvador, 2024).

The negotiation of meanings becomes a constant, especially evident in the use of idiomatic expressions or cultural references that have no direct equivalents. In the mini-workshop on cultural expressions, an example of this is that students learn phrases such as

“¡mucho suerte!” (good luck!), “¡no puede ser!” (no way!), “¡gracias por invitarme!” (thanks for having me!), “no es tan difícil!” (it's not rocket science!), and then try to integrate these phrases into their conversations. In several cases, native speakers explain the metaphorical or historical meaning of these expressions, and students, in turn, try to draw parallels with expressions in Spanish, such as “chévere” (cool) or “si Dios quiere” (God willing), “¡mantengámonos en contacto!” (let's keep in touch!). This exchange generates a metalinguistic and intercultural awareness that reinforces students' ability to interpret and contextualize language use, a fundamental aspect of intercultural communicative learning approaches (Campos & Umaña, 2022).

As E6-S said in an interview: “Ellos saludan muy diferente, no con un beso, solo con la mano. Eso lo aprendí rápido”. The interviews show that many students are surprised to discover differences in everyday habits, rules of courtesy, and ways of greeting each other. Additionally, a process of cultural decentralization is observed, in which students are no longer conceiving of English solely as an academic tool and are beginning to understand it as a way to access other worldviews. These types of observations indicate a cognitive openness toward otherness, an element that, according to Jiménez and Salvador (2024), is central to effective intercultural learning.

Categorial Analysis and Codification

The results obtained after implementing teaching activities focused on interaction with native speakers were organized according to previously established categories, such as oral fluency, pronunciation, verbal strategies, and communicative confidence. Through personal monitoring cards and mutual feedback workshops, students were active participants in their

learning process, demonstrating significant progress that is supported by field observations, interview segments, and analyzed audio recordings.

In the fluency category, A1 students showed remarkable progress in their ability to maintain conversations without excessive interruptions. During the first sessions, frequent pauses, excessive use of filler words, and difficulties connecting ideas were noted. As one student (E3-TC) pointed out, “Yo intento hablar, pero me detengo mucho porque no sé cómo continuar.” However, in later sessions, more fluid and spontaneous interventions were observed. The progress cards reveal that most students noted feeling greater continuity in their speech. In the feedback workshops, the students themselves were surprised to hear their first recordings and notice the improvements, reinforcing the reflective value of personal analysis (Gómez, Vázquez, & Ovando, 2022).

In terms of pronunciation, distortions in vowel and consonant sounds were evident at the beginning, as well as syllable omissions. As observed, most students avoid pronouncing difficult words. In an interview, E6-T stated: “Conozco la palabra, pero me siento tímido porque mi pronunciación es mala” However, frequent contact with native speakers and active repetition of common expressions generated a progressive improvement in the articulation of specific sounds, especially those that do not exist in Spanish.

Real conversation sessions and feedback allowed students to correct particular aspects of their pronunciation with the guidance of the teacher and by actively listening to their own mistakes (Mendieta, 2021). The verbal strategies used by the students also evolved significantly. At the beginning of the process, most relied exclusively on memorized vocabulary. However, with the support of cards with key phrases and collaborative dialogue activities, they began to incorporate expressions such as: “¿Perdón?”, “¿me puedes repetir?”. This aptitude for

paraphrasing or verifying meanings not only improved mutual understanding but also strengthened communicative autonomy. In the lessons, student E9 noted: “Ahora no me quedo bloqueado. Por lo menos pregunto o explico de nuevo”, showing a change in attitude toward mistakes. In this perspective, Bobarin (2021) emphasizes the importance of providing learners with linguistic tools that allow them to negotiate meaning immediately and effectively.

Lastly, the category of communicative confidence revealed highly positive results. Initially, several students expressed fear of making mistakes in front of native speakers, which was reflected in enclosed body language, low tone of voice, and avoidance of speaking. One student (E2) noted, “Al principio, hablaba muy poco porque sentía miedo, pero como el hablante nativo es amable, volví a intentarlo”. As the sessions progressed, a more open attitude, greater disposition to initiate interactions, and increased participation in the activities were observed. The personal cards reflect that most students perceived an increase in their confidence in speaking English. Exposure to real communicative situations reduces anxiety and strengthens linguistic self-esteem, facilitating a more confident and fluent use of the language.

