

**The implementation of games for enhancing the learners' speaking skill in the English
knowledge construction process.**

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Final Project

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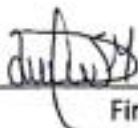
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This project is dedicated to Robert Roseth, ex-director of news and information at the University of Washington. He graduated with a bachelor's degree in political science from the Massachusetts Institute of Technology and a master's in journalism from the University of Missouri. We want to thank Robert because he has supported us and helped us during the entire process, giving us guidance and feedback. Without him this project would not have been possible. Also, we want to thank our family, especially Diego Mora Ramírez and Edilberto Solis Arias, who made this possible thanks to their financial and emotional support during the last four years of work toward this major. In addition, we want to thank each other for encouraging us to overcome the challenges we faced. This has been a difficult process and we were able to achieve our goal because of the support we provided each other.

Abstract

The present action-research was based on the implementation of games while using the spoken interaction in the didactic sequence in order to be implemented in the lessons. The topic of this action-research is “The implementation of games for enhancing the learners’ speaking skill in the English knowledge construction process”. The objective is to propose a pedagogical action through the implementation of games for enhancing the learners’ speaking skill in the English knowledge construction process. The creation of this action-research born from the importance of mastering English as a foreign language for better opportunities as it is stated in Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada "Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities"(MEP, 2016, p.4). In fact, the English language opens many doors when talking about a better life, since it provides access to better jobs opportunities. Hence, the literature review reveals information that was gathered related to the main variables of this proposal which are: games, knowledge construction process and speaking skill.

Since this is an action-research project, an alternative methodological proposal is presented in order to establish how games can help pupils to achieve a greater command of the speaking skill with the implementation of the three different strategies designed for this proposal to be carried out in the classroom, and all this in line with the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016), to provide teachers an alternative to teach in their lessons in a more interactive manner. Finally, the reflections, conclusions and recommendations for teachers interested in applying this proposal, reflect the main findings of the study as well as the proposed actions that need to be followed in order for them to help learners to achieve a greater competence in their speaking skill through the use of games in the knowledge construction process.

Key words: games, speaking skill, knowledge construction process, alternative methodological proposal, interaction.

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I Chapter

1.1 Introductory paragraph

Learning a second language in this decade is essential to obtain better job opportunities around the world. Due to this need, the development of this project is based on the importance of improving the English-speaking skill of high school students. As is well known, communication is one of the most essential skills in the world, since every human shortly after birth starts to communicate through one of the many languages that exist. In the world, languages can be seen as walls that were created between cultures. That is why, it is important to be able to acquire a second language and communicate with it, because it breaks through those walls and results in the individual acquiring a skill highly valued in society. But to achieve that goal and to be able to communicate in another language that is not the mother tongue it requires time and effort. The vocabulary, grammar and pronunciation that are taught in class are important elements that help the student to understand the language, then all that knowledge is reflected when communicating in real time with a native speaker. Due to the importance of English as a second language, this project proposes a way to improve the speaking skill that pupils obtain from the lessons that are taught in educational institutions. This is suggested through the adoption of games to help learners have a more real connection with the English language. The implementation of games is born from the idea of creating elements of a more natural learning environment, so that the learning process does not feel forced. In that way, learners can enjoy learning without feeling stressed about it. Baker & Westrup. (2003) explain that:

We need to use lots of interesting ways to motivate students to learn and improve. We teach them lots of new words (vocabulary) and tell them how the language is organized (grammar). But we must also give them the opportunity to use and practice the language they have learnt (p. 6).

Games that enhance the speaking skill are an advantageous learning strategy, since with them the learners can feel more comfortable with the knowledge construction process. Games are also a tool to reinforce the knowledge that has been acquired through previous lessons. It helps to wrap up all the important elements of teaching in one activity, and at the same time, pupils can feel engaged with the language. As is mentioned by Benesch (2012) games are "an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others"(p. 15). Games help to create that interaction with classmates that will

help them to develop expressive skills with the language, not just reading and answering questions from a text.

Due to the great importance of learning a foreign language as has been mentioned earlier, some years ago the English Syllabus, Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, (2016), known as MEP in Costa Rica, implemented a new curriculum. This program seeks to bring English language learning into a more meaningful context, where the pupils can find a real connection with the target language, learning through context and real-life situations. This new program has been used for four years in the public institutions of the country, but unfortunately, learners are still not achieving the level of competency in English that is desired. It has been found that students from public high schools in which this new curriculum is implemented cannot communicate effectively or as expected based on the Common European Framework, and it is something important to enhance, because English as a second language is a necessary tool for the pupil's future. The creation of this project, with the implementation of games in the classroom, is a solution for one of the gaps that has been identified, the poor level in learners' speaking skill.

For the development of this project, this first chapter provides a general idea of what is going to be discussed during the research. This chapter is divided into the following aspects: rationale, purpose, objectives, research questions, hypothesis, and conclusion. For the rationale, an explanation of why the project is being created will be explained in depth. It provides a thorough understanding about the reasons for the development of this action research. The project seeks to provide learners a better understanding of what they are learning at school, as Farrell & Jacobs (2010) state "our students' comprehension of what they are learning rather than learning by rote learning methods" (p.10). This is something important to take into account, because when learning a second language it is important for the pupils to understand the reason why the language is being learned. After the rationale, the main purpose of the research is going to be explained. Studying English is highly practical, as Farrell & Jacobs (2010) write "we focus on learning English as a second/foreign language for purposes other than just passing an exam" (p.9). The goal is that learners can communicate in a real context, not just to get a grade and then forget the information that was taught during the course. Furthermore, for this work, both general and specific objectives have been created in order to define and give direction to the line of work that is expected to be

accomplished. In addition, research questions that will provide guidance on each indicator will be discussed in depth. Also, the hypothesis is included, as well as the chapter's conclusion, which summarizes the information provided and serves as a bridge to more information that will be provided in the next chapter. Finally, in order to have a better idea of what will be developed through the entire project, the rationale and purpose will be explained in depth and will reference the ideas that will be detailed during the next chapters.

1.2 Rationale

The English language is considered the universal language by which people of different cultures manage to communicate. Due to the benefits that citizens acquire with the acquisition of a foreign language, many countries have been forced to generate learning strategies in which pupils can become active learners. In effect, Azarnoosh et al. (2016) explain that:

The importance of speaking skills appears obvious: the global spread of English along with improved communication systems provides economic, political, academic and social reasons for learning to speak English. The importance of speaking skills seems to be further underlined by the prevalence in many areas of the world of Communicative Language Teaching, a methodology which prioritizes speaking (p.83).

Unquestionably, the four basic skills of the English language, writing, reading, listening and speaking, must all be enhanced in order to help learners become competent in the target language, but the speaking skill is crucial for the English knowledge construction process to succeed. Indeed, the form of communication of human beings has always been carried out primarily through speaking skill. It is the primary manner in which people exchange information and is used in everyday situations such as at work, in the family and in other settings. The speaking skill is a priority to be used in our English language classrooms with the intention of pupils can have a familiar context for the real world in which the language will be used. Wilson (2014) notes “the ability to take turns in conversations and speak effectively is also essential for the world beyond school – for social relationships, work collaborations, and formal presentations” (p.38). English language learning can be beneficial for learners not just in the classroom, but also in society. According to the Estado de la Nación (2019) “the student acquires these skills through various general and specific competencies, understood as the sum of knowledge, skills and

characteristics that allow a person to participate actively in society” (p.170). Learners become active participants in the classroom with the primary objective of finding that the English language may be important in their lives. This can be accomplished by giving pupils the opportunity of working in an interactive form with their classmates in order to build knowledge and master the language. In this vein, Estado de la Nación (2019) reaffirms that:

The new syllabus adopts the socio-constructivist theory, the holistic view and critical pedagogy. Socio-constructivist theory perceives the learner as an active member and responsible for the world community, that builds and rebuilds knowledge and works collaboratively with peers, taking your prior knowledge as a basis for learning to be meaningful (p.170).

In considering other factors that can enhance or inhibit pupil success, it is important to recognize that learning a foreign language can be influenced positively or negatively by the emotional environment of the classroom. As it is stated by Benesch (2012) "when learning a second language, learners face particular emotional difficulties produced by the confrontation between two cultures" (p.22). Learning a new language can mean a new scope of knowledge where students must put in a lot of effort, dedication and reasoning ability into learning, which can generate anxiety, stress, low confidence and loss of interest in learning. Haynes (2007) observes that “the learner’s emotional state or affective filter can interfere with acquiring a new language because it involves public practice and speaking in front of others” (p.8). It is for this reason that it is worth exploring whether, through the implementation of educational games in the English language, those games can become a facilitator of the learners’ knowledge construction process, helping to create a learning environment where they can feel attracted to learning and turn it into a fun activity. In accordance Wright et al. (2006) explain that:

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part, and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information (p.2).

Pupils can master the target language better in an environment where the high stress process of learning is reduced, and this can be reinforced by attaching attractive educational games to young learners as part of the pedagogical mediation in English teaching. According to the

Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada (MEP, 2016) "young learners learn better from inductive teaching and experiential learning as it happens in their natural process of first language acquisition" (p.18).

When learners are exposed to a real context, the results are better because they get a clear idea about what they are learning and try to put it into practice in the speaking skill as a natural process. Haynes (2007) notes that "children acquire a second language through a subconscious process during which they are unaware of grammatical rules" (p. 7). Games can act as a stimulus to pupils to feel motivated to learn, because games are social, requiring learners to interact with their classmates, with the result that the language is produced in a natural and spontaneous way. Games have the potential for helping to create a learning environment that minimizes stress, anxiety and other kinds of emotions that can act as a barrier to learning. Wright et al. (2006) add that: "effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work" (p.2). Using educational games in the English language classrooms as a central procedure of learning can generate an impact in the Costa Rican educational system and produce better outcomes in English language learning.

The number of learners learning English has been increasing, along with general interest in language acquisition. The technological era has provided more tools to facilitate this process to access tools, as teachers, it can take advantage of these opportunities to develop pupils' language skills successfully. As teachers, it is important to guide our learners and encourage them to speak from the first day of school because after the lessons ends it is hard for pupils to be in contact with the target language. Findings of the reports on MEP explained why a new curriculum is necessary. According to the English Syllabus (MEP, 2016) "learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction" (p.12). Pupils face many challenges in the setting they are in that prevent them from practicing the language consistently beyond the classroom. It is for this reason that as teachers we need to minimize the challenges that pupils face by using tools such as games, with the purpose of they can participate actively and review language lessons creatively. The main objective of our work is to generate fluency in the language. As stated by Nation & Newton (2009) "studies of second language readers have also found an increase in fluency as a result of timed

practice" (p.9). To create competent citizens in such a demanding world, it is necessary to create scenarios where pupils through practice can produce the language in a way that they can remember things faster and better in the target language. We also need to find innovative ways of helping learners to break the ice and relax, to develop confidence in expressing themselves. Finding the right educational games adjusted to the level of the student can remove the idea that learning English is difficult to achieve and only can be spoken by native speakers. Wright et al. (2006) also state that "if it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a language teacher's repertoire and not merely a way of passing the time" (p.2). The following segment based on the rationale development describes the purpose of the project.

1.3 Purpose

As has been mentioned previously, being able to handle a second language is vital for society. Many companies come to the country in search of people capable of communicating in at least one language beyond their mother tongue. According to the English Syllabus, (MEP, 2016) "speaking English fluently is one of the abilities a 21st century learner must develop to have access to better life opportunities"(p. 4). It is not something that was invented yesterday, it is a reality in which people live. Being able to communicate in the English language opens many doors in the working world, whether in Costa Rica or in another country. Due to these advantages that are obtained from being bilingual, this project has been created. But as is stated by Sasson (2013) "acquiring speaking proficiency is one of the hardest skills for ELL students to achieve" (p. 24). It is known that speaking in a different language is a complex thing, and that it is difficult to be achieved without the necessary practice. That is why one of the main purposes of the project is to find manners that learners can learn to be competent in the English language, not only to understand when something is read, but also being able to have a real and natural communication with others. For a long time in this country written tests were implemented to measure the level of English of the pupils, but this did not show good results. Language cannot be measured only in how much a person can write or read. Measurements need to include how the person manages to use the language in a natural environment, in a real and fluid communication, without hesitation or thinking about it too much.

This project proposes to examine how the implementation of different games can help improve the speaking skills of learners, not with empty games or games without goals, but games with a purpose. Wright et al. (2006) observe “games provide one way of helping the learners to experience language rather than merely study it” (p.2). Games can assist learners in achieving real communication, similar to what occurs when they are learning their native language, their mother tongue. When children are exposed to their first language, they are not forced to learn it, they are just playing with the language and acquire it in a relaxed and distinctly natural manner, with very low stress. Renandya & Richards note, (2002) “learning to speak a foreign language requires more than knowing its grammatical and semantic rules” (p.204). The idea is that learners can acquire the language better in an environment where do not have to feel anxious about using it. On the other hand, as stated by Piccardo & North, (2019) "the CEFR provides a powerful foundation that relates individuals to the social context, and that suggests real-life situations with their implications and outputs" (p. 5). The program that is used by the Ministerio de Educación Pública in Costa Rica is based on the Common European Framework or CEFR, which explains how teaching with real life situations or context improves pupil learning. This is because it is built upon what we know about how every first language is learned, using real situations that are lived every day, and not being forced to sit at a desk reading and answering texts and memorizing lists of words.

This project was born from the need to teach the language in a manner that is not monotonous for the learners, so that they can learn and enjoy the learning process. Likewise, as stated by Renandya & Richards (2002) “effective interactive activities should be manipulative, meaningful, and communicative, involving learners in using English for a variety of communicative purposes” (p.209). One of the main goals is that pupils can be capable to use the English language beyond school as well as in their future, whether that be in college, expanding the possibilities for a subject within which to major, or to help them to find a job, with the aim of when finishing high school, they can have a tool to get a better job opportunity and be able to grow in a company that provides bilingual positions. To summarize what has been discussed, as Renandya & Richards mention (2002) “being able to interact in a language is essential” (p.208). The importance of acquiring a second language is necessary nowadays, and it can be said that it is a requirement for almost all the industries that provide better salaries in this country. Additionally, the central purpose of this proposal is to address the existing need of learners to acquire the second language, as well as to help teachers with the implementation of games as an alternative to

conventional methods, games that help them to enhance the pupils' speaking skills, which is necessary for them to develop fluency and confidence in an entertaining and effective manner. Finally, for this project we have established a series of objectives in order to have a more specific view of what the goals are. Those objectives are detailed below.

1.4 Objectives: General and Specific objectives

1.4.1 General Objective:

To propose a pedagogical action through the implementation of games for enhancing the learners' speaking skill in the English knowledge construction process.

1.4.2 Specific Objectives:

1.4.2.1 To state the need for enhancing learners' speaking skill through the application of games.

1.4.2.2 To substantiate conceptually the implementation of games for reinforcing learners' speaking skill.

1.4.2.3 To plan sequential activities that allow the implementation of games for enhancing learners' speaking skill in the learning process.

1.5 Research Questions

1.5.1 How does the implementation of games cause an emotional environment in the classroom that provides learners a knowledge construction process without stress?

1.5.2 How does the interaction between learners through the use games help them in their English knowledge construction process?

1.5.3 How does the implementation of the socio-cognitive approach facilitate the use of games in the learners' social interaction?

1.5.4 How does the Action Oriented Approach help to enhance the learner's knowledge construction process?

1.5.5 How is the knowledge construction process improved by the use of didactic sequence?

1.5.6 How does the implementation of tasks improve the knowledge construction process while learning English as a second language?

1.5.7 How does appropriacy influence learners' speaking skill, and how does it change depending on the context or situations?

1.5.8 How does the application of games in ESL classrooms enhance the learner's fluency in order to avoid hesitations in using their speaking skill?

1.5.9 How do games influence learners to gain a greater capacity to express ideas while using their speaking skill?

1.6 Hypothesis

The implementation of games in the knowledge construction process helps to enhance learners' speaking competence.

1.7 Chapter's Conclusion

To sum up, the speaking skill in English language learning has been considered of greatest importance when considering what learning a language is about. When pupils are learning the target language a lot of effort is spent on grammar, vocabulary, pronunciation necessary to master the language. Indeed, in a country where the target language is not spoken it becomes a challenge for most learners who do not use it after the classes ends. It is for this reason, that the Costa Rican educational system has been committed to the implementation of a new curriculum in which pupils learn to express themselves, to solve problems, and to use knowledge and skills. The idea of this project comes from the necessity to obtain a better result in the command of the speaking skill in English language learning, which may be enhanced by using educational games that may help reduce the gap between learners who received an immersion of English language throughout years of instruction versus those who do not have an opportunity for immersion. Moreover, games can act as a facilitator for both teachers and pupils to feel attracted and engaged in the English learning process. Many authors have pointed out the necessity of using attractive lessons in which learners can feel significantly engaged in language learning. In other words, using educational games can minimize the stress and pressure that is produced when attaining a language, allowing pupils to learn in a natural way that resembles in some aspects the manner in which they acquire the mother

tongue. It is essential to provide them with tools and activities where the interaction can help them to build, rebuild and construct new opportunities for interaction, and this can be supported using educational games in English learning process that enhance the speaking skill.

As has been mentioned earlier, the main goal of this action research is to provide games that help pupils to improve their speaking skill in a manner that they will not feel frustrated while acquiring the second language. Likewise, these tools may encourage learners to acquire knowledge, knowledge that they will be able to implement in a real context with real people and situations. Nowadays, the English language is known as the world's universal language, and being a person who is able to communicate with others from other countries through this language is an advantage in many professional fields, since it is an essential tool for study purposes as well as at work. Also, the objectives that were discussed before, both the general and the specifics ones, will be the goals to be achieved throughout the development of the project. The research questions will provide a guide for each topic to be developed in each variable during the next chapter. Another important element to highlight is the hypothesis of the project, which is the main guide for this project's development whose main objective will be discussed in the following chapter. The next chapter of this alternative methodological proposal, will describe in detail the variables that have been chosen, the most relevant information for this project and its influence on learners' success.

II Chapter

2.1 Chapters Introduction

The development of this second chapter provides the literature review that responds to the problem that this alternative methodological proposal is intended to solve. The literature review is one of the most significant parts of research, since it helps the researcher to have a better idea of what to study. According to Efrat & Ravid, (2019) literature review refers to:

A systematic examination of the scholarly literature about one's topic. It critically analyzes, evaluates, and synthesizes research findings, theories, and practices by scholars and researchers that are related to an area of focus. In reviewing the literature, the writer should present a comprehensive, critical, and accurate understanding of the current state of knowledge; compare different research studies and theories; reveal gaps in current literature; and indicate what needs to be done to advance what is already known about the topic of choice, because it provides all the information that supports the ideas and variables of the problem to solve (p. 2).

It can be said that the literature review is the published studies made by researchers about a certain topic, and the comparison among those studies in order to find gaps to be filled. In addition, the literature review is essential in investigations because as Efrat & Ravid (2019) mention "without being aware of what is already known, novice researchers might explore a research question that was previously investigated exhaustively, inadvertently replicate studies done before, or repeat past methodological mistakes" (p. 2). In fact, the literature review helps the writer to prevent mistakes during the investigation and to not study something that has already been done before. This is the reason why the development of this second chapter is crucial in this alternative methodological proposal.

In addition, there are different segments that are going to be developed during this second chapter. This general introduction provides a global vision of what is intended to be developed during the chapter, as well as the variables and indicators that are going to be explained and their importance in the learner's knowledge construction process. The first variable, games, refers to the implementation of games in the lesson in order to provide pupils the opportunity to learn in a more interactive manner. This is the reason why this variable plays an essential role in the research, since games are the core idea of this alternative methodological proposal. The main proposition is

that through the use of games in the lesson, learners can work in a less forced and more entertaining learning environment, as Tierney et al. (2014) mentioned "games involve the voluntary acquisition of new information and skills, even though that process may be difficult" (p. 126). Indeed, learning a foreign language is a difficult process, but with games the goal is for learners to acquire the language while practicing it in a more natural and relaxed manner. Besides, since human beings have the need to socialize to actually use a language, games can also provide learners that opportunity to have more interactive lessons in order to them use the language in a more communicative setting. This first variable also includes its three indicators: emotional environment, interaction and socio-cognitive approach, which help to reinforce the pupil's knowledge construction and are going to be developed in this chapter.

The second variable to be developed in this alternative methodological proposal is the knowledge construction process. Knowledge is one of the main components when learning a language, because this is the tool for learners to use when applying the language. As Kirby & Lawson, (2012) state "learning refers to both the knowledge that one has acquired and the process of acquiring that knowledge" (p. 2). In fact, the knowledge construction process is an essential and constant process, from the beginning when the learner first is exposed to the target language, until the moment in which the pupil manages to acquire the information necessary to produce the language. Moreover, this second variable will also be supported by its three indicators, the Action Oriented Approach, didactic sequence and task, which are significant for the development of English as a second language in the learners' knowledge construction process. The last variable to be developed in this second chapter is the speaking skill. This is one of the four skills of language competency, the other three being listening, reading and writing (Usó-Juan & Martínez-Flor, 2006, p. 14). These skills are developed to be able to communicate in a language, whether as a native speaker or in a second language. In this case, this proposal is based on the speaking skill, since it is one of the most complex skills and often difficult for the learner to develop in the classroom. According to Pawlak et al., (2011) "learning speaking, whether in a first or other language, involves developing subtle and detailed knowledge about why, how, when to communicate, and complex skills for producing and managing interaction" (p. 4). In fact, managing the speaking skill means that the individual can communicate with the language, and this is what the proposal seeks to provide, specifically, learners who are able to understand the language and at the same time able to produce it while interacting with others. This is the reason why this variable plays a fundamental

role in the learners' knowledge construction process, since it identifies that goal that pupils can be able to communicate with others. Included in this variable are the three indicators of appropriacy, fluency and capacity, which also are going to be explained in this chapter.

To sum up, as previously mentioned, the literature review is the examination and analysis of research already done before about a specific topic, and the development of this literature review is crucial in this alternative methodological proposal, because it provides researchers a better idea of what to study, and to avoid studying something that already has been considered before. In addition, as was previously mentioned, this second chapter encompasses different segments: the general introduction, the three variables and their indicators. For the first variable of this proposal, games, the main goal is that learners can study in a more interactive and natural environment. Learning a second language is not an easy process, but through the implementation of games learners can interact more with the language in a more relaxed manner. The second variable, knowledge construction process, is an essential process for pupils to successfully produce the second language. Finally, the last variable, speaking skill. which is one of the four main language skills, is the core of this proposal, since the proposal is intended to help learners improve their speaking skill. The second variable also includes its three indicators: appropriacy, fluency and capacity. For the next segment of this chapter the first variable; games, is going to be explained in depth with its three indicators; emotional environment, interaction and the socio-cognitive approach.

2.2 Games

In this section, the first variable to mention in this methodological proposal is games, and their importance in the knowledge construction process. First, the teaching of English as a second language has been under a process of transformation since researchers have learned more about how people learn, and the most effective and efficient tools that can be used to encourage the pupils' proficiency level in the educational setting. Indeed, Usó-Juan et al. (2006) state that:

Progress in our understanding of how L2 languages are learned, and subsequently taught, has expanded impressively over the past five decades. Research findings from a variety of disciplines, mainly those of linguistics, psycholinguistics, cognitive psychology and sociolinguistics, have better established the complex nature of language learning: it has

become clear that linguistic, psychological and sociocultural factors interact and play a part in this process (p.3).

It can be said that in the knowledge construction process the primary objective of researchers has been to find better strategies where learners can understand the structure and variation of the language in a more entertaining and meaningful mode. Thus, pupils can interpret the language according to the context in which they live. As a result, the Costa Rican education has established a high standard of language proficiency, where pupils build knowledge from school to high school to finally become proficient in the target language. Indeed, as stated by MEP (2016) in *Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada*:

The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school. Given this mandate, the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively, according to the levels described by the Common European Framework of Reference for languages (CEFR) (p.4).

Following the same pattern, education in Costa Rica has taken a great turn in the implementation of a more updated program, where the needs of learners are reflected in classes geared toward helping pupils to become competent in using the English language in the world. In fact, according to Purpura (as cited in MEP in *Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada*, 2016), “to succeed in this environment, L2 users must demonstrate that they have the skills needed to process information, reason from evidence, make decisions, solve problems, self-regulate, collaborate, and learn – and they need to do this in their L2” (p.12). English language learners now have greater opportunities to develop and learn these skills because the updated curriculum allows teachers to better support the knowledge acquisition process of the pupils. As stated by Hutchinson et al. (2011) “learning is grounded in experience. As trainers and facilitators, then, we must seek to create experiences from which people can learn. Challenge, success, failure, conflict and harmony can all provide powerful opportunities for experiential learning” (p.3). Based on this, it can be said that when learners have

the opportunity for experiential learning their critical thinking, cognitive skills, and knowledge all grow.

That is the reason why, through the use of games in the language lesson, social agents can have more experiential learning activities in which they can learn more effectively by practicing, as well as opportunities for enhancing the speaking skill in the classroom setting. Indeed, according to Wright et al. (2006) a game in this context means “an activity, which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others” (p.1). It means that using educational games, young learners can experience interaction with peers in a fun manner while enhancing the knowledge construction process. This type of learning allows them to become competent as speakers of a second language in a pleasurable manner, where results are supported by enhanced interest, attention and teamwork among fellow classmates, as is essential in the 21st century to succeed in the future workplace. The use of games in teaching the English language brings great benefits, since learners may become aware of the complexity that is required for the language as a natural process in which they can be more relaxed and less worried about performance. In fact, Hutchinson et al. (2011) also state that “activities and games are used in training and development settings because human beings learn from experience” (p.4). It can be said that pupils’ performance in the classroom can be attained in a practical setting where they can have the possibility of being exposed to input and output at the same time in order to master the second language. Moreover, teachers can employ games that focus on what is recognized as the most useful aspect of language competency in habitual everyday situations, that is, the pupils’ speaking skill.

Following the same order, games can be crucially significant for learners and teachers, not only because they provide gratification and calmness, but also, they inspire social agents to use their language in an original and communicative manner. Certainly, Lewis et al. (2013) explain “playing games is a vital and natural part of growing up and learning” (p.5). In other words, the use of appropriate games makes the process of learning very low in pressure and stress, therefore closer to the natural process of learning. This aspect of the learning environment can be also reinforced with young learners because they are familiar with the successful technique in which their first language has been acquired when they were babies, generally in a playful environment. Moreover, Whitton et al. (2012) observe that “games are unequivocally perfect: they motivate

learners and provide all-inclusive action-packed elements which students will love you for” (p.3). Games are made with conditional rules where the teacher establishes what winning means and what process the pupils must follow, but at the same time they are operating as an exciting and challenging form of learning. In fact, educational games are perfect because learners are required to follow those rules that reinforce a disciplined, patient and tolerant learning process. Besides, games are social, where pupils have to interact with each other and often have to work as a team to achieve their goal – winning. In addition, games are challenging, and human beings love challenges, it is something that has been part of our brains since birth. It occurs automatically and unconsciously. Teachers’ primary role is to bring all the necessary tools together to produce the desired results. In fact, Nunan (2015) notes “good speaking teachers create a non-threatening environment and encourage learners to leave their comfort zone and engage in tasks that require creative language use” (p.49). In other words, games in language teaching are beneficial for the reason that pupils who are fearful and do not want to contribute in the knowledge construction process are given the opportunity to leave their normal comfort zone and start learning in a style that involves all the skills that are required in language learning, but especially speaking. The use of games can help address a persistent problem in language instruction, the improvement of the speaking skill, which has been shown recently to be the skill with which pupils have experienced the least success. Nunan (2015) also observes that “there are people who are fluent readers of a language but who have no facility when it comes to listening or speaking” (p.48). As a result, this alternative methodological proposal seeks to improve their fluency in the speaking skill by the implementation of games, so that the existing gaps can be reduced.

The importance of games in the knowledge construction process is that through their implementation in the English language educational setting they can help to make pupils understand the meaning that is transmitted by the teacher and classmates while they themselves are learning how to respond. According to Haynes (2013) “learners must understand the communication that is conveyed by their classmates and teachers” (p.5). Teachers must raise awareness among learners about the significance of learning English by using scenarios where the language production and necessary repetition can be experienced via games, where it can sustain the process of building knowledge. Pupils have the right to receive the highest and most challenging level of education that is possible and will assist their learning. Haynes (2013) also argued that “research shows that English language learners need opportunities to practice language

at their level of competency” (p.6). Meanwhile, when learners have the opportunity of practicing inside the classrooms through using games, teachers must do their best to create an emotional environment where they can feel engaged, motivated and connected to the teacher in order to produce a better knowledge construction process.

