

**Integrative teaching strategies with a situated learning approach to strengthen oral competence in English in seventh grade at Institución Educativa Chon Kay in Riohacha**

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### **Abstract**

This research focuses on the implementation of integrative teaching strategies with a situated learning approach to strengthen oral competence in English among seventh-grade students at Institución Educativa Chon Kay in Riohacha. The main objective is to improve oral communication skills through methods that connect learning with meaningful real-life contexts. A qualitative methodology was employed, aimed at generating rich and descriptive evidence. Regarding the impact of the strategies implemented, instruments such as participant observation, semi-structured interviews, reflective journals, and oral production assessment rubrics were also used to evaluate progress in fluency, pronunciation, and communicative confidence. As a result, the activities enabled students to move from silence and insecurity to more fluent, motivated, and contextualized participation in English, thereby strengthening both their communicative competence and their confidence and sense of belonging within the learning process.

***Keywords:*** Integrative teaching strategies, situated learning, English as a foreign language, communicative skills, learning motivation.

## Resumen

La presente investigación se encuentra orientada hacia la implementación de estrategias didácticas integradoras con un enfoque de aprendizaje situado para el fortalecimiento de la producción oral en inglés de estudiantes del séptimo grado en la Institución Educativa Chon Kay, de Riohacha. El objetivo principal consiste en mejorar las habilidades comunicativas orales a través de métodos que vinculan el aprendizaje con contextos reales y significativos para los estudiantes. Para ello, se emplea una metodología cualitativa, orientada a generar evidencia descriptiva y de calidad sobre el impacto de las estrategias aplicadas. También, se utilizan instrumentos como observación participante, entrevistas semiestructuradas, diarios reflexivos y rúbricas de evaluación de producción oral en inglés para evaluar el progreso en fluidez, pronunciación y seguridad comunicativa. Como resultado final, las actividades lograron que los estudiantes pasaran del silencio y la inseguridad a una participación más fluida, motivada y contextualizada en inglés, fortaleciendo tanto su competencia comunicativa como su confianza y sentido de pertenencia al proceso de aprendizaje.

***Palabras claves:*** Estrategias didácticas integradoras, aprendizaje situado, inglés como lengua extranjera, competencias comunicativas, motivación en el aprendizaje

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## Introduction

The teaching of English as a foreign language has acquired a strategic role in current educational systems, as it is considered a key tool for the development of intercultural competences and integration into globalized knowledge networks (Vega et al., 2022). This language plays a fundamental instrumental role in the transfer and exchange of knowledge within international academic and scientific communities, in addition to being an essential resource for social and professional mobility in contexts marked by digitalization and interconnection. Despite its importance, the improvement of oral expression continues to represent a significant obstacle in the learning process, due to the scarcity of authentic interaction environments, the application of pedagogical approaches focused on memorization, and the limited exposure to real communicative practices, especially in educational communities affected by social, economic, and technological gaps that restrict opportunities for linguistic immersion.

In this regard, the incorporation of innovative pedagogical approaches, such as situated learning, seeks to transform the teaching of English by linking learning to real-life situations that are meaningful for students, moving beyond the mere memorization of linguistic structures to promote a functional and dynamic use of the language. Integrative teaching strategies, which combine various active and collaborative techniques, are presented as key tools to enhance this methodology, fostering participation, interest, and the contextualization of learning. This study aims to explore and apply these strategies in seventh grade at *Escuela Educativa Chon Kay*.

Institution located in Riohacha, with the objective of strengthening students' oral competence in English. The educational institution faces significant challenges in English teaching, which are reflected in the evident difficulties students experience when trying to

express themselves orally with fluency and confidence. This situation is influenced by contextual factors specific to the region, such as the limited exposure to the language outside the classroom, socioeconomic conditions, and the lack of didactic resources adapted to the cultural and social reality of the students. Therefore, the design and implementation of contextualized pedagogical strategies that respond to these specific circumstances and allow for more effective and meaningful English teaching becomes essential.

The first chapter establishes the foundations of the research project, beginning with a detailed presentation of the problem, which identifies and contextualizes the difficulty faced by seventh-grade students at *Institución Educativa Chon Kay* in developing their oral expression skills in English. Based on this problem, the general and specific objectives are formulated to guide the research toward the concrete improvement of these skills. In addition, this chapter presents a reasoned justification that highlights the academic, social, and pedagogical importance of the study, emphasizing the need to implement integrative teaching strategies under a situated learning approach to effectively respond to the demands of the educational context.

The second chapter delves into the theoretical framework, structured into several key sections. First, it presents a comprehensive review of the state of the art, critically analyzing previous research and theoretical approaches related to situated learning and integrative teaching strategies applied to foreign language teaching. Next, the theoretical framework is developed, presenting the conceptual foundations and theories that support the research, complemented by a conceptual framework that precisely defines the key terms and categories used. Finally, the legal framework is included, which contextualizes the study within current national and institutional

educational regulations and policies, ensuring that the research aligns with official guidelines and contributes to educational improvement.

The third chapter develops the methodological framework that guides the research, based on a qualitative approach, which allows for a deep understanding of the experiences, perceptions, and meanings that teachers and students attribute to the implementation of integrative teaching strategies. The adopted qualitative research design is described, which directs the collection and detailed analysis of data from an interpretative perspective. The instruments used are specified, such as semi-structured interviews, focus groups, and direct classroom observations, which facilitate the exploration of communicative dynamics, difficulties, and progress in oral competence in English. The intentional selection of the population and sample is also described, focusing on those participants who provide relevant and enriching information for the study. Finally, the procedures for the systematization and qualitative analysis of the data are detailed, emphasizing techniques such as coding and categorization to identify patterns and understand the impact of the strategies within the educational context.

The fourth chapter presents a detailed and comprehensive analysis of the qualitative data collected following the implementation of integrative teaching strategies with a situated learning approach. The perceptions, experiences, and testimonies of students and teachers are presented, revealing significant transformations in oral competence in English, such as improvements in fluency, pronunciation, and communicative confidence. The chapter also explores experiences and attitudes that reflect changes in motivation and commitment to language learning. It concludes with a critical interpretation of the findings in relation to the research objectives and the theoretical framework, highlighting how the strategies contribute to a dynamic educational

process. Finally, pedagogical recommendations based on the qualitative evidence obtained are offered, aimed at strengthening teaching practices and promoting the integral development of communicative skills, along with proposals for future research to further deepen the topic.

## **General Aspects of the Research**

This chapter begins with the fundamental trajectory of the research, establishing the framework that gives meaning and direction to the study. It clearly presents the central problem that motivates this inquiry, highlighting its real impact and the urgent need to address it from an innovative perspective. The specific objectives that guide each stage of the research process are defined, and the relevance and pertinence of the project are argued, not only from an academic perspective but also in terms of its potential social and educational benefits. Thus, this chapter not only presents the context and foundations of the study but also invites us to recognize the importance of generating effective solutions that contribute to strengthening learning and the integral development of students.

### **Context of the Research Problem**

The learning of English, especially oral expression, has become one of the greatest challenges for the educational system in multilingual, rural, and culturally diverse contexts. According to González et al. (2022), acquiring English as a foreign language involves overcoming various obstacles, with oral expression being one of the most demanding, as it requires confidence, fluency, and communicative competence. This difficulty is exacerbated in environments where limited access to didactic resources, insufficient teacher training, and the use of traditional teaching methods hinder the achievement of curricular objectives.

In this context, Guagchinga (2025) warns that the rigidity of educational programs, together with insufficient teacher training and the limited use of technological tools, restricts pedagogical innovation, widening the gap between educational objectives and classroom reality. Therefore, it is essential to adopt teaching strategies that integrate academic knowledge with the

social and cultural environment of students, thus fostering more relevant and participatory learning.

At the global level, reports from international organizations such as Education First reveal that Latin America continues to show a low level of English proficiency compared to other regions (Okoye, 2023). Although bilingual policies and programs have been promoted to strengthen communicative skills, their implementation has been limited by the use of decontextualized and homogeneous approaches that do not take into account the sociocultural particularities of students. This has a particular impact on oral expression, since most methodologies focus on grammar and reading, neglecting real and spontaneous communicative interaction.

The teaching of English in Colombia, by neglecting real and spontaneous communicative interaction, faces persistent structural challenges. According to Ruiz (2025) the country continues to experience significant obstacles related to the lack of adequate materials, insufficient teacher training, and the ongoing use of traditional teaching methods. Although the Ministry of National Education has promoted initiatives to strengthen teachers' linguistic competence and implement the National Bilingualism Program, many educational institutions still lack sufficient resources and contextualized materials. This situation is exacerbated in rural areas, where students have few opportunities to interact with English and with trained professionals who foster innovative pedagogical practices. Consequently, the development of oral communication skills is limited, and the gap in educational inequality between students from urban and rural contexts continues to widen.

In the department of La Guajira, these difficulties are exacerbated by adverse socioeconomic conditions, geographic dispersion, and linguistic diversity. Institutions such as *Chon Kay*, located in Riohacha, face a profound shortage of resources, materials, and pedagogical strategies adapted to the multicultural context. The presence of Wayuu students, who coexist with speakers of Spanish and Wayuunaiki, poses additional challenges for English teaching, especially with regard to oral expression. This situation requires the implementation of pedagogical approaches that integrate local realities and foster situated and relevant learning. From this perspective, Pérez (2023) argues that the use of traditional methods and the lack of cultural connection hinder the development of oral expression in English.

In this context, the oral mastery of English among seventh-grade students at *Institución Educativa Chon Kay* represents a crucial aspect of the educational process. English classes are characterized by low oral participation, limited authentic interaction in the language, and the use of decontextualized materials. Despite institutional initiatives to improve English teaching, these have not succeeded in fostering true communicative competence in students, who continue to face linguistic, pedagogical, and sociocultural barriers that hinder their integral development. This reflects a disconnection between English teaching and the sociocultural reality of the students.

The manifestations of this problem are reflected in insecurity when speaking, poor pronunciation, the limited ability to construct coherent sentences in English, and reluctance to participate in oral activities in class. Students adopt a passive attitude, avoiding verbal interaction in the language and showing low linguistic self-esteem, which significantly limits their communicative development. In addition, pedagogical practice focused on the mechanical repetition of grammatical structures, without a deep understanding of their application in real

contexts, accentuates the disconnection between academic content and students' daily lives. This gap between theory and practice prevents English learning from becoming a functional and meaningful tool in their social and cultural environments.

The factors that explain this situation are diverse and deeply rooted in educational practice, highlighting the persistence of traditional pedagogical approaches that prioritize the teaching of grammar and translation to the detriment of the development of functional and contextual communicative skills in English. These methods emphasize the memorization of linguistic structures over meaningful oral interaction, reducing students' opportunities to use the language in authentic contexts. Added to this is the limited specialized training of teachers in active and innovative methodological strategies aimed at promoting oral fluency and encouraging student participation in more dynamic and meaningful contexts. Furthermore, the lack of relevant and contextualized teaching materials, adapted to the cultural, social, and linguistic realities of the students, restricts access to more relevant and meaningful learning experiences. Finally, the low social value perceived for English as a tool for personal and professional development, together with students' limited intrinsic motivation, contributes to an educational landscape in which oral fluency in a foreign language remains a distant and difficult goal to achieve.

Consequently, students graduate with a limited command of English, especially in oral expression, which restricts their access to academic, professional, and social opportunities that require strong communicative skills in this language. This situation contributes to perpetuating the existing educational gap between rural and urban areas, further weakening the national goal of achieving effective bilingual education. Moreover, the lack of integrative and contextualized pedagogical strategies negatively affects educational quality, limiting the development of

essential competencies for active and competitive participation in an increasingly globalized and multilingual world.

***Research Question***

Once the problem has been stated, the following question can be formulated: How does the implementation of integrative pedagogical strategies based on situated learning contribute to strengthening the oral competence in English of seventh-grade students at *Institución Educativa Chon Kay* in Riohacha?

## Objectives

### General Objective

To examine, through a process of pedagogical action research, how integrative pedagogical strategies based on the situated learning approach influence the strengthening of oral competence in English among seventh-grade students at *Institución Educativa Chon Kay* in Riohacha.

### Specific Objectives

To characterize the pedagogical, sociocultural, and linguistic context of seventh-grade students at *Institución Educativa Chon Kay*, in order to identify the conditions that influence the development of oral competence in English.

To underpin integrative pedagogical strategies through didactic units, collaborative learning, and oral playful activities under the situated learning approach, based on contextual and theoretical findings, in order to demonstrate their applicability and results in the final chapter with respect to oral competence in English as a foreign language.

To interpret, through participant observation and the analysis of descriptive records, the dynamics that shape the phenomenon of oral competence in English, in order to understand its development in relation to the pedagogical strategies based on situated learning that are implemented.

### **Justification of the Study**

The learning of English has been consolidated as a fundamental skill in contemporary education, especially in a globalized world where communication in multiple languages facilitates intercultural interaction, access to information, and participation in diverse academic and professional settings. According to Vera (2025) mastering English involves developing linguistic, sociocultural, and discursive skills that enable effective and appropriate communication in different situations. In this context, oral mastery of English stands out as an essential communicative skill that allows students not only to express ideas but also to interact effectively and naturally in everyday situations. However, despite its importance, this skill is not adequately developed in many Colombian educational institutions due to traditional teaching methods that prioritize memorization and theoretical knowledge over authentic communicative practice.

Specifically, at Institución Educativa Chon Kay, located in the tourist area of Riohacha, it has been observed that seventh-grade students face significant difficulties in expressing themselves orally in English with fluency and confidence. In this regard, Olaya (2024) states that this difficulty lies in the inability to speak naturally and securely due to emotional and contextual barriers. This limitation affects not only their academic performance but also their motivation and self-esteem, creating a vicious cycle that hinders the progressive learning of the language. Therefore, it is necessary to rethink the teaching strategies employed to address this problem, promoting methods that integrate meaningful learning with the students' cultural and social context, so that the learning of English becomes more relevant and effective.

Situated learning, which emphasizes the construction of knowledge in real and meaningful contexts, offers a promising path to strengthen oral expression in English. García and Murillo (2023) define that, it is a process in which knowledge is constructed and acquires meaning within real and authentic contexts, fostering the active interaction of students with their social and cultural environment. This approach recognizes that learning is more effective when students can connect academic content with their immediate environment, which favors the internalization of knowledge and skills through direct experience. Applying this approach to the teaching of English involves designing activities and strategies that simulate or take place in authentic communicative situations, creating a favorable environment for students to practice and improve their oral fluency and confidence.

On the other hand, integrative teaching strategies combine various pedagogical techniques that enhance interaction and collaborative learning, such as role-playing, debates, group projects, and the use of multimedia resources. In other words, these strategies are understood as educational methods that combine different learning styles to foster more effective learning adapted to students' needs (Camacho, 2023). These strategies not only promote a dynamic and motivating environment but also develop essential social and communicative skills, encouraging active and contextualized learning. The integration of these methodologies with the situated learning approach can significantly contribute to overcoming the barriers faced by the students of *Institución Educativa Chon Kay* regarding their oral proficiency in English.

From an academic and scientific perspective, this research seeks to provide empirical evidence on the effectiveness of combining integrative teaching strategies with situated learning to strengthen oral competence in English among secondary school students. At the theoretical level, it contributes to enriching knowledge about active methodologies in foreign language

teaching in local contexts, particularly in culturally diverse regions such as La Guajira. The study addresses an important gap in Colombian educational literature regarding how these strategies can be adapted and applied in specific contexts with positive results.

Methodologically, this thesis seeks to provide integrative and replicable didactic strategies to guide English teachers in the implementation of innovative and contextualized pedagogical practices, which can be evaluated and adjusted according to the specific characteristics of their students and communities. This represents a significant advancement for bilingual education in Colombia, demonstrating how the integration of approaches and strategies can directly impact the improvement of communicative skills, especially oral expression, one of the most difficult competencies to develop.

In social terms, strengthening oral expression in English among the students of Institución Educativa Chon Kay has a transcendental impact on the community, as it provides young people with communication tools that broaden their access to educational, cultural, and professional opportunities in an increasingly globalized country and world. Communicative competence in a foreign language is a key factor for inclusion and social mobility, aspects that are particularly relevant for regions such as La Guajira, where educational and economic gaps persist, limiting the integral development of its inhabitants.

From a practical perspective, the teaching strategies proposed in this research provide guidance to teachers who face the challenge of motivating students who often perceive the learning of English as a distant or useless task. The implementation of integrative and contextualized activities promotes a more dynamic and participatory classroom environment, fostering a positive school climate and the development of interpersonal skills, in addition to

improving oral fluency. This, in turn, can contribute to pedagogical innovation within the educational institution.

For future research, this study represents a valuable opportunity to deepen the application of contemporary pedagogical theories in a real context, developing research, analytical, and pedagogical skills that strengthen the professional and academic profile. In addition, it contributes to personal growth and reinforces the commitment to educational improvement in the region, consolidating the role as agents of social and educational change.

Finally, for the previously mentioned educational institution, this research represents a strategic contribution to the continuous improvement of educational quality, by offering an innovative approach that teachers can adopt to enhance their students' communicative skills in English. The implementation of these strategies can become a replicable model for other subjects and levels, supporting the institutional mission of forming competent and critical citizens, prepared to face the challenges of the twenty-first century.

## Reference Framework

The reference framework constitutes the conceptual and theoretical foundation on which this research is structured, providing the necessary basis to understand, analyze, and address the problem under study. Ordóñez (2025) defines it as the system of concepts, theories, and academic background that guides, delimits, and supports research within a specific disciplinary field. In the context of teaching English as a foreign language, and particularly in strengthening oral expression, it is essential to consider pedagogical approaches that recognize the characteristics of the students' sociocultural environment, as well as their learning styles and communicative skills.

Therefore, this section develops the main theoretical and conceptual references that guide the research proposal, including situated learning, communicative competence, the communicative approach, learning styles, and integrative didactic strategies. The articulation of these theories allows for a holistic and innovative perspective on English teaching, highlighting the importance of contextualized, participatory, and student-centered education. This framework, in addition to supporting the research, seeks to generate new understandings and pedagogical proposals relevant to the educational realities of contexts such as Riohacha, La Guajira.

In the field of English teaching and the development of oral competence, the implementation of innovative pedagogical strategies has become a fundamental pillar for strengthening students' communicative skills, especially in multicultural and diverse contexts. In this regard, this article presents a cutting-edge approach with a systematic and critical review of relevant research at the international, national, and local levels, focused on the application of approaches such as situated learning, meaningful learning, and task-based learning. These

theories converge in their interest in fostering contextualized and participatory educational experiences, oriented toward the real use of the language, with an emphasis on the development of oral skills in English.

### **International Context**

Situated learning and its impact on oral competence in English are presented below as the theoretical and methodological foundation for the development of this thesis. First, the work of Luis Eduardo García Medel (2020) in his thesis entitled “*Situated Learning in the Teaching of English to Primary School Students*”, constitutes a key reference to demonstrate how the integration of the sociocultural context into English classes fosters oral expression. This research, conducted at Instituto 20 de Noviembre in Tlaxcala, Mexico, was carried out through a qualitative approach with participant observation and analysis of pedagogical practices in a first-grade group. The results showed a considerable increase in student participation, as well as improvements in fluency and in the connection between academic content and everyday life. The author concludes that situated learning not only enhances linguistic skills but also increases motivation and willingness to collaborate. This perspective directly supports the objective of this thesis, which proposes that contextualizing English learning in nearby sociocultural realities can improve oral competence in secondary school students.

Secondly, the study by Karina Mendieta Lira (2021) entitled “*Improving Oral Competence in English: Strategies and Tools in the Classroom*”, offers a systematic review of research conducted in Peru between 2016 and 2020. Its objective was to analyze the most effective methodological strategies to strengthen oral competence in English, identifying practices such as role-playing, project-based learning (PBL) and the use of technological platforms such as Skype, Langblog, and Eleclips. Based on the analysis of 48 studies with more

than four thousand participants, the author concludes that the combination of contextualized activities with digital tools significantly improves fluency, confidence, and oral interaction. This work provides a broad methodological framework that can be adapted to educational contexts in the Colombian Caribbean, especially in environments such as *Institución Educativa Chon Kay*, which seeks to integrate active strategies with a situated approach.

