



**Immersion Strategies and Generational Diversity in Teaching English as a Foreign
Language**

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Abstract

This study analyzes how total English immersion and collaborative support in multigenerational groups (ages 11 to 40) foster the development of communicative competence in English as a foreign language. The central thesis holds that continuous exposure to the language, combined with intergenerational collaboration and the use of active methodologies, fosters practical learning that transcends formal settings and traditional grammar-based approaches. The research adopts a qualitative approach with a case study design, articulated through the systematization of experiences framework proposed by Jara (2018), enabling a critical interpretation of pedagogical practice. The contexts examined include virtual classes at the Fundación Alianza Social Educativa and English immersion camps in the Caldas and Risaralda regions of Colombia. Data was collected through field diaries, session recordings, photographs, and observation notes. The main findings indicate that total immersion, supported by nonverbal resources, artistic expressions, and recreational activities, reduces language anxiety, increases spontaneous participation, and strengthens communicative confidence. Furthermore, generational diversity proved to be a valuable pedagogical resource: older participants contributed discipline and life experience, while younger ones brought dynamism and creativity, shaping a balanced and meaningful learning environment.

Keywords: language immersion, immersion strategies, generational diversity, communicative competence, English as a Foreign Language (EFL)



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Immersion Strategies and Generational Diversity in Teaching English as a Foreign Language

Introduction

Teaching a foreign language presents several challenges, particularly when instruction shifts from the traditional classroom to a virtual environment, and when the student population encompasses markedly different age groups within the same course. This diversity is not merely demographic: each age group brings distinct learning paces, motivations, and cognitive resources to the language acquisition process, since "teaching adults is a very different proposition than teaching children or adolescents" (Harmer, 2015, p. 85).

My classroom experience took place in a virtual environment at the Fundación Alianza Social Educativa, with students ranging in age from 11 to 40. In this context, the adults frequently assumed a motivating role toward the younger students, encouraging their participation, even though they themselves felt embarrassed speaking English aloud revealing a tension between generational roles and individual communicative confidence that traditional methodologies, focused on a single age group, fail to address. In contrast, the language immersion camps in Risaralda and Caldas relied on art, crafts, singing, cheerleading, and sports, allowing students of different ages to acquire the language naturally, without the need for translation. In these camps, instruction was given exclusively in English and relied on gestures rather than verbal explanation, which aligns with evidence that congruent gestures facilitate the retention of foreign language words more effectively than verbal explanation alone. (García-Gómez et al., 2024).



Based on the above, this study seeks to answer the question: How do total English immersion strategies and collaborative support in mixed-age groups (11–40 years old) foster the development of communicative competence in English as a foreign language? This question aims to open a space for critical analysis that links teaching practice with systematic reflection and pedagogical innovation.

This study was developed using a qualitative approach through a case study design, which focuses on the interpretation of pedagogical experiences in teaching English as a foreign language. According to Coutinho dos Santos and Luque-Agullo (2025), a qualitative case study is a powerful tool to explore the nuances of the teaching-learning process, as it allows for a profound understanding of how pedagogical beliefs translate into actual classroom practices. Additionally, the research question will be answered through the systematization of experiences based on the contributions of Jara (2018), as a strategy that allows for critical reflection on teaching strategies.

This working paper offers an innovative perspective by applying the systematization of experiences in the teaching of English as a foreign language. The originality of this proposal lies in its analysis of total language immersion as a phenomenon that transcends the traditional classroom, using nonverbal resources, artistic expressions, and collaborative support among students of different ages (11 to 40 years old). This work's contribution lies in offering a critical reflection on teaching practice, demonstrating that organic immersion and heterogeneous group mediation generate practical knowledge not found in traditional literature, providing valuable insights for designing effective pedagogical strategies in foreign language teaching.



The relevance of this work lies in applying total immersion strategies grounded in Total Physical Response, where meaning is conveyed through gestures rather than translation (García-Gómez et al., 2024) together with collaborative learning in mixed-age groups. By analyzing the practical knowledge proposed by Jara (2018) through this lens, this study challenges traditional assumptions about age-segmented language learning and offers practical tools, such as art, songs, and games, for designing diverse learning environments.

