UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TITLE OF THE PROJECT

Situated learning as a strategy to develop communicative competence; in indigenous students.

Work presented as requirement for obtaining the Bachelor degree as "Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros"

Autor:

Pacto Morocho Manuel Mesias

Tutor:

Mgs. María Mercedes Gallegos Núñez

Riobamba, Ecuador. 2023

DECLARATION OF AUTHORSHIP

I, Manuel Mesias Pacto Morocho, with ID number 060600804-3, author of the research work entitled: "Situated learning as a strategy to develop communicative competence; in indigenous students" I certify that the production, ideas, opinions, criteria, contents, and recommendations expressed are my sole responsibility.

Likewise, I assign to the Universidad Nacional de Chimborazo, in a non-exclusive way, the rights for its use, public communication, distribution, disclosure, and total or partial reproduction, through physical or digital means; in this assignment, it is understood that the assignee will not be able to obtain economic benefits. The possible claim of third parties regarding the copyright of the referred work will be my entire responsibility; ridding the Universidad Nacional of Chimborazo of possible obligations.
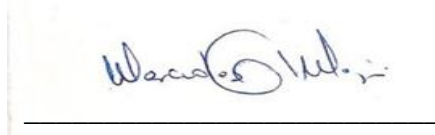
Riobamba, on April 27, 2023

Manuel Mesias Pacto Morocho
C.I: 060600804-3

FAVORABLE VEREDICT OF THE TUTOR PROFESSOR

Who subscribes, Mgs. María Mercedes Gallegos Núñez professor attached to the Facultad de Ciencias de la Educación, Humanas y Tecnologías, through this document I certify that I have advised and reviewed the development of the research work entitled: "Situated learning as a strategy to develop communicative competence; in indigenous students" under the authorship of Manuel Mesias Pacto Morocho; Therefore, it is authorized to execute the legal procedures for its support.

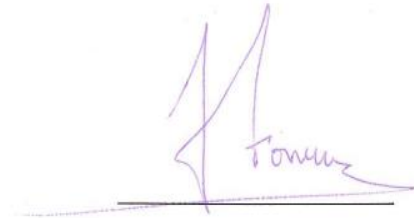It is all that report in honor of the truth; in Riobamba, on the 27 of the month April of the 2023

_____
María Mercedes Gallegos Núñez
C.I: 0601665839

CERTIFICATE OF MEMBERS OF TRIBUNAL

Who subscribe, professors appointed Members of the Undergraduate tribunal to the evaluation of the research work **"Situated learning as a strategy to develop communicative competence; in indigenous students"** presented by Manuel Mesias Pacto Morocho, with identity card number 060600804-3, under the supervision of Mgs. María Mercedes Gallegos Núñez; We certify and recommend the APPROVAL of this for titration purposes. Previously, the research work has been evaluated and the support from its author has been listened to; having nothing more to observe.

Following the applicable regulations, we signed in Riobamba on Abril 27, 2023.
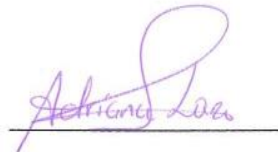
Dra. Mónica Torres
President of the Tribunal

Mgs. Daysi Fierro
Member of the Degree Tribunal

Mgs. Adriana Lara
Members of the Degree Tribunal

Mgs. Mercedes Gallegos
Tutor

Dirección
Académica
VICERRECTORADO ACADÉMICO

SGC
UNACH-RGF-01-04-08.15
VERSIÓN 01: 06-09-2021

CERTIFICACIÓN

Que, Pacto Morocho Manuel Mesías .con CC: **060600804-3**, estudiante de la Carrera **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS** , Facultad de **CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado " **Situated learning as a strategy to develop communicative competence; in indigenous students.**", cumple con el 7 %, de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 9 de Junio de 2023

Mgs. Mercedes Gallegas
TUTORA

DEDICATION

I dedicate this research work to God and my family for being protagonists in my education, to my father Simón Pacto, and my mother Baltazara Morocho for their support and daily sacrifice being my force of strength and hope.

I would like to dedicate this work to my sisters Pascuala and Rebeca and to my brother José for becoming a source of strength. Finally, I dedicate this work to my mentor Mgs. Daysi Fierro, and my thesis tutor Mgs. María Mercedes Gallegos for sharing their knowledge, experiences, and ideas that have helped me throughout my life. I also thank Dra. Mónica Torres for all the support provided during my career.

Manuel Pacto

ACKNOWLEDGEMENT

In my journey through life, I realized that there are many things that I am good at, I found skills and abilities that I never thought would be developed in me, I humbly thank God my parents, siblings, teachers and friends for their help and encouragement as they have always been driving my dreams and hopes, my family who were always by my side in the most difficult days and nights during my study hours. They have always been my best guides in life.

My university education, I want you to know that each of your contributions meant a lot to me, to the Universidad Nacional de Chimborazo, the Facultad de Ciencias de la Educación Humanas y Tecnologías for the opportunity provided, for allowing me to meet teachers with human quality and all the experiences that allowed me to live through knowledge.

Thank you for being who you are and for believing in me.

Manuel Pacto

GENERAL INDEX

TABLE INDEX

GRAPHIC INDEX

RESUMEN

La presente investigación titulada "El aprendizaje situado como estrategia para el desarrollo de la competencia comunicativa; en estudiantes indígenas" tiene como objetivo analizar el uso de la estrategia de aprendizaje situado en el desarrollo de la competencia comunicativa en estudiantes indígenas de Tercero de Bachillerato General Unificado de la Unidad Educativa del Milenio "27 de Febrero" del cantón Guamote provincia de Chimborazo. Se empleó un enfoque cuantitativo con modalidad documental y de campo de tipo aplicativo. La población la integraron los 30 alumnos que cursan el Tercero de Bachillerato General Unificado, debido a su magnitud no fue necesario el desarrollo del cálculo para la muestra. Como técnicas e instrumentos se emplearon el pre y post test, la rúbrica y la observación participante. El pretest se basó en el uso de la destreza oral lingüística, así como el post test que se evaluó el desarrollo de la competencia comunicativa de los alumnos después de la ejecución de estrategia didáctico pedagógicas con base a la estrategia de aprendizaje situado. Los resultados reflejaron debilidades en la competencia comunicativa de los estudiantes, las cuales, se fortalecieron después de la aplicación de la estrategia planteada. En conclusión, el uso del aprendizaje situado favorece a la competencia comunicativa de los estudiantes.

Palabras claves: aprendizaje situado, competencia, comunicación, alumnos, Bachillerato, indígena.

ABSTRACT

The present research entitled "Situated learning as a strategy to develop communicative competence in indigenous students" has the aim of analyzing the use of the situated learning strategy to develop communicative competence in indigenous students in the third year of the "Unidad Educativa del Milenio 27 de Febrero" in Guamote canton, Chimborazo Province. A quantitative approach was used with a documentary and field modality of an applicative type. The population consisted of 30 students in the third year of the Unidad Educativa del Mielenio 27 de febrero, due to its size, it was not necessary to develop the calculation for the sample. A pre-test, post-test, and participant observation were used as techniques and rubric as an instrument. The pre-test was based on the use of oral linguistic skills and the post-test evaluated the development of the students after the execution of didactic pedagogical strategies based on the situated learning strategy. The results reflected there was notable progress in the communicative competence since students achieved important advances such as the use of clear sentences, communication. Based on the context, the use of meaningful examples, dynamic interaction, better structure in the formulation of concerns, messages with value, the use of body language and they showed confidence when sharing information with others.

Keywords: situated learning, competence, communication, students, high school, indigenous.

Reviewed by:

Mgs. Mónica Noemi Cadena Figueroa
English Professor
C.C. 0602935926

CHAPTER I

1.1   INTRODUCTION

The teaching and learning process is a transformation of the student's knowledge that they acquire by learning in a different way. It is a way of achieving a certain learning outcome Gieselman (2000). The situated learning consists of the formation of knowledge and skills in a specific context that is applied to real situations of everyday life. It contributes to the integral formation of the students. Both the academic and personal spheres are based on the demands of society that are transformed into challenges, so that teachers are placed in a position that requires improvements and permanent reflection on their pedagogical work on an ongoing basis.

Thus, the situated learning is highly effective since it becomes important by placing the student in a real context where the learner sees the need to communicate effectively within the context in where practice is being developed. In this way, the learner develops the skills (speaking, reading, listening, and writing) over the simple memorization of content.

The purpose of teaching a foreign language is to communicate naturally. Teaching is student-centered because through active interaction they discover their knowledge. Also, real-stage communication should be promoted to eliminate cultural differences or sociocultural breaches which do not allow them to grow. Additionally, working through communicative activities results in learning spontaneously thus, students obtain meaningful, critical, and reflective learning during the entire process.

The study has been divided in four chapters.

Chapter 1. The study information, an introduction, the frame of reference which includes a statement of the problem, general statistics data, and objectives have been written here.

Chapter 2. The theoretical framework and all the scientific foundations of books, articles, repositories, publications, and reports that sustain the variables of the study have been written here.

Chapter 3. In this chapter will be presented the method, type, and design of the research, as well as the presentation of variables, instruments, data collection procedures, population, and sample.

Chapter 4. The results will be presented, including the conclusions, recommendations, bibliographical references, and annexes.

1.2   PROBLEM STATEMENT

The quality of a meaningful learning in students of Latin America is marked by a difficulty of imparting the knowledge with all the standards. According to Freire (2018) he examines the challenges faced in the education system, particularly in marginalized communities, and emphasizes the importance of meaningful learning that goes beyond more memorization and passive reception of knowledge. He argues for a transformative pedagogy that promotes critical thinking, dialogue, and active participation, empowering students to become agents of their own learning and agents of change in their communities. In another hand, Bruno-Jofré & Zaldívar (2012) argues that culture the modern education system fails to effectively transmit cultural knowledge and instead perpetuates inequality and dependence. It related with Likewise, during the educational formation, students need to acquire the communicative competences through communication, the students generate knowledge and significant learning.

It is determined that in Ecuador there are problems in the educational system. One of the difficulties is that Ecuadorian educational institutions do not have enough resources to provide support to teachers and students in terms of active training in written and oral communication in the educational community. It is referred to speaking skill, directly linked to the set of components that should develop the communication and learning aspect of English as a foreign language (Sandoval-Carcamo et al., 2022).

On the other hand, López (1999) emphasizes the importance of recognizing and valuing the linguistic and cultural diversity of indigenous students. In this sense, Rural Institution has been determined that there are problems in the communication of indigenous students basically in rural educational institutions that is bilingual, since students do not communicate. Fluently neither actively in English nor generate anxiety about interacting in group activities in class. Thus, it is necessary to work both teachers and students to improve their communicative competencies by implementing the situated learning strategy (Iza Pila, 2015).

Teaching and Learning methodologies have evolved, various of them have been developed to understand and evaluate study processes and immersions, as well as a variety of teaching strategies, methods, and techniques. One of them is situated learning which is a learning of knowledge and skills in a specific context that is applied to real everyday situations so that every activity is situated (Sánchez, 2009).