That is why, the development of this first variable encompasses three indicators: emotional environment, interaction and socio-cognitive approach. These indicators will be explained in depth in order to show their importance within this variable, games, as well as for the pupil’s knowledge construction process. The first indicator, emotional environment, is an important component of this variable because while applying games, teachers can create a warm atmosphere where learners can feel motivated and comfortable while they are learning in an entertaining manner, and this can be obtained thanks to the teachers' commitment to provide a pleasant emotional environment, showing interest for teaching, love for the subject, and empathy for learners, resulting in a reduction of anxiety that facilitates the knowledge construction process in the English language. Indeed, As stated by Benesch (2012) “teachers who help reduce students’ negative emotions and augment positive ones will increase both the amount and quality of learning” (p.24). Teachers who can create a classroom environment that emphasizes positive emotions are also enhancing pupils’ potential for success in the knowledge construction process, because learners who have positive emotions tend to absorb material more easily. This, in turn, will enhance pupils’ ability to address many issues in social development well beyond language acquisition.

The second indicator of this variable is interaction, which occurs while pupils are playing in educational settings. It is an important aspect in the knowledge construction process since pupils are gaining self-confidence and improving the quality of their learning by exchanging thoughts, beliefs and knowledge while practicing the target language. Clearly, in Costa Rica and elsewhere, the societal reason for learning a language is for future interaction with the language's native speakers. There is no better way to prepare for that interaction than by practicing it in as authentic mode as possible. As stated by Gass (2003, as cited in McDonough et al.,2013) “interaction is believed to facilitate the process of second language (L2) learning by exposing learners to meaningful input, providing them with feedback on their linguistic performance and allowing them to produce and modify their output” (p.4). Creating scenarios where pupils can interact is preparing them for communication and interaction in the real world.

Third, the last indicator of this variable is the socio-cognitive approach, which also plays a key role in the knowledge construction process, since socializing enables people to exchange communication. In the setting of language learning the socialization causes pupils to be able to reinforce their prior knowledge and while also creating new knowledge. In line with Kecskes (2014) “in a socio-cognitive approach acknowledges the equal importance of both societal and individual factors in meaning creation and comprehension as well as knowledge transfer” (p.45). Indeed, this approach is based upon the idea that a human being, in order to acquire more knowledge, needs socialization with others, because this is a key factor in how most individuals learn. In the case of language instruction, through socializing learners can exchange thoughts, ideas, beliefs and values that will make them able to bond with one another.

To sum up, this first variable is based on the importance of using games in the language instruction. Through games, pupils will have learning activities and opportunities for enhancing the speaking skill while playing. It is also important to highlight that by using educational games, young learners can be involved in interaction with their schoolfellows in an enjoyable situation while they are improving their skill in target the language. The application of games in learning enables pupils to practice in a real environment in order to develop those skills in which they can later function in a global context and be able to communicate effectively. Moreover, using games in teaching the English language can bring additional benefits, because learners can grasp the complexity of the language as a part of a natural process that is less worrying, while are they are achieving the desired outcome in the language. Games can put learners in situations where they are exposed to novel applications of the language, thus gaining new knowledge as well as putting into practice previous knowledge. It can be said that the use of games in the educational environment of the English language can help narrow the existing communication gap, especially in the speaking skill, that pupils experience in trying to learn the second language. Based on the previous discussion, the games variable is linked to the emotional environment, interaction and socio-cognitive approach, which are the three indicators of this variable. These three indicators are important components of games because, first, teachers can create an emotional environment in the educational setting that permits learners to have opportunities of practicing while feeling engaged, interested, inspired and bonded with the teacher and classmates, thereby improving the knowledge construction process. Second, interaction is an important part in the knowledge construction process, since pupils are able to interact and participate with the teacher and

classmates while are learning to improve the second language, which is an important aspect in assisting learners to remember the subject while enhancing the level of proficiency. Third, the socio-cognitive approach plays a key role in the knowledge construction process since through socialization, learners exchange knowledge acquired in previous instruction, while social interaction provides opportunities for creating new knowledge, since communicating among people has been the primary form in which human beings advance the cognitive process of learning. As has been previous explained, the link between the emotional environment, pupil interaction and the socio-cognitive approach with the games is a crucial element of language acquisition, as the foregoing discussion demonstrates.

2.2.1 Emotional Environment

This section explains and analyzes the first indicator, the emotional environment. The emotional environment of the classroom is connected to the success of the teacher, and in this case the success of educational games as a method to help learners improve the process of building knowledge. In the first place, in the educational setting, the teacher is the model by which the pupils build their knowledge through motivation, enjoyment and meaning in English language learning. But to achieve a conducive emotional environment in the classroom, the teacher must possess emotional intelligence. Indeed, according to Goleman (1998, as cited by Mortiboys, 2005) emotional intelligence means “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships” (p.7). Emotional intelligence is the combination of knowing how to understand our feelings and those of others, as well as the ability to nurture motivation of pupils. The unique skill of emotional intelligence enables teachers to successfully manage the classroom environment, through the ability to relate to the class of language learners, who are encouraged to learn faster and more effectively. That is the reason why it can be said that teachers using emotional intelligence can be a significant factor in the educational setting, since teachers can produce an emotional state in learners in the classroom that creates situations suitable for learners, who feel a sense of belonging and motivation to learn, as Coetzee & Jansen. (2007) mention:

Teachers who are able to display emotionally intelligent behavior towards their learners activate and nourish the hearts of their learners. Emotional intelligence creates the conditions that help learners feel they are cared for by someone who accepts them unconditionally and respects their uniqueness. Such teachers set clearly defined boundaries which are consistently upheld. They involve learners in classroom activities and make them feel they belong. An emotionally intelligent teacher will encourage learners to take an active part in classroom decision-making (p.3).

In other words, when English language teachers love teaching, showing interest and empathy for their students, these language learners realize significant benefits through the reduction of anxiety and increased feelings of confidence, which makes the knowledge construction process more effective and healthier through the active participation and engagement of the learners in the classroom. Indeed, teachers with emotional intelligence are identified by their ability to project an attitude of willingness to discuss many things and to be open to other points of view, while communicating their passion for inspiring the hearts and minds of the young learners (Coetzee et al., 2007, p2).

Following the same pattern, the emotional environment plays a key factor in the knowledge construction process, since the positive behavior of the teacher as well as of the learners, the physical experience of the pupils, as well as the expressions used by the teacher, along with the materials and activities in which the learners actively participate, are all essential elements in promoting an emotional environment that encourages learning (Mortiboys, 2005, p.30). Undoubtedly, producing a pleasing learning space leads learner to be encouraged to improve the knowledge construction process, since learners can acquire knowledge more easily manner, mastering the complexity of the language that is required in order to achieve the expected outcome. This can be achieved thanks to the understanding of the teacher in not just been influencing learners' academic knowledge but influencing their emotional skills as well. Certainly, Mortiboys (2005) also reaffirms that "when the emotional environment is good it leads to learners who are more likely to risk, explore, make connections and enquire" (p.30). Based on this, it can be understood that recognizing the importance of the emotional environment for learners, which guides them in their ability to explore in order to gain knowledge, to assume emotional risks by participating and collaborating in classroom activities, and to make connections with the teacher

and their peers, is a critical element that can permit profound critical thinking, and also enable learners to contribute to the social relationships with their peers and society. As a result, according to Coetzee et al. (2007), a classroom must include:

Positive emotions such as appreciation, joy, happiness, achievement, motivation, relaxation, confidence, engagement, faith, pride and enthusiasm create a safe and loving space characterized by emotional security (p.18).

Unquestionably, it is important that teachers create environments where emotional intelligence can be transmitted to their learners, with the result of inspiring an enthusiasm, enjoyment, and interest for learning, that is crucial in the acquisition of a second language. This methodological proposal seeks to use educational games that can make the learners' knowledge construction process more experiential, as they share experiences with their teacher and classmates, and this in turn can generate a better social relationship, where the knowledge construction process become apparent to them as they gain a feeling of progress. The only manner to make this happen is by making the knowledge construction process an arena where pupils can practice their abilities in an emotional and intellectual state that some educators describe as a "flow". A flow is when learners are completely absorbed by a task, so that their motivation and their ability to cope with the task are balanced in a manner so that there is not so much pressure and anxiety that it distracts from acquiring knowledge. (Csikszentmihalyi, 2002, as cited by Mortiboys, 2005). It can be said that the teacher's performance in the creation of classes that have achieved this balance can have a major positive effect in pupils' learning of the English language. Indeed, one example according to Mortiboys (2005) about how to conduct a positive classroom environment is when the teacher expresses his or her enthusiasm directly to pupils:

"I am excited at the prospect of going through this material with you – I have used it with a range of groups who have all been very positive in their responses. I am sure that you will find plenty of relevance and use in today's session and my plan is to make it enjoyable as well as interesting (p.33).

Appropriate words and expressions used in the development of classroom activities can lead to learners feeling more confident, motivated and eager to work with the complexity of the language.

To sum up, as was explained earlier, the emotional environment of the classroom is connected to the teacher's role and learners' motivation to learn. Something important to highlight within this indicator is that the teachers' emotional intelligence is crucial in the knowledge construction process since through motivation, enjoyment, and empathy with learners, they are empowered to overcome challenges in the acquisition of a second language. As was explained before, it is necessary that the teachers have knowledge of the importance of developing an appropriate emotional state in the classroom setting, since learners obtain great benefits in the reduction of anxiety that can negatively affect success in acquiring the target language. Indeed, when teachers are sensitive to their own emotions and the learners' emotions, they can create an optimal emotional environment that reduces the likelihood that learners will experience conflicts based on frustration, anger and anxiety that might be otherwise exist if the teacher does not possess emotional intelligence. In contrast, the teachers' influence in promoting positive emotions leads learners to feel motivated, engaged, and willing to explore and enquire. The main goal in this methodological proposal is that through games, learners can be motivated by the teacher while they are enhancing the speaking skill, so that teachers who utilize emotional intelligence will increase the impact of games as well as other learning strategies. As a result, in order to continue with the development of this variable, the indicator interaction is presented in the segment below.

2.2.2 Interaction

In this section, the interaction indicator and its importance in the knowledge construction process are explained. First, from the moment of human birth, interaction between people has been a fundamental pathway by which messages are conveyed and language is learned. Indeed, in learning a second language, pupils are involved gradually in a process, and through the use of interaction in the classroom, pupils are able to express ideas, beliefs, vocabulary, in order to achieve communication objectives. In fact, according to Troike (2006) interaction means "communicative events and situations which occur between people" (p.112). Based on this, it can be said that as a key element in communication, interaction must exist in learning a language in order for learners to express and practice different points of view about the subject under discussion and, above all, to improve their speaking skill. Certainly, in the educational setting, where interaction is created by English language teachers, pupils are able to reflect and in grow in their critical thinking skills while at the same time acquiring and transforming the knowledge that

is necessary to improve their English knowledge construction process. Indeed, Walsh (2011) remarks that:

Crucially, in a classroom, it is through language in interaction that we access new knowledge, acquire and develop new skills, identify problems of understanding, deal with ‘breakdowns’ in the communication, establish and maintain relationships and so on (p.2).

In fact, the teachers’ role is to facilitate an essential part of the learners’ knowledge construction process by providing opportunities for young learners to scaffold their level of proficiency through giving them the opportunity to put into practice their communication skills by means of expression among their fellow classmates and learners. Besides, interaction in the classroom provides learners the ability to work on problem solving together in a real-life setting. That is the reason why interaction in the classroom is recognized as an essential part in the knowledge construction process, since learners collaborate in order to improve their competency in speaking. In fact, Rivers (1987, as cited by Hall, 2011) observes that interaction is the key to teaching because:

Students can increase their language store as they listen or read authentic linguistic material, or even the output of their fellow students . . . In interaction, students can use all they possess of the language – all they have learned or casually absorbed – in real-life exchanges where expressing their real meaning is important to them. . . The brain is dynamic, constantly interrelating what we have learned with what we are learning, and the give-and-take of message exchanges enables students to retrieve and interrelate a great deal of what they have encountered – material that . . . might otherwise lie dormant until the teacher thought to reintroduce it (p.25).

Indeed, increasing the pupils’ knowledge of language through interaction in the classroom is one of the main goals in language instruction, since learners are encouraged to exercise their brains to fully engage in using previous and new knowledge. Motivation and engagement in the educational process is accomplished by teachers who stimulate interaction in the classroom, so that pupils may work collaboratively in finding meaning from the material that the teacher has chosen, to facilitate learning while working with peers reciprocally. Indeed, Huth (2020) argues that interaction is useful for language learners because:

it raises their overall language awareness, because it builds practical and useful skills to manage interaction in the target language, and because it makes a concrete contribution to the overarching goal of teaching second languages in pursuit of building translingual / transcultural awareness (p.10).

As was explained, interaction in the classroom allows learners to become more aware of how the knowledge construction process may grow, but it also allows teachers to listen, watch and learn about how effective the English learning classroom experience has been. Indeed, the more a pupil interacts in the target language in the classroom and pursues the theme that is being taught, the more familiarity they will have with it and the greater capacity they will have to utilize it on their own in the future. With games in the classroom, the aim is for learners to have a richer, more natural interaction among their classmates, as well as to increase their opportunities to actually use the target language by working collaboratively. In fact, Nunan (2015) mentions "Pair and group work are the most effective way of increasing students' talking time" (p.55). In other words, the main goal is to encourage learners to be more exposed to learn in a more natural learning environment where the give and take of conversation is central. As a result, the role of the teacher in the classroom must be to support the learning process through scenarios where the interaction among pupils is emphasized. Based on the importance of interaction in the knowledge construction process, this methodological proposal seeks to provide better learning opportunities among learners through the use of games, because games are interactive and provide learners the opportunity to be active learners within the classroom. Moreover, games provide the advantage of increasing the frequency of language use within the classroom, as compared with "one teacher-to-many pupils" model of the typical classroom. Thus, this decentralization can increase the amount of knowledge of the language that learners can obtain. As Nunan (2015) also states:

"pair and group work provide learners the opportunity to engage in genuine conversation rather than rehearsing memorized dialogues or regurgitating model sentences provided by the teacher or the textbook" (p.57).

The interaction through games, involving groups of social agents produces a more natural learning situation. It is similar to the situation that exists when a two-year-old child learns his mother's language while playing with parents, in other words, language itself is like a game when learning the mother tongue. Old-school learning without this key factor too frequently involved

memorizing vocabulary lists and isolated grammatical structures without using it in context. But this model, on the contrary, encourages pupils to learn the language and use it at the same time in real, actual settings.

To sum up, classroom interaction is an essential part in the knowledge construction process since learners can be encouraged to practice the abilities necessary to achieve the desired outcome of language mastery. It is essential that teachers work on providing pupils real life interaction in the classroom because in this manner the experience is more meaningful and the goals more achievable. The main goal in the educational setting is to provide learners the ability to acquire the speaking skill, and through interaction in which learners work cooperatively, the experience becomes one of socialization between peers and teachers in which learning can be enjoyable. Something important to highlight in this section is that through interaction, human beings can exchange ideas, thoughts, beliefs that are necessary in the development of social communication. Through interaction, knowledge is created, activated and stimulated. As a result, in order to continue with the development of this variable, the indicator socio-cognitive approach is presented in the segment below

2.2.3 Socio-cognitive approach

As has been previously discussed, humans are social beings. The connection with others, whether at home, school, or at work is necessary in order to create more knowledge, and that is the reason why the socio-cognitive approach has been selected as the third indicator of this first variable. First, it is important to understand the socio-cognitive concept, as Kecskes (2014) states "the use of the term "socio-cognitive" describes integrated cognitive and social properties of systems, processes, functions, and models" (p.42). Kecskes refers to how cognitive properties, socialization and knowledge are intertwined in this approach, and also support one another in the knowledge construction process. In fact, in this approach it is understood that the human being needs interaction or socialization with others because this is a key factor in how most people learn. Likewise, Geeslin & Yim (2014) stated that "socio-cognitive Approach is interested in mind, body, and world integration" (p.102). Indeed, this approach refers to how the mind, body and world are interconnected. This approach invites learners to use their cognitive skills, but at the same time to learn within a social setting, since the socialization is a fundamental part of the knowledge

construction process. Indeed, through socialization is how better achievement in the target language is obtained.

In addition, another important aspect of the socio-cognitive approach is that it seeks to provide both social and real learning opportunities. As Van Dijk (2014) remarks "we are interested in an analysis of natural knowledge, that is, knowledge as it is being used by real people in real situations and in real epistemic communities" (p.16). Indeed, learning a language cannot be achieved with a low level of use. For example, in some high schools, teachers just provide exercises that involve reading texts or fill in the blanks, and those kinds of exercises do not provide real learning for the pupil. Direct contact and use of the language are always necessary. Listening and then repeating is an essential aspect when learning a language, because sometimes the learner may know how to read a word, but when trying to say the word the learner will not know the appropriate pronunciation or accentuation. Van Dijk (2014) notes "knowledge and beliefs as they are acquired, expressed and reproduced by naturally occurring text and talk, and not (only) as expressed in short, invented, sentences without co-text and context" (p.16). It is important to always give learners a context or situation in which the vocabulary and structures are to be used. This is the reason why this socio-cognitive approach plays an essential role in this proposal, because through games the main goal is to provide those real scenarios in which pupils can learn to communicate with the target language.

It can be said that socialization must always be present when learning a language, because as Geeslin & Yim (2014) stated "learning is understood as a natural product of interacting in the surrounding social environment" (p.100). Interacting with others is constantly present in daily life, and with the implementation of games it is proposed that by sharing with their peers in the classroom, learners can obtain more knowledge than if they were alone at their desks reading vocabulary over and over again. The brain is the most complex element of our body, and when it is forced to learn something as a task or an order, the process becomes more difficult and complicated than when it is done for entertainment. For example, if a person is asked to memorize ten different verbs through only reading them, it will take more time to achieve the task than if those verbs are part of a song, because the brain responds better to activities built around entertainment. Also, according to Cadierno & Eskildsen (2015) "people and language create each other, grow from each other, and act and change under the influence of the other" (p.49). Everyone

is influenced by others, that is the reason why if students share with their classmates in a game in the classroom, they will be able to learn more. As stated by Kecskes (2014) "social practices are conventionalized routines. They are about shared / conventional ways of doing social things in talk, such as the way phone calls are closed, or servers take an order in a restaurant" (p.45). There is no sense in giving students exercises about topics that they do not use daily, instead topics such as hobbies, sports, food and entertainment will help the student to have a wide vocabulary and at the same time useful to them in real life. It can be said that the combination of socializing and learning is essential while learning the English language as well as in the knowledge construction process, because it provides pupils the opportunity to improve their English proficiency.

To summarize, this third indicator emphasizes the connection that exists between the socialization and the knowledge construction process, since in the socio-cognitive approach it is understood that the human being needs to socialize in order to obtain more knowledge. Also, as was explained, this approach seeks to provide social, real learning opportunities to the pupil in order to be able to communicate in real situations. This is the reason why this approach was established as an indicator in this proposal, since the goal is to provide pupils the opportunity to learn the language to apply it in real life. In addition, as was mentioned before, direct contact in use of the language is necessary in order for learners to improve their language proficiency. This is the reason why this socio-cognitive approach plays an essential role in this alternative methodological proposal, because its goal is that learners become able to communicate in real life situations, and therefore there is no sense in giving students exercises about topics that will not help them in their future communicating with others. Also, it can be said that the socio-cognitive approach in this proposal plays a fundamental role in the pupil's knowledge construction process, since it provides them the opportunity to reinforce multiple aspects of language learning and proficiency. Finally, for the next segment the second variable and its three indicators will be explained in depth, as well as how they help learners in their knowledge construction process in order to improve their speaking skill.

2.3 Knowledge Construction Process

In the present section, the second variable in this second chapter is the knowledge construction process. First, learning is a process that assists in the development of the second language by conducting students through a series of sequential stages. Indeed, according to Wang et al., (2019) the learning process is:

The activities carried out by students to achieve educational objectives. They are carried out individually, although this takes place in a cultural and social context, in which students combine their new knowledge with their previous cognitive structures (p.517).

In the educational setting, as part of the knowledge construction process, teachers present appropriate content at the level of the learner in order to scaffold new knowledge and rebuild previous knowledge that has been acquired through years of instruction. As part of the knowledge construction process, pupils generate new ideas, decisions, and understandings about the target language in its social context, strengthening knowledge of their own culture and also becoming global citizens as part of the process. In fact, according to MEP (2016) in Programas de Estudio de Inglés Tercer Ciclo y Educacion Diversificada “learners must integrate proactively in a globalized world while strengthening their national and global identity” (p.12). Based on this, it can be said that while learners are gaining a second language, the incorporation of values, human understanding, and knowledge about their cultural identity and culture of others plays a key role in the learner’s knowledge construction process in order to be part of the larger society. Certainly, as stated by Nunan (2004) “learners and the cognitive processes they engage in as they learn are seen as fundamentally important to the learning process” (p.7). Indeed, learners are focused not only on learning a second language but also on acquiring knowledge about the cultural context in Costa Rica and in the broader world. As a result, the experience in the knowledge construction process is richer and more meaningful. But, in order to acquire good communication in English language, the four skills: reading, writing, listening and speaking are vital in the knowledge construction process, and as part of the complexity that this subject demand, only can be acquired through repeated practice of those skills. Additionally, Hall et al., (2001) clarify:

The communicative classroom can serve as a forum characterized by the activation of these abilities upon the learners’ new and developing knowledge. This activation will

depend on the provision of a range of different text-types in different media - spoken, written, visual and audio visual -which the participants can make use of to develop their competence through a variety of activities and tasks (p.14).

In other words, inside the language classrooms, with the appropriate English language teaching development, teachers must activate those abilities required to communicate in the knowledge construction process with the main purpose being competency in the language. In fact, in the opinion of MEP (2016) in *Programas de Estudio de Inglés Tercer Ciclo y Educacion Diversificada* “the purpose of studying English in the Educational System is the development of the learner’s communicative competence as well as the knowledge, skills, abilities, values, and competences of a 21st century citizen” (p.21). Based on this, it can be said that the goal of the English language program in Costa Rica is not simply language competency but cultural competency as well, to prepare Costa Ricans to become world citizens. Although all four language skills are important, the speaking skill is of primary importance since learners can express knowledge acquired in the educational setting through speaking. As a matter of fact, it is important to note that the speaking skill has been most important for increasing the ability to master the target language. In fact, Usó-Juan et al., (2006) explain that:

The key role of the speaking skill in developing learners’ communicative competence has also become evident since this skill requires learners to be in possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances (p.139).

The knowledge construction process leads to understanding how and when to apply the language in the appropriate context, which is an essential for learners to achieve language competency. Indeed, the knowledge construction process is a building platform that guides the improvement of the pupils’ speaking ability, with the aim of becoming skilled in the mastery of the language as well as to form part of a globalized world, and in turn to succeed in their academic institution. In addition, it is important to observe why the speaking skill in the language instruction is a challenging ability to be accomplished. According to Burns et al., (2018):

English speaking ability is limited for a number of reasons: problems with grammar and pronunciation, insufficient vocabulary, inability to participate in sustained conversation and slow speaking rate, amongst others (p.82).

Speaking skill, as a fundamental ability, presents complex challenges in the knowledge construction process that without the pertinent teaching instruction can face problems in the classroom as well as in finding meaningful opportunities outside class for its use.

As a result, in order to build successful conditions for learners in the knowledge construction process, the development of this second variable encompasses three indicators that are: action-oriented approach, didactic sequence and task. These indicators will be explained in depth in order to show their importance within this variable. Indeed, the first indicator, action-oriented approach, is an important component of this variable because Costa Rican education is following the Common European Framework, which applies the Action Oriented Approach (AoA) as a strategy to guide learners in the knowledge construction process, as well as to integrate the needs of the pupils into objective goals. Indeed, according to the Council of Europe (CEFR) (2001) states that:

The approach adopted here, generally speaking, is an action-oriented one in so far as it views users and learners of a language primarily as ‘social agents’, i.e., members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action (p.9).

Within this approach, students must compete individually and actively in the knowledge construction process, in order to be motivated to produce the language appropriately inside and outside the classroom. As part of the objective of producing a better learners’ construction process in Costa Rican education, the AoA as a key component is intertwined with the didactic sequence. Indeed, the second indicator within this variable is didactic sequence. The didactic sequence also plays an important role in the knowledge construction process, as well as the first indicator, since the didactic sequence is an approach that is developed in improving the speaking skill, which in turn is further subdivided into two different sequences, the spoken production and the spoken interaction (MEP English syllabus, 2016, p. 36). But in this alternative methodological proposal the didactic sequence taken into account is the interaction one. The didactic sequence is similar to what has been developed by the Common European Framework to support teachers and pupils in the elaboration of the task by stages. Indeed, teachers must follow a didactic sequence in order to provide effective guidance in the learners’ speaking proficiency level. Moreover, MEP (2016) in Programas de Estudio de Inglés Tercer Ciclo y Educacion Diversificada makes viewable the oral

production strategies. Finally, the last indicator for this variable is task. Task is a mission assigned by the teacher who endeavors to design it in such a manner that the pupils can complete it through their own abilities. Indeed, Richards (2002) explains that “a task is an activity which learners carry out using their available language resources and leading to a real outcome. Examples of tasks are playing a game, solving a problem, or sharing and comparing experiences” (p.94). As a result, the main goal for this alternative methodological proposal is to enhance the learners’ speaking skill through the implementation of games in the knowledge construction process. The importance of the knowledge construction variable is that the learning process is transformed into a universal learning design in which social agents become active learners in society. As a result, the Costa Rican educational system, which has the goal of offering learners high quality in education, seeks to provide pupils a gradual learning structure, where over time they become independent users of English where can reach the level of competency based on CEFR.

To sum up, the knowledge construction process in language is an experiential process, where learners must follow a sequence of stages in order to master the language. Among the abilities that pupils must explore are listening, speaking, reading and writing in order to achieve educational objectives. Within the knowledge construction process, the AoA proposes that pupils are considered social agents in which they must combine all their abilities in the English language and utilize all their knowledge in its social context. This is also a formulation to strengthen their connections to their own culture and the culture of others. Something important to highlight within this second variable is that as part of the knowledge construction process of the pupils, the four skills are improved throughout a plan in which learners’ scaffold according to their age and level, within the level of competence aligned to the CEFR. As a result, the knowledge construction process is an important opportunity for learners to improve their communicative confidence, since pupils are exposed to a good speaking environment where the teacher follows stages within the didactic sequence linked with the AoA, which is necessary to succeed and understand the language tasks. Building an effective knowledge construction process, teachers must emphasize the speaking skill, because it is considered to be the primary skill in which vocabulary, grammar structures, pronunciation are put into practice. As a result, through the use of educational games, young learners might achieve more competence in the target language by having more motivating environmental conditions where the knowledge construction process becomes meaningful. As was explained above, the link between the action-oriented approach, didactic sequence and the task

taken together are crucial elements in the knowledge construction process, as the foregoing discussion demonstrates

2.3.1 Action Oriented Approach

In the following section, the indicator Action Oriented Approach is described and analyzed. The term Action Oriented Approach has come into circulation thanks to the Common European Framework, in which the process of teaching English and other second languages have been made more substantial. Indeed, According to Picado et al., (2019):

The term action-oriented approach is introduced in the Common European Framework for Reference (CEFR) (Council of Europe, 2001), a key resource for all those involved in language education (teachers, researchers, curriculum developers, and policy makers (p.5).

In fact, the development of the Action Oriented Approach has brought about a great shift in the teaching of English, since it positions the learners at the very center of the knowledge construction process. However, it is important to describe the AoA with greater precision in order to achieve greater clarity about the philosophy behind its creation and its contribution to the knowledge construction process. In fact, according to MEP (2016) in *Programas de Estudio de Inglés Tercer Ciclo y Educacion Diversificada*, the AoA describes pupils as "active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks" (p.25). Within this concept, pupils become active user participants in the knowledge construction process in the language learning rather than passive learners. Moreover, critical to the pupils' role in the knowledge construction process, the teacher must follow the AoA appropriately in order to ensure the learners' progress in mastering the target language. Indeed, pupils in this system are not just using language without a specific purpose but instead the process is structured around achieving a certain goal. Moreover, applying the AoA within the language instruction becomes more powerful and authentic when it is implemented by pupils as an adaption to the realities of their lives. Thus, this approach results in lessons and materials that reflect the learners' own personal characteristics, needs, aspirations and learning styles. (MEP, 2016, p.16).

Unquestionably, the action-oriented approach is important in the knowledge construction process since its main objective is to create adequate environments for learners to strengthen their skills in a focused learning experience. Indeed, Lessow (2003) argues that teachers should:

Create a predictable classroom environment. Establishing routines, marking transitions between activities, and using clear signals assist second language learners in understanding expectations. Consistent routines help learners make connections between activities and the language that accompanies them (p.76).