This document has four sections: a literature review, which situates the experience within the framework of English as a foreign language; a methodology section, which articulates the systematization stages of Jara (2018); an analysis of results, which interprets the reflections on immersion and collaborative support; and a conclusion section that consolidates the pedagogical contributions and future directions of the work.

Objective

To identify how total English immersion and collaborative support in mixed-age groups (11–40 years) foster the development of communicative competence in English as a foreign language.

Specific Objectives

- To examine the impact of collaborative support in mixed-age groups (11–40 years) on the strengthening of communicative skills in English.



- To analyze how total English immersion influences the development of communicative competence in students (11–40 years old) learning English as a foreign language.

State Of Art

This state of the art addresses key topics related to the teaching of English as a foreign language, including the transition from traditional grammar-based methodologies to communicative approaches, the development of communicative competence, and the role of total English immersion in language learning. It also explores the importance of collaborative learning in mixed-age groups (11–40 years), the systematization of pedagogical experiences to connect theory and practice, and the influence of experiential learning in immersion camps and nonformal educational contexts. Additionally, it considers the use of interaction, nonverbal resources, and digital technologies as supporting tools in language acquisition, as well as the challenges and benefits associated with learner diversity and language proficiency levels.

The teaching of English as a foreign language has historically relied on grammar-centered methodologies; however, it is now recognized that the development of communicative competence is an essential element in the language learning process. In this sense, several authors highlight the need to move beyond traditional approaches by implementing active methodologies that promote interaction, meaningful language use, and knowledge construction in real-world contexts. Torres (2021) points out that systematization constitutes a research modality that allows the production of knowledge from and about educational practices, articulating critical interpretation with emerging knowledge from real teaching contexts.



From this perspective, Jara (2018) proposes a break with traditional approaches through the systematization of experiences, understood as a tool that allows for a critical interpretation of pedagogical practice. Systematization not only organizes experience but also enables reflection on the knowledge constructed in real teaching contexts. This approach is based on social constructivism, which conceives learning as a process mediated by interaction, as well as on the communicative approach, which prioritizes the use of language in authentic situations.

In the context of this study, systematization allows us to demonstrate how the experiences developed at the Fundación Alianza Social Educativa and in the immersion camps in Caldas and Risaralda generate practical knowledge that is not always visible in conventional theory. Among these, the use of nonverbal resources, constant interaction in the foreign language, intergenerational collaborative support, and the use of non-formal learning settings stand out as factors that contribute significantly to language learning. In this way, pedagogical experience becomes a source of knowledge that complements and enriches existing theoretical approaches.

Furthermore, language immersion is not limited to the translation of content but rather involves the creation of an environment in which students are constantly exposed to the language through diverse and meaningful activities. This type of exposure fosters the natural acquisition of language, as students use the foreign language in real-life communication situations, strengthening both fluency and confidence (Ulloa, 2025). Interaction and context become key factors for the development of communicative competence. However, some studies warn that this approach may not benefit all students equally. Students with lower levels of language proficiency may face difficulties if appropriate support strategies are not implemented (Lee et al., 2023).



Furthermore, the effectiveness of immersion camps lies in the possibility of transferring classroom learning to dynamic and experiential contexts. According to Malaver et al. (2025), the integration of sports, recreational, and artistic activities allows students to put their linguistic knowledge into practice simultaneously with action, fostering holistic and meaningful learning. This approach demonstrates that language learning can go beyond traditional spaces, integrating language into the student's daily life. In addition, play and the use of nonverbal resources play an important role as a bridge for beginner English learners.

On the other hand, generational diversity in the classroom represents a relevant factor in the teaching-learning process. Harmer (2015) points out that adults tend to be more disciplined and have extensive experience that facilitates the development of diverse activities, while adolescents are in a stage of identity formation and depend heavily on social approval. This interaction between age groups can foster collaborative learning, as adults contribute to stabilizing the learning environment, while young people bring dynamism and spontaneity. Age diversity is not a limitation, but rather an opportunity to strengthen participation and reduce anxiety in immersion contexts.