Discussion of Results

Comparing the results obtained with theory and previous studies confirms the validity and relevance of activities based on interaction with native speakers in rural and tourist environments. Along these lines, Gómez et al. (2020) and Fernández et al. (2021) offer similar ideas that permit to affirm that real contact with English-speaking interlocutors enhances natural language acquisition, as it places the student in scenarios where language has a genuine social function. In this study, A1-level students not only learned new grammatical structures and vocabulary, but also internalized real communicative dynamics,

including conversational turns, meaning verification strategies, and emotional management during speech.

On the other hand, the findings show that students went from a limited and memorized use of the language to a more flexible and adaptive production, which coincides with Mendieta (2021), who states that oral skills improve when learners are exposed to meaningful communication situations. In the reflective discussion that took place at the end of some sessions, students shared perceptions such as “Cuando hablo con el nativo siento que el inglés ya no es solo una materia, sino una forma de decir quién soy”, “se siente muy real” (E4), reflecting an appropriation of the language as a tool for expressing identity.

This experience takes on additional value when analyzed in the context in which it takes place, specifically at the San Agustín Smart Minds English Club. In these areas, the access to specialized educational resources for learning English is often highly limited, which frequently results in a disconnect between what is taught in the classroom and the practical use of the language in everyday life. According to Ramos & Aguirre (2016), this is one of the main challenges for English language teaching in rural areas. However, this study shows that this gap can be significantly reduced by implementing innovative activities adapted to the particularities of the environment, such as conversation sessions with native speakers, accompanied by moments of reflection.

From the perspective of the communicative competence theory proposed by Canale and Swain, addressed in Bobarin's (2021) research proposal, it is confirmed that the development of oral skills involves more than just grammatical mastery. In this case, authentic interaction allowed for the development of sociolinguistic, strategic, and discursive components of language. The possibility of negotiating meanings with native speakers,

adapting discourse to real contexts, and receiving implicit feedback in real time positioned the student as an active agent in the learning process, aligning with current approaches to situated learning (Cuevas & Carrillo 2023; Anacona 2024).

Research Limitations on the Present Study

The scope of this thesis was to analyze the impact of contextual communicative interaction with native speakers on strengthening the oral production in English of A1 level students at a Language Institute, for instance several limitation and challenges were presented in the development of the research study. The first one was related to the internal validity and researcher bias, the ethnographic design with adoption of action research means that the researcher was highly immerse and committed to improving communicative practices, this involvement couple with reliance on subjective data like pedagogical field diaries, semi-structure interviews, participant observation, creates a risk of desire to have a positive or validated intervention.

This specific issue was addressed with a robust mitigation strategy using methodological triangulation and rigorous content analysis to compare three different data sources: student self-reports (interviews) and the analysis of transcripts coded using axial coding, which required the explicit classification and interpretation of significant segments, ensuring the transparency of the analytical process and minimizing personal interpretation.

A second limitation was related to the nature of the study, the small sample size, and the time period in which it was conducted.

The fact that the study focused on a small, intentionally selected sample of N=12 A1-level students from the Smart Minds English Club in San Agustín limits the generalizability (external validity) of its conclusions. The setting is unique: it is a tourist/archaeological site, and

the interlocutors are mainly “international volunteers... not necessarily native English speakers, but tourists from all over the world who use English as a bridge of communication.” This unique variable of linguistic diversity among the interlocutors and the specific tourist context means that the results may not be transferable to standard urban English classrooms or other locations with little international tourist traffic.

Time is another aspect to consider, as eight weeks is a short period to observe further progress in participants and the long-term impact on communication skills. Finally, it is worth analyzing this specific context, and the reader is free to decide whether the findings proposed here can be extended to other similar contexts.

Recommendations for Further Investigations

This study validated the transformative power of real, face-to-face contact, demonstrating how it helped students overcome their anxiety and develop functional fluency. The next most compelling step is to understand whether this increase in confidence is lasting. It is highly recommended to conduct a longitudinal study that follows the original group of A1-level students for six months to a year after their participation ends. This research would not only measure language retention but also trace the human impact: whether the value they found in speaking in the main park and contextual settings becomes a strong personal attachment that fuels their ongoing learning and interaction outside the classroom. Documenting how they maintain their linguistic autonomy and motivation over time, can determine whether the situated learning model creates not only temporary language skills, but adaptive communicators prepared to engage in the real world.

