

**The Implementation of Collaborative Learning for Improving the Speaking Skill in the
English Knowledge Construction Process**

Stefanny Acuña Martínez and

María José Mena Castillo

Final Graduation Project

English Department, Universidad Latina de Costa Rica

Lic. Iván Mora Hernández

04 May, 2021

“Carta autorización del autor (es) para uso didáctico del Trabajo Final de Graduación”

Vigente a partir del 31 de Mayo de 2016, revisada el 24 de Abril de 2020

Instrucción: Complete el formulario en PDF, imprima, firme, escanee y adjunte en la página correspondiente del Trabajo Final de Graduación.

Yo (Nosotros):

Escriba Apellidos, Nombre del Autor(a). Para más de un autor separe con " ; "

Mena Castillo, Maria Jose; Acuña Martínez Stefanny Rebecca

De la Carrera / Programa: *Enseñanza del Inglés*
autor(es) del trabajo final de graduación titulado:

The Implementation of Collaborative Learning to Improve the Speaking Skill in The Knowledge Construction Process.

Autorizo (autorizamos) a la Universidad Latina de Costa Rica, para que exponga mi trabajo como medio didáctico en el Centro de Recursos para el Aprendizaje y la Investigación (CRAI o Biblioteca), y con fines académicos permita a los usuarios su consulta y acceso mediante catálogos electrónicos, repositorios académicos nacionales o internacionales, página Web institucional, así como medios electrónicos en general, Internet, intranet, DVD, u otro formato conocido o por conocer; así como integrados en programas de cooperación bibliotecaria académicos, que permitan mostrar al mundo la producción académica de la Universidad a través de la visibilidad de su contenido.

De acuerdo a lo dispuesto en la Ley No. 6683 sobre derechos de autor y derechos conexos de Costa Rica, permita copiar, reproducir o transferir información del documento, conforme su uso educativo y debiendo citar en todo momento la fuente de información; únicamente podrá ser consultado, esto permitirá ampliar los conocimientos a las personas que hagan uso, siempre y cuando resguarden la completa información que allí se muestra, debiendo citar los datos bibliográficos de la obra en caso de usar información textual o paráfrasis de la misma.

La presente autorización se extiende el día (Día, fecha) **13** del mes **mayo** de año **2021** a las **13:00**. Asimismo doy fe de la veracidad de los datos incluidos en el documento y eximo a la Universidad de cualquier responsabilidad por su autoría o cualquier situación de perjuicio que se pudiera presentar.

Firma(s) de los autores

Según orden de mención al inicio de ésta carta:



116520299



116840334

Abstract

The following alternative methodological proposal explores the importance to reinforce and improve the speaking skills of pupils from tenth grade from public high schools with the proposal of three methodological strategies based on the collaborative learning space. Furthermore, this proposal emphasizes the impact that collaborative learning has on pupils in the development and the results of classroom tasks, hence, it is developed the topic “The Implementation of Collaborative Learning for Improving the Speaking Skill in the English Knowledge Construction Process”. As an alternative methodological proposal, it has the function to help both, teachers and pupils, in the progress of the knowledge construction process. Additionally, it is the English teacher who obtains a base or a guide that serves as a supportive and innovative tool with the function to reinforce pupils’ spoken interaction in the educational community and in the society due to the interaction people have nowadays is fundamental for the personal achievement. Moreover, it is taken into consideration the English syllabus 2016 from the MEP, three essential variables, and nine different indicators to perform the educational and innovative strategies that are presented in this AMP. Moreover, as a result of these three proposed strategies, it determines the answers to those questions that were focused to solve a particular problem related to the pupils’ speaking skills in the educational system, as well as it is drawn to different conclusions thanks to the development and experience of the work elaborated. As a remarkable element of this action research, it defines a series of recommendations addressed to a group of people that will be benefited during the knowledge construction process.

Key words: collaborative learning, knowledge construction process, speaking skill

Acknowledgment

I would like to express our thanks of gratitude to the support the professor Lic. Ivan Mora Hernandez provided me and my partner with all facilities during the seminar one and seminar two. Moreover, I am so thankful too for my classmates who were a great support at the time to clarify each one of our doubts. As well as the effort and time we (Stefanny and María José) spent in the elaboration of this graduation project. But I am so grateful and pleasant with the support and love of my dear parents and friendships who motivated me to continue the elaboration of this graduation project. They helped me to believe that everything is possible if I believe in myself and if God is present in every journey I take.

Dedictory

This graduation project is the best fruit of the effort and determination of my parents and myself, therefore, I dedicate this graduation project to them, my family, and my partner María Jose Mena who encouraged me to follow my dream and to become the best future teacher. Moreover, this dedicatory is also for the people who believe in me and that were there at any moment to motivate me and help me in any circumstance. María José, without your help this could not have been possible to be achieved, thanks a lot best partner and friend.

Table of content

Chapter I Introduction.....	1
1.1 Introduction.....	2
1.2 Rationale.....	4
1.3 Purpose.....	8
1.3.1 General Objectives.....	11
1.3.2 Specific Objectives.....	11
1.3.3 Research Questions.....	12
1.4 Hypothesis.....	12
1.5 Chapter’s Conclusion.....	12
Chapter II Literature Review.....	14
2.1 Introduction.....	15
2.2 Speaking skill.....	20
2.2.1 Fluency.....	26
2.2.2 Accuracy.....	30
2.2.3 Pragmatic Language.....	33
2.3 Collaborative Learning.....	37
2.3.1 Types.....	42
2.3.2 Benefits.....	46
2.3.3 Small Group.....	49
2.4 Knowledge Construction Process.....	53
2.4.1 Classroom Environment.....	58
2.4.2 Challenging Lessons.....	62
2.4.3 Assessments.....	66
2.5 Chapter’s Conclusion.....	70

Chapter III Design and Method	72
3.1 Introduction	73
3.2 Research Method.....	75
3.3 Type of approach.....	80
3.4 Data Collection Tools.....	82
3.4.1 Instruments	85
3.5 Chapter's Conclusion	97
Chapter IV Alternative Methodological Proposal	99
4.1 Introduction	100
4.2 Title of the Proposal	103
4.3 Justification of the Proposal	103
4.4 Alternative Methodological Proposal.....	106
4.4.1 Importance	110
4.4.2 Necessity.....	112
4.4.2 Scopes	113
4.5 Alternative Methodological Proposal Implementation	115
4.5.1 Description of the first teaching strategy.....	120
4.5.2 Description of the second teaching strategy.....	130
4.5.3 Description of the third teaching strategy.....	157
4.6 Social and Educational Impact.....	177
4.6.1 Social impact	177
4.6.2 Educational impact	181
4.7 Chapter's Conclusion Critical analysis	184
Chapter V Reflections.....	189
5.1 Chapter's Introductory paragraph	190

5.2 Reflections.....	191
Chapter VI Conclusions	197
6.1 Chapter’s Introductory paragraph	198
6.2 Conclusions	199
Chapter VII Recommendations.....	203
7.1 Chapter’s Introductory paragraph	204
7.2 Recommendations	205
References.....	209
Annexes.....	237

Chapter I Introduction

1.1 Introduction

The development of this Alternative Methodological Proposal, from now known as AMP, demonstrates the necessary utility that collaborative learning has to reinforce pupils' speaking skill as an essential part of the English knowledge construction process. Actually, speaking is one of the most essential skill and its principal goal is to develop successful communication abilities because pupils have a better learning experience when sharing ideas, thinking aloud, and making group decisions that contribute to solve quotidian circumstances. Moreover, Dawes (2008) remarked that "Speaking is a whole-class venture in which individual contributions reflect everyone's success in fostering an effective forum for thinking aloud" (p. 146). Absolutely, the appropriate introduction of speaking tasks, in the classroom, prepares pupils for real-life context and helps them to increase communicative competence and manage the correct practice of the articulation in the second language. Hence, Surkamp & Viebrock, (2018) explained that "Speaking is a competence that demands knowledge of language and discourse, a sound mastery of the sub-skills of speaking and also a good command of communication strategies" (p. 110). In fact, if there is a proper English knowledge construction process, pupils augment the quality of speaking the foreign language considering their pronunciation, fluency, accuracy, and vocabulary as the most considerable characteristics. In order to accomplish that, it is required to encompass teamwork as a strategy to guarantee an understandable and precise oral production. In accordance with the Ministerio de Educación Pública (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada from now known as MEP, "learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts and to succeed in the information age as 21st century learners" (p. 12). Fortunately, the emphasis of speaking introduction in today's English curriculum is essential as writing and reading skills, thus, to develop broad conversation English teachers must deliberate specific speaking tasks from the simplest to the most complex providing clear instructions to increase oral communicative aptitudes and enrich every pupils' performance.

The structure of this chapter is to provide features of the following elements as: rationale, purpose, general and specific objectives, research questions, hypothesis and the chapter's conclusion. In the first place, the rationale element explains the immense importance of

constructing speaking abilities in pupils to develop logical communication as well as comprehension throughout the English knowledge practice. Expose pupils to interactive tasks challenge them to support their unique learning styles, not to mention that during that training pupils and professor develop an unbreakable rapport which proceeds to an effective learning environment. Anderson & Gehart (2007) point out that “Communications between teacher and student often convey relational expressions and meanings” (p. 412). Additionally, it is expected that the connection formed in the schoolroom benefit the language cognition abilities between classmates and the teacher. Secondly, this AMP has as a purpose the implementation of collaborative learning to reinforce pupils’ speaking skills with the function to prepare them to be active agents to future ideas and real-life situations. It stresses the need for the correct fulfillment of the Action-Oriented Approach to provides pupils realistic communicative competence and complete the language acquirement during their participation in the English classroom. That is why the MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada advocates that “An Action- Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks” (p. 25). Furthermore, there are revealed the general and specific objectives to mastermind this AMP. These objectives are the proposal for the composition of this AMP and are expected to be achieved during the elaboration of this one; along with the structure of nine research questions that are expected to be answered while implementing this AMP. For the ending of this chapter, it is considered to exposure an accurate supposition for the proposal that is the hypothesis and the conclusion that provides a final compilation of this introductory chapter.

As stated in this introduction, it analyzes how the conditions of collaborative learning benefits the acquisition of the English language and supplements the pupils’ speaking knowledge, creating a valued and confident classroom setting when they interchange the skill during small group learning. It is indispensable to remember that pupils own insufficient experience to produce speaking abilities due to the lack of interaction with their peers, as a result, pupils need to acquire the facility to interact with others because they require a more powerful base and context of the language. Thus, in sequence to captivate pupils interest and increase their speaking proficiency, this AMP implements the association with collective learning to strengthen their interaction and

relationships with others; inside and outside the schoolroom. Furthermore, this AMP provides the need of exposing scholars to specific tasks to conduct the demand for proper oral communication ownership. The function of collaborative learning is an essential tool for teachers to help pupils develop the quality of their speaking skill and construct acceptable communicative competence in the English language. Following, it is described in the next fragments the rationale and purpose as significant elements in the knowledge construction process of this project.

1.2 Rationale

In all respects, the English language has become an extraordinary means of communication, creating a high request for pupils to abundantly achieve, the educational system recognizes the vital modifications for its appropriate use and the guidance to teach the language in a logical way. To learn English, it consists of four language skills featuring oral communication as the most relevant for personal and academic self-development. On account of, schools and educators seek for dissimilar procedures and instruments to amplify the intensity of the pupils' abilities to socially speak. As the MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada affirms that "Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities" (p. 18). As a consequence, perceptive professionals who teach a second language examine peculiar strategies to enrich pupils' understanding of the dialect providing the correct practice to anticipate opportunities and have a prosperous future in areas of communication. The capacity of pupils to become independent speakers is developed by the habit of collaborative learning, professors have the responsibility to elaborate effective speaking tasks by the implementation of communicative mechanisms that challenges the cognitive abilities between pupils and strengthens their learning style. In the opinion of Hunzer (2012) shares that:

The peer tutorial method of peer review focuses students' attention squarely on the benefits of the conversation, which is exactly what Composition instructors aim for in peer review—we want students to engage in collaborative conversations about each other's work while developing their rhetorical skill-set. (p. 37)

The practice of communicative collaboration during a class performance provides pupils the knowledge required to become an English fluent speaker. Educators must dominate the correct supervision of the pupils' interaction and deliver clear instructions in order to guide pupils into complete logical learning of the language as well as the comprehension of it. By means of this, pupils accomplish the outcomes expected from the speaking tasks and enable abilities to apply in realistic situations that were similar to classroom experiences. In relation to MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada mentions that "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" (p. 28). The study relationship and apprehension pupils' gain from the teacher's assistance throughout the knowledge construction process is a significant tool for personal and academic growth, providing pupils a sense of enthusiasm and prosperous language learning progression in the classroom setting.

Furthermore, already enrolled and upcoming pupils deserve a formal education from the institution and English instructor, which includes a professional classroom arrangement and the correct practice of the language to gain knowledge and reach the correct assessment; this rapidly facilitates pupils' articulation production in the classroom. In addition, schools provide from an offspring knowledge construction process, speaking experiences to expand the target of communicative competence that the country needs in order to become a successful union. In daily classroom tasks, pupils are involved conversational interaction to fortify the knowledge construction process and attain the acquisition of the second language. The MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada introduces that "The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system" (p. 4). In this case, the teacher is a vigorous exemplar, pupils' development relies on the understandable commands given by the instructor as well as the guidance to conduct pupils and reach the speech production while reinforcing the language by the exercise of classroom interaction, that certainly benefits in social-related scenarios. The environment around the classroom must be comfortable in sequence to visualize confidence and context between the classmates and the instructor. Teachers should always be aware of the purpose of the learning goal and what tasks need to be applied in order to

achieve communicative competence. It is substantial to remember that “As students dialogued together, social skills developed along with increasing diagnostic awareness of individual strengths and weaknesses. Students became more aware of their own merits and deficiencies through interactive peer-based learning dialogues” (Luzzatto & DiMarco, 2009, p. 353). To increase the progress of pupils’ speaking skill in communicative competence, it is influenced by the activities professors apply when a lesson need to be developed. Therefore, Myhill et al. (2006) affirmed that:

What is clear is that the challenge of making whole class teaching an effective context for learning is not an easy one, and that our social and cultural values may influence the practices and activities we attempt to introduce into the classroom. (para. 1)

Classroom administrators possess a challenging mission when teaching English, in which they are in charge of providing a successful and beneficial knowledge construction process to pupils. In fact, to conduct this challenge, tutors involve whole class interaction in oral communication activities so that classmates can produce social and united achievements when collaborating together.

The academic affairs in Costa Rica are designed to progress from a young to a mature education process in relation to second language learning. Modern accessibilities in contrasting schemes that are included in the current English study Syllabus allowing pupils to attain the most adequate speaking skills for real-life situations. As maintained by MEP (2016) Programas de Estudio de Ingles, 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” (p. 6). There are circumstances in everyday learning experiences that can prevent the ability to carry out a speaking skill task in the knowledge construction process, therefore, to have a correct function, it is predominant to focus on the primal tasks. Dawes (2010) contributes that:

The problem for teachers is that of balance; we are aware that children need to talk. Children need chances to express their own ideas and listen to different points of view, to

talk through problems or share ideas to create something new. In order to do this effectively, children really need direct tuition of key speaking and listening skills. (p. 12)

To comprehend pupils' learning production, it is indispensable for English instructors to evaluate social agents' progress and determine how positive the results are at the time to apply speaking activities in communicative competence assignments. Thus, to achieve a bilingual society, this AMP demonstrates how beneficial it is to require speaking skills in the knowledge construction process and how favorable it is to learn as a whole class, plus, the establishment of standard disciplinary efforts that teachers provide to pupils in the operation of becoming fluent speakers of two languages.

On the whole, Costa Rica has the necessity of bilingual citizens in all areas of production to become a successful, rich, and worldwide noticeable nation. Educational institutions from primary to secondary education began with the determination of implementing distant strategies or plans of learning for better communicative competencies, especially in pupils' speaking abilities. So as to achieve, English professors have prepared themselves to investigate different techniques so that pupils can possess a better oral comprehension of the second language and proper improvement for self-development and acquire experiences to act in real-life situations. In order to prepare bilingual social agents, it is significant to implement collaborative learning activities in the classroom, it is clear that social interaction has a strong impact on the pupils' knowledge construction process and that it enables facilities to gain oral communication skills and knowledge at the time of speech production. When it is developed correctly, collaborative learning is undoubtedly a constructive benefit that pupils' assess in order to improve speaking skills. While English teachers possess a talent for teaching when studying with interactive strategies in the classroom environment, this method of sharing communication is so strong that pupils empower the aptitude of learning by the support of other classmates, not to forget that the relationship between pupils and teacher increases the comprehension and knowledge of the language, capacitating pupils as English fluent speakers. In addition, the upcoming segment in this AMP is the purpose of collaborative learning and how essential it is to combine this strategy into the progress of pupils' speaking abilities during the knowledge construction process.

1.3 Purpose

During the English knowledge construction process, pupils have established innumerable language competencies which help them to grow efficacious communication with people from English-speaking nations. English instruction in Costa Rica has been considered an essential subject in which pupils learn not just how to produce the language, but also, how to apply it with the intention to interact with others, inside the schoolroom or with the community. Moreover, “we need to raise learners’ awareness of the nature of conversational language and their understanding of why it is the way it is” (Pawlak & Waniek-Klimczak, 2015, p. 3). Additionally, with the updated curriculum, English tutors have the challenge to prepare pupils to be active agents of communication. To put it differently, in accordance with the MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, it is established that:

These curricular considerations see the learner as a social agent at the center of the curriculum who is active, independent, critical, reflective, creative, innovative, inquisitive, and respectful of human rights and socially committed to their community, country, and the world. To achieve this aspiration, the learning environments and experiences promote dialogue and the search for creative responses and solutions to real-life problems. (p. 17)

Thus, with this curricular design, it estimates that pupils from primary and secondary schools advance with the growth of the English language throughout communication strategies. Not to mention that, even though it is a complex task to encourage children and teenagers to learn a language, teachers together with the educational institutions must cooperate to accomplish what is proposed within the English syllabus. Hence, once this is accomplished, it is expected that pupils are capable to maintain a fluency language, thus, the MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada remarks that “By 2021, it is expected that progressively the learners will reach level A2 at the end of the Second Cycle and B1 at the end of Diversified Education” (p. 5). This symbolizes an exceptional advance for the English instruction in public institutions in Costa Rica.

Even though in today's high schools speaking instruction is increasing, it is still challenging for many pupils to mature it. There exist some demanding tasks which need to be repaired with the objective to have a bilingual community, and as mentioned above, teachers, institutions, and the society need to be involved in that process. The way pupils make use of the language demonstrates the teaching process they have experienced; and Verderber et al. (2011) remarked that "Using appropriate language makes us more effective because it demonstrates that we are adapting successfully to the rhetorical situation. It also demonstrates that we are ethical communicators who respect others, even those who differ from us" (p. 191). Particularly, the importance to instruct pupils to develop communicative competence enables them to have effective speaking transmission due to it is everyone's' need and "The objective of teaching the skill of speaking English is to develop the ability to express oneself intelligibly, reasonably accurately and fluently" (Shastri, 2010, p. 71). Moreover, the goal is to provide deeper attention to collaborative learning and how it supports pupils' abilities and increase their learning performance in classes. It is considered, as a relevant strategy, that the development of tasks in groups provides personal and collective benefits. Consequently, Hunzer (2012) denotes that:

Small group work provides an opportunity for developing communication skills unlike what students experience when they work alone and their interaction is only with the teacher. That is one of the strengths of incorporating small group learning in our classes. The self-reflection and skillful communication, especially at the end, helps students realize the value of small group, further develops their emotional intelligence, reinforces what they learned, sets them up for future growth, and helps them adjourn positively. (p.155)

The efficacy usage of talk and adequate classroom strategies in the lessons, strengthen pupils' language skills in the erudition process, it is during the interaction and environment management that pupils obtain the level that it is required when their instruction has already concluded.

The benefits that collaborative learning has, it is remarkable for freshmen pupils. At the moment to teach a second language to a kid, this one develops a facility to comprehend, progress, and produce the language. So, that is why implementing teamwork since their first year in higher

education help pupils to understand what they need to reach. Group work is designed to ensure pupils that learning is not an individual action, rather, it implicates a social competence between classmates. Involving small groups in classroom “It is a very good strategy for the dynamic interaction in large classes. It leads to the total participation of the learners and reduces domination of the teacher” (Shastri, 2010, p. 59). Furthermore, the function it has in the teacher’s job is to facilitate the mode the teaching process occurs as well as assist pupils with more thoughtfulness. Harmer (2007) comments an interesting idea about working in group, and says that:

groupwork and pairwork (but especially of groupwork) is that they give the teacher more opportunity to focus attention on particular students. While groups A and C are doing one task, the teacher can spend some time with group B who need special help. (pp.43- 44)

In addition, in order to gain successful academic achievements, the professor must know each of the pupils’ abilities, strengths, and weaknesses. Once that is accomplished, it is the teacher’s decision to know how to fulfill appropriate assignments according to each pupil profile. As a final result, it may well know that:

the teacher is manager of both the classroom interaction and the organisation of the people and material objects in the classroom. This is carried out through the teacher’s beliefs, principles and theories about what constitutes effective classroom teaching and learning. (Chappell, 2014, p. 21)

Additionally, the correct use of collaborative learning in the English classes has as a result to benefit pupils to achieve their personal goals in terms to speak a second language. The need to express themselves freely and create social connections as well as relations with others crossing the borders is a tremendous necessity.

This AMP remarks on the great importance that speaking skill has in today's pupils intelligence, as individual and as a collective achievement. This ensures pupils build their confidence, self-esteem, and satisfaction when they have to be part of environmental communication. The security and the confidence pupils develop at the right time to produce the

second language demonstrate the satisfactory instruction process they have passed for. Moreover, with English as a global language, it is expected that pupils become proficient in the language with the thousands of strategies and opportunities the educational system provides. A renovate and respectable English syllabus certifies pupils to be agents of socialization which guarantees successful development in global and future business. On the other hand, it is noteworthy to highlight that communication opportunities are presented when social interaction occurs, pupils collaborative in the classroom space with the purpose of consolidating, in harmony, those public speaking debilities. Thereby, eradicate those pupils' weaknesses is an immense job that the instructor must identify and be aware of how to repair them without affecting the pupils' academic performance. Immediately, it is presented the following segment of this AMP, the general and specific objectives, with the idea to create a clear guide of what is pretended to accomplish with the implementation of collaborative learning in the speaking classrooms in Costa Rica. After that, it mentions the hypothesis and it is closed with a summary of chapter one.

1.3.1 General Objectives

- To propose a pedagogical action based on collaborative learning for improving student's speaking skill

1.3.2 Specific Objectives

- To describe the implementation of the pedagogical action based on the collaborative learning for improving student's speaking skill.
- To identify English teaching strategies for implementing collaborative learning for improving student's speaking skill.
- To propose English learning activities based on collaborative learning for improving student's speaking skill.

1.3.3 Research Questions

- How is speaking skill reinforced by implementing fluency in the knowledge construction process?
- How is speaking skill influenced by the application of accuracy in the English language learning?
- How does pragmatic language help to improve pupils' speaking skills in the classroom?
- How does the implementation of different types of collaborative learning tasks help to improve the knowledge construction process?
- What are the benefits that collaborative learning has in the English knowledge construction process?
- How does small group learning help to enhance pupils' knowledge in the collaborative learning?
- How does the management of the classroom environment benefit the English knowledge construction process?
- How is the English knowledge construction process encouraged by challenging lessons?
- How assessments help to reinforce pupils' knowledge construction process?

1.4 Hypothesis

The implementation of collaborative learning in the knowledge construction process helps to enhance pupils' speaking skill.