Along the same lines, generational diversity can become a valuable pedagogical resource. Bozkurt and Aydin (2023) and Ha et al. (2022) both found that collaborative learning reduces foreign language speaking anxiety, though through different mechanisms: the former attributes this to the collaborative structure itself, regardless of setting, while the latter traces it to the reassurance of knowing a peer can speak on one's behalf. Together, both studies converge on the same outcome through complementary explanations.

Despite advances in this field, a significant gap is evident in specialized literature, particularly regarding the systematization of pedagogical experiences in multigenerational



contexts. Studies such as that by López Henao and Velásquez Hoyos (2022) are valuable exceptions, but the literature still lacks research that systematically documents pedagogical experiences in multigenerational and informal English immersion contexts. Many studies tend to focus on homogeneous environments or traditional methodologies, neglecting the analysis of collaborative processes that emerge in diverse educational contexts. Furthermore, there is limited integration between theory and practice, which hinders the understanding of how learning is constructed in real-world teaching scenarios.

Undoubtedly, this digital age aids in foreign language teaching. The incorporation of different technologies has opened new possibilities for creating immersive environments and collaborative learning, since teachers can utilize the affordances of digital materials to enhance their students' oral communicative skills (Al-Ahdal et al., 2024). However, its implementation requires careful pedagogical design that considers the differences in language proficiency levels.

The studies analyzed highlight the importance of collaborative learning and emotional support within the educational process, especially in contexts of generational diversity and varying levels of language proficiency. These findings help us understand that learning English depends not only on grammar instruction but also on creating safe, dynamic, and participatory environments.

Similarly, the theoretical review identified gaps in research related to the systematization of pedagogical experiences in multigenerational and nonformal immersion contexts. Therefore, this experience provides important insights into how collaborative, emotional, and recreational activities can strengthen the development of communicative competence in English.



Finally, the reviewed background allowed us to reflect on the need to integrate theory and practice within English language teaching, promoting more humane, inclusive, and meaningful methodologies that respond to the real needs of students.

Methodological Route

This working paper is developed under a qualitative approach, as it seeks to interpret in depth the pedagogical experiences related to teaching English as a foreign language in a total immersion context and in intergenerational groups. Qualitative research allows for the analysis of educational phenomena from the perspective of the different actors involved, recognizing the complexity of the processes, the dynamics of collaboration, and the ways in which students construct real-world experiences.

Likewise, a case study design is adopted, in which a detailed exploration of the educational experience in virtual classes at the Fundación Alianza Social Educativa and immersion camps in Risaralda and Caldas is carried out. According to Coutinho dos Santos and Luque-Agulló (2025), the case study allows us to understand how pedagogical beliefs translate into real-world practices, which is relevant for analyzing the relationship between immersion, intergenerational collaboration, and the development of communicative competence.

This design helps examine the experience within its natural context, considering factors such as the participants' age, their English proficiency level, the activities implemented, and the interactions that emerge spontaneously during the teaching and learning processes. Therefore, it provides a comprehensive understanding of how immersion experiences and collaborative dynamics contribute to the development of communicative competence in English.



The methodology is based on the stages proposed by Jara (2018), who presents systematization as a process of critical interpretation that allows for the recovery of knowledge and learning derived from experience. This perspective is appropriate for the pedagogical practices of English language teaching, since these practices generate learning that is not always documented in the literature.

The originality of this proposal lies in the analysis of total immersion as a phenomenon that transcends the traditional classroom, utilizing diverse resources such as nonverbal expressions, artistic expressions, and collaborative support among students of different ages.

