

**LATAM Revista Latinoamericana de Ciencias Sociales y
Humanidades, Asunción, Paraguay**

ISSN en línea: 2789-3855, 2026

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Perú**

Programa de estrategias comunicativas con enfoque intercultural
para mejorar el nivel de expresión oral en inglés en una Institución
Educativa del Perú

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DOI: <https://doi.org/10.56712/latam.v7i4.6299>


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Red de Investigadores
Latinoamericanos



Revista Latinoamericana de
Ciencias Sociales y Humanidades

Artículo recibido: 20 de marzo de 2026.

Aceptado para publicación: 04 de agosto de 2026.

Conflictos de Interés: Ninguno que declarar.

VOLUMEN VII

DOI: <https://doi.org/10.56712/latam.v7i4.6299>

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Artículo recibido: 19 de marzo de 2026. Aceptado para publicación: 04 de agosto de 2026.

Conflictos de Interés: Ninguno que declarar.

Abstract

The study investigated the effectiveness of a communication strategies program centered on an intercultural perspective in enhancing oral English proficiency among fourth-grade students at "San Juan" secondary school in Chota during 2023. The central research question was: What is the impact of a multicultural-based curriculum on oral English skills in these students? To achieve this, various measures were implemented to boost oral English capabilities. The main objective was to understand how these intercultural communication strategies could foster the development of speaking skills. A

quasi-experimental methodology was utilized, involving 64 students divided into a control group and an experimental group, each consisting of 32 students. Each group undertook a pre-test and post-test aligned with the oral expression standards outlined in the National Curriculum. The experimental group also participated in a dedicated program that featured 24 educational sessions focused on auditory expression principles in compliance with current Curriculum requirements. The theoretical framework supporting this study included Vygotsky's socio-cultural theory, Ausubel's theory of meaningful learning, Gardner's theory of multiple intelligences, Krashen's second language acquisition theories, and Chomsky's innatism. The findings revealed that prior to the intervention, the experimental group scored an average of 46% on the pre-test, while the control group achieved 49%. Post-intervention, the experimental group's score rose to 83%, in contrast to the control group's 56%, yielding a significant improvement of 27%. These results indicate that the intercultural communication strategies program significantly bolstered students' speaking abilities and fluency in English, highlighting the effectiveness of contextually relevant educational interventions in language acquisition.

Keywords: oral expression, communication strategies, intercultural approach

Resumen

El estudio analizó la eficacia de un programa de estrategias de comunicación intercultural en la mejora de la competencia oral en inglés de estudiantes de cuarto grado de la secundaria "San Juan" de Chota durante 2023. La investigación se centró en la pregunta: ¿Cuál es el impacto de un currículo multicultural en las habilidades de expresión oral de estos estudiantes? Se aplicó una metodología cuasi-experimental con 64 alumnos, divididos en un grupo de control y uno experimental, ambos sometidos a evaluaciones iniciales y finales según los estándares del Currículo Nacional. El grupo experimental participó en un programa de 24 sesiones enfocadas en la expresión oral, alineado con los requisitos curriculares. La fundamentación teórica incluyó diversas teorías educativas, como las de Vygotsky, Ausubel y Gardner, entre otras. Los resultados mostraron que el grupo experimental incrementó su puntuación de un 46 % en la evaluación inicial a un 83 % en la final, mientras que el grupo de control aumentó de 49 % a 56 %. Esta mejora del 27 % en el grupo experimental evidencia que las estrategias de comunicación intercultural son efectivas para fortalecer las habilidades de expresión oral y fluidez en inglés, subrayando la relevancia de intervenciones educativas contextualmente diseñadas en el aprendizaje de idiomas.

Palabras clave: expresión oral, estrategias comunicativas, enfoque intercultural

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Cómo citar: Tapia Rojas, E. J., Zavaleta Gonzáles, L. N., Cubas Irigoín, N., Gálvez Vásquez, S. J., Irigoín Edquén, W. A., & Vásquez Bravo, R. del P. (2026). Program of communicative strategies with an intercultural approach to improve the level of oral expression in English in an Educational Institution in Perú. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades* 7 (4), 1209 – 1222. <https://doi.org/10.56712/latam.v7i4.6299>

INTRODUCTION

The current impact of the information society, globalization, and technological development reflects the progress we have all experienced. Added to this is the mastery of the English language as an indispensable factor for competitiveness in today's society. This significant and challenging advancement brings enormous cultural, economic, and social benefits, as its mastery becomes an indisputable tool for continuous development.