1.5 Chapter's Conclusion

As a result, this introductory chapter remarks on the huge impact that collaborative learning has on the development of successful speaking skills in Costa Rica pupils. The reason for conducting the study is to provide so much interest in the English language and improve the level of productivity of the country, promoting improvement for all inhabitants in soft skills areas. As mentioned in this chapter, it is inspected the importance that teachers encourage the correct management of the language content for successful pupils' acquisition process, not to mention that the rapport generated between pupils and teachers creates a powerful advantage for the cognitive procedure. The purpose of this chapter, about the interaction in English lessons, is to provide pupils the best solutions to make decisions in real-life situations in the most possible natural way. Moreover, it highlights the function that speaking skills influence people in order to transmit messages in an efficient and accurate way, making use of communicative strategies to reinforce the knowledge construction process. To include communicative assignments, it means to improve pupils' speaking skills by learnings of distant activities that involve socializing with other classmates, all this to increase the knowledge of speech and gain citizens that can speak the English language in a fluent manner. Furthermore, it is expected that with the updated English Syllabus from 2016, pupils are capable to develop such attitudes of speech with full comprehension that allows them to simply communicate with other English speakers. The general and the specific objectives described in this initial chapter, provide the right focus of the AMP; also its suggestions are convenient for the adequate development of the progression of the speaking skill in a foreign language. Simultaneously, the prediction of this project is to administer collaborative learning in the knowledge construction process to increase of pupils' speaking abilities in the English dialect. Additionally, the nine-research question implemented to drive this AMP is to conduct and overcome the speaking skills of Costa Rica's popularity. Finally, to continue with the prosperous procedure of this AMP, the following section developed is the literature review. Vastly, this segment of the project is vital to obtain the correct perceptions of this AMP.

Chapter II Literature Review

2.1 Introduction

The development of this AMP dispenses efficacious documentation to improve the weaknesses perceived in pupils' knowledge construction process. This AMP strongly reinforces the fundamental proposal of implementing collaborative learning to pursue and overcome the speaking skill in the English language. Thus, for the adequate support that this proposal needs, it uses the guidance of a theoretical framework accompanied by the establishment of the literature review and previous elements such as the general and specific objectives, purpose, and rationale from chapter one; orderly, to provide the complete vast of cognizance background that this AMP requires to be a noticeable education advancement. According to the conception of McNiff (2016) a theoretical framework is a "Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge" (p. 158). The proper construction of this chapter two is essential since it provides the theoretical framework or literature review which is the center that collects all the necessary information in order to improve learners' speaking competence by implementing collaborative learning in the classrooms. Equally significant, it detects the issue of the proposal that leads pupils to develop weaknesses instead of gaining powerful qualities in the knowledge construction process of the foreign language. It is vital to notice that "The students were bored, frustrated, stressed, and nervous. Most students, even after years of studying English, failed to speak the language fluently. You are not alone, because it's a global problem" (Hoge, 2014, p. 13). As a consequence, psychologists and the education system forces the construction of pleasant teaching attributions to conceive pupils' speaking performances without losing the focus and interest of the learning. As a result, Szulevicz & Tanggaard (2017) mentioned how the learning environment replaces negative behaviors and attitudes towards the studying problem and indicated that:

Today, educational psychologists are expected to be sparring partners and facilitators in connection with developing inclusive teaching environments. This means that educational psychology practice must to a greater degree address the development of general pedagogical learning environments rather than building on specialist pedagogical thinking and practice. (p. 16)

Therefore, introducing different teaching environments in the classroom are usual acts; also, a spotlight for educators, this teaching update is more concerning if learners are presenting difficulties during the process of learning. Educators are mindful professionals that are constantly innovating and updating strategies to make pupils' scholar life a productive encounter; thus, it is premeditated the difficulties that pupils address when speaking the English language. Considering that, it is predominant to examine in this second chapter the improvement of pupils speaking competence in the learning construction process.

Primarily, the composition of chapter two corresponds to the literature review, since, it supports the meaningful documentation collected to approach pupils' speaking skills through the implementation of collaborative learning. Undoubtedly, to enhance pupils' knowledge construction process, it is essentially substantial to base this AMP on both the theoretical framework and the literature review with the purpose to grant its significant value. To appreciate the support of a theoretical framework Anfara & Mertz (2006) demonstrated the importance of it because:

The theoretical framework of a study is anchored in a particular disciplinary base and its literature; it is in this literature that particular concepts, models, or theories that structure the study are found. This structure, or theoretical framework, then determines the problem to be investigated, the specific research questions asked, the particular data that will be collected to address the questions, and, of key importance, how these data are analyzed/interpreted. (p. 50)

Accordingly, the theoretical framework is the correct manner to conduct an AMP. Apart from this, it provides precise and indispensable information to carry the educational study out. Moreover, the use of a theoretical framework provides the exploration of various perspectives in order to increase improvement and as determined by McNiff (2016) "Working with these layered frameworks means that you can achieve multiple layers of increasing complexity, with each layer representing a different voice and perspective, and a different identity" (p. 68). For instance, a framework offers a variety of existing perspectives and theories that can be analyzed regarding the educational process and as suggested by Szulevicz & Tanggaard (2017):

It publishes key ideas of methodology, different approaches to schooling, family, relationships and social negotiations of issues of educational processes. It presents new perspectives, such as dynamic systems theory, dialogical perspectives on the development of the self within educational contexts, and the role of various symbolic resources in educational processes. (p. 3)

Henceforth, in the AMP, a theoretical framework is dominant since it allows the reader to consider all the knowledge included in a literature review. In many respect, it is completely convenient that the information obtained from the resources of the literature review is applied for the improvement of this AMP. This guarantees the refinement of speaking skills in pupils with the implementation of collaborative learning in high schools. Further, in this chapter, it is indispensable to contemplate the estimated variables to achieve the goal of the AMP “Furthermore, the importance of institutional and contextual moderating variables is highlighted in the framework” (Melzer, 2019, p. 127). In addition, the following paragraph is examined the variables and indicators based on this AMP.

This AMP has as a goal to reinforce speaking skill within the schoolroom and in the society through the implementation of collective work. Preparing pupils to make strong decisions in a critical way, it is a process in which starts in the first schools’ years. For that reason, when studying the AMP, it was discovered three essential variables, that will be developed during the whole chapter with the implementation of the theoretical framework and the literature review. The first variable is the speaking skill which consists on encourage pupils to be capable to produce a foreign language with total security, confidence and amplify their communicative level. Furthermore, Verderber et al. (2011) stated that “It is one form of human communication, which consists of participants, messages, channels, noise, and feedback” (p. 16). In this way, communication remarks on the idea that sharing opinions, beliefs, ideas, or knowledge are the key to social relations. Involving speaking skills in the English classroom outlines three indispensable indicators. First, it is mentioned that the correct English fluency, in pupils, provides an intelligible English production. Second, with accuracy, pupils are conscious of the convenient use of the language system to communicate with exactness; and pragmatic language, as the third indicator,

helps pupils to understand in which way they can transmit a message to another person. All these indicators strengthen what a social agent needs in order to expand the oral skill. The second variable of this AMP is collaborative learning. The existing relation between collaborative learning and speaking skill prepares pupils to become active agents of socialization with interaction as the principal via to involve young pupils to be part of global competence. In addition, Wong & Waring (2010) affirmed that “An important goal of second language teaching is to develop learners’ communicative competence, in which interactional competence figures prominently” (p. 12). Therefore, this variable displays three indicators such as types, benefits, and small group learning to produce in the collaborative environment. The first indicator, it alludes to how different types of collaborative learning tasks help pupils to become more competent and how these types of tasks improve their English level at the time of speaking it when they interact with others. While, in the second indicator informs the numerous advantages that working in a collaborative environment has for English pupils. Likewise, how advantageous is for pupils to support each other during the knowledge construction process. The third indicator remarks on the importance that small groups have during the knowledge construction process and how pupils are emboldened during that process when they experience real-life circumstances. Moreover, it remarks on the role of the professor and how this one influences the language acquisition and production of the English language by speaking. With these indicators, they contribute to the development of favorable instruction by the professor and the achievement of knowledge goals. The third and last variable presented in the chapter of the literature review is the knowledge construction process. This final variable stresses how teachers support pupils in the construction of the new ideas and the acquisition of knowledge with the determination of incorporating them into interactive civilization based on apprehension. Hence, it is an eternal process where pupils are motivated to continue their ability to absorb and build new cognition (MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016). That is why this variable lays out and demonstrates three indispensable indicators that benefit the English construction process with the implementation of the classroom environment which pretend to improve pupils’ speaking abilities, interaction, and learn being with others. A positive classroom environment is fundamental due to teachers are in charge to provide the most comfortable learning space for pupils. While, as the second indicator, challenging lessons is indispensable in the formation of a pupil because it encourages them to develop the most competitive activities based on a real-life situation. With

challenging lessons, pupils learn to take decisions and grow into more conscious of their surroundings. As the third indicator, it is described what assessment consists of during the knowledge construction process. Its importance in the knowledge construction process is extraordinary essential due to it provides teachers to recognized pupils' strengths and weaknesses during the instruction and serves as a base to improve the level of each pupil involving the most precise tasks for them. Therefore, these indicators highlight the impact they have on effective teaching and learning and the key to successful pupils' growth and teachers' effectiveness. As a result, speaking skills, collaborative learning, and the knowledge construction process, generally, are variables that strengthen each other in an instant.

As a result, the definition of these variables and indicators in this chapter provide clearness perspectives about the AMP and its importance to reinforce pupils' speaking skills through the use of learning strategies in the English classroom. As mentioned above, the benefits that are obtained with the combination of collaborative learning and speaking language skills provide numerous advantages in the pupils' language interaction. For teachers, the benefits of collective work tasks in oral production are reliable due to:

By working with their peers, students can learn to express themselves clearly, to listen, to compromise, to value others, and to take leadership roles. For group work to be most useful, however, teachers should establish a foundation of rules and procedures and reinforce them throughout the year. (Marzano et al., 2005, p. 24)

During English tuition, is the teacher's responsibility to provide pupils the greatest practices to achieve every outcome established. In the classroom, the teacher is another pupil, but, as a role model, his/ her essential objective is motivation and encourage pupils to learn. According to Hunzer (2012) "To help students develop the necessary skills, some researchers have argued that teachers need to collaborate with students in order to model effective strategies" (p. 144). On the other hand, the effectiveness that collaborative learning has in the pupils' speaking achievement is supported by the use of the literature review. The importance of this literature review, in this AMP provides the reader with the necessary information and resources with the intention of "understanding the different structures and frameworks that hold the text together and how one

element links with another” (McNiff, 2016, p. 100). Consequently, carry out this AMP provides the reader with a final point of view about the development of the whole chapter, summarizing the most remarkable ideas since the introductory segment to the variables and indicators.

The focal point of this segment defines the transparent importance to effectuate the AMP with the substantial representation of the theoretical framework in association with the literature review. Along with the previous structures, it is possible to provide confident and viable evidence about the variables that are going to be comprised in the literature review for the enhancement of pupils’ speaking skills through the application of collaborative learning in the knowledge construction process. Moreover, the design of the variables encompassed in the theoretical framework of this AMP facilitate the development of pupils for the accomplishment of speaking English in progressive phases through resources of collaborative support, empowering the capability to interact in international, communal, and individual atmospheres. Furthermore, the delineation of the stated variables in this chapter are deduced laterally with three indicators that characterize each exposed recommendation, that one may produce an improvement for the comprehension of the English language transmission. These indicators are predictable to cause benefits once learners’ verbalized production present misunderstandings and weaknesses that immediately require to elevate the effect of the spoken construction and flourish as a multilingual inhabitant. Thus, as the initial variable from this AMP is the speaking skill selfsame which implies applicable documentation to efficaciously achieve an appropriate English oral competence in the knowledge construction process.

2.2 Speaking skill

The procedure to attain the complete knowledge of the English language is quite the opposite of simple, in fact, it demands an adequate structure of the knowledge construction process in order to enable abilities for communicative competence. To be appropriate, it is required to consciously consider the development of the pupils’ language comprehension to reinforce the capacity to initiate a conversation. The cause of pupils’ deficiency in capacity of spoken production is generated by the incorrect management of the learning instruction; as a consequence, a principal reason for the absence of bilingual learners in the nation’s society. Investigating the literature, an

examination of Wynne (2010) declared that the speaking skill in the English language learning “has sufficient difficulty speaking, reading, writing, or understanding the English language that those difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society” (p. 92). As a result, it is significantly vital for the educators and administrators to be aware of the presence in factors that lead to pupils’ struggle during their learning performance in the speaking skill as Celce-Murcia et al. (2014) announced:

This edition covers the areas I believe to be critical to successful language instruction: knowledge of past and present teaching approaches, background on and techniques for teaching the language skills, various options for integrating the skills, awareness of important learner factors, and information that is useful for the classroom teacher's everyday performance and professional growth. (p. 5)

Unquestionably, it is transparent that pupils’ abilities of the speaking skill are confronted by complications, hence, it is noteworthy to eliminate those unsolicited difficulties and improve pupils’ oral competence by the implementation of various options as an English professor stated “I changed my teaching, and when I used these new strategies in classes, my students improved quickly. I couldn’t believe it! They learned to speak easily and powerfully” (Hoge, 2014, p. 10). It is significant to study the interior and exterior problems involved during the process of pupils’ attaining a speaking ability, hence, manipulating the way of teaching and the focus of different factors can increase pupil’s ability to speak the foreign language. As a matter of fact, teachers need to understand the benefits of speaking skills in English competencies to fulfill the insecurities of the development and understanding of the language. As a consequence, English language learning in secondary education requires to constantly improve and discover different ways to obtain bilingual pupils and strengthen the necessary knowledge. Accordingly, it is exposed the role of the speaking skill to remove the conflicts related to the comprehension of the language and how vital it is to mature this skill in order to combat communicative competences in social realities.

The communicative competence in the English language is tremendously demanding and it requires the pupils to develop a concrete base in order to be admitted and functional in reality

circumstances. To attain a concrete base of the language management, pupils have to reinforce areas of the language skills as listening, writing, reading and most principal the speaking skill; it permits pupils the ability to pursue an independent self-development and bilingual status. As a consequence, all language skills are essential for the development of English but the speaking skill is critical in order to comprehend and produce the other skills involved in the language. For instance, it is fundamental to contemplate the role of the speaking skill during the knowledge construction process because as Mahendra (2010) stated:

Every language has two major aspects, i.e., the Spoken part, and the Written part. Now you recall, when you appeared in the world, what did you do first—Speaking or Writing. Yes, it was speech. You had spoken first. You spoke your unknown language, and you kept yourself in speech. It was the writing that came after about 500 days. Certainly, it was the spoken part of language which came first and then the written part. (p. 8)

In relation to the influence that the speaking skill has in order to encourage other English language skills, it is explained There is a side benefit as well: speaking assignments can encourage students to write” (Palmer, 2014, p. 17). Speaking English is essential, it facilitates pupils’ the ability to connect with people around the world and acquire complete advantages to produce a substantial use of English, but there is to establish a correct awareness of the target language in order to successfully communicate as Celce-Murcia et al. (2014) contemplates that “When language learners experience difficulties as they attempt to use the target language to communicate, they often become aware of what they need to know to express themselves effectively” (p. 264). As a result, it is translucent that to properly acquire the complete use of the language, it is necessary to gain the appropriate knowledge in order to verbally express messages. Thus, Sasson (2013) observed that “Teachers scaffold difficulties and apply strategies so that students have the necessary content and academic knowledge to provide powerful and meaningful evidence” (p. 66). At the time pupils’ construct the knowledge for the proper oral communication, it provides the opportunity to grow in areas of academic education and personal development in addition to the improvement of speaking skill in the classroom performance. Additionally, to consider high level English speakers in the country, pupils have the necessity to be taught with appropriate pedagogical tools and structures.

Developing the speaking skill requires a solid process that most of the time is delayed due to the weak educational system and administration. It is common to expect weak speech results if incapable and unnecessary methods are guiding the pupils' knowledge construction process and Hoge (2014) ascertained the position that "All the teachers were using the same methods and getting the same poor results" (p. 8). As a product, it is crucial to highlight and apply different ways to improve pupils' speaking skill. Luzzatto & Dimarco (2009) agreed the following:

key points to be taken into account are the previous knowledge of the students, their misconceptions and their learning difficulties as a way to understand their cognitive process. The background upon which the students construct their models, affect the way in which the new knowledge is assimilated. (p. 231)

Therefore, Costa Rican's public education determined that it was necessary to improve the system's curriculum in order to increase the quality performance of pupils' English learning through the Action-Oriented Approach. For Samuda & Bygate (2008) considered that the Action-Oriented Approach (AOA) is:

one of the latest communicative language methodologies which places emphasis on what learners know and do to communicate successfully by completing tasks, using general and specific competences in meaningful context and real-life scenarios. There is a progressive shift from the Communicative Approach to the Action-Oriented Approach. The curriculum maintains an eclectic view, but favors the Action-Oriented Approach among the other pedagogical views. (as cited in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 25)

Under the circumstances, the implementation of the AOA is pretended to improve areas of education, such as the performance of pupils regarding communicative competencies. At the same time, it is believed to increase the English teaching performance by the AOA. Hence, it is remembered by Palmer (2014) "In the same way, poor communicators will improve if they have competent instructors working with a consistent approach" (p. 188). Instructing pupils with the

accurate methodology rapidly advances the communication competence, thus its determination must permanently remain executed in the lesson plans, since, the achievement of the spoken potential is amazingly beneficial for self-developing and verbal expressions at oral interaction with other English speakers. According to the conception of Barker (2011) “talking is principally the means by which we advocate our point of view, our ideas, our thinking” (p. 22). Moreover, the AMP focuses on pursuing the superior ability for pupils to develop an appropriate manipulation of the speaking skill to combat in all social backgrounds.

On that account, for this AMP it is postured to effectuate the primary variable, designated as speaking skill, it is supported along three influential indicators: fluency, accuracy, and pragmatic language. Henceforward, in the following segment it is indispensable to apprehend the elements that sustain the variable that represents the speaking skill. The linguistic of English perhaps can be an unfathomable procedure for second language pupils to completely acquire. As a sample, the first indicator fluency is a profound competence that is eventually difficult in stabling a comprehensive transmission of communication, most of the time causing misunderstanding when there is a poor presence of fluency when developing a talk interaction. It is indispensable to acknowledge that “In absence of speech fluency, English utterance looks like mockery” (Mahendra, 2010, p. 5). As a consequence, fluency affects the production of the speaking skill; hence, it is necessary to improve this acquaintance exertion that pupil’s affront while emerging their knowledge construction process. The second indicator to cover in this AMP within the variable of the speaking skill is accuracy. Accordingly, to Hornby & Wehmeier (2005) this element refers to “the state of being exact or correct; the ability to do sth skillfully without making mistakes” (p. 11). That being the case, the representation of accuracy emanates a commanding development for pupils’ knowledge taking into account that their learning construction process should be error-free. Ultimately, the last indicator of the primary variable is the pragmatic language. Moreover, it is referred the concept of pragmatics as the study of a second language; thus, Alcón Soler & Martínez-Flor (2008) studied that:

The study of pragmatics deals with areas such as deixis, conversational implicature, presupposition and conversational structure. However, the study of second language pragmatics, also referred to as interlanguage pragmatics (ILP), focuses mainly on the

investigation of speech acts, conversational structure and conversational implicature. (p. 16)

It is observed, that pragmatics and second language learning are intimately connected to improve pupils' capacity to speak English and transmit a comprehensive dialogue. As a fact, it is vital to provide pupils' the necessary elements and tools to construct an adequate knowledge construction process and the access to achieving communicative competence of the most popular language of the world.

Altogether, it is substantial to have a clear understanding of the initial variable, in previous paragraphs it is mentioned that pupils need to comprehend the same factors of the speaking skill in order to transmit a clear message to the audience. Thus, pupils have the necessity to manipulate the oral language since it is beneficial for the access of other skills and most indispensable, for a complete English construction process. Nevertheless, in the literature review of this AMP it is noticed that one of the benefits to reach an English communicate competence is through a successful oral comprehension; not to forget that it is essential for pupils to improve their ability to speak in order to obtain a greater academic performance of the English language and for increasing personal development. To remembrance, the study of a second language is quite the opposite of simple, for the reason that the speaking skill demands a complete structure of the knowledge construction process; as a consequence, the Ministry of Public Education in Costa Rica implemented the Action-Oriented Approach in learning areas to replace the weakness that pupils perceived and fortify the requirements of a perfect communicative competence. As a consequence, the representation of the literature it is observed transparent evidence of the lack in understanding the English language; otherwise, ignoring the improvement of this characteristic will enable pupils to develop a strong competence in the foreign language. As a result of the inconveniences, it is expected to construct a suitable design of the variable speaking skill along with the aid of three indicators that are fluency, accuracy, and pragmatic language. The previous are fundamental elements that are considered to improve pupils' speaking skills during the process of acquiring the English language.

Eventually in this AMP, the focus is to improve pupils' speaking skills due to the fact that learning English is not easy; that leads to the lack of comprehension and it requires a fortified instruction in order to start understanding and make use of the language. As a result, once pupils have the opportunity to share English oral expressions, some factors restrict the spoken production; therefore, it evidences that most of the pupils do not appropriately recognize the usage of word expression. Thusly, this inconvenience is produced by fluency, that its center is to properly connect units of speech. Correspondingly, the next part of this AMP is dominated by the indicator fluency which is a fundamental element to ensure the ability of speaking competence.

2.2.1 Fluency

Communicative competence in today's global world has reached countless benefits for many people since job opportunities, career options, academic performance, self-development, entertainment, and boundless advantages more. In other words, speaking abilities involve people to communicate both orally or in a writing way with the desire to transmit knowledge, ideas, messages, or opinions. It is through constant practice that a person becomes an advance English speaker, Thornbury (2005) in his books affirms that:

In this sense, speaking is like any other skill, such as driving or playing a musical instrument: the more practice you get, the more likely it is you will be able to chunk small units into larger ones. With fewer units to assemble at the moment of articulation, there is a proportionally greater gain in fluency. (p. 6)

In terms of speaking production in the Costa Rican educational system, enhance pupils to acquire a second language via multiple practices grows their speaking abilities expectations. This is the prior objective in the knowledge construction process in the educational system in the country. Hence, according to MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada explains that "The teaching of speaking at all levels aims at the practice and production of speech that is fluent and phrasal, not limited to isolated words" (p. 46). This remarks that in order to make a big difference in the knowledge construction process, it is truly necessary to enhance pupils to build speaking skills through oral

production competence with the impression they express ideas in complete sentences. Moreover, it is essential to take fluency into account during the class performance due to it has a prerequisite in effective oral communication. Segalowitz (2010) illustrated that:

fluency is sometimes used to refer to the ability to express any idea in the L2 that one can also express in the L1, or to the ability to speak with little or no accent in the L2, or to be able to use a large vocabulary, or to speak with few grammatical errors. (p. 4)

By all means, when oral communication is successful, the transition of a message between two speakers is highly comprehensible, constant, and natural. Even though to accomplish it, it takes a long process in where pupils get frustrated because the fluency they have is not enough to reach the proficiency level of English.

Reinforcing speaking fluently in today's education is a tremendous task for teachers and a goal for every social agent. The position that fluency has in the construction of oral expression pretends that pupils getting on in communicative language competence with the ability to develop the most possible natural speech. According to Wood (2010), he affirmed that:

fluency is often used as a synonym for effective spoken use of a language. It is frequently used to mean “native-like,” having a high overall degree of proficiency, or having a “good command” of a language. In the language teaching profession, fluency is generally more tightly defined. We tend to use the word to mean a naturalness of flow of speech, or speed of oral performance. (p. 9)

The position of fluency development in Costa Rican's educational system is a difficult task, but not impossible. Preparing pupils to become fluent English speakers demands arduous work by the professors because their role is to prepare pupils for a real-world involving communicative language competence. In accordance with MEP (2016) Programas de Estudio de Inglés, Tercer Ciclo de la Educación General Básica y Educación Diversificada, the communicative language competence refers to “The ability to recognize and produce authentic and appropriate language correctly and fluently in any situation; the use of language in realistic, everyday settings; involves

grammatical competence, sociolinguistic competence, discourse competence, and strategic competence” (p. 344). Absolutely, bring the real world to English classes encourage pupils to a more pleasant education where the English language is the base of interaction and functional learning among pupils. Due to speaking production involves numerous abilities, fluency is one of the major and concern problems for both teachers and pupils. The reason why teachers care about this is that the availability of time, in English classes, is not sufficient to emphasize this ability or other speaking skills.