According to Díaz Barriga (2003), learning is characterized by the relationship with reality, learning promotes participation in the formation of the student. The learner's context is taken up again, it allows the development of meaningful tasks, and the learner is enhanced in active interaction. On the other hand, learners' communication plays a crucial role in dispelling participants' fears, providing context to what is being observed, making the classroom more practical, and facilitating natural learning. Learning should be achieved through active participation, allowing students to gain firsthand experiences. Furthermore, it should take place within the classroom setting and be designed around a shared objective, ensuring that the activity is accessible to all and fostering the recognition of learning as meaningful. Ultimately, situated learning is understood as a collaborative process rather than

an individual one, where the involvement of multiple contributors influences the outcomes. In this process, the teacher acts as a mediator between the students.

Thus, problems such as communication of indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero" have been noted. One of the possible causes can be the use of traditional teaching methodologies because monotonous methods and strategies are applied. A little interest in knowing the new language by the student. The lack of active practice within the classroom, and the strict adherence of teachers to government guidelines, hinder effective learning. When students are not provided with opportunities for direct engagement, their ability to apply and internalize knowledge is limited. Additionally, when teachers solely focus on fulfilling the functions dictated by the government, they may neglect to tailor instruction to meet the individual needs of students.

Faced with the learning problem, this study aims to know how the application of the Situated Learning strategy in the teaching and learning of students develops communicative competence. Therefore, the study adopts characteristics of the quantitative approach which will allow building knowledge about the application of this strategy. Based on the connections that learners exert within interaction and communication. To begin this project, the level of communication of the students was diagnosed. Then, the strategy of Situated Learning was applied, supporting the experimental method, the same one that was allow knowing the results. Finally, the progress of students to manage linguistic, sociolinguistic, and strategic communication competences was evaluated.

1.3   PROBLEM FORMULATION

How does situated learning, as a strategy develop communicative competence in indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero" del Cantón Guamote de la Provincia de Chimborazo?

1.4   JUSTIFICATION

According to Herrington et al. (2014), situated learning contributes to the broader understanding of education systems and policies. It provides evidence-based knowledge on the effectiveness of situated learning approaches in promoting meaningful and authentic learning experiences. For example, the relationship between learning and the social situations.

On the other hand, Braer (2019) examined that situated learning benefits educational institutions and communities. It helps educators and administrators recognize the value of creating learning environments that reflect real-world contexts and promote active engagement. By implementing situated learning institutions can foster student-centered learning experiences, encourage collaboration, and enhance students' problem-solving and critical thinking skills. Situated learning approaches provide opportunities for learners to actively participate, engage in authentic tasks, and develop practical skills that can be applied beyond the classroom.

That is why this research helps learners understand the relevance of their education and fosters a deeper sense of motivation and engagement in their learning journeys. For instance, the individual does not learn through lectures that convey a fixed amount of abstract knowledge that will be assimilated and applied in other contexts, but "learning by doing." This is a learning strategy that involves the person in a practical situation, where they will assimilate the concepts in relation to the action that takes place; in fact, they play a fundamental role in this type of learning improvisation, real interaction cases and new processes.

Situated learning to improve communication competence is an innovative topic, since there is not a variety of previous research in other educational institutions with indigenous students, and it is also different, and it is consistent with the time and reality of these students.

Therefore, this research is the result of a reflection about the implementation of situated learning strategy, which can benefit to students and teachers, as well as the educational institution through of constant renewal, adaptation, and cooperation, and that must be carried out with the reinforcement of their autonomy, and quality in the classroom activities.

Consequently, the research constitutes a shared experience between teachers and students within a context of their own life with its cultural traits, that is, the manifestations of daily life in the various environments in which students develop, as a basis of expression for the development and strengthening of communication skills. This gives a framework of realism, relevance and direct participation to students, teachers and part of the community involved in the proposal. When wanting to develop communication skills within their own life environment, there is a greater motivation towards the acquisition of knowledge and a communicative reinforcement that is based on their own life experience.

In relation to the beneficiaries of this proposal are directly the students of the Tercero de Bachillerato General Unificado de la Unidad Educativa del Milenio "27 de febrero", since they are the ones who want to be trained in greater communication skills as a fundamental basis for personal and professional growth in all areas of their existence. Indirectly, there is a benefit for teachers and the community in general, in the sense of becoming common threads within their own context of life to favor the achievement of the objectives proposed within the investigation. This constitutes in itself an enriching and revealing experience of the practical advantages of the proposal.

That´s why, when talking about situated learning, the need and the very possibility of teaching from one's own life context, known by those involved in the process, are highlighted which leads to generating a certain additional dose of confidence since a feeling of affinity and security is created from the base of the student's life context. In this regard, and in relation to communication skills, these help to maintain adequate communication characterized by efficiency and precision. It is important to understand that communication is not restricted to the simple emission of a message out of context, since there are factors of a diverse nature interests, emotions that directly influence the way in which the received messages are understood.

Hence, the benefit consists among other things in contributing to the development of communication skills in a more conscious and functional way, understanding that the word is an expression of a plurality of concrete and abstract factors of reality that are combined as a context of life of the individual and are also constituted as a reference for the elaboration of their messages and for the way in which they interpret the information received, that is, there must be a conscious, mature and functional communicative competence that establishes a better relationship between the individual and the environment in the one that unfolds. Hence, communication skills as productive tools of a specific cultural environment are very necessary as a training and information factor that contributes to the achievement of the life objectives of the individual and the community, without generating misunderstandings due to adequate communication deficiencies.

Finally, the importance of reaching the objective proposed by the research is based on the fact that, if communication skills are adequately developed through situated learning, this will have a positive impact on students in all aspects of their personal and professional lives. The study itself constitutes an important point of support and training for the development of such skills.

1.5   OBJECTIVES

1.5.1. GENERAL OBJECTIVE

To analyze the usage of the situated learning strategy to develop communicative competence in indigenous students of Tercero of Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero" del Cantón Guamote de la Provincia de Chimborazo.

1.5.2.   SPECIFIC OBJECTIVES

- To know the communicative competence at Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"
- To apply situated learning strategy to develop communicative competence at Tercero of Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero".
- To evaluate the communicative competence at Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero" after the application of the situated learning strategy.

CHAPTER II.

2. THEORETICAL FRAMEWORK

2.1 INVESTIGATIVE BACKGROUND

At Universidad Nacional de Chimborazo repository there is similar research to the present investigation, which is considered for building the theoretical bases of this study. It is "Description of the development of speaking skill in a large class with students in Noveno año de Educación General Básica class "B" at Unidad Educativa "Riobamba", city of Riobamba, Chimborazo province, during the academic year 2016 – 2017" by Siza (2018) who affirms that in the teaching-learning process the strategy teacher used to arrange the class is proper almost all the time, since, the use of them develops more opportunities for the teacher to monitor, support, and reinforce learners and make it possible to be in contact with most of them.

Wang (2020) investigated called "The Role of Classroom-Situated Game-Based Language Learning in Promoting Students' Communicative Competence", he studied the effect of situated game-based language learning on students' English communicative competence from three aspects, interaction, fluency, and content, in a Japanese university. The findings in the investigation were that situated game learning improve students' communicative competence.

2.2 THEORETICAL FOUNDATION

2.2.1 THE INFLUENCE OF THE SOCIAL CONTEXT

The social context constitutes the environment in which the educational event occurs and takes place, which has a powerful influence and impact on development. Education always takes place in the bosom of social life, relating in this context all the individuals that intervene in the educational process, outside of which interpersonal relationships would be impossible. Every society originates and transmits education, but each person encourages it to improve learning. The school institution can facilitate this approach through different interventions: organizing programs and tasks around the improvement of the community, establishing different levels of cooperation, coordinating the educational efforts of the community, facilitating the channels of participation. The linkage of schools with their environment is a crucial factor for educational quality and innovation (Loe, 2009).

2.2.2 INTERCULTURALITY

Ecuador is a multilingual and multicultural country, compressing indigenous, black and mestizo population. Interculturality is the possibility of dialogue between diverse cultures through the recognition of diversity. In this way, each group of people has the value of communicating and interacting through their beliefs, customs, and learning characteristics so that conductive learning is built by respecting the confrontation between cultures, this respect maintains tolerance (Viaña, 2010).

2.2.3 SOCIAL CONSTRUCTIVIST THEORY

Constructivism is a common position for different research, psychological and educational trends. Among it is the theory of Lev Vigotsky, constructivism believes that learning is inherently active. A person learns new things and incorporates them into his/her previous experience and his/her own psychological structure. Each new piece of information is assimilated and stored in mind. Therefore, previous knowledge and experience in the individual can be said that learning is neither passive nor objective, on the contrary, it is a subjective process that each person constantly modifies according to his/her own experience situation. Within this theory, when human beings encounter the culture to which they belong, they appropriate the signs that are of social origin in order to internalize them later (Kiraly, 2014)**.**

2.2.4 VIGOTSKIAN PRINCIPLES IN THE CLASSROOM

Learning and development are social and collaborative activities that cannot be "taught" to anyone. It is up to the students to construct their own understanding in their own minds. The teacher must take into consideration that learning takes place in meaningful contexts, preferably the context in which the knowledge is to be applied. This sociocultural metaphor implies a break with traditional teaching, stating that learning is not a process of transmission-reception (Chaves, 2011).

2.2.5 EVOLUTION OF THE TERM COMMUNICATIVE COMPETENCE

The concept of communicative competence evolved from Noam Chomsky's criticism of Skinner's perception of language learning, where he proposed a process based only on the stimulus-response relationship, without taking into consideration the vital importance of the creative process. Thus, Chomsky proposed linguistic competence as the ability to interpret and act. In 1990, he assumed three competencies as language competence, strategic competence, and mechanism, and assumed the importance of the use of appropriate language. Thus, over the years it has been studied by authors from various areas of science who emphasize the need to learn from the elements of communication. In 2009 the communicative competence was configured in the Common European Framework of Reference for Languages by three competences (linguistic, sociolinguistic, and pragmatic) strengthening each of them by knowledge, skills, and abilities. Currently, foreign language teaching has been increasing, so that the interest in the achievements of effective communication, as well as developing skills through study and practice, has been fostered (Aguirre, 2005).

2.2.6 IMPORTANCE OF THE DEVELOPMENT OF COMMUNICATION SKILLS

Human beings are in constant relationship each other, communication is the way to achieve this interrelation, so this process involves two or more objects of communication, speakers, and listeners, who by sending and receiving messages, interact to achieve a joint significance. This process is achieved more easily and dynamically through oral skill. Communication is exchange, interrelation, and dialogue within social life people, produce information with the relationship of the needs to communicate since communication cannot exist without words. On the other hand, it is important to consider educational communication within the teaching and learning process, since through the interaction between teacher and student, learning negotiations are generated, thus meaningful learning is generated (Román et al., 2016).

2.2.7 COMPONENTS OF THE COMMUNICATIVE COMPETENCE

Communicative competence refers to the innate and universal cognitive ability of any human to produce and understand an unlimited number of sentences. (Savignon, 2017). Alvarez (2015) mentioned that Dell Hymes, an anthropological linguist, introduces the notion of communication competence in the continuity of Chomsky's linguistic competence. For Hymes (1992) communicative competence is not conceived as simple knowledge but rather as a disposition to act, to engage in communicative performance. This notion brings the idea that to communicate, it is not enough to know the language, the linguistic system, it is also necessary to know how to use it according to the social context.