To ensure that this promising method reaches all students, the role of technology in fostering that same confidence should be explored in the future. Suggesting a comparative study

analyzing how technology-mediated interaction (such as structured video calls or digital language exchange platforms) affects fluency and self-confidence compared to the direct, face-to-face conversations interactions. This research is vital for equity, especially for students in rural areas such as San Agustín, who may lack frequent access to tourists. In understanding whether technology can effectively serve as a confidence simulator, a safe space for practice that results in comfort in the real world, can develop scalable, efficient, and accessible language programs, ensuring that everyone has the opportunity for meaningful communicative practice.

Conclusions

The qualitative analysis of the experience at the Smart Minds English Club in Agustín helps to clearly understand how communication with native speakers, through the implementation of innovative activities, influence the learning of English as a second language, especially for students at the basic A1 level. Through direct observations and interviews, significant transformations in linguistic, emotional, and sociocultural aspects were captured. The following conclusions emerge from the triangulation of the information collected and the contrast with the theoretical references that underpinned the study.

Firstly, it is concluded that interaction with native speakers in real contexts is an effective pedagogical strategy for enhancing oral production in A1-level students. Constant exposure to authentic communication situations enabled students to develop linguistic skills beyond the memorization of grammatical structures, achieving greater spontaneity, fluency, and adaptation to the demands of the conversational environment. This conclusion arises from the analysis of the experiences, which showed how participants managed to significantly improve their ability to start and maintain conversations.

Second, it is evident that the use of verbal and nonverbal communication strategies, such as paraphrasing, gestures, repetition, and verification questions, was key in helping students adapt to interactions with native speakers. These tools were progressively developed by students as compensatory resources in the face of linguistic difficulties. Guided practical activities in the classroom, such as collaborative dialogues and linguistic challenges, facilitated the appropriation of these strategies. Third, it is concluded that the students' communicative confidence was greatly boosted by systematic conversational practice with native speakers. The possibility of making mistakes without negative consequences, the respectful support of native speakers, and feedback from the teacher were factors that created a climate conducive to students participating in conversations without fear of failure.

Third, the study highlights the importance of the teacher's role in facilitating the students' learning process. The possibility of making mistakes without negative consequences, the respectful support of native speakers, and feedback from the teacher were factors that created a climate conducive to students being able to speak without fear. This increase in self-confidence is reflected in the testimonials collected and in the progress observed in the conversation sessions.

Fourth, it has been verified that the intercultural dynamics that emerged during the sessions promoted meaningful learning, not only linguistic but also sociocultural. The negotiation of meanings, the comparison of customs, and the reflection on cultural identities enriched the interactions, contributing to the development of intercultural communicative competence.

Fifth, it is established that direct contact with native speakers in a situated context transforms the traditional way of teaching English, turning it into an experiential, accessible, and motivating experience. Ongoing research shows that it is possible to implement innovative

strategies without relying exclusively on technological resources, taking advantage of available human capital and the sociocultural environment of the student body. This result provides new perspectives on the viability of contextualized pedagogical practices in areas with structural limitations.

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Appendices

Appendix A

Informed Consent Explanation

UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA (UNAD)

INFORMED CONSENT

Introduction

This research analyzes how interacting with native English speakers strengthens the oral proficiency of A1-level students in San Agustín, Huila. Using an ethnographic design, the study explores the influence of these interactions on fluency, pronunciation, and communicative confidence over eight weeks. Data was collected through observation, interviews, and field diaries. The findings show that authentic activities like bilingual tours and intercultural workshops improve oral skills and strategies, such as paraphrasing and gestures. The research highlights the value of real-life practice for English learning in rural settings, showing that this contact is an effective tool for meaningful and contextualized education.

What is the name of the study?

Analysis of Communicative Strategies used on Interactions between Level A1 English Students and Native English Speakers at a Language Institute in San Agustín, Huila.

Who are going to develop the research?

The research will be developed by Gloria Marcela Anacona Becerra and the thesis advisor Dra. Blanca Milena Sáenz

What will the participants do if they choose to participate in the study?

For eight weeks, participants will develop activities in English and at the end of each 2 weeks engage in communicative interaction sessions with English-speaking tourists. These sessions will take place both in the classroom and in natural environments around town, such as the main park. The participants' main activities will include:

Conversational Interactions: For eight weeks, participants will engage in activities in English. Meetings will be held on Tuesdays, Thursdays, and Saturdays from 2 pm to 4 pm. At the end of every two weeks, participants will take part in communicative interaction sessions with volunteer English-speaking tourists. The sessions will be held in the classroom and in natural settings

around the town, such as the main park. They will include bilingual tours and workshops where cultural aspects are shared.

Semi-Structured Interviews: Participants will be asked to share their personal experiences, emotions, difficulties, and perceptions of their own progress in English through interviews with the researcher.