Bernal (2019) identifies a common denominator in educational trends worldwide: the teaching of English as a foreign language. Therefore, for students in Basic Regular Education (EBR) in our country, the researcher of this study considers it a vital priority that they articulate and develop various competencies to function effectively in diverse contexts, especially in academic situations. This requires them to develop their communicative competence, strengthening their level of oral expression in English, considering not only aspects that involve mastery of the language but also focusing on intercultural aspects that help students identify and value specific cultural forms from different places.

Regarding intercultural competencies, Janer (2013) argues that the commitment of organizations and professionals to develop these competencies can be extended to other sectors that provide services to people, such as social, cultural, educational, and public safety services. The suitability and prioritization of specific intercultural competencies will depend on the organization and its context. In this sense, this research aims to contribute to fostering various activities through intercultural communication strategies that improve oral expression.

The Ministry of Education (2017) states that orality should be understood as a social activity in which students interact with diverse sociocultural groups or communities to construct meaning in oral texts. Orality as a social activity is crucial for students to create meaning in oral texts, as it involves interaction with diverse sociocultural groups or communities. By doing so, they are given the opportunity to use oral language responsibly and creatively, considering the consequences of their words. Activities designed and implemented through communicative strategies based on an intercultural perspective are deeply engaging and allow students to improve their oral expression skills both individually and in groups. School students face significant challenges when participating in oral communication with others in English, as we have observed in our academic research. Interviews, role-playing, and other interactions are among the activities that demonstrate this problem. We suspect there is an issue. They are unable to participate in basic discourse, despite having been exposed to five hours of English per week for the first three years. Doing so, students may use spoken language both creatively and ethically, considering the consequences of their words. Activities designed and implemented using communicative techniques with an international perspective profoundly engage students and enhance their oral communication abilities both individually and collectively.

Academic research indicates that fourth-year secondary school pupils exhibit significant challenges in conversational interactions in English. This issue is apparent in the several activities suggested, including discussions, surveys, interviews, role-playing, and other contacts. Comparing their scores with those of previous assessments, they show remarkably favorable scores, which is inconsistent with their performance prior to the program's implementation. Furthermore, the COVID-19 epidemic has exacerbated the problem of providing an excellent education. Despite receiving five hours of English instruction weekly over the first three grades, these pupils are unable to engage in even a basic conversation. However, grades are juxtaposed with those from prior assessments, they exhibit notably favorable ratings, which is incongruent with their performance prior to the program's adoption. The Covid-19 epidemic has exacerbated the issue of delivering excellent education. A strategy has been established to enhance oral expressiveness via the use of several tactics applied electronically.

Consequently, it was determined to improve oral expression in English and address the factors that prevent fourth-grade students at the "San Juan" Educational Institution in Chota from articulating themselves effectively in English in 2023. This study contributes to the field of English language teaching for non-native speakers by investigating the implementation of a communicative strategies program with an intercultural approach, aimed at improving oral expression skills. These skills include fluency, grammar, pronunciation, intonation, vocabulary, and contextual understanding. The objective of this study was to evaluate the effectiveness of a communicative strategies program, designed from an intercultural perspective, in improving the oral expression skills in English of fourth-grade students at the "San Juan" Educational Institution in Chota during 2023. At the "San Juan" Educational Institution in Chota, in 2023, the hypothesis was formulated that the implementation of a communicative strategies program with an intercultural approach would generate a significant improvement in the oral expression skills in English of fourth-grade students.

METHODOLOGY

Type of research

The research method employed was applied experimentation, with the objective of improving oral expression skills among fourth-grade students in the Experimental Group of the "San Juan" secondary school in Chota, 2023, through the implementation of an intercultural communicative strategy program. This was the case of the Experimental Group of the "San Juan" secondary school in Chota in 2023.

Design of the research

A quasi-experimental pretest/posttest design was used for the research project, which comprised both an experimental group and a control group. The study also included measures taken both before and after the intervention.

Cabanillas (2019) states that this design is one of the most relevant aspects of educational research. The study requires two groups: an experimental group and a control group, referred to as intact or focused groups, due to the absence of random assignment or statistical intervention in sample selection. Consequently, it was referred to as a "convenience sample." A pre-test and post-test are conducted for both the experimental and control groups; however, therapy is only provided to the experimental group. The objective is to evaluate the effect, impact, or influence of the independent variable on the dependent variable.