According to Díaz & Viñas, (2004) there are four components of communicative competence:

- **Linguistic competence:** using and explaining the language correctly.
- **Sociolinguistic competence:** These skills would include information on the way of life, social behavior, philosophical, artistic, and political currents, traditions, among others, which is to say, elements concerning fundamental ethnological and sociological knowledge on the culture and the target language company.
- **Discursive competence:** These are the skills concerning the proficiency in the rules of speech, the different types of text, and speech acts. It is about "cultural and educational practices varying from one country to another," which seems important to us when it comes to correspondents from distinct cultures.
- **Strategic competence:** use verbal and non-verbal communication strategies to improve the effectiveness of communication.

2.2.8 SITUATED LEARNING

Situated learning from the construction of knowledge is a strategy conceived as a practice in experience, insofar as learning means entering a given reality, in which the social context predominates for the learning that occurs, by allowing students to use what they have learned in various relevant real-life situations, favoring the contextualization of learning, and

allowing it to become meaningful (Benavides, et al., 2009). Situated learning are part of educational environments that consider the concerns of students, the logic of their questions. The knowledge built and the skills developed in such a context are very meaningful and it is not about abstract learning, but learning-in-action and learning-from-action.

According to Dawley (2014) situated learning differs from school learning, because the former takes place in context, around open exchanges on concrete common problems. It is related to the short- and long-term goals of individuals, their reasons for acting and their feelings associated with them. Thus, the situated learning approach assumes that the social construction of reality lays its foundations in cognition and in the practical action found in everyday life; in turn, it highlights the importance of spaces or environments, verbal expression focused on interaction with others and recognizes the value of generating learning in informal teaching situations (Lamas, 2015).

2.2.9 CHARACTERISTICS OF SITUATED LEARNING

Penagos (2007) proposes the following characteristics: Learning is a situated social experience that is enriched by others' experiences, shared resources, and common social practices; in which language plays a basic role as a mediating tool. Situated learning is based on the concept that knowledge is contextual and situated, and influenced by the activity context, and culture in which it is used. Although exact replication is often impossible, close replication to a real-world context enhances learning; in this sense, in the classroom and in the community of learners, the learning environment must be redesigned so that actors can participate productively in authentic shared cognitive experiences.

Perez et al. (2015) mentioned that situated learning is characterized by the following elements: learning in authentic context, authentic activities, access to expert skills and process modelling, multiple roles and perspectives, collaborative knowledge building, reflection favoring abstraction, support in the form of coaching, scaffolding, and fading; integration of learning assessment into learning activities.

2.2.10 ROLE OF THE TEACHER AND THE STUDENT IN SITUATED LEARNING

The role of the teacher and the student in situated learning, the teacher conceives teaching as the transmission of information that they intend to reach the students to develop learning skills and strengthen their abilities based on constructivist and situational conceptions. On the other hand, student learning arises from the involvement of specific and real situations from the sociocultural context, in other words, the student is the builder of their own learning through interaction with other people that allow them to create adaptation strategies, and regulation of the same, in such a way that a dynamic, reflexive and self-regulated knowledge is generated in the student, which reveals it in a particular situation or context (Romero, 2021).

Bereiter (2021) said that situated learning emphasizes that a good learning environment is one that allows the learner to enter a community of experts who guide and advise him. The teacher as a dispenser of knowledge hardly exists anymore. On the other

hand, the acquisition of a skill must take place in the situation where it will be used. Thus, the skills acquired by learners in a learning situation encompass not only the knowledge and how acquired, but also the steps taken to produce and mobilize this knowledge in interaction with the material and socio-cultural aspects of the situation. That is to say, the learning must take place in a context so that the learner can give it meaning.

Bereiter (2021) also tells us that information and communication technologies offer exceptional possibilities of introducing into the classroom learning situated through the learning community or the community of practice. In these communities, students learn from each other and build knowledge together by coming together with those who have the same interests and concerns and do not require physical regrouping of its members, distant from each other.

Situated learning, in many moments, takes place in collaboration with teammates. People who share the same project and, therefore, participate in the illusion of the same goal (Gee, 2012). The end goal describes the direction of this team, however, to arrive at the desired scenario, it is important to follow the process, overcome obstacles and solve problems that arise along the way.

2.2.11 SITUATED LEARNING AND ENGLISH LANGUAGE LEARNING

Learning English through situational actions can put into practice what students have learned in the classroom by reproducing it in other environments. In this way, learners can develop a cultural and global identity that allows them to live in a society in which they interact with people of different nationalities and cultures. As stated by Paramo (2010), it aims on students learning to express themselves through meaningful expression, rather than teaching them to create sentences with potentially correct grammatical structure, it means grammar is important in the language. The focus is on students communicating by means of useful sentences for creating long structures which should be taught according to age of the students, and so situated learning becomes important here because by placing the student in a specific context, he/she needs to communicate in an adequate way with the context in which he/she is developing his/her practice.

<div align="center">**CHAPTER III**</div>

3. METHODOLOGY

3.1. APPROACH

The quantitative research approach is a systematic and empirical method of gathering and analyzing numerical data to examine relationships, patterns, and trends within a population or sample. In this sense, the quantitative approach was used in this research because it is intended to apply situated learning as the object of study in order to know how this strategy helps to develop students' communicative competence. (Coy, 2019).

3.2. RESEARCH MODALITY

This research had both documentary and field modalities, first, it was documentary research due to its foundation, obtained from digital and physical sources of scientific journals, articles, theses, publications, as well as books that serve as support for the elaboration of the theoretical foundation. The field research was one that consists of collecting everything directly from the investigated subjects, or of the reality where the facts take place primary data. According to Bezanson & McNamara (2019), point out that in field research the researcher observes and interacts directly with the participants and the context, which allows him/her to collect detailed and authentic data.

3.3. LEVEL OR TYPE OF INVESTIGATION

Applicative research was used, which refers to systematic investigations aimed at providing innovative real-world solutions or addressing specific challenges to issues affecting an individual, group, or society (Bergmann et al., 2021). To carry out the research, the main problem was identified, then the information was collected through a literature review, as well as the activities to be applied. Finally, from the application of situated learning as the object of study, real data were obtained.

3.4. RESEARCH POPULATION

The population is the set of a studied phenomenon that describes the case or demographic characteristics of those participating in the study including a set of units of analysis that make up that phenomenon and that must be quantified for a given statistical purpose (Stratton, 2021). This research was conducted at Unidad Educativa del Milenio "27 de Febrero" located in parroquia Palmira of Canton Guamote, Provincia de Chimborazo. It was worked with 30 students who are coursing Tercero de Bachillerato General Unificado.

3.5. SAMPLE SIZE

In this research, it was not necessary to apply a sampling technique because the population is relatively small, there is no need to take a sample, so it will be census-based and does not rely on probability methods for the choice of the sample.

3.6. DATA COLLECTION TECHNIQUES AND INSTRUMENTS

3.6.1   PRE AND POST TEST

Pretesting involves taking tests before to-be-learned information is studied, whereas post testing involves taking tests after information is studied (Pan, 2021). Firstly, for pretest it was based on use of language oral skill. Secondly, the posttest allowed to evaluate the development of the students later to the application of didactic-pedagogical strategies based on the strategy of situated learning.

3.6.2.   PARTICIPANT OBSERVATION

For Lofland et al. (2022), observation is a basic method to acquire information about the world around us where through active participation, researchers can directly observe and experience the dynamics, interactions, and behaviors within groups and settings. In this sense, participation in the classroom allowed data to be collected through a checklist which raised some indicators that were verified during the development of the application activities of situated learning-focused communicative competence.

3.6.3.   RUBRIC

According to Lima et al. (2019) defined a rubric as a structured evaluation tool that helps researchers assess and measure the quality and effectiveness of various aspects of their research work. It provides a clear framework for evaluating the criteria or dimensions that are relevant to the research project, allowing for consistent and fair evaluation of research components such as methodology, data analysis, presentation of findings, and overall research quality. A well-designed rubric can enhance the rigor and objectivity of research assessment, enabling researchers to receive constructive feedback and improve their work. In this regard, the activities which were evaluated and applied were daily routines, future plans, likes, and dislikes based on the reality of indigenous students and society. Finally, these activities were evaluated based on a rubric that had as indicators grammar, vocabulary, pronunciation, and active interaction during the class.

CHAPTER IV

4. RESULTS AND DISCUSSIONS

4.1. PRE-TEST RESULTS

The pretest used in the present research is a test of Cambridge KET. The test includes 2 parts that are used for this investigation. In part 1 the examiner asked students some questions. These questions were about daily life, free-time activities, likes and dislikes, past experiences, and future plans, on the other hand, in part 2 students talked each other in pairs. The examiner gave a task with five pictures on; it was related to one topic. Students were asked to discuss the activities. The objective of this test was to know the communicative competence at Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero." It was important to evaluate the communicative competence of students so that, the assessment rubric included criteria that helped to evaluate the level of students. Grammar and vocabulary, pronunciation and interactive communication were the criteria that evaluated students. The rubric had three grades to evaluate students, these grades are 4-6, 7-8, and 9-10.

Table 1
Pre-test Rubric Results

Grade	N° Students	(Grammar and vocabulary)	Pronunciation	Interactive Communication
4-6	26	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	It has very limited control of phonological features and is often unintelligible	It has considerable difficulty maintaining simple exchange. Requires additional prompting and support.
7-8	4	Shows sufficient control of simple grammar forms. Uses appropriate vocabulary to talk about everyday situations.	It is mostly intelligible, despite limited control of phonological features.	Maintain simple exchange, despite some difficulty. Requires prompting and support
9-10	0	Shows a good degree of control of simple grammatical forms. Use a range of appropriate vocabulary when talking about everyday situations	It is mostly intelligible and has some control of phonological features at both utterances and word levels.	Maintains simple exchanges. Requires very little prompting and support.