This systematization draws on two groups of participants. In the virtual EFL classes at Fundación Alianza Social Educativa, seven students participated: three women aged 20 to 40 and four men aged 11 to 26, all at a Beginners English proficiency level. In the immersion camps in Risaralda and Caldas, the broader camp community (the "tribe") consisted of 28 students organized into four clans of approximately seven students each; this systematization focuses on the clan under my direct supervision, composed of six male students aged 11 to 14, all at an Intermediate English proficiency level.

Participants in the virtual classes enrolled voluntarily in the program. Camp participants, by contrast, were selected through a prior English course offered by a regional Caja de Compensación Familiar, where students with the highest academic performance were chosen to attend the immersion camp. All members of both groups contributed observational data to this systematization, as the analysis is based on direct pedagogical interaction and field observation rather than individual testing or surveys; no participant was excluded from the reflective process.



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The process begins with the identification and delimitation of the educational experience to be systematized. In this case, the work involves:

- Teaching English virtually to students between 11 and 40 years old.
- Participating as a coach in immersion camps in Risaralda and Caldas.
- Leading and facilitating artistic, sports, and recreational activities as learning tools.
- Using total immersion strategies, including constant communication in English through gestures, demonstrations, and nonverbal resources.
- Using active methodologies such as art, crafts, singing, cheerleading, and sports to facilitate the natural acquisition of language, which is a key input for methodological reflection.

Systematization encompasses experiences developed 2025 in both virtual and in-person immersion contexts, integrating synchronous activities and experiential dynamics during immersion camps.

Data analysis was based on daily observation of each student's development throughout the immersion camp, guided by evaluation criteria provided by the camp program rather than designed specifically for this study. These institutional criteria covered a combination of dimensions, including oral communication, participation, and engagement with the activities, and were applied consistently across coaches to record each student's daily progress. At the end of each week, a qualitative closing assessment was produced, synthesizing the observations gathered throughout the camp. This process was complemented by photographic records taken



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during the camp activities; video recordings were also produced but are not included in this systematization. For the virtual classes, students' written and oral assignments served as an additional source of evidence of their progress. For this systematization, all of these records were revisited and interpreted through the lens of Jara's (2018) stages, allowing categories such as nonverbal communication, collaborative support, and total immersion to be identified from the recurring patterns observed across the data, rather than being fixed in advance of the experience.

During the immersion camp, various activities were conducted throughout the program. On the first day, ice-breaking activities were conducted through simple interactive games. Afterwards, the students, also referred to as campers, were assigned to different tribes and clans. Once the groups were established, participants began developing their team identity by creating mottos, logos, and flags representing their respective tribes and clans.

At night, meetings were held with the entire camp community, during which each clan and tribe presented their motto, theme, and flag. During the following days, students participated in different competitions and activities conducted entirely in English. These activities combine physical and educational components through interactive games, fostering both language acquisition and teamwork.

In addition, participants engaged in creative projects such as crafts, comic creation, podcasts, soccer matches, and dance activities. At the end of the week, a museum exhibition was organized in which each tribe showcased the projects and products they had developed throughout the camp experience.

Different activities were implemented, including conversations, podcasts, and interactive games through various digital platforms. Artificial intelligence tools were also used to create



imaginary creatures that students had to describe in English, encouraging creativity and oral communication skills.

The virtual immersion contexts included students ranging from 11 to 40 years old. This diversity promoted meaningful teamwork, as participants supported one another and generated collaborative conversations, leading to highly positive outcomes in the activities carried out.

In the immersion camps, participants were students between 11 and 16 years old from secondary education. These students were recognized as some of the best performers in their classes. Through the immersion camp experience, students significantly improved their English proficiency and strengthened their motivation to continue progressing in their language-learning process.

Data Collection Techniques

To achieve a deep understanding of the experience, different qualitative techniques were employed:

Field Diaries.

Field diaries were written weekly by me, following the institutional evaluation criteria described above. Each entry synthesized the daily observations of my clan's six students, recording their interactions, behaviors, difficulties, progress in language learning, participation during activities, and collaborative dynamics observed throughout the camp week.

Recordings of Virtual Sessions.