Finally, the most recent research reviewed was that of Yan et al. (2024) entitled “*Development of English Oral Expression Skills of University Students through Situated Learning in Experiences Enhanced with Virtual Reality.*” This study, conducted at a university in Guangzhou, China, employed a mixed methodology with pre-test and post-test to evaluate the effects of an immersive virtual reality environment called *Immerse* on the development of oral expression skills in English. The results were conclusive, showing statistically significant improvements in fluency, pronunciation, vocabulary, and communicative confidence. In addition, students demonstrated a high level of motivation and participation, feeling engaged in authentic situations that simulated real contexts of language use. Although the technological context may differ from that of the present research, this study demonstrates that authentic environments and the connection with everyday situations are determining factors in strengthening oral competence.

### **National Context**

In the Colombian context, various studies have explored innovative strategies to strengthen oral expression in English, addressing the specific needs of students in different national educational settings. Although no studies were found on thematic units applied within the framework of situated learning for the development of oral expression in English, the literature review revealed other studies that examine the implementation of didactic materials in

relation to pedagogical approaches such as project-based learning, which prove useful for this research.

In the first study considered, developed by Segnini Rodríguez (2018) a didactic guide was created for the development of oral expression in English through the research entitled “*Cooperative Learning: A Guide for Teaching Oral Expression in English to Girls Aged 7 to 10.*” This study adopted a qualitative approach characterized by action research methodology, in which the perspectives of teachers and coordinators regarding oral expression in English and cooperative learning were taken into account. The results showed that the implementation of this guide fostered a more interactive and meaningful learning experience for the students. In addition, group activities enhanced positive interdependence and shared responsibility, insofar as the guide adequately addressed the identified needs and adhered to the stages of didactic material design. The conclusions indicate that the implementation of cooperative learning with didactic guides improves oral expression in English and strengthens collaborative dynamics in the classroom. This provides valuable information for the development of the present work, as it highlights the positive impact of cooperative learning on students’ social interaction and confidence. It can be adapted to situated learning to promote group dynamics that reflect real-life situations, such as community projects or simulations of everyday scenarios.

The study entitled “*Storytelling as a Didactic Strategy to Improve Oral Proficiency in English*”, conducted by Ruiz and Soto (2021) aimed to implement oral storytelling as a pedagogical strategy to strengthen the oral skills of seventh-grade students at *Institución Educativa Clemente Manuel Zabala* in Cartagena. The research, developed with a qualitative approach, sought to thoroughly understand the effects of this strategy on oral fluency in English. Through systematic observation, narrative analysis, and discourse analysis, significant progress

was identified in vocabulary, fluency, pronunciation, and communicative confidence. Although initial and final diagnostic tests were applied, these did not have a statistical character; instead, they enriched the interpretation of the observed communicative progress. The results revealed remarkable transformations in the students' oral performance and highlighted the effectiveness of innovative pedagogical strategies in local contexts, while also allowing exploration not only of learning achievements but also of the processes, attitudes, and dynamics that foster the development of linguistic competences in a foreign language.

A more recent study, conducted by Jenny Díaz Arenas and Laura García Castellanos (2022) is recognized as a didactic strategy based on podcasts to strengthen oral communication in English in secondary education. In this work, the objective was to improve oral communication in English among eighth-grade students at *Colegio Jordán de Sajonia* through a qualitative methodology with a participatory-action design. To achieve the objectives, 20 students were selected through classroom diagnostics, and five volunteers participated in the implementation of the proposed phases. The results showed that, after the implementation of the podcasts, students significantly improved their fluency, pronunciation, and accuracy in the use of grammatical structures during oral communication. Moreover, the use of these podcasts with relevant topics adapted to the students' reality increased their interest and motivation to learn English. In conclusion, this work highlights the importance of adapting learning activities to the interests and meaningful contexts of students, which is fundamental in the situated learning approach. It includes phases of diagnosis, development, and evaluation that can be replicated and provides a framework for assessing the effectiveness of the thematic unit.

### **Local Educational Context: The Teaching of English at Institución Chon Kay**

The literature review on La Guajira revealed a lack of research documenting the design of didactic units based on situated learning to improve oral expression in English. The only close reference is the study by De la Hoz and Barreneche (2020) whose objective was to diagnose the pedagogical and sociocultural challenges faced by teachers and students in dispersed schools in Riohacha. This study employed a mixed methodology, applying surveys to 38 teachers, semi-structured interviews with 120 students, and classroom observations in eight rural institutions. As a result, the insufficiency of materials, the predominance of traditional methods, and deficiencies in teacher training were evidenced as factors that limit oral competence and the deepening of specific strategies such as situated didactic units. The scarcity of specific research underscores the novelty and relevance of this thesis, which is also grounded in the professional experience of the researcher. As suggested by Melo Hermosilla and Villalobos Claveria (2006) Concepción Messina (2011) and Zapata and Rondán (2016) systematic reflection on one's own practice constitutes a valid source of contextualized knowledge and fosters educational transformation. In this way, the proposed work not only addresses an empirical gap in Riohacha but also generates transferable evidence for other territories with similar sociolinguistic and cultural characteristics.

## Theoretical Framework

### **Situated Learning as a Basis for Contextualizing the Teaching of English**

Situated learning is conceived as a pedagogical approach that recognizes that knowledge is not constructed in an abstract way, but rather within specific social and cultural contexts. The Political Constitution of Colombia (1991) and Law 115 of 1994 emphasize the need for an education connected to life and the environment. These regulatory frameworks establish that learning must respond to students' realities and highlight the importance of contextualizing teaching. Likewise, they promote the idea that schools cannot be separated from the social practices of the community, positioning situated learning as a bridge between educational policy and pedagogical practice.

Various authors consolidate this approach through theoretical contributions that link it to teaching practice. Vygotsky, with his concept of the Zone of Proximal Development (ZPD) proposes that learning is achieved through interaction with others (Corral, 2001; Badillo et al., 2021). These contributions influence research that integrates collaborative work into teaching processes and demonstrate that students' real-life experiences enrich learning. In Latin America, these ideas are associated with critical and transformative pedagogies, which allow the sociocultural theory to be connected with contextualized didactic proposals.

Currently, a body of research is being consolidated that updates and expands the notion of situated learning. Cid et al. (2023) emphasize that this approach not only promotes meaningful learning but also fosters a critical, innovative, and reflective pedagogical practice. These authors argue that the classroom functions as a social space where knowledge is constructed collaboratively. Furthermore, they highlight that learning is not only cognitive but also emotional

and cultural. Consequently, situated learning is considered an effective strategy to overcome the rigidity of traditional methodologies and to respond to contemporary educational demands.

In the field of English language teaching, situated learning acquires special relevance in Latin American contexts. In this regard, Campos and Umaña (2022) argue that situated learning constitutes a pedagogical perspective which, when developed in contexts of real interaction, strengthens teachers' intercultural communicative competence through the integration of knowledge with practice and sociocultural exchange. Likewise, Fernández and Carrillo (2023) show that this learning modality is conceived as a formative proposal that promotes the construction of knowledge through active participation in real or simulated scenarios, where knowledge is articulated with practice and social interaction. Chicaiza (2020) for his part, defines it as an educational alternative that highlights the relevance of contextualized projects and tasks to strengthen oral expression, in which English ceases to be taught as isolated knowledge and is experienced as a social practice linked to students' everyday life.

In this sense, it can be affirmed that situated learning continues to evolve as a field of educational innovation. Recent studies, such as those by Calderón and Pérez (2024) and Ríos et al. (2023) link it to active methodologies such as project-based learning and collaborative environments. These proposals demonstrate that this approach fosters students' autonomy and intrinsic motivation. Moreover, they highlight its applicability in both rural and urban contexts, contributing to the reduction of educational gaps (Ballesteros, 2025).

One of the most significant aspects of this thesis is related to the articulation between situated learning and oral competence in English as a foreign language in culturally diverse educational contexts, specifically at *Institución Educativa Chon Kay* in the district of Riohacha, La Guajira. This methodological choice responds to the need to overcome traditional models that

fragment knowledge, decontextualize learning, and limit student participation to the mechanical repetition of linguistic structures. In contrast, situated learning conceives the student as a subject immersed in a cultural, social, and emotional framework, so that language learning becomes meaningful and connected to real-life situations and authentic communicative practices. From this perspective, oral competence transcends mere grammatical correctness or superficial fluency and becomes a holistic experience that involves confidence, personal security, a sense of belonging, and connection with the environment. Thus, the research shows that when teaching strategies are aligned with students' realities, interests, mother tongues, and ways of experiencing the world, not only is deeper learning of English promoted, but socio-emotional and cognitive skills are also strengthened.

In this sense, each contextualized pedagogical activity that integrates play, the narration of everyday experiences, collaborative work, and body language as ways to stimulate oral fluency generates meaningful learning. These practices not only teach students to speak English, but also to think, feel, and construct meaning in English from a local perspective, from their own perspective. Therefore, one of the greatest contributions of this research lies in demonstrating how didactics, promoted by schools, can be transformative when students are recognized as protagonists of their learning process, rather than as passive recipients of imposed knowledge. Contextualized teaching requires schools to promote not only disciplinary knowledge but also students' intellectual autonomy (Figueredo, 2021, p. 24).

In this context, the theory of situated learning constitutes one of the fundamental pillars for understanding how the teaching of English can be effectively contextualized in diverse educational settings. Fernández and Carrillo (2023) affirm that this type of theory strengthens knowledge through active participation in real and meaningful situations within the student's

environment (pp. 155–156). In this sense, learning English does not simply mean internalizing grammatical rules or expanding a vocabulary disconnected from the student's reality, but rather participating in meaningful communicative situations that reflect real uses of the language.

From this perspective, the classroom becomes a space where knowledge comes to life through social interaction, shared experiences, and the resolution of contextualized problems. Applying situated learning to the teaching of English involves designing activities in which students can connect what they learn with their immediate environment, their daily practices, and their cultural references, thus generating a more meaningful and motivating process. In rural or culturally diverse contexts, such as that of an educational institution, this approach allows English learning to acquire new meaning by anchoring it in students' experiences, recognizing their prior knowledge, forms of expression, and worldview.

Moreover, situated learning fosters the collaborative construction of knowledge, acknowledging that cognitive processes develop within communities of practice. In this way, learning a foreign language ceases to be an individual and isolated act and becomes a social practice, where speaking English with others, in real or simulated contexts, strengthens comprehension, fluency, and above all, expressive confidence. This theory not only provides epistemological support to the methodological approach of the research, but also guides pedagogical action toward a more critical, inclusive, and contextualized teaching, in which the student becomes an active participant in their own learning process.

### **Integrative Pedagogical Strategies to Improve Oral Expression in English**

Integrative teaching strategies are conceived as pedagogical approaches that seek to coherently articulate diverse methodologies, bodies of knowledge, and didactic resources in order to foster deeper, more meaningful, and contextualized learning. These strategies go beyond

fragmented instruction or approaches focused solely on content memorization, promoting the connection between theory and practice, as well as social and collaborative interaction among students. In the teaching of English as a foreign language, such strategies are essential for the development of oral expression, as they allow students to practice the language in real communicative situations, face authentic communicative challenges, and strengthen their ability to convey ideas, emotions, and opinions effectively. Likewise, they facilitate the integration of linguistic, cultural, and emotional competences, promoting a holistic learning process that links language use with everyday life and the needs of the environment.

The foundational authors of these strategies are rooted in the traditions of constructivism and critical pedagogy, with prominent figures such as John Dewey and Lev Vygotsky. Dewey argued that knowledge is constructed through direct experience and that authentic learning occurs when students actively participate in meaningful activities that connect school with real life. Vygotsky, on the other hand, introduced concepts such as the Zone of Proximal Development (ZPD) which emphasizes that learning takes place through social interaction and guidance, enabling students to progress beyond what they could achieve independently.

The Zone of Proximal Development (ZPD) highlights the importance of social interaction and the support of teachers or more capable peers to achieve more advanced learning. These ideas are essential for the teaching of English, especially oral expression, as they emphasize that communication does not develop in isolation but emerges through interaction, dialogue, and constant practice in real or simulated contexts.

As research advances, specific approaches to language teaching, such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL) consolidate the application of integrative strategies. These perspectives emphasize that language learning should not be limited

to the memorization of grammatical structures, but should instead focus on authentic communication and active participation in meaningful tasks. In this sense, integrative strategies provide a pedagogical framework that enables students to express themselves orally in English with confidence and coherence, while also understanding the relevance of the language as a tool for social and cultural interaction. Moreover, these strategies foster creativity, problem-solving, and autonomy, key elements for strengthening communicative competence in both academic and everyday contexts.

The contributions of these strategies are broad and multidimensional, as they not only improve the acquisition of linguistic competences but also develop social, emotional, and cognitive skills. The implementation of contextualized projects and tasks fosters students' motivation, self-esteem, and active participation, factors that directly influence oral fluency in English. When faced with authentic communicative situations, students learn to organize ideas, use vocabulary and structures appropriately, and negotiate meaning with their interlocutors. This transforms English into a meaningful social practice rather than isolated and decontextualized knowledge, thus integrating the language with everyday experiences and specific sociocultural realities.

Contemporary authors such as Fernández and Carrillo (2023) and Chicaiza (2020) reinforce the relevance of these strategies within the framework of situated learning and integrative education. Their research demonstrates how the implementation of contextualized tasks and projects directly contributes to the development of oral expression in English, enhancing intercultural communicative competences and strengthening students' active participation in their own learning process. In addition, they highlight that the integration of digital technologies and interactive resources can further enrich these strategies by providing

collaborative environments that simulate real-life situations and allow for constant language practice in meaningful contexts. This confirms that integrative strategies not only have a solid theoretical foundation but are also applicable and effective in the modern classroom.

Contextualized integrative strategies in English language teaching encompass diverse methodologies that connect learning with real and meaningful contexts for students, particularly fostering the development of oral expression. The didactic unit proposed in this research represents the first integrative strategy, focused on objectives related to oral expression, listening comprehension, and written production. It enables students to practice communication through presentations, debates, and dramatizations in contexts relevant to them.

Among other strategies, role plays and dramatizations stand out, where students assume roles in specific situations such as interviews or debates, allowing them to practice communication in a contextualized manner. In addition, problem-based tasks are employed, requiring students to solve everyday situations using English functionally, integrating reading, listening comprehension, and oral expression. Contextualized storytelling and narrative activities encourage the creation and presentation of stories related to students' personal or cultural lives, promoting fluency and vocabulary enrichment.

Other strategies include collaborative research projects on topics related to the local environment, which foster oral interaction and the exchange of ideas, as well as simulations of real-life scenarios, such as airports or markets, where specific communicative functions are practiced. All of these activities are designed to harmonize with the tourist reality of the city of Riohacha.

## **Social Constructivism Applied to the Development of Oral Competence in a Foreign Language**

Social constructivism, as an educational and epistemological paradigm, has radically transformed our understanding of learning processes, especially in the context of developing communicative skills in a foreign language. Pinto et al. (2019) argue that, from Vygotsky's social constructivist perspective, human development does not occur in isolation but emerges from interaction with other people in social and cultural contexts. From this perspective, contemporary thinkers propose that learning is inseparable from the social, cultural, and linguistic processes in which individuals are immersed. Therefore, learning a language is not limited to the accumulation of linguistic structures or the mechanical mastery of grammatical rules, but rather involves active participation in discursive practices that acquire meaning within a community of speakers. It is in social interaction where language is learned, negotiated, and transformed.

When applying social constructivism to the development of oral expression in another language, in this case English, it is emphasized that dialogue, interaction with others, and shared experiences help students speak with greater fluency, confidence, and meaning. The teaching of oral competence in English, in line with social constructivism, recognizes that dialogue, interaction, and the Zone of Proximal Development are essential to improving students' fluency and expressive confidence (Matajira, 2019). In this sense, instead of considering orality as a competence developed individually and in isolation, it is conceived as a collective construction, strengthened through collaboration, interaction with others, and participation in real or simulated communicative situations. In this way, the classroom ceases to be a controlled and static space

and becomes a dynamic environment for the construction of meaning, where each oral intervention contributes to the creation of shared meanings.

A key concept of social constructivism is the Zone of Proximal Development (ZPD) defined by Vygotsky as the distance between what a student can do independently and what they can achieve with the guidance of an expert or through collaboration with peers. Corral (2001) refers to it as the stage of development in which a person, with appropriate guidance or support, can acquire knowledge or skills not yet mastered alone (p. 72). Similarly, González et al. (2021) define it as the difference between what a student can do individually and what can be accomplished with the help of someone with greater knowledge or experience. According to Badillo (2021) this proposal refers to the gap between what a student can achieve independently and what can be achieved with the guidance of a more knowledgeable person (p. 10). According to these authors, the Zone of Proximal Development shows that student progress largely depends on accompaniment and interaction with others, reaffirming that learning is a profoundly social and collaborative process.

Likewise, language is conceived not only as an object of study but also as a tool of cultural and cognitive mediation. In this regard, Mora (2023) states that language not only conveys information but also structures thought and sustains the cultural integration of individuals. It is through language that students organize their thinking, understand reality, and relate to the world. From this perspective, promoting oral communication in English implies facilitating access to new cultural codes, expanding possibilities of expression, and opening pathways toward intercultural understanding. Oral competence, therefore, is not a technical skill but an act of symbolic appropriation that enables students to participate in broader and more diverse discursive communities.

However, for this process to develop effectively, it is essential that pedagogical strategies be based on the principles of authenticity, active participation, and connection with the student's real-life context. Activities such as role plays, debates, dramatizations, simulated interviews, collaborative oral presentations, and group problem-solving create realistic and credible practice environments where the language is used with a specific communicative purpose. These spaces allow students to assume roles, make decisions, negotiate meanings, and, above all, practice the language from a functional and meaningful perspective. Gálvez (2024) agrees that the use of role plays in English promotes significant dialogical interactions among students, which improves both oral fluency and listening comprehension. Likewise, Caro (2022) in support of these ideas, argues that role plays, when integrated into contextualized didactic sequences, reduce anxiety when speaking in public and improve communicative skills in fourth and fifth grade.

Moreover, this approach acknowledges the influence of emotional and social factors in the development of oral skills. Anxiety, fear of making mistakes, low self-esteem, or lack of confidence can inhibit oral participation, especially in contexts where English is perceived as a foreign or distant language. Therefore, creating a climate of trust, collaboration, and respect in the classroom is not a secondary aspect but an essential condition for learning. In this regard, Haro and Yépez (2023) argue that when English teaching focuses on the use of the language in real and meaningful contexts, it strengthens students' confidence and their ability to communicate effectively in everyday situations and multicultural environments (p. 585). In this model, the teacher acts as mediator, facilitator, and emotional support, promoting students' expressive confidence and valuing their contributions as part of the learning process.

In this context, it should be noted that in educational settings such as *Institución Educativa Chon Kay*, where complex sociocultural factors converge, social constructivism enables a more human, contextualized, and transformative approach to English teaching. By valuing the environment, students' prior experiences, and local knowledge, links are created between academic knowledge and lived reality. This strengthens the meaning of learning, motivates active participation, and contributes to the empowerment of students as individuals capable of communicating in multiple languages and contexts.

### **Communicative Competence in English as a Key to Strengthening Oral Expression**

Communicative competence in English constitutes the central axis that explains and guides any serious effort to strengthen oral expression in educational contexts. Mata and García (2022) define it as the set of skills, knowledge, and attitudes that enable a person to understand, interpret, produce, and respond to messages effectively and appropriately in different communicative contexts, both oral and written (p. 125). This type of definition was introduced by Dell Hymes and later expanded by Canale and Swain. Unlike the traditional view that considered knowledge of a language solely as mastery of its grammar and vocabulary, this proposal offers a more comprehensive perspective, in which successful communication involves the management of four interrelated aspects: (a) knowledge of the language (linguistic competence); (b) appropriate use according to the social context (sociolinguistic competence); (c) coherence in discourse (discourse competence); and (d) strategies to maintain communication (strategic competence). This perspective presents a more complete vision of language learning, recognizing that effective mastery of a language depends on the articulation of four fundamental dimensions, linguistic, sociolinguistic, discourse, and strategic, all of which are essential for authentic and meaningful communication.