Based on this, it can be said that the syllabus has changed the course in language instruction to one that emphasizes more experiential learning, where all the skills are put into action in a social setting. Indeed, In the AoA, there are three main pillars that stand as benchmarks in the knowledge construction process: learning to do, learning to be and learning to be in a community. The idea behind this is that pupils are involved in the process of developing skills, abilities, attitudes of learning about how to function in the society in which they are growing. As autonomous social agents they are working cooperatively, employing their thinking awareness (metacognitive), reflective and critical thinking strategies for completing the task. Secondly, knowledge of the language that they have obtained is put into practice inside the classroom so that pupils can synthesize all that knowledge in a real-life context, what makes the knowledge construction process based in authentic experiences. (MEP,2016) (p.19).

Moreover, the use of the AoA has brought more effective didactic materials and has supported teachers in the planning design. Indeed, pupils have more connections with the language and absorb information in a better manner, leading to an enhanced knowledge construction process. Thus, it is important to foster the learners' awareness of the school educational plans and approach designed to achieve the objectives in an efficient manner. Besides, during the knowledge construction process, pupils work as autonomous actors, which means that second language learners need to be able to have choices and make decisions that enable them to acquire the abilities required in the classroom setting. These structures foster pupils' own learning and allow them to face the challenge of learning the language. Indeed, Farrell et al., (2010) explain that:

In second language education Learner Autonomy involves second language learners gaining awareness of their own ways of learning such as learning styles and learning strategies, so that they can utilize their strengths and work on their weaknesses (p.18).

In other words, as part of the knowledge construction process while performing the AoA, pupils learn to address their weaknesses in learning while they are encouraged to produce the language competently. Indeed, pupils learn to recognize the fact that the speaking skill is the most difficult of the four skills necessary to become proficient in the target. Certainly, Richards (2002) recognizes this saying that:

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions (p.204).

Based on this, the AoA empowers learners to develop within the classroom a didactic sequence in which there exists the possibility of creating a sense of order in the construction of knowledge. Indeed, In the area of speaking skill, the spoken interaction and spoken production are part of the integrated sequence of procedures that foster the mastery of the language. Indeed, MEP (2016) in *Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada* makes clear that:

Different socio-cognitive and collaborative strategies are constantly employed during interaction. Some examples of interactive activities include transactions, casual conversation, informal discussion, formal discussion, debates and interviews (p.45).

Based on this, one example that illustrates the application of the AoA in the classroom setting is, when a teacher presents the assignment of creating a tourist brochure to promote local tourism in a specific location in Costa Rica, the project is intended to be an authentic communication of the kind that might occur in everyday life. At this point in their educational sequence, social agents have all the necessary knowledge of the language to create the brochure. The project has a defined sequence that includes project choice, planning the product, creating the brochure, and presenting the result, as a form to support in a more experiential setting the acquisition of the target language.

To end this chapter, one of the aspirations of education in Costa Rica is to train competent students in the target language as well as to guide teachers in the preparation of their planning design. As part of these aspirations, the government has demonstrated great interest in continuing to raise the quality of education. It is for this reason that the Action Oriented Approach has been

implemented here, under the guidance of the European Common Framework. The AoA connects pupils' process of learning to the real-world use of the language. Learners find the knowledge construction process a natural environment within the English language classroom and will appreciate it as fundamental for the development of communicative competence. The AoA has been adapted to the Costa Rican context with the purpose of strengthening the culture while creating an experiential learning situation. The main reason for adapting this approach to the context of Costa Rica is that pupils can absorb more knowledge when the content of the lesson is familiar within their social context. In addition, using a familiar context provides learners with more connections to the target language, in a manner that the knowledge construction process is likely to be more successful. The AoA as an innovative tool in second language learning responds to the needs of the pupils by permitting them to become active participants in the learning process. Indeed, in the creation of didactic materials and authentic scenarios, the concept of real language and learning processes within the English lessons is a primary consideration. The main objective is that pupils can find motivation and engagement in the learning process. In fact, as AoA has been implemented the conditions for pupils to experience optimal environmental conditions for learning while the teaching methodology reinforces the learner's autonomy. As was explained before, the advantage of this approach is that the learners are viewed as active social agents who are exposed to real-life tasks in order to succeed in the target language. Finally, it is important to highlight that within this approach, the four skills are integrated in the syllabus, creating a structure for teaching English in a more effective manner, as well as enhancing the learner's proficiency level to overcome those weaknesses they have identified while building the knowledge construction process. As a result, in order to continue with the development of this variable, the indicator didactic sequence is presented in the segment below.

2.3.2 Didactic Sequence

This section covers the second indicator of this methodological proposal, didactic sequence. First, it is necessary to understand what a didactic sequence is. According to Kumagi et al. (2016) "a didactic sequence is a series of instructional sessions around a given genre that seeks to provide students with mental categories and procedures for analyzing how texts work, through explicit and scaffolded instruction" (p. 172). It refers to a learning based on different steps or as they mentioned, scaffolded, to provide pupils the opportunity to learn from the most basic to the

most complex level through a sequence or stages. In addition, this process is similar to the one implemented by the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) "the Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis" (p. 1). Indeed, the main idea of the didactic sequence is that pupils can have a knowledge construction process based on different levels, in which they are expected to achieve different levels of proficiency and to not be exposed to all the topics at all levels at the same time. Additionally, as Kumagi et al., (2016) said "a sequence typically culminates with students' own productions and is generally conducted along a series of steps" (p. 172). In fact, the main purpose of the didactic sequence is that at the end, learners can develop the assessment strategy of the task by applying it through stages and finally doing it by themselves, using all the knowledge acquired through the successive stages.

It is necessary to highlight that this second indicator is crucial for the learner's knowledge construction process, since it guides teachers to help pupils during their whole process of learning English as a second language. As is mentioned by MEP (2016) in *Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada* "explaining, clarifying and modeling the language as much as possible before and during the time when learners practice it in meaningful ways is recommended" (p. 34). The didactic sequence provides both teachers and learners a better understanding about what they are learning and doing during the entire lesson plan. This is the reason why the MEP implements the sequence for the speaking skill in the interaction area; planning, organizing, rehearsing, and interacting (MEP, *Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada*, 2016, p. 36). The didactic sequence provides teachers guidance to know what to do during the entire task. First, in the planning step, learners are given a specific idea about what the teacher wants them to achieve. Then in the organizing they start to create their own version. Third, the teacher provides feedback as finally learners share and interact with what they have created. This sequence provides steps concerning what to do and keeps learners and teachers aligned with regard to what the goal is. To give a better idea about what a didactic sequence is, an example would be when a child learns to speak. First, the child is taught to repeat sounds, later learns to say syllables, and finally able to say full sentences. All this process is intertwined, by providing continuity between has already been learned and the next step to follow.

In addition, as suggested by researchers, didactic sequences can be short or long. They can be integrated into the curriculum at different levels, depending on needs, students' abilities, and course objectives (Kumagi et al., 2016, p. 176). The main goal of the didactic sequence is to give pupils the ability to improve and create more knowledge in order to finally master the language, through different stages that allow them to do so progressively. This sequence also helps teachers to create a class in which pupils feel interested, because as mentioned by Waks (2015) "teacher talk and passive student listening— dominate instruction, students and teachers suffer from boredom, exhaustion, and alienation" (p. 1). In contrast, teachers must give the pupils a learning experience in which they feel engaged. Moreover, the goal of this alternative methodological proposal is that through the implementation of games in the didactic sequence learners are helped in their knowledge construction process to be engaged learners.

To summarize the main ideas of this indicator, the didactic sequence is the implementation of a task in different steps or stages, which seek to provide interlocking learning, giving the pupils the ability to create knowledge progressively. This sequence is indispensable in the knowledge construction process because it provides the teacher and learners a guide on how to effectively achieve the goal that has been established in the program. In addition, as has been already mentioned, the speaking skill has its own sequence in which it seeks to guide the student on what to do and how to achieve it. This second indicator is implemented in combination with games and together with the didactic sequence, to give learners a more attractive and interactive learning experience, as well as to help the pupils with their knowledge construction process. For the next section of this second chapter, task, the following indicator of this variable, will be introduced. This indicator will also be explained in depth: What it consists of, as well as its importance in the knowledge construction process.

2.3.3 Task

The following information to be developed is based on the third indicator of this proposal research action, task, which is centered on the importance for it in the English knowledge construction process. In teaching, the role of the task has become essential when planning the development of a lesson in schools. As Nunan (2004) mentions "the concept of 'task' has become an important element in syllabus design, classroom teaching and learner assessment" (p. 1). When planning a class, task is one of the main elements to consider, because it will be the immediate goal for

learners to achieve. First, let's understand what the meaning of task is. The word task has different but similar meanings depending on the author or book from which it is read. According to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) a task is:

A task is defined as any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work (p. 10).

Another definition of task is the one provided by Nunan (2004):

The task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end (p. 4).

It can be understood by both definitions that task is a mission that the teacher strategically elaborates and which learners seek to complete in order to reach the goal or objective that was assigned, achieving this through different stages or steps. In addition, the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001) states that "we speak of 'tasks' in so far as the actions are performed by one or more individuals strategically using their own specific competences to achieve a given result" (p. 9). The main idea of tasks is that they are designed so that pupils are able to complete the assigned mission through their own abilities, in this case through their speaking skill and related knowledge they have obtained.

Tasks are an important element of the knowledge construction process of learners because they are the tool used by teachers to guide and set the goal for learners. With these tasks, the teacher can measure how well a pupil is able to use and understand the target language. A key factor is that these tasks should be based on daily activities of the pupil, or are created based on situations

or contexts of real life. As it is stated by MEP, English syllabus (2016) "tasks are set in a context that learners would face in everyday life within scenarios and domains. Learners are able to demonstrate what they "can do" in English, as well as what they know about English language structures, vocabulary, functions" (p. 26). With this English syllabus, the aim is to put the learners in a situation in which they can create knowledge based on everyday situations, to give them more natural and unforced learning, "role-playing a job interview, for example, might be chosen not because job interviews in the L2 were target tasks for a group of learners but because they provided opportunities for practicing question forms" (Long, 2015, p. 6). A task that is assigned to the learners may not be based on a situation that they are experiencing right now, but it can help them to obtain vocabulary and grammatical structures that will be necessary in the future. With the implementation of tasks, the aim is for them to create knowledge that will remain in their memory for a long time, and not an empty learning to pass the year. The learner is not speaking or writing for the teacher or pretending to speak or write to another person, but rather speaking or writing in a real-life context for a social purpose (MEP, English syllabus, 2016, p. 27). The knowledge that learners create is expected to help them communicate effectively with other people who are native speakers of the language. Because as Nunan (2004) mentioned, learning is "a tool for communication rather than as sets of phonological, grammatical and lexical items to be memorized" (p. 7).

It can be said that learning English these days is an indispensable tool, but it is not just learning it, it is to be able to communicate with that language, it is about understanding and being understood. As Long (2015) remarks "second language learning and teaching are more important in the twenty-first century than ever before" (p. 3). It is for this reason that the implementation of tasks seeks to transform pupils into social agents who can handle the language at the highest possible level, in such a manner that they are trained and become capable in utilizing second language efficiently. In addition, as Long (2015) also mentions "advanced proficiency in a foreign or second language will remain a critical factor in determining the educational and economic life chances" (p. 4). Handling a second language and especially the English language opens many doors both educationally and professionally. Due to this, the implementation of tasks in the class helps the student to improve their production capacity, as well as helping them in their knowledge construction process. The utilization of real situations produces many benefits to learners because as mentioned by García (2007) "it is widely accepted that opportunities for interaction and for

negotiation of meaning are crucial for learners to advance in the L2 learning process" (p. 69). The use of tasks where the pupil is given the space to interact and use the language is essential. It is for this reason that this proposal research action proposes the implementation of games to give the learner that space in which to acquire the language in a more interactively and entertaining way.

To summarize the main ideas, as was mentioned at the beginning of this indicator, the task is any assignment or mission created by the teacher in order to help pupils to improve their ability in a specific topic, and that based on this task they can create more knowledge. Tasks are important and necessary in the pupil's knowledge construction process because they provide a goal for learners to fulfill. But with the implementation of a task, it should be designed so that the has genuine meaning, as mentioned above, through the implementation of real situations or contexts. These tasks seek to provide a communicative objective to give learners the opportunity to improve their ability to understand and produce the target language, and to also provide them an advantage for obtaining better job opportunities in their future. Additionally, through the combination of tasks and games, the aim is to give pupils a more interactive and real learning experience, and that in this way they can be able to use the English language naturally and without pressure. For the next section of this proposal, the third variable, speaking skill, will be analyzed and explained, as well as the connection and importance of this variable in the knowledge construction process.

2.4 Speaking Skill

For the third and last variable of this alternative methodological proposal, one of the four skills that are used to learn languages was chosen. These skills are called macro-skills and cover different aspects within them; however, the speaking skill has a more dominant role in comparison to the remaining macro-skills of listening, writing and reading (Pawlak et al., 2011, p. 204). This is because when communicating in a variety of situations, it is the most dominant skill. This is the reason that when learning a second language the speaking skill plays an important role. As members of a global human society, it is common now to try to learn a second language to talk with other people. It is for this reason that when learners are being taught at school, commonly speaking is the first skill that teachers want pupils to develop. It can be said that speaking skill has a fundamental part in pupils' knowledge construction process, because through the use of this skill is how they are going to be able to communicate in the classroom as well as out of it. Likewise, this is one of the macro skills that facilitates for learners the opportunity to increase their capacity

to communicate in a more effective way, as Burns & Chuen (2012) mention "research studies have shown that output is crucial in helping learners become increasingly proficient in the language" (p.15). In fact, pupils who have the opportunity to be frequently using the language learn to use it proficiently, and at the same time have the opportunity to work on areas of weakness, for example fluency or pronunciation.

It can be said that the speaking skill provides different benefits to learners in their knowledge construction process, since it provides them opportunities to improve in other aspects. As (Richards J. C., 2008) mentions "people learn a language best when using it to do things rather than through studying how language works and practicing rules" (p.2). Indeed, it is not just knowing grammar rules or language structures, it is to being able to use the language to communicate with others. It is for this reason that as social agents they need to learn more than just using grammar rules, they need to interact with the language, as well as to practice it inside the classroom so that they can later use it outside of class. In order to achieve this goal and thus pupils can practice the speaking skill more in the classroom, this proposal suggests the implementation of games. The purpose of this innovation is to reinforce interaction among students and give learners the space to use their speaking skill and in that way improve their knowledge construction process. With games the aim is for pupils to have time during the class to use the language spontaneously and at the same time in a real way, a process not based on memorized sentences. As stated by Richards (2008) "classroom activities should be meaningful and involve real communication" (p.2).

The development of this third variable encompasses three indicators that are: appropriacy, fluency and capacity. These indicators will be explained in depth in order to show their importance within this variable, speaking skill, as well as for the pupil's knowledge construction process. The first indicator, appropriacy, is an important component of this variable because it is based on the goal of teaching pupils to communicate while also taking into account the importance of using the language appropriately, depending on the context or situation in which they find themselves. It is important to teach them to know how to vary their use of the language according to the setting and the participants (e.g., knowing when to use formal and informal speech) (Richards, 2008, p.3). In fact, it is important to let them know that it is crucial to use the language appropriately, because depending on where they are there is a different vocabulary that needs to be used, that it is not the

same to speak with a teacher or doctor, as compared with a friend or relative. Because as Burns & Chuen (2012) mention "when a group of learners talk among themselves, they may use the language inaccurately or inappropriately" (p.18). The vocabulary or expressions that a learner uses in an environment surrounded by familiar people may vary compared to one in which there is the need to speak in a more professional way. It is for this reason that this indicator is an essential part for both this variable and for the learners' knowledge construction process, because it is important that they can learn to differentiate in how the language should be used depending on the context or situation.

The second indicator of this variable concerns the importance that fluency has in the learners' knowledge construction process. According to Richards (2008) "fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication" (p.14). It refers to natural communication as when using the mother tongue, without breaking the flow or overthinking. It is for this reason that this indicator has been chosen for this variable, since it is expected that learners can improve their speaking skill while developing the fluency to speak or communicate in a way that the language partner can understand the message. With this indicator it is also intended that pupils can achieve a high level of proficiency while reaching a natural fluency, because in that way they will be able to use the language for other purposes, not just in the classroom. For example, the learners will be able to use it to get better job opportunities since good English language skills and especially fluency in English are prerequisites for success and advancement in many fields of employment in today's world (Richards, 2008, p.1).

Third, the last indicator of this variable is capacity, which consists of the capacity that learners must achieve to be able to express ideas successfully while using the appropriate vocabulary. Capacity is part of this third variable because in order to communicate with someone else it is needed to have the ability to use the language. As Brice (1992, as cited by Burns & Chuen, 2012) states "learners need to learn how to initiate and maintain conversations, to sustain group discussions, describe feelings and give reasons" (p. 21). In fact, pupils are expected to have the ability to participate in conversations either with classmates or people outside the classroom. It is for this reason that this third indicator is important for the learners' knowledge construction process because in that way they will have the knowledge and the ability to express ideas. Through the

implementation of this proposal, it is sought to help them express themselves and communicate beyond the classroom.

To sum up, this last variable is based on one of the four skills that are used to learn languages. All skills are necessary but as has been mentioned before, the speaking skill has a more dominant role in comparison to the other skills since it is used more frequently to communicate. This is why speaking skill is an essential part in the pupil's knowledge construction process, since it is expected that through the use of this skill, they will be able to communicate in the classroom as well as out of it. This proposal suggests the implementation of games, while at the same time the teacher can measure speaking skill through appropriacy, fluency and capacity, the three indicators of this variable. These three indicators are important components of the speaking skill because, first, it is important to speak while taking into account the context or situation in order to use the appropriate vocabulary, since it is not the same to speak with a doctor, for example, as with a friend. Second, fluency is necessary because it helps to communicate in such a way that the listener can understand the message, without pausing or hesitating. The purpose of stressing fluency is so that pupils can use the language beyond the classroom, for example to get a job after finishing high school. Third, capacity is important because learners need develop the ability to clearly express complex ideas about a topic in order to communicate effectively. Finally, for the next segment of this alternative methodological proposal, the first indicator of this variable, appropriacy, is going to be explained below as well as its importance in the pupil's knowledge construction process.

2.4.1 Appropriacy

In this section, the first indicator is Appropriacy. It is important in the knowledge construction process because, if the language learner is not aware of how to use the language within certain contexts and situations the pupil cannot achieve fluency. Most experts in the field agree that one major aspect of language mastery is the sometimes-subtle ability to determine the right choice of words and phrases that a native speaker might use in a given context or situation. Indeed, Ishihara & Cohen (2010, as cited in Celce et al., 2014) stated that:

Appropriacy is all about sociocultural context, or pragmatics. It is not enough for L2 speakers to be accurate and fluent; they must also be competent socially and culturally.

That is, L2 learners need to be able to communicate with the proper politeness, directness, and formality ... [They] also need to know what not to say at all and what to communicate nonverbally (p. 107).

This means that, when learners are acquiring the language, they must be exposed to different settings in which they can be involved in order to express meaningful ideas and thoughts. In fact, learning the English language requires broad understanding of not just the language but the culture, context and situations in which it is spoken. It is essential to learn how to vary the use of language according to the context, including such knowledge as the ability differentiate among various social settings and determining whether what is required is formal or informal speech. As can be seen, understanding what is been said plays an important role in the learners' construction of knowledge of the English language, which means social agents should be exposed to opportunities for using the acquired language in active, spontaneous, and authentic language interactions. Indeed, Gibson (2015) supports the idea saying that "it is problematic to talk about overall 'proficiency' in a language without taking into account the context in which the language will be used" (p.8). The level of competence of the pupil needs to go beyond simply speaking the language accurately and must include knowing how to find suitable words according to the context. In the educational setting, it is a requirement to teach learners the context in formal and informal scenarios because it makes them more confident in their speech in the future. If this does not occur, and the learner is not aware of issues of appropriacy, it could lead to embarrassing situations outside the classroom caused by these significant gaps in the knowledge construction process.

The idea behind this is that pupils must be able to connect the language to the real world. In addition to this, learners should find learning English meaningful, with applications well beyond the classroom. Clearly, teachers should; therefore, encourage learners to support one's another's' speaking development, where they can share learning plans and goals. Having this in mind, pupils; then, should be willing to acquire the structure and use of the language in a more experiential learning environment as they learn when they are children. In this view of language instruction, the experience of children learning their mother tongue naturally should act as a guide to second language acquisition. In this context, Gibson (2015) also observes that:

As children learn their first language, they gradually learn not only the syntax or grammar of the language, but also how to vary the language they use according to the context they

are in. In other words, they learn to vary the register of the language so that it is appropriate for the context (p.6).

It is rational to accept, then, the knowledge construction process is not complete without considering appropriacy. Certainly, in Costa Rican education, there is emphasis in the curriculum for the idea that learners are members of a society who must become competent in language use according to the environmental setting. The curriculum also notes that the language learner also is a person with distinct values, beliefs and identity. Indeed, MEP (2016) in *Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada* states that “the learner/social agent is not an empty vessel but a whole person with values, beliefs, an identity, and a language or languages. S/he possesses knowledge and experience that can be used to face the challenge of learning a language” (p.29). As part of speaking skill measurement, appropriacy cannot be left aside, since it is a requirement for pupils in the knowledge construction process of language. Without doubt, knowledge of appropriacy as an important issue that helps to make the learner aware of the values and beliefs that form part of other countries, societies and cultures. Moreover, appropriacy forms a noticeable part of the students’ speaking skill that is developed and nurtured through controlled practices, as well as guided and free expression, in order to learn to cope with situations and social contexts in the target language. In effect, Broughton et al. (2003) explain that:

there are controlled, guided and free phases of production in both oral and written work. The speech produced by the student should be tightly controlled at first by the teacher, then as progress is made there should be less rigorous guidance, culminating in situations where the student is free to produce utterances appropriate to the situation (p.76).

As the level of confidence in constructing meaning and the practice of speaking skill scaffolds, students realize the effects that some words have in certain contexts. Thus, making them capable of employing the knowledge acquired throughout years of instruction in a freer scenario where the informal and formal speech will be based on the audience is a highly desired goal. In effect, Burns & Seidlhofer (2002, as cited in Juan et al.,2006) confirm the idea that “this process requires speakers to make decisions about why, how and when to communicate depending on the cultural and social context in which the speaking act occurs” (p.139).

It is clear that speech interaction is an important part of the social communication, and the process must include learners finding when, why and how to use the linguistic resources that are correct in grammar and meaning. As a result, appropriacy plays a key role in the knowledge construction process, noting that “we speak differently in libraries from the way we do in night clubs. We often use informal and spontaneous language at home, whereas we may use more formal pre-planned speech in an office or work environment” (Harmer, 2001, p. 24). How people assemble the meaning of words according to the setting influences the choice in language and acting as social agents language learners must be aware of the variations in English that can be suitable for each kind of situation. Harmer (2001) illustrates this by example saying that:

We may have our students prepare for a speaking activity by assembling the necessary topic words and phrases. We may discuss what sort of language is appropriate in an office situation when talking to a superior- and whether the sex of the superior makes. Language is a social construct as much as it is a mental ability. It is important for students to be just as aware of this in a foreign or second language as they are in their own (p.25).

As teachers, it is indispensable to introduce words and phrases in which the language is used, giving the tools to pupils to keep them working in the acquisition of the language and giving them an orientation in how the language is built.

To conclude, as has been mentioned before, appropriacy plays an important role in the knowledge construction process because it allows learners to see the application of powerful, meaningful expressions according to the context, knowing precisely how to vary the language. In real life context, learners can utilize the language in a suitable manner to avoid instances where they may be perceived as rude or inappropriate. Moreover, this indicator is established as a necessary element for pupils, since the current Costa Rican English program promotes mediation strategies where social agents must advocate values, beliefs, knowledge and interaction among peers, which in itself is a social process that requires consideration of appropriacy. The main purpose of this approach is that learners can perform real life tasks that can be practical in real exchanges outside of the classroom setting. As a result, in order to continue with the development of this variable, the indicator fluency is presented in the segment below.

2.4.2 Fluency

Continuing the discussion about the quality of learners' speech, fluency as well as appropriacy are both fundamental in the development of the speaking skill. That is the reason why, in this section, the indicator fluency is explained and analyzed. First, it is important to mention that the acquisition of language occurs through experiential learning, where pupils put into practice the abilities learned to master the language. In support of this, Richards (2002) remarks that "language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance" (p.43). This means that the speaking skill is an essential element in the mastering of a second language. Without this, communicative competence is impossible to achieve. That is the reason why being fluent means to correctly apply the language's structure correctly while at the same time focusing on meaning. Indeed, according to Burns et al. (2012) fluency is "speech where the message is communicated coherently with few pauses. Thus, causing minimal comprehension difficulties for the listeners" (p.43). In other words, fluency is the capacity of expressing thought in the target language in an effortlessly mode, where the listener receives the ideas effectively which are articulated without hesitation by the speaker. Fluency is necessary in the knowledge construction process because it allows social agents to interact with their peers in a manner that allows meaningful expression to be transmitted.

In the classroom, learners should become aware about how important is to become fluent in the target language. Segalowitz (2012 as cited in Bailey,2020) notes "the qualities that make speech fluent include fast speech, and the relative absence of undue hesitations, pausing, repetition, and repairs" (p. 240). In order for pupils to master the language, it is essential to teach learners when and how to pause appropriately between words and phrases, how to put together many words without hesitation, and how to speak naturally and easily for an extended period of time. Indeed, according to Broughton et al. (2003):

a student may be good at listening and understanding, it need not follow that he will speak well. A discriminating ear does not always produce a fluent tongue. There has to be training in the productive skill of speech as well (p.76).

All the skills are quite important in the knowledge construction process but focusing on training learners in the development of the productive skill of speech clearly is necessary in order to enable pupils to develop language competency. As stated by Nation et al. (2008) “learners demonstrate fluency when they take part in meaning-focused activity and do it with speed and ease without holding up the flow of talk” (p.51). In fact, there are activities that are important in the development of the fluency skill. Indeed, Tavakoli et al. (2016 as cited in Bailey, 2020) suggest three broad categories of activities to help learners improve their L2 fluency “(1) awareness-raising; (2) fluency improvement strategies; and (3) fluency practice opportunities” (p.207). In the awareness raising activity, suggestions include that the first step should be to create learners’ awareness about the language structure, the vocabulary that will be used, and the skill they are going to work on in the classroom. One example for this activity is to listen to a nonnative speaker of English retelling a story. Then, learners evaluate the speaker’s fluency in relation to speed, pausing and repair measures. The main idea of this activity is that pupils can then retell the story and appreciate where the fluency has broken down. (Tavakoli et al., 2016, as cited in Bailey,2020, p. 209). Secondly, the fluency improvement strategies have to be included in planning steps. (Nation & Newton, 2009) emphasize the importance of incorporating planning steps in fluency activities. These elements can include: “brainstorming the topic, pre-reading on the topic, observation of others doing the activity, repeated opportunities to do the activity, preparing and practicing in the first language, and prediction activities” (p. 155). The idea behind this is that, using the proper strategy, which must include repetition, the speaking skill can reach an advanced level. This is similar to what is used in the didactic sequence in the spoken interaction. However, learners must talk frequently in the target language in order to achieve the goal. According to Tavakoli et al. (2016, as cited in Bailey, 2020) another example for developing the fluency improvement strategies include using, “lexical fillers (e.g.,well) and longer lexical chunks (e.g., let me think) and practicing them in conversations” (p.209). Teaching learners how the language is structured in content words, such as fillers and chunks, is crucial for students to understand the language as English native speakers. Finally, the last category suggested by this author is fluency practice opportunities. As the sentence says, this activity is when students practice the speaking skill in many ways in order for them to become fluent in the target language. Indeed, Tavakoli et al. (2016, as cited in Bailey, 2020) describe some activities that can be:

including retelling a story they had listened to earlier. Subsequently they can tell another story, recording their performance, listening to their own performance to identify fluency problems, and recording their performance of the same task again (p.210).

Following the same sequence, these activities are important to improve the student's speech and together with fellow learners have more opportunities to identify the problems in their fluency where the teacher becomes a guide and support in overcoming those weaknesses in acquiring the language. That is the reason why, in this alternative methodological proposal, implementing games in the classroom setting may have a significant impact in supporting social agents to have confidence in speaking, an important step on the road to helping pupils to become fluent.

The importance of fluency in the knowledge construction process is that pupils become competent in the language, which will allow them to have better life opportunities socially and economically. A part of the aspirations of the Costa Rican education is to provide learners with the necessary communication tools so they can acquire knowledge and have opportunities that improve their quality of life. When they enter the workplace, they are likely to find better opportunities. In the 21st century, greater educational preparation is required, and mastery of the English language is included as an essential requirement. The curriculum aims for the pupil to improve their speaking ability and, in addition, the Costa Rican education has tried to improve the English teaching programs through enhancing the quality of the preparation of the teachers. Indeed, according to MEP (2016) In Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada supports this idea saying that:

Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages (p.4).