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Approximately four virtual class sessions were recorded out of the total sessions held, allowing for a detailed record of interactions, participation, and classroom dynamics. In addition, students produced their own short video recordings during oral activities, which served as a complementary source for analyzing their spoken production and progress over time.

Photographs.

Photographs were taken both by me and by the camp's team leaders during the activities, providing visual evidence of student interaction, participation, and work dynamics. These complement the information obtained through the other qualitative techniques, adding depth to the analysis of the educational experience.

Observation Notes.

Observation notes were taken by me in situ, during the artistic, sporting, and recreational activities, capturing brief, in-the-moment records of students' participation, interactions, communication skills, engagement, and use of English in contexts that promoted the natural acquisition of the language. These notes served as raw material later consolidated into the weekly field diary entries.

Results and Discussion

The process experienced during the total English immersion program unfolded gradually and demonstrated significant improvements in the communicative skills of the participating students, whose ages ranged from 11 to 40 years old. From the outset, activities were designed to



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promote the consistent use of English both inside and outside the classroom, prioritizing oral interaction, collaborative work, and active participation.

In the initial sessions, several students showed insecurity when speaking English, especially those with lower proficiency levels. Many resorted to Spanish to communicate with their classmates and expressed fear of making grammatical or pronunciation mistakes. However, as the immersion activities progressed, a greater willingness to participate and communicate became evident, using basic expressions and later more complex structures.

The activities included oral presentations, spontaneous dialogues, role-playing, group dynamics, collaborative projects, recreational activities, and artistic activities. Each of these strategies aimed to create an authentic communicative environment where English was used as the primary means of interaction. Furthermore, cooperative learning was promoted among students of different ages, allowing those with greater experience or language proficiency to support those who were struggling.

One of the most noticeable changes was the increase in active participation during the sessions. Initially, several students avoided speaking or responded only with isolated words. However, toward the later stages of the experience, greater spontaneity was observed in the conversations, along with a more positive attitude toward language use. Furthermore, the students began using new vocabulary in real-life communication contexts and demonstrated a greater understanding of instructions given entirely in English.

Another important aspect was the diversity within the groups, as the younger participants showed enthusiasm and creativity when carrying out the activities, while the adults contributed responsibility and commitment to the tasks. This interaction helped create an atmosphere of trust and motivation within the learning process.



Similarly, the constant use of English not only in activities but also when waking the campers, at breakfast, lunch, and dinner, allowed them to have total immersion in the language. Although some felt frustrated at first because they did not fully understand the instructions, over time they developed contextual comprehension strategies and improved their ability to interpret messages from gestures, images, and keywords.

The experience demonstrated that total immersion in English fostered the gradual development of students' communicative competence, especially in oral expression and in the confidence to interact in the language both in immersion camps and in virtual classes.

In-Depth Reflections

During the immersion process, a significant change was observed in the students' attitudes and how they used English in their daily lives at camp. From the first day, many participants mixed Spanish and English words or constantly resorted to Spanish expressions due to a lack of vocabulary. However, through continuous exposure to the language and the constant support of teachers and leaders, the students began to familiarize themselves with new English words and expressions.

The immersion was not limited to academic activities; it extended to different times of the day, such as breakfast, lunch, dinner, and daily routines. In each space, the use of English as the primary means of communication was encouraged, creating a fully immersive environment. This practice allowed students to develop greater confidence and fluency when interacting in the language.



Creative and dynamic activities were also implemented to strengthen meaningful learning. One of the most significant activities was the creation of a group podcast, in which each student played an important role in production. Participants prepared dialogues, designed crafts, and created visual elements to set up the podcast. Although pronunciation errors and communication difficulties arose during the recordings, these situations were used as opportunities for learning and feedback.

Figure 1 *English immersion activity during collaborative work.*



The active participation of each member allowed the students to feel included and valued within the project. Furthermore, the podcast experience strengthened skills such as oral expression, teamwork, creativity, and confidence when speaking English in front of others.