The act of speak fluently requires time, practice, and positive feedback, because every practice needs it. Thus, when pupils obtain feedback is because “Good feedback gives students information they need so they can understand where they are in their learning and what to do next” (Brookhart, 2008, p. 2). The reason why this happens is that teachers are conscious of the importance of that reinforcement, and it is the teacher's obligation to provide it. Additionally, speaking practice is an act that involves pupils experiencing frequent mistakes, but, as in all knowledge construction process, mistakes are allowing and are part of the knowledge construction process. For Harmer (2007):

Whatever the reason for the students ‘getting it wrong’, it is vital for the teacher to realise that all students make mistakes as a natural part of the process of learning. By working out when and why things have gone wrong, students learn more about the language they are studying. (p. 96)

Moreover, social agents consider that committing mistakes are embarrassed and ashamed, but, the truth is that it causes insecurity and hesitation at the time to comment or participate during the class. Nonetheless, “ Students need to know that classmates will not laugh at their mistakes and that teachers will judge them on effort and progress, not just on outcome” (Willis, 2008, p. 68). As a consequence, in language classes, pupils refuse to use the second language and opt to use their mother tongue to communicate with their peers and with the instructor. This is not acceptable because the function of the knowledge construction process is not accomplished. In order to reinforce speaking abilities in English classes, the pupils must enrich not just the speed of their utterance but also the correct usage of grammatical structure, the dominion of the English

vocabulary, pronunciation, intonation, and among others aspects. Speaking fluently is not just an act of speaking quickly or easily, fluency is an act of producing the language without hesitation or stutter. Mistakes, hesitation, and stammer are very common in oral production performance. Wood (2010) stipulated that “Increased speed, less hesitation, and longer runs are hallmarks of speech fluency. Moreover, increased speed and reduced pausing indicate faster language processing and can be taken as indicative of increased automaticity of production” (p. 172). In other words, when less hesitation is produced more natural speech the pupil achieve, as well as, the more pupils talk in class, the higher communicative competence, and knowledge they gain. Involving pupils to transmit clear, understandable, and fluent messages enhance them to construct social relationships not just within the English classes, as teacher and classmates, but also with foreign people. Nevertheless, to have successful English speakers, in terms of fluency development, teachers should consider that fluency, as any other element, is effective by features such as social and intellectual factors.

On balance, the practice of English speaking fluency plays an indispensable role in the pupils' knowledge construction process in Costa Rican education. Certainly, the more practice it takes better results are obtained. Fluency, like any other ability, requires too ample attention and reinforcement during the pupils' practice. In addition, when pupils talk fluently, the message cannot be limited to words because the more pupils produce, the better self-confidence and proficiency levels are achieved. Although it is seen as the most complex ability, more emphasis should it take on the transmission of full messages and accurate significance. On the other hand, the purpose of fluency might refer to the ability in which pupils transfer a message in an immediate mode, giving it the importance of linguistic knowledge competency. In fact, in terms of clarity speech, it is assumed to reach a high comprehensive level at the end of the knowledge construction process. Of course, in all language construction processes, pupils do not domain perfectly the target language and regular mistakes and errors are part of it. For pupils, mistakes are unforgettable and humiliating, although for instructors mistakes and errors are values and pupils need to embrace them. On the other hand, in the following segment, it is explained how accuracy influences the English speaking language. Subsequently, it concludes with the last indicator from the first variable, pragmatic language and its importance in the second language acquisition.

2.2.2 Accuracy

One indispensable fact in today's education is that pupils should be conscious of how they transmit a message. Generally, nowadays in the classroom, pupils have different roles, and part of their role is to be focused on what the instructor transmits. Perceiving and processing the teacher's English messages or instructions is a challenge for the pupils, who are not capable of catching what the teacher says in a hundred percent. So, what is crucial here, is that the means teachers use to instruct pupils is the key for them to become fluent English speakers. Hence, proper command of the English language in pupils guarantees that Costa Rica possesses high-quality instructors capable of achieving every pupil's necessities. Hence, the exactness of usage of the English language expands speaking competence, interaction, and coexistence between pupils-teacher and pupils-community. To be exactness is "a product of successful interaction and integration between the growth of linguistic competence, the development of learned linguistic knowledge and the development of linguistic processing ability" (Housen et al., 2012, p. 66). Nonetheless, accuracy covers the position that language production should be based on perfect grammar organization, language usage, and precise language information. Moreover, speaking with exactitude is using the language rules in a precise manner with no blunders (Ellis & Barkhuizen, 2005). Even though the primary goal for the Costa Rican educational system is to encourage pupils to develop oral communication, however, errors and mistakes are always present. As mentioned above, in fluency, pupils commit mistakes, but, to accuracy ability, errors should be avoided in order to communicate in a clear and comprehensible manner. Therefore, it is understandable that errors occur because of the lack of knowledge pupils retain about the context, and cannot be corrected by themselves, thence, it is the teacher's role to make available a brief clarification about it through feedback (Celce-Murcia et al., 2014, p. 360). If not, pupils do not have the opportunity to correct their slips by themselves for a long time.

The importance of accuracy ability in today's pupils affords the opportunity to communicate competently and appropriately, taking into account the correct use of the language system. First, it is outstanding to comprehend what elements compound the language system, which includes:

(a) the lexical subsystem containing thousands of words, whose function is to reflect the entire range of things and phenomena in the ambient world; (b) the grammatical subsystem, whose function is to arrange words into sentences reflecting thoughts exchanged in speech communication; (c) the phonic subsystem, whose function is to provide the items and products of the two other subsystems, i.e. words and sentences, with externalizable and transmissible sound shapes. (Plotkin, 2006, p. 8)

In simple words, the language system encompasses vocabulary, grammatical structures, and pronunciation which helps pupils to develop communicative competencies and conversational transfer. Focus on language correctness since the first years of instruction provides better opportunities for pupils to perfect and apply the correct language system. Thus, the correct instruction and recognition of grammar or syntax when speaking provides a guide of how pupils should set words in a correct manner. To be more precise “Syntax is the study of the way in which phrases and sentences are structured out of words” (Radford, 2009, p. 1). For oral communication, grammar or syntax is essential for the reason that it provides formal communication and a good organization of the language. For pupils, grammar is a complex structure to domain owing to the explanation of grammatical structures are not enough in the educational system of Costa Rica. Based on the current English Syllabus, the function of the language system has changed, that is why Purpura (2004) declared in his book that:

most language teachers nowadays would no longer expect their students to devote too much time to describing and analyzing language systems, to translating texts or to learning a language solely for access to its literature; rather, they would want their students to learn the language for some communicative purpose. (p. 3)

Moreover, improving pupils speaking accuracy is highly essential to build relationships and connections with other people. Accuracy alludes to the correct selection of vocabulary when pupils need to interact with their peers or with foreigners in private or public spaces and as Piccardo (2014) remarked “In order to communicate effectively, 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” (p. 12). Vocabulary in the English

knowledge construction process requires more than words, repetition, or listed words; vocabulary joining with grammar structure, pupils organize their ideas, thoughts, and then express them in an accurate manner. Willis (2008) avowed that “When students build vocabulary mastery, they can more effectively communicate their ideas, knowledge, and voice” (p. 8). Additionally, accuracy also depends on pronunciation, which is considered a difficult subskill to learn and master. This implies pupils to recognize sounds, intonation, rhythm, vowel, consonants, and so on. What teachers should recognize is, pupils are afraid of speaking in public spaces because they do not count on the appropriate phonological awareness. Moreover, Waniek-Klimczak & Pawlak (2015) stipulated that “students seemed to be aware that pronunciation is not studied and practiced for its own sake, and to realize that its mastery is important because it has the potential to contribute to successful communication” (p. 18). Hence, once pupils maintain a domain accuracy of language, they are capable to develop clear and fluent competence communication with grammatical structures, meaning, and pronunciation awareness.

In today’s class, it is vital to implement strategies to improve and facilitate communicative interaction in social agents. For Reagan (2002) he “observed that participation in classroom discourse practices requires students to learn a linguistic system different from the one they are used to. This language tends to utilize formal grammar and syntax” (as cited in Powell & Powell, 2010, p. 15). This help pupil to construct a formal language based on the scenarios and the situations they are. Additionally, it is influenced by the pupils’ needs and the purpose they use the selection of words to communicate effectively and precisely. In order to achieve accuracy in English classes, it is required to reinforce linguistic language to transform pupils into critical thinkers. But first, it is vital that:

accuracy in speech activities may be attributed to how much attention the speaker is paying to linguistic form, intellectual demands of a task, level of formality, setting of interaction (e.g. public or private), and relationship of speaker and addressee, as well as to linguistic contexts”. (Saville-Troike, 2012, p. 176)

The focus attention on linguistic language and linguistic context, improve pupils' communicative level, and avoid constantly errors when tasks are performed. For teachers, errors

should be corrected in a positive, adequate, and understandable way. In classes, is the instructor who classifies which types of errors pupils commit, and the appropriate time to correct them. Furthermore, teachers are conscious that errors based on structural forms should be corrected at the precise time, nonetheless, when errors are based on incorrect spelling words, these should be corrected later, they are simple and do not interfere with the meaning of the sentence. (Celce-Murcia et al., 2014, p. 116). The accurate language production in today's pupils is a challenge and it depends on the time, setting, and the pupils' motivation to accomplish.

As a review, accuracy is related to the perfect and proper use of the language systems in speaking production. The correct management of grammatical structures, vocabulary, and phonology ensures pupils communicate appropriately in real scenarios. At the time to speak, the correct word order in sentences, the structural rules, word choice, and pronunciation elements are the main concern for pupils. When speaking, it is indispensable that pupils act and think quickly, using the appropriate linguistic system to catch the listener's attention, this embroils the listener to pay deep attention and interact with the speaker. Moreover, in English classes, accuracy activities implicate the precise practice and instruction of sentence structures, vocabulary, and phonetics, to later put it into practice. Nevertheless, develop accurate oral communication involve that pupils are not allowed to commit errors, due to errors ruin the significance of the message. Thus, the function of the instructor here, it is to provide adequate feedback and the construction of confidence between pupils when interacting. Furthermore, involving pupils to reinforce their speaking exactness requires time, discipline, and a little thrust to be in contact with the real world. Finally, the last indicator, pragmatic language, is introduced as a significant element that pupils should use in their daily oral production.

2.2.3 Pragmatic Language

The acquisition of English is a development in which pupils' have to understand several components of utterance and social context of the language to appropriately initiate a conversation, this characteristic is identified as the pragmatic language. Moreover, it is exposed the concept of pragmatics by Griffiths (2006) "Pragmatics is concerned with the use of these tools in meaningful communication. Pragmatics is about the interaction of semantic knowledge with our knowledge

of the world, taking into account contexts of use” (p. 1). Therefore, the significant function of pragmatic language for our community is to enhance pupils’ speaking competence in social environments. The MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada declares the importance of this component for second language production because:

Covers, among others, speaker’s and receptor’s attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example the use in specific scenarios of how to act in a given social event or how to participate in a job interview. (p. 25)

The previous states a clear visualization of the speech act pretended in learning the pragmatic language for successful communication also how pupils can generate a comprehensive significance of words through the correct establishment of language use taking into account the existing social differences. Pupils have the necessity to study pragmatic language in order to transmit the appropriate message and convey meaning, learning English requires the pupils to understand the knowledge in a variety of specific contexts thus social backgrounds in sequence to avoid misinterpretations and false meanings. As Ishihara & Cohen (2010) expressed the advantage of pragmatics saying that:

In other words, they can benefit from knowing something about the norms of behavior for realizing the given speech act in a given context, taking into account factors such as: (1) the culture involved, (2) the relative age and gender of the speaker and listener(s), (3) their social class and occupations, and (4) their social status and roles in the interaction. (p. 27)

Consequently, pragmatic language is an aspect of the English vernacular that requires pupils an opposite process of knowledge from the first language and unconditionally obtain the knowledge of the foreign language to assess the pragmatic formality. As Taguchi & Roever (2017) argued from a learning point of view “These observations suggest that acquisition of L2 pragmatics is a long-term process shaped by multiple interweaving factors: L1 pragmatics, L2 proficiency, knowledge of social conventions and norms, context of language use, and experience in the target

community” (p. 2). Unfavorably, pupils present poor and weak communicative competence in the language skill of speaking; hence, pupils must be aware of the usage of the language and instructors are responsible to strengthen the difficulties in order to improve the knowledge construction process. As stated by Boxer & Cohen (2004) “Learners need to be aware of the formal and pragmatic distinctions between such genres as monologue, interview, lecture, advertisement, panel discussion, and so on” (p. 51). In fact, pupils are forced to improve in the area of pragmatic language to successfully transmit communication in an appropriate, understandable and formal manner. Additionally, pupils are influenced by the English language educator to fortify and fulfill the necessary knowledge in order to overcome the speaking ability.

Teachers are the primary element to strengthen and facilitate the utilization of pragmatic language in the knowledge construction process; since, the instructor is the unique person in charge of implementing favorable strategies in the guidance, teaching, and classroom management to appropriately assess speech acts. Therefore, to improve pupil’s communicative competence teachers use appropriate tools and approaches to reach such verbal necessities. Hence, Taguchi & Roever (2017) mentioned that “Language socialization is a suitable theoretical approach to illuminate such a process because pragmatics learning occurs as part of socialization into the norms of workplace” (p. 276). As a consequence, it is necessary to expose pupils to interactive social contexts in classroom instruction in order to achieve the task of expressing communication through pragmatic language. It is vital to highlight that “language learners cannot perform their pragmatic knowledge without a situational context, or at least such performance would not allow any inferences to be drawn with regard to the accuracy of the learners’ pragmlinguistic and sociopragmatic mapping” (Boxer & Cohen, 2004, p. 295). Additionally, it is transparent that the management of the classroom in first language education have differences related to experiences from foreign language learning, thus, it provokes lacks of comprehension in pupils’ process of developing a complete speaking skill. As Alcón Soler & Martínez-Flor (2008) exposed the following:

we have highlighted the importance of exploring the conditions that influence pragmatic learning and teaching in FL classrooms. It has been claimed that learners in a FL setting

do not have the same exposure and opportunities for practice as learners who are immersed in the second language community. (p. 27)

As a result, to provide participation of exposure and opportunities of practice regarding pragmatic language, professionals must encourage socialization contexts in second language classrooms. As a recommendation of Alcón Soler & Martínez-Flor (2008) “In the foreign language classroom, teachers often socialize their students to use language by informing them of how a particular speech act could be realized appropriately in a given context” (p. 40). Moreover, Ishihara & Cohen (2010) stated that is “Through participation in particular linguistic, pragmatic, and discourse practices, individuals become socialized into the community and function as competent members of the community” (p. 121). Consequently, pragmatic language is a source of enrichment and acceptance into the spoken communicative competences required by the educational system of Costa Rica, facilitating the goal of bilingual citizens.

To supply quality in pupils’ speaking abilities through the employment of pragmatic language provides not only advantages in comprehending the correct structures of language but in addition, a great verbal competence in the knowledge construction process. Thus, the purpose of this indicator is to inspect how pupils interact in the imitation of social backgrounds, expressing sufficient communication when operating the context of utterance and the knowledge of functions in the English language. As a consequence, it is observed that teachers are the primary influence in order to understand what pragmatic language is and provides pupils the necessary assistance in the classroom to experience this essential component of language. Therefore, it is acceptable that pragmatic language offers the opportunity to learn about differences in social environments and how fundamental it is to recognize the aspects that contribute to this section to successfully transmit comprehensive and appropriate use of communication when interacting in real-life conditions. On the other hand, in the following information is presented how advantageous it is to implement collaborative learning in the development of pupils’ speaking abilities; since the purpose of this action, projects focus on the great trajectory of a knowledge construction process in order to increase the communicative competence that Costa Rica needs.

2.3 Collaborative Learning

In the field of education, learning English is a defy for pupils, but it ensures them numerous benefits in the global community. According to Colombo (2011) “ELLs benefit from at least one period per day of instruction that is solely dedicated to the development of English language proficiency” (p. 6). Currently, there exist methods to implement within the classroom to ensure pupils to a pleasant and adeptness knowledge construction process. It is at school that pupils start recognizing their abilities, needs, talents, creativity to help them to construct self-confidence, responsibilities, and social interaction. Moreover:

Students see learning as a social process; they collaborate and support one another, consequently, taking responsibility for their own learning. They will use a range of thinking skills to acquire new knowledge and demonstrate the dispositions and behaviours for successful learning. (Redfern, 2015, p. 2)

Apart from that, pupils are not alone and receive support from the professor who has the role of motivator. In fact, “Teachers will effectively facilitate learning and use assessment strategies to provide relevant and informative feedback, which students use to make progress towards their targets” (Redfern, 2015, p. 2). The greatest teachers encourage and support pupils to construct high expectations and develop such skills to be successful in the nearby future. It is through the learning that pupils develop social interaction and start to communicate effectively with others. Additionally, “Learning is to a large extent an ongoing social process as both students and their teachers learn by being part of shared social practices through social interactions that facilitate learning gains” (Hjörne et al., 2012, p. 1). In class, teachers develop strategies to implement such interaction among pupils, with the intention to improve their speaking ability and relationships. As a result, it is through the collaborative method that professors attain efficacious results due to pupils working organized to assist each other’s and accomplish desire goals. For Friend and Cook (1996) collaboration is designated as “a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal” (as cited in Moreillon, 2009, p. 4). Collaborative learning involves every pupil to

participate and collaborate to find out better solutions to all those daily problems, at the same time, analyzed them, learn from them, and support each other in the schoolroom.

It is remarkable the role collaborative learning has and how it “has become an increasingly important part of education” (Hmelo-Silver et al., 2013, p. 15). That is why collaborative learning is used as an approach in the knowledge construction process to reinforce the individual and mutual pupils’ abilities to communicate appropriately in the second language. Even pupils become more active and dynamic due to the constant interaction they have with their peers and professor. Redfern (2015) manifested that when pupils work together “they are engaged in dialogue with the teacher and their peers, sharing ideas and opinions, asking questions and working on tasks and problems together” (p. 112). Therefore, the goal collaborating and interacting has in academic English classes is really significant, because it enables the pupils to expand such speaking skills that are indispensable for their personal growth. One crucial ability pupils develop while working together is that they establish a form to think critically that empowers them to discover the answer to their daily dilemmas. As reported by Garrison (2015), he advocated that:

Thinking and learning in collaborative settings provide an environment where participants engage in critical reflection and discourse. The intended outcomes are not only personal meaning but mutual understanding. Thinking and learning collaboratively is a process of engaging with new ideas, raising questions, and clarifying misunderstandings. (p. 7)

Even when teaching and learning are not easy today’s teaching strategies and methods encourage professors to perform an instruction where all pupils are involved without caring about such factors as cultural diversity, disabilities, motivation, personality. A transparent and primary goal in education is to situate pupils to work together with the persistence to combine their learning styles, augment their learning abilities, self-confidence, and help each other without concerning such factors. Thus, it is crucial that adequate tasks are well-preferred and designed with the tenacity to obtain positive outcomes. Honigfeld & Dove (2010) mentioned that:

Materials for English language learners often need to be adapted according to students’ levels of proficiency to make the curriculum more accessible. In order for this to be

accomplished, teachers need adequate professional development to understand how to accommodate the learning needs of ELLs. (p. 29)

Similarly, the importance of the professor as a facilitator and motivator in the knowledge construction process is vital owing to he or she supports every pupil's experiences and needs providing appropriate feedback and recognition.

Furthermore, the use of collaborative learning in today's English classes to improve speaking skills is a tremendous task for teachers. They are in charge to deliver adequate tasks, instructions, and the best comfortable environment to achieve social interaction of every pupil. For Gillies et al. (2007) it is significant that "Students and teachers need to learn and practice effective interaction as they work in groups" (p. 40). Certainly, interaction is the key to the successful development of speaking skills in pupils, in that way, to develop interpersonal communication exchanging ideas, opinions, and beliefs. On the other hand, the instructor is who looks out for pupils' outcomes and appropriate and well-managed of the knowledge construction process. During collaborative learning, it is necessary that educators provide the most effective support to help pupils to carry out their tasks. For Scrivener (2012) the professor's function is remarkable due to:

Being supportive is perhaps the crucial foundation stone to everything you do in class. If students feel valued and respected, this will result in good rapport. A positive classroom atmosphere will inevitably affect students' attitude towards the work they do in class and their level of engagement with the language. (p. 120)

Furthermore, the professor is who brings into the classroom the total confidence and security pupils need and to "helps the learner to become autonomous" (MEP, Programas de Estudio de Inglés, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 27). Nevertheless, there still exist problems in some English classes, where pupils do not have the probability to develop communicative skills and it is the professor who takes the majority of time in the classroom to talk. According to Hall (2011) he argued that:

The balance of teacher talk and student talk (or teacher talking time (TTT) and student talking time (STT)) is also a matter of some debate. Typically, communicative and interaction-based approaches to ELT have suggested that teacher talk should be minimized in the classroom (as suggested above), thereby providing opportunities for learners to talk, and to practise and produce language. (p. 11)

Additionally, when this occurs, pupils are the most affected because the knowledge construction process is not accomplished and the opportunities to develop speaking competence and collaborative learning are denied. As a positive result, the position of the professor has changed as well as the pupil, and the pupil's function at present according to MEP (2016) Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada; it is considered “as a social agent at the center of the curriculum” (p. 17). Therefore, as the center of the knowledge construction process pupils has the accessibility to perform in the real world and put into practice what they have learned.

When collaborative learning is implemented into academy English classes the results are outstanding. As a consequence, this second variable collaborative learning advocates three esteemed indicators: Types, Benefits, and Small Groups. It is remarkable to mention the importance these indicators have during the process of collaborative learning. The first indicator describes in the next segment is Types which emphasis is based on how pupils, through diverse types of tasks, improve not just their speaking skills proficiency, but also, their ability to interact with peers, professors, and community with content based on real-life tasks. Thus, it is essential that “Best practices regarding academic development for ELLs point to specific strategies general-education teachers can adopt for regular use in their classrooms to support the language and content acquisition of language minority students” (Honigsfeld & Dove, 2010, p. 25). Hence, with the appropriate implementation of different types of tasks during the knowledge construction process, pupils elaborate strategies to communicate intelligent and opportunely. Moreover, the second indicator Benefits highlights the necessary results when pupils work collaboratively. Work as a group counts with innumerable benefits that sustain their knowledge construction process and interactive abilities. At the same time, the benefits that collaborative learning has impact teachers too, and help them to reinforce the method to teach and incorporate practices. Additionally, such

benefits presented when working together and interacting provide pupils and teachers innumerable advantages that help them to support their rapport and interpersonal communication. In detail, Redfern (2015) affirmed that:

Collaborative learning brings with it its own challenges, but the benefits far outweigh any costs when learning becomes a social process through which students gain from one another. Ultimately, collaborative approaches to learning are some of the best levers we have as educators to facilitate the learning process. (p. 141)

Thus, one significant aspect here is that appropriate tasks and well classroom management during collaborative learning benefit the acquisition of the English language and the production of this one. Additionally, last but not least, it is introduced as third indicator Small group which has the advantage to provide the teacher a good control and well classroom management of the classroom. Hmelo-Silver et al. (2013) mentioned that “The teacher works closely with student groups to provide appropriate support and necessary information about relevant facts and procedures as they work to solve problems or to pursue project goals” (p. 131). For pupils the idea of communicating and develop social connections encourage them motivation and embolden them to learn in appropriately and in different ways due to “Learning in small groups is the most prevalent form of collaborative learning in formal education” (Hmelo-Silver et al., 2013, p. 279). Thus, the employment of these indicators in this variable supports pupils’ abilities to reinforce their speaking abilities through collaborative learning and encourages them to work as a team with the purpose to discover such soft skills whereas teachers can monitor the pupils’ progress more closely and more directly.

In general, the role of collaborative learning has in the knowledge construction process is meant to strengthen speaking skills in academic English. With collaborative learning employed in today’s schoolrooms pupils augment their communicative level making conscious about the benefits it brings to their academic, social, and future business performance. Moreover, the role of the professor during the collaborative learning method in English lessons is indispensable due to, as a controller, provides pupils the most efficacious tasks and instruction to carry out and enrich those communicative competencies. With the teachers’ intervene, pupils start comprehending the

real value that working collaboratively involves. It should be noticeable that the different strategies implemented in the classroom enrich every learning style and academic needs and based on that, must be adapted to get better academic achievement. One fact that cannot be discounted throughout the knowledge construction process is the interpersonal relationship that prevails in the classroom between the teacher and pupils, and between pupils. Positive rapport between teacher and pupils implies better understanding when instruction is given; as well as pupils learn much better when the setting they are in is comfortable and respectful and well managed. Moreover, this variable, collaborative learning, advocates three essential indicators that influence the pupils' results during the whole knowledge construction process. First, it is pretended to mention the different types of collaborative learning tasks that engage pupils during the academic process and how this function affects in a positive way the pupils' language acquisition. Follow that, it is mentioned the benefits that a collaborative classroom has in every pupil and how their social abilities are reconstructed with the purpose to be implemented in the nearby future. Lastly, it is advocated the huge and enormous importance that involves working in small groups, with the intention to find the possible solutions of real-life context, as well as, how learning English is reinforced while interaction is given. Consequently, the following segment starts by explaining the first indicator types followed by the benefits collaborative learning presents and it concludes with the function of small groups during the knowledge construction process.