Participant Observation: Students will be observed as they interact during the sessions. The researcher will be present to document their linguistic behavior, body language, tone of voice, and overall communication dynamics.

Post-Interaction Interviews: Immediately following each conversational encounter, participants will be asked a few questions to capture their immediate reflections and feelings about the experience.

Essentially, participants will be a part of an immersive language learning experience that is documented and analyzed to understand how real-life practice influences their oral proficiency and confidence.

What discomfort or risks may be encountered by those who participate in the research?

Participation in this study involves minimal risk. While some participants may experience slight feelings of anxiety or nervousness when speaking English with non-peers, the research team is committed to ensuring a safe and supportive environment. To mitigate these risks, the study employs several ethical measures, including ensuring all participation is voluntary and based on informed consent, the anonymity and confidentiality of all data, and the use of structured activities designed to reduce stress. Additionally, the research team will maintain a focus on reflection and support to address any potential discomfort in real time.

Who benefits from this research?

Through moving language learning beyond the classroom and into the community, students and teachers will benefit from gaining a better understanding of how real-world, contextualized encounters can facilitate the development of **oral proficiency and communicative confidence**. Similarly, these findings will be of value to curriculum designers and institutional leaders subscribed to language teaching programs in rural areas, offering a powerful, evidence-based model for fostering meaningful language acquisition.

How will the data collected be managed?

The data collected will be managed through a systematic, multi-step process to ensure its security and ethical use. All audio recordings, interview transcripts, and field diary entries will be organized with clear labels and stored on a password-protected computer, with backups to a secure cloud service. To ensure confidentiality and anonymity, all participant names and identifying information will be replaced with pseudonyms or alphanumeric codes before analysis. The original files will be stored separately and securely. This systematic approach guarantees that all data remains protected and that findings presented in the final report are completely anonymous.

What happens if a student does not want to participate in the research?

NOTHING HAPPENS, the participation in the research is completely volunteer, so if a student decides not to participate this will NOT affect the academic standing, grades, or relationship with the Smart Minds English Club.

Lastly,

If you decide to participate, please complete and return the form.

If you decide not to participate, simply do not sign or return the form.

THANK YOU!

Note. The previous section presents the explanation of the informed consent of the research.

Appendix B

Informed Consent

UNIVERSIDAD ABIERTA Y A DISTANCIA UNAD

Consent to Participate in Research

Title of the Study: "Analysis of Communicative Strategies used on Interactions between Level A1 English Students and Native English Speakers at a Language Institute in San Agustín, Huila."

Legal Representative Consent Form

I, _____, the legal representative of _____ (child's name), have been invited to participate in a research study conducted by a researcher from the Universidad Nacional Abierta y a Distancia (UNAD).

I understand that the purpose of this study is “to analyze the impact of contextual communicative interaction with native speakers on strengthening the oral production in English of A1 level students at a Language Institute in San Agustín, Huila.”

Through signing this consent form, I acknowledge the following:

1. I have read and understood the information provided about this study and its objectives.
2. I have had the opportunity to ask questions, and all my inquiries have been addressed satisfactorily.
3. I understand that my child's participation in this study is completely voluntary and that they can withdraw at any time without any consequences or penalties.
4. I am aware that any information provided during this study will be kept strictly confidential and will only be accessible to the research team.

5. I understand that the data collected will be used for research purposes and that all results will be presented in a way that ensures anonymity.
6. If any important findings related to my child's participation arise during the study, I will be informed promptly.

By signing below, I give my consent for my child to participate in this study.

Legal Representative's Name: _____

Signature: _____

Date: _____

Contact Information for Further Questions:

Researcher's Name: Gloria Marcela Anacona Becerra

Contact Number/Email: 3133847271- gmanaconab@unadvirtual.edu.com

Note. The previous section presents the informed consent of the research.

Apendix C

Explicación Consentimiento Informado Versión en Español

UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA (UNAD)

CONSENTIMIENTO INFORMADO VERSIÓN EN ESPAÑOL

Introducción

Ésta investigación analiza como la interacción con hablantes nativos de Inglés fortalece la producción oral de los estudiantes de nivel A1 en San Agustín, Huila. Usando un diseño etnográfico, el estudio explora la influencia de esas interacciones en la fluidez, pronunciación y la confianza comunicativa durante 8 semanas. La recolección de la información se hace mediante observación, entrevistas, y diarios de campo. Se analiza cómo las actividades auténticas como intercambios bilingües y talleres interculturales mejoran las habilidades orales y estrategias como el parafraseo y la gesticulación. La investigación resalta el valor de las prácticas reales para el aprendizaje del inglés en contextos rurales y muestra que este contacto es una herramienta efectiva, significativa en educación contextualizada.