A pre-test was carried out in this research project to evaluate the level of oral expression in English both before and after the implementation of a communicative strategies program with an intercultural approach. The program's objective was to improve the oral expression proficiency in English among fourth-grade students attending the "San Juan" secondary school in Chota in the year 2023.

GE: -----01 ----- X -----02

GC: -----03 -----04

GE: Experimental Group

GC: Control Group

GE: Experimental Group

GC: Control Group

01: Pre-test 02: Post-test

X: Stimulus: Communicative strategies program

Population and sample Population

According to Hernandez et al. (2014), a population is a collection of humans, objects, or events that share common characteristics. It is composed of human beings, things, or events that have traits in common. The researcher needs a clear and defined framework to operate within a structured framework for their study, and the objective of identifying the population is to provide that framework.

The population investigated in this study consisted of the students enrolled at the "San Juan" Educational Institution in 2023, which had a total of 1456 students.

Sample

The study sample included fourth-grade children from sections "F" and "G" of the fourth grade of the "San Juan" Educational Institution in 2023, and 32 students from sections "C" and "D", who made up the Control Group. Section "G", which constitutes the Experimental Group (32 students), and sections "C" and "D", which form the Control Group (32 students) at the "San Juan" Educational Institution, 2023.

In non-probability samples, the researcher acts to some extent based on convenience; these can be: accidental, quota, or purposive. In purposive samples, also called convenience samples, the researcher chooses their units not by chance, but based on criteria they consider relevant to their study. Cerna (2018).

Table 1

Students of the fourth grade, experimental and control group of the I. E. "San Juan" of Chota, 2023

Gender	Quantity	Total
Men	24	62
Women	38	

Note: Registration list, SIAGIE (2023).

It is also necessary to mention that approximately 55% of the students come from urban areas and 45% from rural areas, so the characteristics of the students differ somewhat in terms of: interest in learning the English language, ease of speaking, level of achievement of competencies, personal and interpersonal motivation, economic aspect, among others.

Sample inclusion criteria were

The population in this research consisted of the students of the "San Juan" secondary school in 2023, totaling 1456 students.

The sample in this research consisted of the students from fourth grade sections "F" and "G," which formed the Experimental Group (32 students), and sections "C" and "D," which formed the Control Group (32 students) of the "San Juan" secondary school in 2023.

In non-probability sampling, the researcher acts to some extent based on convenience. These samples can be accidental, quota, or purposive. In purposive or convenience samples, the researcher chooses the units not randomly, but based on criteria they consider relevant to their study. (Cerna, 2018).

Techniques and instruments of data collection

According to Carrasco (2019), the techniques for collecting information are those that allow obtaining and collecting information contained in documents related to the research problem and objectives.

Documentary technique

It was used to develop the theoretical framework, taking into account the legal framework and the research on background information at its three levels. It was also useful in developing the theoretical-scientific framework, as well as in defining basic terms.

Observation

It was used to select data directly in the classrooms of the control and experimental group of the Educational Institution "San Juan" 2023, both in the pre-test, in the process, as well as in the post-test, with the objective of collecting genuine and reliable information.

Instruments

Conceptual or material tools are used as research procedures, especially data gathering techniques. These tools are referred to as research techniques. The following elements were used in this process:

Pre test

Prior to the deployment of the intercultural communication skills program, it was given to sixty-four pupils in the fourth grade at the "San Juan" secondary school via the use of electronically delivered instruction. In order to determine the level of vocal expressiveness in English, the instrument was designed to do this.

Post test

The test was delivered online to 64 fourth-grade pupils at "San Juan" secondary school after the introduction of the intercultural communication methods initiative. The purpose of the tool was to assess the proficiency of oral expression in English.

Techniques for information processing and analysis

Tabulation

Double tables were used to record the data, frequencies for distributed computing and analysis.

Descriptive statistical technique

SPSS version 17 software was used to calculate the Cronbach's alpha coefficient applied to the instrument items, which presents a theoretical interpretation that demonstrates the researcher's technical mastery.

RESULTS

Analysis and interpretation of results

After being analyzed and processed, the results of the pre-test and post-test that were given to both the Experimental Group and the Control Group are reported in this chapter. Both groups were given the test. In addition to this, it offers a comprehensive comparison of the pre-test and post-test that were administered to the Control Group and the Experimental Group, all of which were conducted fully using

virtual reality technology. This was done in order to take advantage of the advantages that technology provides in order to further promote the development of oral expression in English, while also taking into consideration limitations in order to avoid difficulties that could affect the work.