2.3.1 Types

The significance to involve more practice than theory in today's educational system has become an essential tool to increase the language level in English pupils and as Redfern (2015) stated "Our job, as educators, is now less about providing students with the information they need and more about helping them filter, sort and identify the value of the information they are able to access" (p. 137). Furthermore, the use of the practice is fundamental to improve those skills that require more emphasis and are strongly necessary to communicate (MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 35). The idea to evolve different types of tasks during the knowledge construction process increase pupils' abilities to communicate manifesting and providing opinions, ideas, and critical points of view in a spontaneously way. Moreover, the idea is to stimulate and teach pupils to work in peer

or small groups to become active agents and enrich each one of their knowledge. Redfern (2015) stressed 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). As a result, it is indispensable that professors recognize and make use of a variety of tasks within a collaborative learning environment to promote speaking production and for a more interactive learning. As stated by Goh & Burns (2012) “Not all the speaking tasks are the same, however. Some may require learners to work on simple activities while other tasks are complex, as are the outcomes of the tasks” (p. 202). As well as different tasks are performed in English classes every day, it is required to include innovated tasks at the beginning of each lesson to increase pupils’ attention and motivation. As Fujishin (2013) acknowledged:

Many teachers, particularly teachers of elementary students, begin the day with activities that establish and reinforce a sense of community and unity among students. Students who feel that they are part of a community of learners, who have the experience of “being in this together,” are more likely to be part of the solution than the problem. (p. 16)

On the other hand, it has mentioned the great role the teacher has within the classroom, that is why the best teachers prepare English lessons based on the pupils’ needs and abilities, adapting the best materials for them for notable outcomes.

Teaching has become easier compared to years ago where no technology, educational resources, or the best tools existed. But now, teachers count on innumerable tools, guides, and resources that facilitate their job and support teaching and learning. But, in terms of collaborating learning environment teaching instruction is not easy because “It requires individuals to agree on a goal, divide a task into pieces, delegate the responsibilities, and agree on how to combine all the pieces to accomplish the desired end result” (Palmer, 2014, p. 30). Difficult but not impossible, smartest teachers implement diverse types of strategies and tasks to assist pupils to accomplish communicative skills and development such abilities that help them to ameliorate their learning performance. What main goal in English classes today is encouraging pupils to speak and socialize with their peers and professors while they accomplish several types of tasks. One example of

appropriate tasks to develop communicative competence is by role-play. According to Roberts (2006) he stated that “role-play activities would give students realistic practice in how to use the English language appropriately” (p. 231). Furthermore, role-play functions as an improvisation act where pupils have to assume several roles and involve their knowledge language with others. Another type of task teachers implement in the English classroom is discussion. Discussions can be held as pair or group discussion, both sustain oral skills and development of critical thinking. In the case of peer discussion, it is used in the classroom because “The teacher believed that it is important for students to go through real cases in his course in order for students to practice decision-making” (Roberts, 2006, p. 221). While group discussion tasks is about how:

Learners have to share their personal ideas with one another by drawing on their own background knowledge and experience. They also often have to negotiate with one another as they attempt to arrive at a solution that is acceptable to all. Group-discussion tasks can take place through simulations. (Goh & Burns, 2012, p. 207)

It is necessary to highlight that in both, discussion and role-play, it is required that pupils have a domain about the topic they are performing. In terms of performance; simulation represents how pupils use real-world context in order to communicate and being evaluated during the knowledge construction process (Roberts, 2006, p. 69).

At collaborative learning setting is typical to give the pupils diverse tasks and roles with the intention to solve problems in small groups, as well as, cooperate with each others providing motivation, knowledge, confident even self-esteem. Palmer (2014) made mention about that “A key element of collaboration is that it brings people together to achieve something that could not be achieved individually” (p. 30). In fact, the role of the professor during the process ensures pupils move towards their goals and become social agents of change. Hence, to reinforce those abilities of communication and interaction is necessary implement tasks like problem based learning “which is becoming a widespread educational innovation strategy in which learning is centered on a problem given to a group of students to solve” (Redfern, 2015, p. 192). Moreover, Filipenko & Naslund (2016) observed that “The goals of problem based learning include the ability to identify critical issues, to be self-directed, to integrate knowledge from different disciplines, to evaluate

ideas and research, and to develop content knowledge” (p. 2). What the best task for those pupils who learn better through experiences and collaboratively work where ideas and thoughts flow in many original ways. On the other hand, during the knowledge construction process is necessary to involve pupils to Think-Pair-Share which engages them to think about the possible answers to questions provided by the professor, then discuss them in peers, and finally share the answers to the whole rest of the class (Redfern, 2015, p. 128). As a result, it is remarkable the value of thinking in English pupils due to it determines the capacity they have to recognize, process, manage information, to later produce and share it in alto together. Therefore, in accordance with Goh & Burns (2012) avowed that:

The purpose of speaking tasks in to encourage learners to communicate meaning and to provide learners with opportunities to develop greater fluency in their speech. At the same time, it is important to consider aspects of the task where learners will need help and support. (p. 221)

Moreover, collaborative learning needs to be fortified in the academy system because, according to the literature review exposed in this AMP, is vital for pupils to expand accurate communicative competence that serves them to belong to global competence in future days.

As a review, there exists grand importance in today's education to incorporate different types of tasks with the aim to ameliorate pupils' speaking skills while they work unitedly and collaboratively. Therefore, in classes, the primary goal for teachers is to identify the pupils' needs and abilities to implement appropriate different tasks and obtain sustainable results. The idea of working in small groups and peer interaction become pupils more active, more responsible, even augment their participation in classes, and, most significant; their academic level is improved. Not to mention they become teachers when they support others with own explanations during the knowledge construction process. It is remarkable to sustain that pupils start working first on simple tasks and then, according to their progress, advance with more complex tasks. Although teaching and learning are immense challenges, teachers must plan lessons according to the pupils' needs elaborating and implementing types of tasks that help them to explore the real world and face situations in which they need to make decisions based on their experiences. Consequently, the next

segment is elucidated the great benefits that collaborative learning has in order to reinforce pupils' speaking skills and how it advantages both pupils and professors during the knowledge construction process.

2.3.2 Benefits

The association of collaborative learning in English as a second language is a disposition that advantages the pupils' production for oral communicative competence in today's world. Settling more unified and interactive relationships in the classroom is an expected strategy to approach pupils' abilities to talk. It is noteworthy to remember that "to achieve a communicative goal collaboratively with others—is a crucial part of becoming a competent speaker in L2" (Taguchi, 2019, p. 1). As a result, to construct a proper knowledge of a second language is it necessary to establish social interaction between pupils in order to acquire and comprehend different points of view. By means of this, pupils possess the ability to utilize and apply the experience of peer feedback and suggestion in further verbal positions. Moreover, Samuda & Bygate (2008) declared one of the most effective benefits of collaboration that is "the productive role of collaborative talk among peers and illustrate how students seem to help each other by providing support, structure, and focus to each other's talk" (p. 118). In addition, the exchange of collaborative intelligence through activities increases the cognitive processing level of pupils, as well as enriching their foreign language learning. For Kobbe et al. (2007) collaboration is an essential strategy for learning production because "learners engage in specific activities that are assumed to lead to higher level cognitive processing and therefore to better learning outcomes" (As cited in Ertl, 2010, p. 181). To illustrate, in order to gain a better speaking skill, pupils altogether are in the need of enhancing their mental process, participate and solve dependent exercises to elevate the level regarding functions of the brain; such as expressing language. As Willis (2008) suggested, collaborative learning "include activities and discussions where students actively "think" about the information with problem solving, analysis, comparison/contrast, creating graphic organizers, and other appropriately challenging higher cognitive processing" (p. 36). Further, professionals in education perceived that pupils' emotions and attitudes are increased when collaboratively learning together, in fact, the results of this approach validates that pupils are impressively motivated which benefits all of the English language pupils of a classroom.

Moreover, Honigsfeld & Dove (2010) proved that “Students’ interest and motivation are increased. ELLs are engaged in varied activities” (p. 107). Worth mentioning, the fact of pupils’ mutual interaction, establishes a secure learning environment leading pupil to the exchange of knowledge and transmission of motivation making collaborative learning superior to independent learning. According to Ertl (2010), “When the group members share their knowledge and motivate each other they may perform better than the same number of people working individually” (p. 198). Alternatively, a fundamental attitude that pupils gain through the experience of collaborative learning is self-development, an advantageable characteristic to consider in the world of a social agent. It is significant to comprehend pupils’ learning performance to achieve such elevated benefit because, as Auer et al. (2017) mentions:

They will be invited to experiment (in a playful way) situations in which they can investigate their problem solving abilities, increase their potential and self-confidence and develop key competences useful both at school and in real life. For example, through gaming and collaborative learning they will not only improve their technical skills but also their self-knowledge, and interpersonal communication skills. (p. 559)

The formation of collaborative learning provides the pupils’ benefits to improve as bilingual speakers. Given the above, in language learning, it is also influential the benefits that the educator obtains from interactive environments in order to successfully create a proper knowledge construction process of the speaking skill.

Collaborative learning gathers a variety of benefits for teaching in order to assess pupils’ in the knowledge construction process. The instructor is usually limited to manage improper strategies to overcome the oral ability, but, by means of collaboration, the teacher has the opportunity to fulfill the capability of pupils and transform their position into an independent social agent. A primary advantage that an educator possess is the ability to examine the weaknesses in pupils’ interactive performance and enable the correct process to increase the academic and personal results to those pupils in necessity. As Langer et al. (2003) affirmed “The most important benefit of collaboratively analyzing student learning is that at-risk students learn more” (p. 17). Undoubtedly, analyzing pupils’ performance allows the educator to improve aspects regarding

collaborative tasks providing the pupils the facility to absorb a higher amount of language intelligence, taking into account, the pupils who presented a higher presence of miscomprehension. Therefore, teachers are in control of planning and instructing the lesson which is vital to elaborate on collaborative activities that simplify English language learning. Providing a well-constructed lesson plan benefit the teacher to accomplish the goal of communicative competence. It is significant to evoke the role of a lesson plan due to “It controls and systematizes the process of learning. It gives a guideline to the teacher for planning action in the classroom” (Shastri, 2010, p. 42). Hence, a decent administration of a lesson plan conducts to activities that advantage the knowledge construction process and as Honigsfeld & Dove (2010) highlighted, “activities often are the hands-on experiences that are so beneficial to English language learners” (p. 30). Moreover, teachers supervise the accessibility to benefit pupils by the collaborative learning approach; in which, pupils experience real-life conditions and enable a better understanding of the speaking skill. Through the assistance of the teacher and its suitable collaborative learning instruction, pupils are capable of overcoming their verbal weaknesses. To take advantage of all the benefits that collaborative learning has regarding the Action Oriented Approach, it is essential to recall a respectable structure when teaching and giving instructions to pupils. Hmelo-Silver et al. (2013) stated that:

Students receive instruction in taking turns speaking; engaging in active listening; asking and answering questions; making and asking for suggestions; expressing and requesting ideas and opinions; brainstorming suggestions, ideas, and opinions; giving and asking for help; giving and asking for explanations; explaining and evaluating ideas; arguing and counter arguing; using persuasive talk; and summarizing conversations. (p. 37)

In addition, English instructors have the requirement to incorporate a collaborative role in the classroom in order to establish a sociable rapport and friendly environment provoking in pupils the sensation of confidence, in the same manner, facilitating verbal communication in second language learning. In accordance to Hoban (2005), he pointed out that “The teachers are encouraged to adopt a collaborative, mentoring relationship with their students as opposed to a supervisory one” (p. 134). As a consequence, a proper relationship between the teacher and pupils can lead to highly beneficial aspects “when there is a smooth dynamical interaction between

teacher and students and students progressively become better in a certain domain of expertise under the guidance of the teacher” (Tokoro & Steels, 2004, p. 143). The collaborative approach offers a diversity of solutions and procedures to accomplish the future goals of the pupils with the ability to articulate communication in two distant languages and compete in a business sphere.

As an overall, the implementation of collaborative learning advantages both the pupil and teacher through the knowledge construction process of the English language. In other words, learning and interaction are essential for pupils to activate the abilities of cognitive intelligence and functions of the brain regarding communicative competence; especially, to become competent in oral communication. Additionally, the learning management is benefited by the professionalism of the educator due to the correct elaboration of the lesson plan and vital activities that fulfills the speaking skill by the experiences of dependent learning between pupil. Moreover, educators have the ability to monitor the results of the learning performance to detect any circumstance that needs to increase: such as the motivation and self-development of pupils. Consequently, it is essential for teachers and pupils to establish a successful rapport in order to interact and comprehend different points of view throughout classroom activities. For all the reasons, the instructor is a vital influence in the knowledge construction process; pupils depend on actions that educators establish to achieve the speaking skill. Also, collaborative learning is a prosperous strategy that enables pupils a variety of opportunities to talk in social environments. Eventually, small group learning conveys the impression to improve the speaking skill of pupils to compete in a challenging reality. That is why it is mentioned in the following segment.

2.3.3 Small Group

The incorporation of learning in groups can interrupt the knowledge construction process by several factors; such as, the inappropriate organization in which pupils share knowledge as members of a collaborative interpretation, which is strongly influential when learning a second language. Habitually, a whole-class instruction focuses on all pupils at once limiting the opportunity of academic exposure. As Kendall & Khuon (2005) exposed “Although many students do learn in whole-class settings, some need a more intimate setting in which teachers provide additional modeling of strategy use and students feel comfortable practicing the strategies and

receiving feedback” (p. 3). Pupils’ communicative competence appears to be affected by the lack of response and communal interaction in a whole-class learning setting, omitting the purpose of collaborative learning. Therefore, to exchange the intelligence and preparation it is required to orally communicate in the English language due to it is a necessity to collaboratively learn in small groups. It is translucent that learning a second language demands a proper collaborative involvement in order to be qualified as a social agent in real-life circumstances, there is no hesitation that learning in small groups is superior to large groups. Gillies et al. (2007) in their book exposed that:

children work more effectively in smaller than larger groups; the co-operative and collaborative approaches to group work are, generally more effective than individualistic and competitive approaches; there are modest academic gains; and pro-social and pro-school attitudes improve significantly in co-operative/collaborative groups. (p. 27)

According to the conception of Hunzer (2012) “These small group meetings not only provide students with feedback that will influence their writing, but these interactions also help English language learners to practice their oral communication skills” (p. 209). Classroom tasks that incorporate interaction and collaboration are significant appeals to pupils’ relationship and learning. As a matter of fact, by small group problem-solving pupils have the opportunity to experiment with different personalities of pupils; in this case, speakers. As a consequence, the surrounding environment of pupils with unique behaviors and attitudes towards specific subject “helps students to discover previously unknown interest in an assigned topic as they explore the issue through small group discussions” (Hunzer, 2012, p. 205). As a result, during small groups discussion, pupils encounter dissimilar categories of speakers and obtain qualities from each other to overcome oral weaknesses. In order for small group tasks to be efficacious, all pupils who integrate the organization must be individually different from each other; in this way, pupils feel liberated to share their points of view, talk, and contribute to the discussion. Lakey (2010) remarked the position of how:

The information gained through preliminary small group exercises can be helpful when forming teams. Students who are aggressive communicators, demonstrating a need to win

their point and dominate class discussion, will also want to dominate their teams. Aggressive communicators should be placed in a team with an assertive student, a student who will be respectful but will not allow the aggressive communicator to dominate the group. (p. 134)

In other words, when pupils from different behaviors and knowledge are grouping together wonderful facts can occur such as support, learn, and motivate from each other. Moreover, as discussed by Sessa & London (2007) “One of the functions of groups is to pull together the behavior of their members and integrate this joint behavior with other groups in the system. Therefore, groups are the linking pin between individual learning and organizational learning” (p. 11). Moreover, the administration of collaborative small groups is a serious position for teachers to control and overthink, in sequence to approximate pupils towards the national objective; that is; a population of bilingual speakers.

Instructors have the labor to initiate pupils in speaking English to resist the multilingual atmospheres and function as a social representative, to accomplish such oral qualities, it is necessary to accommodate pupils in small interactive teams. Boxer & Cohen (2004) pointed out the persistence of small group education and the protagonist of the instructor is “a matter of increasing the communicative repertoire of the learners and is an important responsibility of teachers” (p. 51). In addition, by the classification of the classroom instructors, they possess the ability to facilitate and involve a group of pupils in the adequate assessment for the purpose of experimenting with socialized backgrounds by means of oral communications. As said by Boxer & Cohen (2004) “Teachers can provide opportunities for learners to engage in a number of different types of speaking activities, such as giving instructions, participating in group discussions, presenting formal research reports, and so on, relevant to their needs and learning purposes” (p. 51). As a sequence, to develop a successful production of group work it is essential for the teacher to focus and involve pupils in dynamic exercises to maintain the entertainment of collaborative learning; at the same time, acquiring social speaking skills. Serravallo (2010) established that “The most important part of the lesson is when the children practice. The students in the group are actively involved in trying the strategy that the teacher just set them up to try” (p. 13). Therefore, instructors are highly influential when adapting and monitoring a collaborative task

within small group learning to overcome the verbal competence. For Sawyer (2011) an educational point of view is that “teachers act as facilitators, providing guidance that fosters collaborative emergence in student dialogue” (As cited in Hmelo-Silver et al., 2013, p. 147). Furthermore, during an interactive activity with the presence of group discussions, the educator has the same ability as pupils, to be actively involved in the knowledge construction process. At the same time, it assesses pupils with feedback throughout their ally’s weaknesses. Serravallo (2010) mentioned that:

When children talk to each other, I am an active participant, listening carefully to what they say and coaching as appropriate. Setting up some partnerships where children listen to each other and try to help each other solve their problems. (p. 77)

In addition, teachers of a second language can provide pupils a variety of opportunities to experience social contexts with the implementation of collaborative learning and small groups. The advantages of this strategy facilitate teachers to involucrate pupils as one, also, it delivers the professor the key to unlocking many virtues of education as to act as a member of the pupil’s group and as a knowledge assessor. As stated by Luzzatto & Dimarco (2009) they suggested that:

The value of students working in small groups are many: students who don’t ask a question in a class are comfortable asking questions in small groups, students discuss areas of difficulty with each other, students provide multiple perspectives for each other, students develop confidence in their own ability to answer questions, the professor observes prior knowledge and its application, professor determines where and when the students need help, professor interacts with students in small groups and with individual students, professor can push students to go further with their logic, professor is not the sole provider of information, and the professor learns multiple ways in which the students’ process the same information to enhances his or her own teaching. (p. 324)

Unquestionably, the multidisciplinary approach of collaborative learning provides pupils a variety of ways to strengthen the speaking skill within small group interactions. Oral communicative competence is one of the factors that this indicator focuses on. It is extraordinarily

substantial to overcome pupils' verbal intelligence and experience scenarios as social agents within the Action-Oriented Approach. By means of this, the implementation of small-group learning and teaching, directs pupils to acquire the role of a social agent by strategies that are centered on practices to develop a strong communicative skill. Additionally, an element that pupils observe through conversational activities are points of view from behaviors and attitudes; which, enables pupils the ability to discuss further in the dialogue. Included in this indicator of small groups, it is determined the importance the teachers have when managing these types of strategies, adopting the role of a member of the group and as an authority. In addition, the virtue of this strategy empowers professors to instruct activities that are focused on social interactions, certifying the speaking skill at its maximum development. Consequently, the knowledge construction process is an element that is exceedingly influential in order to construct a successful process of knowledge. Continuously, the following section is exposed to the variable knowledge construction process which is expected to cover information to comprehend the role of this variable when speaking the English language.

2.4 Knowledge Construction Process

Learning English as a second language is a stimulating process, its contrast and complexity possess impediments for its overall success. The pupils' procedures and experiences when acquiring their first language generate a misunderstanding when acquiring the second language due to the differences attained in the knowledge construction process. Of the essence, it is predominant to develop capacities for a high-quality foreign language formation; since, improper control of the factors that influence the progress of bilingual intelligence, possibly, leads to poor conduction of the language. As concerned by a professional in second language instruction:

Learning a second language i.e. English is definitely more difficult than acquiring the mother tongue. There are many variables that affect the process of learning a language. If we compare the factors of L1 acquisition and learning L2 we realise the complexities of the process of learning L2. (Shastri, 2010, p. 19)

As a consequence, pupils confront daily learning complications in the English classroom, a common obstacle that interferes with the construction of oral communicative competence. As remarked by Bochner & Jones (2003) “Many children do learn to talk in spite of such difficulties. However, the presence of other inhibiting factors may compound their difficulties and contribute to problems in acquiring appropriate language skills” (p. 11). In effect, it is necessary for pupils to manipulate and comprehend the English language to overcome the speaking skill as other abilities for a competitive possession of the dialect; as, Delahunty & Garvey (2010) stated “Modern linguists distinguish between the knowledge that speakers of a language must have in order to be able to use that language, and the actual use they make of that knowledge to speak, understand, read, or write” (p. 38). Therefore, an educator’s main priority is to observe pupils and their difficulties through the study of English as a second language. By means of this, professors possess the opportunity to intersperse the construction process by experimenting with diverse styles of learning; thus, professionals in the educational area emphasized that “a teacher’s awareness of the potential differences in learning styles and their cultural roots is required to correctly identify learning difficulties that could be reduced by responding to the learners’ different styles” (Surkamp & Viebrock, 2018, p. 63). As a consequence, it is significant to fortify the instruction of the English language; hence, it is presented the position of the knowledge construction process in order to defeat learning problematics regarding pupils’ speaking skill.

A respectable concept and manipulation of the knowledge construction process are indispensable for pupils’ English education; therefore, in this variable, it is necessary to develop mechanisms that direct pupils to the improvement of the speaking skill by a correct establishment in the structure regarding the bilingual construction process. As a solution, it is determined to integrate collaborative learning as a part of the English language acquisition in order to replace the nonexistence of the oral competence. Hence, Ertl (2010) highlighted that “Knowledge construction requires collaboration in a style in which collaboration partners interact frequently with content-specific activities and also commitment of the collaboration partners” (p. 18). As a result, under the characteristics of collaborative learning there are a variety of activities available from which pupils can benefit to construct a productive speaking ability; accordingly, to Sasson (2013) “Enhancing collaborative partnerships benefits all students, teachers, and the school community” (p. 5). Additionally, by the implementation of these interactive activities pupils develop high

standards of comprehension and employment of the English language since the habit of communicative strategies in the classroom proceeds to the improvement of the cognitive progress; as a result, it facilitates the knowledge construction process. In accordance, Matsuda & Silva (2005) accentuated how a collaborative atmosphere influences pupils' cognitive development impacting the knowledge construction process:

Briefly, sociocultural theory holds that for the individual learner, social interaction precedes and drives the development of cognitive abilities. Oral language is the mediator – the driving force that transforms the young learner's social world of interpersonal communication into the interior, intrapersonal world of thought and the development of higher cognitive processes. (p. 108)

Therefore, it is vital to implement interactive activities during the knowledge construction process; since, it creates advantage results in communicative competence, featuring oral communication as the primary interest. Moreover, the aspiration of this AMP is to increase the comprehension and abilities of pupils once competing in the English language; as a result, cognitive activities are fundamental to improve and fortify the pupils' construction of knowledge leading them to the act of competitive speakers. Additionally, the establishment of efficacious activities in an interactive classroom must provide pupils a set of factors; such as the requirement of a secure atmosphere to empower speaking experiences and overcome the skill. As a consequence, the educators Brownstein & Distad (2004) pointed out that "Confidentiality is crucial for the effective functioning of all groups. Participants must feel confident that they can speak freely within their group" (p. 35). Correspondingly, confidential aspects produce an engaging rapport between the pupils, reinforcing the knowledge construction process. Thus, the sense of security in speaking activities strengthens the interest in learning occasioning greater performances in English language education. The knowledge construction process is an indispensable element that orientates pupils to the correct development of the language acquisition; as a fact, it must be detailed studied to implement and fulfill the necessities of the English pupils. Regarding the influence of the knowledge construction process on second language knowledge it should be taken into account the following aspects:

awareness and knowledge about the learning process itself is seen as the key factor, which must be implemented appropriately. It includes tasks such as setting learning goals, deriving learning strategies, monitoring learning performance, restructuring physical or social context, time management, self-evaluation as well as understanding its results, and finally adapting the learning accordingly. (Melzer, 2019, p. 105)

It is determined that pupils are in the need to fulfill their knowledge construction process in order to improve in areas of communicative competence; such as speaking skill an acceptable characteristic to act as a social agent and contribute to the community. Continuously, it is described the beneficial elements to carry out this AMP.