¿Cuál es el nombre del estudio?

Análisis de Estrategias Comunicativas en Interacciones entre Estudiantes de Nivel A1 de Inglés y Hablantes Nativos de la Lengua en un Instituto de Lenguas de San Agustín, Huila

¿Quién va a desarrollar el estudio?

Se desarrollará por la estudiante de la maestría Gloria Marcela Anacona B y la asesora de tesis Dra. Blanca Milena Sáenz

¿Qué hará los participantes si deciden participar en la investigación?

Por ocho semanas los participantes desarrollarán actividades en inglés, los encuentros serán los martes, jueves y sábados de 2 pm a 4 pm, al final de cada dos semanas los participantes participarán de sesiones de interacción comunicativa con turistas hablantes de inglés. Las sesiones serán en el salón de clases y en los ambientes naturales del pueblo como el parque principal. Incluirá tures bilingües, y talleres donde se comparte aspectos culturales.

Entrevistas semiestructuradas: Se pedirá a los participantes que compartan sus experiencias personales, emociones, dificultades y percepciones sobre su propio progreso en inglés a través de entrevistas con el investigador.

Observación participante: Se observará a los estudiantes mientras interactúan durante las sesiones. El investigador estará presente para documentar su comportamiento lingüístico, lenguaje corporal, tono de voz y dinámica general de comunicación.

Entrevistas posteriores a la interacción: Inmediatamente después de cada encuentro conversacional, se hará una serie de preguntas a los participantes para captar sus reflexiones y sentimientos inmediatos sobre la experiencia.

Básicamente, los participantes formarán parte de una experiencia de aprendizaje de idiomas que se documentará y analizará para comprender cómo la práctica en la vida real influye en su dominio oral y su confianza.

¿Qué riesgos pueden encontrar quienes participen en la investigación?

La participación en este estudio implica un riesgo mínimo. Aunque algunos participantes pueden experimentar una ligera sensación de ansiedad o nerviosismo al hablar inglés con personas que no son de su entorno, el equipo de investigación se compromete a garantizar un entorno seguro y de apoyo. Para mitigar estos riesgos, el estudio emplea varias medidas éticas, entre las que se incluyen garantizar que toda participación sea voluntaria y se base en el consentimiento informado, el anonimato y la confidencialidad de todos los datos, y el uso de actividades estructuradas diseñadas para reducir el estrés. Además, el equipo de investigación se centrará en la reflexión y el apoyo para abordar cualquier posible incomodidad en tiempo real.

¿Quién se beneficia de esta investigación?

Al trasladar el aprendizaje de idiomas fuera del aula y llevarlo a la comunidad, los estudiantes y los profesores se beneficiarán de una mejor comprensión de cómo los encuentros contextualizados del mundo real pueden facilitar el desarrollo de la competencia oral y la confianza comunicativa. Del mismo modo, estos hallazgos serán de gran valor para los diseñadores de planes de estudio y los responsables institucionales suscritos a programas de enseñanza de idiomas en zonas rurales, ya que ofrecen un modelo potente y basado en pruebas para fomentar una adquisición significativa del idioma.

¿Cómo se gestionarán los datos recopilados?

Los datos recopilados se gestionarán mediante un proceso sistemático de varios pasos para garantizar su seguridad y uso ético. Todas las grabaciones de audio, transcripciones de entrevistas y entradas del diario de campo se organizarán con etiquetas claras y se almacenarán en un ordenador protegido con contraseña, con copias de seguridad en un servicio seguro en la nube. Para garantizar la confidencialidad y el anonimato, todos los nombres de los participantes y la información que permita identificarlos se sustituirán por seudónimos o códigos alfanuméricos antes del análisis. Los archivos originales se almacenarán por separado y de forma segura. Este enfoque sistemático garantiza que todos los datos permanezcan protegidos y que los resultados presentados en el informe final sean completamente anónimos.

¿Qué ocurre si un estudiante no desea participar en la investigación?

NO OCURRE NADA, la participación en la investigación es totalmente voluntaria, por lo que, si un estudiante decide no participar, esto NO afectará a su rendimiento académico, sus calificaciones o su relación con el Smart Minds English Club.

Por último, si decides participar, llena y envía el consentimiento informado.