In pedagogical practice, this conception shifts the focus from memorization of rules to participation in meaningful communicative acts, where language is experienced as a tool for constructing meaning and negotiating its relevance. For students from rural and culturally diverse environments, such as those at *Institución Educativa Chon Kay*, this epistemological change is crucial, since the classroom no longer revolves around the textbook but around projects, debates, dramatizations, and problem-solving activities that emulate real communicative needs. In this way, each activity becomes a micro-space of socialization in which students must simultaneously activate their linguistic and sociocultural resources, consolidating fluency and, above all, confidence in using the language.

On the other hand, communicative competence places appropriateness at the center of the pedagogical debate. The standard accent is no longer considered the “correct” one; instead, the diversity of ways of speaking, pronunciations, and vocabulary that reflect the identity of each region or community is recognized and valued. From this perspective, Párraga and Cárdenas (2022) affirm that decolonizing the native model implies recognizing that there is no single correct way of speaking a language, valuing local varieties and real linguistic uses as equally valid (p. 464). This vision has a liberating impact on learning, as it reduces the pressure to imitate native speakers and strengthens students’ confidence by valuing clarity and communicative effectiveness as genuine achievements. In this way, the classroom becomes a safe space where making mistakes is part of the process of constructing discourse, not a sign of failure.

Likewise, the strategic dimension of communicative competence acquires significant pedagogical value by enabling students to overcome lexical gaps, misunderstandings, or grammatical errors. Strategies such as circumlocution, requests for clarification, or the use of

discourse markers allow sustained interaction despite an initial lack of precision. Teaching these compensatory strategies strengthens communicative autonomy and fosters conversational continuity, essential elements for developing fluency. Therefore, placing communicative competence at the center of oral expression implies a transformation in assessment. Rubrics cease to focus exclusively on formal accuracy and begin to consider discourse cohesion, sociocultural appropriateness, turn-taking, and the effectiveness of conversational strategies. This theoretically consistent evaluative approach provides more comprehensive feedback and helps close the gap between assessed practice and authentic communication (Muschiatti, 2019).

Based on the results of this research, it can be affirmed that oral expression in English requires consideration of the student's sociocultural context and the teaching methodologies employed. Communicative competence is not developed through mechanical or decontextualized exercises, but rather through integrative teaching strategies grounded in situated learning. This approach links the language to everyday life, transforming English into a functional tool of communication. In this way, oral practice ceases to be repetitive and becomes an authentic practice that develops fluency, confidence, and communicative intention.

### ***Theory of Oral Competence Development (Hymes, Canale & Swain)***

Building on previous work, it is worth noting that the theory of oral competence development, based on the contributions of Dell Hymes, Canale, and Swain, constitutes one of the most solid foundations for understanding the complexity of communicative acts in foreign languages, especially in educational contexts. This theory not only reformulates the traditional concept of language as a mere grammatical structure, but also directs it toward a functional perspective, where speaking ceases to be a mechanical act and becomes a dynamic process, socially and culturally situated. From this perspective, speaking involves much more than

knowing linguistic rules, as it also requires knowing how, when, with whom, and why to use them in real and diverse contexts.

According to Hymes, communicative competence not only involves knowing how to use the language correctly, but also understanding when, where, how, and with whom to speak or remain silent, while also considering the linguistic, extralinguistic, and paralinguistic habits of a community (Corzo et al., 2024). The author introduces the concept of communicative competence in opposition to Chomsky's notion of linguistic competence, which focuses exclusively on form. In his proposal, communicative competence includes not only mastery of grammar but also the ability to use language appropriately according to the social context. In other words, this perspective allows us to broaden the vision of English learning beyond grammatical mastery, by incorporating contextual, social, and cultural elements into the development of oral expression. This, in turn, provides the foundation for a pedagogical approach that promotes the authentic use of language, aligned with real communicative practices, thereby strengthening the relevance, effectiveness, and meaningfulness of learning for students.

In this same vein, Canale and Swain deepen this notion by breaking it down into four essential components: (a) linguistic competence (knowledge of the rules of the system); (b) sociolinguistic competence (knowledge of the appropriate use of language in specific situations); (c) discourse competence (the ability to integrate and structure oral or written texts); and (d) strategic competence (the ability to solve communicative problems, such as misunderstandings or lexical limitations) (Pihler, 2020). This comprehensive approach radically transforms pedagogical practices. The unifying axis is the recognition that students learn to speak a foreign language not merely by memorizing phrases or vocabulary, but by participating in authentic

communicative acts where they can negotiate meaning, express emotions, resolve conflicts, and construct identities.

From a critical perspective, it is important to note that the implementation of this theory requires a profound transformation of traditional teaching models, which still prevail in many educational institutions. At *Institución Educativa Chon Kay*, in particular, significant challenges persist, such as structural limitations, insufficient teacher training, and scarcity of resources, which continue to represent obstacles to the effective adoption of methodologies focused on the development of oral competence. This situation highlights the need to rethink the role of the teacher, not only as a transmitter of knowledge but also as a mediator of learning and facilitator of meaningful communicative experiences. Therefore, fostering oral competence requires creating spaces for authentic interaction, valuing students' linguistic practices, and adopting a dialogical, inclusive, and contextualized pedagogy that responds to the sociocultural realities of the classroom, understanding that language is, above all, a social practice imbued with meaning.

### ***Theory of Learning Styles in the Adaptation of Integrative Teaching Strategies***

In the teaching of English as a foreign language, understanding and adapting to students' learning styles has become a fundamental requirement for inclusive and effective instruction. As Gallego et al. (2022) point out, each student has a particular way of learning that feels more natural to them, making it necessary to adapt environments, methodologies, activities, and educational resources to these individual preferences. In this sense, recognizing different learning styles allows for the design of more diverse, equitable, and effective teaching strategies, which helps to better address the diversity present in the classroom.

A recent study by Caicedo (2024) in the context of English teaching in secondary education, demonstrated that recognizing the diversity of learning styles has a positive impact on the development of linguistic skills. The author notes that when teachers adapt their teaching activities, such as dramatization, collaborative work, the use of visual resources, or individual reflection exercises, according to students' preferences, this not only improves academic performance but also increases their participation in learning. These findings highlight the importance of designing flexible and varied pedagogical approaches that respond to classroom diversity, allowing each student to participate in the way that feels most natural to them.

This perspective is especially relevant to the educational institution where this research is conducted, since students face linguistic, cultural, and socioeconomic challenges. An inclusive pedagogical approach that combines visual, auditory, kinesthetic, and reflective styles allows for the creation of diverse learning environments in which each student can access knowledge from their strengths. This not only strengthens oral fluency in English but also provides motivation, confidence, and opportunities for authentic self-expression.

Therefore, it is evident that the implementation of integrative teaching strategies, based on situated learning, requires methodological flexibility. That is, by including activities such as role-playing for those who learn through movement, presentations with images for those who learn best visually, group conversations for those who prefer to express themselves with words, and self-assessment exercises for those who reflect individually, greater student participation and deeper, more meaningful learning are achieved. These personalized environments promote equity and the development of communicative skills in English by connecting learning with students' real lives.

In practice, this inclusive and context-adapted approach fosters a classroom environment where the diverse ways in which students learn and communicate are recognized and valued. By feeling listened to and understood, students take greater risks in verbal expression, make mistakes as part of the process, and develop greater communicative self-efficacy (Iglesias & Romero, 2021). This is fundamental in contexts where fear of making mistakes and lack of confidence in communication are common barriers to learning.

### ***Competency-Based Approach for the Integral Development of Language Skills***

An effective way to strengthen English skills is to address individual differences in learning styles. According to Salamanca et al. (2024) a teaching strategy focused on learning styles, especially kinesthetic learning, has a positive impact on the development of reading and writing skills in secondary school students. This methodological adaptation not only improves performance but also fosters more active classroom participation. In this sense, it reinforces the idea that cognitive diversity is not a barrier but an opportunity to design more inclusive and effective strategies.

First of all, recognizing and addressing learning styles in the English as a Foreign Language (EFL) classroom allows for more meaningful and effective experiences for students. Therefore, incorporating methods that align with each student's preferred learning styles, such as visual, auditory, kinesthetic, or reflective, not only facilitates content comprehension but also increases their interest and willingness to learn. In this regard, Gallego et al. (2022) argue that learning improves when the individual preferences of each student are taken into account and they are given the opportunity to learn in the way they feel most comfortable (p. 2). This represents both a challenge and an opportunity for the professional development of teachers in diverse and changing educational settings.

These perspectives are especially relevant in contexts such as Chon Kay, in Riohacha, where cultural, social, and economic factors influence the learning process. An inclusive approach that combines diverse activities offers multiple pathways to develop communicative competence in English, responding fairly and effectively to each student's needs and enhancing the development of oral fluency. When students feel valued in their preferred way of learning, they are encouraged to participate, experiment, and make constructive mistakes. This emotional freedom is key to overcoming language anxiety, especially in vulnerable contexts. Moreover, the pedagogical bond is strengthened when teachers show genuine interest in their students' learning styles. This recognition activates intrinsic motivation, one of the most important factors for sustaining the learning process in the long term, as indicated by research on learning styles.

### ***The Theory of Intrinsic Motivation as a Driving Force for Active and Contextualized English***

**Learning.** The theory of intrinsic motivation, which is part of the theory of self-determination, explains that students feel more motivated to learn on their own when three basic needs are satisfied: 1) feeling autonomous (that is, having the freedom to make decisions), 2) feeling competent (capable of achieving their goals, and 3) maintaining positive relationships with others. When these conditions are present in the classroom, the interest in learning arises from the student themselves and not from external rewards or punishments. Botella and Ramos (2019) emphasize that when the classroom respects these three needs, fostering decision-making, constructive feedback, and cooperative work, the ideal environment is created for active, project-based learning that goes beyond mere memorization and turns the student into the protagonist of their own formative process.

This intrinsic motivation becomes especially relevant in the teaching of English as a foreign language. Agudelo (2021) shows that students perceive a motivating environment when their teachers design meaningful learning practices, which translates into more hours of voluntary practice, greater perseverance in the face of challenging communicative tasks, and, consequently, better results in oral comprehension and production. Vallejos (2024) reveals a direct and significant relationship between intrinsic motivation and the development of oral competence in English. As students enjoy communicative exchanges more, they tend to participate more frequently and confidently, which allows them to improve both their fluency and their lexical repertoire in real situations where the language is used. This connection suggests that a genuine interest in communication drives students to take linguistic risks and to improve their oral performance naturally and progressively.

Rivera (2022) makes it clear that linking classroom activities with students' personal interests, such as their musical tastes, digital hobbies, or local projects, significantly improves both vocabulary memorization and the correct use of grammatical structures. This result underscores the importance of contextualizing English learning, since relating it to meaningful and relevant experiences not only encourages participation in tasks but also fosters a deeper and more lasting understanding of the language.

On the other hand, Paitán (2020) argues that the design of formative assessments focused on contextualized challenges, such as local tourism projects or environmental awareness campaigns developed in English, contributes significantly to strengthening the link between students' intrinsic motivation and their overall academic performance. By integrating topics close to their reality, these proposals not only make the evaluation process more relevant and engaging, but also stimulate active participation, critical thinking, and the functional use of the

language. This perspective confirms that active learning, when articulated with students' everyday experiences, becomes an effective way to consolidate meaningful and lasting linguistic competence, driven by genuine interest and personal commitment to learning.

## **Conceptual Framework**

### **Situated Learning**

Situated learning is a pedagogical approach that holds that knowledge is not acquired in isolation, but is actively constructed when students participate and reflect within their social and cultural context. In this regard, Cid et al. (2023) emphasize that situated learning fosters a more meaningful and conscious educational process by connecting school content with real-life situations, which increases motivation and promotes collaborative environments where knowledge is built jointly. Moreover, this approach enables the development of key competencies such as autonomy, critical thinking, and problem-solving, by placing students at the center of the learning process and turning them into active agents of their own learning.

Under this logic, knowledge is constructed through action, taking advantage of real problem-solving and the use of shared cultural tools. Strategies such as collaborative projects, role-playing, and fieldwork transform students into active agents, while teachers act as mediators, facilitating meaningful experiences. A recent example is provided by Ríos Díaz et al. (2023) who promote collaborative sociotechnical environments for English teaching. They facilitate student participation in purposeful tasks, which fosters the development of autonomy and greater language acquisition. In this way, the situated approach moves away from methods based on memorization and promotes the transfer of knowledge to everyday contexts.

### **Oral Competence**

Speaking a foreign language is a complex skill that requires not only knowledge of the language, but also clarity of thought and the ability to manage emotions while communicating. Mejía et al. (2023) demonstrated that oral expression improves significantly when tasks include speech planning and phonological feedback, which promotes coherence and intelligibility. In this

sense, effective oral competence in a foreign language, both the ability to organize ideas in real time and the speaker's confidence and spontaneity, can be as decisive as knowledge of vocabulary and grammar. However, important challenges persist when methodologies are oriented exclusively toward reading and writing. Sellán and Macías (2023) point out that oral expression tends to be relegated when English classes focus mainly on written activities and mechanical exercises. This limitation reduces real opportunities for communication. In contrast, the implementation of methodologies such as project-based learning fosters a more dynamic and participatory environment, where students feel more motivated to express themselves, allowing them to develop greater fluency and confidence when speaking.

This aspect is especially relevant since, according to Olaya and Ahumada (2013) the use of socio-affective strategies together with constant practice helps reduce communicative anxiety, one of the main barriers that prevent students from participating spontaneously in oral activities. This underscores the importance of creating an emotionally safe environment and offering frequent opportunities to speak in meaningful contexts.

### **Communicative Competence**

Communicative competence is understood today as an integral skill that allows the speaker not only to know the rules of the language, but also to use it appropriately according to the context and communicative intention. In this regard, Roméu (2012) defines communicative competence as a complex psychological configuration that integrates the cognitive and metacognitive abilities necessary to understand and construct meanings, together with knowledge of the linguistic and discursive structures of the language, as well as the ability to interact appropriately in diverse sociocultural contexts, in accordance with communicative intentions and purposes. This conception highlights that effective communication in a foreign

language depends not only on lexical and grammatical mastery, but also on the ability to interpret and respond according to the environment, culture, and social norms that govern each situation. Therefore, developing communicative competence in the English classroom involves promoting meaningful, authentic, and contextualized activities, where the student feels motivated to interact with purpose and linguistic awareness.

Communicative competence goes beyond the mere knowledge of grammar and vocabulary, as it focuses on the ability to use language in a functional, effective, coherent, and context-appropriate way. This implies knowing what to say, how to say it, and when to say it, depending on the situation and the interlocutors. In practice, this means not only forming correct sentences, but also selecting registers, tones, and communicative strategies according to their social function, which turns language into a relational and meaningful tool.

In the educational field, the comprehensive model of communicative competence brings together four essential components: linguistic, sociolinguistic, discursive, and strategic. The linguistic component covers the use of formal structures; the sociolinguistic component refers to cultural and social appropriateness; the discursive component involves the coherent and cohesive organization of messages; and the strategic component focuses on the use of resources to resolve misunderstandings or communication difficulties. This perspective is shared by Cabrejos (2023) who states that it is the ability to exchange ideas and achieve close contact with another person.

### **Intrinsic Motivation**

Intrinsic motivation is defined as the internal drive that leads a person to carry out an activity out of interest, enjoyment, or satisfaction, without the need for external rewards. In the educational field, and especially in the teaching of foreign languages such as English, this form of motivation is fundamental, as it promotes more independent, deeper, and longer-lasting

learning. Pérez et al. (2024) state that there is a positive relationship between motivation and self-efficacy, so that greater intrinsic motivation often coincides with better academic results in languages.

### **Task-Based Learning**

Task-Based Learning (TBL) is based on the development of meaningful activities that require an authentic and functional use of language, thus promoting a teaching approach centered on communicative action. This approach has proven effective in second language acquisition, as it places students in contexts that simulate real-life situations, where language becomes a tool for solving problems or achieving specific goals. Barturén (2019) highlights that TBL fosters active student participation in dynamics that require the use of language to express ideas, share experiences, and construct meaning with others. In this way, it not only strengthens communicative confidence but also develops social skills such as empathy, active listening, and cooperation, which are essential for effective and meaningful oral interaction.

### **Integrative Teaching Strategies**

Integrative teaching strategies are based on the idea that knowledge is best constructed when the classroom connects knowledge, skills, and sociocultural realities into coherent and contextualized experiences. Recent research confirms their transformative power: Martínez Sánchez and Del Carmen (2022) found that an integrated curriculum based on interdisciplinary projects increased student participation and improved conceptual understanding by 23% in public secondary schools in Bogotá (p. 112). Their study highlights that articulating cognitive and emotional dimensions fosters more meaningful learning than fragmented teaching.

### ***Didactic Unit for the Development of Oral Expression in English***

A didactic unit for the development of oral competence in English is a planned sequence of teaching and learning activities whose main objective is to develop the student's ability to communicate orally in English in a fluent, coherent, and contextualized manner. This unit is structured around authentic communicative situations that connect the use of the language with real or simulated experiences, integrating linguistic, sociocultural, and strategic aspects of the language. From a communicative and contextualized perspective, the unit articulates specific objectives, thematic content, active methodologies, didactic resources, and evaluation criteria aligned with the development of oral competence.

The activities included in the unit usually comprise role plays, interviews, debates, oral presentations, and collaborative projects, all designed to foster meaningful interaction, expressive confidence, and the functional use of language. It also incorporates moments of linguistic reflection, feedback, and formative assessment that allow learning to be consolidated and oral fluency to be progressively improved. Astudillo (2015) defines it as a structured sequence of interrelated activities aimed at teaching a specific set of contents. These activities may comprise a task, a complete lesson, or only part of it. However, when the activities are not linked within a lesson, they are considered independent and do not form part of a coherent didactic sequence.

## Legal Framework

Education, as a universal fundamental right, is based on a set of legal and international provisions that not only promote access to schooling but also demand quality, inclusive, relevant, and contextualized education. Within the framework of this research, the legal approach adopted begins at the international level and moves toward the national level, following an inductive logic, with the purpose of demonstrating how global principles were materialized in Colombian educational policies and regulations aimed at strengthening the teaching of English as a foreign language, with emphasis on oral expression.

First of all, Article 26 of the Universal Declaration of Human Rights establishes education as a fundamental human right (UN, 1948). Beyond access, it states that education must be directed toward the full development of the human personality and the strengthening of respect for fundamental rights and freedoms. This humanistic vision serves as the foundation for pedagogical transformations that recognize the role of the student as an active subject, capable of integral development through meaningful and contextualized teaching.

As a complement to this perspective, the Convention on the Rights of the Child (UNICEF, 1989) in Articles 28 and 29, reinforces the right to an education that fully develops the child's abilities, dignity, and self-esteem, and prepares him or her to assume responsibilities in a free society. This convention highlights the importance of methodologies that are sensitive to the student's cultural and linguistic context, which is especially relevant in multicultural and multilingual regions such as La Guajira.

These commitments are updated in the 2030 Agenda for Sustainable Development (UN, 2015) which establishes the need to guarantee quality, inclusive, and equitable education, while promoting lifelong learning opportunities. This framework includes specific objectives such as

the development of the competencies necessary for full participation in society, including communicative competence in more than one language, recognizing the importance of bilingualism and multilingualism as means of social inclusion and access to global opportunities.

In Latin America, the Buenos Aires Declaration on Education and Teachers (UNESCO, 2017) signed by several Latin American countries, recognizes that the strengthening of linguistic competencies is fundamental for global citizenship, educational equity, and the development of 21st-century skills. This declaration explicitly advocates for the implementation of innovative pedagogical models that integrate students' knowledge, culture, and experiences, in line with the situated learning approach that guides this research.