Speaking fluently should become one of the ambitions of each pupil. In order to underscore this goal, utilizing real-life scenarios in the classroom should be used to impress on learners the importance of developing fluency in English.

To sum up this indicator, it is important to use the language skill in the classroom so that the acquired knowledge is not just stored in a brain but also is used practically for its intended purpose. Emphasizing the fluency skill in the knowledge construction process should enable

learners to achieve the goal of being competent in the language. Moreover, connecting the cognitive process to the language production process allows pupils to provide meaningful ideas to the listener. Social agents who comprehend the words and structures of the language are on the path of becoming fluent, but the necessary next step is to produce the language without hesitation in a natural flow of speech. Teaching of the second language has much to learn from observing the natural process that occurs as children learn their mother tongue. In addition, learners more easily acquire fluency when their instruction includes activities in which the language is used to achieve specific goals. The Costa Rican education seeks to provide better settings for learners to face the real-life world of their future, culturally and economically, besides preparing them to seek a better quality of life. As a result, in order to continue with the development of this variable, the indicator Capacity is presented in the segment below.

2.4.3 Capacity

The following information is based on the third indicator which is centered on the capacity that learners must develop to communicate in a second language. The term capacity may vary its meaning depending on the context in which it is being used. For the word capacity different definitions can be found, but according to Faccini & Salzano (2011) "capacity is ability or aptitude. It is the capability or skill to carry something out. It can also mean a competency, a qualification: the strength and talent to perform a function or task" (p.15). As a general definition based on what Faccini and Salzano stated, capacity refers to being able to successfully perform something, it can be an action or a task, as well as showing a level of management of that area. However, for the development of this alternative methodological proposal, the operational definition of capacity will be the pupil's ability to communicate in the second language by using different vocabulary and apply it in a large range of topics in order to both understand and express ideas, to be able to communicate thoughts in real life situations. In addition, for this alternative methodological proposal, vocabulary also plays an important role in this third indicator. The vocabulary that pupils acquire during the lessons plays an essential role as they endeavor to achieve management in communicating about a certain topic. But, due to poor or inadequate management of the necessary vocabulary to talk about a specific topic, there are learners that show hesitation and doubt when expressing themselves. In fact, Menon (2007) explains that "non-native speakers of English may hesitate to communicate because of 'inadequate' vocabulary banks" (p.3). In other words, due to

a poor vocabulary bank, English learners may struggle when it comes to expressing their ideas, which results in limited communication with the other person with whom they try to communicate. Certainly, different situations require different vocabulary, otherwise, establishing communication can be problematic. This is why, in order to convey messages with ease, individuals must have enough vocabulary about the subject. Indeed, Burns & Chuen (2012) mention that "in order to communicate, speakers must use appropriate vocabulary. For example, to describe an accident, a speaker needs to know words for expressing objects, actions, locations, and people" (p.154). In this proposal, capacity has to be developed throughout the knowledge construction process to guarantee that learners will have the skills to handle a variety of situations that may appear in their lives.

For this alternative methodological proposal, capacity plays an essential part in pupils' knowledge construction process because, as based on the program implemented by the MEP, one main goal of teaching English as a second language is to enhance learners' capacity to communicate successfully in different scenarios while reaching at least one of the levels of proficiency. Indeed, "the new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively" (MEP, Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p.4). The aim of this new curriculum proposes to give learners the opportunity to develop the capacity to communicate by reaching at least one of these proficiency levels; as a result, pupils would develop the facility to speak spontaneously about a subject with the necessary vocabulary. Besides, the level of capacity determines how easy or difficult oral communication will be. This means that the higher the level of capacity, the larger the range of topics that a learner can express. In order to express an idea, pupils need to have the capacity to talk about it, using the proper words. In addition, the current English program works towards preparing individuals to be autonomous, given that the AoA "views users and learners of a Language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action" (CEFR, p.9, as cited in Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada 2016, p. 25). This implies that, for learners to develop the ability to use

the second language in a social real-life situation, it is helpful to master a number of topics and the vocabulary that is related to them.

To effectively achieve the goal of the English program of creating social agents capable of producing the target language within a particular field, this methodological proposal presents the implementation of games in the classroom in order to stimulate learners to gain a greater capacity to express ideas while using their speaking skill. Most educators try to find options to boost learners' interest in the target language and in the topics of the lesson. Indeed, Sugar & Kostoroski (2002) mention that "we want our students to want to know more about the topic, to become vested in their own learning experience- connecting their own dots and experiencing their own ideas"(p.3). This means that educators try to provide pupils the opportunity to create knowledge, express their own ideas and as a result develop a higher level of proficiency, as well as to help them maintain interest in the subject. Nonetheless, planning an attractive class for learners is often more complicated than it seems. It is for this reason that this methodological proposal brings forth the implementation of games in order to enhance the pupil's capacity to produce the English language as well as to increase interest in English as a subject. As mentioned by Sugar & Kostoroski (2002) "games are an amicable way for an educator to present material and assess material learned" (p.4), as well as to "keep the curriculum fresh and interesting" (p.6). It means that games can be an essential tool for teachers to create more entertaining and interactive lessons in which pupils are able to increase their vocabulary banks, as well as improve their capacity to express themselves through the knowledge recently acquired. Additionally, the main goal of the implementation of games is to enhance the learner's capacity, to make them social agents capable of communicating, not only in the classroom, but also with the rest of the world. As stated by MEP (2016) in Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, to "use knowledge, skills, and abilities beyond school contexts" (p.4). The goal, then, is to give pupils the opportunity to learn English as a second language with ability and confidence to communicate with people outside of school.

To sum up, this third indicator is centered on the capacity that learners need to develop to communicate in English as a second language. As mentioned before, for the development of this proposal, capacity is defined as the pupil's ability to communicate in the second language, by using different vocabularies to express ideas. It can be said that capacity is a way for learners to show

management about a certain topic, and if there is a poor bank of vocabulary, pupils will be limited when trying to talk about a specific topic and possibly will show hesitation or doubt when expressing themselves. For this reason, pupils' capacity to express ideas plays an essential part in the knowledge construction process, since it is expected that they can reach at least one of the levels of proficiency in order to achieve the aim of the new curriculum. Certainly, the higher level of capacity that a learner can get, the larger range of topics that he will be able to express, with the purpose of being a member of society able to communicate in a social real-life context. To help achieve this goal this proposal suggests the implementation of games in the classroom. The goal is to enhance pupils' capacity to produce the target language by using games as well as to increase their interest for the English subject. Furthermore, games can be an essential tool for teachers, to create more entertaining and interactive lessons with the goal to increase the learners' vocabulary banks and the capacity to express themselves, as well as to make them social agents capable of communicating beyond school. Last, for the next segment of this alternative methodological proposal, the chapter's conclusion will be developed in depth, summarizing the main ideas of this literature review.

2.5 Chapter's conclusion

For the development of this second chapter, first, the importance of the literature review in the development of this AMP (alternative methodological proposal) has been considered fundamental. As has been explained, the literature review is the examination of the published literature about the topic to be developed, and is to investigate what has been previously found by researchers or people that are related to the area of focus, in order to not redo mistakes that were already made but also to pursue avenues of investigation that could be fruitful. That is the reason why it can be said that the literature review has a crucial role in the AMP. Furthermore, games have been defined as the first variable of this alternative methodological proposal with the purpose of making the English language educational setting more interactive for pupils as well as providing them a more natural setting for learning, in which they can be more relaxed and less worried about performance. Along with this variable, the first indicator, emotional environment, was developed. This indicator emphasizes the idea that teachers are an important model in the knowledge construction process by which learners find motivation, enjoyment and meaning in the English language construction process. Also, it proposes that the teacher's job is to create an optimal

emotional environment in the classroom for the pupils, which in turn helps them to become competent in the English language. Therefore, as was discussed, the emotional environment plays a key role in the knowledge construction process. In addition, for the second indicator of this first variable, the interaction between learners has been considered as part of the knowledge construction process, since interaction provides learners a variety of benefits. The aim is for learners to have a good interaction with their classmates and increase their opportunities to use the target language. It is for this reason that interaction has been chosen for this first variable, since by using games learners can have more interaction during the lesson and at the same time have a knowledge construction process more attractive and engaging. Finally, the socio-cognitive approach is the third indicator of this first variable. Within this indicator, it can be seen how cognition, socialization and knowledge are intertwined. In this approach it is understood that the human being needs interaction and socialization with others in order to obtain more knowledge. This approach invites learners to use their cognitive skills, but at the same time to learn within a social setting. The combination of socializing and learning is essential in learning the English language, that is why this indicator plays an important role in the learners' knowledge construction process.

Knowledge construction process is the second variable of this alternative methodological proposal. As was mentioned, the knowledge construction process is a building platform that guides the improvement of the pupils' speaking ability, with the aim of becoming skilled in the mastery of the language as well as forming part of a globalized community. As part of the knowledge construction process, pupils generate new ideas, decisions, and understandings about the target language in its social context, demonstrating why this variable is essential in this proposal. For the first indicator of this variable, the action-oriented approach has been developed. The AoA plays an important role in the pupil's knowledge construction process, because it describes learners as active agents and sees communication as a social activity designed to accomplish specific tasks. This first indicator is important in the knowledge construction process because it is a structured approach, created around achieving a certain goal. In addition, didactic sequence is the second indicator for this variable. This sequence is the implementation of a task in different stages, which seek to provide interlocking learning, giving the pupils the ability to create knowledge progressively through different stages. It can be said that the main idea of the didactic sequence is that pupils can have a knowledge construction process based on different levels, levels in which

they are expected to confront different types of difficulties. As was explained earlier, this second indicator is crucial for the learner's knowledge construction process, because it guides teachers to help pupils during the entire process of acquiring English as a second language. Finally, the third indicator of this variable is task. As was explained, task is any assignment created by the teacher in order to help pupils to improve their ability in a specific topic. That is why tasks are an important element in the knowledge construction process of learners, because they are the tool used by teachers to guide and set the goals for learners, as well as to measure how much progress the pupils gaining in being able to produce the target language.

To continue, for the third variable of this alternative methodological proposal the speaking skill has been chosen from one of the macro-skills. This skill has a fundamental role in pupils' knowledge construction process, because through the use of this skill they learn how to communicate in the target language in the classroom as well as out of it, and at the same time, this skill provides learners the opportunity of improving their listening skill through conversations during the lessons. In addition, this third variable has the first indicator appropriacy. As appropriacy was explained, it plays an essential role in the pupils' knowledge construction process, because it is necessary for learners to know how to use the language and its vocabulary correctly, depending on the context or situation in which they find themselves. Then, the second indicator, fluency, is also necessary in the learner's construction process, because its achievement means that learners communicate without pausing or hesitating, in a manner in which the listener can understand the message. In addition, capacity is the third indicator of this variable, which plays a significant role in the pupil's knowledge construction process, since with this indicator teachers are able to measure if learners have the capacity, through the correct vocabulary and grammatical usage, to express complex ideas about a topic. Finally, for the next segment of this alternative methodological proposal, the chapter number three will be introduced and developed in depth, which encompasses the research method and design of this alternative methodological proposal.

III Chapter

3.1 Introductory paragraph

The third chapter of this alternative methodological proposal encompasses the methodology and research design. These play an essential role, because they are made up of the method and instruments that are used to create and put research into practice. The design of the research is important because, as Maxwell & Wooffitt (2005) state "a good design, one in which the components work harmoniously together, promotes efficient and successful functioning; a flawed design leads to poor operation or failure" (p. 2). Depending on how the research is structured, it can lead to the effort's success or failure. It is for this reason that this third chapter is an essential part of this methodological proposal. As an overview of this third chapter, it is made up of five different segments; research method, type of approach, data collection tools and instruments. First, the research method of this alternative methodological proposal is based on the action research approach. This type of research is defined as:

Any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn (Mills, 2007 as cited by Mertler, 2009, p. 4).

In fact, this approach is used when a problem is detected either as mentioned above, in the school, among learners or in the teaching technique, and the inquiry is created with the purpose of looking for a solution that helps to solve that problem. This proposal is based on that approach, because its goal is to propose a strategy concerning how to improve the speaking skill of pupils through the implementation of games in the classroom. In addition, action research can be divided into three different types: individual teacher action research, collaborative action research, and school-wide research (Calhoun, 1994; Ferrance, 2000, as cited by Ting, 2007, p. 73). For the development of this methodological proposal, the type of action research on which it is based is the collaborative action research. This type of action research can be defined as a "collaborative, participatory, and action-oriented research methodology that performs research with rather than on, to or about people" (Hills and Mullett, 2005, p. 280). This type of research has a very important characteristic, the search for a solution to a common problem; which is the aim of this proposal, which seeks to provide a solution to the poor performance of the language learners with their speaking skill. Another important point to highlight about this methodological proposal is that it

is also based on the exploratory research type. According to Gratton & Jones (2010) "the exploratory research takes place where there is little or no prior knowledge of a phenomenon" (p. 6). Which is also a focus in this alternative methodological proposal, since there are no previous proposals similar to this one made before.

Second, for this alternative methodological proposal, the type of approach is mixed. The selection of the type of approach is based on the nature of the problem. As will be explained in the following selection, the mixed approach is the combination of two types of approaches, qualitative and quantitative. A qualitative approach is based on evidence through words, while the quantitative approach is based chiefly in numerical measures. Both are essential in the collection of data for this action research because it allows researchers to analyze the situation more accurately. Indeed, as stated by Creswell (2014):

Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone (p.4).

In fact, the mixed approach is important because it fosters meaningful investigation of the nature of the problem by collecting essential data that can help researchers to get important ideas. That is the reason why the mixed approach plays an important role in the knowledge construction process, since in that manner the researchers can interpret the variety of data to reach a more realistic result.

Third, for the development of research it is also important to take into account the data collection tools. According to Rose et al. (2020) "data collection refers to the actual methods used to gather data for analysis" (p. 2). It refers to all the instruments or methods used during the investigation to collect important data in order to later analyze and obtain a result. This is an important process in the research because:

The process of data collection, the setting up of a database, and the subsequent analysis of the data we have collected forms the core of what we call research. There are many aspects

of research, and other procedures may also be involved, but this process forms its essence (Wallace,1998, p. 12 as cited by Leavy, 2017, p. 164).

As Wallace explains, there are many aspects and elements that make up an investigation, but the data collection part of the research is indispensable and cannot be ignored. It can be said that this process is essential in any research, including in this methodological proposal, because it provides the basic tools for analyzing the information that has been gathered and knowing if the investigation has been successful or not. There are many types of tools that can be applied for collection of the necessary information for the investigation. Examples of tools that are commonly used are questionnaires, interviews and observations (Rose et al., 2020, p. 2), that will be detailed and explained later in this chapter. Fourth, as explained above, in order to collect research data, the utilization of various instruments is necessary. As Wilkinson & Birmingham (2003) state "research instruments are simply devices for obtaining relevant information to your research project, and there are many alternatives from which to choose" (p. 3). Instruments are used to collect the data necessary to carry out an investigation, and as was mentioned there are many types of these tools available. However, for this alternative methodological proposal only the diagnostic test, pre-test and post-test will be taken into account. The choice of the correct instruments is an essential part of research, since it is how a high-quality work can be obtained. As Wilkinson & Birmingham (2003) remark "the highest quality social research projects are always those which employ the most suitable methods and instruments in the most thoughtful and careful way" (p. 3). Indeed, instruments used in a research are important in order to obtain the best results when applying it.

To sum up, as has been explained previously, this third chapter addresses the methodology and research design, which play an essential role, because depending on how the research is structured, it can lead to either success or failure of the project. Also, it is important to highlight the different segments in which this chapter is divided: research method, type of approach, data collection tools and instruments. As was explained earlier, this alternative methodological proposal is based on the action research approach, because its goal is to propose a strategy on how to improve the pupils' speaking skills through the implementation of games in the classroom. In addition, for the implementation of this methodological proposal, the type of action research on which it is based is collaborative action research. This type of research has the characteristic of

searching for a solution to a common problem; which, is indeed the core of the methodological proposal. This proposal also is based on the exploratory research type, since there are no previous proposals similar to this one made before. Another important aspect of this alternative methodological proposal is that the type of approach to be used is the mixed approach, which is a combination of two types of approaches, qualitative and quantitative. As was mentioned, this mixed approach plays an important role in this proposal, because provides a thorough model for researchers to interpret their results more accurately and comprehensively. In addition, the choice of data collection tools plays an important role, because they provide for the investigators to determine if the ideas stated in their hypothesis were achieved or not. Although there are many types of tools available for research, for this alternative methodological proposal only the diagnostic test, pre-test and post-test will be taken into account, and that will be explained in greater depth in this chapter. Finally, for the next segment of this chapter, the research method on which this alternative methodological proposal is based will be explained in depth.

3.2 Research Method

The development of this alternative methodological proposal is based on the action research approach, and as was previously mentioned, it is suitable for research conducted by teachers or others with the purpose of gathering data in order to propose a solution for an existing problem. In addition, as Mertler (2019) states that action research can be also defined "as the process of studying a school, classroom, or teaching-learning situation with the purpose of understanding and improving the quality of actions or instruction" (p. 255). In other words, action research is used to detect and look for solutions for a situation that needs to be improved in the institution or classroom, with the result of providing learners a better learning quality. Also, an important aspect to highlight about this action research is that there are four basic steps to create and apply it effectively; 1. Identifying an area of focus 2. Collecting data 3. Analyzing and interpreting the data 4. Developing a plan of action (Mills, 2007, as cited by Mertler, 2009, p. 5). These steps work as a guide and will be followed throughout the research in this alternative methodological proposal. To explore these in some depth, first it is necessary to identify the problem to be solved, for example in this proposal a low level of speaking skill in pupils was found. The next step is to create instruments appropriate for this kind of research, which in turn is followed by the collection of data that helps to describe in detail the areas to be improved, which

leads finally to the development of a strategy that may provide a solution to the problem, identified earlier as low level of proficiency in speaking skill. Another important aspect of this type of research is that it is characterized by being able to be conducted in a variety of settings and levels within the educational community (Mertler, 2019, p. 12). In fact, this action research approach has the adaptability to be used in different groups with different levels of proficiency, which in the educational field provides an opportunity for teachers to apply it in a variety of settings where a problem has been observed.

In addition, it is important to highlight that, as was previously mentioned, there are different types of action research. In this case, the development of this methodological proposal is based on the action research type called collaborative action research. According to Pavlish & Dexheimer (2012), collaborative action research "involves people with common interests working together to investigate issues of concern and devise actions to improve their situation" (p. 6). This type of research is called collaborative because it refers to a group of people who have the same issue and work for a common goal, so that the main purpose of the research is to look for a solution in order to correct a weakness detected in the system. Normally, collaborative action research is carried out by a group of teachers (Calhoun, 1994, as cited by Ting, 2007, p. 74). In the educational area, this collaborative research is used by teachers who seek to correct a deficiency and, in that manner, then can create successful strategies to apply. Indeed, Ferrance states that the collaborative research "is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement" (Ferrance, 2000, p. 6 as cited by Mertler, 2019, p. 176). This type of action research typically has the goal of improving either the teaching technique or the pupil's performance, while providing the advantage of being done in a single classroom or in several classrooms (Calhoun, 1994, as cited by Ting, 2007, p. 74). It can be said that this collaborative action research plays an important role in this methodological proposal, because it is utilized to benefit not just one learner, but many learners who face the same problem. The low level of proficiency in pupils' speaking skill has been identified as a serious problem, and that is the reason why this methodological proposal seeks to provide a strategy, the implementation of games in the lessons, to help learners to enhance their speaking skill.

It is also important to state again that this methodological proposal is based on what is defined as exploratory research. Exploratory research is used when very little is known about the problem being examined (Majumdar, 2007, p. 23). As in this case, the implementation of games to enhance learners' speaking skill is a topic in which there are not alternative methodological proposals that have been done before based in a study program. Since there are not previous alternative methodological proposals about using games to enhance speaking skill, this methodological proposal is commonly described as exploratory research. This type of research is created based on a topic that is not yet widely explored by others, and therefore has the advantage of not covering issues that have been previously developed in depth. Finally, with the development of this methodological proposal based on the collaborative and exploratory research types, this research could provide teachers with a useful tool to improve their instruction in speaking skill as well as the learner's performance.

To sum up, this alternative methodological proposal is developed under the action research approach, which includes research conducted by teachers with the purpose of providing a solution to an existing problem detected in the institution or learners' performance. Additionally, the four steps of action research will be followed in order to provide an opportunity for teachers to apply successfully this proposal to the problems detected by them. In addition, this methodological proposal is based on the collaborative action research, which emphasizes how different groups of teachers look for a solution to a problem in order to improve either their teaching technique or pupils' performance, while being able to use this solution in a one or several classrooms. It is important to highlight that this proposal embodies two different types of research. Collaborative research plays an essential role, because this proposal would be utilized to benefit different learners who face a problem in common, while this proposal also qualifies as exploratory research, since the topic for this methodological proposal is something that has never been attempted before based on a study program. Finally, for the next segment of this third chapter, the type of approach that is being used for this alternative methodological proposal is going to be developed and explained in depth.

3.3 Type of approach

In this section, the type of approach for the development of this action research methodological proposal is analyzed using the mixed approach. First, conducting research is more

than simply exploring a real problem in a social context. Indeed, researchers must follow a series of steps in order to design and conduct the investigation in a specific setting, so that they can achieve the desired results in the investigation. According to Creswell (2015) “conducting educational research is more than engaging in the major steps in the process of research. It also includes designing and writing the research in one of the two major tracks: quantitative research or qualitative research” (p.11). It can be said that in many cases, researchers, after analyzing and exploring the topic in order to get a better understanding of their needs, then collect information in order to confirm or disprove the hypothesis by the use of a qualitative, quantitative or mixed approach.

In this way, through well designed research projects conducted in the real world, educators can strive to continue improving second language teaching. As Marczyk et al. (2005) mention “the purpose of research is to answer questions and acquire new knowledge. Research is the primary tool used in virtually all areas of science to expand the frontiers of knowledge” (p.1). Improving the manner in which English language teaching is employed is an important goal. That is the reason why research is a crucial element, since the application of important research findings helps educators become more effective professionals. Based on this description, it can be said that the qualitative approach, in addition to other approaches, can play important roles in the knowledge construction process. Specifically, the qualitative approach involves collecting non-numerical data, such as the results of interviews and conversations. According to Sandelowski (2004, as cited in Hammersley, 2013) qualitative research is:

An umbrella term for an array of attitudes towards and strategies for conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world (p.1).

Qualitative research is important, since through observation of individuals, researchers in educational settings can observe if the strategies and approaches to English language teaching are used in a well-organized manner, and to observe if learners are producing positive results in the acquisition of a second language. If this is not the case, the teacher must find a new way of teaching in which better results are obtained, but this can also be assisted using the qualitative approach. Indeed, Vandertoep et al. (2009) explain that the main advantage of qualitative research is that:

It provides a richer and more in - depth understanding of the population under study. Techniques such as interviews and focus groups allow the research participants to give very detailed and specific answers. For example, imagine that you are hired by a hospital to explore people' s experience with holistic (also called alternative or complementary) medicine. In such a project, conducting a focus group with patients who suffer from chronic pain and asking them to respond to several questions would provide a rich description of these people' s experiences (p.8).

Based on this, it can be said that the importance of the qualitative approach in the knowledge construction process is that the researcher can observe the teaching in its natural setting and interpret the strengths and weaknesses in the language learning process as described by the participants. Indeed, as stated by Denzin et al. (2005):

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings. attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them (p. 3).

Following the same sequence, when researchers apply qualitative research, the chances to identify important elements of the research problem becomes more evident, since they are the primary focus of data that is gathered through the use of open-ended questions and observations about how learners behave. In fact, Merriam et al. (2015) supports the idea that “the researcher is the primary instrument of data collection and analysis; the process is inductive; and the product is richly descriptive” (p.15). This means that in qualitative approach, the researchers may obtain richer descriptive information by participants that, then, may guide them to conduct additional research in a more objective manner that permits statistically reliable information to be gathered about the problem in a population in general, that is to say, through quantitative research. Indeed, according to Creswell (2014) quantitative research is:

An approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data

can be analyzed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Like qualitative researchers, those who engage in this form of inquiry have assumptions about testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings (p.4).

It means that when conducting quantitative research, the topic is under investigation in a setting where the independent variable is the characteristic or attribute that is new or that is changing. Its effect is measured on the dependent variable, with the result expressed numerically and analyzed statistically. According to Leavy (2017) explains that:

Quantitative research typically employs either research questions or hypotheses. Research questions are the central questions your study seeks to address. Quantitative research questions are deductive. Questions center on how the variables under investigation relate to each other, affect different groups, or how they might be defined (p.92).

Quantitative research is important in the knowledge construction process since the examination of the problem provides an explanation of the relationship among variables. In fact, VanderStoep et al. (2009) notes that one advantage of the quantitative approach is that, "the findings from the sample under study will more accurately reflect the overall population from which the sample was drawn" (p.7). Quantitative research is crucial, since applying the investigation to a representative population leads to more consistent results and at the same time provides a rigorous analytic tool for comparing results to determine if changing the independent variable leads to good or bad outcomes. Indeed, as stated by Creswell (2014):

In quantitative data collection, you use an instrument to measure the variables in the study. An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study. Examples of instruments are survey questionnaires, standardized tests, and checklists that you might use to observe a student's or teacher's behaviors. You administer this instrument to participants and collect data in the form of numbers (p.14).

Among the tools for quantitative research are questionnaires with closed ended questions where provide relevant documenting data for the existence problem. As a result, in this action research, the researchers must apply the mixed approach to this alternative methodological proposal in the educational setting and address in a more practical manner the change that is proposed. In fact, Creswell (2015, as stated in Merriam et al., 2015) defines mixed approach as:

An approach to research in the social, behavioral, and health sciences in which the investigator gathers both quantitative (closed-ended) and qualitative (open-ended) data, integrates the two and then draws interpretations based on the combined strengths of both sets of data to understand research problems (p45).

The mixed approach is a combination of both qualitative and quantitative approaches, where the main purpose is to gather the data in a more effective manner, so that finally the researcher has a more logical and comprehensive idea about the existential problem. Indeed, Ivankova (2015) expresses that:

By integrating within a mixed methods approach, researchers can gain a more thorough understanding of the research problem under investigation and get more complete answers to the posed research questions. By conducting a mixed methods study, researchers can obtain statistical trends and patterns in the data and get individual perspectives that help explain these trends (p.2).

The mixed approach is significant in the knowledge construction process, since in studies of social issues, it is important to observe people's ideas and performance in a specific, natural setting in order to find answers to a research problem. In the educational setting, the qualitative approach can contribute to the richness of the investigation since the interviews and observations are open ended, perhaps producing unexpected information that helps form a more accurate picture of what is occurring in the classroom. When researchers can observe students' performance and behavior in the classroom, they then can understand better why learners may or may not achieve the desired outcomes. In fact, Johnson et al. (2017) supports the idea saying that:

The mixed approach helps improve research because the different research approaches provide different sorts of knowledge and they have different strengths and different weaknesses. By combining two (or more) research methods with different strengths and

weaknesses in a research study, you can make it less likely that you will miss something important or make a mistake (p.140).

In this action research, the main purpose is to enhance the pupils' speaking skill through the use of games, and this can be measured by the combination of the qualitative and quantitative approaches. In this case, to address a complex research problem, the answer should be obtained by using a mixed approach, which permits the use of different methodological strategies to obtain different perspectives on the problem that is being studied. Besides, the investigator may employ the qualitative approach to examine the observable performance of the pupil in the classroom, as well as the teacher's performance. In the quantitative approach, the research can apply the diagnostic-test, pre-test and post-test model, producing numerical data that can be analyzed for its statistical significance.

To sum up, the type of approach used in conducting research plays an important role, because researchers can strategically employ qualitative and quantitative methods in order to collect worthy data that will help to improve the language learning process. As was mentioned, both approaches play major but different roles in the collection of information. It should be noted that individuals, through the use of the qualitative approach in more open interviews, are more likely to express their thoughts about a problem. On the other hand, the quantitative approach helps to generate numerical information that helps to describe the situation in a larger sector of the population. The idea of using the mixed approach is that as a researcher you will have a greater possibility of collecting important information that can be missed if both approaches are not employed. Finally, for this alternative methodological proposal, the development of the data collection tools, and the instruments for a diagnostic test, pre-test and post- test are presented in the segment below.

3.4 Data Collections Tools

The development of this segment will cover data collection in research, the importance of tools when applying it, some examples of tools that are commonly applied in research, as well as the tools that will be used for this alternative methodological proposal. As has been previously explained, this methodological proposal is based on the action research approach, which as has

been mentioned is divided into four steps. One of these steps is data collection, which plays a crucial role in executing a research project. Pelton (2010) remarks that:

Data is an essential part of action research. Collecting, organizing, and reflecting on your data begin in the initial stages of your action research and is continued through the entire process. Your data can serve to guide and validate current actions, as well as assess the final outcomes of your work (p. 11).