Si decides no participar, simplemente no firmes ni diligencia el consentimiento informado.

¡GRACIAS!

Nota. Lo anterior presenta la explicación de la investigación para el consentimiento informado versión en español.

Appendix D

Data Collection Instrument 1. Field Diary

FORMATO DE DIARIO DE CAMPO

INMERSIÓN – INVESTIGACIÓN

El DIARIO DE CAMPO constituye una de las herramientas predilectas para sistematizar experiencias e investigaciones que generan un volumen considerable de información; permite la consignación sistemática de las observaciones, experiencias, vivencias y percepciones que se tienen de los actores participantes.

Analizado por autores como Latorre, 1996 y Martínez L, 2007 como instrumento de formación y estrategia didáctica, en la práctica pedagógica se constituye en una herramienta que desarrolla la observación y el pensamiento reflexivo. El registro de información en el Diario de Campo debe estar apoyado con el resultado de ejecución de las actividades planeadas para describir el desarrollo de la clase, las impresiones y emociones que se dieron antes, durante y después de cada sesión de las prácticas pedagógicas.

Se tiene en cuenta la bibliografía sugerida para la elaboración del diario de campo (*Véase Martínez L, 2007. La observación y el diario de campo en la definición de un tema de investigación*)

DIARIO DE CAMPO No. __.		
Fecha:	Hora de inicio:	Hora de cierre:
Instituto Educativo:	Tema:	
Nombre del docente:	Gloria Marcela Anacona Becerra	
Nombre de la Maestría:		
Nombre del Asesor:		
No. De estudiantes o participantes:	English' s level:	
Tipo de práctica que se desarrolla	Marque con una X el tipo que práctica que realiza ___ Inmersión	

	___ Investigación
Actividad, proceso o clase en la que participa	
Propósito de la actividad, proceso o clase en la que participa:	
CONTEXTO DE IMPLEMENTACIÓN	
Describir la comunidad participante, edades, características especiales y observadas y el contexto de la I.E. y/o comunidad estudiantil, Ambiente físico, disposición del espacio, actitud general de los estudiantes y hablantes nativos.	
DESCRIPCIÓN:	
Describir el momento inicial:	(Qué se hizo, quién participó, qué materiales se usaron, duración y propósito comunicativo)
Describir el desarrollo de la Sesión	
Describir las estrategias didácticas desarrolladas y cómo éstas favorecen la apropiación y el intercambio comunicativo de los estudiantes.	Observación de comportamientos comunicativos (verbales y no verbales) <ul style="list-style-type: none"> • Fluidez: • Pronunciación: • Vocabulario: • Gestualidad: • Estrategias compensatorias (paráfrasis, repetición, reformulación, etc.)
Conclusiones	
INTERPRETACIÓN	

<p>Identificación de cualidades, habilidades, actitudes, competencias, paradigmas, modelos mentales, juicios, emociones y creencias que se dan en la sesión</p>	<p><i>Interpretación preliminar del observador</i> <i>(¿Qué se interpreta a partir de la actividad?, ¿hubo avances?, ¿qué dificultades se presentaron?)</i></p>
<p>ARGUMENTACIÓN</p>	
<p>Analizar cómo los procesos influyen en las relaciones comunicativas.</p>	<p>Categorías observadas (según el cuadro categorial) (Marcar las observadas en esta sesión)</p> <p>Fluidez Pronunciación Vocabulario Estrategias verbales: Estrategias no verbales: Confianza comunicativa: Interculturalidad: Adecuación contextual: Aprendizaje situado</p>
<p>EVIDENCIAS</p>	
<p><i>Evidencias de interacción significativa</i> <i>(Fragmentos de diálogo, expresiones destacadas, códigos de confianza comunicativa, expresiones emocionales)</i></p>	

Note. The previous section represents Data Collection Instrument 1, corresponding to the Field Diary used in this research.

Appendix E

Data Collection Instrument 2_ Formato de Entrevista Semiestructurada

UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD

Maestría en Mediación Pedagógica en el Aprendizaje del Inglés

ENTREVISTA SEMIESTRUCTURADA

Entrevista para participantes del estudio

La siguiente entrevista hace parte de un trabajo de investigación para la maestría en Mediación pedagógica en el aprendizaje del inglés de la universidad UNAD denominado Análisis de Estrategias Comunicativas en Interacciones entre Estudiantes de Nivel A1 de Inglés y Hablantes Nativos de la Lengua en un Instituto de Lenguas de San Agustín, Huila.