Within the national framework, the Political Constitution of Colombia (1991) establishes in Article 67 that education is an individual right and a public service with a social function, aimed at facilitating access to culture, science, the integral development of the person, and the improvement of quality of life. Likewise, Article 70 recognizes the pluralistic nature of the national culture and the duty of the State to promote access to education and linguistic diversity, a fundamental principle for the teaching of English as a foreign language from an intercultural perspective.

The General Education Law (1994) is one of the normative pillars of the Colombian educational system. Article 14 establishes the development of an autonomous, reflective, and critical personality as a goal of education. Articles 20 and 21, related to basic and secondary education, include the development of communicative competence in foreign languages as one of their essential objectives. This law also promotes the adaptation of pedagogical strategies to the student's local and cultural context, recognizing regional diversity as an educational asset rather than a barrier.

Decree 1860 of 1986 (1994) which regulates the organization of formal education, establishes that institutional educational projects (PEI) must respond to the sociocultural conditions and specific characteristics of the student body. This decree supports the implementation of situated and integrative pedagogical strategies aimed at reducing learning gaps, especially in vulnerable areas such as the district of Riohacha.

In line with international commitments, the Ministry of National Education, the Bilingualism Program, since its implementation in 2004, has promoted the development of communicative competencies in English, based on the standards of the Common European Framework of Reference for Languages (CEFR). This program adopts a communicative approach that fosters real situations of interaction and oral fluency as a fundamental pillar of learning. It also promotes contextualized pedagogical practices that allow students to connect the language with their environment.

The Basic Standards of Competence in Foreign Languages: English (MEN, 2006) complement the above by establishing clear pathways for the progressive development of communicative skills, with special emphasis on oral fluency. These standards highlight the need to provide opportunities for active and contextualized practice of the language, fostering creativity, spontaneity, and confident expression, fundamental elements of this thesis.

Law 1804 of 2016, or the Zero to Forever Law (2016) although focused on early childhood, introduces a comprehensive approach that includes linguistic, emotional, and social development as interdependent dimensions. This law reinforces the need for methodologies that respond to the characteristics of the student's environment, in line with the situated approach.

For its part, Law 715 (2001) which regulates the distribution of competencies among different levels of government, assigns the Ministry of Education the responsibility of designing policies and strategies that guarantee the quality and relevance of educational services. This includes the evaluation and strengthening of pedagogical proposals, such as those presented in this research, aimed at improving oral expression in English.

Finally, Decree 1075 (2015) (Single Regulatory Decree of the Education Sector) brings together in a single normative body all provisions applicable to the Colombian educational system. This decree responds to the need to guarantee the training of teachers with competencies in modern didactics, the use of technologies, and the implementation of flexible and relevant educational models that address rural, diverse, and multilingual contexts.

## **Methodological Framework**

### **Sampling Procedures**

The methodological framework supports the approach, design, and procedures of this research, whose purpose is to strengthen oral expression in English through integrative didactic strategies based on situated learning at the Chon Kay Educational Institution in Riohacha, La Guajira. The study population consists of 73 seventh-grade students of both sexes, aged between 12 and 14 years, who regularly attend the daytime schedule. A qualitative approach is adopted within the modality of pedagogical action research, which allows for a deep understanding of classroom dynamics and a reflective intervention in the teaching-learning process.

The selection of participants is carried out through intentional non-probabilistic sampling, considering their availability, level of exposure to English, and active participation in the proposed strategies, which ensures significant and representative data. This methodology involves the active participation of both the students and the teacher-researcher, using participant observation, semi-structured interviews, reflective journals, and the analysis of oral competencies to identify changes in oral expression and communicative interaction. Ethical principles are respected at all times, ensuring the effective implementation of the didactic unit and other strategies adapted to the school context.

### **Research Approach**

This thesis is framed within the qualitative paradigm and seeks to understand how integrative teaching strategies, with a situated learning approach, impact oral fluency in English. This model makes it possible to capture the complexity of the educational experience from the perspectives and meanings of the actors involved (students, teachers, and families). In this sense, Rojas (2022) highlights that qualitative research constitutes a powerful tool to explore and

understand human experiences, as well as the ways in which people think, feel, and make sense of their reality (p. 81). This approach allows for capturing the richness of meanings and subjective interpretations that individuals construct from their environment and experiences.

To simultaneously understand and transform educational practice, the pedagogical action research approach is used. This approach combines systematic inquiry with reflective intervention in successive cycles of planning, action, observation, and evaluation. In this sense, Orrego (2024) explains that action research allows the teacher-researcher to critically reflect on their work, collaborate with the educational community in designing solutions, and promote lasting improvements in the learning process. Therefore, this study not only shows the classroom situation at the Chon Kay Educational Institution but also intervenes to help students express themselves with greater confidence and fluency.

Participant observation is the main data collection technique, suitable for documenting real interactions and capturing the meaning that subjects attribute to their actions. Mendoza et al. (2022) show that this approach allows the researcher to actively participate in the school context, observe communicative practices, and understand how meanings are constructed and negotiated as they occur. Observation is complemented by semi-structured interviews, reflective journals, and recordings of oral sessions, which ensure data triangulation and the credibility of the findings.

### **Research Design**

The research design is based on a purely qualitative approach, since the objective is not to measure isolated categories, but to understand how integrative teaching strategies transform oral competence in English within the Chon Kay Educational Institution. This paradigm is justified by recognizing that educational reality is complex, contextual, and intersubjectively

constructed, which requires comprehensive approaches that are sensitive to the voices and experiences of its participants. Quispe (2023) states that, in the educational field, qualitative research allows for a detailed understanding of the dynamics and connections that develop in the classroom, with the aim of transforming teaching through critical analysis and collaborative work.

Therefore, the study adopts a pedagogical action research approach structured in dynamic cycles that include diagnosis, planning, intervention, observation, and critical reflection. This methodology allows teachers to take an active role as researchers of their own practice, fostering the development of contextualized proposals built in collaboration with the school community. Through continuous review of experience and evidence analysis, significant adjustments are generated that respond to the real needs of the educational environment. In this way, Orrego (2024) explains that this type of approach strengthens teacher empowerment by integrating situated theory and practice, promoting sustainable improvements in learning by considering key dimensions such as affectivity, neuroeducation, and social participation.

Participant observation has been consolidated as a key technique to document authentic interactions and capture the meaning that students and teachers attribute to their communicative acts. In this regard, Willatt (2024) demonstrates that a phenomenological approach, supported by detailed descriptions and intersubjective validation, allows conventional classroom observation to be rethought and opened to the contingency of pedagogical events, identifying how meanings are negotiated in real time. This technique is triangulated with semi-structured interviews, reflective journals, and recordings of oral tasks, reinforcing the credibility and interpretative depth of the study.

In this order of ideas, four stages are developed:

First, the diagnostic phase: This section develops a systematic process of observation, collection, and analysis of contextualized information, with the aim of identifying the causes that limit students' oral fluency in English. Direct classroom observations, semi-structured interviews, review of recordings of previous classes, and the collaborative construction of a problem tree are carried out, which makes it possible to identify factors such as communicative anxiety, lack of discursive strategies, and scarcity of authentic practice. An inventory of available teaching resources, institutional timelines, and the conditions of the educational environment is also conducted to define realistic intervention possibilities. All this information is triangulated to obtain a comprehensive view of the problem, establishing a foundation upon which pedagogical strategies will be designed and evaluated.

Secondly, the planning phase: In this phase, a pedagogical intervention proposal is structured based on the results of the initial evaluation. Clear objectives are defined to improve oral fluency in English, as well as sequenced activities such as role-playing, collaborative podcasts, and contextualized micro-projects, designed to respond to the interests, needs, and contexts of the students. Each of these activities is organized in a precise schedule that includes execution times, required teaching resources, and evaluation criteria, with specific indicators to assess progress, such as greater spontaneous use of the language or increased discursive fluency.

Thirdly, the action plan: This phase consists of the execution of the previously designed activities, based on the pedagogical objectives defined in the planning. At this stage, the teacher implements integrative teaching strategies focused on oral English, such as dramatizations, role-playing, podcast creation, and the presentation of micro-projects in key tourist sites of Riohacha, linked to the students' cultural environment. These activities are carried out in an atmosphere

that fosters interaction, free expression, and collaboration, promoting the practical use of the language in meaningful contexts. In addition, the necessary adaptations are considered during the process to respond to unforeseen situations or specific student needs, thus ensuring the flexibility of the plan.

Fourth, reflection: This stage constitutes a key moment in the action research cycle, in which the results obtained during the implementation of the action plan are critically analyzed. The evidence collected through observations, recordings, field journals, and self-assessments is examined to assess the impact of the strategies used on oral competence in English. This analysis focuses both on achievements, such as increased spontaneous participation or improved fluency, and on aspects that require adjustment or reinforcement. Reflection is conceived as a collaborative and dialogical process that allows for the reformulation of pedagogical practices and informed decision-making for subsequent intervention cycles.

### **Data Collection Methods**

This qualitative research seeks to explore the influence of contextualized teaching strategies on the development of oral expression in English. To this end, various data collection techniques are used that facilitate access to the perceptions, experiences, and interpretations that participants develop about their educational experience. The approach focuses on observing, listening, and interpreting what happens in real contexts, prioritizing subjectivity and social relationships as key sources of information. One of the first methods employed is non-participant direct observation, in which the researcher simply records systematically what occurs in the classroom without intervening. This technique is useful for identifying communicative behaviors, group dynamics, and the actual use of the language in everyday situations. In contrast, participant observation is also used, which involves the active integration of the

researcher into the school environment, allowing them to understand the cultural, social, and pedagogical practices that influence English learning.

In addition, semi-structured interviews are conducted with students, teachers, and families to explore their perceptions, experiences, and evaluations regarding the use of teaching strategies. These interviews allow for a flexible conversation, guided by key questions but open to spontaneous responses from participants. Structured questionnaires are also administered to collect quantifiable information on aspects such as the frequency of oral participation, self-perception of linguistic performance, and motivation, which helps to contrast qualitative data with general trends.

In parallel with the fieldwork, documentary review is carried out focusing on the analysis of specific pedagogical materials generated in the educational context, such as teaching units, evaluation rubrics, teacher monitoring records, and students' written and oral productions throughout the entire formative process. The analysis is conducted using analysis matrices and documentary review guides, instruments that allow information to be organized in a structured and objective way, identifying pedagogical intentions, implemented strategies, and observable results in students. The findings are directly related to the objectives of the research, as they make it possible to compare what is projected in the documents with what actually occurs in practice, providing evidence of the effectiveness of the integrated pedagogical strategies and their contribution to strengthening oral production in English.

### **Data Analysis Techniques**

Once the information has been collected, a crucial phase of the process begins, called analysis. In this particular case, qualitative data analysis involves a continuous and systematic process in which the data collected (such as interviews, observations, and documents) are

organized and interpreted to extract deeper meanings and understand complex phenomena (González y Cano, 2014). This is not limited to classifying data; it seeks to make sense of what is experienced, heard, and observed. Instead of applying formulas or percentages, the process focuses on understanding what underlies the words, gestures, and documents. Questions such as: What are the participants really saying? How do they perceive their learning process? What role does the environment play in the way they express themselves in English? are often posed on a daily basis.

To do this, we begin by carefully reviewing each record, using interview transcripts, field notes, voice recordings, and lesson plans. From this detailed reading, key phrases are highlighted, recurring ideas are noted, and similar testimonies are grouped. In other words, we look for similarities and differences that help uncover common themes. At this stage, thematic analysis proves extremely useful, as it facilitates the organization of information according to the themes that emerge during the process, such as confidence in speaking in public, the incorporation of recreational activities in class, or the importance of linking English to everyday situations. This approach helps identify which factors drive (or hinder) oral fluency according to the participants' experience.

When working with written materials, such as lesson plans, rubrics, and student work, documentary analysis is also carried out. The objective is to trace how pedagogical design relates to actual practice. In addition, this entire process is accompanied by a critical and comparative approach. The data are not analyzed separately, but together; what is observed in class is compared with what students say, and both are related to the pedagogical documents. This approach, known as triangulation, makes it possible to observe the phenomenon from different perspectives, thus avoiding being limited to a single version.

## Research Instruments

To fully understand what happens in the classroom and how students develop their oral competence in English, it is not enough to observe or ask questions; specific instruments are needed to systematically collect and organize information, without losing sight of the context or the participants' perspective. According to Domínguez et al. (2019) instruments are specific tools designed to systematically collect and record information, in accordance with the objectives of the study. One of the first instruments used is the observation guide, designed based on the study's objectives and focused on recording key aspects such as oral participation, the type of interaction between students and teachers, the use of teaching strategies, and the classroom environment. This guide not only guides the researcher during observation but also allows for the comparison of similar situations at different times or in different groups.

In addition to participant observation, semi-structured interviews were conducted supported by a flexible script with open-ended questions, which allowed for a deeper exploration of students' perceptions regarding the use of English, the emotions they experience when expressing themselves orally, the difficulties they face, and the factors that encourage or inhibit their participation. Complementarily, teachers were interviewed to understand their planning processes, pedagogical decisions, and evaluation criteria, and in some cases, families were included in order to broaden the understanding of the sociocultural learning environment. Based on the information collected, during the open coding phase units of meaning were identified from recurring expressions in students' discourse, such as "I feel embarrassed to speak," "I don't understand some words," or "I only speak when I have to," which were transformed into initial codes such as communicative anxiety, low lexical mastery, and

conditioned participation, emerging directly from the participants' voices and constituting the basis for subsequent levels of qualitative analysis.

To complement the qualitative corpus, short closed-response questionnaires and rating scales were used as descriptive indicators (e.g., frequency of oral participation, self-confidence), without altering the qualitative focus of the study. These instruments make it possible to complement the findings with comparative data that help identify trends. Evaluation rubrics are also used, specifically those designed to assess oral competence. These rubrics allow for the analysis of criteria such as fluency, pronunciation, coherence, and interaction, providing a clear and detailed framework for interpreting students' progress.

In this phase, relevant textual fragments were labeled and a preliminary list of 42 codes was constructed. These codes were organized into a matrix that made it possible to visualize their frequency and relationship with the sources of information (interviews, direct observations, field journal). Subsequently, axial coding allowed these codes to be grouped into broader dimensions. At particular moments, the codes "communicative anxiety," "fear of error," and "low linguistic self-esteem" were integrated into the subcategory called Affective Factors, linked to the larger category Communicative Performance. Along these lines, it was also possible to establish causal relationships between categories, such as the connection between the Wayuu sociolinguistic context, real practice opportunities, and communicative fluency. In other words, it was understood how contextual factors condition oral development in English. Finally, in selective coding, the main categories, such as the school context, teaching strategies, and communicative performance, were integrated to build a central explanation, which identified that situated learning strategies favored participation and fluency by linking English to real scenarios that students recognize as their own.

It should be made clear that, in addition to the coding process, thematic analysis was applied following the phases proposed by Braun and Clarke (2006) who outline it from familiarization with the data, generation of initial codes, searching for themes, reviewing, defining, and naming themes. This procedure made it possible to identify three central themes aligned with the categories of the study: a) conditions of the school context; b) influence of situated strategies; and c) oral communicative performance. These phases ensured internal and external coherence between the empirical data and the findings presented in section 4.

## Research Categories

**Table 1**

### *Research Categories*

Specific Objective	Category	Subcategories	Subcategory Attributes	Elements/Questions/Statements	Authors
Characterize the pedagogical, sociocultural, and linguistic context of	School Context	- Pedagogical - Sociocultural - Linguistic	Pedagogical Aspects: teaching strategies, available resources, teacher–student interaction.	What teaching resources does the teacher use to	Rojas (2022); Hernández & Duana (2020); Díaz & Hernández (2021)
Seventh grade students at Chon Kay Educational Institution, with the aim of identifying the conditions that influence the development			Sociocultural Factors: Local cultural practices, family support, socioeconomic status. Linguistic Factors: Mother tongue, exposure to	Foster oral expression? <ul style="list-style-type: none"> <li>Describe the most common type of interaction between teachers and students.</li> <li>In which extracurricular activities do students use English?</li> <li>Identify the cultural practices that foster or</li> </ul>	

Specific Objective	Category	Subcategories	Subcategory Attributes	Elements/Questions/Statements	Authors
t of oral expression in English proficiency.			English outside the classroom, motivation.	hinder public speaking.	
Theoretical and methodological foundation of integrative pedagogical strategies with a situated learning approach, based on contextual findings and the pertinent conceptual framework, to support their applicability in the teaching of English as a foreign language.	Teaching Strategies	Situated learning - Skills integration - Sociotechnical Resources	Situated learning: Authenticity of tasks, connection with everyday life. Integration: combinator y Oral and written comprehension and production . Sociotechnical resources: Use of ICT, online collaborative work.	The proposed task reflects a real problem from the student's environment. The activities integrate listening comprehension and oral expression. Are digital platforms used for collaborative work?	Cid y Marcillo (2023); Roméu (2003) Lave y Wenger (1991, (Traducción al español)
Evaluation of the effectiveness of the implementation of strategies to strengthen oral competence in English	Performance evaluation	- Fluency - Lexicogrammatical complexity	Fluency: Speed, continuity, minimal self-correction. Complexity: Lexical variety, grammatical	- Records words per minute in spontaneous speaking tasks. - How many verb tenses does the student use correctly?	Vallejos (2024) Gallego y Melare (2022); Olaya y Ahumada (2023)

Specific Objective	Category	Subcategories	Subcategory Attributes	Elements/Questions/Statements	Authors
through the analysis of evidence derived from students' communicative performance			structures used. Affective: confidence, anxiety reduction, spontaneity.		

*Note.* Table 1 reveals that the development of oral competence in English is influenced by the interaction of pedagogical, sociocultural, and linguistic factors within the school context. In this sense, teaching strategies grounded in situated learning gain relevance because they connect classroom activities with students' real-life experiences and local environment. Likewise, the incorporation of sociotechnical resources and authentic communicative tasks contributes to strengthening students' fluency, lexical complexity, and confidence in oral performance. Therefore, the relationship between contextual diagnosis, pedagogical intervention, and performance evaluation constitutes a coherent path for improving English oral expression in seventh-grade student

### **Study Topic**

The research is carried out at the Chon Kay Educational Institution, located in the Tourist and Cultural District of Riohacha, La Guajira. This institution is distinguished by its commitment to inclusive education and diversity, offering a learning environment for all its students. It has a total of 730 students of both sexes, distributed across different levels, from preschool to high school. In this context, the seventh grade has been identified, which hosts 73 students during the daytime schedule.

## **Definition of Categories and Subcategories**

To guide the analysis and ensure a deep understanding of the phenomenon studied, this research establishes three main categories that articulate the specific objectives with the expected findings, thus allowing a coherent interpretation of the observed educational process. These categories not only structure the analytical approach but are also broken down into subcategories that delve into key aspects of the context, the pedagogical intervention, and the communicative results.

The first category focuses on the school context and considers the pedagogical, sociocultural, and linguistic dimensions that directly influence how students approach the oral use of English. Within this category, three fundamental subcategories are considered: the pedagogical dimension, which encompasses teaching strategies, available didactic resources, and the dynamics of interaction between teachers and students; the sociocultural dimension, which refers to the cultural practices of the environment, family support, and socioeconomic conditions that may facilitate or limit student participation; and the linguistic dimension, which considers aspects such as the students' mother tongue, their level of exposure to English outside the classroom, and their motivation to learn this language. These subcategories allow for a comprehensive characterization of the environment in which oral competence in English develops.

The second category focuses on teaching strategies, especially those based on situated learning. This category is divided into three subcategories: situated learning, which refers to the implementation of authentic tasks linked to the student's real life and contextualized in their cultural and social environment; integration of competences, which refers to the planning of activities that combine comprehension and production (oral and written), promoting a holistic

vision of language use; and sociotechnical resources, which involve the use of digital technologies and online collaborative methodologies, fostering active student participation and immersion in broader communicative environments.