Data collection is a continuous process throughout the implementation of the research or proposal in this case. And it has an essential purpose because it works as a guide before, during and after the research, and also helps to determine if the implementation of the research was successful or not. Besides, as Pawar (2004) states "no research can be undertaken without data" (p. 3). In fact, an inquiry without data collection cannot produce defined results, since it is necessary to collect information before and after a solution has been applied in order to know if the problem has been improved. But in order to successfully collect the needed data, it is necessary to create and implement the correct tools, since this is the manner that determines how the results for the research will be obtained. According to Khan (2008) "each tool is appropriate for collection of certain kinds of evidences and information and it is possible that researcher may examine the instruments that are available and may choose one or more to suit the specific requirements of research" (p. 97). In fact, for data collection in a research it is important to select the tools that best suit the problem and population to which it will be applied; otherwise, there is a high probability that the research will fail.

However, choosing the right tool to apply in a research project is not as complicated as it seems, since as Johnson (2012) states "there are wide varieties of data to collect, as well as forms and methods to use in collecting" (Johnson, 2012, as cited by Mertler, 2019, p. 256). This variety of methods makes it easier for the researcher, or in this case for the teacher, to find the right tool to use in the research and to be able to solve the problem detected in the classroom. One example of a common tool that is used in research would be interviews, which can help to obtain data that is difficult to obtain through written responses or observations (Kvale, 1996, as cited by Pulliam & Stawarski, 2008, p. 23). This type of tool is useful because it provides the possibility to obtain more detailed answers, since it is usually done from person to person. Other tools include observations, in which the researcher observes by herself (Khan, 2008, p. 98) or questionnaires,

which contain questions relevant to the study (Khan, 2008, p. 98). These tools have different functions, because in one case the researcher has the possibility to observe the behavior of the individual, or in the other can create questions to obtain more exact answers. These are just some examples of the multiple tools that exist to collect research data. Although there are a variety of tools, it is important to note that each one has its distinct purpose, depending on the problem being studied or information that is desired to be obtained.

In addition, another characteristic of data collection tools is that the researcher does not always have the option to choose which ones to use, as Pawar (2004) mentions "generally researchers attempt to employ the most appropriate data collecting method (s) in their research projects, though they are not free to choose a method which they like" (p. 3). In fact, not all types of research have the possibility to choose the tools to be used, since it "is the nature of the research problem which should determine the choice of research design and data collecting methods" (Pawar, 2004, p. 4). Indeed, each research has its own type of method and data collection tools. For example, this alternative methodological proposal by its nature suggests the types of instruments that are going to be used, such as the diagnostic test, which is "constructed not to assess the level of achievements or gains in the learning experiences of the pupils but to reveal the weaknesses and learning difficulties" (Sharma, 2009, p. 19). Other instruments to be used include the pre-test, to evaluate students' mastery of content and skills (Secolsky & Denison, 2017, p. 103) before applying the strategy, and finally, the post-test, that is used to know if the strategy applied was successful. These data collection tools are essential for this proposal since this is how it will be possible to know if the implementation of games in the classroom to enhance the learners' speaking skill had a successful result. But these instruments are going to be explained and discussed in detail below.

3.4.1 Instruments

This section encompasses the definition of instruments, their importance in research as well as the tools that will be used in this methodological proposal, namely the diagnostic test, pre-test and post-test. As explained previously, this proposal is based on action research, in which the teacher is the one who develops the research in the class in order to develop a better learning methodology for the students. In fact, this type of research done "by teachers about their own

classroom and school practices can serve as a powerful means of professional development and can also contribute to the knowledge base in education” (Marilyn Cochran-Smith and Susan L. Lytle, 1993, p. 85, as cited by Henning et al. ,2009, p.128). As a result, instruments play an important role in the elaboration of the inquiry, since in this mode researchers can collect essential information that addresses the nature of the problem. This is the reason why; it is essential to define the instruments that are appropriate to explore the significance of the inquiry. Indeed, according to Mills et al. (2016) an instrument is defined as:

A test or tool used for data collection, and the instruments section of a research plan describes the particular instruments to be used in the study and how they will measure the variables stated in your hypothesis (p.139).

The selection of the most appropriate instruments for researchers is crucial because it is the method which it allows the researcher to assemble relevant information about the hypothesis as well as to measure the results. In education research, instruments permit the researcher to develop a detailed examination of the learners ‘performance in the classroom, a crucial part of the knowledge construction process of a second language, as well as to identify the strengths and weaknesses within the knowledge construction process itself.

Understanding phenomena by measuring them enables researchers to make decisions about how to improve in professional development for teaching as well as developing strategies to encourage students to address the weaknesses in the building of knowledge. Indeed, according to Colton et al. (2007) describes that:

An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding. An instrument such as a questionnaire is typically used to obtain factual information, support observations, or assess attitudes and opinions (p.5).

Selecting the correct instruments enable researchers to collect data that is pertinent in the conducting of the research. In education research, using the correct instruments permits researchers to become aware of the degree of effectiveness in teaching. One important means of measuring this effectiveness over years is the development of the diagnostic-test, pre-test and post-test model.

As mentioned above, for this proposal the diagnostic test, pre-test and post-test will be used. But it is vital to first mention, quite simply, what a test is. According to Worthen & Sanders (1987 as cited by Colton et al. (2007) “a test is a collection of items developed to measure some human educational or psychological attribute” (p.7). In this proposal, the collection of important information in the educational setting is required in order to measure the learner’s proficiency in the target language, but especially in the production of the speaking skill that has been a challenge for pupils to achieve. As a matter of fact, the instruments used in this proposal were selected in an effort to gather accurate information about the nature of the problem. In this context, Mills et al. (2016) support the idea that:

A test is a formal, systematic, usually paper and-pencil procedure for gathering information about peoples’ cognitive and affective characteristics (a cognitive characteristic is a mental characteristic related to intellect, such as achievement; an affective characteristic is a mental characteristic related to emotion, such as attitude) (p.179).

The procedures used in the collection of information permit teachers to have a greater vision of how the learning methodologies are being carried out. They also allow teachers to measure the abilities of the pupils have in learning the language, and to know in more detail which strategies can reinforce their learning. Diagnostic tests play an important role in the knowledge construction process because they permit researchers to identify the student’s deficiencies and then address those deficiencies in the classroom. In fact, Cohen et al. (2018) also explain that:

Diagnostic tests are designed to identify particular strengths, weaknesses and problems in the aspect with which they are concerned (akin to going to a doctor with a medical complaint). Diagnostic tests identify needs, difficulties, successes and where problems arise (p.565).

In other words, testing in depth, as is done with good diagnostic tests, lets the researchers identify the difficulties learners experience in the classroom setting Moreover, if meaningful change is to occur, it is important, to use the pre- test in order to measure the learners’ situation before the implementation of the strategy. Indeed, it can be said that, the pre-test “provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment to then apply the post-test after the treatment or strategy implemented” (Creswell, 2015, p.298). The instruments, properly implemented, will produce numerical data that

can be analyzed for its statistical significance. These implementations of these instruments will be explained in depth below.

3.4.1.1 Diagnostic Test

As an essential instrument in this action research, the first instrument to be mentioned is the diagnostic test. The diagnostic test allows researchers to gather detailed information concerning what learners have learned about the English language over their time in various courses and periods of instructions. Collecting information before the class actually begins is extremely helpful for teachers who want to improve the student's competency. Indeed, ALTE (Association of Language Teachers in Europe) (1998, as cited by Alderson, 2005) defines a diagnostic test as:

A test which is used for the purpose of discovering a learner's specific strengths or weaknesses. The results may be used in making decisions on future training, learning or teaching (p.4).

The diagnostic test enables researchers to have a detailed analysis for each student in their competency of the language. It is an essential step in the knowledge construction process since teachers can target their efforts in class to address gaps in the pupils' competency. Indeed, according to Davies et al. (1999 as cited by Alderson, 2005) the use of diagnostic tests is useful for a number of reasons:

Information obtained from such (diagnostic) tests is useful at the beginning of a language course, for example, for placement purposes (assigning students to appropriate classes), for selection (deciding which students to admit to a particular course), for planning of courses of instruction or for identifying areas where remedial instruction is necessary (p.5).

As was explained, before conducting research, it is essential to verify that the nature of the problem conforms to the hypothesis. Indeed, this instrument applied in the educational setting provides a global idea about the areas in which the knowledge construction process needs to be focused on or reinforced in order to provide positive results in that process. As was mentioned earlier in this section, the teacher's role is to overcome the learner's difficulties in the knowledge construction process, and applying this instrument in this alternative proposal can guide researchers to provide a better atmosphere in the educational setting. The idea behind this detailed

work is to produce an improvement in the usage of the language. Carrying out a diagnostic test provides researchers with information that enables them to see if certain changes and strategies can be attempted in a manner to produce measurable, positive results in the students' competency. According to Sharma (2009) an example the role of a diagnostic test is when:

a student who repeatedly has poor performance in the achievement tests, is unable to answer the questions put to him in the class, neglects his home task, demonstrates inability to perform certain experiments or drawing appropriate inferences from the collected data, etc. The observations of such a behavior of the student in the teaching and learning may label him as poor and weak. After spotting out such a student, the teacher is bound to go deep in diagnosing the extent, nature and cause of his weaknesses and difficulties. Such diagnosis may help for thinking about remedial measures that can be taken for removing the weakness and difficulties of the student (p.17).

As this example suggests, it is often useful to make observations both qualitatively and quantitatively for diagnostic purposes. In this methodological proposal diagnostic tests would be performed in order to find weakness and challenges pupils may have in the knowledge construction process. It should be clear that this specific instrument plays an important function in the knowledge construction process, since it enables teachers to observe the weaknesses in the application of that process. Its objective is to analyze and probe the gaps that may exist in the educational system, but at the same time direct the researcher to develop greater clarity about the nature of the problem to be treated. In order to continue with the discussion of these instruments, the pre-test is presented in the segment below.

3.4.1.2 Pre-Test

To continue, the second instrument of this alternative methodological proposal is the pre-test. As has been mentioned previously, the pre-test forms an essential part in the collection of information as well as for this methodological proposal because it gives teachers an idea about learners' level of mastery of speaking skill before an experimental strategy is implemented. Indeed, as stated by Ariola (2006) the pre-test refers "to a measure or test given to the subjects prior to the experimental treatment" (p.262). It can be said that the pre-test is designed to measure the pupils' competency in the target language before the treatment or in this case strategy is applied. Indeed,

the pre-test has the function of inspecting the strengths and weaknesses of the learners in the area, allowing teachers to have better idea of the situation before the strategy is employed. In fact, according to Marczyk et al. (2005) “pretesting is focused on assessing the level of a variable before application of the experimental intervention (or independent variable)” (p.187).

In this proposal, due to the complexity of the research, the independent variable is the use of games in the classroom, and the dependent variable is the effect that the independent variable produces in the production of the speaking ability. The pre-test is an essential element, since teachers can observe the learners’ attitude in the environment and determine the level of competence that they have been acquiring in the knowledge construction process to that point. The pre-test helps to obtain a measure of the speaking skill before applying the strategy, so that later, researchers can observe what is changed by applying the strategy. The pre-test is an essential step that guides the teacher in obtaining reliable measurements to be compared later. Besides, the pre-test has the function of measuring not only the learner’s proficiency in the classroom but also setting the stage for the strategies that will be applied in the classroom in order to succeed in the building of knowledge. As stated by Henning et al. (2009) “pre- and post-tests can also be utilized to evaluate teaching strategies by giving them immediately before and after the teaching strategy is utilized, for example, a quiz immediately before trying cooperative groups and a quiz after implementing cooperative groups” (p.133). In this action research, teachers can gain a greater awareness of how classes are being conducted, what learners think about those teaching strategies, and finally what effect those strategies have on them.

The pre-test as an instrument is important in this alternative methodological proposal because it directs the teacher to think deeply about what are the strengths and weaknesses found in the current knowledge construction process, and then in this manner seek a solution. The idea behind the research, of course, is that the pupils will finally have a better quality of education in learning the English language and this can be achieved by collecting original information. When a pre-test is performed, the teacher can measure students’ skill level before the new classroom strategy is applied. Indeed, in this particular example, a useful pre-test would provide teachers with a better idea about each pupil’s competency in a variety of measurements of speaking skill, which should inform the strategy selected by the teacher. In order to continue explaining the importance

of these instruments in this methodological proposal, the post-test is presented in the segment below.

3.4.1.3 Post Test

To continue with the development of instruments in this methodological proposal, the third instrument to mention is the post-test. As has been mentioned, the instruments are an essential part in the collection of information as part of the collection process. The post-test is applied to the pupils after the treatment is implemented for the interval of time that has been chosen. Henning et al. (2009) argue that “post-test data can provide useful information about student learning and the effectiveness of teaching strategies. A posttest is a test that is performed after a teaching intervention. For example, imagine a situation in which you taught a unit on the constitution. At the end of the unit, she wanted to know how successful her teaching had been, so she took a multiple-choice post-test” (p.129). Based on this, it can be said that the post-test plays an essential part in the proposal since teachers by employing a post-test can obtain valuable information about whether the strategy applied achieves positive results in the knowledge construction process. Moreover, it is important to carefully implement a post-test as a complement to the pre-test, so that reliable measurements can be made that enable the teacher to learn if the strategy leads to significant positive results in the knowledge construction process. Besides, the post-test can be significant not only to the teacher but also to the student because in this way the pupil can see if through the strategy carried out a change in the learning of the English language instruction could be obtained. Indeed, Henning et al. (2009) also support the statement, explaining that:

“Post-tests data can provide helpful insights into student learning and the effectiveness of teaching strategies. A post-test is a test given after a teaching intervention. For example, imagine a situation in which you taught a unit on the constitution. At the end of the unit, you wanted to know how successful your teaching had been, so you gave a multiple-choice post-test” (p.129).

Undoubtedly, the post-test plays an important role in this methodological proposal, in this way the effect of the independent variable on the dependent variable can be determined. In fact, Marczyk et al. (2005) note: “post testing is conducted to assess the effectiveness of the independent variable” (p.187). In the classroom setting in language instruction, the post-test can be especially

valuable in determining methods of improving language competency. Indeed, Balchin et al. (2009) say that “a post-test given some time after the intervention determines the extent of improvement from the pre-test and thus establishes what is assumed to be a better indication of learning potential” (p.107).

Following the same sequence, it is crucial to measure the effectiveness that this methodological proposal achieves in the knowledge construction process, and this must be evaluated by applying a post-test. Indeed, each individual in the classroom is participating in this inquiry, making it possible for everyone to receive higher quality in the knowledge construction process. Notably, as stated by Bergsma et al. (2009) “the fact that the pre- and posttest are conducted on the same people must be taken into account” (p.173). It is imperative to follow in the same group of learners the strategy in order to see if the treatment implemented has positive results. Indeed, the pretest and the post-test are basically the same test but applied at different times in order to see how much the learner’s progress is affected. In fact, Ary et al. (2019) point out that “the pretest and the posttest are the same or equivalent forms of the test but administrated at different times” (p.250). The idea behind this methodological proposal is to compare and analyze if change results from the strategy that was applied, by measuring student competency both before and after. It can be said that by employing this tool many teachers will be more effective in improving the pupils’ knowledge construction process and at the same time acting as a model in the educational setting for future teachers. In order to give an idea about this instrument Ary et al. (2019) provide an example:

“To illustrate the use of this design, assume that an elementary teacher wants to evaluate the effectiveness of a new method for teaching fourth-grade math. At the beginning of the school year, the students are given a standardized test (pretest) that appears to be a good measure of the achievement of the objectives of fourth-grade math. The teacher then introduces the new teaching method and at the end of the semester administers the same standardized test (posttest), comparing students' scores from the pretest and posttest in order to determine if exposure to the new teaching technique made any difference” (p.250).

As the statement mentions, applying the pre and post-test play an important role in this methodological proposal, since that permits teachers to observe and put the research in action in order to improve the learner’s proficiency in the target language and also to improve the teacher’s

professionalism in teaching. Finally, it can be said that applying this important instrument in the development of this proposal facilitates the process of conducting research by assuring that the collection of important information can be more accurate and meaningful.

To summarize, as has been explained earlier, data collection is an essential process in this alternative methodological proposal since it works as a guide to know if the strategy applied was successful. Besides, in order to successfully complete the collection of data, it is necessary to create and implement the correct tools, which need not a complicated process because of the varieties of data collection tools that exist, such as interviews, observations or questionnaires. All these tools help the researcher to collect specific information, with the nature of the data depending on the tool that is being applied. In addition, as was mentioned previously, a characteristic of the data collection tools is that the researcher does not always have the option to choose which tool to use, since it depends on the nature of the research problem. That is the reason why for this alternative methodological proposal, the diagnostic test, pre-test and post-test which measure in some depth the variables stated in the hypothesis. In addition, the selection of the most appropriate instruments allows researcher to gather pertinent information about the hypothesis and thereby measure the results of the experiment. It can be said that instruments permit a detailed examination of the learners' performance in the classroom as well as to identify the strengths and weaknesses in the knowledge construction process in the mastery of the speaking skill. In addition, selecting instruments according to the nature of the problem permits researchers to collect the information necessary to obtain meaningful results, which has important implications for the teaching process. As a result, the diagnostic-test was first explained. The diagnostic test is important in the collection of information since its function is to enable researchers to have detailed analysis for each student in the competency of the language. This forms an essential step in the knowledge construction process, since teachers can have a global idea about the existence gaps in this process, which can influence teachers' decisions about adopting the most powerful teaching strategies in the classroom setting. The second instrument mentioned above was the pre-test. This test supports good research by measuring the skills in the specific area before applying the strategy, so that later, researchers can determine what was changed by applying the strategy, which means that every pre-test should be followed at the conclusion of the study by a post-test. In fact, the third instrument explained in this methodological proposal was the post-test. The post-test measures individuals

after the treatment was implemented in order to lean if the strategy had a significant effect in the knowledge construction process. Based on this explanation, it can be said that these necessary instruments need to be developed in the previously discussed steps in order to produce actual results from the methodological proposal being applied by a future researcher.

3.5 Chapter`s Conclusion

To sum up, as has been previously explained, this third chapter encompasses the research method, type of approach, data collection tools and the instruments which include diagnostic test, pre-test and post-test. The type of research method in this alternative methodological proposal is the action research approach, since its goal is to propose a strategy on how to improve the pupils' speaking skills through the implementation of games in the classroom, and at the same time is a research design to be conducted by teachers, with the purpose of solving an existing problem observed in the learners' performance. This proposal is based on two different types of research, collaborative action research, which has the characteristic of searching for a solution to a common problem; and exploratory research, since there are no previous proposals similar to this one made before. Another aspect to highlight is that this alternative methodological proposal is also based on the mixed approach, which is a combination of the qualitative and quantitative approaches. This mixed approach plays an important role in this proposal, because it will enable researchers to interpret the results more accurately and comprehensively. Moreover, the use of this mixed approach also provides researchers the opportunity to gather important information that could be missed if both approaches were not employed.

In addition, as has been explained, data collection plays an essential role in this proposal, since it works as a guide to know if the strategy applied was effective in fixing the problem identified. A variety of data collection tools are available that help to collect specific information depending on the subject that is being studied. Furthermore, as was mentioned earlier, a characteristic of the data collection tools is that the researcher does not always have the option to choose which tool to use, since the nature of the research problem may dictate what kinds of tools or in this case instruments, are appropriate. That is the reason why for this alternative methodological proposal just the diagnostic test, pre-test and post-test were taking into account. First, diagnostic test, which provides teachers a global idea about the existence gaps in the process, and help them to make a decision about if adopting the proposal or not. Second, the pre-test, which

provides teachers the manner to measure the learners speaking skill before applying the strategy. Finally, the post-test, which measures pupils after the strategy was implemented in order to know it if caused a positive or negative effect in the learner`s knowledge construction process. Based on all this, it can be said that these three instruments play an essential role while developing this alternative methodological proposal, since they are present during the whole process, before, during and after applying the strategy.

IV Chapter

4.1. Chapter's Introductory Paragraph

This section of the document is composed of all the segments that are going to be developed in this proposal. But first; it is necessary to understand what a proposal is and what is the purpose of creating one. Indeed, Punch (2000) states that:

The proposal for a piece of research is a document which deals basically with what the proposed research is about; what it is trying to find out or achieve; how it will go about doing that; what we will learn from it and why that is worth learning. (p.10).

A research proposal seeks to provide a clear description about the phenomenon which is to be investigated, what is expected to be answered and how it will be done. In this case, the proposal is intended to describe a process for finding significant information about a new methodology for language instruction, with the aim of improving the knowledge construction process of learners. Specifically, this research proposal is seeking to provide a model for enhancing the learners' speaking skill in the English language. But a first step in the process is for researchers to engage readers in understanding how the research proposal is going to be implemented in order to generate worthwhile information. This section outlines the different segments that are going to be explained within this fourth chapter. First, this general introduction that provides a global vision of what is intended to be described within the chapter.

The second section includes the title of this proposal: The Implementation of Games for Enhancing the Learners' Speaking Skill in the English Language Knowledge Construction Process. This refers to the idea of employing games to be used in lessons in order to improve the learners' speaking skill. The use of a highly descriptive title is important because, as Dickson et al. (2009) state "It tells the reader what the project is all about (focus of the proposal)" (p.60). In fact, the title provides the reader with an idea about what is intended to be achieved with the proposal.

Third, the justification for this proposal will be explained in depth, particularly emphasizing the widespread poor usage of the English language by pupils, as well as the low level of proficiency shown by the learners based on the CEFR (p.34), despite the significant number of years that pupils have been learning the target language. Also, this justification begins to explore how this lack of achievement among learners can be improved with the implementation of games

in the classroom, and how beneficial these games will be for pupils to communicate as well as for teachers to become more effective while planning their lessons. It is important to note that this justification will explain why this proposal is being created and how the project will address the problem that exists in language instruction.

Fourth, it will be deeply explained how this proposal born from the idea of providing an alternative methodology to provide fresh manners of teaching the English language. In addition, it is necessary to mention that this proposal is divided into three different strategies that are going to be briefly explained in this segment, and then later explained in depth. Also, in this fourth segment it will be explained how this proposal is important and necessary on the English learning and teaching process, as well as the scopes that are expected to be achieved with the implementation of this proposal in the English lessons.

Fifth, this proposal will employ three different teaching strategies, which are explained in depth in this section. Each of these strategies will be sustained based on the level, unit, theme, assessment strategy and the didactic sequence focused on spoken interaction, which are part of the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada Diversificada (MEP, 2016). Each strategy is composed of a name, an objective that provides the goal to be achieved, and the process that each strategy will follow that is the didactic sequence of spoken interaction which is divided into: (planning, organizing, rehearsing, and interacting) (Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, MEP, 2016, p.36). Also, each strategy will include evidences to the materials that are used to support the didactic sequence, materials that for example could include worksheets. To eventually evaluate each strategy based upon how successfully it is in meeting the stated goals. It can be said that these three strategies are essential for this proposal because they are the core purpose of this document. Indeed, these strategies are created with the goal of helping both learners in the knowledge construction process as well as the teachers in creating more interactive and entertaining lessons. Sixth, the chapter's conclusion will provide a summary of the main ideas addressed in this fourth chapter.

Finally, it can be said that this chapter is essential in this proposal because it contains the necessary information concerning to the three strategies that are going to be created in order to help learners improve their English-speaking skill. In addition, this chapter describes the necessary

steps to follow in the implementation of the strategies and, in that manner, teachers will be able to put the strategies into practice in the lessons while addressing the objective to be achieved as well as utilizing the materials necessary to teach the strategy.

To conclude, this section of the document provides a general view about how the fourth chapter is composed. This chapter is divided in six different segments. The general introduction that provides a global vision of what is planned in the chapter. The title of the proposal which provides the reader about what is intended to be developed in the document, that is the focal point of the proposal. Then, the justification of the proposal, in other words, why the proposal is necessary. In fact, the justification for this proposal is the lack of language competency among English language learners and how it can be improved with the implementation of games, and also how helpful these games will be for teachers to be more effective in planning lessons. In addition, it is described how this proposal is created in order to provide new methods of teaching the English language as well as the three different strategies that are composed of different elements such as the level, unit, theme, and didactic sequence focused on spoken interaction. Additionally, each strategy will include its name, objective, the process for how the didactic sequence is being employed, as well as the essential supportive teaching material. These strategies will also include an evaluation method to determine if the strategy has achieved its goal. To conclude, the chapter's conclusion will summarize the main focal points from the strategies. Based on this, it can be said that the last segment will bring a significant view about how the strategies are developed in the classroom in order to achieve the goal that the proposal suggests to teachers. It is necessary to highlight, that this chapter is essential in this proposal because it contains all the information related to the three strategies and all the necessary material to implement them in the lessons. Finally, for the next segment of this chapter, it can be found the title of this proposal and the justification of the proposal that is going to be explained below.

4.2 Title of the Proposal

The Implementation of Games for Enhancing the Learners' Speaking Skill in the English Language Knowledge Construction Process.

4.3 Justification of the Proposal

As has been discussed in this document, this alternative methodological proposal is created with the goal of helping improve the pupils' English language skills, because learning a language is not easy. In fact, as Trimmell (2005) states "a foreign language is certainly not something that you can master overnight. Unless you are unusually gifted (or have nothing else to do but study languages), you will need to spend a number of years on the endeavor" (p. 12). Learning a language, in this case the English language, takes a lot of effort and is a complex process requiring a great deal of time and patience. This is something that teachers already know, and that is why enhancements are always sought to improve the teaching techniques in order to provide pupils different and better forms of learning. Unfortunately, despite many efforts, there still are many learners that are not managing to master English as a second language. Based on what is established by the MEP English syllabus, learners should reach an intermediate level of English proficiency, and thus "become independent users of English and reach level B1 or A2+ based on the descriptors of the CEFR" (Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, MEP, 2016, p.3). Indeed, according to the program, it is expected that pupils will achieve a level at which they are capable of communicating through the English language in different situations or contexts. But currently this is not being achieved as expected, as many pupils are still unable to express ideas or thoughts using the target language, which limits their acquisition of the English language and their performance in the lessons.

However, successfully teaching English is not something easy for teachers, as Albulescu & Catalano (2017) mention:

Teaching students nowadays is not equivalent to forcing them to accumulate and store a certain amount of knowledge, especially since much of the information is not even understood. The real challenge is to teach them to participate actively in the process of creating new knowledge (p.14).

For teachers it is necessary to create strategies by which pupils can generate new knowledge and not just memorize something that they will forget later. It is for this reason that this proposal is created, with the goal to help both the teachers to improve their teaching in their lessons, and at the same time, to give pupils a more active role in the class and improve their

English knowledge. These changes will be facilitated through the implementation of games in lessons. The idea of using games is based on the benefits that they provide. For example, games promote an environment in which learners are not being forced to learn and in which they can feel more comfortable, as well as structuring the opportunity to learn while interacting with their classmates in a more fun manner. In fact, the main idea of this proposal about using games is to provide learners the space to learn by their actions, thoughts and ideas, to act as agents able to face different situations while creating different solutions without the need of the teacher. Because as Albulescu & Catalano (2017) also mention:

We can talk about an effective educational activity when students are not maintained in a state of almost total dependence on their teacher; on the contrary, an effective activity is one that intellectually stimulates students by creating problem situations in which they are in a position to take the initiative, to do research and to propose personal solutions (p.16).

Undoubtedly, learners need the space to perform real life activities in different scenarios where they can strengthen their skills and reinforce previous knowledge, they have acquired without needing assistance from the teacher. Indeed, the goal in mind is that through this alternative methodological proposal, learners can have better classroom experiences that become more engaged, attractive and meaningful. The idea is to motivate learners to continue learning English in a manner in which the learning will not be forced, but instead can come more naturally. Also, games provide learners that opportunity to learn through socialization, as well as learning while having real communication, as Wright et al. (2006) explain:

By making language convey information and opinion, games provide the key features of 'drill' with the added opportunity to sense the working of language as living communication. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills (p.2).

Games provide a learning experience in which pupils do not feel that the process is monotonous or boring. It is for these reasons that it can be said that there is a need for teachers to apply this alternative methodological proposal as a means to improve the knowledge construction process of learners, enabling them to speak the English language as a result of more vivid experiences, and to absorb knowledge that is not based on drills. Also, teachers should take into

account the use of games, because as Wright et al. (2006) noted “games can provide intense and meaningful practice of language, so that they must be regarded as central to a language teacher’s repertoire and not merely a way of passing the time” (p.2). Indeed, games are not a waste of time because they can provide many benefits, as explained before, that can help in improving the acquisition of the target language. In addition to those benefits, teachers should consider this proposal not just to provide learners the opportunity to improve their English, but also to use teachers’ time while planning their lessons more effectively and at the same time being able to teach with fresh ideas.