Objetivo general de la entrevista

Explorar las percepciones, experiencias y aprendizajes lingüísticos que emergen durante las interacciones comunicativas entre estudiantes de nivel A1 y hablantes nativos de inglés, haciendo énfasis en aspectos como fluidez, confianza comunicativa, estrategias verbales y comprensión intercultural.

La información suministrada será manejada solamente para propósitos académicos y bajo estricta confidencialidad.

Lugar: _____ Fecha: dd/ mm/ año _____ Hora: _____

Nombre de la actividad observada: _____

Código del entrevistado: _____

BLOQUES TEMÁTICOS	PREGUNTAS	RESPUESTAS
1. Percepción del proceso comunicativo	1. ¿Cómo describirías tu experiencia al hablar en inglés con hablantes nativos / estudiantes A1?	

	2. ¿Qué sentiste durante las primeras interacciones en comparación con las últimas?	
	3. ¿En qué momentos te sentiste más cómodo o más inseguro al comunicarte?	
2. Estrategias utilizadas en la interacción	1. ¿Qué palabras o frases usaste con más frecuencia para comunicarte eficazmente?	
	2. ¿Recuerdas alguna situación en la que tuviste que repetir, reformular o usar gestos? ¿Cómo resolviste ese momento?	
	3. ¿Has usado preguntas como “Can you repeat it?” “Sorry?” o “What do you mean?” durante la conversación? ¿Te ayudaron?	
3. Cambios observados en tu producción oral	1. ¿Sientes que tu pronunciación, vocabulario o fluidez han mejorado desde que comenzaste las sesiones?	

	2. ¿Qué tipo de actividades te han ayudado más a expresarte mejor en inglés?	
4. Aspectos interculturales	1. ¿Qué aprendiste sobre la cultura del otro durante las conversaciones?	
	2. ¿Te resultó difícil hablar de tu cultura en inglés? ¿Por qué?	
	3. Cuando hablaste con la otra persona, ¿hubo algo que no entendiste por ser diferente a tu cultura? ¿Qué hiciste?"	
5. Evaluación del impacto personal	1. ¿Qué cambios has notado en tu confianza al hablar inglés?	
	2. ¿Recomendarías este tipo de práctica con hablantes nativos a otros estudiantes? ¿Por qué?	
	3. ¿Qué sugerencia darías para mejorar estas actividades?	
	<i>Lenguaje corporal</i>	
	<i>Emociones</i>	

Observaciones adicionales del entrevistador	<i>inseguridad, entusiasmo, etc.</i>	
	<i>Pausas.</i>	

Note. The previous section represents Data Collection Instrument 2, corresponding to the Semi-Structured Interview Format (Formato de Entrevista Semiestructurada) used in this research.

	2. ¿Qué aspectos crees que salieron mejor?	
	3. ¿Hubo algo que te resultó difícil o incómodo?	
B. Estrategias comunicativas	¿Qué hiciste para que el hablante nativo te entendiera mejor?	
	¿Usaste gestos, pausas o cambios en el tono de voz para comunicarte? ¿Cómo?	
C. Desarrollo lingüístico	¿Aprendiste alguna palabra o expresión nueva? ¿Cuál?	
	¿Hubo momentos en los que no entendiste algo? ¿Qué hiciste en esos casos?	
D. Valoración de la experiencia	¿Qué cambiarías para mejorar tu próxima interacción?	
	¿Recomendarías este tipo de actividad a otros estudiantes? ¿Por qué?	
3. Observaciones del entrevistador	<i>(Registrar aspectos no verbales del participante: tono de voz, lenguaje corporal, expresiones faciales, etc.)</i>	

Note. The previous section represents Data Collection Instrument 2, corresponding to the Post-Interaction Interview used in the research project.

Appendix G

Data Collection Instrument 3

Formato de guía de observación Post-Interacción

Instituto de Lenguas de San Agustín, Huila

Autora: Gloria Marcela Anacona Becerra

Descripción del Instrumento

Este formato actúa como una guía de observación y registro cualitativo diseñada para ser completada por el investigador (o un observador) inmediatamente después de una interacción comunicativa entre un estudiante de nivel A1 y un hablante no nativo o nativo de inglés. Combina una escala de valoración cuantitativa (1 a 5) de indicadores clave de la producción oral con un espacio para el registro de observaciones narrativas de apoyo, facilitando así la triangulación de datos. Este instrumento permite capturar el desempeño lingüístico y la actitud del estudiante en un contexto auténtico, contrastando las habilidades observadas con las percepciones subjetivas del estudiante.