The third category corresponds to the evaluation of communicative performance, with special emphasis on oral English. This category is organized into three interrelated subcategories: fluency, understood as the student's ability to speak continuously, at an adequate pace, and without excessive pauses for corrections or hesitations; lexical and grammatical complexity, which refers to the varied and correct use of vocabulary, syntactic structures, and verb tenses in oral expressions; and, finally, affective factors, which include the student's confidence, the reduction of anxiety when speaking, and their spontaneous willingness to participate in oral interactions. This category is key to evaluating the effectiveness of the strategies implemented, as it translates the pedagogical impact of the proposed interventions into concrete evidence.

### **Method of Analysis**

To understand how integrative teaching strategies, based on situated learning, influence students' oral fluency in English, this research relies on a deep and interpretative reading of the collected data, characteristic of the qualitative approach adopted as the method of analysis. This analysis is not limited to the description of observable facts, but seeks to unravel the meanings that educational agents attribute to their experiences, practices, and discourses.

The analytical process begins with the systematization and organization of the information collected through interviews, observations, questionnaires, rubrics, and document review. Each source is coded manually or with the help of software, identifying relevant units of meaning. These units are grouped into predefined categories and subcategories related to the

pedagogical context, teaching strategies, and the development of oral competence. Subsequently, thematic analysis is applied, a technique that allows the discovery of recurring patterns, tensions, and significant relationships among the data. This technique facilitates the cross-interpretation of the findings and their connection with theoretical frameworks, especially regarding intrinsic motivation, situated learning, and communicative competence. Throughout the analysis, methodological triangulation is employed as a strategy to strengthen the validity of the study.

### **Coding**

Coding constitutes the central axis of qualitative analysis in this research, insofar as it allows for the systematic organization, synthesis, and interpretation of the information obtained through interviews, participant observations, and the field diary. Following the methodology described in the third chapter, a three-level coding process is applied, open, axial, and selective, which ensures the rigorous identification of patterns, categories, and conceptual relationships directly linked to the objectives of the study, especially the strengthening of oral competence in English under a situated learning approach. In other words, the process was developed in three articulated stages that followed the model proposed by Strauss and Corbin: (1) open coding to generate initial codes; (2) axial coding to relate subcategories to central categories; and (3) selective coding to integrate the findings and build a coherent analytical narrative. Each stage is supported by coding matrices and analytical records that facilitate traceability and triangulation among sources.

More clearly: first, open coding is carried out, in which fragments of text that express relevant or recurring ideas are identified and labeled, without yet applying a closed structure. These initial labels emerge directly from the participants' words, allowing the emerging meanings to remain faithful to their own expressions. Second, axial coding is carried out, in

which the categories that emerged in the previous stage are grouped and related, linking them with the dimensions established in the objectives and the theoretical framework (such as the pedagogical context, situated learning strategies, or affective factors in oral expression). This level of coding makes it possible to establish connections between elements, discover causal or mutually influential relationships, and more precisely delimit the analytical subcategories. Third, selective coding is carried out, where the central categories are integrated and contrasted with the theoretical assumptions and previous findings, thus building a coherent and well-founded analytical narrative. This phase leads to the development of inferences and interpretations that answer the research questions and validate the proposed conceptual framework. Selective coding is the final stage of the qualitative analysis process, where the emerging theory is integrated and refined from the collected data (Cházaro, 2023).

Throughout the coding process, organized matrices and records are used, ensuring data traceability and allowing for a systematic review of the procedure. Likewise, ethical and reflective approaches are applied, ensuring that participants' voices are not reduced to codes but interpreted in all their complexity. Therefore, to strengthen analytical transparency, relationship diagrams and conceptual maps were developed to show the evolution from the initial codes to the final categories. These visualizations made it possible to identify strong connections between affective factors, classroom practices, and the progressive increase in fluency, which facilitated thematic interpretation and the construction of a refined analytical narrative.

Triangulation was applied systematically, contrasting three types of data: (a) semi-structured interviews, (b) participant observations, and (c) reflective journals. For example, the code "communicative anxiety" appeared in all three instruments: students verbalized it in interviews, their behavior was observed during oral activities, and it was recorded by the teacher

in field journals. This convergence strengthened the credibility of the finding and allowed it to be interpreted as a critical factor influencing initial oral production.

### Coding Matrix (Open – Axial – Selective)

**Table 2**

*Qualitative Coding Matrix (open, axial, and selective)*

No	Textual fragment (empirical data)	Open coding	Subcategory (axial coding)	Category (selective coding)
1	“Profe, no hablo porque me da pena equivocarme” (Interview S3)	Fear of making mistakes	Communicative anxiety	Communicative performance
2	“Nunca uso inglés fuera del colegio” (Interview S7)	Lack of practice	Contextual limitations	School context
3	“Cuando hacemos juegos entiendo más” (Reflective Journal D2)	Meaningful learning	Situated strategies	Teaching strategies
4	Observation: estudiante evita participar al inicio, mira al piso, habla muy bajo (Obs. 1)	Oral insecurity	Affective factors	Communicative performance
5	“Ahora sí puedo decir frases completas” (Interview S4)	Progress in fluency	Development of oral production	Communicative performance
6	Observation: mayor participación durante actividades contextualizadas (Obs. 5)	Contextual commitment	Pedagogical relevance	Teaching strategies

*Note.* Table 2 presents an excerpt from the qualitative analysis process carried out through open, axial, and selective coding, following the guidelines of Strauss and Corbin (2002). The textual fragments come from semi-structured interviews, teachers’ reflective journals, and classroom observations collected during the action research process. The open codes were generated

inductively from the empirical data; subsequently, they were grouped into subcategories through axial coding and integrated into central categories through selective coding.

**Table 3**

*Relationship between objectives, categories, and empirical evidence*

Specific Objective	Analytical Category	Related Empirical Evidence	Observed Result
Identify initial difficulties in oral production	School context	“Nunca practico inglés”; High anxiety observed	Low lexical command and limited fluency
Implement integrative strategies based on situated learning	Didactic strategies	Active participation in dramatizations, games, and simulations	Increase in commitment and motivation
Evaluate changes in oral production	Communicative performance	“Ahora puedo hablar más”; Final recordings	Improvement in fluency, pronunciation, and confidence

*Note.* Table 3 presents the relationship between the specific objectives of the research, the analytical categories established in the qualitative coding process, and the empirical evidence obtained from interviews, participant observation, and records of oral productions. The observed results emerge from the comparative analysis between the initial and final moments of the pedagogical intervention based on the situated learning approach.

### **Ethical Considerations**

From a methodological and ethical perspective, this research is conducted under rigorous criteria that guarantee respect for the rights of participants, especially in school settings with minors. In accordance with the fundamental principles of bioethics (autonomy, beneficence, non-maleficence, and justice), all procedures for data collection, analysis, and dissemination ensure the protection of the dignity, privacy, and informed consent of the individuals involved. The

information obtained is treated with strict confidentiality through the assignment of alphanumeric codes and the omission of identifiable data in the result reports. Likewise, practices that could cause physical, emotional, or psychological harm are prevented, prioritizing the comprehensive well-being of students, teachers, and families. Compliance with these ethical provisions not only reinforces the validity and transparency of the study but also acknowledges the sensitivity of the educational context in which the research is carried out.

### **Informed Consent and Confidentiality**

Informed consent is established as an essential ethical requirement. Teachers, students, and families receive a detailed explanation of the objectives, data collection procedures, and the strictly academic use of the results, which ensures a full understanding of the scope of their participation. Participation is voluntary and revocable without consequences; furthermore, written authorization from parents or guardians is required for minors, thus reinforcing the principles of autonomy and child protection.

The process is formalized through a signed document that describes the nature of the study, the methods employed, the potential risks and benefits, and the guarantees of confidentiality. All records are encrypted with alphanumeric identifiers and stored in accordance with current data protection regulations, ensuring that no personal information can be traced. The results are disseminated exclusively in anonymous form, avoiding any direct reference that could reveal the identity of the participants, thus safeguarding their integrity and well-being.

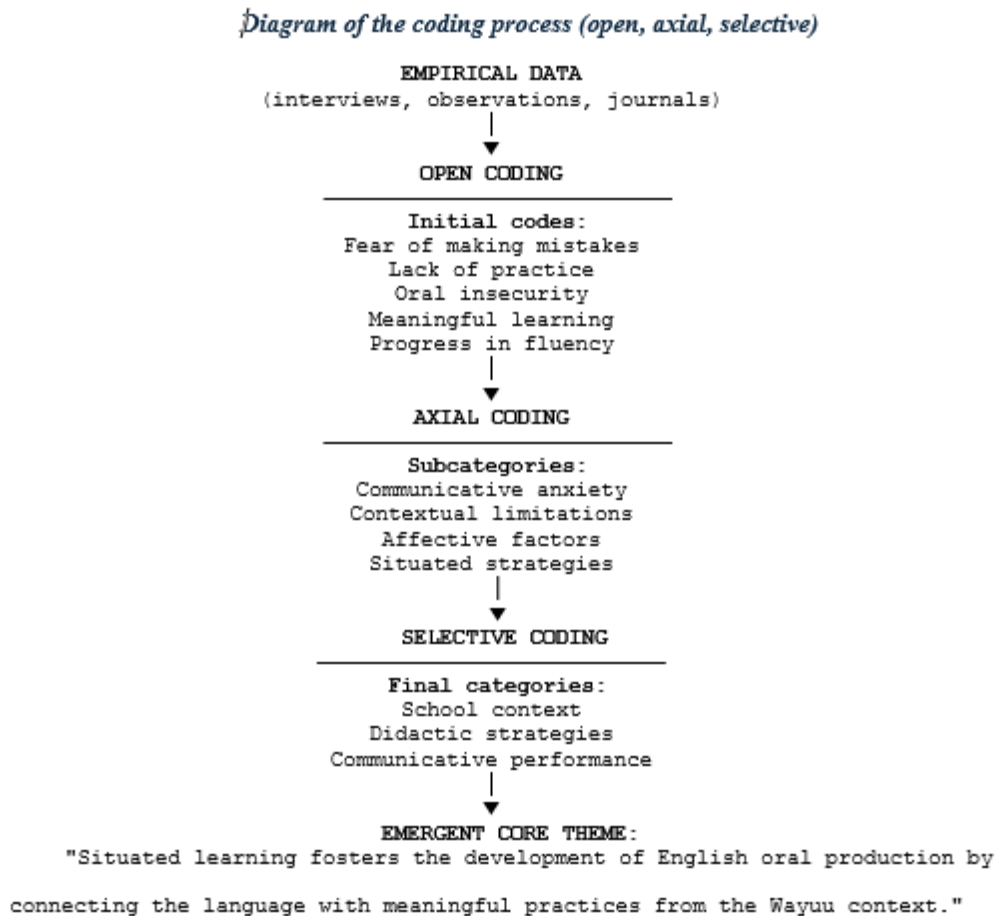
### **Analysis and Interpretation of Results**

This chapter presents the results obtained from applying integrative didactic strategies based on situated learning, with the aim of strengthening oral competence in English among seventh-grade students at the Chon Kay Educational Institution. Through a rigorous process of qualitative coding and triangulation, the data collected from participant observations, semi-structured interviews, reflective journals, oral recordings, and documentary review were analyzed, allowing the identification of significant transformations both in the students' communicative practices and in the pedagogical dynamics of the classroom. The findings are organized around the categories of school context, didactic strategies, and communicative performance, which enables a deep and articulated understanding of the factors that influence oral expression in English, as well as the impact of the educational intervention on the development of linguistic skills.

In the initial interviews, several students explicitly expressed their insecurity regarding the oral use of English. Expressions such as *“me da pena hablar porque me equivoco mucho”* or *“no practico inglés fuera del colegio”* appeared repeatedly. These excerpts were initially identified as fear of making mistakes and lack of practice, and were later grouped into a dimension associated with communicative anxiety, which made it possible to understand how emotional factors conditioned oral participation from the beginning of the process (see Figure 1).

**Figure 1**

*Diagram of the Coding Process (Open, Axial, Selective)*



*Note.* Figure 1 with the analytical process followed from the empirical data to the consolidation of the final categories, allowing the visualization of the relationship between the initial codes and the study's findings.

### **Pedagogical and Contextual Characterization of the Focus Group**

The content presented below corresponds to the characterization resulting from a rigorous process that integrated direct and continuous classroom monitoring, complemented by specific dialogues with students and teachers, based on the evidence obtained during the exploratory phase, where performance patterns and aspects of the school environment were identified. These

techniques allow access to multiple dimensions of seventh-grade school life at the Chon Kay Educational Institution, located in the city of Riohacha, La Guajira. The results reveal a complex pedagogical setting, deeply influenced by sociocultural, economic, and emotional factors that directly impact the processes of teaching and learning English as a foreign language.

In a particular field, it can be noted that the observations made during the first sessions confirmed these perceptions. In basic oral activities, it was recorded that several students avoided responding, lowered their gaze, or remained in prolonged silence when faced with simple questions in English. These behaviors were coded as oral insecurity and communicative avoidance, reinforcing the relationship between the group's sociocultural context and the initial difficulties in oral expression.

**Table 4**

*Results of the Interview with the Teachers*

No	Questions	Category / Subcategory	Keywords	Teachers' responses (synthesized)	Analysis and Reflection
1	What contextual factors influence the learning of English as a foreign language?	School context – Pedagogical	Methodology, motivation, participation	Students lack access to the internet and exposure to English; many speak Wayuunaiki at home and have difficulties with Spanish before learning English, which affects their motivation and participation.	According to Agudelo (2021) intrinsic motivation grows when learning is meaningful. Traditional methods disconnect learning from students' reality, so classrooms should link English with every day and cultural experiences.

No	Questions	Category / Subcategory	Keywords	Teachers' responses (synthesized)	Analysis and Reflection
2	What cultural aspects influence the predisposition to learn English?	School context – Sociocultural	Identity, community, local culture	Students see English as something foreign and unrelated to their lives; they identify more with their native language and culture, which reduces their interest.	Campos and Umaña (2022) highlight that situated learning promotes intercultural competence. Incorporating local culture and oral traditions strengthens the emotional bond and the meaningful learning of English.
3	How does the use of Spanish and Wayuunaiki influence the learning of English?	School context – Linguistic	Multilingualism, interference	Students mix languages or feel insecure when speaking, but multilingualism can be beneficial if properly guided.	De la Hoz and Barreneche (2020) highlight that multilingualism requires contextualized methodologies. Strengthening mother tongues is essential to develop the linguistic foundation for learning English.
4	What strategies improved oral production?	Teaching strategies – Situated learning	Context, participation	Role-playing games, group activities, and everyday topics encouraged participation and reduced fear.	Cid, Marcillo, and Ecuador (2023) argue that situated learning transforms the pedagogical experience. Contextualized strategies

No	Questions	Category / Subcategory	Keywords	Teachers' responses (synthesized)	Analysis and Reflection
					improved confidence, fluency, and self-esteem, making learning more engaging and meaningful.
5	What skills were integrated to strengthen oral skills?	Teaching strategies – Integration of skills	Listen, read, write, speak	Listening, reading, and basic writing were integrated to support oral expression and comprehension.	Barturén (2019) shows that the integration of skills supports oral competence. A multidimensional approach promotes natural language acquisition and holistic learning.
6	What resources promoted oral expression?	Teaching strategies – Sociotechnical	Recordings, images, technology	Audio, video, and visual resources increased confidence; local and digital resources were used creatively despite the scarcity of materials.	Ríos Díaz (2023) states that sociotechnical environments strengthen meaningful learning. The use of community resources and simple technologies made English tangible and accessible.
7	How did the students' fluency evolve?	Performance evaluation – Fluency	Spontaneity, rhythm	Students spoke in complete sentences, with greater confidence and spontaneity	Castillo (2025) states that self-efficacy influences oral fluency. Confidence and meaning, not

No	Questions	Category / Subcategory	Keywords	Teachers' responses (synthesized)	Analysis and Reflection
				despite making small mistakes.	repetition, foster authentic communication and spontaneity.
8	What vocabulary was easier to handle?	Performance evaluation – Lexicon	Context, everyday life	Every day and culturally familiar words, family, food, greetings, were learned more easily, especially through games and songs.	Caro (2022) suggests that familiar contexts reduce anxiety and improve oral expression. Vocabulary linked to lived experience is remembered and applied more easily.

*Note.* Table 4 presents the systematization of the results obtained from the semi-structured interviews conducted with the teachers participating in the study. The responses have been synthesized and organized according to analytical categories and subcategories previously defined in the methodological framework, allowing the identification of contextual, cultural, linguistic, and pedagogical factors that affect the learning of English as a foreign language. The analysis and reflection are supported by current theoretical references that dialogue with the empirical findings and sustain the relevance of the situated learning approach and the integration of skills for strengthening oral production. Source: Own elaboration based on teacher interviews.

Based on the results obtained, teachers' testimonies coincide with classroom observations and student interviews, showing that limited exposure to English and the predominance of traditional methodologies restricted learners, who often could not articulate more than two sentences in a row. These findings were linked to the school context category, particularly the

pedagogical and sociocultural subcategories, which helped to understand the structural conditions influencing language learning. Specifically, the studied population consists of 73 daytime students, mostly from Wayuu communities, forming an intercultural environment with particular forms of communication, worldview, and learning. For many of them, their mother tongue is Wayuu-unaiki, implicitly present in daily interactions, shaping the acquisition of Spanish as a second language and, consequently, English as a third.

In the interviews, a teacher stated, una maestra declaró: “A veces *los niños no responden ni en español ni en inglés*”. “*Permanecen en silencio porque no saben cómo hacerlo o no le ven él*”. This perception was verified in the oral diagnostic tests, where more than 80% of the group gave monosyllabic responses, barely audible pronunciations, or, alternatively, showed avoidance or complete lack of understanding of simple commands such as: “*Por favor, pase al frente y preséntese*”.

**Table 5**

*Results of the Student Interviews*

No	Question	Category / Subcategory	Keywords	Students' responses (synthesized)	Analysis and reflection
1	What did you think about using English in class?	School context – Sociocultural	Confidence, expression, environment	Initially, the students felt nervous or shy, but later they gained confidence and enjoyed speaking English, especially in a supportive and respectful environment.	García y Murillo (2023) affirm that situated learning links knowledge with real social practices. A culturally adapted and emotionally safe environment fostered participation and spontaneous oral expression.

No	Question	Category / Subcategory	Keywords	Students' responses (synthesized)	Analysis and reflection
2	What activities helped you the most to speak English?	Teaching strategies – Situated learning	Games, roles, context, tasks	The students highlighted role-playing games, dramatizations, and real-life simulations, such as markets or interviews, as the most useful and entertaining activities.	According to Caro (2022), role-playing games encourage learning free of prejudice and improve oral expression. Contextualized activities increased active participation and strengthened meaningful interaction. Rivera (2022) It indicates that intrinsic motivation gives meaning to language use. The students' perception of their progress shows greater fluency and willingness to communicate, influenced by a low-anxiety environment.
3	What changes did you notice in yourself when speaking English?	Performance evaluation – Fluency	Confidence, spontaneity, vocabulary	The students expressed that now they speak faster, with more words and with greater confidence, and that they understand better what they are saying.	
4	Have you noticed that you are using new or more complex words?	Performance Evaluation – Lexico-grammatical Complexity	Vocabulary, Phrases, Structure	The students mentioned the use of longer and more structured sentences, the employment of connectors such as “because” or “so,” and the lesser use of translation.	Camacho (2023) explains that the integration of diverse learning styles promotes equitable access to oral production. The varied strategies facilitated linguistic structuring and a

No	Question	Category / Subcategory	Keywords	Students' responses (synthesized)	Analysis and reflection
					more complex discourse.
5	What motivated you the most to speak English?	Teaching Strategies – Integration of Skills	Motivation, Creativity, Expression	The students felt motivated by creative activities such as songs, drawings, podcasts, and group work, where they felt listened to and enjoyed expressing their ideas.	Botella y Ramos (2019) argue that self-determination enhances the sense of control and competence in learning. Integrative and creative tasks increased motivation, the sense of belonging, and communicative confidence.