Appropriately, it is believed to accomplish the proposal of the third variable; knowledge construction process, build along with three solid indicators: classroom environment, challenging lessons, and assessments. It is astonishing to mention the significance of each individual as its impact and contribution to speaking skill through collaborative learning in the knowledge construction process. The initial indicator is the classroom environment which importance is constructed on how pupils through diverse kinds of learning settings improve not just their speaking abilities but also the interaction between peers leading to an excellent learning experience to social context scenarios. Palmer (2014) emphasized that “to making it easier for communication, restructuring the environment helps students get into the right mindset for it. The arrangement is a cue to the kind of thinking, listening, and speaking that they are about to do” (p. 41). Hence, the proper management of the classroom setting involves pupils to fulfill their weaknesses regarding collaborative communications. Additionally, the second indicator that constructs this variable is challenging lessons, which it is highly vital for the development of the knowledge construction process; since challenging lessons enable pupils the ability to make decisions responsibly and collaboratively within a given social background (Mody & Silliman, 2008, p. 82). Thus, outcomes from challenging lessons are significant, pupils have the opportunity to interpret real-life situations through collaborative learning, fulfilling social agent, and speaking characteristics. On the whole, it is exposed to the closing indicator denominated as assessments, a noticeable aspect towards the construction process of pupils’ knowledge since it facilitates learning at a correct moment. Likewise, at the given time instructors utilize assessments to observe pupils’ weaknesses and

strengths in order for the language acquisition to be successful. According to MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) “assessment allows teachers to detect learning gaps, so that learners can receive the support needed to be successful” (p. 50). Consequently, the incorporation of these three indicators improves the proper development of the knowledge construction process facilitating pupils’ speaking role and comprehension for a successful communicative competence.

The purpose of an appreciable structure regarding the knowledge construction process originates from the challenges in learning a second language. Pupils who are currently developing knowledge of the English dialogue are hampered by a variety of elements that prevent the accessibility to act as social agents in the community. Such inconveniences not only interfere with the pupils speaking abilities but also with the total comprehension of the English language making it difficult to communicate as a bilingual citizen. In addition, it is indispensable to replace these negative aspects under the variable; knowledge construction process, which is a responsibility and virtue that only professors and pupils possess. As a solution, it is believed to replace these problems within communicative competence with different learning styles; such as the implementation in a deeper way collaborative learning and speaking tasks. As a consequence, the involvement of interaction between peers inside the classroom generates outstanding advantages to the knowledge construction process as well as to the teacher and the bilingual community. Furthermore, collaborative learning donates facilitation to increase cognitive development; simultaneously, providing benefits to the knowledge construction process and verbal experiences. Nevertheless, the focus of this AMP is to transform pupils into bilingual citizens provoking high levels of impact on the Costa Rican community. Hence, the atmosphere of the pupils during the intelligence construction must be constantly fortified; such as the confidentiality in the classroom that enables pupils to practice and fulfill the speaking production of the English language. In the formation of proper speaking skill, pupils are demanded to exploit a proper construction of knowledge, therefore, it is the only possibility to achieve the process of learning a second language. In other words, in order to obtain the necessary results regarding the variable knowledge construction process, it is fortified by three essential indicators that were previously recognized as: classroom environment, challenging lessons, and assessments. These are beneficial elements to conclude and reinforce the chapter, furthermore, the following section of this methodological proposal is

exposed to the primary indicator; classroom environment, which is an advantageous element to fill the gaps of the learning setting of the classroom and the knowledge construction process.

2.4.1 Classroom Environment

In English language learning, the knowledge construction process is a vigorous component to conduct pupils into the possession of intelligence of the language. Therefore, the purpose of the methodological proposal is to strictly create a prosperous construction regarding knowledge; such as to initiate a discussion between pupils in the correct environment arrangement, enabling virtues of verbal acquisition, interactivity, and mastery in social contexts. A favorable classroom environment influences the language cognitive construction process of pupils due to:

This event will inevitably generate a series of experiences for the L2 speaker, including—but not limited to—various forms of linguistic feedback from the interlocutor and from others in the social environment. These experiences can serve as input to the L2 speaker and thereby have an impact on the speaker's cognitive and perceptual systems. (Segalowitz, 2010, p. 23)

Additionally, a proper establishment of the classroom setting allows the pupils to improve in areas of speaking skill and practice communicative competence abilities of social agents imitating real-life conditions. Moreover, to positively impact pupil's English education, it is necessary to inspire and facilitate the location of collaborative learning to arouse the capacity for language success. It is mentioned the importance of an adequate physical environment for learning purposes because as stated by Marzano et al. (2005) they considered that:

The physical surroundings in which we work, study, and play can greatly influence our satisfaction and sense of focus and effectiveness. The same can be said for the physical space of the classroom. How the classroom is organized and decorated can either contribute to or detract from creating a good environment for teaching and learning for students and teachers alike. Regardless of how the classroom is arranged, an atmosphere of comfort, safety, and order is a critical backdrop for effective learning. (p. 135)

The physical environment is a key element to make pupils focus on the second language construction process; since a proper formation of the physical design of the classroom provokes pupils a virtuous sense to vocally communicate and study partnership. Thus, educational psychologists have insisted that a learning arranged classroom is an establishment that awakens the interest of study in pupils' bilingual goals. As Leimanis-Wyatt (2010) mentioned that:

A stimulating environment makes for a stimulated child. Educational psychologists have found that environment can have a big impact on children's learning. A classroom can either alienate or engage a child and much research shows that children who feel engaged in their classroom are more receptive.

Learning areas send out messages to pupils that the room is designed for them and the teacher wants them to enjoy learning. Pupils soon become aware that their efforts and work are valued. Because pupils use the areas independently, it gives them a sense of responsibility and ownership. (p. 12)

As a consequence, as stated by Harmer (2007) "a rich classroom environment would not only expose students to language (of course), but also give them opportunities to activate their language knowledge" (p. 49). On condition of, with a correct structure of the schoolroom pupils have the advantage to feel intelligent and delightful along with peers conducting to a passionate learning experience. On the other hand, a gratifying learning condition unconsciously develops respectable intentions when collaboratively conversing with other classmates, improving the communicative skill as a fortified union. Nonetheless, the educator is the professional in the custody of the classroom environment facilitating pupils the virtue of second language learning. Continuously, it is structured a variety of elements that are essential regarding the knowledge construction process of pupils in English classroom environments.

Moreover, instructors in the English area require preparation for developing a successful learning environment and overcome pupils' weaknesses. Hence, a scientific research regarding

education ascertains that professionals must comprehend the knowledge that fulfills a learning environment due to:

That knowledge includes a deep understanding of current scientific research on (1) how language, memory, cognition, attention, sensory, and motor systems in the learner's brain/mind mediate response to instruction; and how (2) language is used to learn and behave as students interact with the teacher and other students in the learning environment. (Langer et al., 2003, p. 129)

In fact, in order to prepare an efficacious lesson, teachers attain the obligation to study aspects such as: how pupils learn, process information, and rapport between the integrands of the classroom. Constantly, teacher's awareness must generate an environment that collects self-assurance "because so many learners struggle with nervousness, shyness, frustration and fear when speaking. In fact, for many people these negative emotions are the worst part of speaking English" (Hoge, 2014, p. 10). Unfortunately, pupils' major fear is to speak English in public environments, for this reason, creating a trustworthy collaborative setting is a primary responsibility for second language tutors. Additionally, educators manage a variety of positions when instructing activities which must be suitable to effectuate pupils needs. Establishing a classroom environment conveys an intensive knowledge construction process down to:

The basic role of the teacher is to be the instructional leader. In order to fulfill that role, the teacher must deal with the social, intellectual, and physical structure of the classroom. Classroom life involves planning the curriculum; organizing routine procedures; gathering resources; arranging the environment to maximize efficiency, monitoring student progress; and anticipating, preventing, and solving problems. (McLeod et al., 2003, p. 7)

Along with all the considerations regarding a prosperous procedure of classroom management, it is significant to keep into cognizance the relationship between the pupils; since the proposal to improve the speaking skill is by collaborative learning strategies in the knowledge construction process. Therefore, the physical aspects of the schoolroom are a fact to implement attention in order for interactive learning to be effective and overcome articulated communication:

The different things teachers can and should do to set the right tone for classroom management range from the concrete to the subtle—from arranging the chairs, desks, and other physical objects in the room to establishing a foundation for effective relationships with students. (Marzano et al., 2005, p. 132)

As a result, the arrangement of objects in the classroom is a simple but significant movement for second language and collaborative learning. A classroom environment of this type must consider constant interaction and facilitation for the pupils and teacher. Apart from learning a second language, pupils interpret their behaviors regarding the environment acquainting social agent experiences. Physical aspects of the classroom provide opportunities to learn and establish moral relationship with others. McLeod et al. (2003) detailed that:

A carefully planned physical environment enhances students' learning opportunities and supports them in being able to manage their own behavior. It allows you to use a variety of instructional strategies with the confidence that the physical arrangement of the classroom and the availability and organization of materials is sufficient to prevent lost time and off-task behavior. (p. 57)

Subsequently, the learning environment incredibly influences the pupils' knowledge construction process. Pupils and teachers possess the accessibility to construct an outstanding communicative competence improving and mastering the speaking skill and acting as supportive speakers of the nation's community.

In particular, the proposals manifested in this indicator, the classroom environment, is adequate to improve pupils' speaking skill. The achievement of speaking a second language conveys the frequency of interaction which is successfully achieved by the benefit of rearrangement of a schoolroom. Also, the knowledge construction process of pupils is influenced by the daily physical appearances which cause a dependent impact on pupils' emotions and behaviors. In addition, the virtue to manipulate the environment in a classroom leads pupils to cognitive progress, stimulating the knowledge construction process and therefore mastering verbal

communicative competencies. Without a doubt, pupils are useless in the absence of the instructor; indeed, English professors are the key element to fulfill pupils' necessities. Educational authorities provide pupils with knowledge construction with the most advantageous strategies to improve pupils' speaking skills and social character. On the whole, the knowledge construction process is influenced by the second indicator; challenging lessons, an academic tool that teachers possess in order to activate pupils speaking competence, and generate acts of responsibility in decision making.

2.4.2 Challenging Lessons

Challenging lessons are part of the knowledge construction process and both teachers and pupils need to handle it in every English lesson. In the classroom, the teachers are in charge of recognized pupils' needs as well as providing them a challenging atmosphere and activities that help them to become fluent English speakers. Therefore, "The educational needs are met by creating a setting conducive to learning, exposing students to academic tasks that foster the development of cognitive skills, offering challenge and stimulation to facilitate growth, and encouraging and monitoring students' progress" (Kapalka, 2009, pp. 9-10). It is significant to highlight that it is through the implementation of challenging tasks that pupils are able to analyze real-life situations and determine specific goals for their personal achievements. It is under pressure that pupils keep focused on their objective. According to Nottingham & Nottingham (2018) challenging learning:

promotes challenge, dialogue, and a growth mindset. It offers participants the opportunity to think and talk about their own learning. It encourages a depth of enquiry that moves learners from surface level knowledge to deep understanding. It encourages an exploration of causation and impact; an interpretation and comparison of meaning; a classification and sequencing of detail; and a recognition and analysis of pattern. It builds learners' resilience, determination, and curiosity. (p. 4)

Therefore, it is valuable to implement competitive activities that enhance and confront pupils to discover, think, analyzed, and produce. "The use of games, role-play and simulations are

often particularly effective here - but even very traditional forms such as essays and debates can be (re)designed to emphasize this dimension of learning” (Haynes, 2007, p. 27). For teachers, the development of different activities requires excessive emphasis on how pupils are engaged with the correct usage of the language and how simple is for them to understand it from others. On the other hand, pupils are constantly in difficulties when new and challenging tasks are performed, even, it is more complex when tasks are based on real-life circumstances and they have to play different roles to accomplish or solve them. Although it is difficult for them, it provides pupils extraordinary outcomes. One example of successful tasks pupils encourage speaking skill is through the use of simulations or role-play which years ago “was popular because it provided opportunities for students to use language creatively and spontaneously in situations that mirrored real-life ones” (Bilbrough, 2007, p. 8). Currently, is not an exception, and teachers still use them as a manner to improve communicative skill in pupils. Further, when pupils take risks during the whole knowledge construction process, it is sure that they are prepared to be part of a world where communication is the best solution to develop an interpersonal communication and it “is one of the most remarkable human achievements” (Targ, 2014, p. 17).

Nowadays, what makes a challenging lesson is the inclusion of strategies that encourage pupils to take risks, decisions, and responsibilities during the knowledge construction process as well as improve their speaking abilities. “In fact, the pupils’ language is an easily available resource that the teacher can use in any classroom. It is through thinking, talking and interacting with others that our capacity to learn increases” (Coultras, 2006, p. 2). That is why they need to be challenged with the purpose to feat their linguistic skill and way of thinking. Practicing in the classroom must be delivered considering the pupils’ abilities and needs. When tasks are performed, teachers must deliberate implementing simple tasks, first, and more complex tasks according to the level of knowledge, this is a way to challenge pupils during the knowledge construction process. For Cashin (1979) it is essential to:

Give students opportunities to succeed at the beginning of the semester and then gradually increase the level of difficulty. If assignments and exams include easier and harder questions, every student will have a chance to experience success as well as challenge. (as cited in Davis, 2009, pp. 280-281)

Further, the idea is to equip pupils with challenging tasks but not too difficult “Ideally, tasks should be challenging but achievable” (Haynes, 2010, p. 71). On the other hand, challenging lessons for pupils are the best opportunities to increment their ability to solve and confront problems diary based on the global context. Although pupils are constantly talking, challenge them to public speaking or interact with others results in hard defiance down to for many pupils is disgusting and shameful. Moreover, in classroom teachers are sure that “when it comes to whole class discussion, pupils have plenty to say. It can also help build their confidence to contribute” (Haynes, 2010, p. 126). Certainly, a successful alternative is to incite pupils to be active agents to motivate them and goad them to contribute in the English classroom through the “Use small - group or pair work early in the term so that all students can participate in nonthreatening circumstances” (Davis, 2009, p. 107). In case of small groups, Ferlazzo & Sypnieski (2018) indicated that:

Giving ELLs the opportunity to work and present in small groups is helpful in several ways. Presenting as a group (as opposed to by yourself) can help students feel less anxious. It also offers language-building opportunities as students communicate to develop and practice their presentations. Creating new knowledge as a group promotes collaboration and language acquisition—an ideal equation for a successful ELL classroom!. (p. 291)

Although, for teachers it takes a big effort to manage large groups of students owing to it requires excessive attention, time, and strategies to fulfill the appropriate instruction. For Scannell & Burnett (2009) they considered that “The larger the group, the longer the time required and the more challenging the execution” (p. 184). As a cosenquence, big groups not just affect the teacher’s instruction but also the way pupils learn and interact.

Furthermore, when pupils are encouraged to take challenging tasks, the teacher is who provides them the best strategies to domain the language and make the process challenging but not impossible. When speaking skill needs to be reinforced is through interaction that pupils can improve their academic outcomes. According to MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016), the incorporation of

numerous technology tools in English classrooms is an effective and realistic manner to provide pupils an excellent instruction and increase pupils' motivation to exchange information with others to. When it is pretended to teach a second language is necessary to challenge pupils the usage of different technological tools due to it changes the way pupils learn and interact. Additionally, it permits the teacher abundant attractive resources capable to provide enjoyable and unique instruction. As detailed by Pawlak et al. (2014) they observed that "Technology, such as the Internet and mobile communication, rendering information exchange and communication much easier, can be ironically perceived as the realization of the sentiment for immediate contact with others" (p. 104). This means that communication is a bridge that creates interpersonal relationships between people from different cultural backgrounds. Moreover, social interaction is such an essential component in the learning space that ensure pupils "learn new behaviors, values, and social skills in line with a human rights approach and through democratic participation" (MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 18). Facing challenging lessons in the knowledge construction process guarantee pupils accept risks, responsibilities, and, most noteworthy; learn altogether throughout spoken interaction. Additionally, stimulate pupils, and make conscious that to fulfill academic attainment is achievable when challenges are embraced.

For pupils learning English can become a difficult or stressful process, but, the results that are obtained at the end are gratifying. Consequently, enhance pupils to face and accept challenges during the knowledge construction process afford pupils with growth in their mindset according to every performed task. This indicator emphasizes the importance of how pupils should affront those defiances that represent true responsibilities and opportunities that pupils have to embrace to support and reinforce their personal growth. When pupils are encouraged to take such challenges they are capable to explore, create, solve and contemplate about conceivable resolutions to all those existing difficulties people face in a real-world context. Experiencing challenges embolden pupils to talk and interact either in peer or small groups considering that communication results in a real challenge for them due to the knowledge they possess about the language most of the time is limited. Although challenges can be presented in many different ways, the teacher should be conscious that not all of them have the same level of complexity. When speaking tasks are incorporating they varied according to the content, needs, and abilities of each pupil. Nonetheless,

although challenging lessons are troublesome, these demanding tasks should be possible to achieve, not impossible, or even distressing for pupils and some of them demand more struggle than others and more time to complete them. Finally, teachers possess the duty to dare pupils to use several modern resources as technological tools to raise the capacity to interact with others and reinforce their speaking skills through challenging classes. On the other hand, the third indicator exposed in the following segment is assessments. It stresses its significance and how it monitors and analyzes pupils' knowledge during the knowledge construction process.

2.4.3 Assessments

In the educational system, the assessment is the key to evaluate and recognize pupils' progress during the knowledge construction process. Moreover, it is an essential tool that facilitates each teacher to evaluate pupils' abilities, skills, needs, communicative competence among others. According to Piccardo (2014) she remarked that:

Assessment is a formidable and flexible tool that makes it possible to monitor learning on a constant basis. Assessment serves to foster learning itself: it provides the teacher with feedback on his or her teaching activities, the choices of objectives, the timing of the teaching process, etc. Assessment is also a means of documenting the work that has been accomplished within the school, first of all, as well as outside the school, when a learner is introducing himself or herself to an employer or pursuing further education. (p. 48)

Thus, the intention of assessment during the knowledge construction process is to make sure to provide adequate feedback not just for the pupils' benefit, but also, for the teacher due to when feedback is provided the teacher is aware of the current achievement of the social agents and his or her role as teacher. Furthermore, it encourages pupils to continue their process to learn with total self-assurance and enthusiasm due to most of the assessments are carried out during the knowledge construction process. Purpura (2004) affirmed that "The focus of assessment is on contextualized language development, and not necessarily on topical development" (p. 159). Which the ability to communicate, express, and be understood by others is the crucial emphasis on education. Attention is given to pupils who can interact with others and develop such

communicative competencies in today's society. On the other hand, there exist three fundamental questions that teachers have to attend to when assessments are given. What and how to assess? and why do teachers assess during the knowledge construction process? The first remarks on the significance to know what are the areas that need more attention and emphasis. The second question points that in which way teachers should assess pupils and what methods are the most appropriate to do that assessing. The last question reflects the purpose to assess pupils due to learning differences are numerous and the results varied (MEP, Programas de Estudio de Inglés, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 50). Due to all pupils have different ways to learn, think, and process information is remarkable to understand, as teachers and society, that there are methods to assess the learning of the pupils, especially those speaking abilities; and teacher should be updated to provide responsible and accurate feedback that will bring numerous benefits for both teachers and pupils.

Consequently, our society has changed so the educational system too and it is indispensable to involve new strategies and methods to augment the proficiency level of the pupils. Indeed, "The point of education has always been to equip students to function effectively in society. As our society has changed, we are re-visiting this expectation, and focusing more explicitly on the particular skills and competencies" (Care et al., 2018, p. 8). By virtue of communication has become a fundamental tool to enhance interaction and an effective connection, pupils should be aware of their communicative skills and how to improve them with the objective to be part of a global community. That is why it should be recognized that when teachers require more arduous work by the pupils is because they need to be prepared for the future. In classes, pupils have the advantage that the teacher pays plenty of attention to their results and needs when an ability such as speaking needs to be strength. Furthermore, teachers commonly encourage pupils the opportunity to self-assess with the function to become autonomous and responsible citizens of their own learning. As stated by Lam (2018) he remarked that self- assessment:

helps students become more autonomous in learning as they are typically used to being told how well they performed. Self-assessment can make students able to make self-judgements and self-observations which are highly valued for their future study careers,

since learning-how-to-learn skills are one major competency in the twenty-first century. (p. 45)

In addition, self -assessment assumes a principal role in the knowledge construction process because according to Piccardo (2014) self-assessment has two functions:

First, the learner can contribute data and elements through a process of self-assessment. Second, by sharing responsibility for his or her own assessment, the learner becomes aware of his or her strengths and weaknesses, the objectives he or she needs to give priority, and the progress that he or she has made or still needs to make. In other words, self-assessment enables the learner to become more autonomous and responsible. (p. 49)

In other words, it guarantees the opportunity to identify their own abilities as well as those strengths and weaknesses that need to be maintained and reinforced in the knowledge construction process. While self-assessment is based on pupils' own observation, peer assessment deals with how a pupil has the duty to evaluate peer's work by using a specific benchmark provide by the instructor (Purpura, 2004, p. 228). Thus, in speaking classes, it is a method that encourages pupils to develop spoken interaction, communicative competence and take responsible roles, at the same time, helps teachers save time and focus on other events in the English classroom.

Costa Rican's educational system counts with three types of essential assessments that are implemented before, during and after the educational activity and that are essential to assess pupils speaking skill. The first type of assessment corresponds to diagnostic assessment which is based on evaluate pupils' strengths and weakness before the erudition. It is not a common one but it purposes "is intended to improve information to stakeholders to improve the learner's experience and their level of achievement. It looks backwards rather than forwards. It assesses what the learner already knows" (MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 51). On the other hand, it is used the summative assessment at the end of the instructional activity with the objective to measure the final knowledge of each pupil. Popham (2018) advocated that summative assessment is:

the final examination a teacher administers to her students, the purpose of that exam being chiefly to help the teacher assign an appropriate grade to her students based on how much those students have learned during a semester or school year. (p. 276)

Therefore, to be assessed at the end of the instructional period is not a common one, and the results obtained determined the final process of the pupil's learning. The third and most used, because it occurs during the knowledge construction process, it is the formative assessment. For Frey & Fisher (2011) the manner formative assessment are implemented in the classroom:

help teachers decide what to teach next. They also provide students with information about what they understand and still need to learn. Assessments distinguish between teaching and learning. Just because something was taught or "covered" (the term currently used) does not mean it was learned. Formative assessments, and the formative assessment system that includes feed-up, feedback, and feed-forward, should focus on student learning. (p. 132)

The feedback pupils obtained during the instruction helps them to analyze and reinforce what they did not complete successfully as well as encourage them to continue working improving their own knowledge. Moreover, "The key to implementing a formative assessment system is to keep students working, collaboratively and productively, while the teacher meets with small groups for additional instruction" (Frey & Fisher, 2011, p. 132). An advantage of this is that pupils identify their errors and are enthused to complete their objectives, goals, and academic achievement with correct support from the teacher. As a result, pupils obtain feedback with the determination to fix them during the knowledge construction process and attain healthier awareness.