Objetivo del instrumento

El objetivo de este instrumento es documentar e interpretar el desempeño comunicativo del estudiante inmediatamente después de una interacción auténtica. Específicamente, busca categorizar la frecuencia (escala de 1 a 5) con la que el estudiante emplea habilidades y estrategias clave como la Fluidez, Pronunciación, Vocabulario y Uso de Gestualidad, a la vez que se registra evidencia etnográfica detallada (observaciones narrativas) sobre la Confianza Comunicativa. Esto permite obtener una base de datos rica y sistemática para el análisis de contenido categórico, facilitando la interpretación de la evolución actitudinal y el progreso cualitativo del estudiante a lo largo del estudio.

Escala de evaluación, instrucciones y significado

La escala de 5 puntos se utiliza para valorar la frecuencia y la calidad con la que el estudiante exhibió cada criterio durante la interacción observada.

Escala Valor Significado (Frecuencia/Calidad Observada)

1	Nunca	El criterio o indicador nunca se manifestó. El estudiante mostró la debilidad opuesta o la ausencia total de la habilidad.
2	Casi Nunca	El criterio se manifestó de manera muy ocasional o fue muy débil. La habilidad está en una etapa inicial o estuvo constantemente limitada.
3	Algunas Veces	El criterio se manifestó de forma intermitente. La habilidad fue visible, pero se interrumpió con fallas o inconsistencias notables.
4	Casi Siempre	El criterio se manifestó de forma consistente en la mayoría de la interacción. La habilidad es sólida, con errores mínimos o muy esporádicos.
5	Siempre	El criterio se manifestó a lo largo de toda la interacción. La habilidad se demostró de manera fluida, natural y segura.

Fecha: _____ Hora: _____ Lugar: _____

Nombre de la actividad observada: _____

Estudiante: _____

Aspecto Evaluado	Criterios / Indicadores	Escala de Evaluación (1-5)	Observaciones
Fluidez	Habla sin pausas excesivas ni titubeos.		
	Mantiene un ritmo natural de habla.		

Pronunciación	Pronuncia claramente los sonidos básicos.		
	Se entiende fácilmente sin necesidad de repetir.		
Vocabulario	Usa palabras variadas y adecuadas al contexto.		
	Emplea expresiones sencillas para comunicar ideas.		
Uso de gestualidad	Utiliza gestos para apoyar y complementar el mensaje.		
	Mantiene contacto visual apropiado.		
Confianza comunicativa	Muestra seguridad al hablar y participar.		
	No presenta miedo ni vergüenza al expresarse.		

Otras Observaciones:

Note. The previous section describes the instrument used as an observation and qualitative recording guide.

Appendix H

Implemented Activities

ACTIVIDADES PEDAGÓGICAS INNOVADORAS

ANÁLISIS DE ESTRATEGIAS COMUNICATIVAS EN INTERACCIONES ENTRE ESTUDIANTES DE NIVEL A1 DE INGLÉS Y HABLANTES NATIVOS DE LA LENGUA EN UN INSTITUTO DE LENGUAS DE SAN AGUSTÍN, HUILA

Autor
Gloria Marcela Anacona Becerra

Universidad Nacional Abierta y a Distancia – UNAD


Actividad 3: Tour Guiado Bilingüe (Recorridos Sencillos)

Objetivo:
Fortalecer las habilidades de expresión oral y comprensión auditiva en inglés a través de la realización de recorridos guiados en los que los estudiantes practican el uso del idioma en contextos reales y significativos.

Descripción:
Los estudiantes realizan un recorrido sencillo dentro del entorno escolar o en un espacio cercano, durante el cual uno o varios estudiantes actúan como guías turísticos, describiendo en inglés los lugares, objetos o actividades que encuentran. Los compañeros hacen preguntas y comentarios, fomentando una interacción comunicativa natural.

Procedimiento:

1. El docente selecciona un recorrido adecuado y define los puntos clave para la descripción (parque central, principales calles, galería...).
2. Los estudiantes preparan breves descripciones en inglés de cada punto, incluyendo vocabulario relevante y expresiones básicas.
3. Durante el recorrido, los guías bilingües presentan la información en inglés, mientras los compañeros escuchan y participan con preguntas sencillas o comentarios.
4. El docente promueve la retroalimentación y corrige de manera constructiva aspectos relacionados con la pronunciación, fluidez y uso del vocabulario.



Note. Screenshot of the implemented activities in the research