Adapted from assessing speaking rubric for KET, Cambridge.
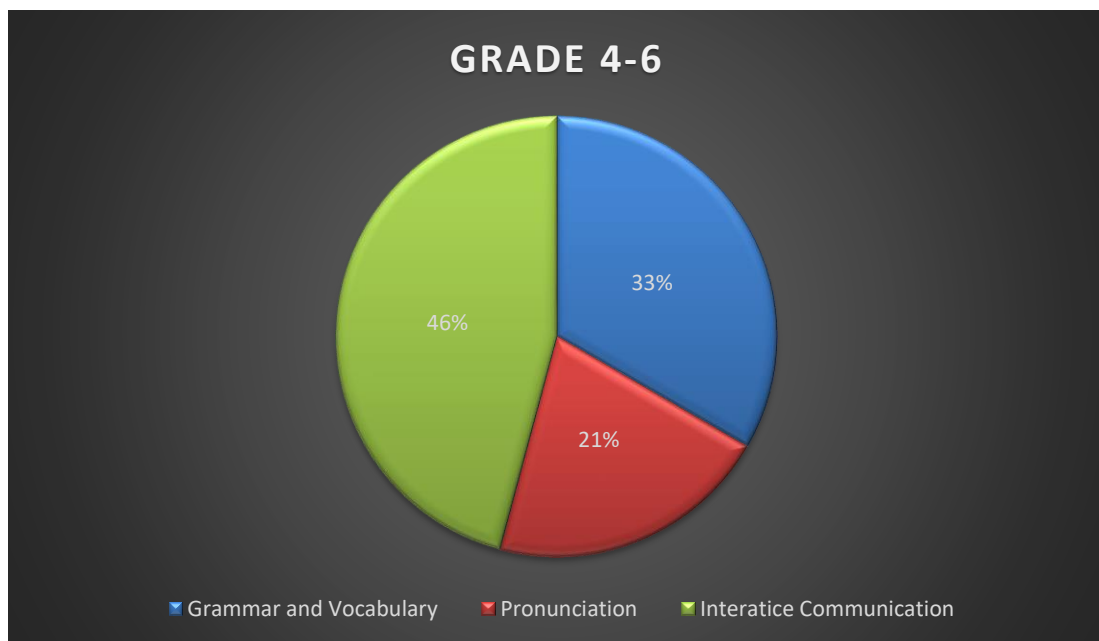
Table 2
Pretest results grade 4-6

Criteria	Frequency	Percentage
Grammar and Vocabulary	8	33%
Pronunciation	7	21%
Interactive communication	11	46%
Total of Students	26	100%

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"

Graphic 1
Pretest results grade 4-6

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at   Unidad Educativa del Milenio "27 de Febrero"

ANALYSIS AND INTERPRETATION

According to the data in table and graph 1, most of the students obtained a grade among 4-6, with a total of 26 students. The evaluation criteria in this range were three: grammar and vocabulary, pronunciation, and interactive communication. 33% of students (8) had regular performance in grammar and vocabulary. These students showed only limited control of a few grammatical forms and they used a vocabulary of isolated words and phrases. Meanwhile 21% of students which represents 7 learners showed a pronunciation

mostly intelligible and had some control of phonological features at both utterances and word levels. Finally, 11 students maintained simple exchanges and required very little prompting and support.

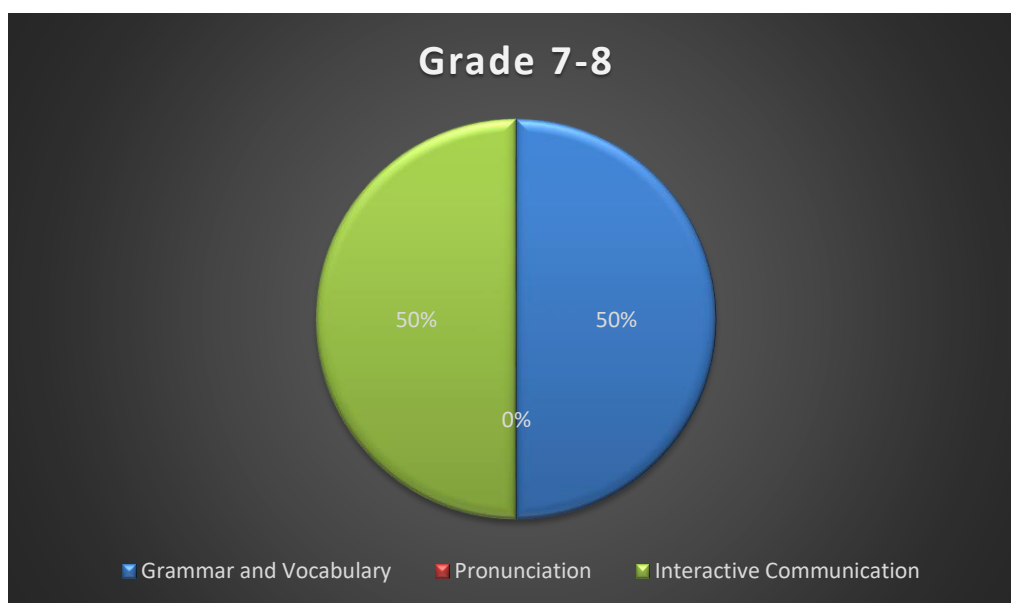**Table 3**

Pretest Results grade 7-8

Criteria	Frequency	Percentage
Grammar and Vocabulary	2	50%
Pronunciation	0	0%
Interactive communication	2	50%
Total of Students	4	100%

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"

Graphic 2
Pretest Results grade 7-8

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"

ANALYSIS AND INTERPRETATION

According to the findings in table and graphic, it can be said that 4 students obtained a grade among 7-8. Two students which represents 50% performed better in grammar and vocabulary criterion showing sufficient control of simple grammar forms, they used appropriate vocabulary to talk about everyday situations. On the other hand, 2 students

maintained simple exchange, despite some difficulty, and required prompting and support, this 50% of students controlled better interactive communication.
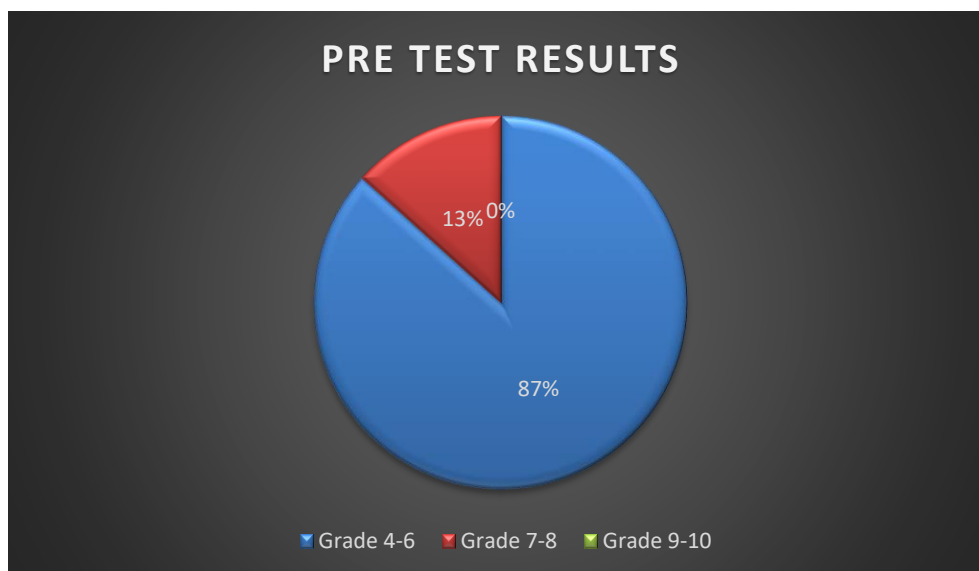
Table 3 PRE-TEST RESULTS

Grade	Frequency	Percentage
4-6	26	87%
7-8	4	13%
9-10	0	0%
Total	30	100%

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"

Graphic 3
PRE-TEST RESULTS

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"

ANALYSIS AND INTERPRETATION

According to the table and graphic 1, grammar and vocabulary, pronunciation and interactive communication were evaluated and based on it, the results have shown that 26 of students who represent 87% of the class obtained a grade among 4-6, and meanwhile, 4 students have got a grade among 7-8 this corresponds to 13% of the class. On the other hand, nobody in the class have obtained a grade of 9-10. These results corresponding to pretest analysis.

Conforming to the pretest findings, indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero" showed only limited control of grammatical forms, used a vocabulary of isolated words and phrases. They had

limited control of phonological features and is often unintelligible. Finally, they had difficulty maintaining simple exchange, and requires additional prompting and support. Penagos (2007), considers that application of situated learning strategy is an alternative to improve students' skills. Once obtained the pretest results, situated learning will be applied to improve the communicative competence in indigenous students through the usage of grammar and vocabulary, pronunciation, and interactive communication activities.

CHECK LIST ASSESSMENT

Participation of students in class activities related to communicative competences through situated learning.

Objective: To know the communicative competence at Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero".

This Check List Assessment was applied to students as pretest to know the management and the knowledge of communicative competence and to know what is the frequency that they demonstrated linguistic competence, sociolinguistic competence, discursive competence and strategic competence. For example: we obtained the result that 3 students usually speak short and long sentences in communication. It is referred to linguistic competence.

Indicators	Usually	Often	Sometimes	Rarely
Linguistic competence				
Learners speak short and long sentences in communication.	3	6	7	14
Learners speak clearly and understand the language.	1	7	9	13
Sociolinguistic competence				
Learners generate active communication through a real context.	3	8	9	10
Students express their opinions freely.	4	9	9	8
Learners use meaningful examples when communicate.	2	7	9	12
Students participate in class actively.	6	6	8	10
Discursive Competence				
Learners ask questions orderly and structurally	2	5	13	10
The messages are meaningful	1	4	11	14
Strategic competence				
Students communicate through body language	5	7	9	9

Learners demonstrate confidence to provide information.	3	5	8	14

Table 4
Linguistic Competence

Indicators	Usually	Often	Sometimes	Rarely
Learners speak short and long sentences in communication.	3	6	7	14
Learners speak clearly and understand the language.	1	7	9	13

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at   Unidad Educativa del Milenio "27 de Febrero"

Graphic 4
Linguistic Competence
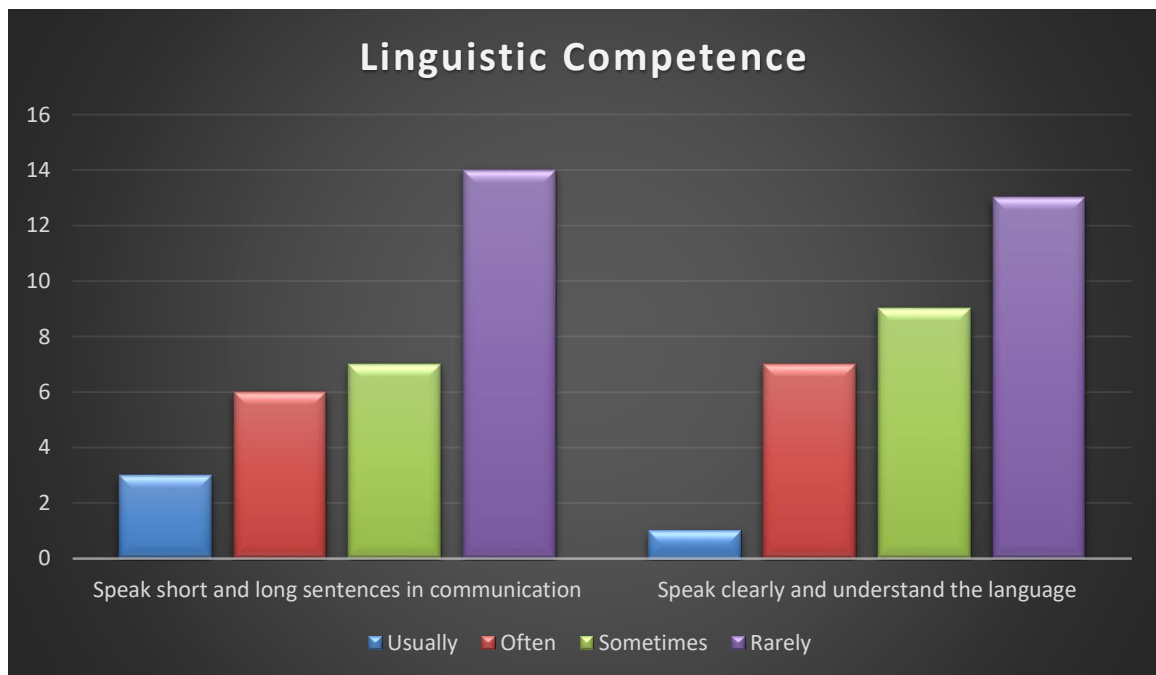
Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at   Unidad Educativa del Milenio "27 de Febrero"