To summarize, this alternative methodological proposal is created with the goal of helping to improve the pupil’s English language skills, since learning a foreign language is not easy, it takes time and a lot of effort. Also, despite the consistent efforts of many teachers to teach the English language, there are still many learners who are not managing to master English as a second language. They are not able to communicate through the English language in different situations or contexts, as is expected based on the English program. In addition, as explained before, for teachers it is fundamental to initiate strategies in which pupils can create new knowledge and not just memorize information. It is for this reason that this proposal is essential, because as has been mentioned, it helps not just teachers in their lessons, but also learners in their learning, all through the implementation of games in classes. Undoubtedly, there is a need for teachers to apply this alternative methodological proposal as a means to improve the knowledge construction process of learners, and at the same time, use their time more effectively while planning their lessons. Finally, for the next segment of this chapter, the alternative methodological proposal will be explained below.

4.4 Alternative Methodological Proposal

Becoming an effective user of the target language is one of the main aspirations that every English teacher should have for all their pupils. In fact, this alternative methodological proposal arises from the need to build a better learning environment for all, by proposing that teachers adopt a specific educational innovation in the classroom that can enhance the ability of pupils to produce the target language in an effective manner. Besides, competence in English is extremely important because “speaking English fluently is one of the abilities a 21st Century learner must develop to

have access to better life opportunities” (Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, MEP, 2016, p.4). But in order for this to happen consistently teachers need to adopt innovations that can lead to enhanced speaking ability. Indeed, according to Hyland et al.(2013) educational innovation can be defined as “something new which aims to be an improvement on what already exists. It also aims to be efficient, effective, popular and enduring” (p.203). Based on this it can be said that the idea of this alternative methodological proposal will empower educators to provide greater support to learners in the knowledge construction process through the use of games in the classroom, which, when implemented, can produce a significant change allowing pupils to have the opportunity to achieve learning objectives in an environment that is more conducive to learning. Moreover, “games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language” (Lewis et al., 2013, p.5). Providing incentives, and by this stimulating pupils’ motivation, is a major challenge that can be addressed by the introduction of games that relate to language competency. In fact, this alternative methodological proposal is created to meet the challenge in which “the Common European Framework for Reference has helped teachers to rethink their strategies and attitudes and has opened new research avenues” (Lopes et al., 2018, p.1). In effect, this alternative methodological proposal is essential for teachers to improve their effectiveness, because through the implementation of games the pupils’ speaking skill can be enhanced, because they will be encouraged in a more natural learning environment, which at the same time is focused on creating a high-quality education in alignment with the CEFR (p.34). Moreover, Saxena (2012) supports the idea that:

In order to grasp the target language, learners need to make a link between meaning and language as naturally as possible, for which they need to be provided with enough opportunities to use the new language in meaningful and real contexts (p.18).

Based on this, it can be concluded that the teacher’s effectiveness is influenced strongly by classroom lesson design, which should offer learners the opportunity to produce the target language in a meaningful and real-life context, so that learners have the greatest opportunity of developing the skills needed to succeed based on the CEFR (p.34). Besides, improvement in teaching English in the 21st century is necessary, since research has revealed an important change in the teacher’s role, based on the latest ideas of what makes a language teacher most effective:

“the ESL teacher has become a mediator by helping the learner in identifying, focusing, framing, and using the second language in such a way that learning becomes permanent” (Saxena, 2012, p.18). Producing permanent learning in the English language learning is crucial, since learners need a firm foundation upon which to build so that they have necessary tools in language competency that will lead to better life employment opportunities. That is the reason why innovation in the classroom comes to be essential for teachers to do their best, since “innovations in education are intended to raise productivity and efficiency of learning and/or improve learning quality” (Serdyukov, 2017, p.8). As a result, this proposal contains three different innovative strategies that will help to foster the learners’ speaking skill while focusing on using games. The first strategy within this proposal is based on the interaction indicator, in which with this strategy learners are expected to gain greater interaction in the language and in turn with their classmates. Then, The second strategy is based on the fluency indicator. Within this strategy, pupils are expected to gain the ability to produce sentences in which the listener can readily understand the message received. Finally, the third strategy is based on the capacity indicator in which social agents are expected to gain the ability to describe and express opinions about a topic. Now, the next section will explain the importance of the alternative methodological proposal for pupils and teachers.

4.4.1 Importance

As many people know, the English language is widely recognized and used worldwide. English has become the standard language for the communication for people of different countries and with different native languages. Also, it is a language that is used for different situations, as Shoro (2018) says "english is widely used in the media, in higher education and in government and therefore remains a common means of communication among the ruling classes and between speakers of mutually unintelligible languages" (p. 2). The English language is used for many different purposes, as Shoro says in the previous quote, which produces an advantage for those who are able to use it fluently, its use allows people of different native languages to communicate through it and to be able to understand each other. It can be said that the English language nowadays is considered a tool in terms of communication, as Ediger (2003) states "english language is considered a window of the world. We can interact world over with the help of English language" (p.23). Indeed, learning the language opens many doors, and not just for social communication purposes, but also for jobs or business opportunities. It is for these reasons that it

is important in the twenty-first century to learn the English language as a tool to communicate and interact with others both within and outside one's native country.

Learning a second language, in this case the English language, is a highly useful tool, and for that reason this proposal is centered on the idea of helping learners in their English knowledge construction process, to improve their knowledge and management of the language. In addition, this proposal is created with the main idea of teaching in an innovative manner when working with adolescent learners, because as Tragant and Vietori (2006) found "adolescent learners tended to use more "demanding strategies, such as analysing, classifying, studying and using mnemo-techniques, all of which require a higher degree of elaboration on the part of the learner than simple memorisation techniques" (Tragant and Vietori, 2006, p. 223 as cited by Burns and Richards, 2018, p.21). Indeed, pupils at high school need to be challenged at higher levels of complexity compared with elementary learners, who start with the most basic elements of the language. To meet the more advanced needs of high school learners, teachers need to apply new styles of teaching that can address this complexity. It is for that reason that this proposal identifies the goal of providing new strategies for teaching the speaking skill in lessons, which includes the use of games in real situations. To clarify, "real situations' are those which to pupils at the time of learning, can see, hear or touch. They are the classroom situations where the teacher and the pupils use the language item naturally in association with the situation" (Ediger, 2003, p.3). In fact, with these real situations, learners can be more in touch with the language in a more natural manner and not forced to try to use it awkwardly and out of context. When applying this proposal, it is expected that through this, learners can foster their knowledge construction process, which is an important factor, because in that manner they will be able to use the English language as a tool to communicate with others. It does not matter from which country the speakers are from, but using the English language effectively can facilitate communication between them. For the reasons mentioned above, it can be said that for teachers it is important to look for new alternatives to teach effectively, in order to provide learners, the opportunity to improve their knowledge and be social agents able to communicate using the target language. Now, it will be explained how this proposal is not simply important for fostering the pupil's knowledge construction process, but also a necessity.

4.4.2 Necessity

Promising quality of education in the teaching of English has become an indispensable requirement since globalization has empowered people to become bilingual in order to offer better life opportunities. Indeed, MEP (2016) in *Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada* states that:

English has become the language of international and intercultural communication and trade among countries. It has the status of a lingua franca, the language for transmission of scientific and academic knowledge, and the main door to cutting-age technology (p.4).

Based on this it can be sustained the idea of the need to break with the traditional classes in the teaching of English since through quality of education learners can obtain the necessary tools to be ready in a globalized society. In fact, this proposal responds to the learners' needs since "good speaking teachers create a non-threatening environment and encourage learners to leave their comfort zone and engage in tasks that require creative language use" (Nunan, 2015, p.49). The goal in mind of this alternative methodological proposal is to promise pupils the opportunity to foster the knowledge construction process through interaction in the classroom since based on what was argued by Gass (2003, as cited in McDonough et al., 2013):

Interaction is believed to facilitate the process of second language (L2) learning by exposing learners to meaningful input, providing them with feedback on their linguistic performance and allowing them to produce and modify their output (p.4).

The use of innovative, interactive games can respond to the pupils' needs in scaffolding knowledge through exposing learners to receive information but also in modifying their knowledge in order to produce the desired outcome, that is, producing the target language, while providing them with fun and relaxation, as well as inspiring learners to use the language in an original and communicative manner making the learning process meaningful. On the other hand, this alternative methodological proposal strengthens the knowledge construction process since "for an individual, a nation and mankind to survive and progress in life, innovation is essential. Innovation in education is particularly important because education plays a crucial role in creating a sustainable future (Serdyukov, 2017, as cited in Reinders et al., 2019). That is why by using innovative strategies in the language classroom, learners more easily and to a certain extent without realizing it, understand more the objectives and contents developed in the English language,

determining in how the pupils can express fluently in the English language. Indeed, based on what was argued by Richard (2002), which remarks that “language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance” (p.43). As a result, it can be sustained how this alternative methodological proposal comes to be essential in the knowledge construction since learners need not only need to store language in the head but instead need to have the capacity in expressing ideas in order to forge a better future. Now, the next section will explain the scopes of this proposal.

4.4.3 Scopes

Each research has its scopes, and this is no exception. This alternative methodological proposal has different scopes that are expected to be achieved, but first it is important to know what is meant by scope. According to Kamalrudin et al. (2019) "the scope of the research refers to the coverage of the research project. It sets the boundary of the research work by specifying what will be covered and what are beyond the scope of the proposed research" (p.44). To provide a better idea, scope refers to what is expected to be obtained or achieved after the proposal is applied, with all the improvements or advances that can be obtained in the form of benefits. All these scopes are expected based on the implementation of strategies for using games to improve the effectiveness of English lessons. The implementation of games is born from the idea of creating learning based on experience, because as is known, human beings learn from experience (Hutchinson et al., 2011, p.4). In fact, experience provides a more real and meaningful learning opportunity for the pupil, and in addition, learners can enjoy their growth and achievements in the knowledge construction process. At the same time, through games, learning is facilitated through interaction with other pupils, because as mentioned earlier, games are activities in which the learners play and usually interact with others (Wright et al., 2006, p.1). And it can be said that this interaction helps to promote the knowledge of the learner, since, as mentioned before, we are social beings that learn from experience.

In addition to this, it is also hoped that the implementation of games will help pupils to improve their fluency, so that learners do not have problems of hesitation when talking about a topic or conversing with others. Because as Bygate (2009) says "fluency is mainly of interest because it is related to communicative effectiveness" (Bygate, 2009, p.409 as cited by Götz, 2013, p.1). Fluency is an important issue when talking about communication, since in that manner the

message can be better understood. Hesitation, uncomfortable pauses and frequent self-correction will inhibit effective communication. Therefore, the goal is to also give learners the opportunity to improve their ability to speak and express ideas, in a manner in which they can be naturally spontaneous when talking with someone else. In addition, it is also expected that with the implementation of this proposal, a more pleasant emotional environment can be provided during classes, because as Mortiboys (2005) says:

Major contributor to the learning state of learners is the emotional environment - their overall experience of being in the classroom. The emotional environment is shaped by many factors. Important ones include: the behavior of the teacher; the behavior of the learners; the physical experience of the learners; the language that is used by the teacher; the materials and how they are used; the activities that the learners engage in (p.30).

Everything that is used or taught in the lessons influences the learning of the pupil. It is for this reason that it is always necessary to provide necessary and appropriate learning materials with which the learners feel attracted to the subject, and to vary the manner in which the lessons are taught, so as not to fall into monotony. That is why, with the implementation of the strategies, it is a goal to give pupils more entertaining and attractive lessons. Also, it is important to highlight that all these scopes are expected to be achieved through the implementation of the strategies suggested by this alternative methodological proposal, which is created based on the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada by MEP (2016), and its didactic sequence, as mentioned in previous segments. In addition, it is important to highlight that this proposal is specifically aimed to pupils at tenth level, and it is hoped that with the strategies that will be explained in depth in the next segment, as teachers it will be possible to help them improve their speaking skills in the English language. But also, these strategies are created not only with the idea of being used by tenth level, but also that they can be adapted to different levels of competency and a variety of assessment strategies, and in that manner not just benefit a highly limited population.

To sum up the main ideas about this segment, this alternative methodological proposal explains the need for building a better learning environment for learners, by proposing that teachers adopt educational innovations in the classroom that can enhance the ability of pupils to produce the target language in an effective manner. In fact, this alternative methodological proposal gives

a clear idea to the reader about what an educational innovation is and at the same time empowers educators to provide greater support to learners in the knowledge construction process through the use of games in the classroom. The purpose of educational innovation is to provide pupils the chance to achieve the speaking skill in an environment that is more conducive to learning. Besides, it is important to highlight within this segment that the teacher's efficacy is influenced powerfully by classroom lesson design. As a result, this alternative methodological proposal offers three different strategies which are based on indicators of interaction, fluency and capacity. Furthermore, it was explained how the management of the English language plays an important role on the twenty centuries, since it opens many windows in the world, not just for communication, but also for job opportunities. For this reason, this proposal is created with the main purpose of helping learners to foster their knowledge construction process, and all based on the implementations of games in the lessons. In addition, it was explained how adolescents require more complex activity, since their learning is more complex, which creates the need for teachers of creating new strategies to teach and to not fall into the monotony. It can be said that the creation and implementation of new strategies is important, and not just to foster the pupil's knowledge, but also to improve as teachers in the lessons we taught.

In addition, the necessity of this proposal is explained within this segment. This proposal is highly significant because of globalization, which requires that the government improve the quality of education as an indispensable requirement so that citizens can be ever more prepared to function successfully in a highly competitive world. This increased emphasis on the quality of English instruction requires a break with traditional methods, so that learners are provided with the necessary tools to communicate effectively with potential customers, clients and around the world in what has become the language of commerce. Among the techniques that should receive additional stress in this changed environment is the use of innovative games which are focused on improving the speaking skill, since games can help address the learners' needs in producing the target language. Games provide a familiar, fun and relaxing environment for the development of a skill that, when perfected, needs to be exercised spontaneously and naturally. Games have the promise of providing another alternative for motivating pupils in their learning and making the knowledge construction process more meaningful and permanent for them. Another important aspect that was explained and is necessary to highlight is the scopes, as it was developed before, this alternative methodological proposal is created with different scopes on mind to be achieved

with the implementation of games in the lessons. First, to create more interaction in the classroom, with the English language as well as with the classmates. Then, it is also hoped that learners can improve their fluency and capacity on expressing ideas, without breakdowns or lack of vocabulary, that when talking with someone both can have a good understanding about what is being said. Also, it is expected to reach an emotional environment in which pupils can feel attracted to learning and not bored of assisting to the lesson. In addition, these strategies are created with the idea of helping learners for tenth grade, but also, with the benefit of being able to be used on different levels and populations. Finally, for the next segment of this chapter, the alternative methodological proposal implementation is going to be develop as well as the strategies and how are sustained and composed.

4.5. Alternative Methodological Proposal Implementation

For the developing of the three strategies that are created in this alternative methodological proposal, each strategy is sustained of different elements; the level that is tenth graders of high school, the unit two of the English program. The themes that are; Thumbs Up /Thumbs Down for the first strategy, The Reviews Are In for the second strategy, and Working to Live or Living to Work? for the third strategy. Then, the assessment strategies, that the one selected for the first strategy which is; Interacts in a face-to-face conversation talking in detail about tweets, memes, poems, posts, blogs, comics and short stories, videos when interacting in pairs or small groups. The one for the second strategy which is; Repeat what has been said and conveys this information to another person. Finally, for the third strategy, the assessment strategy is; Produces face to face conversations and interviews about personal experiences, feelings, opinions, reactions about a job or occupation. All the three strategies follow the same sequence, since is the one that was chosen to be developed in this alternative methodological proposal.

In addition, each of these strategies are composed of different elements, name, objective, process, evidences and evaluation. First the name of the first strategy is Interactive face to face conversations through the use of games, this strategy has as its objective to make learners interact between them while using the English language. Its process is divided into the didactic sequence of spoken interaction, also the materials that are needed for this strategy is just a worksheet that will be attached to this document in the next segment. For the evaluation, an extra activity is going to be developed in order to measure if the game achieved the goal as expected.

Then, the name of the second strategy is Telling what he/she said, the objective of this strategy is to make learners communicate with fluency, without hesitations. Its process follows the same didactic sequence as the first strategy, the one for spoken interaction. For the evidences for this game, it will be needed just a piece of paper with quotes about what people has said, this will be attached also in this document. For the evaluation it will also be created an extra activity to measure if learners can communicate fluently while giving a message. Finally, the name of the third strategy is Talking about my dream job, its objective is to make learners able to describe and express opinions. Its process is the same as the two first strategies, the spoken interaction, and for its evaluation it will be also created an extra activity to measure if learners are able to express their own ideas.

To summarize, these three strategies are composed and sustained of the elements that were explained before. The three strategies are created to be used on the tenth level and units 1 and 2 of the English program. Also, each strategy is created based on three different themes, and different assessment strategies which vary on each of them, these assessments strategies respond to the three indicators interaction, fluency and capacity. Also, the three strategies as mentioned before, follow the same didactic sequence: planning/organizing, rehearsing and interacting. In addition, each strategy has its own name as well as an objective to be achieved. For the process, it will be followed the didactic sequence, and with them it is expected to achieve the three objectives that were mentioned before. For the evidences, it will be attached to this document all the material that is needed to develop the game. In addition, it will be created three extra activities that will help evaluate if the pupils are achieving the objective established per each strategy. Finally, for the next segment it will be described the first strategy in depth, as well as all the necessary information to put it into practice.

First Teaching Strategy

4.5.1 Description of first teaching strategy

First strategy:

Interactive face to face conversations through the use of games.

Objective:

To include games in the didactic sequence in order to help learners to practice the English language through the interaction in face-to-face conversations while talking about videos in pairs.

Variable:

Games

Indicator:

Interaction

Level:

Tenth grade

Unit:

Two

Scenario:

Stories Come in All Shapes and Sizes

Theme:

Thumbs Up /Thumbs Down

Assessment strategy:

S.I.2 Interacts in a face-to-face conversation talking in detail about tweets, memes, poems, posts, blogs, comics and short stories, videos when interacting in pairs or small groups.

Didactic Sequence:

- Planning
- Organizing
- Rehearsing
- Interacting
- Describing

Implementation of the first teaching strategy

Interactive face to face conversations through the use of games is the first teaching strategy that is included in this alternative methodological proposal. It is important to highlight that these activities conform to the MEP's syllabus established with the goal of planning lessons that are structured in a more interactive manner.

That is the reason why the innovative activities are performed, following the didactic sequence, in order to achieve the assessment strategy defined for the skill of speaking. The purpose of this strategy is to help learners to practice the English language through interaction in face-to-face conversations while playing games. In this first teaching strategy, the level of instruction occurs in the tenth grade, in which learners are usually 15 to 17 years old. The activities are focused on films, in which learners are encouraged to explore learning with different kind of genres, preferences, and opinions about these films while sharing their ideas with their classmates. Established in the syllabus, the stages of this strategy are developed as follows:

Planning

In this step of the sequence, the teacher is going to project five different videos about films of different genres. The videos can be found in the following links as well as the corresponding minutes or seconds that the videos need to be stopped:

1 The first video is about Romance and needs to be stopped at: 1:26 minutes and this is the corresponding link: <https://www.youtube.com/watch?v=zON0wDD7VJY>

2 The second video is about Horror and needs to be stopped at: 0:33 seconds and this is the corresponding link: <https://www.youtube.com/watch?v=TExyn57SfPM&t=33s>

3 The third video is about Comedy and needs to be stopped at: 0:48 seconds and this

is the corresponding link: <https://www.youtube.com/watch?v=TsqbxwQLeEE>

4 The fourth video is about Action and needs to be stopped at: 1:20 minutes and this

is the corresponding link: https://www.youtube.com/watch?v=odM92ap8_c0

5 The fifth video is about Mystery and needs to be stopped at: 0:50 seconds and this is

the corresponding link: <https://www.youtube.com/watch?v=tiy1MeXzhfA>

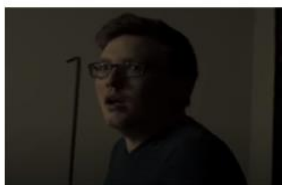
When learners have watched the five short videos, the teacher will give them a worksheet that needs to be developed in pairs in order to have a face-to-face conversation about the videos watched before. First, learners have to talk between them and write the genre corresponding to each picture, to then discuss in pairs the questions found at the end of the worksheet. When learners are ready, teacher checks the learner's answers out loud.

Material needed to develop this stage:

Instructions: Based on the five films you watched with your group, classify the following pictures with their corresponding genre while using the words provided in the box below. Work with a partner.

Comedy – Romance – Horror – Action –
Mystery

1



2



3



4



5



- Now, discuss the following questions with your partner based on the films you watched:

Which genre do you prefer? *I prefer...*



Which of the five films was your favorite? *My favorite of the five films was...*

Why did you like it? *I liked it because...*

Organizing

In this step, the teacher is going to give learners a different worksheet, this one will include a game called Find someone who... In this stage, learners first need to practice and ask if needed for help about a specific word that did not understand or does not know the pronunciation, as well as to write his/her name in the ones he likes or did, in order to be ready to interact in a face-to-face conversation in the next stage.

Material needed to develop this stage is in the next page:

Find Someone Who...

Instructions: Practice the questions and ask your teacher any word that you do not understand, also write your name in the ones that you feel you like or you did. Then go around the class and ask your classmates the questions in order to fill all the spaces with your classmates' names.

Find someone:	Your name	Name of your classmate
Who prefers comedy...		
Who has a favorite horror movie...		
Who wants to be an actor...		
Who doesn't like comedy movies...		
Who wants to be a film director...		
Who loves mystery movies...		
Who doesn't have a favorite movie...		
Who likes watching movies at home...		
Who didn't watch any movie yesterday...		
Who likes books more than films...		
Who likes watching movies in the cinema...		
Who watched a movie last week...		
Who likes animated movies...		
Who doesn't like horror movies...		
Who likes watching movies with friends...		

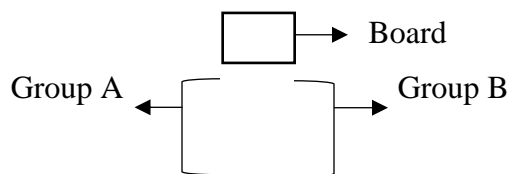
Rehearsing

In this stage, based on the worksheet gave on the organizing stage, learners are ready to interact face to face with their classmates. They need to walk around the class searching for a classmate that matches with statement in the worksheet. Learners have just 5 minutes to fill all the names, the first one to complete it, wins the game.

Interacting

For this stage, based on the last game developed on the rehearsing stage, learners share with the group which classmates they found has similar answers like him/her.

Then, learners need to be prepared to an extra game called hot potatoes. For this game, teacher asks learner to make two semicircles that are located face to face, look at the example:



It will be divided into the group A and the group B, in this game learners will have two different hot potatoes (it can be used any item, balls, markers, etc.) While the teacher claps his/her hands without seeing, learners need to pass the hot potatoes, when teacher stops, the learner who has the ball from the group A and the one from the group B, need to go in front of the class and start a conversation while using the following worksheet:

Hot potatoes

Instructions: When chosen for the hot potato, go in front of the class and discuss with the other classmate chosen the following questions:

Do you prefer comedy or horror films? Why/ Why not? I prefer... Because...

What is the last movie that you watched? Did you like it? The last movie I watched was... I did/did not like it because...

What movie do you recommend to me and why? I recommend to you... Because...

Describing

For the development of this stage, teacher asks 3 learners to go in front of the class and answer the following question aloud: What is the best and the worst movie you watched and why?

Evaluation

Finally, with the purpose of assessing the learners' achievement using the assessment strategy, the teacher plays a video called "Vencer o câncer é mais fácil quando se está cercado de amor" with the corresponding link: <https://www.youtube.com/watch?v=naXplhurrCU> . The video is about a little girl that is diagnosed with cancer and start feeling bad and without hope, until she recovers thanks to the help and love of her family and doctor. When the video ends, teacher gives learners a new worksheet called: Tell me what is the message, with two questions based on the video that they will discuss while interacting in a face-to-face conversation in pairs.

Material needed for this stage:

Tell me what is the message..

Instructions: Based on the video that you watched, discuss with your partner the following questions:

1 Which theme do you think the video includes and why? Friendship – Love – Family

2 What do you think is the message of the video?

When learners finish the activity with their pairs, then in group it is discussed the theme and message of the video.

Second Teaching Strategy

4.5.2 Description of second teaching strategy

Second strategy:

Telling what he/she said.

Objective:

To include a game in the didactic sequence in order to help learners to practice their English-speaking skill as well as their fluency while repeating what has been said and conveying this information to another person.

Variable:

Speaking

Indicator:

Fluency

Level:

Tenth grade

Unit:

Two

Scenario:

Stories Come in All Shapes and Sizes

Theme:

The Reviews Are In*

Assessment strategy:

S.I.1 Repeat what has been said and conveys this information to another person.

Didactic Sequence:

- Planning

- Organizing
- Rehearsing
- Interacting
- Describing

Implementation of the second teaching strategy

Telling What He/She Said is the second teaching strategy that is included in this alternative methodological proposal. It is important to highlight that these activities conform to the MEP's syllabus established with the goal of planning lessons that are structured in a more communicative manner.

That is the reason why the innovative activities are performed, following the didactic sequence, in order to achieve the assessment strategy defined for the skill of speaking. The purpose of this strategy is to help learners practice their English-speaking skill and fluency while playing games, since this game requires learners to keep talking continually. In this second teaching strategy, the level of instruction occurs in the tenth grade, in which learners are usually 15 to 17 years old. The activities are focused on film reviews, in which learners are encouraged to speak and keep their fluency while talking without hesitation. Established in the syllabus, the stages of this strategy are developed as follows:

Planning

In this step of the sequence, the teacher plays a video called Enola Holmes: <https://www.youtube.com/watch?v=1d0Zf9sXIHk&t=84s> (play with English captions if wanted). Learners need to pay attention about what they say in order to later repeat and convey the information to the teacher. Teacher selects 4 learners to go in front of the class, then each of them need to spin the wheel and with a pilot (different colors) try to select one of the segments on the wheel that contain a question, to then answer that question aloud to the teacher while using the reported speech.



Organizing

In this step, teacher will project three different sentences, one at a time, learners in pairs need to change the sentence from what has been said, to the original tense. Teacher needs to set a timer, for each sentence learners will have one minute. The first pair that raise their hand, can say the answer.

Enola said **(that)** her **mother** had named her **Enola**.

Enola said **(that)** she **had** a hat.

Sherlock Holmes said **(that)** her mother **wanted** to change the world.

Rehearsing

In this stage, teacher plays the Enola Holmes video again. Learners watch the video and then practice with a partner repeating what has been said in order to be ready for the next stage.

Material:

Direct Speech	Reported Speech
Past Simple "My mother named me Enola".	Past Perfect (Had + Past Participle) Enola said (that) her mother had named her Enola.
Past Simple "We were always together"	Past Perfect (Had + Past Participle) Enola said (that) We had always been together.
Past Simple "She did not return "	Past Perfect (Had + Past Participle) Enola said (that) her mother had not returned .
Present Simple "I'm (I am) presently on the way to collect my brothers, Mycroft, and Sherlock"	Past Simple Enola said (that) she was presently on her way to collect her brothers, Mycroft and Sherlock.
WILL "He will have all the answers"	WOULD Enola said (that) Sherlock would have all the answers.
Simple Present "I have a hat"	Past Simple Enola said (that) she had a hat.
Simple Present "I have no gloves."	Past Simple Enola said (that) she had no gloves.
WILL "We will make her acceptable for society".	WOULD Mycroft said (that) they would make her acceptable for society.
MUST "I must become something".	HAD TO Enola said (that) she had to become something.
Present Perfect "You have progressed nicely"	Past Perfect She said (that) Enola had progressed nicely.
Have to "You have to help me".	Had To Viscount said (that) Enola had to help him"
Simple Present "I'm not ready to die on a train"	Past Simple Viscount said (that) he was not ready to die on a train.
Past Simple "She always had a reason for everything"	Past Perfect (Had + Past Participle) Sherlock Holmes said (that) her mother always had had a reason for everything.
Simple Present Perhaps she wants to change the world.	Past Simple Sherlock Holmes said (that) her mother wanted to change the world.

Interacting (The talking Popsicles Sticks)

For this stage, in order to repeat what has been said and convey this information, the teacher will need to project the images found in the following link:
https://drive.google.com/file/d/19adS7WUYdkzmAyOFc_4YLovn2v29mlnG/view

Each image has a sentence that learners need to change to reported speech. (The sentences are the same ones practiced in the rehearsing stage).

Teacher needs to make two groups, each group will have 13 different popsicles sticks with a sentence on the reported speech structure that matches with the ones that are projected, these ones are based on the video Enola Holmes. Teacher needs to project the image, then the two learners that are competing need to find the correct popsicle stick that matches with the sentence show in the image and report what was said. For example:

“My mother **named** me Enola” has to be changed to **Enola** said (**that**) her **mother** **had named** her **Enola**.