Table 2

Descriptive statistics for oral expression in English and its dimensions in the Pre Test and Post Test, experimental group and control group

Variable	Group	Median	Std. Dev.	CoefVar	Median	Efficiency %
Pre test						
Oral expression in English	Control	40.1	6.8	16.9	39.0	49%
	Experimental	38.3	8.4	21.9	37.0	46%
Fluency	Control	7.4	1.6	21.3	7.5	47%
	Experimental	7.3	2.0	27.8	7.0	44%
Grammar	Control	7.6	1.4	18.5	8.0	50%
	Experimental	7.4	1.8	24.8	7.0	44%
Vocabulary	Control	7.7	1.6	20.4	7.0	44%
	Experimental	7.4	2.0	27.1	7.0	44%
Pronunciation and intonation	Control	8.3	2.1	25.0	8.0	50%
	Experimental	7.8	1.9	24.7	7.5	47%
Context	Control	9.0	2.1	25.0	8.0	50%
	Experimental	8.3	1.9	24.7	7.5	47%
Pos Test						
Oral expression in English	Control	44.7	6.4	14.2	43.5	56%
	Experimental	65.9	5.7	8.6	66.0	83%
Fluency)	Control	8.9	1.2	13.2	9.0	56%
	Experimental	12.9	1.6	12.5	13.0	81%
Grammar	Control	8.4	1.6	19.3	8.0	50%
	Experimental	12.5	1.5	11.9	13.0	81%
Vocabulary	Control	8.8	2.2	24.6	9.0	56%
	Experimental	13.5	1.7	12.5	14.0	88%
Pronunciation and intonation	Control	9.0	1.9	20.6	9.0	56%
	Experimental	12.9	1.6	12.1	13.0	81%
Context	Control	9.5	1.5	15.6	9.0	56%
	Experimental	14.1	1.4	10.1	14.0	88%

Note: Pre-test and Post-test observation sheet (2023).

Table 2 delineates the descriptive statistics for oral expression in English and its components in the Pre-Test and Post-Test for both the Experimental and Control Groups, including the dimensions of Fluency, Grammar, Vocabulary, Pronunciation, Intonation, and Context. The mean score exhibits little disparity between the control and experimental groups. In the Post-Test, the experimental group's average score differs from that of the control group, indicating the beneficial impact of the intercultural communication practices. The coefficients of variation (%) are below acceptable thresholds (below 33%), and in the Post-Test, they exhibit more stability, signifying uniformity in dispersion across the control and experimental groups.

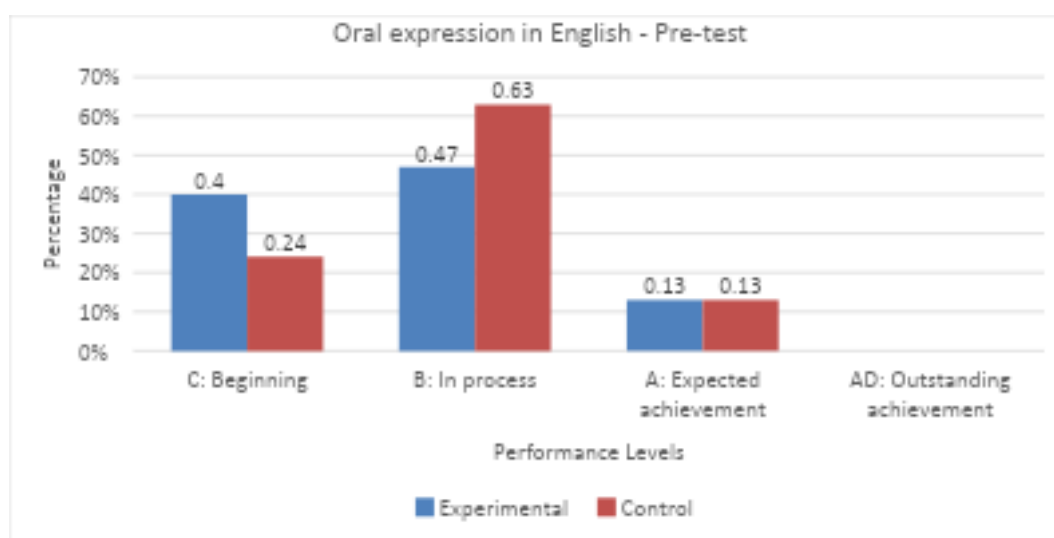
The median score exhibits comparable behaviour to the averages in both the Pre-Test and Post-Test. This illustrates the efficacy of the intercultural communication methods curriculum for students in the experimental group at I.E. "San Juan" 2023. The percentage efficiency, calculated as the ratio of the average score to the total score for each rubric item, serves as an indication that standardises the magnitude in percentage points. The pre-test revealed no significant differences between the

experimental and control groups, with a maximum difference of 6%. In the post-test, a significant disparity was noted between the experimental and control groups for vocal expressiveness in English and its dimensions, with a minimum difference of 22%. This illustrates the efficacy of the intercultural communication methods curriculum for students in the experimental group, Chota 2023. The study was conducted online via the Google Meet platform, using numerous technology tools that enhanced oral expression development.