ANALISYS AND INTERPRETATION

Table and graph number 4 explain the "Linguistic competence" indicator, this indicator has sub-indicators in which the researcher observed the progress of the students when the situated learning strategy was applied. The first sub-indicator shows that 3 students

usually spoke short and long sentences in communication, 6 students **often** did it, 7 **sometimes**, and 14 **rarely** speak short and long sentences in communication. On the other hand, according to data in the second sub-indicator, 1 student **usually** spoke clearly and understand the language, 7 students **often** did it, 9 learners **sometimes**, and 13 students **rarely** spoke clearly and understand the language.
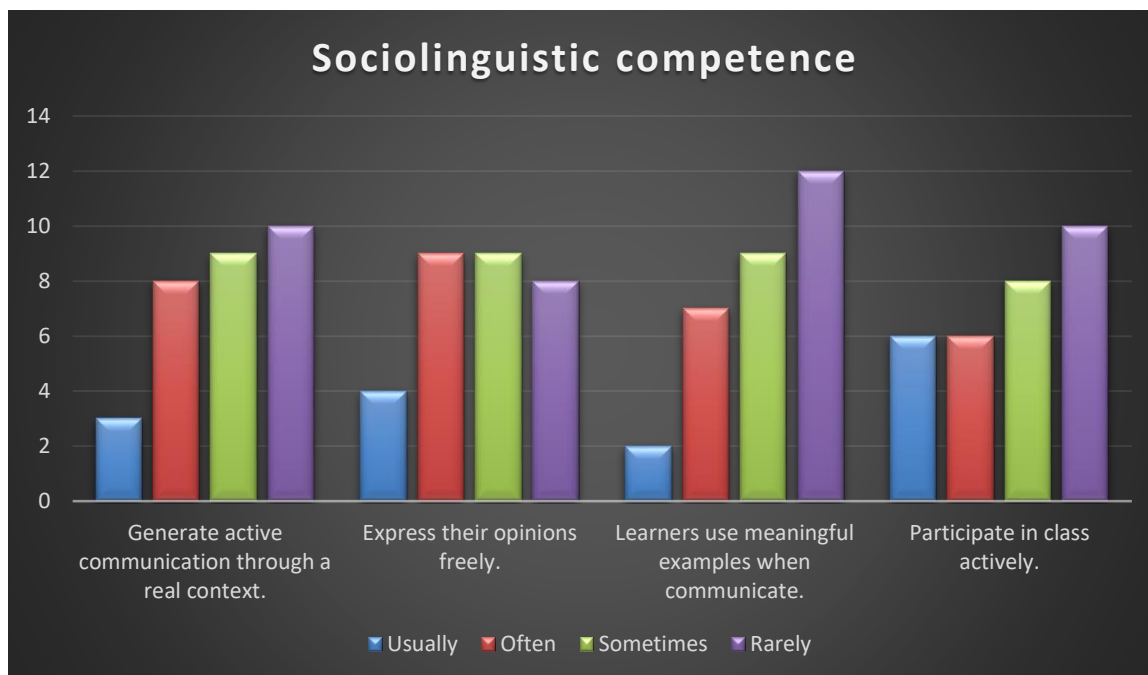
Table 5
Sociolinguistic Competence

Indicators	Usually	Often	Sometimes	Rarely
Learners generate active communication through a real context.	3	8	9	10
Students express their opinions freely.	4	9	9	8
Learners use meaningful examples when communicate.	2	7	9	12
Students participate in class actively.	6	6	8	10

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at   Unidad Educativa del Milenio "27 de Febrero"

Graphic 5
Sociolinguistic Competence

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at   Unidad Educativa del Milenio "27 de Febrero"

ANALISYS AND INTERPRETATION

According to data in table and graphic 5, "Sociolinguistic Competence" has 4 indicators which were used to evaluate the skills related to this communicative competence that helped researcher to analysis the progress of students in this specific competence. During the different activities developed 3 students "**usually**" generated active communication through a real context, additionally 9 students **often** developed and showed comprehension in a real-world context, meanwhile 9 learners "**sometimes**" developed this indicator, finally, 10 students "**rarely**" generated active communication through a real context.

The data obtained in the second indicator "Students express their opinions freely" shows that 4 students **"usually"** participated in class and expressed their opinion, meanwhile 9 students **"often"** try to answer questions freely, on the other hand, 9 learners **"sometimes"** made their best to participate, and just 8 students **"rarely"** express their opinion freely.

The next indicator indicates if learners use meaningful examples when communicate. The results for this indicator were that 2 students **"usually"** used meaningful examples in activities, 7 students **"often"** gave examples to communicate during the class, also 9 learners **"sometimes"** tried to use examples to explain their opinions, and 12 students **rarely** used meaningful examples to communicate.

Finally, the last indicator data is "Students participate in class actively." Just 6 students **usually** participate in class freely, meanwhile 6 students **"often"** try to participate in the activities, 8 students **"sometimes"** tried to participate with the help of the teacher, and 10 students" rarely**"** participate.

Table 6
Discursive Competence

Indicators	Usually	Often	Sometimes	Rarely
Learners ask questions orderly and structurally	2	5	13	10
The messages are meaningful	1	4	11	14

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at   Unidad Educativa del Milenio "27 de Febrero"

Graphic 6
Discursive Competence

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"

ANALISYS AND INTERPRETATION

According to the data obtained in table 7 and graph 6, it is identified that in the first indicator "Learners ask questions orderly and structurally" the students expressed themselves in diverse ways; 2 students "usually" do; while 5 students "often"; 13 students "sometimes, and 10 students" rarely**.**

On the other hand, the data of the second indicator show that 1 student "usually" carried out the activity while 4 "often", 11 students "sometimes" and finally 14 students "rarely", these data indicate a progressive advance in discursive competence.

Table 7
Strategic Competence

Indicators	Usually	Often	Sometimes	Rarely
Students communicate through body language	5	7	9	9
Learners demonstrate confidence to provide information.	3	5	8	14

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"

Graphic 7
Strategic Competence

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at Unidad Educativa del Milenio "27 de Febrero"

ANALISYS AND INTERPRETATION

The last communicative competence is strategic components with their respective indicators. After analyzing in detail, the participation and progress of the students during the application of the situated learning strategies, the following results have been analyzed in table 8 and graph 7. The indicator "students communicate through body language", 5 students "usually" who used gestures or movements to communicate; 7 students "often" did; 9 students "sometimes" and 9 students "rarely". It should be noted that the students demonstrated a limited knowledge to express themselves in the target language.

The second indicator related to confidence to provide information showed the following results: 3 students "usually" demonstrated confidence to provide information; 5 students "often" did it; 8 students "sometimes", and finally; 14 students "rarely".

4.2. POST-TEST RESULTS

The posttest used in this research is a test of the Cambridge KET, which includes 2 sections that are used for the study. In the first, the researcher developed questions to students. They alluded to the daily life as, for example, what they do in their free time, their tastes and dislikes, their experiences, and desires for the future. The evaluator gave each student an activity based on 5 images linked to a particular subject. He then asked the pupils to comment on each one. The purpose of this evaluation was to identify the advancement and improvement of the communicative competence in the students who were studying the

Third of the Unified General Baccalaureate in the Educational Unit of the Milene "February 27". Due to the importance of examining this competence, the rubric integrated three criteria of value: grammar and vocabulary, pronunciation, and interactive communication, which were already analyzed in the pretest, but without the intervention of the examiner and its optimization strategy. In addition, the heading included the same grades as the previous one.: 4-6, 7-8 y 9-10.

Table 8
Post-test Rubric Results

Grade	N° Students	(Grammar and vocabulary)	Pronunciation	Interactive Communication
4-6	0	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	It has very limited control of phonological features and is often unintelligible	It has considerable difficulty maintaining simple exchange. Requires additional prompting and support.
7-8	8	Shows sufficient control of simple grammar forms. Uses appropriate vocabulary to talk about everyday situations.	It is mostly intelligible, despite limited control of phonological features.	Maintain simple exchange, despite some difficulty. Requires prompting and support
9-10	22	Shows a good degree of control of simple grammatical forms. Use a range of appropriate vocabulary when talking about everyday situations	It is mostly intelligible and has some control of phonological features at both utterances and word levels.	Maintains simple exchanges. Requires very little prompting and support.

**Adapted from assessing speaking rubric for KET, Cambridge.**

Table 9
Post test results

Criteria	Frequency	Percentage
Grammar and Vocabulary	0	0%
Pronunciation	8	27%
Interactive communication	22	73%
Total	30	100%

Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at   Unidad Educativa del Milenio "27 de Febrero"

Graphic 8
Post test results
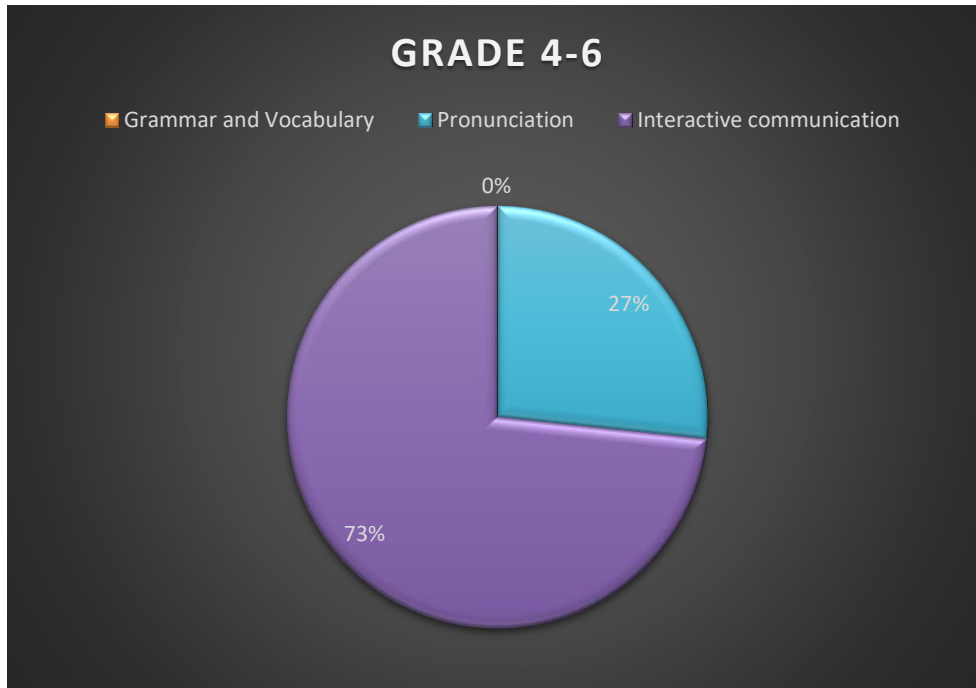
Author: Pacto M, 2023
Source: Indigenous students of Tercero de Bachillerato General Unificado at   Unidad Educativa del Milenio "27 de Febrero"

ANALYSIS AND INTERPRETATION

According to the data in the table and Figure 8, the majority of the students scored between 9 and 10, with a total of 30. The evaluation criteria in this range were three: grammar and vocabulary, pronunciation, and interactive communication. 75% of the students (22) had a favourable performance in interactive communication. For their part, 27% of the students, that is, 8 students, showed a widely intelligible pronunciation, however, none of them, 0%, achieved a low qualification in any of the criteria. This was favorable because it reflected the effectiveness of the applied strategy.