This final indicator indicates the great importance to assess pupils during the knowledge construction process due to pupils recognize what abilities or skills need to be strengthened. Furthermore, the "results of classroom assessments may be employed to identify certain students' areas of deficiency so the teacher can more effectively target additional instruction at those content or skill areas where there's the greatest need" (Popham, 2018, p. 33). A collaborative learning environment fits together with assessments due to, on some occasions, pupils are asked to evaluate

their own work as well as evaluate their classmates' works; giving the teacher the opportunity to minimize their role and improve his or her instruction. When assessments are incorporated it is necessary to self-questioning the purpose it has and what is pretended to reinforce with the determination to help and instruct pupils to accomplish their desire goals. Additionally, the MEP in their current program incorporated three essential types of assessments in the educational system such as diagnostic, summative, and formative assessment. Diagnostic implemented at the beginning of the school year, the summative with the determination to analyzed the final results of the pupils at the end of the educational course, and the formative which is used throughout the knowledge construction process to meet and reinforce pupils' abilities and skills. On the other hand, it is carried out the conclusion of this chapter which mentions how the literature review helped to carry out each variable's definition as well as its indicators. The position of each variable and indicator during the knowledge construction process is summarized in this next and last segment.

2.5 Chapter's Conclusion

In the final analysis of this chapter named Literature Review, it is determined the significance of the development of the literature review and the theoretical framework with the aim to establish specific information of each variable and indicator of this AMP. With the literature review, it recognizes and analyzes specific and essential evidence that helped to construct this chapter. Guided by the literature review, it was conceivable to determine specific elements to construct the AMP. As well as it supported the definition of each variable and indicator and how indispensable they are in the knowledge construction process. Correspondingly, it was established, as the first variable, speaking skill. Although it has a certain grade of difficulty is a necessary one to establish conversations, interactions, and connections between pupils or with the English speaker community. Furthermore, the three indicators that are derived from this variable are fluency, accuracy, and pragmatic language. The first two indicators are essential to help the pupil to speak more naturally and fluent avoiding mistakes and misunderstandings. While pragmatic language helps pupils to learn how and when to use the language for different purposes. On the other hand, the second variable describes the significance of collaborative learning during the knowledge construction process and how both pupils and teachers are encouraged to develop

interpersonal communication and relationships with the determination to increase pupil's speaking skills. The three indicators from this variable are types, benefits, and small groups. The first indicator emphasis more on the diverse types of collaborative learning tasks and how they support the teacher to encourage pupils with the aim to reinforce their speaking skills while it is worked together. Then, from the second indicator, it is determining that the benefits pupils and teachers have with the implementation of collaborative learning into the educational system are formidable. Likewise, it works on the construction of critical thinking, decision making, and exposes them to increase their positive attitudes toward learning. Hence, the third indicator supports pupils to construct those abilities to speak while they interact and work cooperatively in a healthy environment where the teacher is in charge of management in the most appropriate way.

Even though learning is challenging for instructors and pupils, at the end, the results obtained are positives and advantageous. Lastly, the third variable remarks on the position of the knowledge construction process, and how this experience is enjoyed for every pupil down to it provides a pleasurable, safe, and healthy environment. In the classroom, it is pretended to implement main elements that help pupils to grow their personalities and prepare them for the near future, as well as tasks that help them improve their speaking skills and interaction. From this variable, it outlines three essential indicators: classroom environment, challenging lessons, and assessments. When a pleasant classroom environment is set by the teacher pupils are involved in how to learn and how to learn working as a whole group or small groups. Likewise, this indicator notes the requirement to engage pupils to work collaboratively down to classroom arrangement afford healthier interaction and more communication among pupils and the teacher. Another vital indicator during the knowledge construction process is the challenging lessons that encourage pupils to manage multiple roles that help them to judge, think, and take serious decisions about the reality they are living. On the other hand, assessment is an indispensable method that the educational system in Costa Rica applies to assurance fortuitous learning and recognized those areas that pupils need to be ameliorated. With assessment, pupils are capable to become confident and responsible persons for their own learning and from others. Finally, the following chapter named Design and Method, it is described the chapter's introductory with the purpose to provide the reader what the chapter consists of. Furthermore, it is developed the research method, the types of approach, data collection tools, and instruments such as diagnostic test, pre-test, and post-test.

Chapter III Design and Method

3.1 Introduction

This chapter reflects the importance of the elements that are used to develop the research design and method of this AMP. The information presented in this chapter explains the importance of why and how it should be developing a methodological proposal to determine and eliminate the gaps, at the same time enabling the probability to augment pupils' speaking level during collaborative learning in the knowledge construction process. But first, it is significant to define what research design is and the function it possesses to impact the action research as reported by Bordens & Abbott (2017) they stated that:

Choosing an appropriate research design is crucially important to the success of your project. The decisions you make at this stage of the research process do much to determine the quality of the conclusions you can draw from your research results. (p.103)

Thus, it is pretended to implement a research design after it is selected both the research question and the hypothesis that are essential with the aim to address proper answers (Bordens & Abbott, 2017, p. 28). The research design depends on the objective of the research and the persisted academic problem that need to be solved. Furthermore, Creswell (2009) avowed that "The selection of a research design is also based on the nature of the research problem or issue being addressed, the researchers' personal experiences, and the audiences for the study" (p. 3). In this case, it is pretended to improve the English-speaking level of the pupils during collaborative learning by implementing an adequate and productive AMP to improve the presented necessities. Moreover, in terms of research method Creswell (2009) explains that "is the specific research methods that involve the forms of data collection, analysis, and interpretation that researchers propose for their studies" (p. 15). Thereby, the research method, as in this case; is practical down to it seeks to solve the main problem pupils affront when they have to develop and complement their speaking abilities.

Consequently, in this chapter, it is pretended to utilize the advantages of the correct kind of research method to conduct this AMP. Accordingly, Tomal (2010) mentioned that the action research is appropriate due to "action research is a systematic process of solving educational

problems and making improvements” (p. 10). In other words, it is an organized research and its key popularity is to fill those breaches that pupils present when communicating orally as well as the solution for teachers to ameliorate their craft and focus on the change that is needed within the classroom and the knowledge construction process of pupils. On the other hand, it is analyzed the importance of the type of approach to carry out this research and construct successful English speakers which corresponds the use of the mixed method. Leavy (2017) pointed out that:

Mixed methods research (MMR) involves collecting and integrating quantitative and qualitative data in a single project and therefore may result in a more comprehensive understanding of the phenomenon under investigation. This is a problem-centered approach to research in which methods and theories are used instrumentally, based on their applicability to the present study. (p. 164)

Although qualitative and quantitative are totally different and its emphasis on data collection is dissimilar, both can arrive at similar results but from different means. Consequently, one needs the other one’s results to carry out the final data analysis and are used together because both offer a better comprehension of the final results of this AMP.

Furthermore, one of the commitments as researchers in the chapter; design and method, is to collect, comprehend and examine the gathered data in order to generate functional results to improve the learning problem within the AMP. As established by Marczyk et al. (2005) the importance of “Data collection and analysis is another area where multiple researchers can be an asset to minimizing or eliminating experimenter bias” (p. 89). Hence, there is a variation of tools that a researcher can utilize and apply in order to measure learning procedures, thus, a researcher must select an adequate instrument for the specified data collection. As mentioned by Phillips & Stawarski (2008) “One of the most important considerations in measuring learning is the specific way in which data are collected” (p. 105). In this circumstance, to carry out the AMP it is considered that a “test is appropriate for data collection in a research study” (Marczyk et al., 2005, p. 121). Moreover, preparation for the information gathering is facilitated by educational instruments; such as diagnostic, pre, and post-test. In addition, these kinds of testing enable the researcher to “draw out new concepts, develop personal theories and find fresh possibilities for

classroom practice that you can test out in further cycles” (Burns, 2010, p. 104). As a consequence, the design of these tools conveys along with influences such as research questions, variables of the literature review, hypothesis, and English language pupils as contributors. As Anfara & Mertz (2006) highlighted, the significance of the data collection to determine conclusions for the research questions “This structure, or theoretical framework, then determines the problem to be investigated, the specific research questions asked, the particular data that will be collected to address the questions, and, of key importance, how these data are analyzed/interpreted” (p. 50). On the whole, any researcher has access to the foundation of this design and method to use as an AMP to expand pupils' communicative skills. Moreover, it is set a final conclusion that guarantees a compilation of the whole chapter's information.

In other words, the teachers, researchers, and readers of this AMP can clearly determine the language omissions visible in secondary pupils related to the English communicative competence, specifically the oral expression; thus, it is mandatory for professionals involved in the educational field to transform pupils into bilingual social agent speakers by supplementing collaborative learning in the knowledge construction process. Wherefore, by the persisted learning problematics in second language learning it is introduced as a consequence the research's method and approach that manifests a way of improvement during the management and the process in learning a foreign language, as a product to reach the expected goal introduced in this significant AMP. Also, in this chapter, it is implied the expected instruments such as diagnostic test, pre-test, and posttest with the aim to utilize them along with the importance and relationship it shares with the results obtained from this process which is the data collection and it is used to detect and solve the visualized obstacles in the bilingual learning field. As a sequence, in the contiguous section, it is examined the position of the mentioned research method to comprehend and conduct the intentions of this AMP.

3.2 Research Method

In order to develop this chapter, it is remarkable to recognize that nowadays there exist various research methods and each of them has its specific purpose and method to solve main problems. But, as in this case, it is implementing an AMP, hence, the research method applied is

the action research in view of this method is appropriate to carry out in the social sciences. Many researchers have explained different concepts about what is actually an action research and the importance of this one in the educational field. For Tomal (1996) he stated that “An action researcher utilizes an appropriate intervention to collect and analyze data and to implement actions to address educational issues. Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis” (as cited in Tomal, 2010, p. 11). Furthermore, what is pretended in this methodological proposal based on the action research is to find out and apply innovative strategies with the objective to buttress and improve pupils’ speaking skills during collaborative learning. Therefore, it is a kind of research that every educator can adopt to delineate if the teaching strategies they are implementing in the English classroom are already working or if the pupils’ outcomes are reaching the correct English level. According to Gay & Mills (2016) they declared that:

The purpose of action research is to provide teacher-researchers with a method for solving everyday problems in schools so that they may improve both student learning and teacher effectiveness. Action research is done by teachers, for themselves; it is not imposed on them by someone else. Action research is largely about developing the professional disposition of teachers, that is, encouraging teachers to be continuous learners—in their classrooms and of their practice. (p. 476)

Moreover, identify certain gaps during the instruction and the knowledge construction process is vital to determine certain via to improve school issues or areas of interest for better results. It is essential to underline that action research is not a fad and for Mills (2011) “over the last decade, action research has begun to capture the attention of teachers, administrators, and policymakers” (as cited in Mertler, 2017, p. 4). For teachers, the action research provides them better professionalisms increment as well as teaching skills that are vigorous qualities to develop an exceptional instruction. Not just pupils have the role to learn, also, the teacher learns from their experiences lived in the classroom and from the pupils.

The conduction of this action research methodological proposal has a vital position because pupils’ needs in today’s education are valuable and the primary function is to implement such

proposals that can benefit both teachers and pupils during the knowledge construction process (Denscombe, 2012, p. 17). Furthermore, the concerning problem in the educational field is that the interest pupils have through learning is decreasing with limited participation and language knowledge, thus the development of communicative skills is not achieved as it is expected. For McMillan (2004) the:

action research as being focused on solving a specific classroom or school problem, improving practice, or helping make a decision at a single local site. Action research offers a process by which current practice can be changed toward better practice. The overarching goal of action research is to improve practice immediately within one or a few classrooms or schools. (as cited in Mertler, 2017, p. 13)

Thus, the action research methodological proposal function is promoting pupils to improve their English level through dynamic updated practices or drills to reinforce academic weaknesses. On the other hand, Burns (2010) observed that the teacher's role is fundamental due to "a teacher becomes an 'investigator' or 'explorer' of his or her personal teaching context, while at the same time being one of the participants in it" (p. 2). Hence, teacher is the adequate person to identify and observe classroom issues and responsible to find the precise solutions to those troubles. Although the main part of the teacher's job is instructing, research is not common because it requires plenty of effort and time to find and analyzed situational issues that take place within the classroom. The impression to become researchers allows them to discover possible feebleness and breaches that are challenging to differentiate at first sight. Thus, the idea of action research in the educational environment is to make variations that guarantee professional growth for teachers and increase pupils' performance in the language (Burns, 2010, p. 1).

Although action research is a challenge for teachers, it helps them to explore different tactics to improve their instruction. In addition, action research counts with different types such as school-wide, collaborative, and individual research, but, the most appropriate to develop in this methodological proposal is the collaborative action research. But first and foremost, this methodological proposal advocates the exploratory action research that is used to investigate situations in the social sciences. Additionally, it works on facts that are uncommon or that have

never been studied, as well as it is a way to comprehend the daily issues presented in the educational field by carrying out prior research and gathering logical data with the objective of investigating the problem and find the most suitable solutions by putting into practice a proposal that benefits pupils achieve their goals (Smith & Rebolledo, 2017). On the other hand, when an action research is put into practice it is not a single act of the teacher, it also involves pupils in that process. Therefore, Coghlan & Brydon-Miller (2014) in their book stated that action research is:

based around interventions where groups of people worked together to make changes to their social, professional and, in some cases, physical settings, the ways in which people shared in the process of development—that is, collaborated—have been a common consideration of all action research. (p. 116)

Thus, action research is involving people getting together with the purpose to discover educational gaps, obtain accurate data, to analyzed it, and find ways to facilitate changes in the education community or within the classroom or the setting that is required. At this point “the experience of conducting collaborative action research allows practitioners to create new learning spaces, examine their preconceived beliefs about teaching and learning, and develop new understandings about student learning and professional practice” (Goodnough , 2011, p. 91). When teaching, it is often recurrent that teachers are concern about certain doubts or questions about classroom issues, experiences, needs, or academic performance. Then, when working in a collaborative way it is operated better and the results turn into more effective and easier to manage.

As a consequence, in the educational system teachers are aware that when it is presented a problem and this one is analyzed and studied, the next step is to design a strategy that complements the whole data collection, then, implement the new strategy with the expectation to gain sustainable results. In other words, Koshy (2005) suggested that:

Action research is carried out by a group of practitioners who select a new initiative, study its practical implications, consider ways of implementing the ideas, and evaluate and make decisions based on the collective experiences of participants, before reporting it to other colleagues within the education authority. (pp. 28-29)

Moreover, for Gay & Mills (2016) action research involves “teacher-researchers choose their own areas of focus, determine their data collection techniques, analyze and interpret the data, and develop action plans based on their findings” (p. 479). Therefore, the teacher is who has the command to decide what are the best plans or strategies that adapt to the pupils’ population needs and advance in the quality of learning. Lastly, it is significant that this methodological proposal based on action research considers that all pupils’ needs and abilities are different, and the strategies or proposals that are pretended to implement in the following chapter help to minimize those existed breaches and help them increase their speaking skills during the knowledge construction process.

As a whole, it is indispensable to emphasize that this AMP is based on action research. At the same time, it is in charge to study educational problems presented in today's schoolroom. Here, the professor takes an essential role that is to study and analyzed closely his or her own instruction with the objective to recognize any existing issue during the knowledge construction process, later, bring satisfactory solutions to those classroom’s problems. Moreover, this AMP has the purpose to implement strategies and practices to stimulate pupils to learn and avoid the different perspectives of what learning a second language involves. By doing this, it affords pupils chances for personal development, knowledge expansion, productivity when talking with others, self-confidence, responsibilities among other benefits. Consequently, action research is implemented in the educational field not just by a single person, as the professor; but also by other interested people that are encouraged too to support the teacher-researcher in his or her findings. Thus, it is deducing that it is collaborative action research where the participant makes contributions to reach a constant instructional practice. Although there exist other action research types such as school-wide, collaborative, and individual research; collaborative action research is the correct type to develop and find out solutions to pupils' needs altogether. Lastly, in this segment of research method, it is pertinent to consider that a methodological proposal like this, is rarely common to develop, thus it is considered exploratory research because it focuses on something that researchers are not attending to elaborate. Additionally, in each social science research, it is significant to establish a type of approach that will assure adequate data collection, analysis, and explanation.

Thus, the next segment explains the suitable type of approach as well as its definition, importance, and function for this AMP.

3.3 Type of approach

To conduct the action-research and methodological proposal it is employed the pair of qualitative and quantitative as types of approaches; recognized as the mixed method. In relation, education falls under the category of social sciences, a field of research in which “problems arise from issues, difficulties, and current practices” (Creswell, 2013, p. 90). As a result, to overcome problematics in learning it is certified to elaborate a mixed approach, and as it is mentioned by Johnson & Christensen (2016) “mixed research offers an exciting way of conducting educational research” (p. 105). Therefore, Muschalik (2018) determined the purpose of a multiple approaches:

the present mixed method approach can yield something like amoral lesson, it is certainly this: qualitative research can yield extremely interesting and insightful results, but it is only in combination with quantitative measures that these will lead to conclusive results. (p. 193)

As a consequence, it is fundamental to comprehend the integration of a mixed-method; quantitative and qualitative approaches, in order to collect and analyze the adequate information for this action research AMP. To begin with, the qualitative approach manifests the narrative results of profound ideas, and as stated by Crotty (1998) he suggested that “The process of qualitative research is largely inductive, with the inquire generating meaning from the data collected in the field” (as cited in Creswell, 2013, p. 10). Unquestionably, the qualitative portion of a mixed approach is necessary; due to, it focuses on contexts and backgrounds that gather valuable literature for the data collection of the AMP along with the action research. On the other hand, it is essential to understand the numerical and statistical portion of the combined approach in a language acquisition study. As Grant et al. (2017) emphasized that “taking a quantitative approach is a designed process that allows for a rich exploration of a linguistic issue and the data you might collect to explore that issue” (p. 132). In this case, the quantitative documentation contributes to the detailed information and results regarding, as in this instance, the weakness in

oral communicative competencies. Moreover, the conclusion of a suitable type of approach relies on the kind of necessities and determinations of the study, thus:

The decision about which methods to use—qualitative, quantitative, or mixed—should be made by practitioners based on the nature of their research questions, the focus of their studies, the particular settings in which the research occurs, and their interests and dispositions. (Efron & Ravid, 2013, p. 9)

Consequently, it is noteworthy to choose the correct type of approach; hence, the complementary types of approaches generate a mixed approach. Simultaneously, Creswell (2013) stated that a “researcher needs to be familiar with both quantitative and qualitative research. This personal needs an understanding of the rationales for combining both forms of data so that they can be articulated in a proposal” (p. 24). For this reason, regarding the characteristics and necessities of this study, it is indispensable to recognize the researchers’ assistance and enhancement while applying a mixed approach:

This mixed methods model has many strengths. A researcher is able to collect the two types of data simultaneously, during a single data collection phase. It provides a study with the advantages of both quantitative and qualitative data. In addition, by using the two different methods in this fashion, a researcher can gain perspectives from the different types of data or from different levels within the study. (Creswell, 2013, p. 250)

Accordingly, the implementation of collaborative learning to improve the speaking skill in the knowledge construction process is directed by a type of approach that is mixed; in which, the purpose of a qualitative aspect of the approach is to observe pupils’ performance and collect data. On the other hand, the quantitative assistance of the approach will numerically collect the data achieved within the applied instruments; therefore, to correct the present deficiencies of pupils in the English communicative competence.

In general, for respectable conduction of this action-research methodological proposal, it is established to use both qualitative and quantitative types of approaches. Thus, it is determined

to utilize a mixed kind of approach; since it is adequate and suitable for educational studies; in this case, to improve verbal communication. Consequently, multiple approaches enable the ability to conduct; at once, the exact purpose and assistance of the approaches to carry out the intentions and demands of this AMP. Additionally, in order to collect and analyze the necessary data, the administrators of this methodological proposal must cautiously comprehend and differentiate the function of each type of approach that constitutes the mixed method. Furthermore, the following section, it is promulgated the interpretation of the data collection tools which researchers must gather, comprehend, and examine the required information to create functional improvements in pupils speaking competence by the implementation of collaborative learning in the knowledge construction process.

3.4 Data Collection Tools

The implementation of the action research in this AMP has as the main purpose to identify those classrooms problems, collect vital and reliable information, make analysis, and develop such educational strategies where pupils have the chance to improve their speaking skills in the collaborative learning (Gay & Mills, 2016, p. 480). Therefore, it is pretended that new ideas or plans are implemented during the knowledge construction process with the determination to solve current educational problems. But, as in every research, it is essential to gather data to determine what strategies are indispensable to implement in this methodological proposal. Thus, it is indispensable to determine the method of data collection as a via to collect all valid and accurate information about the study. Initially, for Pelton (2010) it is remarkable to understand 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)

Thus, the gathered information permits the answer to the main problem established at the beginning of the study, hence, determine an action plan that help to accomplish the pupils' needs within the English schoolroom. For teachers-researchers, data collection it is recognized as a valid

method that is “essential to action research because it provides the evidence that is needed to answer the research question. The only limitation is the time it takes, above and beyond the day-to-day teaching responsibilities, to organize an action research project” (Goodnough , 2011, p. 52). Consequently, being time-consuming, gathering information can be also difficult to find as well as the quality of the information could not be appropriate or sufficient. Moreover, Goodnough (2011) remarked in her book the importance of the selection of tools to obtain information of the pupils’ needs, thus she points out that “The use of data collection techniques allows for the systematic gathering of information about the participants and/or context of a study” (p. 35). In general, data collection involves using original information to observe, study, and analyze a problem, the study population, as in this case pupils, and the setting in which it occurs.

Gathering information is a valuable method that exists when a researcher wants to find and study topics of interest. The most adequate information a researcher has about the problem under investigation, the more opportunities he or she has to get to final conclusions. Nonetheless, without data collection it is impossible to perform a proper research due to questions require to be answered and new proposals need to be set to determine changes in the campus of study. That is why it is essential to define a method to collect data that ensure the teacher-researcher the best alternatives to help the study population reach the desired goal. Thus, Naughton & Hughes (2009) explained that is noteworthy “to choose a research approach that is appropriate to your research topic and to its context; and you need to choose a data collection strategy that will ensure that your data is timely, relevant and reliable” (p. 155). Additionally, it is decided how much data is required and what kind of information is needed to guarantee the security to continue the development of the research. Notwithstanding, there exist several useful methods to collect data, it should be conscious about the right one according to the objectives and the goals of the research. Naughton & Hughes (2009) argued that “Each method of data collection will have its limits and its strengths. Using more than one method helps you to draw on the strengths of each method and reduce the limits overall in your data collection methods” (p. 126). Thus, it is truly indispensable to select a type of research method, first, as well as the type of approach due to when these are selected, it is conceivable to assign the diverse tools for obtaining proper data that is suitable with the research and its purposes. According to Kumar (2010) whatever data collection method or tool is selected because “Each method has its own advantages and disadvantages and each is appropriate for

certain situations” (pp. 164-165). Even though it is required truthful and reliable information sometimes the information gathered can be affected by several factors such as time, cost, data quality, wrong research methods, among others. Moreover, for a new teacher-researcher, such features should be make allowances as a priory and be capable to eradicate or manage them in a way that will not affect the results of the research (Kumar, 2010). Additionally, collecting data should be precise and valid that serve as a confidence way to ensure teachers find out the best strategies or plan to guarantee successful instruction and the capacity to assist pupils to learn the English language.

When it is pretended to obtain valid information in a research it is indispensable to recognize that “The first step in data collection is to figure out how to measure what you are interested in studying” (VanderStoep & Johnson , 2009, p. 48). Therefore, the selection of data collection tools encompasses from simple to traditional tools that are adequate to analyze the phenomenon under study. As a consequence, a number of different data collection tools can be implemented into specific research, and “The chosen research methodology should help to indicate the most appropriate research tools” (Dawson, 2009, p. 38). For researchers there exist “six major methods of data collection (i.e., tests, questionnaires, focus groups, observations, interviews, and secondary or existing data)” (Johnson & Christensen, 2016, p. 998). All of them valid and dispensable to carry out information that determine the most appropriate answers to the research questions established at the beginning, as in this case, of the methodological proposal. According to Johnson & Christensen (2016) they provided a clear defenition of each data collection tool, hence, they explained that:

Researchers can have their participants fill out an instrument or perform a behavior designed to measure their ability or degree of a skill (tests); researchers can have research participants fill out self-report instruments (questionnaires); researchers can talk to participants in person or over the telephone (interviews); researchers can discuss issues with multiple research participants at the same time in a small-group setting (focus groups); researchers can examine how research participants act in natural and structured environments (observations); and researchers can use data that participants construct

during a study and data that came from an earlier time for a different purpose than the current research problem at hand (constructed and secondary or existing data). (p. 533)

Each of these tools possess respective functions and are utilized with its specific research method and approach, qualitative, quantitative, and mixed approach. In researches, it is indispensable the usage of two or more data collection tools with the purpose to measure participants' knowledge and proficiency, as a result (Johnson & Christensen, 2016, p. 178). Furthermore, despite the six data collection tools, it is determining that tests are the suitable tool to implement in this action research methodological proposal because its importance is to measure pupils' speaking skills through strategies that involve interaction among the participants. Therefore, tests encompass the determination of how well the pupils can perform different tasks proving effective or not negative results. Moreover, Phillips & Stawarski (2008) stated that "Testing is important for measuring learning in program evaluations" (p. 13). Finally, due to action research involve finding a solution to those educational problems existing within the schoolroom it is needed to define the three fundamental instruments that fulfill in this AMP, these are a diagnostic test, a pre-test, and a post-test. All of them crucial instruments to measure pupils' growth in the English subject matter and determine pupils' capacities during the knowledge construction process. Hence, in the next fragment is mentioned the position of the section, instruments, which importance is to determine the use of such instruments with the idea to analyze any difficulties that can be presented to pupils. Moreover, the use of instruments helps to decide which strategies are better suitable for pupils during the knowledge construction process, in addition, to recognize the successful progression in their knowledge construction process.