At the end the group with more points (answers said correctly) wins.

Material:

"THE TALKING POPSICLES STICKS"

VIDEO: "ENOLA HOLMES TRAILER"

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=1DOZF9SXLHK&T=84S](https://www.youtube.com/watch?v=1DOZF9SXLHK&T=84S)



Enola said _____ Sherlock _____ all the answers.

Enola said _____ she _____ a hat.

Enola said _____ she _____ gloves.

Mycroft said _____ they _____ her acceptable for society

She said _____ Enola _____ nicely.

Viscount said _____ Enola _____ him"

Viscount said _____ he _____ to die on a train.

Sherlock Holmes said _____ her mother always _____ a reason for everything.

Sherlock Holmes said _____ her mother _____ to change the world.

Enola said _____ her mother _____ her Enola.

Enola said _____ We _____ always _____ together.

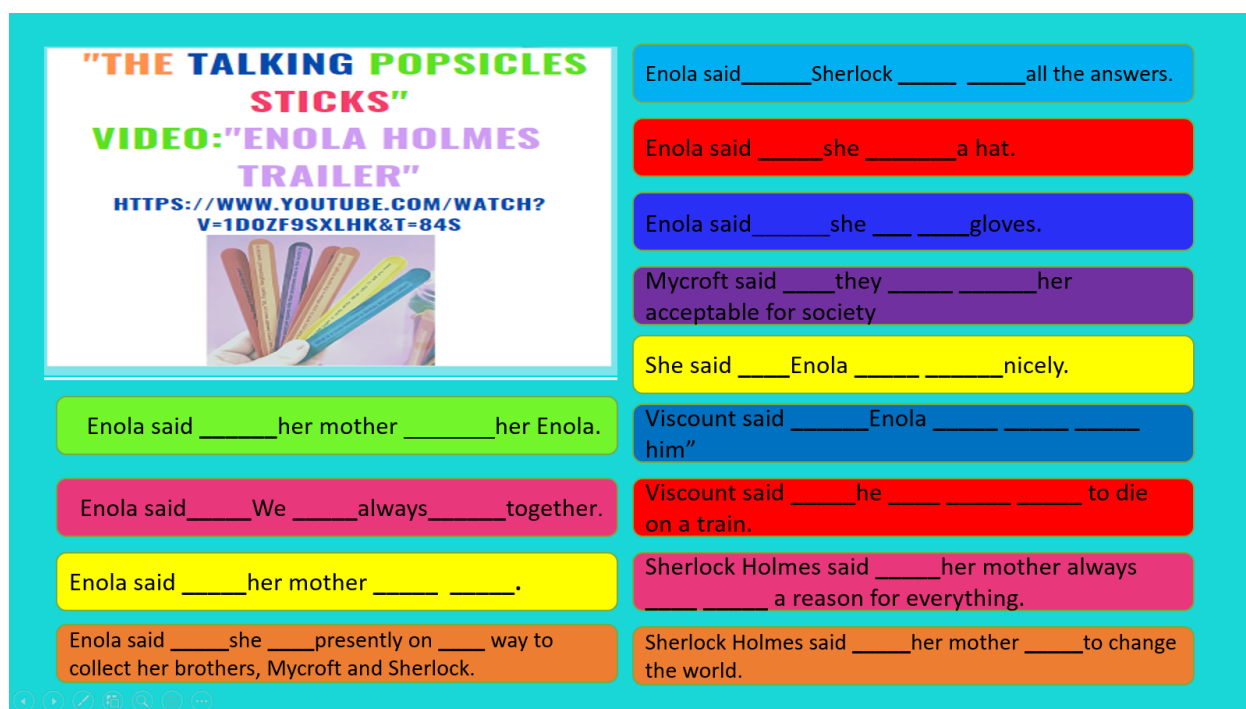
Enola said _____ her mother _____ .

Enola said _____ she _____ presently on _____ way to collect her brothers, Mycroft and Sherlock.

Describing

In this part of the didactic sequence, the teacher will remark the most common errors learners made when repeating what has been said in the stage before. Then, the teacher chooses three questions from the game and asks three volunteers to come to the front of the class and repeat and say one of the sentences practiced before on the interacting stage, and explain from which to which tense the sentence is being changed, teacher provides feedback if necessary.

The questions for the game are once again found below:



"THE TALKING POPSICLES STICKS"
VIDEO: "ENOLA HOLMES TRAILER"
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=1D0ZF9SXLHK&T=84S](https://www.youtube.com/watch?v=1D0ZF9SXLHK&T=84S)

Enola said _____ Sherlock _____ all the answers.

Enola said _____ she _____ a hat.

Enola said _____ she _____ gloves.

Mycroft said _____ they _____ her acceptable for society

She said _____ Enola _____ nicely.

Enola said _____ her mother _____ her Enola.

Viscount said _____ Enola _____ him"

Enola said _____ We _____ always _____ together.

Viscount said _____ he _____ to die on a train.

Enola said _____ her mother _____.

Sherlock Holmes said _____ her mother always _____ a reason for everything.

Enola said _____ she _____ presently on _____ way to collect her brothers, Mycroft and Sherlock.

Sherlock Holmes said _____ her mother _____ to change the world.

Evaluation (Catch the liar)

Finally, for the purpose of assessing the learners' achievement using the assessment strategy, the teacher asks learners to keep the same groups to play a new game called Catch the Liar. Pupils sit in a line. The teacher will give each pupil a piece of paper with an item from the trailer, but, one learner will have an empty piece of paper with nothing on it. Then, the first learner in the line will say a characteristic or something about that specific item, based on the paper he/she received, without ever saying the actual name of it, then the next learner needs to repeat what the previous learner said and add what he/she wants to say about it, "He/she said that... but I would also say

that...” and so on through the line. The learner who has the empty paper needs to try to say some characteristic about the item that is similar to what others have said, in order to not be caught as the liar who got the empty paper. At the end, when all of them have said at least one characteristic, all the other learners would vote to say who they suspect is the liar. The person who has received the most votes then must announce if he/she is the liar. If the person is the liar, he/she is asked to identify the item used in the game, if guesses, win the point, if not, then the rest of the group that was in line and participated in this round is awarded the point. The game can have several rounds depending on time available.

Papers needed:



Third Teaching Strategy

4.5.3 Description of third teaching strategy

Third strategy:

Talking about my dream job.

Objective:

To include a game in the didactic sequence in order to help learners to speak while using the English language and enhance their capacity to talk about a specific topic, while producing face to face conversations when talking about jobs interviews.

Variable:

Speaking

Indicator:

Capacity

Level:

Tenth grade

Unit:

One

Scenario:

Love what we do!

Theme:

Working to Live or Living to Work?

Assessment strategy:

S.I.4 Produces face to face conversations and interviews about personal experiences, feelings, opinions, reactions about a job or occupation.

Didactic sequence:

- Planning
- Organizing
- Rehearsing
- Interacting

Implementation of the third teaching strategy

Talking about my dream job is the third teaching strategy that is included in this alternative methodological proposal. It is important to highlight that these activities conform to the MEP's syllabus established with the goal of planning lessons that are structured in a more communicative manner.

That is the reason why the innovative activities are performed, following the didactic sequence, in order to achieve the assessment strategy defined for the skill of speaking. The purpose of this strategy is to help learners practice their English-speaking skill and to have capacity to communicate in the second language by using job interview vocabulary and apply it in a specific topic in order to both understand and express ideas while playing games, since this game requires learners to keep continually talking. In this third teaching strategy, the level of instruction occurs in the tenth grade, in which learners are usually 15 to 17 years old. The activities are focused on jobs, in which learners are encouraged to speak and keep their capacity in expressing different vocabulary ideas. Established in the syllabus, the stages of this strategy are developed as follows:

Planning

In this first stage of the didactic sequence, the teacher plays a video called "Inner Workings" that can be found in the following link;

<https://drive.google.com/file/d/1y3Qc51do-PDI16r1oU3mOdm0J4U3Ekzj/view>

When the video ends, teacher asks learners to make pairs, one learner from each pair needs to go in front of the class and throw a triangular dice, the dice has three different colors, and depending on the color learner gets, will have to pick a popsicle stick that contains a question that the learner needs to answer face to face with his/her partner, to then share the answers with the rest of the class.



"Inner workings"

link:

<https://drive.google.com/file/d/1y3Qc51doPDI16r1oU3mOdm0J4U3Ekzj/view?usp=sharing>



Do you **think** that he looks **happy**? **Why?**

Is your **dream job** similar to the **video**?

Why do you think people work in **jobs** they do not like?

Do you **consider** the relationship between **coworkers** and **bosses** important? **Why?**

How important do you think it is to have a **balance** between the job and **personal time**?

Do you **think** it is more important to be **paid well** for your **job** or to **feel happy** about your **work**?

Organizing (The crazy foot print game)

In this step, in order to learners be able to produce face to face conversations in interviews, teacher asks learners to stand up and be ready to walk over the foot prints that are all over the class floor. Each foot print has a number on it (this depends on the size of the group), teacher plays any song and then stops it, when the music stops, each learner has to be on a foot print. Then based on a list that the teacher has, he/she says a number and the learner that is on the number needs to follow

the instructions that teacher will give. In each round, learners that already participated, needs to sit down and the numbers used need to be taken off of the game. All material needed is attached below:

For the foot prints the printable material can be found in the following link;

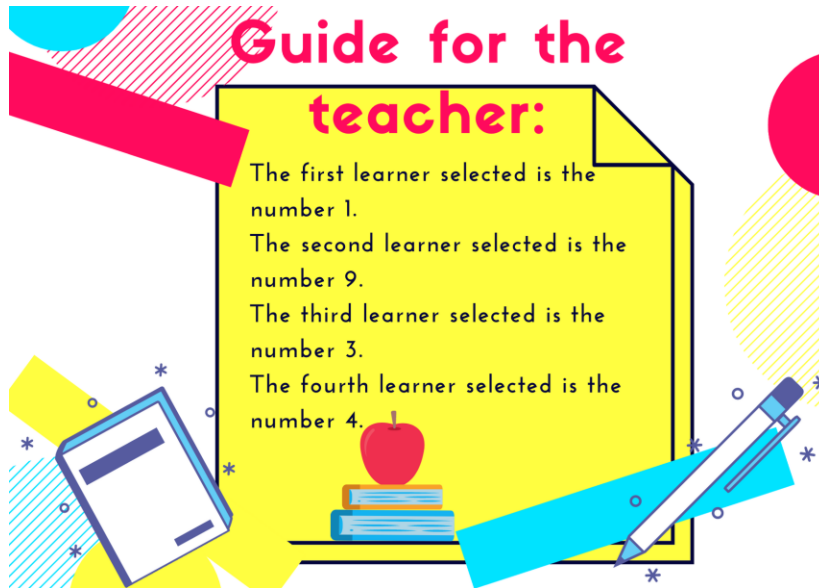
https://drive.google.com/file/d/1SNASioXE_zC7FQ7zCNWCCeJVhQxxCrzI/view



Material needed to give the learners that are selected;

<p>During a minute, talk with your classmate that is under the number 6 about a reason why people get stressed at work, then share with the rest of your class the answer.</p>	<p>During a minute, talk with your classmate that is on number 10 about how many hours do you think a person should work during the week, then share with the class about your answer.</p>
<p>During a minute, with your classmates on numbers 8 and 2, act as an interviewer and ask the following question: I own a company and I need a person who can work this weekend but be paid just half of the money, could you do it or would you prefer to stay at home?</p>	<p>During a minute, ask your classmates on numbers 7 and 5 the following question; I got two offers for two jobs, on the first one I earn more money, but I have fewer benefits. On the second one I earn less, but I have benefits such as doctors, the opportunity to study, and more. Which one do you believe I should I select? Then share the answers with the rest of the class.</p>

Material needed by the teacher to select the learners during the game;



Rehearsing

In this stage, on a paper learner answer the questions about their dream job to later in the next stage be able to produce face to face conversations and interviews about their dream jobs. Learners need to practice their answers and ask teacher feedback or any doubt if necessary.

Questions are attached below;

Theme:
Working to Live or Living to Work?

Scenario:
Love what we do!

Questions

What is your dream job?

What do you think is more important, the money you get or to feel happy with your job?

Would you like to work in an office or in a different place ??

What is your salary expectation?

Would you prefer to work in something that you studied or just a job that you can earn money?

What do you consider is your biggest strength? Why?

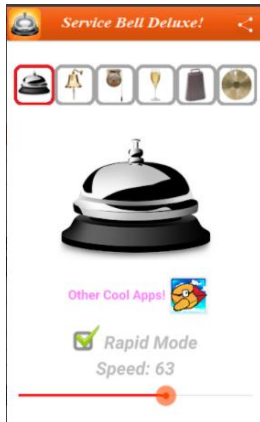
Interacting (My Dream Job)

For this stage, in order to start the face-to-face conversations and interviews, learners need to stand up and make two different circles, one in front each other. Then, in the board teacher needs to stick different balloons that inside will have the same questions as the stage before. One learner needs to throw a dart in order to explode a balloon, when the balloon is already exploded, teacher needs to read the question aloud, then the learner from circle A will ask the question to the learner that is in front of he/she, also ask why or reasons about the answer they provide; for example, what is your dream job? Why? Learners have 1 minute to talk between them, teacher will monitor with a chronometer and when time is over needs to ring the bell. Then, the same process starts again, but this time learners that were interviewers will be the interviewed and vice versa until all the balloons are exploded and the questions answered.

Material needed:

To ring the bell the app can be found in the following link:

<https://play.google.com/store/apps/details?id=com.servicebellapp>



Questions that need to be inside the balloons:



Theme:
Working to Live or Living to Work?

Scenario:
Love what we do!

Questions

What is your dream job?

What do you think is more important, the money you get or to feel happy with your job?

Would you like to work in an office or in a different place ??

What is your salary expectation?

Would you prefer to work in something that you studied or just a job that you can earn money?

What do you consider is your biggest strength? Why?

Evaluation

Finally, for the purpose of assessing the learners' achievement using the assessment strategy and produce face to face conversations and interviews. The teacher asks learners to stand up, then the half of the group needs to pick a paper from a bag, the papers will have a picture and a question. All learners have to walk around the classroom while the teacher plays a song, when the song stops, learners that have a paper need to find a learner that does not have one and ask the question, learners will have one minute to talk, when time stops, learners that have papers need to exchange them between them to get a new paper and then the game starts again.

Printable material:



Do you think that people should spend all their life working for money?



What do you think is a good balance, in terms of hours spent, between work and leisure/fun?



Do you think he is happy or depressed in his job? Why or why not



Would you prefer working in a team or working by yourself?



What could be a reward for his hard work?

4.6. Social and Educational Impact

4.6.1 Social Impact

4.6.1.1 Interactive face to face conversations through the use of games.

The first strategy found in this methodological proposal concerns the interaction indicator, in which the objective is to include games in the didactic sequence in order to help learners to practice the English language through interaction in face-to-face conversations while discussing videos in pairs. Indeed, the idea of developing this strategy is focused on generating a social impact on learners, since according to Brown (2006) “the human being is a social animal, and the chief mechanism for maintaining the bonds of society is language” p.150. Based on this, it can be proposed that interaction in the classroom allows learners to create social bonds, since through communication learners can share their ideas, thoughts and emotional feelings. Besides, in connection with this first strategy, collaboration is required to practice and eventually master the skills involved in the language learning. In fact, Redfern(2015) states:

Collaborative learning works best when deployed for enquiry, idea generation and problem-solving. Real-world problems are solved by small groups of people working in this way and if we are to prepare our students for their life ahead, then this is yet another reason to learn collaboratively (p.114).

Keeping this in mind, working on language mastery through interaction allows learners to prepare for an expanding role in society, as they are thinking about the best solutions in a specific scenario in the classroom, which necessitates exercising the ability to solve problems through dialogue, enhancing their skills in peaceful conflict resolution, an ability of growing importance in 21st century society as many workplace organizations function routinely as teams rather than individual. Besides, allowing learners to practice roles in the classroom for reaching agreement in an assemblage of pupils established randomly by the teacher so as to include a variety of individuals who may not be friends, creates an opportunity for the pupils themselves to build a new and diverse social group based on respect for other people’s values. This experience is of great value well beyond the classroom and can serve an important role for graduates who will become part of a global society. Following the same manner, Redfern (2015) reaffirms this saying

that “whenever students work together in small groups, they must see it as an opportunity to develop their communication, teamwork and leadership skills and to test their ability to listen, be patient and compromise” (p.115). Based on this it can be said that through interaction in the classroom it is expected that learners can learn to compromise and negotiate with others, growing the kinds of skills needed in their future workplace. These skills will grow quite naturally out of the desire for having an adequate, pleasurable environment through respect, patience, and compromise through interaction while playing games. Indeed, the use of a low-pressure environment can provide a subtle motivation for growing their social skills and values. Properly employed by a skilled teacher, playing games in the context of language learning can enabling pupils to put it into practice the full development of their social skills, which they can then deploy in real life situations. To sum up, the first strategy, interaction, can have an important impact on learners since through interaction learners will strengthen their skills for working with others and navigating social situations at work, skills that are of growing value for positions in the private and public sectors. Positive interaction experiences in the classroom can help learners to show respect and patience with others, and also gives them tools to develop leadership skills, making the knowledge construction process meaningful not only in the classroom, but beyond.

4.6.1.2 Telling what he/she said.

In this section, the second strategy is the fluency indicator. As well as with the previous section, the objective of this second strategy is to include a game in the didactic sequence in order to help learners practice their English-speaking skill so that they might reach the ultimate goal of developing fluency, namely the ability to understand and repeat information that has been conveyed to them through speaking, and in turn conveying this information to another person. Through this second strategy it is expected that learners will become almost automatically aware of how the language is structured, using it without having to pause and think about what comes next. Achieving fluency will enable them to contribute to the development of the country since through fluency, learners can transmit information successfully and build confidence with others involved in the information exchange. Indeed, as research that was cited earlier suggests "learners need to learn how to initiate and maintain conversations, to sustain group discussions, describe feelings and give reasons" (Brice, 1992, as cited by Burns et al., 2012, p. 21). The goal in mind in this second strategy is that through repeated communication experiences, learners will grow into

people who are able contribute to the development of the country by preparing them to transmit information to other people and at same time understanding the messages given in return. Moreover, learners who achieve fluence can achieve connections with other cultures while at the same time strengthened the ties to their own culture. Indeed, according to Rodriguez et al. (2014):

Bilingualism provides benefits to the individual and to the society; it promotes international unity and closeness, and it provides opportunities for members of nation to demonstrate consideration and respect to members of minority language groups (p.8).

Undoubtedly, it can be said that practicing communication in the classroom can also promote a new vision about the world among pupils. Fluency will provide them with expanded opportunities to succeed personally and professionally, providing them opportunities of future interaction worldwide. Because one of the main goals of this second strategy is that learners will become able to share their own culture while at the same time respecting the culture of others. Indeed, the study of language naturally exposes pupils to the cultures within which that language is spoken by natives, and these cultural experiences tend to highlight the differences between this new culture and their own, in many cases strengthening their appreciation and ties to it. The strategy of developing fluency requires that learners begin by repeating what has been said to them, with understanding, and then conveying this meaning to his/ her classmates, a pattern that will be repeated outside the classroom and perhaps in a work situation that occurs among individuals from different cultures. To conclude, this second strategy aims to provide learners the opportunity of gaining the ability of speaking fluently, which can lead to the ability to become an ambassador of cultural exchange to the broader world, while at the same time strengthening that individual's knowledge and appreciation of their own Costa Rican culture. Through this second strategy, through the use of games learners can be motivated more to succeed in this crucial learning experience, while at the same becoming better prepared as citizens grounded in human understanding and intercultural awareness.

4.6.1.3 My dream job.

For the development of this last section, the third strategy is the capacity indicator. The objective of this final strategy is to include a game in the didactic sequence in order to help learners

to speak the English language and enhance their capacity to talk about specific topics, while engaging in face to face conversations when participating in job interviews. It naturally follows that the greater the learners' capacity, the more effective they are as communicators. Having this in mind, this last strategy is intertwined with fluency since learners cannot be fluent if they do not have capacity to express thoughts in a range of different contexts using the appropriate vocabulary. Indeed, Clouston, (2013) states “vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas” (p.2). Having this in mind, the contribution of this last strategy to pupils is to enable them to be prepared for using language in society by encouraging them to take responsibility for making decisions while at the same time having a greater capacity for expressing politeness and proper form, since the more knowledgeable they will be in vocabulary, the more qualified they will be for positions of responsibility, and the more effective they will be in demanding situations. Consequently, Rodriguez et al. (2014) support the statement that:

Bilingualism is often encouraged for economic, informational, employment, and social interaction purposes, as well as for increasing cross-cultural understanding. Due to common markets, international trade, military security, and ongoing travel, the ability to speak two or more languages is seen as facilitating the realization of all these activities (p.8).

Preparing learners with the right tools, it is expected through this last strategy will equip learners with the ability to converse, with the accurate and appropriate vocabulary, in real life contexts around a variety of topics. Beyond that, will be prepared to use the language in other aspects of life that they may encounter in the global job environment. One of main contributions of this last strategy is to strengthen the sustainability to the country's economy, helping to create a situation where learners can put into practice their knowledge in a variety of contexts and among many cultures. As more citizens develop these abilities, the country's competitiveness will grow. The ultimate goal is to provide a high quality of education to all the sectors of the country, employing policies that create equity of opportunity among all learners while maintain a high standard for all the Costa Rican citizens. This is the goal that is alternative methodological proposal seeks to obtain through these strategies. To sum up, this last strategy plays a key role in

the Costa Rican country, since preparing learners to excel in language ability produces superior outcomes in the economy, which results in a better quality of life for all people. Besides, by framing language education in the context of presenting a global vision about how professional scenarios are structured in order to get a job, this last strategy responds to the learner's needs, as well as societies. It feeds aspirations to succeed not only in the academic setting, but also to contribute to the development of the society as a whole with the ultimate goal of reducing poverty by expanding employment opportunities through equitable education. Now, for the development of this section, it will be explained below the educational impact.

4.6.2 Educational Impact

4.6.2.1 Interactive face to face conversations through the use of games.

For the first strategy of this alternative methodological proposal, as it was explained before, it is expected to cause a social impact with its implementation, but it is also expected to cause an educational impact on learners and in the English teaching education as well. This first strategy has its objective, with the goal to include games in the didactic sequence, in order to help learners to practice the English language through the interaction in face-to-face conversations while talking about videos in pairs. With this strategy, one of the educational impacts that is expected to be achieved is to provide learners the opportunity to interact more with the English language during the lesson, and as a result, provide them the benefit of learning more about how to use the second language to communicate while interacting with other learners. Also, that at the same time, they can create new knowledge and improve other skills, as it was argued in the second chapter on this proposal, that it is through language in interaction that we access new knowledge, acquire and develop new skills (Walsh, 2011, p.2). With the interaction in the lesson, learners can create knowledge and at the same time strengthen other skills that can help them to produce the target language and communicate with others. In addition, with this first strategy, it is also expected that learners can feel more engaged about the idea of learning the target language, since games are not often used in the traditional teaching, and it can make for learners the lessons more entertaining and engaging, often challenging (Benesch, 2012, p.15). It can be said that this strategy gives learners benefits that will help them to learn and produce the language while interacting with others, and at the same time, learn in a fun and engaging environment.

4.6.2.2 *Telling what he/she said.*

For the second strategy of this alternative methodological proposal, the main objective is to include a game in the didactic sequence in order to help learners practice their English-speaking skill as well as their fluency, while repeating what has been said and conveying this information to another person. All this with the main goal of helping learners both in their speaking skill and their fluency when communicating with others. As it was discussed in the second chapter, "fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication" (Richards, 2008, p.14). It refers to the ability to communicate without breaking downs or hesitations, and that is the educational impact that it is expected to be achieved with the implementation of this second strategy in the lesson. It is expected that learners can learn and practice to talk continually in a conversation that flows naturally and not forced or being interrupted. In addition, with this strategy it is expected to teach learners to create conversations where the message can flow with less pauses as possible, and that listeners can be able to understand the message without any problem. As it was argued in chapter two, it can be said that fluency is a "speech where the message is communicated coherently with few pauses. Thus, causing minimal comprehension difficulties for the listeners" (Burns et al., 2012, p.43). In a conversation, it is important to keep a flow in which listeners can understand what it is being said, and if the speaker does not know how to talk in a fluent manner, it can be complicated for the listener to get the message with many pauses or hesitations in it. It is for this reason that this second strategy looks to provide learners the space to learn to communicate in a fluent manner, and as a result, be capable to maintain a conversation with others as natural as possible.

4.6.2.3 *My dream job.*

The third strategy of this alternative methodological proposal is based on the indicator capacity, and as explained in the second chapter, for this alternative methodological proposal the operational definition of capacity will be the pupil's ability to communicate in the second language by using different vocabulary and apply it in topics in order to both understand and express ideas, to be able to communicate thoughts in real life situations. It is for this reason that for this third

strategy, its objective is to include a game in the didactic sequence in order to help learners to speak while using the English language and enhance their capacity to talk about a specific topic, while producing face to face conversations when talking in jobs interviews. All this with the goal of helping learners to have a greater capacity to communicate and express ideas in a specific topic, in this case, job interviews. For this specific strategy, the educational impact that is expected, is to provide learners the opportunity to learn and understand how to be able to communicate in a job interview, in a real scenario, while having the capacity to express their thoughts. Also, it is expected that they can get the capacity of being able to keep a conversation, as Brice (1992) (as cited by Burns & Chuen, 2012) states "learners need to learn how to initiate and maintain conversations, to sustain group discussions, describe feelings and give reasons" (p. 21). They need to get that capacity of being able to talk about a topic and know what to say and how to say it, if not they will be limited when wanting to express an idea or thoughts. Also, with this strategy, an educational impact that is expected is that they can be ready to go outside school and be capable to use what they learnt and put it into practice, "to use knowledge, skills, and abilities beyond school contexts" (MEP, 2016, in Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, p.4). Finally, for the next segment, it will be explained in depth the chapter's conclusion and its critical analysis for this fourth chapter.

4.7 Chapter's Conclusion Critical Analysis

As has been developed and explained during the fourth chapter for this alternative methodological proposal, the main objective is to create the three different speaking strategies in order to provide teachers with an alternative proposal to teach the English language in a manner in which pupils will feel motivated to learn. A related objective is to provide the pupils with a greater possibility of developing skills through games focused on the speaking skill, with the result that the objective of creating bilingual citizens with better life opportunities can be achieved. It is for this reason that this proposal has been created in order to propose alternative teaching strategies different from the many already known, since it is necessary as teachers to seek new options to teach in order to be more successful. As stated by Disha Experts (2020) "it is essential to know about different teaching strategies, in terms of their effectiveness in achieving different kinds of learning objectives" (p. 31). It can be said that, having the option of being able to apply different strategies in the classroom helps to achieve different objectives depending on the learning group

and the learners' skills, and at the same time, provide them the opportunity to discover skills or abilities that had never been discovered before or were never provided with the space in the classroom to exercise. On the other hand, this alternative methodological proposal also has the objective of providing innovative ideas to teachers in the development of the lessons without having to invest a lot of time or money for their application in the classroom, but at the same time providing quality in the education. As Serdyukov (2017) said "learning is more efficient if we achieve the same results in less time and with less expense" (p. 8).

In addition, this proposal is intended to have the possibility of being used at many different levels within language instruction that are taught by MEP, thus giving it the characteristic of being adaptable to a variety of situations and themes that are taught based on the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada (MEP, 2016). This adaptability should increase the likelihood that the proposal can be successful and will be accepted by both teachers and learners, since as Whitton et al. (2012) mention "games are unequivocally perfect: they motivate learners and provide all-inclusive action-packed elements which students will love you for" (p.3). Pupils usually like to play games, since they provide them a break from what usually takes place in the classroom, through creating a more entertaining learning environment. That is why this proposal should have great appeal to educators and their students and the likelihood that it will be accepted for classroom use as a viable alternative and supplement to English language instruction. Additionally, innovation in English teaching allows teachers to promote greater opportunities for the learner population in access to quality education and for all students to have equal education in all sectors of the country. As mentioned by OECD (2016) "Innovations could help enhance equity in the access to and use of education, as well as equality in learning outcomes" (p.13). As presenters of this proposal, it is hoped that wherever this proposal is applied, the objective will always be the same, to help learners improve their speaking skill through the use of games in the lesson.