Post test Check list results

Table 10
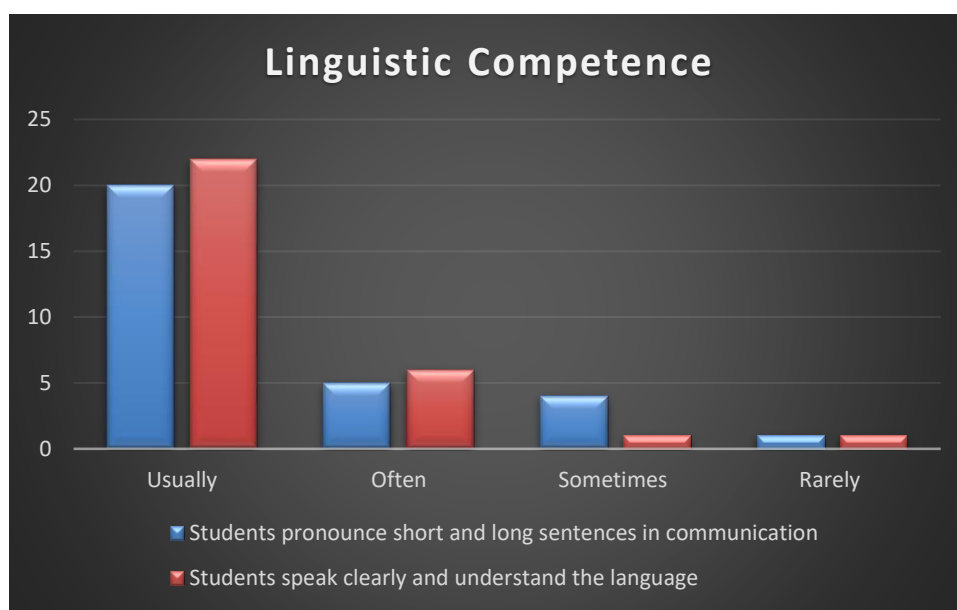*Linguistic Competence*

Indicators	Usually	Often	Sometimes	Rarely
Students pronounce short and long sentences in communication	20	5	4	1
Students speak clearly and understand the language	22	6	1	1

Graphic 9
Linguistic Competence

ANALYSIS AND INTERPRETATION

According to the data presented in table and graph 8, it is identified that in the first indicator "Students pronounced short and long sentences in communication", 20 students pronounced them normally, 5 students did it often, 4 sometimes and 1 rarely. In the case of the second indicator "Students speak clearly and understand the language", the data revealed that 22 students do it normally, 6 often, 1 sometimes and 1 student do it rarely.

It is evident the progress of the students in the development of this competence, which, according to Mantilla (2022), plays a crucial role in the development of people because it encloses the knowledge, understanding and expression of the language, even denotes the ability where it is used to meet various demands and desires. However, Zhamungui (2020) argues that, thanks to this competence, learners have the possibility of expressing themselves in both skills writing and oral expression, so its grammatical correctness is a substantial fact that leads the subject to a quick adaptation to the context and to his interlocutors.
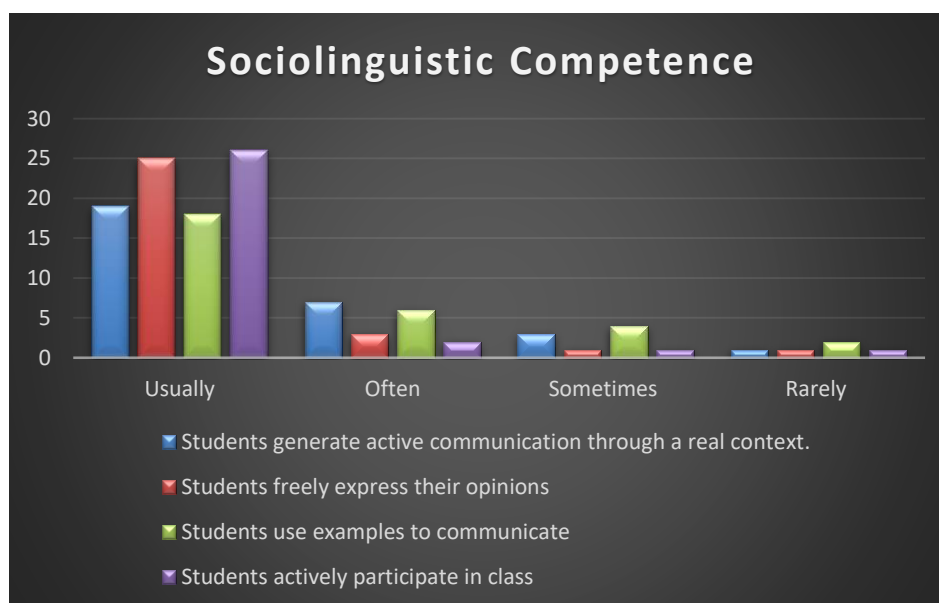
Table 11

Sociolinguistic Competence

Indicators	Usually	Often	Sometimes	Rarely
Students generate active communication through a real context.	19	7	3	1
Students freely express their opinions	25	3	1	1
Students use examples to communicate	18	6	4	2
Students actively participate in class	26	2	1	1

Author: Pacto M, 2023

Source: Indigenous students of the third year of the Unified General High School in "Unidad Educativa del Milenio 27 de Febrero"-

Graphic 10

Sociolinguistic competence

Author: Pacto M, 2023

Source: Indigenous students of the third year of the Unified General High School in "Unidad Educativa del Milenio 27 de Febrero"-

ANALYSIS AND INTERPRETATION

According to table and graph 9, the data achieved in the first indicator "Students generate active communication through a real context" the data showed that 19 students usually generate it, 7 often, 3 sometimes and 1 rarely. In the case of the second indicator

"Students freely express their opinions", 25 students usually do it, 3 often, 1 sometimes and 1 rarely. On the other hand, the data for the third indicator "Students use meaningful examples when communicating", the results reflect that 18 students usually use them, 6 often, 4 sometimes and 2 rarely. Finally, the data for the indicator "Students actively participate in class" show that 26 students usually participate in this way, 2 often, 1 sometimes and 1 rarely.

The progress of sociolinguistic competence in students it is fundamental since, as Criollo et al., (2020) point out, it conceives the construction and preservation of the identity of individuals belonging to various cultures that exist in a given territory, which, through language, it develops the interrelation between the subject and society based on the context in which the communicative encounter takes place. However, in a globalized world, Martínez and Iglesias (2018)) indicate that this relationship often affects both the production and understanding of messages due to the range of dialects that are handled in each culture, so they suggest that educational institutions should train students in the skills and abilities necessary for them to know how to use the language appropriately according to the circumstances in which it is used.

Table 12
Discursive competence

Indicators	Usually	Often	Sometimes	Rarely
Students formulate questions in an orderly and structural manner	22	4	2	1
Messages are meaningful	24	3	2	1

Author: Pacto M, 2023

Source: Indigenous students of the third year of the Unified General High School in "Unidad Educativa del Milenio 27 de Febrero"-

Graphic 11
Discursive competence
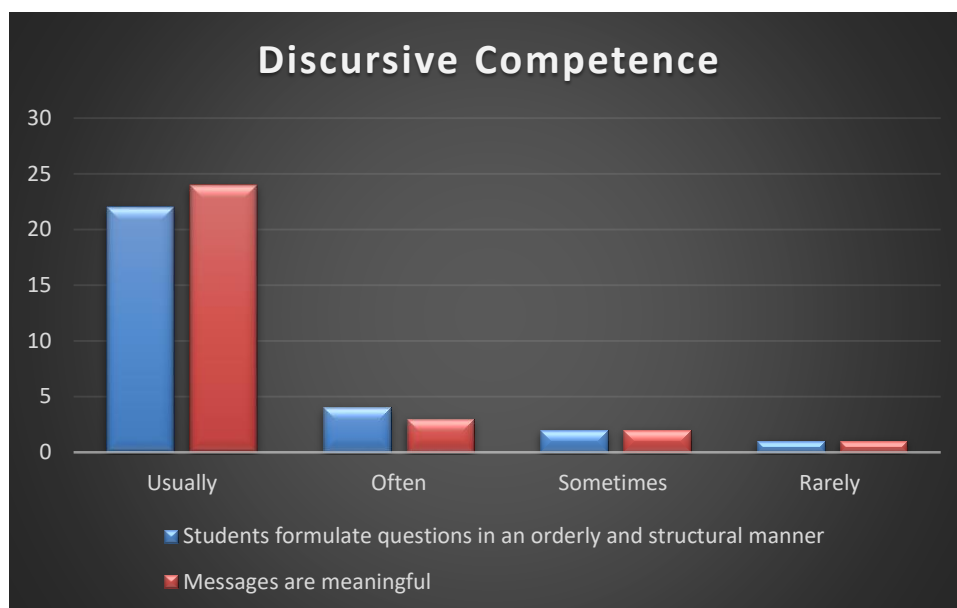
Author: Pacto M, 2023

Source: Indigenous students of the third year of the Unified General High School in "Unidad Educativa del Milenio 27 de Febrero"-

ANALYSIS AND INTERPRETATION

The information in table and graph 10 show that in the first indicator "Students formulate questions in an orderly and structural way" 22 students do it normally, 4 often, 2 sometimes and 1 rarely, while in the second indicator "Messages are meaningful" in 24 students normally are meaningful, in 3 often, in 2 sometimes and in 1 rarely.

The progress of the students under study is favorable given that they have cultivated skills and abilities that will allow them to overcome the challenges of the phenomenon of globalization, which according to Hoyos (2020) the accelerated advances of today's society, requires critical people, capable of understanding the world and communicating about it clearly and accurately, able to function in any social scenario and prepared to socialize with others without harming them based on a behavior founded on values. However, for Almanza et al., (2019) this work is presented as a commitment not only of the student but also of the teacher, the institution and all the elements that integrate the educational system since, discursive competence requires a comprehensive training that needs the mobilization of circumstantial, intellectual, material and personal inputs to face the problems according to the context in which they arise, where the knowledge and management of linguistics, pragmatics, paralinguistics, kinesics, semantics and sociolinguistics are essential.