Total results of the study variables

Graphic 1

Oral expression in English - Pre-test

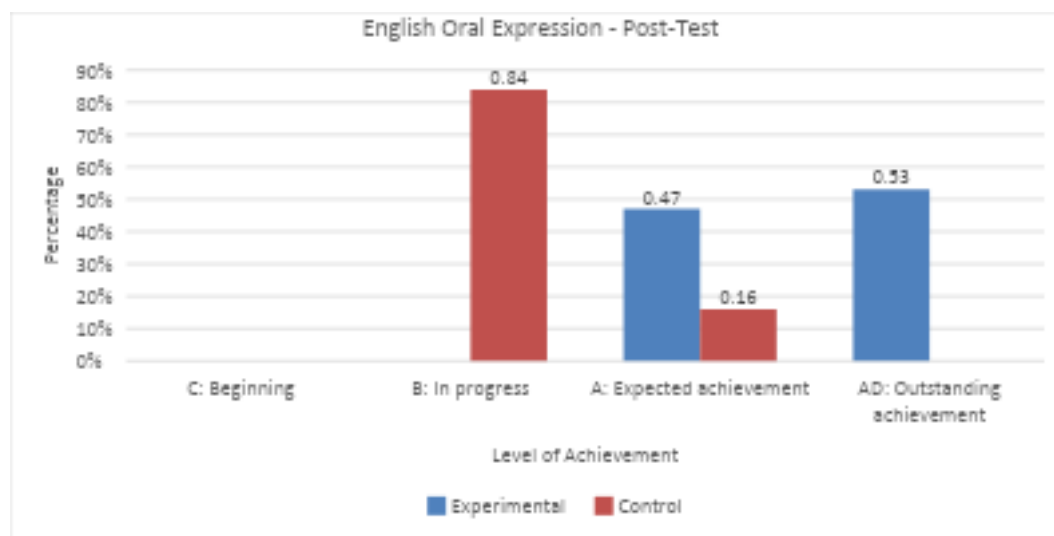


Note: The figure shows the results of the pre-test (2023).

In terms of English oral expression (pre-test), graphic 1 demonstrate that 87 percent of the students in the experimental group (28 total) were within the "beginning" or "developing" levels. Similarly, 87 percent of the students in the control group (28 total) were at the "beginning" or "developing" levels. According to these findings, previous to the research, the experimental group and the control group were both operating at levels that were extremely comparable to one another.

Graphic 2

English Oral Expression – Post-test



Note: The figure shows the post-test results (2023).

In graphic 2, for the post-test on oral expression in English, it was observed that in the experimental group, 100% of the students (32) achieved the expected level or outstanding achievement, while in the control group, only 16% (5 students) achieved the expected level. This verifies the study hypothesis, which indicates that the use of a program of communicative strategies with an intercultural perspective considerably increases the level of oral expression in English in children of the fourth grade of the “San Juan de Chota” school in 2023.

These results corroborate Mayoral's (2016) thesis, which concludes that the use of strategies has allowed for a deeper understanding of specific strategies that promote the development of oral expression in English. Similarly, Ferro, Del Pozo and Saboya (2017) in their doctoral thesis applied in the San Martín region, refer that the majority of students, before the application of the program “Oral expression in the classroom”, were at a deficient level in terms of the pronunciation of the English language (85.7%) (...); However, after the application of the program, 14.3% of them, reached a good level and 78.6%, a regular level, that is, the students improved in the articulation, accent, ease and spontaneity of words and volume of the voice when communicating in English. Similarly, Ocampo (2020), who used a research design identical to that of the researcher in this thesis, concluded in his doctoral dissertation that there were significant differences between the experimental and control groups with respect to the following variables: The experimental group showed increased fluency in English, demonstrated positive changes in content and vocabulary management, demonstrated improved grammar, improved pronunciation, and increased communication skills.