In addition, an activity called "the wall of emotions" was implemented, in which students expressed their feelings daily using English words related to emotions such as happiness, nervousness, or excitement. This strategy strengthened emotional vocabulary, fostered confidence among participants, and connected language learning to their personal experiences.



Figure 2 *Emotion wall created by the students during the English immersion activities.*



Similarly, recreational activities such as sports competitions, dances, charades, group singing, and cheerleading were organized, all related to the camp's teams or groups. These activities fostered a motivating and fun environment where English was used spontaneously and naturally.

Another significant strategy involved creating comics and reflections related to values, kindness, and good deeds toward others. Students shared experiences about positive actions they had performed themselves or those of their classmates, strengthening not only their language learning but also their social and emotional values. This type of activity allowed participants to understand that English can be used to express personal experiences, emotions, and important learning within real and meaningful contexts.

Figure 3: *Kindness Tree activity developed during the English immersion camp.*





Figure 4 *Comics with kindness actions created during the English immersion activities.*



Overall, the implemented activities demonstrated that English language learning can be significantly enhanced when students participate in dynamic, creative, and emotionally meaningful experiences within a total immersion environment.

Results, Analysis, and Argumentation

The results obtained during the total English immersion experience demonstrate that exposure to the language, combined with collaborative and emotional support, contributes positively to the development of students' communicative competence. At the beginning of the process, some students were insecure and apprehensive about speaking English, especially those with lower levels of English. However, as the different activities progressed, the students showed more confidence and willingness to communicate in English and complete the various tasks they were assigned. The immersion camp ran from Monday to Thursday, and according to daily



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evaluation notes taken at the end of each session, students moved from initial shyness during first-day icebreaker activities to documented moments of confidence by the third day.

One student who had previously avoided speaking attempted to participate in a podcast recording on the topic of respect, despite pausing and struggling for words (no audio recording is included here due to the lack of parental authorization for the participants, who are minors). On the final day, students voluntarily presented what they had learned to the camp director, coordinator, and other tribes. By the end of the week, most students expressed sadness about leaving and wrote thank-you notes to their coaches and psychologists; one note read: Coach, thank you. I know I'm a difficult student and I get bored easily, but you helped me understand English and made me feel happy. Thank you for your patience and for believing in me." This message offers direct, first-person evidence of the affective and linguistic shift discussed throughout this study.

In the virtual EFL classes, students initially showed hesitation when engaging in speaking activities, with many avoiding spontaneous conversation. As the course progressed through different thematic units, students were assigned oral presentation tasks, such as describing their personal preferences or explaining their daily routines. During these activities, students recorded and submitted videos of their presentations, which served as a tangible record of their progress; students also approached the teacher directly to ask about pronunciation, seeking specific feedback to improve their delivery.

Peer support across age groups was also observed: in one case, a student of approximately 30 years old worked in a group with a student of approximately 15 years old, illustrating the kind of intergenerational collaboration this study highlights as a pedagogical



resource, where participants of different ages supported one another and built rapport as a working team. One of the most significant findings was the increase in student motivation and active participation during collaborative and recreational activities such as podcasts, games, competitions and art projects.

These activities allowed for more dynamic and meaningful learning, which helped students use English more actively over the course of the process, as illustrated by the episodes described above. This finding shows how language learning is strengthened when students feel confident and participate naturally in communicative situations. These findings align with those of Bozkurt and Aydin (2023), who state that collaborative learning environments reduce anxiety and foster confidence in oral expression. Similarly, Ha et al. (2022) maintain that collaborative work contributes to decreasing anxiety related to foreign language use and creates a more participatory and supportive learning environment.

In this research, interaction among students of different ages strengthened teamwork, mutual support, and confidence in various communicative activities, as reflected in both the camp and virtual classroom episodes described above. Another highly relevant finding was the role of total immersion in the English language for developing contextual understanding and confidence in communication. The constant use of the language during meals, recreational activities, instructions, daily routines, and games enabled students to progressively develop the ability to interpret meaning through gestures, images, body language, and keywords, as evidenced in the shift documented between the first day's icebreaker activities and the third day's podcast recordings.