Table 13
Strategic competence

Indicators	Usually	Often	Sometimes	Rarely
Learner communicates through body language	23	3	2	2
Learner demonstrates confidence in providing information	26	2	1	1

Author: Pacto M, 2023

Source: Indigenous students of the third year of the Unified General High School in "Unidad Educativa del Milenio 27 de Febrero"-

Graphic 12
Strategic competence

Author: Pacto M, 2023

Source: Indigenous students of the third year of the Unified General High School in "Unidad Educativa del Milenio 27 de Febrero"-

ANALYSIS AND INTERPRETATION

The data in table and graph 11 indicate that in the first indicator "Students communicate through body language" 23 students usually do, 3 often, 2 sometimes and 2 rarely, while in second indicator "Student demonstrates confidence to provide information" 26 students usually demonstrate it, 2 often, 1 sometimes and 1 rarely.

The learners' progress in the field of strategic competence is important given that, according to Muschietti (2019), it assists the improvement of the learners' linguistic and communicative competence in their learning process (especially when learning another language) by developing and employing their skills when performing a particular task, in

this case, in their communicative encounters with the other(s). Despite its value, García et al., (2020) point out that the time and effort needed to explicitly promote this competence in the classroom is not usually invested, as it should be based on an awareness of how, when and where the learner can assimilate and use it.

4.3. DISCUSSION

In the field of pedagogy, situated learning in favor of communicative competence is presented as a trend, which is a real and determined context as classroom that aims to solve those inconveniences through the use of everyday facts, whose basis is the sociocultural scenario as a key point in the assimilation of skills and abilities in conjunction with a cooperative work that is characterized by presenting learning as a social experience (Cevallos, 2019).

Situated learning is used in the present research because, as Pachón (2018) points out, this type of learning within the communicative competence alludes to a multidimensional intervention, in other words, it is a cultural learning because it is an experience that takes as resources of thinking, effectiveness and student´s dynamism which is the result of actions, culture and its context.

However, Cacheiro et al., (2020) mentions that to be successful, substantial aspects should be taken into account such as the strategic, pedagogical and curricular goals of the institution in which it will be adopted in favor of the students' communicative competencies, which comprise an important resource within the academy, since it provides standards and control actions to motivate students and subsequently evaluate them. In this regard, this strategy showed reliable results in the communicative competence of learners where the researcher provided real activities which happen every day of the student's life.

In this regard, Durán et al., (2022) argue that all competencies are not created, but rather developed, since each person possesses them, at a certain level, from the moment they are born. Therefore, competencies require stimulation to strengthen them gradually throughout life, which will allow students to successfully face the challenges that arise in their interaction within a society that is constantly advancing and requires individuals with knowledge and essential skills, one of which is communication. The students were stimulated to improve their communicative competence through situated learning, and they demonstrated an improvement through the usage grammar, vocabulary, pronunciation and active interaction.

CHAPTER V

5.   CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

When analyzing the use of the situated learning strategy in the development of communicative for indigenous students in the third year of the"Unidad Educativa del Milenio 27 de Febrero" in Guamote canton, Chimborazo Province, it was found that an important part of the students had a regular performance in grammar and vocabulary, and they did not achieve good level in the area of interactive communication and pronunciation.

The communicative competence of the students under study showed weakness in these skills since they presented difficulties in exchanging messages, their phonological features were unintelligible, and they had limited grammatical forms and a precarious and isolated vocabulary. The diagnosis of communicative competence indicated the need of applying the situated learning strategy as an improvement option.

When evaluating the communicative competence of the indigenous students in the third year of the "Unidad Educativa del Milenio 27 de Febrero" in Guamote canton, Chimborazo Province after the strategy was applied, there was a notable progress in this competence since students achieved important advances such as the use of clear sentences, communication. Based on the context, the use of meaningful examples, dynamic interaction, better structure in the formulation of concerns, messages with value, the use of body language and they showed confidence when sharing information with others.

5.2 RECOMMENDATIONS

Based on the conclusions drawn from the analysis of the use of the situated learning strategy in the development of communicative skills for indigenous students in the third year of the "Unidad Educativa del Milenio 27 de Febrero" in Guamote Canton, Chimborazo Province, I would recommend the following:

Teachers should plan activities aimed at correcting deficiencies in reading and writing, since this is surely the biggest limitation in the development and strengthening of communication skills; It is also recommended to carry out activities on topics related to the development of actions that allow strengthening the communicative competence of students in order to improve grammar, vocabulary, pronunciation and active interaction related to real life activities and routine. from their sociocultural facts. Finally, it is necessary to integrate social skills inside and outside the classroom.

Also, it is recommended to prioritize activities that promote communication and the exchange of messages. Provide opportunities for learners to engage in conversations and discussions that allow for the practice of language skills in a hands-on and interactive way. In addition, it is necessary to incorporate various multimedia resources, such as videos,

audiobooks and music, that are relevant to the culture of the students. These resources can expose learners to authentic language use, cultural nuances, and diverse contexts, making the learning experience more engaging and meaningful.

It is necessary to provide opportunities for dynamic interaction where students can create a class environment that encourages active participation and co-responsible collaboration. Incorporate pair or group work, role-plays, debates and discussions to encourage dynamic interaction and promote language practice. Also, provide constructive feedback to learners on their use of the language, including grammatical accuracy, non-verbal communication, and overall effectiveness. Encourage students to reflect on their performance and set goals for improvement with the support of situated learning to develop communicative competence by implementing these recommendations, the students can further enhance their communicative competence, develop stronger interactive communication skills, improve their pronunciation, and expand their vocabulary, ultimately leading to more effective language proficiency.

REFERENCES

Aguirre D. (2005). Reflexiones acerca de la competencia comunicativa profesional. Rev Ed Med Sup; Jun 1: 19 (3): 17-22. Disponible en: http://www.bvs.sld.cu/revistas/ems/vol19_3_05/ems04305.htm

Almanza, E., García, M., & Jiménez, Y. (2019). El desarrollo y evaluación de la competencia discursiva del estudiante universitario: estrategia de capacitación para los docentes. Transformación, 15(3), 342-353.

Alvarez, D. (2015). On Communicative Competence. Iczhiku.com. https://search.iczhiku.com/paper/4xqQYCyZ70pBcLxU.pdf

Arias, F. G. (2012). El Proyecto de Investigación. Introducción a la Metodología Científica. 6ta. Edición. Fidias G. Arias Odón.

Benavides, P. V. Madrigal, L. V. & Quiroz B. A. (2009) "La enseñanza situada como herramienta para el logro de un aprendizaje significativo" Centro de Documentación sobre Educación. Recuperado de: file:///C:/Users/UNAM/Downloads/BENAVIDESlaEnsenanza%20(1)

Bereiter, C. (2021). Situated cognition and how to overcome it. En Situated Cognition (1st Edition, pp. 281–300). Routledge.

Bezanson, M., & McNamara, A. (2019). The what and where of primate field research may be failing primate conservation. Evolutionary Anthropology: Issues, News, and Reviews, 28(4), 166-178. https://doi.org/10.1002/evan.21790

Braer, D. (2019). Situated learning in translator and interpreter training: Model United Nations simulations. The journal of language and linguistic studies, 15(3), 914–925. https://doi.org/10.17263/jlls.631533

Bergmann, M., Schäpke, N., Marg, O., Stelzer, F., Lang, D. J., Bossert, M., Gantert, M., Häußler, E., Marquardt, E., Piontek, F. M., Potthast, T., Rhodius, R., Rudolph, M., Ruddat, M., Seebacher, A., & Sußmann, N. (2021). Transdisciplinary sustainability research in real-world labs: Success factors and methods for change. Sustainability Science, 16(2), 541-564. https://doi.org/10.1007/s11625-020-00886-8

Bruno-Jofré, R., & Zaldívar, J. I. (2012). Ivan Illich's Late Critique of Deschooling Society: "I Was Largely Barking Up the Wrong Tree." Educational Theory, 62(5), 573-592. https://doi.org/10.1111/j.1741-5446.2012.00464.x

Cacheiro, M., González, R., & López, E. (2020). Experiencias, situaciones y recursos para el desarrollo de competencias: Una aproximación cualitativa con estudiantes de posgrado. Texto Livre: Linguagem e Tecnologia, 13(3), 1-24.

Cevallos, L. (2019). Estrategias didácticas para el aprendizaje activo de la lengua Kichwa con estudiantes del 6to grado de EGB de la UECIB Mushuk Rimak. Universidad Nacional de Educación. http://repositorio.unae.edu.ec/bitstream/56000/1149/1/MUSHUK%20RIMAKPAK %20Estrategias%20did%C3%A1cticas%20para%20el%20aprendizaje%20a.pdf

Chaves Salas, A. L. (2011). Implicaciones educativas de la teoría sociocultural de Vigotsky. Revista Educación, 25(2), 59. https://doi.org/10.15517/revedu.v25i2.3581

Coy, M. (2019). Research Methodologies: Increasing Understanding of the World. International Journal of Scientific and Research Publications (IJSRP), 9, p8511. https://doi.org/10.29322/IJSRP.9.01.2019.p8511

Criollo, M., Torres, L., Lizaldes, O., Ramírez, A., Sarmiento, M., Corder, N., Falcán, P., & Cárdenas, A. (2020). Competencias Lingüísticas de los Docentes de Inglés en relación a los estándares de desempeño profesional en un mundo globalizado. Archivos Venezolanos de Farmacología y Terapéutica, 39(8), 1005-1011.

Dawley, L., & Dede, C. (2014). Situated learning in virtual worlds and immersive simulations. En Handbook of Research on Educational Communications and Technology (pp. 723–734). Springer New York.

Díaz, A. P., & Viñas, V. M. P. (2004). Hacia un concepto de competencia comunicativa integral: un novedoso acercamiento a sus dimensiones. Mendive. Revista de Educación, 2(3), 160-167

Díaz Barriga Arceo, F. (2003). Cognición situada y estrategias para el aprendizaje significativo. Revista electrónica de investigación educativa, 5(2), 1-13.

Durán, Y., Urbina, H., & Donado, J. (2022). Estrategia de aprendizaje situado para el Desarrollo de los procesos de lectura y escritura en estudiantes de IE Santa Coa e IE Manuel Francisco Obregón. Universidad de Cartagena. https://repositorio.unicartagena.edu.co/bitstream/handle/11227/16029/Yoleida%2C %20Humberto%20y%20Julia%20%282%29.pdf?sequence=1&isAllowed=y

Freire, P. (2018). Pedagogy of the Oppressed: 50th Anniversary Edition. Bloomsbury Publishing USA.

García, I., Sierra, B., Quijano, R., & Pérez, M. (2020). La competencia comunicativa en estudiantes de los grados de Maestro: Una revisión sistemática. Publicaciones, 50(3), 19–36.

Gee, J. P. (2012). Situated language and learning: A critique of traditional schooling (1st Edition). Routledge. https://doi.org/10.4324/9780203594216

Gieselman, J. A., Stark, N., & Farruggia, M. J. (2000). Implications of the Situated Learning Model for Teaching and Learning Nursing Research. The Journal of Continuing Education in Nursing, 31(6), 263-268. https://doi.org/10.3928/0022-0124-20001101-07

Herrington, J., Reeves, T. C., & Oliver, R. (2014). Authentic learning environments. En Handbook of Research on Educational Communications and Technology (pp. 401–412). Springer New York.