*Note.* Table 5 synthesizes the results of the semi-structured interviews conducted with the students participating in the study, organized according to previously defined analytical categories and subcategories. The responses show the evolution of students' perceptions, attitudes, and experiences regarding the use of English in the classroom, as well as changes in their confidence, fluency, and lexico-grammatical complexity. The analysis and reflection are supported by contemporary theoretical references that endorse the effectiveness of situated learning, the integration of skills, and the creation of emotionally safe environments for strengthening oral production. **Source:** Own elaboration based on interviews with students.

In several notes, everyday scenes were captured that clearly express these oral limitations and an evident lack of motivation. In an activity where they were asked to describe a classmate using simple phrases in English, such as: "Hello, how are you? He is my classmate; She is a good friend," several responded in a low voice or simply said: "No sé qué decir, profe," "No entiendo," "No tengo ni idea, hable usted." In many cases, they remained silent, while their

bodies reflected a strong lack of attention, physically evidencing their disconnection from the class. According to the students, this resistance should not be interpreted solely as a lack of personal interest, but also as a consequence of previous educational experiences in which English has been taught in a mechanical, traditional, and rote manner, without establishing connections with the students' reality or their family context. These scenes were repeatedly recorded in the field diary, where bodily expressions of tension, nervous laughter, and evasive responses to the request to speak in English were noted. Such records helped reinforce the interpretation that communicative difficulties were not exclusively linguistic, but also emotional and contextual.

In this same vein, the interviews with students confirmed this idea. A young Wayuu girl commented: "No hablo inglés en casa, ni mucho español," "Mi familia dice que hablo wayuu-unaiki, con un poco de español, así que no entiendo nada de inglés." Another student stated: "Hablar inglés es para los que viajan, para los que tienen dinero; aquí no es necesario." Although these comments are ironic and sarcastic, they implicitly reflect the reality of these regions, where speaking a language that is not one's own proves difficult. Therefore, these testimonies reveal a marked lack of meaningful context regarding the English language, as well as a weak connection between school content and the students' personal aspirations. Many come from homes where education is not a priority and job opportunities are informal, which drastically reduces their expectations of continuing their studies.

From a pedagogical perspective, a marked tendency toward traditional teaching was observed, focused on the memorization of isolated vocabulary and the written reproduction of grammatical structures, without authentic oral communication practices. In one of the classes observed, the teacher asked the students to copy a list of verbs in the past tense without

proposing an oral exercise. At the end, several students asked if they could leave the classroom without having understood the practical use of the transcribed verbs, as they were bored and afraid of going to the front and being ridiculed. This disconnection between written and oral language is common in contexts with little didactic innovation and therefore represents a significant obstacle to the development of authentic communicative skills.

On their part, the school environment reflects structural limitations. Classrooms with limited resources, lack of access to technology, overcrowding, and fragmented schedules are evident, which interrupt pedagogical continuity. These material conditions, together with the limited cultural and linguistic capital of the environment, something also observed in other educational contexts with a high presence of Wayuu students, create a particularly complex and challenging pedagogical scenario for the teaching and learning process. Within this framework, the strengthening of oral competence in English cannot rely solely on traditional teaching strategies focused on the language, but requires a comprehensive intervention based on an ethical and deeply contextualized commitment. It is essential to recognize identity trajectories, local cultural practices, and structural barriers that impact learning in order to design meaningful, inclusive, and sustainable pedagogical proposals.

### **Initial Conditions of Oral Competence**

The initial level of oral competence in English among the students revealed significant limitations both in the linguistic and emotional domains. The data collected through observations, diagnostic tests, and interviews established a starting point characterized by scarce verbal fluency, hesitant pronunciation, limited vocabulary, and a marked tendency toward the mechanical repetition of memorized phrases, without a real understanding of their meaning or connection to authentic communicative situations. These difficulties, in addition to reflecting

deficiencies in previous teaching processes, highlight a low level of confidence and security in the use of the language, which directly affects the students' willingness to actively participate in oral practice in English.

During the first sessions of the teaching process, many students showed a notable reluctance to participate in oral activities in English, even in basic exercises such as introducing themselves or greeting (as mentioned in previous sections). The field diary recorded that, when asked simple questions like "How are you?", several students responded with evasive looks, nervous laughter, or simply remained silent for a long time. Others only replied with what they partially understood, but in Spanish. These reactions not only reflected a functional lack of knowledge of the language, but also an emotional burden associated with the fear of making mistakes, insecurity, and low linguistic self-esteem. This perception was later corroborated in the interviews, where students expressed feeling nervous, unmotivated, or insecure when participating in oral activities. These attitudes suggest the presence of emotional barriers that limit the spontaneous use of English and demonstrate the need to create safer, more motivating, and culturally sensitive teaching environments that foster the gradual development of communicative competence.

The limited exposure to communicative references in English, both inside and outside the school environment, together with the scarce availability of technological resources and contextualized teaching materials, has led students to perceive the language as something distant, unrelated to their daily lives, and lacking clear usefulness in the present. This disconnection was especially evident among students who lack access to the internet, educational applications, or spaces where they can use the language in real situations. It should be reiterated that this situation is worsened by the continued use of conventional pedagogical

methodologies, based on the memorization of isolated words and the automatic completion of grammatical exercises, without connection to authentic communicative contexts or to the students' cultural and social reality. Consequently, these factors have limited both the development of functional skills in English and the promotion of a positive attitude toward its learning, which has reduced students' motivation, active participation, and confidence to use the language spontaneously and meaningfully.

This starting point also indicates that the difficulties in mastering English are not due solely to the language itself, but are related to social, emotional, and structural factors that influence learning. In other words, it is not only about deficiencies in vocabulary or grammar, but about a network of conditions that reveal these problems are linked to various socio-emotional and cultural barriers that affect learning. In light of this situation, it is necessary to implement integrative, contextualized, and culturally relevant pedagogical proposals that not only strengthen communicative skills, but also promote confidence, a sense of purpose in learning, and the active and meaningful participation of students in oral practice in English.

### **General Description of the Strategies Applied**

The pedagogical strategy implemented is based on a situated learning approach and seeks to improve oral fluency in English through practical activities related to the students' daily lives. This proposal arises from the recognition of the territory as a key pedagogical resource, taking advantage of Riohacha's status as a tourist and cultural district. From this perspective, communicative activities were designed that involved students in interaction at emblematic places in their city, transforming the urban environment into an expanded and meaningful classroom for learning English. During the first sessions, several students showed resistance to participating orally and frequently resorted to silence or very brief responses. Expressions such

as “*ombe profe, eso da pena*” or “*profe yo no sé decir eso*” appeared repeatedly in the initial interviews. However, as the activities were carried out in everyday spaces within the urban environment, a greater willingness to participate was observed, with more frequent and spontaneous interventions, even from students who initially avoided the oral use of the language.

But in slight contradiction to the above, at this stage of the process different expressions began to appear in the interviews, such as “*ahora sí, que chevere*” or “*no importa si me equivoco.*” These fragments were initially coded as greater willingness to speak and later integrated into a dimension associated with progress in fluency and confidence, which demonstrates a gradual change in attitude toward the language.

Based on this initiative, the activities were structured around places considered tourist and cultural landmarks, such as the pier, Plaza Padilla, the boardwalk, the monument to Francisco el Hombre, and the street of artisans, among others. Each of these spaces was selected for its symbolic and narrative potential, which allowed students to carry out real communicative tasks, such as descriptions of places, simulated interviews with tourists, the creation of guides in English, and brief dramatizations or podcasts recorded on site. These strategies integrated oral expression skills, critical observation, and identity evaluation, reinforcing the connection between the foreign language and the local reality.

The analysis of the oral productions made it possible to identify changes in speech fluency. In the first activities, the interventions were characterized by prolonged pauses, isolated use of words, and difficulty in maintaining a complete idea. Later, the recordings showed longer interventions, with greater continuity and the use of complete sentences when describing places

or simulating interactions with tourists, which demonstrates progressive improvement in oral expression.

During the sessions, collaborative learning was encouraged, where students took on active roles as guides, presenters, and interviewers, using functional English expressions to interact with the space and their peers. Emphasis was placed on everyday expressions, physical descriptions, directions, and personal narratives, all framed within a communicative rather than merely grammatical context. The teacher played the role of mediator, providing the necessary vocabulary, modeling structures, and supporting oral fluency from an affective and culturally relevant perspective.

Likewise, a more functional use of English vocabulary was evidenced, especially in expressions related to physical descriptions, spatial location, and references to the cultural environment. While mechanical repetitions predominated in the first sessions, in later activities students spontaneously incorporated terms and expressions worked on in class, also improving the pronunciation of key words thanks to teacher modeling and constant interaction with their peers. An intercultural, critical education with territorial grounding.

By being based on contexts meaningful to the students, the proposal allowed English to be perceived as a useful, accessible, and close tool, overcoming the traditional idea that learning a foreign language is something distant and unrelated to reality. Likewise, affective dimensions such as motivation, linguistic self-esteem, and sense of belonging were strengthened, demonstrating that situated learning not only improves communicative performance but also promotes an intercultural, critical education with territorial grounding. In order to show the direct relationship between the didactic strategies implemented, the specific objectives of the

research, and the results obtained in English oral production, an analytical matrix is presented that synthesizes how each situated activity contributed to achieving the purposes of the study.

The perceptions gathered in the field diary and final interviews show that the students began to value the use of English as a useful tool for communicating in real contexts. Comments such as “I liked speaking in the street” or “now I can explain my city in English” reflect an increase in motivation and linguistic confidence, as well as a strengthening of the sense of belonging by recognizing their environment as a valid resource for learning. The recurrence of these behaviors at different moments in the process made it possible to identify patterns of sustained change in oral expression. Based on the coding of observations and testimonies, categories were consolidated related to meaningful learning, reduced anxiety, and increased fluency, which demonstrate the progressive impact of the strategies implemented.

### **Key Moments of the Process**

Throughout the process of implementing teaching strategies, several significant moments emerged that marked turning points in the development of students’ oral expression in English. One of these moments took place during an activity focused on the collective creation of a bilingual poster with useful phrases for school life. Unlike previous experiences where oral expression was perceived as insecure, this dynamic fostered a collaborative environment in which students discussed in small groups how to translate and pronounce expressions such as “Can I go to the bathroom?”, “I need help,” and “Let’s start the class.” The significance of this scene was the spontaneous emergence of collective self-regulation, as some students began to correct each other naturally, practicing oral repetitions without fear of making mistakes and valuing the use of language as a functional tool. This change in attitude reflected not only progress in linguistic appropriation, but also a transformation in the way the group conceived

learning English, shifting from an imposed activity to a practical and enjoyable one with communicative purposes.

During this activity, it was observed that the students began to repeat the expressions voluntarily, adjusting their pronunciation based on listening to their peers and asking for confirmation when they had doubts. Instead of waiting for direct correction from the teacher, they supported each other with comments such as “that sounds better” or “say it slowly,” which allowed oral practice to develop in a trusting environment. This behavior contrasted with the first sessions, where silence or mechanical repetition predominated, and showed progress in the appropriation of English as a tool for everyday interaction.

Another key moment occurred during a session in which a short video in English about everyday activities in a community was shown. Far from limiting themselves to passive observation, the students began to react to the images, trying to comment on what they understood, even if in Spanish. Some pointed out objects or actions while pronouncing words in English; others asked about the meaning of new expressions; and a group tried to relate what they saw to their own environment. The activity led to a brainstorming session in which, with the teacher’s visual and oral support, they managed to build simple sentences such as: “I get up at six in the morning every day”; “I brush my teeth before breakfast”; “At night, I watch television with my family”; “You can buy backpacks at the Malecon of Riohacha.” This experience showed that when the content connects with understandable and visually familiar realities, it activates the desire to understand and express oneself, even with limited resources.

In the first interventions, the students mainly relied on Spanish to express their ideas, supporting themselves with gestures or by pointing to the images in the video. However, they gradually began to incorporate simple words and structures in English to complement their

messages, such as names of actions, times of day, or familiar places. This gradual transition from Spanish to English made it possible to observe greater listening comprehension and an increasing willingness to take oral risks, even when their linguistic proficiency was still incipient.

A third particularly relevant moment took place during an activity called “My Week in English,” in which students were asked to write short sentences describing their daily routines over five days and then share some of these entries orally with their classmates. Linking the language to their own context generated a high level of motivation. Several students brought drawings or small objects to help explain their actions, and a notable willingness to express themselves was observed, even with difficulty. Sentences such as “After breakfast, I walk to school with my brother”; “I get up at 6:30 every morning”; “I walk along the malecón and the pier at sunset”; “I go to the market early in the morning to buy fish or seafood”; “I see street vendors offering chicha, black coffee, or empanadas” began to appear more frequently, accompanied by gestures that facilitated mutual understanding. This exercise, in addition to strengthening oral fluency, fostered the recognition of English as a tool for narrating personal experiences, which increased confidence and participation in the learning process.

Throughout this activity, it was recorded that the students used visual and bodily supports to sustain their speech, which facilitated communication even when lexical or grammatical hesitations arose. The oral interventions, initially brief and fragmented, began to acquire greater continuity, with a clearer sequence of ideas related to their daily routines. This progress was especially evident in students who, at the beginning of the process, limited themselves to one- or two-word responses.

Finally, a particularly significant moment arose during the closing session, in which the students took part in a small public speaking festival, giving brief presentations on topics of their

choice. From describing pets to explaining daily activities or cultural elements of their community, the students managed to construct understandable messages using both verbal and non-verbal resources and, most importantly, expressed themselves with enthusiasm, without the pressure of achieving grammatical perfection. The atmosphere was one of celebrating effort rather than correcting mistakes, and it reflected progress not only in communication but also in emotional and social aspects. The active participation of those who, at the beginning of the process, barely uttered isolated words demonstrated that the strategies implemented generated a deeper impact, capable of transforming the perception of the language, their attitude toward learning, and their self-image as English learners.

The final presentations made it possible to observe a significant change in attitude toward the use of English. Students who, in the first sessions, avoided speaking in public managed to express complete ideas, relying on gestures, images, or examples from their cultural environment. Participation took place in a climate of respect and recognition of effort, which reinforced personal confidence and the willingness to continue using the language as a means of expression, beyond formal accuracy.

These key moments show that the implementation of integrative teaching strategies, contextualized in the students' everyday experience, fostered progressive advances in oral expression in English. The observation of changes in participation, fluency, functional use of vocabulary, and attitudes toward the language makes it possible to establish a direct relationship between the objectives set and the results achieved, providing empirical support for the study's conclusions.

### **Analysis of Results by Categories**

The analysis of the results obtained throughout the research process is structured around three predefined categories: a) the school context; b) the teaching strategies; and c) the evaluation of communicative performance. In this sense, the interpretation of the data was carried out through qualitative coding, thematic analysis, and triangulation of sources (interviews, participant observations, reflective journals, and oral competence assessments), which allowed for a comprehensive understanding of the progress and limitations observed in the group's oral competence in English.

The qualitative analysis process was carried out in three complementary levels of coding, as mentioned earlier. In the first phase, open coding was conducted through a detailed reading of interviews, classroom observations, reflective journals, and oral recording transcripts, identifying recurring expressions related to emotions, attitudes, and communicative behaviors, such as fear of making mistakes, avoidance of speaking, lack of practice, and the first signs of fluency. Subsequently, these initial codes were reorganized through axial coding, establishing relationships among them and grouping them into broader subcategories, such as communicative anxiety, meaningful learning, and progress in oral fluency. Finally, through a process of selective coding, these subcategories were integrated into central analytical categories, school context, teaching strategies, and communicative performance, which guided the overall interpretation of the findings and allowed the research objectives to be addressed.

In the school context, the results show that the intervention group develops within a sociocultural environment strongly rooted in Wayuu identity, marked by economic vulnerability and low linguistic capital, both in Spanish and in the foreign language. These circumstances

decisively influence the acquisition and development of English as a foreign language, limiting both motivation and real opportunities for meaningful use of the language.

This reality was reflected in observable classroom behaviors, such as reluctance to participate orally, the frequent use of silence as an avoidance strategy, and the preference for very brief responses. In several initial sessions, some students avoided eye contact when invited to speak in English, which evidenced the weight of the sociocultural context on their willingness to communicate in the foreign language.

The interviews revealed the limited exposure to English outside the classroom. In a specific case, one student literally stated: "*Profe, yo no hablo ingles porque me da pena equivocarme.*" This excerpt was coded as fear of error and later grouped into the subcategory communicative anxiety, contributing to the analytical category Communicative performance. This finding was not interpreted in isolation but was contrasted with participant observation records and field journals. While the interviews explicitly evidenced fear of error, the observations allowed the identification of associated behaviors, such as prolonged silence, avoidance of eye contact, and reliance on responses in Spanish or Wayuunaiki. In turn, the field journal recorded gradual progress in the willingness to participate, especially after the implementation of contextualized activities, which made it possible to triangulate the information and confirm the relationship between emotional factors and communicative performance.

Moreover, as a complement to the above, it can be demonstrated that the results obtained after the implementation of integrative teaching strategies allow the identification of relevant progress that, to some extent, mitigates and counteracts the initial problematic conditions. Through contextualized activities, such as dramatizations inspired by everyday life in the ranch, tourist experiences on Riohacha's Primera Avenida based on role-playing in English that

simulated real situations from the environment, and group oral presentations in which students integrated the vocabulary learned into their own narratives, a significant increase in communicative competence was evidenced, as well as a progressive improvement in basic fluency in English. In these activities, it was observed that students began to use English more naturally when describing situations close to their daily lives. The interventions, initially fragmented, progressively incorporated simple connectors and functional expressions, which allowed for more continuous communication. This change was particularly evident in students who, at the beginning of the process, limited themselves to repeating isolated words.

During the fifth week, it was observed that several students took the initiative to greet and say goodbye in English without being asked. In addition, some spontaneously used brief expressions in informal activities. This change in attitude, corroborated by subsequent interviews with teachers, suggests a progressive redefinition of English as a useful and accessible communicative tool. Although the level of oral competence is still at the initial stages, greater confidence, a stronger desire to participate, and recognition of the foreign language as part of the students' expressive repertoire can be observed.

In subsequent observations, it was recorded that these behaviors were maintained in different contexts of the school day. Some students incorporated greetings in English at the beginning of class and used brief expressions to interact with their classmates, suggesting a progressive internalization of the language as a communicative resource and not only as academic content.

Secondly, the implementation of integrative strategies based on situated learning made it possible to discover a new meaning in the use of English by anchoring activities in real-life contexts close to the students. Communicative tasks carried out in emblematic spaces of the city

managed to spark interest and motivation in a group that initially showed apathy and lack of interest in learning the language. Through activities such as creating tourist guides, role-playing, and recording podcasts, active participation was encouraged, in contrast to traditional teaching focused on vocabulary repetition. Thematic coding revealed the emergence of concepts such as motivation, usefulness of the language, and sense of belonging, which were recurrent in the collected testimonies. These perceptions were reflected in the way students engaged in the proposed activities. Active participation, interest in rehearsing interventions before performing them, and willingness to collaborate with classmates show that situated learning fostered a more positive attitude toward the use of English and strengthened the link between the language and personal experience. From this perspective, one of the students expressed: “I liked this experience because we went out to speak, not just to write meaningless things”.

As a result of these contextualized experiences, sustained progress was observed in the students’ oral fluency and in their attitude toward the use of English. The analysis of recordings and transcripts revealed an increase both in fluency and in the coherence of their oral interventions. Students who initially avoided any type of participation began to formulate short sentences with greater confidence, incorporating functional expressions and specific vocabulary related to their environment. Likewise, a decrease in anxiety when speaking in public was observed, accompanied by a greater willingness to interact in English both inside and outside the classroom.

The comparative analysis of oral productions showed that the students managed to express more complete ideas, with a recognizable basic structure, even though grammatical errors persisted. The decrease in prolonged silences and the greater continuity of discourse indicate progress in fluency that is significant considering the group’s starting point.

Thirdly, the evaluation of communicative performance demonstrated significant progress in the development of oral competence in three dimensions: fluency, lexical and grammatical complexity, and affective factors. The comparison of classroom interventions, both at the beginning and at the end of the oral exercises, revealed an increase in the use of basic functional expressions, better pronunciation, and greater spontaneity. Although grammatical structure still presents limitations, a decrease in prolonged silences and in the exclusive reliance on memorized phrases was observed. The rubrics applied at the end of the cycle showed that 60% of the students were able to maintain a basic conversation in English with visual support, which represents substantial progress compared to the baseline, when more than 80% could not articulate more than two consecutive sentences.