Furthermore, it is important to mention that the work was conducted virtually, utilizing various motivational videos, illustrative examples, games, and diverse interaction strategies that allowed students to significantly improve their oral expression.

In this regard, under the aforementioned conditions and analyzing these results, we confirm that the development of oral expression in English among fourth-grade students (experimental group) is more significant with the application of a communicative strategies program with an intercultural focus, as well as the appropriate use of English language teaching methods, in contrast to the control group. It is

also evident that the students in the experimental group value and appreciate cultural diversity much more, both within our country and in other cultures. This confirms the proposal by Fernandez and Xose (2001) regarding the importance of using intercultural strategies, which, combined with self-knowledge, values clarification, and problem-solving, contribute to the students' holistic development. Similarly, we can conclude that Vygotsky's sociocultural theory, upon which this research is based, is of great importance, as it emphasizes the importance of societal interaction in student learning.

Hypothesis Testing

Research hypothesis

H1: The application of a communication strategies program with an intercultural approach significantly improves the level of oral expression in English of fourth-grade students in the experimental group at the "San Juan" Educational Institution in Chota, 2023.

Ho: The application of a communication strategies program with an intercultural approach does not significantly improve the level of oral expression in English of fourth-grade students in the experimental group at the "San Juan" Educational Institution in Chota, 2023.

Significance level: 5% or 0.05.

For the quasi-experimental design, we tested whether the probability distribution of the study variables follows a normal distribution.

Table 3

Mann-Whitney U test for independent samples

Post Test	Group 1	Group 2	Median (1)	Median (2)	U	p (1 tails)
Oral Expression in English	Experimental	Control	83%	56%	540.5	<0.0001

Note: Post-test observation sheet (2023).

The P value is less than $0.0001 < 0.05$, therefore, Ho is rejected, consequently, the influence of the application of a program of communicative strategies with an intercultural approach significantly improves the level of oral expression in English of the fourth-grade students: Experimental group of the I.E. "San Juan" of Chota, 2023; with a significance level of 5%. This was a 27% improvement (83%-56%) of the experimental group over the control group.

These results are confirmed by Alayo (2017) in his doctoral thesis, who concludes that the experimental program of playful didactic strategies significantly influences the level of communication in the English language of secondary school students at the Leoncio Prado Educational Institution in Paiján. According to the comparison of frequencies and means, it was determined that the group of students in whom the didactic strategies were applied improved their skills in recognizing words, inferring and interpreting oral messages in English by 21.49 points. Furthermore, they managed to optimize their pronunciation, fluency, accuracy, and vocabulary when communicating orally in English. Similarly, Manrique (2018), in the application of his doctoral thesis, concluded that cooperative learning strategies had an impact on the development of the four dimensions of oral expression: vocabulary, fluency, intonation, and pronunciation. These dimensions were evaluated in the students who comprised the experimental group.

In this regard, to achieve improvements in the level of oral expression in aspects of fluency, grammar, vocabulary, pronunciation, intonation, and intercultural context awareness, it was necessary to implement four communicative strategies with an intercultural focus: Information Gap Activity, Dialogue, Questionnaire, and Role Play (Interview). These strategies yielded very positive results, as evidenced by the testing of the general hypothesis, demonstrating that the research objective was achieved.

CONCLUSIONS

According to the hypothesis test after the test, based on the quasi-experimental design, the appropriate design and application of the intercultural communication strategies program had significant effects on the development of oral expression in English. The experimental group had a percentage difference of 27% (83%-56%) compared to the control group.

Regarding the oral expression variables for the experimental group, a significant improvement was evident in the post-test compared to the pre-test: 37% in the Fluency and Grammar dimensions, 44% in the Vocabulary dimension, 34% in the Pronunciation and Intonation dimension, and 41% in the Context dimension. In contrast, the control group showed a much smaller improvement: 9% in the Fluency dimension, no improvement in the Grammar dimension, 12% in the Vocabulary dimension, 6% in the Pronunciation and Intonation dimension, and the same percentage for the Context dimension.

The results of the hypothesis testing, using the Kolmogorov-Smirnov normality test, the Mann-Whitney U test, and non-parametric statistics, indicate that H_0 is rejected for both the general and specific hypotheses ($p < 0.05$, significance level), and H_1 is accepted: "A program of communicative strategies with an intercultural approach to improve the level of oral expression in English of students at the San Juan secondary school, Chota, 2023," as shown in table 3.

The use of intervention programs in the development of students' English language skills is more significant than other types of teaching units due to their comprehensiveness, sequence, breadth, and appeal to students.

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