The idea of creating an alternative methodological proposal born from the reality that most teachers confront primarily with tools drawn from the traditional teaching method, as has been discussed during this work, is not helping learners enough to succeed in the English language. Indeed, too many learners now are limited in their ability to explore and use the target language in a more natural manner. As Akbarov (2014) mentions "traditional teaching methods have been used

for a long period. We cannot say that the traditional model of teaching is totally wrong or unacceptable today; it can be used today, but of course incorporated with other methods" (p.135). In fact, it cannot be said that the traditional method does not work at all, but that it is always necessary to search and learn new manners of teaching the English language in a more attractive and engaging manner. Furthermore, for learners it can become boring to learn in the same monotonous manner year after year, and that after all those years they cannot remember most of the topics that they "learned," meaning that they have not improved their cognitive skills. As stated by Disha Experts (2020) "because traditional techniques used repetition and memorization of information to educate students, it meant that they were not developing their critical thinking, problem solving and decision-making skills" (p.42). It can be said, that due to the many years that teachers have been teaching with the traditional method, learners are being limited when learning the target language at school.

For all these reasons, as teachers it is necessary to learn how important is to use the modern methods that exist, since these produce advantages that the traditional methods do not. As stated by Disha Experts (2020) "modern learning encourages students to collaborate and therefore be more productive" (p.43). and that "traditional method relies mainly on textbooks while the modern method relies on hands-on materials approach" (p.44). In fact, it is known that traditional methods are focused on books or booklets to develop abilities individually, meanwhile the modern ones look for giving learners a space where they can interact more with the language and at the same time with other pupils in the class in a more collaborative manner, as is also described in this alternative methodological proposal, which has the goal of encouraging pupils to scaffold together with one another. In addition, modern teaching methods facilitate the learners' knowledge construction process, providing an environment in which they feel more open to learn, which results in encouraging them to remember more of what they have learned than when guided by traditional methods. As mentioned by Akbarov (2014) "in this way they are more attentive and memorize things more easily, transferring their long-term memory much faster than the teacher's explanation in the traditional way" (p.133). In fact, in the twenty first century, pupils are more interested on things that they can see as new or meaningful, producing in them an attraction to learn the second language.

As was explained before, shifting how language is taught produced more desired effects on learners in that learners can produce the language in a more successful manner than with the traditional method. It is for this reason that, changing the teacher's mindset comes to play an important role as well in how the language is instructed. Indeed, Berbeco (2016) stated:

"Teacher mindset also plays an integral role in the high school setting. Kleinsasser and Savignon (1991) identified two instructional cultures in the classroom. In the first, 'certain and nonroutine culture,' teachers believe that all students can learn and integrate a wide variety of resources and activities; using the target language for authentic communication in a cooperative- learning classroom environment. In contrast is the 'uncertain and routine culture,' in which teachers are unsure of the students' ability and/or desire to learn the target language. This teacher depends primarily on the textbook and repetitive activities" (p.70).

Keeping in mind what researchers argued, it should be an important part of the teacher's mindset to believe that all learners are capable of learning through scaffolding together, making the knowledge construction process more available to them. In contrast teachers could adopt a quite different mindset, which does not have great confidence in pupils' capabilities, which does support the strengthening of the learner's knowledge construction process because these teachers believe that the learners' abilities and skills are too limited for such achievement. As a result, it is important to recognize how significant the teachers' mindset is in the educational setting since the type of culture the teacher creates in the classroom will produce better or worse results in the learners' knowledge construction process. It is for this reason that innovation in education, as well as the teachers' mindset in how to become an excellent teacher in language instruction, will exercise great influence in achieving the learners' needs as well as creating competitiveness in the quality of education. Indeed, Ching (2019) states that "excellent language teachers regularly reflect on their teaching, are open to new ideas, and continuously try to improve" (p.8). Undoubtedly, excellent teachers are those who reflect on how the language has been taught in the classroom in the past, so that now they work to improve better results for learners' in mastering the target language. Being open to new ideas about how can language instruction can be improved having the potential of making vast improvements in the learners' knowledge construction process, since

"good teachers create and maintain (or adapt) the conditions in which learning can take place and then facilitate learning by providing the needed support" (Ching, 2019, p.12). In other words, good language teachers are those who will favor the process of learning in a more experiential manner, creating enjoyable environments where pupils have the possibility of activating the skills needed to succeed in the target language. In fact, the goal in mind of this alternative methodological proposal seeks to provide successful conditions for learners to explore language learning in manners that are more entertaining and therefore more engaging and successful. Finally, the next segment of this alternative methodological proposal will explain in depth the reflections of this proposal, based the research questions that were mentioned in the first chapter.

Reflections

5.1 Chapters Introduction

The present action-research was based on the implementation of games while using the spoken interaction in the didactic sequence in order to be applied in the lessons. The topic of this action-research is “the implementation of games for enhancing the learners’ speaking skill in the English knowledge construction process”. The objective is to propose a pedagogical action through the implementation of games for enhancing the learners’ speaking skill in the English knowledge construction process. The creation of this action-research born from the importance of mastering English as a second language for better opportunities as it is stated in Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada "speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities"(MEP, 2016, p.4). In fact, the English language opens many doors when talking about a better life, since it provides access to better jobs opportunities. Hence, the literature review reveals information that was gathered related to the main variables of this proposal which are: games, knowledge construction process and speaking skill.

Since this is an action-research project, an alternative methodological proposal is presented in order to establish how games can help learners to achieve a greater command of the speaking skill with the implementation of the three different strategies designed for this proposal to be carried out in the classroom, and all this in line with the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada by the Ministerio de Educación Pública (2016), to provide teachers an alternative to teach in their lessons in a more interactive manner. Finally, the reflections, conclusions and recommendations for teachers interested in applying this proposal, reflect the main findings of the study, as well as the proposed actions that need to be taken in order for them to help learners to achieve a greater competence in their speaking skill through the use of games in the knowledge construction process.

The development of this fifth chapter encompasses the reflections that will answer the research questions of this alternative methodological proposal. To give a global vision of this chapter, it is important to mention that each reflection answers in total the nine research questions that were presented at the beginning of this proposal in chapter one, which were made based on the three different variables and their corresponding indicators. The first variable, games, covers the three indicators: emotional environment, interaction and sociocognitive approach. The second variable, knowledge construction process, covers three indicators: action-oriented approach, didactic sequence and task. The third variable, speaking skill, covers the three indicators: appropriacy, fluency and capacity. This chapter's main goal is answering these nine research questions after completing the literature review, and then with the final thoughts of the presenters of this proposal. These questions should be answered because, as Creswell (2015) states "research questions are questions in quantitative or qualitative research that narrow the purpose statement to specific questions that researchers seek to answer" (p.101). In fact, these questions are created with the purpose of providing a direction to follow throughout the proposal, so that in the end, based on everything that has been investigated, the final reflections and conclusions about the study can be reached. Moreover, it is important to answer these questions in order to determine if the result obtained was the desired one or was completely different from what was initially proposed.

It is important to highlight that these research questions have a relationship and common goal, that is, to help learners improve their speaking skill and knowledge construction process, and as a result, become agents capable of producing the second language, through the implementation of games in the classroom. This fifth chapter plays a key role in this alternative methodological proposal because through reflection presenters can determine if the proposal has a strong impact on the learner's knowledge construction process and if it has areas that need to be improved. As stated by Mertler (2009):

Reflection, as it pertains to action research, is something that must be done at the end of a particular action cycle. It is a crucial step in the process, since this is where the teacher-researcher reviews what has been done, determines its effectiveness, and makes decisions about possible revisions for future implementations of the project (p.37).

Reflection, as mentioned above, is essential in the execution of action-research, and this is not the exception, since the effectiveness of the proposal can be determined through the analysis of these reflections. Finally, the next segment will outline the nine different research questions and the corresponding answers.

5.2 Reflections

5.2.1 Games

5.2.1.1 How does the implementation of games create an emotional environment in the classroom that provides learners a knowledge construction process without stress?

This research question is based on the first variable, games, and its first indicator, emotional environment. The implementation of games can help create an emotional environment in the classroom that provides learners an opportunity to engage in a knowledge construction process with less stress, because it reduces the inhibition of learning that often exists among learners' consciousness in their adolescent years. Normally in the classroom there are learners who do not want to participate, because they feel afraid about saying something wrong, or do not know enough about the topic. With games, they can reduce that fear and be able to participate and produce language in the context of playing games. As stated by Haynes (2013) "the learner's emotional state or affective filter can interfere with acquiring a new language because it involves public practice and speaking in front of others" (p.8). With games, they can feel that are learning in a more collaborative environment in which they may fail but can learn from that experience in the relatively low-pressure situation of a game. Also, they can explore in greater depth their capacities and in that manner learn about their limits while producing the second language without feeling afraid to fail, as mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada "the learner becomes aware of his/ her capacity to transcend his/her own will, ego, physical, mind and emotional limits" (MEP, 2016, p.20).

5.2.1.2 How does the interaction between learners through the use of games help them in their English knowledge construction process?

This research question is based on the first variable, games, and its second indicator, interaction. The interaction between learners through the use of games can help them in their English knowledge construction process, since it provides them the opportunity to learn with others, for example by sharing information that some of them did not know, helping them to create more knowledge while interacting with their classmates. As mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “learners learn better in collaborative environments and exchanges” (MEP, 2016, p.19). Learning with others provides learners more benefits than learning by themselves, since the knowledge is shared and, in that manner, increased. Also, games create an environment in which interaction to produce the language is required for everyone in the class who is playing the game.

5.2.1.3 How does the implementation of the sociocognitive approach facilitate the use of games in the learner’s social interaction?

This research question is based on the first variable, games, and its third indicator, sociocognitive approach. The implementation of the sociocognitive approach occurs through the use of games. The learners’ social interaction them to create knowledge based on combining what they already know and the knowledge they have gained through socialization. As is mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “learner constructs and reconstructs understanding and learnings based on prior knowledge from her / her life and in exchange with others” (MEP, 2016, p.16). Indeed, the use of language is a social process, it has no meaning outside of the social context, and learning a language is critically important in social situations, including games.

5.2.2 Knowledge Construction Process

5.2.2.1 How does the Action Oriented Approach help to enhance the learner`s knowledge construction process?

This research question is based on the second variable, knowledge construction process, and its first indicator, Action-Oriented Approach. The Action-Oriented Approach helps to enhance the learner`s knowledge construction process, since it plays a key role in giving learners the opportunity to develop their cognitive skills through experiential learning, where they can exchange and produce the language in order to improve as their skill level increases. It also gives the learner the opportunity to explore language learning in a manner where the learning is not based solely on memorization, and instead is based chiefly on their experiences in their social context. In fact, the students are social agents that use the target language to perform specific actions in real life contexts meaningfully (MEP, 2016, p.25). The action-oriented approach provides learners with the opportunity to develop their skills to succeed in the target language, since as stated in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, they can “use knowledge, skills, and abilities beyond school contexts (MEP, 2016, p.13).

5.2.2.2 How is the knowledge construction process improved by the use of didactic sequence?

This research question is based on the second variable, the knowledge construction process, and its second indicator, the didactic sequence. The knowledge construction process is improved by the use of the didactic sequence because learning is channeled into a process in which learners have the chance to develop their cognitive skills from the simple to the more complex, according to the level at which the learner is studying. Through the didactic sequence, learners can gain benefits in retaining essential information in order to achieve a greater mastery of the language for the following levels of learning provided. In fact, as mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “as communicative competence develops, controlled scaffold activities in listening, reading, speaking, and writing are developed to help students recall, internalize and pronounce useful words and phrases demanded

by the task that they would perform” (MEP, 2016, p.34). Indeed, the didactic sequence facilitates the knowledge construction process by providing a pathway to learners to develop the language through a sequence of stages in which they practice the language in ever-growing complexity. Use of this sequence enables them to retain information provided through the exercises, and at the same time provides the opportunity to repair their mistakes while engaged in the process of scaffolding in the domain of the target language, not only for the speaking skill but also for the other skills required in the knowledge construction process.

5.2.2.3 How does the implementation of tasks improve the knowledge construction process while learning English as a second language?

This research question is based on the second variable, the knowledge construction process, and its third indicator, tasks. The implementation of tasks helps improve the knowledge construction process while learning English as a second language, since it is based on the action-oriented approach and provides learners the opportunity to be exposed to real life scenarios where it can be valuable to them while completing a mission. As mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “the action-oriented task seeks to break down the walls of the classroom and connect it with the outside world” (MEP, 2016, p.26). In fact, the use of tasks in the lessons gives learners a more global vision about issues that they will face in daily life, not just on the classroom. It also gives them a mission to fulfill, not like traditional teaching that, as mentioned previously during this proposal, did not describe an immediate value to what was being taught, resulting in activities without purposes.

5.2.3 Speaking Skill

5.2.3.1 How does appropriacy influence learners’ speaking skill, and how does it change depending on the context or situations?

This research question is based on the third variable, speaking skill, and its first indicator, appropriacy. Based on the literature review, it can be said that appropriacy does not directly influence the learners' speaking skill, but teachers can and should explain to them how the use of

the language should change depending on the context or situation. As stated in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “one must know not only how a language works, but also what parts of the language to use and when. These vary depending on the situation, the context, the listener, and the communication intention”(MEP, 2016, p.12). Indeed, learners are taught how the language works, its characteristics and grammar rules, but it is also essential for them to know how to recognize when or where they can use certain types of vocabulary or phrases. For example, it is not the same to talk with a teacher as with an interviewer on a job opportunity. Finally, it can be said that appropriacy is not a measurement of the learners’ speaking skill, but it is important knowledge for them to have.

5.2.3.2 How does the application of games in ESL classrooms enhance the learner’s fluency in order to avoid hesitations in using their speaking skill?

This research question is based on the third variable, speaking skill, and its second indicator, fluency. The application of games in ESL classrooms enhances the learner's fluency in order to avoid hesitations while using their speaking skill. Through the use of entertaining educational games, learners can absorb the language in an easier manner, due to the fact that in a game situation, pupils break through the barrier of fear that can be created by the complexity of the new language, while playing in a spontaneous manner, speaking excitedly and trying to convey information without hesitation. Indeed, as stated by Nation & Newton (2009) "studies of second language readers have also found an increase in fluency as a result of timed practice" (p.9). Undoubtedly, games come to facilitate the learner's knowledge construction process, since, through games, learners have the experience of practicing the language in a manner that is built into their play. They are encouraged to communicate better in order to win and as mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “practice makes perfect” (MEP, 2016, p.46).

5.2.3.3 How do games influence learners to gain a greater capacity to express ideas while using their speaking skill?

This research question is based on the third variable, speaking skill, and its third indicator, capacity. Games can influence learners to gain a greater capacity to express ideas while using their speaking skill, since if the game is structured properly it can encourage learners to increase their capacity in learning vocabulary in certain contexts and use it to communicate an idea, thought or point of view. Communicating effectively is a fundamental part of being able to use the target language, and in order to achieve this the learner needs to have the necessary vocabulary to do so. It is for this reason that the new curriculum seeks to make the learners, as social agents, able to express their own points of view (MEP, 2016, p.13). As a result, they must acquire the necessary background knowledge in order to communicate using the target language.

Conclusions

6.1 Chapter's Introduction

The development of this sixth chapter encompasses the conclusions that are created, based on the reflections of this alternative methodological proposal. To give a global vision of this chapter it is important to mention that each conclusion answers in total the nine research questions that were presented at the beginning of this proposal in Chapter One, which were made based on the three different variables and their corresponding indicators. The first variable, games, covers the three indicators: emotional environment, interaction and sociocognitive approach. The second variable, knowledge construction process, covers three indicators: action-oriented approach, didactic sequence and task. The third variable, speaking skill, covers the three indicators: appropriacy, fluency and capacity. This chapter's main goal is providing the conclusions of these nine research questions after completing the literature review, and then with the final thoughts of the presenters of this proposal.

It is important to highlight that the conclusions are based on the nine different reflections that were answered, based on the research questions of the first chapter. These conclusions are taken from the reflections, because as mentioned by Mac Naughton & Hughes (2008) "any conclusion is generally an outcome of reflection" (p.216). Indeed, based on the reflections, it is how the conclusions are possible to be deduced and thus provide answers based on the previously analyzed literature review. The conclusions that will be found below are taken from the deep analysis that has been made by the presenters, who seek to answer the research questions, gathering essential information from everything discussed in chapter two. As Alley (2018) mentions "the conclusion section is an analysis of the most important results from the document's discussion" (p.131).

During the entire proposal, it has been explained and discussed in depth how the learners are facing problems to manage the English language and how difficult is for them to acquire it. For this reason, in the conclusions will be found the answers about how the implementation of games in the classroom can help them to increase their knowledge construction process while learning the target language. It can be said that this chapter is an essential part of this proposal, since through these conclusions it is expected to emphasize the most important details of this alternative methodological proposal, because as Mack (2018) mentions "the conclusion should

concisely provide the key message(s) the author wishes to convey" (p.9). In this case, it can be said that these conclusions contain the main messages that the presenters want to convey in this proposal, since the conclusions provide a clear and concise answer concerning whether the proposal is effective in its application.

6.2 Conclusions

6.2.1 For the first variable, games, the following conclusions apply to the three indicators: Emotional Environment, Interaction and Socio-Cognitive Approach.

- Based on this research question it is concluded that the implementation of games can help create a favorable emotional environment in the classroom because it reduces the inhibition of learning that often exists within learners' consciousness in their adolescent years. With games, they can reduce that fear and be able to participate and produce language in the context of playing games. As stated by Haynes (2013) "the learner's emotional state or affective filter can interfere with acquiring a new language because it involves public practice and speaking in front of others" (p.8). In addition, pupils can explore in greater depth their capacities and in that manner learn about their limits, while producing the second language without feeling afraid to fail, as mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada "the learner becomes aware of his/ her capacity to transcend his/her own will, ego, physical, mind and emotional limits" (MEP, 2016, p.20).
- Based on this research question it is concluded that the interaction between learners through the use of games can help learners improve their knowledge construction process since it provides them the opportunity to learn with others and scaffold together, as mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, "learners learn better in collaborative environments and exchanges" (MEP, 2016, p.19). Learning with others provides learners more benefits than learning by themselves, since the knowledge is shared and, in that manner, increased.
- It is concluded that the implementation of the sociocognitive approach facilitates the

learners' social interaction while creating knowledge based on combining what they already know and the knowledge they have gained through socialization. As is mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, "learner constructs and reconstructs understanding and learnings based on prior knowledge from her / her life and in exchange with others" (MEP, 2016, p.16). Indeed, the use of language is a social process, it has no meaning outside of the social context.

6.2.2 For the second variable, knowledge construction process, the following conclusions apply to the three indicators: Action Oriented Approach, Didactic Sequence and Task.

- It is concluded that the action-oriented approach helps to enhance the learner's knowledge construction process, since it gives the learner the opportunity to explore language learning in a manner where the learning is not based solely on memorization and instead is based chiefly on their experiences in their social context. In fact, learners are social agents that use the target language to meaningfully perform specific actions in real life contexts (MEP, 2016, p.25).
- It is concluded that through the didactic sequence, learners can gain benefits in retaining essential information in order to achieve a greater mastery of the language for the different levels of learning. In fact, as mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, "as communicative competence develops, controlled scaffold activities in listening, reading, speaking, and writing are developed to help students recall, internalize and pronounce useful words and phrases demanded by the task that they would perform" (MEP, 2016, p.34). Indeed, the didactic sequence facilitates the knowledge construction process by providing a pathway for learners to develop the language through a sequence of stages in which they practice the language in ever-growing complexity.
- It is concluded that the implementation of tasks helps improve the knowledge construction

process since it is based on the action-oriented approach and provides learners the opportunity to be exposed to real life scenarios that can be valuable to them while completing a mission. As it is mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “the action-oriented task seeks to break down the walls of the classroom and connect it with the outside world” (MEP, 2016, p.26). In fact, the use of tasks in the lessons gives learners a more global vision about issues that they will face in daily life, not just on the classroom.

6.2.3 For the third variable, speaking skill, the following conclusions apply to the three indicators: Appropriacy, Fluency and Capacity.

- It is concluded that appropriacy does not directly influence the learners' speaking skill because it does not affect the communication between two people, but comes necessary for them to know how to use the language appropriately depending on context. As stated in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “one must know not only how a language works, but also what parts of the language to use and when. These vary depending on the situation, the context, the listener, and the communication intention”(MEP, 2016, p.12). It can be said that appropriacy is not a measurement of the learners’ speaking skill, but it is important knowledge for them to have.
- It is concluded that through the use of entertaining educational games, learners can better absorb the language because pupils break through the barrier of fear that can be created by the complexity of the new language, while playing in a spontaneous manner. Indeed, as stated by Nation & Newton (2009) "studies of second language readers have also found an increase in fluency as a result of timed practice" (p.9). Undoubtedly, through games, learners have the experience of practicing the language in a manner that is built into their play.
- It is concluded that games can influence learners to gain a greater capacity to express ideas,

since if the game is structured properly it can encourage learners to increase their capacity in learning vocabulary in certain contexts and use that vocabulary to communicate an idea, thought or point of view. It is for this reason that the new curriculum seeks to make the learners, as social agents, able to express their own points of view (MEP, 2016, p.13). As a result, they must acquire the necessary background knowledge in order to communicate using the target language.

Recommendations

7.1 Chapter's Introduction

The development of this seventh chapter encompasses the recommendations that are created based on the variables and their indicators for this alternative methodological proposal. To give a global vision of this chapter, it is important to mention that each recommendation answers in total the nine indicators that were presented at the beginning of this proposal in Chapter One, which were made based on the three different variables. The first variable, games, covers the three indicators: emotional environment, interaction and sociocognitive approach. The second variable, knowledge construction process, covers three indicators: action-oriented approach, didactic sequence and task. The third variable, speaking skill, covers the three indicators: appropriacy, fluency and capacity. This chapter's main goal is providing the conclusions of these nine research questions after completing the literature review, and then with the final thoughts of the presenters of this proposal.

It is essential to mention that the recommendations are focused on the nine different indicators from the first chapter, since in this manner, the presenters can provide systematic recommendations to teachers about the importance and application of the findings from this investigation. In fact, as, Cottrell & McKenzie (2011) mentions "any recommendations for practice, however, must be firmly based on the findings from the literature review in combination with the findings of your study" (p. 276). Having this in mind, it is clear that the recommendations, based on an analysis of the relevant literature, are central in providing detailed, effective guidance to current and future teachers who apply this alternative methodological proposal in order to help pupils in the knowledge constructions process of mastering the English language. In fact, the recommendations that follow are based on the in-depth analysis carried out by the presenters, who seek to address the nine indicators, gathering the most essential information from everything discussed in Chapter Two, since "the aim is to arrive at recommendations for a good practice that will tackle a problem or enhance the performance of the organization and individuals through changes to the rules and procedures within which they operate "(Denscombe, 2002, as cited by Bell, 2005, p.8). In fact, the idea throughout this proposal has been to explain and discuss in-depth how learners face problems at high school in producing the target language, and how games can facilitate the knowledge construction process in order to master speaking the second language.

These recommendations support the goals of the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada (MEP, 2016). It follows that this chapter is an essential part of the proposal, since these recommendations highlight the most important details in applying the conclusions of this alternative methodological proposal. As Cottrell & McKenzie (2011) remark, "recommendations for practice or implementation, you have the opportunity to tell readers how you feel this research contributes to the profession" (p. 9). The recommendations will be useful in enhancing teaching performance, and through this process learners will obtain better opportunities to succeed in producing the target language, which is the main focus of this inquiry. Moreover, these recommendations will support teachers in the application of this alternative methodological proposal by providing them the most important details that the presenters want to emphasize, with the goal of improving the learners' knowledge construction. To conclude, these recommendations will provide clear and concise information on how the proposal can be worthwhile in its application.

7.2 Recommendations

7.2.1 For the first variable, games, the following recommendations apply to the three indicators: Emotional Environment, Interaction and Socio-Cognitive Approach. These recommendations are suggested for teachers that work based on the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada (MEP, 2016), who would like to implement this alternative methodological proposal in the future.

- It is recommended to include the use of games in the didactic sequence of their lessons, since there are learners who are reluctant to participate in classes for the fear of failing and then feeling embarrassed. As Haynes (2013) mentions "the learner's emotional state or affective filter can interfere with acquiring a new language because it involves public practice and speaking in front of others" (p.8). In fact, these feelings lead pupils to feel insecure or blocked when learning the second language. For this reason, the implementation of games is recommended, since games help to overcome those fears, creating a more natural and unconscious learning environment, leading the pupil to know more about their abilities that, due to fear, they normally may not get to know while they

learn. As mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada “the learner becomes aware of his / her capacity to transcend his / her own will, ego, physical, mind and emotional limits” (MEP, 2016, p.20). Indeed, this promotes a situation in which the learner can create more knowledge in order to achieve a better management of the target language.

- It is recommended to create more interaction between learners when developing games in the lesson, since many pupils fail to produce the target language in communication because of the lack of interaction with other people in the context of using the target language. It is recommended to increase the interaction among the pupils and using the language, since this produces in them a better knowledge construction process and more effective use of the second language in order to communicate with others. As mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada, “learners learn better in collaborative environments and exchanges” (MEP, 2016, p.19). Indeed, through the interaction learners achieve the opportunity to practice the language with others and scaffold together, since the knowledge is shared and, in that manner, increased.

- It is also recommended to take into account during the lessons both socialization and the knowledge learners achieve within the target language, since as has been previously explained, the socio-cognitive approach facilitates the learners' knowledge construction process by combining what it is already known and the knowledge that they can gain through socialization. This is important to take into account in classes since as mentioned in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada “learner constructs and reconstructs understanding and learnings based on prior knowledge from her / her life and in exchange with others” (MEP, 2016, p.16). Indeed, the acquisition of any language is a social process and it has no meaning outside of the social context since it is learned for communicative purposes.

7.2.2 For the second variable, knowledge construction process, the following recommendations apply to the three indicators: Action Oriented Approach, Didactic Sequence and Task. These recommendations are suggested for teachers that work based on the Programas de estudio de Inglés, Tercer ciclo y Educación diversificada (MEP, 2016), who would like to implement this alternative methodological proposal in the future.

- It is recommended to focus on the inclusion of real-life situations in the lessons, since many pupils are not able to communicate using the target language outside the classroom, and only can handle basic vocabulary used to answer exams. The implementation of real-life situations helps the learners to be prepared to use the language not only in class or for academic purposes, but also to be social beings capable of producing and communicating with the second language outside the classroom, to be social agents that use the target language to meaningfully perform specific actions in real life contexts (MEP, 2016, p.25).
- It is further recommended that the didactic sequence be deployed in a manner in which the activities or exercises go in a scaffold process, from the easiest to the most complex. Scaffolding helps learners in their knowledge construction process, since it prepares them from the ground up, beginning with something easy for them to manage, then gradually increasing complexity until they achieve the objective, progressive learning. In the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada it is mentioned that “controlled scaffold activities in listening, reading, speaking, and writing are developed to help students recall, internalize and pronounce useful words and phrases demanded by the task that they would perform” (MEP, 2016, p.34). In fact, it helps pupils by providing a pathway to develop the language through a sequence of stages in which they practice the language in ever-growing complexity.
- An additional recommendation is to create the didactic sequence to be developed in the lesson based on tasks in real life situation, because this helps learners to improve their knowledge construction process, since it provides them the challenge of completing a mission and at the same time learning about the context. As mentioned in the Programas

de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada “task seeks to break down the walls of the classroom and connect it with the outside world” (MEP, 2016, p.26). In fact, the use of tasks in the lessons gives learners a more global vision about issues that they will face in daily life, not just in the classroom.

7.2.3 For the third variable, speaking skill, the following recommendations apply to the three indicators: Appropriacy, Fluency and Capacity. These recommendations are suggested for teachers that work based on the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada (MEP, 2016), who would like to implement this alternative methodological proposal in the future.

- It is recommended to teach how the language changes depending on the context in which it is being spoken. This is something important to explain to learners because it is necessary for them to know that the English language has its way of being used in a formal or informal manner. As stated in the Programas de Estudio de Inglés Tercer Ciclo de la Educación General Básica y Educación Diversificada “one must know not only how a language works, but also what parts of the language to use and when. These vary depending on the situation, the context, the listener, and the communication intention" (MEP, 2016, p.12). In fact, it is important for them to know how the vocabulary may vary depending on the context of where they are or who they are speaking with, and also that in the English language there are words and contractions that are not appropriate to use if they are in a formal situation.

- Also, it is recommended to increase the use of the second language in all those moments within the sequence, since this forces learners to communicate with the language and thereby practice fluency by having to communicate in a more spontaneous way. This is mentioned by Nation & Newton (2009) that "studies of second language readers have also found an increase in fluency as a result of timed practice" (p.9). Undoubtedly, the more they use the second language, the more practice time will help them improve fluency when communicating a message.

- Another recommendation is to teach as much vocabulary as possible on the subject being taught, as this gives learners a greater ability to express ideas and thoughts on a specific topic. This is necessary to implement in the lessons since the new curriculum seeks to make the learners social agents able to express their own points of view (MEP, 2016, p.13). The goal is to give them the sufficient basis for being able to communicate effectively using the second language when speaking about nearly any general topic. They should not face severe limitations in their ability to express themselves because they do not know or were never taught the necessary vocabulary.

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