Hoyos, M. (2020). La competencia discursiva en estudiantes de segundo grado potenciada a través de una estrategia didáctica basada en textos multimodales. universidad de medellín….https://repository.udem.edu.co/bitstream/handle/11407/6379/T_ME_43 9.pdf?sequence=2

Hymes, D. (1972). On communicative competence. sociolinguistics, 269293, 269-293.

Iza Pila, J. L. (2015). Diseño de estrategias metodológicas activas para el desarrollo de la competencia comunicativa escrita del idioma inglés en los estudiantes del tercer año de bachillerato Máster Thesis, Pontificia Universidad Católica del Ecuador Sede Ambato]. https://repositorio.pucesa.edu.ec/handle/123456789/1386

Kiraly, D. (2014). A Social Constructivist Approach to Translator Education: Empowerment from Theory to Practice. Routledge. https://doi.org/10.4324/9781315760186

Lamas, H. (2015) "Aprendizaje situado: la dimensión social del conocimiento" Academia Peruana de Psicología. Recuperado de: https://goo.gl/1lIg8W

Lima, A. J. B., Hernández, L. G. J., & Tobon, S. (2019). Design and validation of a rubric to evaluate the ethical project of life in university students. World Review of Science, Technology and Sustainable Development, 15(4), 300-312. https://doi.org/10.1504/WRSTSD.2019.104093

Loe, L. (2009). La importancia del contexto en el proceso de enseñanza- aprendizaje 1.- fundamentación normativa. 7.

López, L. E., & Küper, W. (1999). La educación intercultural bilingüe en América Latina: Balance y perspectivas. Revista iberoamericana de educación. https://redined.educacion.gob.es/xmlui/handle/11162/24842

Mantilla, L. (2022). Competencia lingüística y habilidades sociales en estudiantes que inician la universidad. Pontificia Universidad Católica del Ecuador. https://repositorio.pucesa.edu.ec/bitstream/123456789/3625/1/77913.pdf

Martínez, C., & Iglesias, G. (2018). La competencia sociolingüística para un contexto multicultural: ¿utopía o realidad? Revista Conrado, 14(63), 49-56. https://doi.org/http://conrado.ucf.edu.cu/index.php/conrado

Muschietti, M. (2019). La competencia estratégica como factor de influencia en el desarrollo de la competencia comunicativa. Letras(79), 121 - 155.

Pachón, C. (2018). Estrategias de Aprendizaje Situado:lecciones desde la estimulación de competencias. Universidad Sergio Arboleda. https://repository.usergioarboleda.edu.co/bitstream/handle/11232/1304/Estrategias%20de%20aprendizaje%20situado.%20Lecciones%20desde%20la%20estimulaci%C3%B3n.pdf?sequence=3

Pan, S. (2021). Pretesting vs. posttesting: Errorful generation, prequestions, and retrieval practice. https://doi.org/10.31234/osf.io/un87v

Páramo, P. (2010). Aprendizaje situado: creación y modificación de prácticas sociales en el espacio público urbano. Psicologia & sociedade, 22, 130-138. https://doi.org/10.1590/S0102-71822010000100016

Paz Penagos, H. (2007). El aprendizaje situado como una alternativa en la formación de competencias en ingeniería. Asociación Colombiana de Facultades de Ingeniería – ACOFI

Pérez-Sanagustín, M., Muñoz-Merino, P. J., Alario-Hoyos, C., Soldani, X., & Kloos, C. D. (2015). Lessons learned from the design of situated learning environments to support collaborative knowledge construction. Computers & Education, 87, 70-82. https://doi.org/10.1016/j.compedu.2015.03.019

Romero, J. P. (2021). Guía metodológica para mejorar las prácticas socioculturales, mediante el método de aprendizaje situado. 14.

Román-Berenguer, I. L., Roca-Revilla, M., & Torres-Berenguer, I. V. (2016). Caracterización epistemológica de la comunicación oral en inglés en el sistema de habilidades comunicativas. Dominio de las Ciencias, 2(1), 92-101.

Sánchez, M. A. M. (2009). Historia de la metodología de enseñanza de lenguas extranjeras / History of Foreign Language Teaching Methodology. TEJUELO. Didáctica de la Lengua y la Literatura. Educación / TEJUELO. Didactics of Language and Literature. Education, 5, 54-70.

Sandoval-Carcamo, J. A., Arias-Roa, N. S., & Contreras, P. A. A. (2022). Nivelación De Competencias Comunicativas en Estudiantes de Formación Técnico-Profesional. Una Habilidad Integradora. Psicología UNEMI,6 (10), Art. 10. https://doi.org/10.29076/issn.2602-8379vol6iss10.2022pp68-75p

Stratton, S. J. (2021). Population Research: Convenience Sampling Strategies. Prehospital and Disaster Medicine, 36(4), 373-374. https://doi.org/10.1017/S1049023X21000649

Savignon, S. J. (2017). Communicative Competence. En The TESOL Encyclopedia of English Language Teaching (pp. 1–7). John Wiley & Sons, Inc.

Taday Tagua, S. S., & Siza Amaguay, M. Y. (2018). Description of the development of speaking skill in a large class with students in Noveno Año de Educación General Básica class "B" at Unidad Educativa "Riobamba," city of Riobamba, Chimborazo province, during the academic year 2016–2017 (bachelor's thesis, Rbba, Unach 2018).

Tamayo, M. T. y. (2004). El proceso de la investigación científica. Editorial Limusa.

Viaña, Jorge. (2010). "Reconceptualizando la interculturalidad". En Viaña, Jorge, Luis Tapia y Walsh Catherine, edit. Construyendo interculturalidad crítica, 9-62. La Paz: Instituto Internacional de Integración-Convenio Andrés Bello.

Wang, Q. (2020). The role of classroom-situated game-based language learning in promoting students' communicative competence. International journal of computer-assisted language learning and teaching, 10(2), 59–82. https://doi.org/10.4018/ijcallt.2020040104

Zhamungui, O. (2020). La competencia lingüística en los estudiantes de bachillerato como desafío para la tarea docente: una visión desde la filosofía analítica. UNIVERSIDAD POLITÉCNICA SALESIANA. https://dspace.ups.edu.ec/bitstream/123456789/18248/1/UPS-QT14338.pdf

ANNEXES

Lesson plan	
Lesson Title	Hobbies
Lesson Objective	*Students will be able to communicate actively.*
	By the end of this lesson, students will be able to
	• Talk about things they like, love, and hate doing.
	• Talk about their hobbies.
	• Develop discursive competence through usages of questions, and messages in an ordered and meaningful way.
Materials Needed	1. Board, markers
	2. Flashcards, slides
	3. Reading (handout)
	4. Hand out (Find someone who)
Student Information	
Number of Students	30
Student Age/Grade	16 years old
Student Language Proficiency Level	Intermediate Low
Warm up (5min)	Teacher asks students to brainstorm and share ideas about what they like doing in their free time, teacher gives an example: "I like dancing," teacher writes students' answer in the board.
Activity 1	Teacher introduces vocabulary about activities people usually enjoy or hate doing.
	Teacher writes some examples at the board.
	Students work in groups and discuss about their hobbies.
	Students watch a video about the use of like, love, and hate.
	https://youtu.be/uS0UfFPPTy8
Activity 2	Students read a text about hobbies and complete the handout with the text information.
	Students compare their answers in pair, then teacher check the answers with the whole class.

Activity 3 Icebreaker	Teacher asks students to think something that they like, love, and hate doing, then students have to act out the activity and the classmates have to guess the activity.
Activity 4	Students write in their notebooks 5 sentences about their hobbies and 2 sentences about the things they hate doing.
Activity 5	Students walk around the class and use the handout "find someone who" to asks their classmates about the things they like, love, and hate doing.
Assessment	Using the vocabulary and grammar students work in pairs and discuss together about their hobbies. Teacher uses a check list to determine the improvement to manage communicative competences by learners through situated learning strategy.

Done By: Manuel Pacto

ACTIVITY 1

ACTIVITY 2

Hobbies

1. Read the texts and do the exercises.

Susan is 10 years old, she lives in Bristol, England. She likes sports, at school she plays in physical education and in the recess. She likes playing football with her friends. After school she likes doing karate in the gym or rollerblading with her brother. She doesn't like staying in, she doesn't like making models or playing computer games.

Henry is 11 years old, he lives in Manchester, England. He doesn't like sports, at school he doesn't play football in the recess, he prefers reading. He likes making models and listening to music. He also likes reading comics in the afternoon. He doesn't like playing computer games or playing basketball.

John is 9 years old he lives in Boston, USA. John likes going to school and studying, he loves reading books and comics, but he also likes playing basketball with his best friend. When he is at home, he likes playing computer games and listening to music. But he doesn't like making models or drawing.

UNDERSTANDING DETAILS

a) Write _Yes_ to the hobbies they like, or _No_ to the ones they don't like.

	Playing basketball	Doing karate	Listening to music	Rollerblading	Reading comics	Making models	Playing computer games	drawing
Susan								
Henry								
John								

b) Answer the questions.

Where does Susan do Karate?	
What does Susan like doing in the recess?	
How old is Henry?	
When does Henry like reading?	
Where does John live?	
Who does John play basketball with?	

Taken from: liveworsheets.

ACTIVITY 3

Do you like, love, hate ……………….?

Name: _____   Level: _____

Walk around the class and ask students about the activities they like, love and hate doing. For example:

- **Do you like watching TV?**
- **Do you love playing on the computer?**
- **Do you hate going fishing?**

Hobbies	Name	Like	Love	Hate
Watch tv				
Read a book				
Listen to music				
Write an-email				
Ride a bike				
Go fishing				
Play on the computer				

Done By: Manuel Pacto

RUBRIC

Grade	(Grammar and vocabulary)	Pronunciation	Interactive Communication
4-6	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	It has very limited control of phonological features and is often unintelligible	It has considerable difficulty maintaining simple exchange. Requires additional prompting and support.
7-8	Shows sufficient control of simple grammar forms. Uses appropriate vocabulary to talk about everyday situations.	It is mostly intelligible, despite limited control of phonological features.	Maintain simple exchange, despite some difficulty. Requires prompting and support
9-10	Shows a good degree of control of simple grammatical forms. Use a range of appropriate vocabulary when talking about everyday situations	It is mostly intelligible and has some control of phonological features at both utterances and word levels.	Maintains simple exchanges. Requires very little prompting and support.

CHECK LIST

Indicators	Usually	Often	Sometimes	Rarely
Linguistic competence				
Learners speak short and long sentences in communication.				
Learners speak clearly and understand the language.				
Sociolinguistic competence				
Learners generate active communication through a real context.				
Students express their opinions freely.				
Learners use meaningful examples when communicate.				
Students participate in class actively.				
Discursive Competence				
Learners ask questions orderly and structurally				
The messages are meaningful				
Strategic competence				
Students communicate through body language				
Learners demonstrate confidence to provide information.				