In the student interviews, phrases like “*me da pena hablar*”, “*me quedo en blanco*,” or “*no sé decir eso*” came up many times. These parts were first marked as fear of mistakes and lack of confidence when speaking, and later put together in the group called communicative anxiety. This helped to show a clear link between negative feelings and the low speaking level seen at the start. From the emotional side, the results show more confidence when speaking in front of others, less fear of making mistakes, and a better view of English as a tool for communication. This change was written down in the teacher’s journals and also appeared in the student interviews, which showed a growing will to take part.

To organize the analytical process and make clear the connection between the research objectives, the emerging categories, and the empirical data, analytical matrices were created. These matrices show the internal coherence of the analysis by integrating excerpts from interviews, classroom observations, reflective journals, and oral productions. In this way, they

illustrate the path from the initial codes to the central categories that guide the interpretation of the results.

### **Triangulation of Findings**

Triangulation of findings is a key phase in the qualitative analysis of this research, because it allows the systematic comparison of information collected from different sources related to the school context, classroom interactions, and student experiences. This made it possible to gain a deeper understanding of the learning process and the progress in oral expression in English. The process not only helps to better understand the research carried out, but also gives greater confidence in the results by bringing together and comparing different perspectives.

First, clear similarities were found between classroom observations and the testimonies collected in interviews with students and teachers. While the observations showed low spontaneous participation in English during the first sessions, reflected in short sentences, long silences, and dependence on the teacher, the students said in the interviews that they felt embarrassed, afraid of making mistakes, and lacking practice. The fact that the students' statements matched what was observed in their performance strengthens the validity and reliability of the data about their initial level of oral competence. In addition, the curricular documents analyzed revealed a mainly memorization-based approach to English teaching, which was confirmed both in teacher interviews and in the practices observed at the beginning of the process.

On the other hand, interpretative discrepancies appeared that allowed for a more precise analysis. For example, while some teachers believed that routine questions at the beginning of class encouraged oral communication, classroom observations and student opinions showed that

these interactions were perceived as mechanical, without a significant impact on communicative competence. This divergence was key to questioning naturalized practices such as greetings or the repetition of dialogues, which do not necessarily promote meaningful use of the language.

**Table 6**

*Matrix of relationship between categories and empirical data (triangulation)*

Category	Subcategory	Textual Example	Source	Triangulated Evidence
School Context	Sociolinguistic Limitations	"Nunca hablo ingles en mi casa"	Interview	It matches the lack of practice observed in the classroom and recorded in the reflective journal
Integrative Teaching Strategies	Situated Activities	"Con juegos aprendo màs"	Field Diary	Observation confirms greater interaction during games and dramatizations
Communicative Performance	Communicative Anxiety	"Me da pena hablar"	Interview	Observation shows avoidance of participation; the journal records the same behavior
Communicative Performance	Progress in Fluency	"Puedo decir frases completas"	Interview	Interventions show an increase in duration and fewer silences
Teaching Strategies	Pedagogical Relevance	"Me gustó porque era sobre cosas de mi barrio"	Field Diary	Observation shows greater participation when the activity is contextualized

*Note.* This matrix shows the convergence among the three sources used: interviews, observations, and reflective journals.

The coherence among the data from interviews, observations, and the field diary confirmed that the progress in oral expression was not isolated events, but consistent results of the pedagogical process implemented. This convergence strengthened the interpretation of the findings and allowed for a deeper understanding of the impact of the integrative teaching strategies.

By contrasting the data obtained through interviews, observations, and field journals, interpretive patterns emerged that provide a clearer understanding of the impact of the strategies implemented. First, a clear relationship was evident between the contextualization of tasks and greater motivation to communicate in English, especially when activities were linked to the students' environment. The influence of affective factors such as anxiety, self-esteem, and self-perception on oral participation was also identified, reflected in levels of self-confidence. Finally, the value of collaborative work was highlighted as a way to reduce individual pressure and foster more spontaneous linguistic practice. These findings were reiterated across the various instruments applied and align with the principles of situated learning.

Ultimately, intersubjective validation was carried out through a joint review of the findings with the teaching team, contrasting the emerging interpretations with their direct perceptions of the process. This academic dialogue made it possible to adjust the analytical categories, nuance the initial judgments, and enrich the understanding of the transformations observed. In this way, triangulation was not limited to technical verification, but functioned as a tool for critical reflection that led to a dense and contextualized interpretation of the problem investigated, in line with the qualitative approach of this research.

### **Impact of the Strategies on Oral Competence in English**

The results presented below derive directly from the analysis process described, in which progressive coding and source triangulation made it possible to evaluate the real impact of the pedagogical strategies implemented in relation to the stated objectives. Accordingly, an analysis is offered of the impact of the pedagogical strategies implemented on students' oral expression in English. The main objective was to determine whether the activities designed on the basis of situated learning fostered the development of communicative skills in a group of seventh-grade

students. This analysis not only makes it possible to recognize the progress achieved, but also to understand which elements facilitated or hindered the language learning process, taking into account the students' cultural and social context.

In this sense, the records obtained during the implementation show that changes in oral expression did not appear immediately, but progressively. At the beginning, isolated and poorly developed responses predominated; however, as the activities became connected to real situations in the students' environment, longer and more comprehensible interventions began to emerge, suggesting a direct relationship between the type of strategy applied and the level of oral participation achieved.

Far from being limited to verifying results, this analysis seeks to understand how the use of English becomes a meaningful expressive resource for students. Unlike approaches that prioritize quantitative measurement, the emphasis here is placed on the learning experience, on the ways in which students connect with the language and the meanings they construct around its use. In contexts such as Riohacha, where precarious material conditions, fragmented school trajectories, and very limited contact with English converge, these strategies offered a pedagogical alternative centered on experience, environment, and active participation.

This approach allowed English to stop being perceived exclusively as an academic subject and instead become a means of expression linked to personal experience. In several sessions, students showed greater willingness to attempt communication, even with mistakes, when the activities were based on familiar situations, which demonstrates a shift of focus from formal correctness toward communicative intent.

To examine in detail the changes in students' speech, five key dimensions were considered: a) the ability to sustain a brief conversation; b) clear articulation of words; c) basic organization of discourse; d) timeliness in responses during oral exchanges; and e) the use of useful vocabulary in everyday contexts. These dimensions were assessed through a combination of qualitative resources, such as descriptive rubrics adapted to the students' level (see Appendix 4), analysis of activity transcripts, and reflections obtained through interviews. The analysis of these dimensions made it possible to identify clear differences between the initial and final oral productions. While at the beginning long pauses, constant repetitions, and difficulty in organizing ideas predominated, in later sessions greater continuity in discourse and a more functional use of vocabulary were observed, even though grammatical limitations typical of the level persisted (see Appendices 6 and 7).

In the initial meetings, the students' difficulty in communicating in English was evident. These early manifestations revealed not only a linguistic gap but also an emotional burden associated with the use of the language. The fear of making mistakes and being negatively evaluated conditioned participation, creating a barrier that went beyond knowledge of vocabulary or basic English structures. Interventions were minimal, and when they attempted to speak, they did so with clear discomfort. Scenes were recorded in which, when asked simple questions, students chose silence, looked down, or responded with expressions in Wayuunaiki or poorly structured Spanish. Participation was scarce, and errors were not only frequent but also generated anxiety and withdrawal.

However, after several weeks of implementing the designed strategies, a sustained change began to be noticed. The dynamic that integrated everyday environment, local culture, and the students' real interests started to generate greater participation. For example, in an

activity where students had to orally describe their traditional clothing, several produced phrases such as “This is my manta. I use it at parties.” Although the grammatical structure still showed deficiencies, the desire to communicate ideas was stronger than the fear of making mistakes. This transformation was gradual, resulting in longer and more precise responses and, above all, natural and fluent ones. In these interventions, it was observed that students began to prioritize conveying the message over formal accuracy. The emergence of complete sentences, accompanied by gestures and visual aids, allowed for brief but meaningful oral exchanges, representing a substantial advance compared to the baseline observed at the beginning of the process.

Among the actions that drove this progress were those in which students were able to talk about themselves, their families, their interests, and their communities. Through role-playing games, pair interviews, guided storytelling, and descriptions of everyday spaces, they were given the opportunity to use the language as a tool for communication, not just as an academic exercise. The results show that when English becomes a medium to talk about one’s own life, learning acquires meaning. As one student said: “*Aprendí más cuando hablamos de cosas más comunes.*” The repetition of these dynamics favored the automatization of frequent expressions and reduced the dependence on memorized responses. Students showed greater confidence when initiating interventions and a more open attitude toward mistakes, progressively understood as part of the learning process and not as a reason for sanction.

Unexpectedly, some unforeseen manifestations also emerged. Some students began to interact spontaneously in English during recess, using basic expressions learned in class, an occurrence that other teachers also celebrated. In addition, a notable increase in the willingness to participate was observed, even among those who had previously avoided any type of oral

interaction. These behaviors reflect a deeper transformation, as the language ceased to be perceived as an external imposition and began to be seen as a useful and accessible tool, connected to their reality.

## Discussion of the Results

The results of this research confirm, expand, and nuance the theoretical approaches that underpin the use of integrative teaching strategies, based on situated learning, to improve oral expression in English as a foreign language. In this regard, Peña and Peña (2022) argue that situated learning is grounded in the active participation of students in the construction of their knowledge, integrating meaningful experiences related to their cultural and social environment. Consequently, the activities designed in connection with the students' reality fostered more active and engaged participation, moving away from traditional methods based on mechanical repetition and detached from their everyday context.

The results obtained in this research show that these claims materialize in practice when English learning is articulated with experiences close to the student. The improvements observed in oral participation, the length of interventions, and the reduction of fear of making mistakes confirm that situated learning is not only a theoretical proposal but also a viable pedagogical alternative in complex sociocultural contexts.

In this same vein, the findings coincide with the proposals of Cruz (2022) who states that the integrated skills approach allows students to develop reading, writing, listening comprehension, and oral expression skills in a meaningful context, reflecting the use of language in real life and making learning more relevant and efficient. From this perspective, the activities designed combine listening comprehension, oral expression, and collaborative work, creating a functional approach to language that fosters a more spontaneous, natural, and contextualized use of English, especially among students who initially showed insecurity and anxiety when expressing themselves orally.

The affective dimension also emerges as a determining factor. Vilchez and Corvetto (2025) argue that anxiety negatively influences oral fluency, especially due to the fear of making mistakes, yet many teachers do not take it into account when assessing. These situations are evident from the very first classes, when several students show little interest or fear in participating in oral activities. However, the introduction of playful strategies, emotionally safe environments, and positive feedback generated a progressive change in students' attitudes, confirming the contribution of neuroeducation to foreign language learning.

From a critical perspective, Olaya and Ahumada (2023) argue that anxiety represents a major challenge for learning oral English, as it significantly affects oral fluency. Therefore, it is necessary to apply practices and strategies that help minimize its effects on students. As was evident in the initial stages of the evaluation, practices centered on memorizing vocabulary and grammatical structures disconnected from the students' reality predominated. However, by incorporating cultural and identity elements, it was possible to redefine the use of English, transforming it into a tool of expression linked to the students' vital world.

The comparison of different sources of information made it possible to identify similarities and differences that enriched the interpretation of the results. In general, there was consensus among teachers and students regarding the limitations of the traditional approach, as well as a positive assessment of the contextualized activities. This joint validation reinforced confidence in the findings and facilitated a deeper understanding of the educational processes.

In comparison, the findings coincide with the contributions of Ballesteros (2025) who states that the teaching of English is hindered by socioeconomic and geographic factors that make its acquisition difficult. From another perspective, Lores and Romero (2022) argue that the inclusion of cultural references of one's own increases participation in learning, an effect also

observed when incorporating elements of the Wayuu symbolic universe. This connection between a foreign language and local culture constitutes one of the main contributions of this research, demonstrating that both can coexist and enrich each other in the classroom.

Regarding the limitations, structural obstacles were identified, such as the scarcity of technological resources and the irregular attendance of some students due to socioeconomic or family factors. In addition, the diversity in levels of language proficiency required differentiated attention that was difficult to maintain equitably. From an institutional perspective, the need for greater teacher training in intercultural approaches and innovative methodologies was evident, as well as greater curricular flexibility that would allow for a deeper incorporation of contextualized strategies.

## Conclusions

The results of this research indicate that, in general terms, integrative teaching strategies with a situated learning approach constitute an effective and relevant alternative for strengthening oral competence in English among seventh-grade students in rural and intercultural contexts. The focus group showed significant progress, moving from an initial position of communicative silence, linguistic insecurity, and limited connection with the language to a more fluent, spontaneous, and contextualized participation. This progress was made possible thanks to situated activities that linked English to their cultural and social reality, fostering not only linguistic development but also students' motivation and confidence. Despite these advances, structural challenges persist, such as limited exposure to the language outside the classroom and scarcity of resources, which highlights the need to continue strengthening contextualized and sustainable pedagogical practices. Based on these findings, the following conclusions are drawn:

Firstly, this progress was identified through rigorous triangulation of qualitative data obtained from semi-structured interviews, participant observations, documentary analysis, and ethnographic records in reflective journals. These sources allowed us to establish clear coincidences and recurring patterns, such as greater confidence when speaking, increased willingness to interact in English, and the progressive appropriation of basic communicative structures in real contexts. Activities such as school role-plays, the creation of podcasts on local topics, the development of dialogues for everyday situations, and the performance of mini-dramas linked to local cultural practices proved to be highly effective in energizing oral communication, motivating students, and strengthening their sense of belonging to the learning process.

Secondly, the difficulties in developing oral English go beyond the mastery of vocabulary and grammar, and are deeply influenced by structural factors such as the limited presence of English in the daily life of rural areas, restricted access to technological and pedagogical resources, the low cultural capital of many families, and the persistence of transmissive pedagogical models focused on repetition and memorization. In this context, situated learning has made it possible to redefine English learning as a living, contextualized, and meaningful cultural practice for the very members of the educational community.

Thirdly, the process revealed the importance of the teacher's role as a critical, reflective, and innovative mediator. The action-research methodology provided the teacher-researcher with a methodological platform to rethink their practices, evaluate their own beliefs about language teaching, and build, together with the students, more inclusive and meaningful learning experiences.

This experience reaffirmed that educational change in difficult contexts is not achieved solely through new methodologies, but through a deep ethical commitment, attentive listening to students' voices, and a genuine willingness to learn mutually.

Fourthly, this research makes an important contribution to the field of English language teaching in culturally diverse contexts, demonstrating that it is possible to design pedagogical approaches rooted in the reality of the local context. These approaches value local identities, strengthen the sense of belonging, and promote students' communicative development based on their own experiences, while at the same time respecting each student's cultural practices. Under this approach, English ceases to be perceived as an imposed language and becomes a useful tool for self-expression, interaction with others, and the building of intercultural bridges from a situated and respectful perspective.

Fifthly, it is established that the success of processes such as the one developed here does not lie exclusively in the immediate results, but in the transformation of pedagogical practices, in the redefinition of the classroom as an intercultural space, and in the possibility of opening broader linguistic and cultural horizons to young students who have historically been excluded from real opportunities for meaningful learning in foreign languages.

## Recommendations

Based on the findings and the critical analysis developed in this research, four key recommendations are proposed to strengthen the teaching of English as a foreign language in school settings marked by interculturality, social vulnerability, and limited exposure to the language.

Firstly, it is recommended that educational institutions incorporate situated learning as a structural axis of their pedagogical proposals in English. This implies linking the curriculum with the students' immediate environment, integrating their own cultural references, such as indigenous oral traditions, local festivities, and forms of community interaction. By transforming the school into a space that recognizes and values territorial knowledge, more meaningful learning is fostered, and students' sense of belonging and academic self-esteem are reinforced.

Secondly, teachers are encouraged to implement authentic tasks that promote oral communication through meaningful experiences, such as role-plays, dramatizations, podcast recordings, mock interviews, or bilingual guided tours of local spaces. These activities should revolve around everyday situations, allowing for a functional and relevant use of English. The integration of these practices has been shown to reduce anxiety levels and foster a more participatory environment in which students take an active role in their learning process.

Thirdly, it is proposed to strengthen teacher training in active and inclusive methodologies, with special attention to approaches that take into account the cultural and socioeconomic conditions of the context. The study revealed a tendency toward traditional practices based on repetition and memorization, which limit the development of oral competence. It is necessary to promote the use of strategies such as cooperative learning, project-

based work, and neuroeducation, which have proven effective in environments with low initial motivation and limited technological resources.

Fourthly, it is necessary to create emotionally safe learning environments that prioritize the building of trust, the acceptance of mistakes as a natural part of the process, and the recognition of individual effort. Oral expression in English was initially characterized by fear, insecurity, and low self-esteem, so designing spaces where students feel heard and respected is key to overcoming these barriers. The emotional dimension, far from being a secondary aspect, becomes an essential component for strengthening communicative skills in a foreign language.

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## Appendices

### Appendix A

#### *Modelo de Planificación de la Unidad Didáctica*

#### Guía del profesor

#### 1. Hablemos: Práctica de conversación

##### *Descripción de la actividad*

Los alumnos leen y practican dos conversaciones breves sobre las rutinas diarias y cómo llegar al colegio.

##### *Instrucciones paso a paso*

#### 1. Calentamiento (5 minutos)

- Saluda a los estudiantes y hazles preguntas sencillas sobre sus rutinas matutinas (por ejemplo, "¿A qué hora te levantas?", "¿Cómo vas al colegio?").
- Escriba algunas respuestas de los estudiantes en la pizarra.

#### 2. Modela la conversación (5 minutos)

- Lea la Conversación 1 en voz alta con un estudiante o profesor colaborador que tenga confianza. Utilice una entonación expresiva.
- Pida a los alumnos que escuchen atentamente la pronunciación y el ritmo.

Let's Talk

#### CONVERSATION 1

Two students, Camilo and Daniela, discuss their daily routines and how they get to school.

**Camilo:** Hi Daniela! How do you get to school every day?

**Daniela:** Hi Camilo! I take the bus to school. What about you?

**Camilo:** I usually ride my bike. It's faster for me.

**Daniela:** That's cool! What time do you leave home?

**Camilo:** I leave home at 7:00 AM. And you?

**Daniela:** I leave at 6:30 AM because the bus takes longer.

*Pair work!* Practice the conversation.



### 3. Repetición coral (3 minutos)

- Haz que toda la clase repita cada frase después de ti.
- Céntrate en la pronunciación correcta y las pausas naturales.

#### CONVERSATION 2 🗣️

**Daniela:** Hey Camilo, what do you do after school?

**Camilo:** I go to soccer practice. How about you?

**Daniela:** I usually do my homework and then help my mom with dinner.

**Camilo:** That sounds nice. Do you have any hobbies?

**Daniela:** Yes, I like reading books and painting.

### 4. Práctica en parejas (7 minutos)

- Divida a los estudiantes en parejas.
- Indíqueles que practiquen ambas conversaciones, intercambiando roles después de la primera ronda.
- Camina alrededor, escucha y ofrece correcciones suaves o palabras de aliento.

### 5. Juego de roles frente a la clase (5 minutos)

- Inviten a algunas parejas a representar la conversación para la clase.
- Aplaudan a cada grupo y destaquen la buena pronunciación o la creatividad.

### Actividades Alternativas

- **Encuentra a alguien que:** Proporciona a los estudiantes una lista de verificación (por ejemplo, “Encuentra a alguien que vaya en bicicleta a la escuela”) y haz que se mezclen con sus compañeros de clase para preguntarles.
- **Personalización:** Pida a los estudiantes que cambien algunos detalles de la conversación para que coincidan con sus rutinas reales.

#### *Consejos*

- Anime a los estudiantes tímidos a participar emparejándolos con compañeros de clase que les brinden apoyo.