Likewise, the implementation of creative and socio-emotional activities demonstrated that second language learning should not be limited to grammar instruction but rather should be



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geared toward meaningful learning. Strategies such as the Wall of Emotions, podcasts, comics, and values-based projects allowed students to express their feelings, ideas, and experiences. This generated an affective connection with the learning process, as illustrated by the thank-you note shared above, which is of high pedagogical value, as it transforms the experience into lasting and meaningful knowledge for them.

From the perspective of Jara (2018), the systematization of experiences allows pedagogical practice to become a source of knowledge and critical reflection. In this case, immersion activities provided valuable learning experiences related to collaborative work, emotional support, and the design of active methodologies aimed at strengthening communicative competence in English. These findings, documented through daily evaluation notes, direct observation, and students' own written and recorded reflections, demonstrate the importance of integrating theory with practice to consolidate formative, inclusive, and meaningful educational environments.

Conclusions

In conclusion, this research aimed to analyze the influence of total immersion in the English language, supported by collaboration in mixed-age groups (11 to 40 years old). It was identified that this approach shows promise for understanding and strengthening the teaching of English as a foreign language. The systematization of the experience demonstrated how the transition from traditional to virtual environments, such as those implemented at the Fundación Alianza Social Educativa, as well as experiential spaces, including immersion camps in Caldas and Risaralda, contribute to transforming pedagogical practice. Observations indicated that



constant exposure to the language, along with the strategic use of nonverbal resources such as gestures, active methodologies, and diverse activities, promotes the natural acquisition of the language and increases students' confidence.

The findings suggest a positive impact of the process, based on the evidence gathered through various methods such as field notes, recordings of virtual sessions, observation notes, and photographic records. These tools provided evidence suggesting that, while students with a basic level of English initially exhibited some insecurity and fear of making mistakes, the implementation of dynamic activities appeared to foster a significant change in their attitudes. This change was supported by concrete evidence, highlighting activities such as designing and recording a podcast, expressing emotions in various forms, creating comics based on values like kindness, and developing strategies to share these concepts with others. These initiatives contributed not only to expanding students' socio-emotional vocabulary but also to mitigating language anxiety, increasing their fluency and confidence when interacting in this foreign language.

This process represents a significant contribution to the field of foreign language teaching by incorporating innovative theoretical and methodological elements. Based on the systematization principles proposed by Jara (2018), this work addresses the existing gap between specialized literature generally focused on homogeneous environments and traditional methodologies and the study of more diverse contexts. Far from considering generational diversity a limitation, this study presents it as a valuable pedagogical resource. Leveraging generational differences enriches learning through interaction between older and younger students: the former contributes discipline and experience, while the latter contributes creativity



and innovation, thus generating a balanced and collaborative environment where practical knowledge is built.

In practical terms, this research suggests that educational strategies implemented in real-world contexts go beyond the grammatical learning of English. It underscores the importance of integrating active methodologies both inside and outside the classroom. Activities based on art, sports, music, theater, and artificial intelligence to foster creative expression appeared to play a key role in transforming students' routines into meaningful experiences.

Furthermore, the study highlights the need to incorporate systematization as a constant practice of pedagogical reflection, which allows for the analysis of the methodologies used and the adaptation of teaching processes to the needs, interests, and levels of the students. This fosters the construction of more inclusive, safe, and humane educational environments. However, it is important to acknowledge the study's limitations, as its scope is restricted to the specific contexts of the Fundación Alianza Social Educativa and the immersion camps developed in the Coffee Region. Furthermore, a large portion of the participants demonstrated excellent academic performance in their educational institutions, which could influence the results.

Therefore, future research could focus on transferring these findings to other sociocultural contexts, especially in public institutions or among populations with varying levels of access to English language learning. It would also be relevant to explore the co-design of digital materials and the development of extended virtual immersion experiences to assess the sustainability of communication skills and intergenerational support in completely remote settings.



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