3.4.1 Instruments

When research needs to be applied it is valuable to determine how the information needs to be measure and analyzed, thus, it is essential to select different research instruments that help researchers support this action research methodological proposal. For the researcher, it is meaningful to make a distinction about what instruments are the best applicable to carry out the data analysis because "Many methods could be used to gather the required information" (Kumar, 2010, p. 26). Therefore, it is why this action research is implemented three factual instruments

such as diagnostic, pre-test, and post-test. But first, it is remarkable to know what an instrument is and the function it has in this social science research. According to Kumar (2010) he explained that:

Anything that becomes a means of collecting information for your study is called a 'research tool' or a 'research instrument', for example observation forms, interview schedules, questionnaires and interview guides.

The construction of a research instrument is the first 'practical' step in carrying out a study. You will need to decide how you are going to collect data for the proposed study and then construct a research instrument for data collection. (p. 24)

Moreover, when an instrument is selected it is essential that the construction of each research instrument should be well formulated to have access to the most appropriate data. Alternatively, the teacher's or researcher's role is functional during the elaboration or the application of an instrument due to it brings significant and numerous benefits either for the teacher and for the pupils. Bell & Aldridge (2014) explained that when research instruments are applied and data is obtained:

firstly, provide classroom teachers with information about the learning environment, students' attitudes and academic self-efficacy beliefs that they considered to be useful; secondly, be used by teachers to reflect on their teaching practices; and thirdly, be helpful in guiding teachers to select strategies aimed at improving the learning environment. (p. 47)

Thus, when conducting research, instruments it should demonstrate their function to recollect needed and valid information with the aim to provide teacher's the best alternatives to improve the knowledge construction process on the pupils. Although it is time consuming and take some effort to elaborate such instruments teachers-researcher are really benefited.

Once the definition of an instrument is establishing, it is essential to make emphasize the definition of a test. As stated by Westwood (2008) “Tests are used most effectively when they provide a quick indication of what a student can and cannot do within a course of study, and when they identify misconceptions or difficulties” (p. 77). Therefore, in this AMP it is assigned as a data collection tool “test” to measure the capacity of knowledge in the pupils speaking ability, at the same mode impose some proposals or plans to improve their English level when pupils communicate with others due to the capacity of speaking on pupils is one of the most complex tasks, though, the selection of instruments like "tests" advantage the teacher observe the pupils’ needs. A test serves as an alternative assessment because it “refers to approaching student-driven assessment in a manner that is different than that which has traditionally been done – usually in reference to strict pencil-and-paper testing” (Scott et al., 2016, p. 38). Consequently, it is pretended that pupils develop updated tasks where they can demonstrate their abilities in complex situations, and making decisions in realistic environments. As a consequence, hence it is delivered diagnostic test, pre-test, and post-test which each of them has its purpose during this AMP. In terms of diagnostic, it serves as an alternative assessment down to “Diagnostic tests are often used as the foundation for formative planning, informing what action needs to be taken next” (Cohen et al., 2018, p. 565). Additionally, the development of a diagnostic test should be based on the identification of a problem for then provide or not educational plans. For Westwood (2001) it is essential to highlight that “a diagnostic test may simply contain all the relevant information related to that domain of knowledge” (as cited in Westwood, 2008, p. 78). That is why this instrument was selected in this methodological proposal due to it supports teachers to diagnose those problems pupils have when they develop their speaking skill, and the results that they obtain are not adequate, hence it is essential to recognize if new strategies should be set in the knowledge construction process. The second instrument is the pre-test which is employed before the training or before the strategies are established by the professor (Babbie & Roberts, 2018, p. 180). It has the intention to inform the teacher-researcher about the pupils’ necessities or the domain of the content under study. Consequently, it is vital to recognize that:

When a pretest has been used, it is common to administer a posttest in order to obtain data to compare with those from the pretest. The posttest can be administered early in the program or as soon as the learning portion is completed. The pretest and posttest should be

conducted under the same or similar conditions, using questions or other test items that are identical or very similar. (Phillips & Stawarski 2008, p. 78)

Thus, it is required to apply a pre-test, first, with the aim to recognize in which way such strategies can be implemented with the determination to obtain factual and accurate results of the pupils. Then, follow by the pre-test execution, it is necessary to employ a post-test into this action research methodological proposal for the reason that it determines if the same results from the pre-test instrument have similar or distinction results. Henceforth, to continuous of the development of this AMP in the following section is explained about what a diagnostic test is and the importance it has in this educational innovation.

3.4.1.1 Diagnostic Test.

In the actual AMP, data collection tools are vastly indispensable to carry out this action research. In this case, instruments are employed as alternative assessments to gather the necessary information; thus, it is projected to introduce a diagnostic test to analyze pupils' English knowledge construction process. Therefore, it is indispensable that a teacher-researcher comprehend the meaning of a diagnostic test for educational purposes regarding the pupils' linguistic and cognitive disturbances. Leighton & Gierl (2007) in their book described that a diagnostic test "is designed to measure specific knowledge structures and processing skills in students so as to provide information about their cognitive strengths and weaknesses" (p. 3). As a result, this kind of testing empowers the appreciation of evidence concerning the documentation of possible troubles and virtues for second language acquisition. As a consequence, researchers must not take advantage of a diagnostic test for quantitative data collection because, as stated by Swan & Baker (2008) "These are diagnostic tests, not grading test or attainment tests. Their function is not to assign students to levels, to enable you to give students marks for their work, or to draw an imaginary line between 'success' and 'failure'" (p. 6). As a matter of fact, professionals in educational assessment clarify that a result in a test does not contribute to the function of diagnostic terminations; therefore, in the improvement in pupils learning progression. A clear view of Secolsky & Denison (2017) is that:

Accreditors also note that a grade of “B” or “86” on a paper, or an average grade of “B” for students’ capstone course assignment, does not by itself yield detailed diagnostic information about what is strong and weak in the students’ work, or about what the faculty or institution might do to improve the students’ learning. (p. 766)

Meaningfully, the facilitation of a diagnostic test measures the pupils’ knowledge of the construction process with qualitative compilations of data that assists the development to stimulate and overcome the English language learning. In particular, Cheng & Fox (2017) illustrate the experience of successful diagnostic testing regarding the speaking skill of a language learning procedure and describe that:

A diagnostic assessment can be used to get at the micro-level issues that interfere with an individual student’s comprehensibility when speaking a new language. For example, we know that pronunciation differences impede communication. A diagnostic test of pronunciation at the beginning of such a course would probably not resemble the classroom activities you designed for the course, but it would identify the issues that your individual students needed to address with your help – issues that would impede their ability to communicate clearly and would impact their performance in the course if they were not addressed. (p. 151)

Correspondingly, in this action research AMP, it is exceedingly advantageous to determine the qualitative outcomes of pupils by diagnostic testing in order to appropriately assess and fulfill the education of the second language. Therefore, as stated by Swan & Baker (2008) diagnostic testing is “best used for syllabus planning: to check learner's strengths and weaknesses in particular linguistic areas, so as to show what still needs to be taught” (p. 6). Under the circumstances, the teacher-researcher of an AMP possess the access to modify pupil’s knowledge construction process to overcome the speaking skill and enable pupils the cooperation to participate as social agents in a bilingual community.

Moreover, diagnostic information provided by testing advantages the researchers and educators to detect, fortify, and proceed in a study of deficiencies regarding to a particular group

of English pupils' speaking skills through collaborative learning. Hence, in order to accomplish the intentions of this AMP, pupils' knowledge construction process will be diagnosed by this type of test. On that account, to improve pupils' oral communication it is necessary to apply a diagnostic test; therefore, the teacher possesses the necessary tool to increase English knowledge acquisition during the class performance. It is significant to emphasize the reputation of a diagnostic examination to develop an efficacious teaching and learning process because:

Tests that will provide teachers with these types of information have diagnostic value for designing teaching through understanding student thoughts and emotions. We become more interested in models of teaching that go beyond the products of learning to include the critical role of the teachers and the learners' constructive or generative processes in building meaning. (Flood et al., 2004, p. 302)

Appropriately, the data collection of a diagnostic test produces an impact on the procedures and design of instructing the English language. In other words, the process of gathering and analyzing data provides the instructors the ability to modify and adapt variations to the knowledge construction process; in which, pupils present linguistic difficulties. Hence, the alterations in language learning focus on the process of instruction and acquisition; therefore, to provide adequate and suitable second language education for pupils to be competent as bilingual speakers. According to Koretz (2008) a diagnostic test influences the process of English knowledge construction process down to:

Reformers argued that the new tests would encourage instruction not only by testing rich and demanding content but also by modeling types of tasks that would make for good instruction. That is, the assessment tasks themselves would exemplify types of work that teachers should include in their ongoing instruction. This represented a major change in the underlying notion of how tests should help improve instruction. (p. 74)

In this respect, diagnostic testing demonstrates learner's recognition and domain of knowledge in relation to the English language and oral production; therefore, the data collected from this types of test diagnoses pupil's management of development and intelligence of linguistic

aspects that delivers beneficial information for the teacher to consider when developing and improving specific instruction; inclusively, to progress and ensure pupils' ability to speak.

3.4.1.2 Pre-Test.

The teacher-researchers from an AMP is strong-minded that the expected data collection to be gathered from an addition of a pretest delivers the mutual significance as to the submission of a diagnostic test. Hence, as stated by Marczyk et al. (2005) "The addition of a pretest has several important benefits" (p. 144). Therefore, the advantageous purpose is to collect valuable information from the pretest instrument in order to function as detection and rectification of possible obstacles during the instruction of the English language that prevents the improvement of communication competencies in pupils' knowledge construction process. As mentioned by Corbett (2003) a preliminary "test design has therefore concentrated on the construction of reliable tasks that measure student's performance in such a way as to make inferences about the state of their communicative competence" (p. 193). As a result, a pretest is a significantly aimful tool in second language acquisition due to the fact of the abilities to manipulate a final state of pupils' oral communicative competence perceived in further types of testing measurements; firstly, known as the pretest and secondly recognized as the posttest. Subsequently, it is essential to comprehend and identify a preliminary test as the process of its occupation in order to obtain the adequate and expected overall results for the action research. As a conception of Bonate (2000) where it is emphasized the procedure of a pretest as the development of virtues to a posttest in which:

The first type is when a single subject is measured on two separate occasions and the researcher wishes to determine if there is a difference between the first and second measurements. The first measurement is called the pretest, or baseline measurement, and the second measurement is called the posttest measurement. (p. 10)

Moreover, regarding this educational proposal the importance concerning the implementation of a pretest is to apply real-life situations to be taught according to a present linguistic weakness in the English language learning in anticipation of the strategies that contribute

to the procedure of a pretest. In addition, Ary et al. (2009) determined a variation of characteristics meanwhile a teacher-researcher apply situations concerning a pretest as:

a test once may affect the subjects' performance when the test is taken again, regardless of any treatment. This is called the testing effect. In designs using a pretest, subjects may do better on the posttest because they have learned subject matter from a pretest, have become familiar with the format of the test and the testing environment, have developed a strategy. (p. 274)

On the whole, the teacher-researcher adapts a crucial role considering the implementation of a pretest as a measurement and data collection tool; since, both types of testing are considered to be associated and the manner of the application as treatment influences the final outcomes of the pupils' knowledge construction process. Likewise, the information assembled after the application of a language learning pretest certifies the researcher of an action research in what areas to improve instruction and therefore apply the prepared strategies that were specifically created to analyze the final results of this alternative assessment process.

Furthermore, the reaction of a preliminary test cultivates consequential developments and impacts to second language instruction and learning; in this case, vital information is gathered to improve pupils' speaking skill by the implementation of collaborative learning. Phillips & Stawarski (2008) mentioned the necessity of a pretest regarding pupil's instructional process because:

a preliminary measure needs to be taken, so a pretest is generated to determine the extent to which participants understand the specific objectives or content of the program. A pretest can be important in assessing participants' current skills and knowledge so that the learning of additional skills and knowledge can be planned more efficiently. (p. 104)

For absolute circumstances, the presence of weaknesses and lacks regarding pupils' bilingual communicative competence within this action research, demands the attention of English instructors and researchers to improve planned linguistic teaching by the evidence collected from

a pretest. Therefore, Bell & Aldridge (2014) fortified the importance of testing for the acquisition of language owing to “Teachers utilised the pre-test data to help them to decide which aspect of their classroom or their practice would form the core focus of their action research” (p. 96). Undoubtedly, English teachers and researchers are required to monitor a pretest to overcome innovation and consolidation to the knowledge construction process; in order to transform learning into an efficacious and instant learning development. Apart from this, Martella et al. (2013) mentioned that it is essential to take into account that “The pretest might have altered participants’ perceptions of the upcoming class and made the class more effective” (p. 60). In addition, this process of data collection and utilizing pre-testing as a selected dependent instrument is to determine, instruct, and accomplish the improvement of pupil’s oral production in secondary education as well as it:

refers to the threat of improved performance on a posttest that results from a pretest. In other words, simply taking a pretest may improve participants’ scores on a posttest, regardless of whether they received any treatment or instruction in between. (Gay & Mills, 2016, p. 291)

Unquestionably, it is transparent how the results of a pretest control and fulfill the instruction of the English language and as Popham (2001) mentioned that the “pretest results might also tell a teacher that a specific student’s entry-level skills are lots weaker than the teacher had thought. In this case, the evidence indicates that some serious remedial instruction is required” (p.118). Accordingly, for successful conclusions of an AMP, it is necessary to implement different types of testing especially a preliminary test; since this type of test determines the situations of pupils’ knowledge construction baseline aside from a facilitator to unite pupils into a social agent’s community.

3.4.1.3 Post-Test

It should be noted, in inclusion to the instrumentation of this action research the compensations and predominant uses of the data collection tools; such as, standardized testing in which it generates the necessary information to direct the knowledge intentions and improve pupils

speaking skill in the construction process of this AMP. Therefore, it is essential to recognize the function and the effects of testing; in this case, the usages of the posttest and the provision to educational research; hence, a “posttest, is the outcome of the study, the measure of the change or difference resulting from manipulation” (Gay & Mills, 2016, p. 275). As well as that, it is crucial to consider the existent relationship between both types of tests considering in this AMP that mutual assessments function as “alternate forms of instrument to measure the same issues” (Cohen et al., 2007, p. 166). In addition, the situations determined in the pretest will undoubtedly influence and manipulate the engendered results from the applied approaches of the posttest and eventually impact the action research. As Johnson & Christensen (2016) emphasized the vigorous entanglement of these tests during the procedure of this application:

Testing refers to changes that may occur in participants’ scores obtained on the second administration of a test as a result of previously having taken the test. In other words, the experience of having taken a pretest may alter the results obtained on the posttest. (p. 622)

As a consequence, the encouragement regarding the development of a posttest possesses the purpose to defeat pretest circumstances. As clarified by Popham (2001) regarding pupils “post-tests are judged to be meaningfully better than their pretests, teachers should take real pride in this accomplishment—especially if a significant learning outcome is being measured” (p. 137). Moreover, in an educational proposal, the prime objective is to increase pupils’ oral measurements and therefore construct competent English speakers. Subsequently, an alternative of post testing dimensions is that it overcomes the superiority of pupil’s comprehension as Popham(2001) expressed that “significant cognitive skills increases from pretest–to–post-test” (p. 144). Into the bargain, the accretion of higher cognitive skills is generated by the process of instrument testing that is certainly facilitated by the creation of proper education; therefore, the access in pupils to achieve a successful development concerning the English knowledge construction process. Without exception, English teachers exceedingly characterize and encouragement the results that pupils acquire regarding the posttest structure and procedure. As Popham (2001) wisely ascertained “One of the most direct ways a teacher can illegitimately boost students’ pretest–to–post-test gains is by teaching directly toward the actual items on both test forms” (p. 293).

Positively, second language educators possess the ability and intelligence to convey pupils in acquiring prosperous designations, in respect of a posttest as the ability to communicate in English.

Correspondingly, in this educational innovation, language pedagogues adapt the responsibility to instruct pupils in the most satisfactory custom in order to engender the overall advantage of the process in a posttest. Taking into account, it is essential for teachers to manage and acquaintance a proper manipulation of the selected instruments to measure posttest in this AMP. As concluded by Kubiszyn & Borich (2013) an accountable English professor must guidance pupils into successful post testing by the following establishment of tuition:

The following approaches require that you administer the test as a pretest prior to your instruction and as a post-test after your instruction. Ideally, in such a situation the majority of students should answer most of your test items incorrectly on the pretest and correctly on the post-test. (p. 233)

That being the case, the teacher-researcher to conduct this proposal must be tremendously thoughtful with the learning instruction regarding the concept, function, and implementation of a posttest for linguistic study measurements. As highlighted by Gay & Mills (2016) a common teaching miscomprehension about the application and instruction towards a posttest contains increasing probabilities to interfere with the final result of the learning and instruction:

A problem may occur if the researcher uses two different tests, one for pretesting and one for posttesting, and the tests are not of equal difficulty. For example, if the posttest is more difficult than the pretest, improvement may be masked. Alternatively, if the posttest is less difficult than the pretest, it may indicate improvement that is not really present. (p. 225)

As a result, in order to analyze the expected results of a posttest within the data collection tools, professors must instruct the strategies with the same influence from the preliminary test in order to possess valuable and valid information, otherwise further prejudicing might interfere with the purpose of the action research. Moreover, in any educational research the results from the data collection instruments are one of the most crucial aspects of researching; in this case, the

certification of an adequate learning and teaching proposal. As stated by Efron & Ravid (2013) educational researchers “have a higher mean on the posttest compared with the pretest to indicate growth and increased knowledge by all students” (p. 201). Nevertheless, the results of the post-test are the validity and guarantee of pupils communicate competence progression in the knowledge construction process.

As a whole, data collection is a required method for researchers used to recollect crucial information to determine the next objective of the study. Therefore, collecting data can vary depending on the purpose of the investigation, thus, as a remarkable feature data collection serves as a method to recollect, measure, and analyzed all valid and factual information obtained from the participants to then give the next step that is to find out what are those tools that can be applied during the research development. Even though there exist six main data collection tools: questionnaires, focus groups, tests, interviews, observations, and existing data; the implementation of a methodological proposal guarantees the use of tests as a suitable tool that use three distinguished instruments that are capable to evaluate pupils' knowledge and proficiency during the English knowledge construction process, likewise, recognized if the teaching methods used in the schoolroom are getting results. As a consequence, even when there exist numerous research instruments, this AMP requires the use of three valuable tests: diagnostic test, pre-test, and post-test. Consequently, in this AMP is essential to administer a diagnostic test that will diagnostic pupils' proficiency before the knowledge construction process. Then, it is essential the application pre-test instrument which function is to recollect information before the strategy is administered. While the post-test is remarkable in this AMP to measure if the knowledge construction process is accomplished correctly. A significant fact about pre-test and post-test is that one depends on the other one and the pre-test should be administered first, for then apply the post-test. Therefore, when these instruments are well designed and employed in research, they guarantee the validity and consistency of the results that are obtained. Likewise, the function of the instruments in AMP facilitates the data collection that teachers-researchers need to conduct the research. As a result, it is pretended that with the usage of such instruments and strategies pupils obtain an adequate speaking improvement that will ensure them the custom to interact in any environment. Finally, it is presented in the last section the chapter's conclusion that compiles all the information from the research design and methodology of the action research.

3.5 Chapter's Conclusion

The formulation of this chapter of research design and method determines that nowadays researchers count on numerous research methods that are used with specific objectives such as explain and find out possible solutions to existed and current troubles. For researchers is needful ascertain the best research method with the purpose to avoid any particular inconvenient when the results are obtained. Thus, it is remarkable to stress the usage of the action research in this AMP because it pretends to attain and implement the most appropriate and suitable plans to all those educational questions presented during the knowledge construction problem as well as increase the educational instruction, hence, it is the adequate research for teachers' intentions. Moreover, when action research has implemented the improvement of instructional practices is carried out by collaborative support, this means that both pupils and teacher must work together to conduct outstanding results and changes inside the schoolroom. As exploratory action research, it determines the use of the mixed approach that is in charge to study and obtain information by the use of the qualitative and quantitative approach. Both used in single research that benefits researchers to understand and study the phenomena under study. In this case, it deals to expand the English speaking skills of pupils while they work in a collaborative learning space. Researchers using the research approach obtain advantageous benefits while they also obtain numerous meaningful numerical and contextual information, hence, data is analyzed in two different forms.

It is vital to emphasize that once a research method, action research, and the type of approach, mixed approach, are established; one indispensable step in this AMP is the definition of the data collection tool. For researchers, the function of the data collection tools is to provide to the research the most valid and reliable information about those questions established of the problem identified. The selection of a tool should be noteworthy due to every research tool has its own function and characteristics based on the research method and approach. Although data collection tools are essential in the research design and methodology, they present numerous aspects that teachers-researchers need to deal with. It has determined six existential tools for the development of research the survey, tests, questionnaires, focus groups, observations, and existing data; all of them use with their respective type of research. Therefore, in this action research AMP,

it is exposed to the tool of trial instruments by educational testing such as diagnostic, pretest, and posttest. Initially, it is mandatory for the teacher-researcher to implement a diagnostic test in order to measure the knowledge proportion of pupils regarding English language competence. This type of test that diagnoses intelligence is tremendously beneficial to determine the volume of perturbation and therefore to improve English language instruction. In the second place, the determination regarding the diagnostic test enables the continually to proceed with the pretest. The outcomes in a pretest impact the English instruction with the intention to improve linguistic performance, as established in this educational proposal. Taking everything into consideration, a posttest would not exist without the creation of a pretest and as a conclusion the increment of knowledge in pupils' construction process. A pretest and a posttest are indeed a strong attachment and influence to social science research; especially, to English education. Eventually, in a posttest is it proclaimed the consequences of a complete process of testing so as the results in learning and teaching. In this final stage of alternative assessment, the community of English language researchers and teachers drive conclusions to determine whether their proposed strategy and treatment impacted in a successful manner. As a whole, to this action research and AMP, it is significantly essential for the teacher-researcher to take into account the purpose of this proposal and therefore to activate the consciousness of the function that a diagnostic, pretest and posttest has to carry out this educational proposal.

Chapter IV Alternative Methodological Proposal

4.1 Introduction

In the knowledge construction process, it is indispensable to establish a method in which pupils can be benefited while they acquire a language and learn to live in a community with their peers. That is why it is remarkable for teachers to establish an environment where pupils can develop such interaction that will advantage them to increase their self-reliance and connect with others. For Michaels et al. (2007) “The first thing that teachers must do to promote academic conversations is to create a classroom community in which all students feel welcome and each student is encouraged to share his or her promising ideas” (as cited in Colombo, 2011, p. 176). Once this is done, it is essential to recognize how it is pretended to develop an English class where all the participants can be involved and contribute to the knowledge construction process without any undesirable circumstances. Moreover, the obligation of the teacher in the schoolroom is to cultivate the best strategies where pupils can develop easily and efficiently the speaking skill, along with the precise management of the English teaching space. Consequently “In managing the classroom, the teacher is also responsible for creating a positive dynamic where the learners may enjoy their learning experience and feel comfortable speaking in the target language” (Riordan, 2018, p. 183). Without a doubt, exceptional teachers are those whose role is to motivate and encourage pupils the aspiration to learn a second language. Thus, according to Patel & Jain (2008) “Teacher should try always to motivate students to learning the foreign language because motivation provides the necessary encouragement for learning” (p. 15). Then again, despite spoken language tend to be frightening and challenging for pupils; it is remarkable to devise a proposal in which it can assist the teacher’s instruction and more significantly increase pupils’ spoken interaction. As a result, in this chapter is considered three learning strategies; hence, with the implementation of these ones, pupils can demonstrate they are capable to handle the language and interrelate without any difficulties.