- Si es necesario, proporcione ejemplos de oraciones o palabras clave en la pizarra.

## 2. Palabras nuevas: Introducción al vocabulario

### *Descripción de la actividad*

Los alumnos aprenden nuevas palabras relacionadas con las rutinas diarias y ven oraciones de ejemplo.

### *Instrucciones paso a paso*

#### 1. Presentación del vocabulario (5 minutos)

- Muestra cada palabra con una imagen o un gesto (por ejemplo, imita el gesto de “andar en bicicleta” o muestra una imagen de un autobús).
- Lea cada palabra y la oración de ejemplo en voz alta; pida a los alumnos que repitan.

New Words		
Word	Definition	Example Sentence
Bus	A large vehicle that carries passengers	I take the bus to school every day.
Bike	A two-wheeled vehicle that you pedal	Camilo rides his bike to school.
Faster	Moving with more speed	Riding a bike is faster than walking.
Breakfast	The first meal of the day	I have breakfast at 7:00 AM.
Lunch	A meal eaten in the middle of the day	We have lunch at school.
Dinner	The main meal of the evening	I help my mom with dinner.
Hobbies	Activities done for pleasure in one's free time	My hobbies are reading and painting.
Reading	The action of reading written or printed matter	I like reading books.
Painting	The action or skill of using paint	Daniela enjoys painting in her free time.
Leave	To go away from a place	I leave home at 7:00 AM.
Homework	Schoolwork done at home	I do my homework after school.

#### 2. Comprobación de comprensión (3 minutos)

- Pida a los alumnos que den sus propias oraciones de ejemplo utilizando las nuevas palabras.
- Aclara cualquier duda o confusión.

#### 3. Juego rápido (5 minutos)

- Juega a “Simón dice” o a “Las charadas” utilizando el nuevo vocabulario.
- Ejemplo: “Muéstrame 'desayunando’”, “Representa 'haciendo la tarea’”.

### Actividades alternativas

- **Juego de emparejamiento:** Proporcione tarjetas con palabras y tarjetas con imágenes para que los alumnos las emparejen.
- **Dibujo:** Pida a los alumnos que dibujen una palabra nueva y la compartan con un compañero.

### Consejos

- Utilice elementos visuales tanto como sea posible para mayor claridad.
- Anime a los estudiantes a usar las palabras en oraciones sobre sus propias vidas.

### 3. Trabajo individual: Etiqueta las imágenes

#### *Descripción de la actividad*

Los alumnos etiquetan las imágenes con las palabras de vocabulario correctas.

#### *Instrucciones paso a paso*

#### 1. Distribuir la hoja de trabajo (si está disponible) o las imágenes del proyecto (3 minutos)

- Asegúrese de que cada estudiante tenga acceso a las imágenes.

#### 2. Instrucciones (2 minutos)

- Explicación: “Escribe la palabra correcta debajo de cada imagen”.

Single work! Label the pictures.



#### 3. Trabajo individual (5 minutos)

- Dé tiempo a los estudiantes para que completen la tarea de forma independiente.

#### 4. Revisar respuestas (5 minutos)

- Repase las respuestas en clase.
- Invite a los estudiantes a decir las palabras en voz alta.

### Actividades alternativas

- **Corrección entre pares:** Los estudiantes intercambian hojas y revisan las respuestas de sus compañeros.
- **Competición por grupos:** Los equipos compiten para etiquetar correctamente todas las imágenes en el tablero.

### Consejos

- Circule por el recinto para ayudar a los alumnos con dificultades ortográficas.
- Elogia el esfuerzo y corrige con suavidad.

## 4. Reglas gramaticales: Presente simple

### Descripción de la actividad

Los alumnos aprenden a utilizar el presente simple para las rutinas diarias, incluyendo las formas afirmativa, negativa e interrogativa.

### Instrucciones paso a paso

#### A. Introducción (5 minutos)

- Escriba tres oraciones de ejemplo en la pizarra (una afirmativa, una negativa y una interrogativa) utilizando los nombres o rutinas de los estudiantes.
- Ejemplo: “Ana va en bicicleta al colegio.” / “Carlos no va andando al colegio.” / “¿A qué hora sales de casa?”
- Pida a los alumnos que identifiquen qué tienen en común estas frases (hablan de rutinas diarias).

Grammar Rules  
Simple Present Tense  
The simple present tense is used to describe daily routines, habits, and general truths.

Positive Sentences:

Subject Pronoun	Verb Form (Positive)	Example Sentence
I	ride	I ride my bike to school.
You	take	You take the bus every day.
He/She/It	leaves	He leaves home at 7:00 AM.

### B. Explicación guiada (7 minutos)

Indique a los alumnos que consulten la tabla gramatical en su unidad didáctica.

- Repase cada sección:
  - **Oraciones afirmativas:** Resalte el uso de verbos en base y la terminación -s para él/ella/ello.
  - **Oraciones negativas:** Enfatizar “no (don’t)” y “no hace (doesn’t)” + verbo base.
  - **Preguntas:** Demuestre cómo “do/does” precede al sujeto.
- Utilice códigos de color o subrayados en la pizarra para mostrar las diferencias entre las formas.

#### Negative Sentences:

Subject Pronoun	Verb Form (Negative)	Example Sentence
I	do not (don't) ride	I don't ride my bike to school.
You	do not (don't) take	You don't take the bus every day.
He/She/It	does not (doesn't) leave	He doesn't leave home at 7:00 AM.
We	do not (don't) do	We don't do our homework after school.
They	do not (don't) have	They don't have dinner at 6:00 PM.

Single work! Complete the conversation with the correct form of the verb.

A: Does he \_\_\_\_\_ (take) the bus to school?

B: No, he \_\_\_\_\_ (do not) take the bus. He \_\_\_\_\_ (ride) his bike.

A: Oh, I \_\_\_\_\_ (do not) ride my bike. I \_\_\_\_\_ (walk) to school.

#### Questions:

Question Word	Auxiliary Verb	Subject Pronoun	Base Form of Verb	Example Question
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### C. Practicar juntos (5 minutos)

- Como clase, completen juntos un ejemplo de cada recuadro gramatical.
- Pida a los alumnos que proporcionen sus propios ejemplos sobre sus rutinas.

### D. Práctica individual (7 minutos)

- Los estudiantes completan los ejercicios de rellenar los espacios en blanco de la unidad didáctica (formas afirmativa, negativa e interrogativa).
- Supervisar y prestar asistencia según sea necesario.

#### Actividades alternativas

- **Carrera de relevos gramatical:** Los equipos compiten para escribir oraciones correctas en cada forma en la pizarra.

- **Personalización:** Los estudiantes escriben tres oraciones verdaderas sobre su propia rutina (una positiva, una negativa y una pregunta).

*Consejos*

- Utilice nombres reales de estudiantes como ejemplos para aumentar la participación.
- Corrija los errores con delicadeza y explique por qué es necesaria la corrección.

*Note.* Appendix A presents the didactic unit planning model and the teacher's guide designed to support the implementation of classroom activities focused on English oral production. The appendix includes structured pedagogical sequences such as conversation practice, vocabulary introduction, individual work, and grammar instruction, each organized through activity descriptions, step-by-step procedures, alternative tasks, and teaching recommendations.

## Appendix B

### *Matriz Completa de Triangulación de la Información (Codificación Abierta, Axial y Selectiva)*

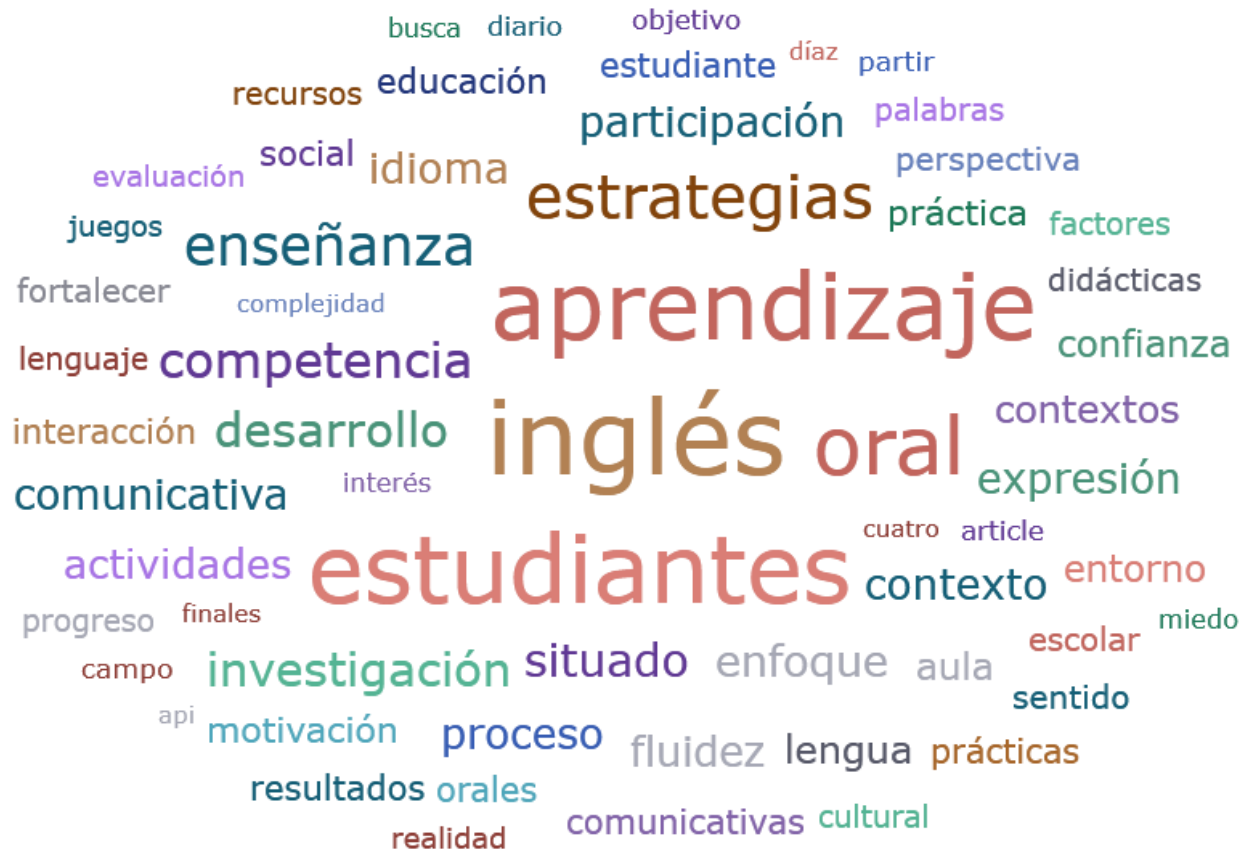
N°	Código abierto	Fuente específica del dato	Instrumento	Subcategoría (axial)	Categoría central (selectiva)	Síntesis analítica
1	Miedo al error	Estudiante	Entrevista semiestructurada	Ansiedad comunicativa	Desempeño comunicativo	El temor a equivocarse inhibe la producción oral.
2	Pena al hablar	Estudiante	Entrevista semiestructurada	Ansiedad comunicativa	Desempeño comunicativo	La vergüenza limita la participación espontánea.
3	Inseguridad oral	Estudiantes	Observación participante	Ansiedad comunicativa	Desempeño comunicativo	Se manifiesta en respuestas mínimas o evasión.
4	Silencio prolongado	Estudiantes	Formato de observación	Ansiedad comunicativa	Desempeño comunicativo	Conducta defensiva frente al uso del inglés.
5	Evitación del habla	Estudiantes	Observación participante	Ansiedad comunicativa	Desempeño comunicativo	Rechazo reiterado a intervenir oralmente.
6	Uso del español	Estudiantes	Diario de campo docente	Limitaciones lingüísticas	Contexto escolar	Estrategia compensatoria ante inseguridad.
7	Uso del wayuunaiki	Estudiantes	Observación participante	Limitaciones lingüísticas	Contexto escolar	Predominio de lengua materna en la interacción.
8	Bajo dominio léxico	Estudiantes	Entrevista semiestructurada	Bajo capital lingüístico	Contexto escolar	Vocabulario limitado afecta fluidez.
9	Dificultad de pronunciación	Estudiantes	Grabaciones orales	Bajo capital lingüístico	Desempeño comunicativo	Afecta inteligibilidad del discurso.
10	Falta de práctica	Estudiantes	Entrevista semiestructurada	Escasa exposición	Contexto escolar	Reduce consolidación del idioma.
11	No uso fuera del aula	Estudiantes	Entrevista semiestructurada	Escasa exposición	Contexto escolar	Inglés percibido como ajeno a la vida cotidiana.
12	Dependencia del docente	Estudiantes	Observación participante	Aprendizaje dirigido	Estrategias didácticas	Baja autonomía inicial.
13	Repetición mecánica	Estudiantes	Observación participante	Metodología tradicional	Estrategias didácticas	Práctica sin sentido comunicativo.
14	Aprendizaje memorístico	Docente	Diario de campo	Metodología tradicional	Estrategias didácticas	Limita transferencia del aprendizaje.
15	Participación obligada	Estudiantes	Entrevista semiestructurada	Baja motivación	Desempeño comunicativo	Uso del idioma sin apropiación personal.

Nº	Código abierto	Fuente específica del dato	Instrumento	Subcategoría (axial)	Categoría central (selectiva)	Síntesis analítica
16	Desinterés inicial	Estudiantes	Observación participante	Baja motivación	Estrategias didácticas	Falta de conexión con el contenido.
17	Motivación creciente	Docente	Diario de campo	Aprendizaje significativo	Estrategias didácticas	Cambio progresivo de actitud.
18	Entorno significativo	Estudiantes	Observación participante	Aprendizaje situado	Estrategias didácticas	El contexto facilita la oralidad.
19	Uso del entorno local	Estudiantes	Observación participante	Aprendizaje situado	Estrategias didácticas	El territorio actúa como mediador pedagógico.
20	Identidad cultural	Estudiantes / Familias	Entrevistas	Sentido de pertenencia	Contexto escolar	La cultura fortalece la participación.
21	Valoración positiva del inglés	Estudiantes	Entrevista semiestructurada	Utilidad del idioma	Estrategias didácticas	Reconfiguración del significado del idioma.
22	Uso funcional del inglés	Estudiantes	Grabaciones orales	Comunicación contextual	Desempeño comunicativo	Inglés como herramienta real.
23	Autorregulación grupal	Estudiantes	Observación participante	Aprendizaje colaborativo	Estrategias didácticas	Corrección espontánea entre pares.
24	Corrección entre pares	Estudiantes	Observación participante	Aprendizaje colaborativo	Estrategias didácticas	Disminuye el miedo al error.
25	Trabajo colaborativo	Estudiantes	Observación participante	Aprendizaje colaborativo	Estrategias didácticas	Incrementa la interacción oral.
26	Progreso en fluidez	Estudiantes	Grabaciones orales	Progreso comunicativo	Desempeño comunicativo	Respuestas más continuas.
27	Reducción de silencios	Estudiantes	Grabaciones orales	Progreso comunicativo	Desempeño comunicativo	Mejora en continuidad discursiva.

*Note.* Appendix B presents the complete information triangulation matrix derived from the qualitative analysis process, including open, axial, and selective coding. The matrix organizes the emerging codes according to their specific data source, research instrument, axial subcategory, central selective category, and corresponding analytical synthesis. This structure allows a systematic interpretation of the findings related to students' communicative performance, school context, and didactic strategies in English language learning. The concept cloud was generated using ATLAS.ti to visually represent the frequency and relationship among the most recurrent concepts identified during data analysis.

## Appendix C

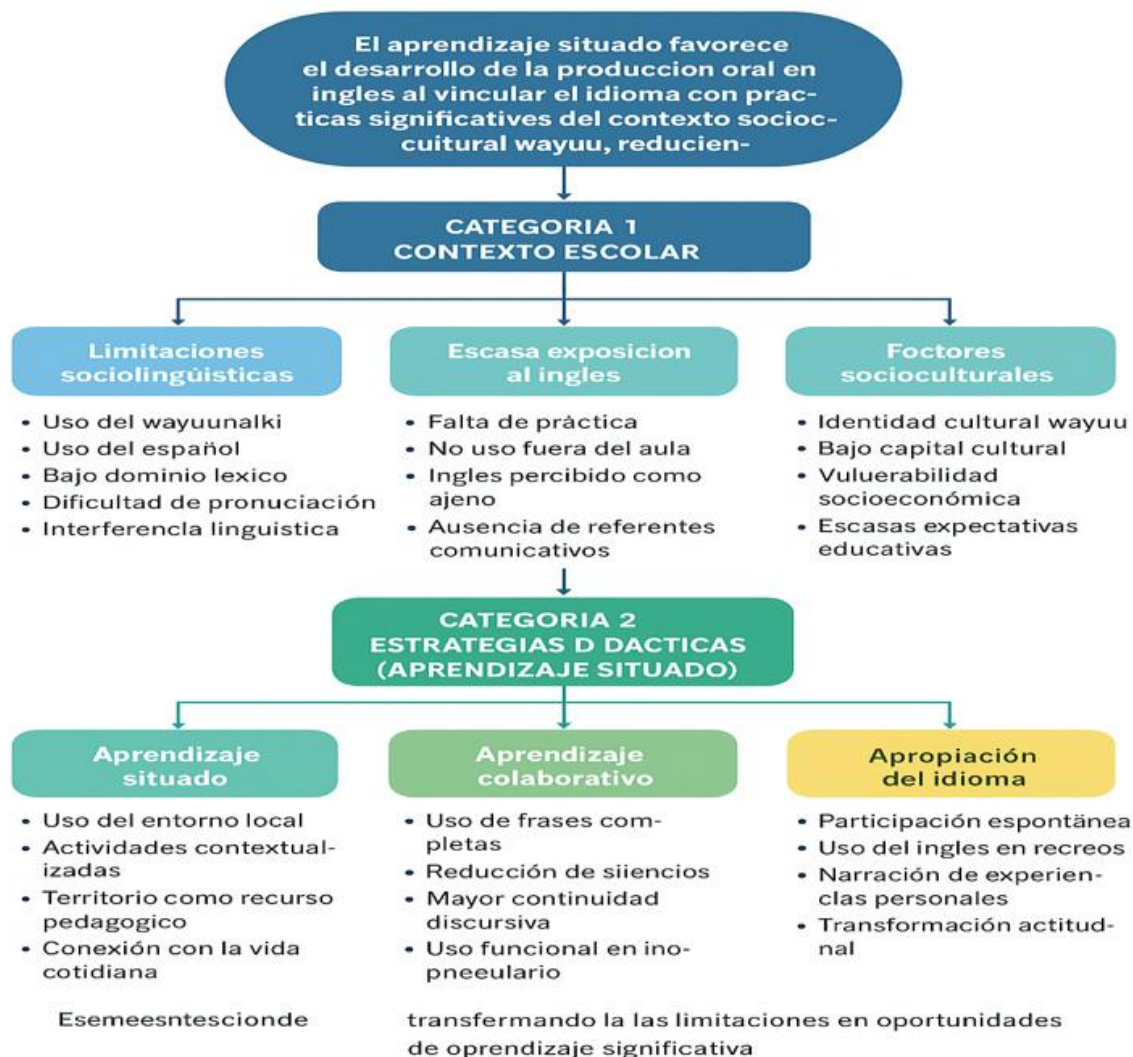
*Nube de Conceptos Showare Atlas.ti*



*Note.* Appendix C presents the concept cloud generated through qualitative data analysis using ATLAS.ti software. The visualization highlights the most recurrent terms identified during the coding and categorization process, showing the prominence of concepts related to oral English learning, students' participation, communicative competence, teaching strategies, and contextualized educational practices. The size of each word reflects its relative frequency and analytical relevance within the collected data.

## Appendix D

### Red Semantica



## RELACIONES CLAVE DE LA RED SEMÁNTICA

### CONTEXTO ESCOLAR

(limitaciones sociolingüísticas)



### ESTRATEGIAS DIDÁCTICAS SITUADAS

(mediación pedagógica contextual)



### DESEMPEÑO COMUNICATIVO

(fluidez, confianza, apropiación)