Moreover, the purpose of this chapter four pretends to define that speaking abilities require to be strengthened in Costa Rican English schoolroom by defining adequate strategies that will stimulate pupils the acquisition of the language while they interact and make connections with others. Being specifically, it is examined the title of this AMP that is “The Implementation of Collaborative Learning for Improving the Speaking Skill in the English Knowledge Construction

Process”. With this impression, it has the objective to implement a collaborative setting where pupils along with the professor can interrelate and support each other’s knowledge since “Collaborative building requires knowledge of and communication with others” (Russell, 2009, p. 37). Along with this, it is established the justification of the proposal which consists of why this proposal is an adequate alternative in the knowledge construction process, aside from it determines the reason why a professor should take into consideration a proposal like this one to improve English lessons and the pupils’ speaking skill. Hence, it is presented the importance of the segment Alternative Methodological Proposal which underlines the reason why the implementation of a proposal is essential for educational requirements. As well, it attempts to inform the English teacher’s population about the usage of the strategies established in this AMP with the idea to enrich the spoken language of the pupils. According to Weiss (2019) the design of a proposal consists of “To convince the evaluators that a piece of future work could be useful, is opportune and has a good chance of successful completion” (p. 7). As a consequence, it is established three educational strategies that provide the teacher opportunities to improve the knowledge construction process regarding the speaking ability in today’s world; since it has the potential to establish proper control and determination of what people want to share and communicate. Therefore, the elaboration of these strategies permits the settling of the importance, necessity, and scopes that a proposal has when it is applied in the educational system and how essential it is when a problematic presented in the English schoolroom is defeated.

Consequently, in this chapter, it is described each strategy in the section Alternative Methodological Proposal Implementation. On the first hand, it embodies significant information due to it is presented the pupil’s level, the units, themes, the assessment strategies, and the didactic sequences of the skill in which the three strategies should take into consideration. The strategies are created according to the pupils’ level along the determination to encourage them to participate in daily conversations and prepare them to have persistent interaction inside and outside the schoolroom. On the second hand, “It demonstrates and explains a well-organized set of strategies for teaching that invites and supports learning” (Crawford et al., 2005, p. 1). Additionally, each strategy is assigned a title and composed of an objective that seeks for an anticipated idea of what it is pretended to achieve with each strategy; thus, “the objectives are important and reachable” (Weiss , 2019, p. 22). As strategies to be implemented, they follow a sequential process in which

it is expected that teachers can make use of the didactic sequence as it is planned in each strategy. In addition, each procedure is composed of various pieces of evidence that guarantees the English teachers the use of accessible material that will help them when these educational strategies are executed in the English classroom. Lastly, it is taken into account a final evaluation that consists of the possible or expected results that can be reached when an educational strategy is implemented. Thus, as stated by The Organisation for Economic Co-operation and Development (OECD, 2013) it is established that “Evaluation and assessment procedures need to be linked to improvements in teaching” (p. 77). Henceforth, the main purpose of this AMP is to support the English teacher with the intention to upsurge the speaking abilities of today’s pupil’s knowledge and encourage them to be actively at the moment to develop a conversation. Moreover, it is pretended that pupils can develop an English level which guarantees a successful future in personal achievements due to “achievement is mixed with attitude or effort or any other aspect of schooling” (Brown, 2017, p. 83). Nonetheless, it is essential to underline that pupils respond in a positive manner toward those attractive materials and topics that teachers’ device, the same occurs with the design of these strategies. It requests the attention of the pupils and makes sure they can make use of the language without any hesitancy (Briggs et al., 2008, p. 61). Therefore, it is anticipated that the employment of these educational strategies brings progressive results and a noteworthy impact on Costa Rican's society and education. Thus, after the three strategies are designed and described it arrives at a final conclusion of the chapter and the most indispensable ideas in the final segment.

As a whole, what this AMP has in mind is to assist and perfectionist the way teachers in today’s English classroom perform the different tasks focused on speaking skills. The elaboration of this proposal permits to launch the exact importance to the speaking skill as the reading, writing, and listening skill simultaneously value and authority during the knowledge construction process. Nevertheless, in order to dominate this skill, it is indispensable the implementation of a collaborative learning environment where pupils have the opportunity to interact, share ideas, and support each other; hence, it is developed the title of the proposal which consists of “The Implementation of Collaborative Learning for Improving the Speaking Skill in the English Knowledge Construction Process”. Moreover, it has an idea that pupils develop abilities like critical thinking where problems need to be understood and solved, thus, their abilities of communication are increased. In addition, it is presented the justification of the educational

proposal that has as a determination to explain why an educational proposal like this one has benefits for the English teacher and pupils. Subsequently, it is designed three remarkable educational strategies in the segment called Alternative Methodological Proposal, where is given an idea of why this AMP is required in the educational field. However, it is important to set up that the design of a strategy should be based on the interest pupils have nowadays and their English academy level. As strategies to be implemented, it is indispensable to determine the importance these have in the knowledge construction process and why it is a necessity for the teacher the usage of the three strategies with the objective to support their instruction and foster the pupils' speaking abilities. Also, it mentions the scopes this AMP has in the knowledge construction process in pupils from tenth grade and English teachers. In order to implement the AMP, the three strategies take into account the pupils' level, the unit, theme, the assessment strategies, plus the didactic sequences. Equally important, each strategy is allocated a name and an objective to be accomplished, eventually, to make an evaluation of the possible results that can be obtained. As a didactic process, it is significant to select the materials that compose the educational strategies in the evidence section; and lastly, it is seen the importance that this proposal has in the society and in the educational system. As mentioned in this introductory paragraph, chapter four states the title of the AMP; hence, the next segment is presented the proposal's title followed by the justification.

4.2 Title of the Proposal

The Implementation of Collaborative Learning for Improving the Speaking Skill in the English Knowledge Construction Process.

4.3 Justification of the Proposal

English language education in Costa Rica has considerably evolved regarding pupils' academic preparation in the interiors and exteriors of public institutions. Therefore, the incorporation of collaborative learning procedures in the second language teaching and learning space possess the ability to supply the development of pupils speaking skill enabling a competitive bilingual quality and other academic skills that definitely sustains in the course of the knowledge construction process. As a result, Strommen (1991) indicates the ascendancy of collaborative learning in the education nowadays because:

we know that unlike solitary learning, collaborative learning can heighten student motivation as well as catalyze social interaction and integration. Specific academic skills such as high-level reasoning, metacognitive thinking, and an increased willingness to take intellectual risks also evolve from collaborative learning because collaborating students "share the process of constructing their ideas, instead of simply laboring individually. The advantages of this collective effort are that students are able to reflect on and elaborate not just their own ideas, but those of their peers as well. (As cited in Bento et al., 2004, p. 136)

As a matter of fact, oral communicative competence can potentially increase pupils' knowledge of the English language in conjunction with adequate development of the lesson and curriculum within a pedagogical course of action. Nevertheless, in a bilingual community, pupils are constantly presenting complications at the time of acquiring and make use of English speaking skills, consequently, hindering abilities to verbally communicate. On this occasion, Auer et al. (2018) manifest that in the English language education it is a fact that:

students have been facing difficulties in learning English, particularly by producing communication due to lack of confidence to speak, because most of the lessons are mainly based on development of reading and grammar than on speaking skills [4]. Furthermore, the use of traditional methods for teaching English, the low English teachers' level, and lack of pedagogical skills as well as no possibility to practise listening and speaking skills outside the classroom, unfortunately have a negative influence on students' learning progress and their academic results. (p. 579)

As a consequence, the origin of the development of this proposal centralizes on refining pupil's linguistic abilities of the English language by the pedagogical innovation of collaborative learning. In consideration and by the reason that the English language is essential for academic, personal, and labor development that many pupils anticipate for their future. As Auer et al. (2018) contemplate, collaborative learning for prosperous bilingual pupils is significant due to:

within a collaborative and noncompetitive framework as in the past, allowing students not only to learn content, but also to develop social skills, communicative and leadership skills, capable of responding to the labor demands of a globalized developing the cognitive, attitudinal and procedural knowledge in a context of equality and social justice. (p. 294)

Furthermore, the articulation of the English language is certainly not an impediment that pupils overpower individually. Hence, in this proposal, teachers take into consideration the influence on pupils' second language knowledge construction process and outcomes by employing strategies within the planning that enable pupils to master the speaking skill. Jalongo et al. (2006) have a strong belief towards those educators who exploit collaborative learning as a method to fulfill speaking abilities, hence, it is denoted that:

The teacher who engages in collaborative planning is in a far better position to meet the challenges of today's classroom. Through collaboration, teachers can design instruction that provides students with the voice and choice necessary for full participation in a democratic society. Teacher learning becomes connected to student learning and provides teachers with the power, confidence, order, and purposefulness of instruction tied to a coherent, viable, and connected curriculum. (p. 65)

Additionally, the importance of considering and implementing this AMP into pupils' English knowledge construction process is to improve and succeed regarding the necessities that Costa Rican's public board of education has in the development of bilingual verbal competence. Moreover, the community of professionals in English education is required to strengthen and overcome strategies that can possibly contribute and provide more learning opportunities to the academic population. Hence, speaking is a skill that pupils can utilize as a mechanism to communicating as social agents in any surrounding environment. Therefore, Grugeon et al. (2005) argued that:

Spoken language is children's most powerful tool for formulating and expressing their thoughts. Talk offers children an immediate, flexible medium with which they can have an impact on those around them. They learn to use this tool – to become articulate – by

speaking and listening with others. Articulate children are in a strong position. They have the means to do such useful things as question, describe, persuade, inform and speculate. They can use this facility to help themselves understand the social and physical world around them. More than this, they can encourage others to talk to them, giving them a better chance that their fluency in spoken language will make exponential gains. (p. 83)

As a result, this educational AMP recommends to the English pedagogical community the implementation of collaborative learning to provide pupils the opportunity to successfully develop speaking skill inside a language learning classroom. Indeed, it provides the English teacher with the opportunity to improve and make variations to all those routines and procedures during the English classroom that are not getting the expected results on pupils from a high level. However, the improper curriculum planning has affected the acquisition of the English-speaking competence generating boundaries to correctly achieve, with much more reason the skill has become a center of attention to the Ministry of Public Education. Furthermore, this AMP furnishes instructors with a strategy that is able to ameliorate and promote pupils speaking skill in the knowledge construction process; since, the speaking skill has constructed an elevated position in the nation's industry, composing oral communication as a required quality to be considered a victorious pupil. As a result, the function of this proposal is to replace the undesirable characteristics that prevent pupils from learning by supplying the English curriculum with constant speaking interaction as it is the strategy of collaborative learning. Continuously, the following segment provides details about the application and procedure of this AMP as its practical strategies that teachers and pupils can depend on to increase the experience regarding the English language spoken interaction.

4.4 Alternative Methodological Proposal

In consideration, it is introduced the alternative methodological proposal to indicate the necessity and the importance of considering influential up to date innovated strategies for the development of English communicative interaction in the Costa Rican educational system. Thus, as Bou-Franch & Garcés-Conejos (2003) stated “we make a methodological proposal for use in foreign language instruction” (p. 1) with the idea to implement real innovative educational plans designed to accomplish teachers' and pupils' necessities. Undeniably, when innovative ideas are

applied to today's English schoolrooms wonderful facts can come about, as for instance; "educational innovations can improve learning outcomes and the quality of education provision. For example, changes in the educational system or in teaching methods can help customise the educational process" (OECD, 2016, p. 13). Therefore, the reason for these innovative strategies established in this AMP is to fulfill the requirements to learn in a modern manner the English language with the support of alternatives in the English classroom to improve pupils' oral communication skills and the foster knowledge construction process. Moreover, it is essential that "One future trend is to incorporate into the curriculum teaching strategies that gradually lead students from a teacher-centered approach to a student-centered one" (de Cássia Veiga Marriott & Lupion Torres, 2008, p. 248). In most circumstances, within the educational system, the learning objectives of a second language are inappropriately achieved in their fullness, leading teachers to generate innovative strategies to decrease the presence of impediments in learning, teaching, and assessment. As wisely mentioned by Nakamori (2020):

The ability to define a problem and a path to the answer (new knowledge), that is, the ability to create a strategy for knowledge construction. This must include a viewpoint of knowledge construction and principles to evaluate the constructed knowledge. (p. 102)

Indeed, the implementation of innovative learning procedures construct a comfortable and efficacious environment for learning the modern English language. In this case, for English professors there exists a necessity on increasing the English acquisition regarding speaking skills; since it is a prosperous aspect in the global communicative competence as well as for personal life contexts. As a result, English instructors are in the duty and willing to apply modifications in relation to learning and teaching within the knowledge constructions process with the target to strengthen pupils' pedagogical guidelines regarding classroom tasks. As Steinbring (2005) stated it is indispensable "the construction of good classroom material and the development of practical offers for the pedagogical designing of the instruction as well as the elaboration and trial of teaching methods for supporting the students' learning processes" (p. 12). Thus, additional adaptations to the knowledge construction process can provide teachers the ability and aptitude to create as implement advantageous strategies that sustain the pedagogical learning procedure. Therefore, the employment of the following three strategies established in this AMP operates

adequately along with collaborative learning method. As a whole, for all public high schools where English is a priority subject, the achievements of these strategies are a requirement to combine with collaborative learning; since learning English demands a proper ambiance and construction. As Plummer (2011) mentioned “This sharing and talking can be a highly effective and motivating way of learning for most children. It also, of course, helps to foster effective use and understanding of social communication, providing opportunities for encouraging collaborative, respectful relationships” (p. 75).

Additionally, it is designed the strategy “Believe in yourself” and represents the initial tactic to implement into the knowledge construction process of this AMP and its foremost occupation is to express the social language abilities to a certain extent that listeners and speakers can effortlessly comprehend in the establishment of an oral conversation. As a result, professionals in the field of education state the importance teachers should have regarding the implementation of pragmatic language into an English language classroom. As Ishihara & Cohen (2010) specified:

It would be a teachers’ immediate concern, for instance, to know how to communicate to their students the importance of having pragmatic ability in the L2, how to direct learners’ attention to features of sociocultural context, and how to elicit and assess learners’ pragmatic use of language (p. 37)

Furthermore, the assessment strategy established for this initial educational proposal is powerfully related to social contexts, which is abundantly involved in the knowledge construction within English and pragmatic language. This strategy has the goal to reinforce pupils’ abilities to speak appropriately depending on the social scene they are found in and increase their self-confidence at the time to communicate with others. In other words, pupils have the chance to maintain a conversation where eye contact, body expression, and language form can be put into practice and be evaluated to successful near results. Additionally, as in this case, the assessment strategy involves the exchange of expressions in a face-to-face interchange related to a job or occupation status. It is affirmed by Frey et al. (2009) that “In a face-to-face conversation, we construct meaning not just from the content of words but also from the gestures, movement, and expressions that our partners or groupmates use” (p. 38). Hence, pupils can successfully

increase their English knowledge construction process and speaking ability within the appropriate social and context manner that can be built in the schoolroom.

Equally important, it is established the second strategy to be administered in the knowledge construction process also to pupil's practical experience during the study classroom, therefore, to acquire the ability to speak and exchange meaning with total clearness and comprehension. Indeed, due to the importance of communicative competence in the English language, it is delivered the implementation of this strategy, specifically, taking into account the variable of speaking skill and the indicator fluency to achieve an elevated bilingual status. As the purpose of these strategies, this proposal leads to the encouragement of pupil's knowledge construction process involving the English learning through the implementation of speaking tasks; in this respect, convey repetitive conversations with other pupils in the classroom to carry out and strengthen fluency necessities. For that reason, it is considered that fluency during the English classroom can effectively serve as a way to perform an innovative strategy in a learning space; since it compasses a range of necessary elements and challenges to become competent and proficient bilingual pupils. As Wood (2010) mentioned "Fluency differs from the other elements of oral proficiency in one important respect: whereas such elements as idiomaticness, appropriateness, lexical range, and syntactic complexity can all be assigned to linguistic knowledge, fluency is purely a performance phenomenon" (p. 18). As a matter of fact, by the proposed procedure of this strategy "Come and tell what you are thinking about" it is expected from pupils to achieve a high level of creative production and judgments about others' opinions; at the same time, this procedure contains the necessary preparation for the verbal competence that tenth-grade pupils should develop to become an effortless and expressive English fluent speaker. As stated by Obi (2019) "I define conversational fluency as the ability to understand the great majority of what you hear, and being able to express the majority of what you want to say with relatively low effort" (p. 36). To culminate, fluency is an essential indicator that absolute the variable of speaking skill in the knowledge construction process providing pupils the opportunity to properly learn the language as the ability to express what one desires without hesitation and in the most comprehensible way.

Apart from this, the final strategy conventional as "Let's have fun and socialization" narrows an interactive small group movement that enables pupils the ability to reinforce the

speaking skill within specific conversations related to social media and literature content. Furthermore, due to each one of these strategies is implemented the tactic small group work, it is possible that pupil's convenience for learning superior verbal aspects of the English language during the knowledge construction process. As Exley & Dennick (2004) asserted:

In a small group student can be encouraged to talk, think and share much more readily than in a larger group. Communication is at the heart of small group teaching of any kind and a crucial first step is the willingness of the students to speak to the tutor and to each other. (p. 3)

Hence, group work has better results when communication and interaction between each other are abundant and rewarding. In particular, to the proposal, it is manifested that inside the English classroom and throughout the participation of small groups, pupils can produce a confrontational and detailed dialogue related to social aspects as memes, videos, posts, among others. Not to mention that when these topics are introduced pupils develop a kind of attentiveness due to it is used elements that are found commonly in any social media. Further, it is a fact that, in many cases, pupils acquire more knowledge through non-traditional learning such as the use of social media (Ito et al., 2019, p. 21). Moreover, the implementation of this third strategy has the intention to be completed in the knowledge construction process with the target to accredit pupils and the professor to have the appropriate proficiency to transform the nation into a bilingual community.

4.4.1 Importance

The indispensable idea to implement a methodological proposal into the knowledge construction process is because it encourages teachers to enrich their tuition method and assist them with new initiatives to develop in an English class. Furthermore, the implementation of these three strategies for improving and enriching pupils' spoken interaction in the knowledge construction process guarantees a profitable future where pupils are capable to develop an interactive conversation without hesitation and with a thorough firmness. Thus, "In this context, this proposal is focused on help organizations to select the right strategy to implement process

improvements in an appropriate way according to the specific context” (Rocha et al., 2014, p. 295). Even though these strategies are conducted with the tenacity to apply them to diverse groups of pupils from different places, it is the teacher’s choice of how and when it is the right moment to implement them to assurance a positive effect in the improvement of the skill. In effect, the application of the educational strategies fosters the pupils’ participation in conversations, formal and informal discussions, interviews, role-plays, among others collaborating tasks. Afterward, teachers should recognize the profile of each pupil in order to implement the adequate strategy, hence, as stated by Ruitter & Dang (2005) “In order to promote effective conversation, E.S.L. teachers should take the time to discover what interests their students” (p. 215). Indeed, the major purpose for these strategies is that they have the objective to implement more oral tasks rather than reading or writing tasks due to the position that exists in today’s world to express verbally or by the use of body language that is increasing significantly and pupils should know how to manage it to affront the world in where they are living. More exactly, according to Ruitter & Dang (2005) “Teaching oral English first, before reading and writing, eases language learning for students” (p. 17). In fact, these three strategies point out the importance that pupils respond better to all those tasks that are performed in small tiny groups that encompass movement, participation, interaction, and collaboration. In that manner, pupils not just foster the ability of interaction, but also to take responsibilities as a member of groups where decisions are making and others’ ideas are supported. The objective of the tasks during the knowledge construction process is to ensure pupils’ active participation concentrating on helping others too to get to the right level that will benefit them. Significantly as stated by Jamshidnejad (2020):

The choice of elicitation task in oral communication studies is important since it allows us to tease apart the differences in our research findings related to the learning context or the language learners. Different kinds of tasks can be employed to identify and elicit learners’ oral performance from different L2 interactions. (p. 142)

Equally essential, it is elaborated the active strategies with the importance that pupils’ speaking abilities are foster and the English teachers’ population can make use of them to change the mode of the instruction and guarantee an innovation into their English classes.

4.4.2 Necessity

Through the compose of this AMP, it has considered that there exists an enormous necessity to implement updated strategies into the educational field with the determination to nurture the knowledge construction process and procure an English proficiency level on tenth-grade pupils. Although one of the main teacher's objectives is to improve English speaking ability, there are some requirements that need to be solved and fortified like the interaction that is giving during the lessons. After all, the interaction pupils have in the English classroom is not sufficient and the usage of the mother tongue is commonly rather than the foreign language to communicate with their peers and with the professor. Thus, it is pretended that such interaction can be given using English as a foreign language by implanting such strategies in the knowledge construction process to have better interaction and results. Nevertheless, when there is such interaction in a teaching space, Gibbons (2014) explained and put "interaction and dialogue at the heart of the learning process because they construct the resources for thinking" (p. 32). In addition, the English level of a pupil determines the pupil's participation and interaction, as well as the instruction process evidences how well the English teacher encourages pupils to learn and participate with total confidence during the lessons. "At the same time, as you build speaking confidence, you might find yourself wanting to become more civically engaged, speaking up and sharing ideas beyond the classroom as well" (Gamble & Gamble, 2018, p. 4). Certainly, part of the necessity in the English teaching space is to foment an environment where pupils can cultivate those cognitive skills that let them make a decision and organize them for a future, hence, "Broadly speaking, language learning is seen as a cognitive skill that is developed and honed through interaction with other users in a specific learning environment" (Silver et al., 2009, p. 2). Without a doubt, what it is necessary in the knowledge construction process with these stratagems is that both teachers and pupils have the possibility to evolve in the way of teaching and learning style, therefore, there is an obligation for finding what are the best strategies that can be implemented in an English lesson where speaking skill needs to be reinforced with the help of collaborative work. Indeed, it is transcendental to be adapted from a curriculum in which assume that pupils in the twenty-first century can advance communicative skills and can empathize with others while they are capable to recognize and appreciate what others believe and feel (Hannam & Echeverria, 2009, p. 60). Moreover, Costa Rican's education advocates for the formation of bilingual citizens capable to

become agents of change where day-to-day problems can be mended and innovative ideas prospered by young people. That is why Hannam & Echeverria (2009) have found that:

In this new world of the twenty-first century we need a population that is growing into full adult maturity, capable of seeking a moral future; a population capable of making collaborative, creative moral judgements where sometimes their own short-term interest is laid aside for the wider interest of humanity over the whole earth. (p. 60)

Moreover, there persists an immediate necessity to become the English language as a national priority in each institution in the different territory of the country since it is capable to encourage young people to develop an ample profile of experiences and faster growth. Nevertheless, expose pupils to constantly oral practice enables them to obtain a secured future where conversational skills will not be a problem to care about if they are practiced and strengthen during the knowledge construction process.

4.4.2 *Scopes*

What this AMP wants to focus on is how those needs that teachers present in the English knowledge construction process can be figured out by the implementation of three innovated educational strategies that take into consideration a didactic sequence that follows several steps to measure the pupils' outcomes. Moreover, the didactic sequence has the objective to expose pupils to work in pairs or in a small group while interaction is given and ideas and opinions are shared (Rijlaarsdam et., 2005). Therefore, each strategy deliberated in this proposal is directed to stimulate and support the instruction of speaking skills and improve the way pupils share thoughts and beliefs with others in the same closed space. These strategies make use of a collaborative approach with the objective to expose pupils to work together to find and resolve daily problems. Regarding to Frey et al. (2009) they have into account that:

Productive group work provides students an opportunity to collaborate to complete specific tasks. Sometimes the teacher develops and guides these tasks, and other times the tasks are

student initiated and student led. Regardless, these tasks provide students an opportunity to work together to solve problems, discover information, and complete projects. (p. 7)

Additionally, what it is pretended to reach with the implementation of this proposal in the English knowledge construction process is that every pupil feels comfortable and the teacher can be sure that pupils' achievement has completed. As a consequence, with the idea of putting pupils to work in small groups through each strategy, Frey et al. (2009) considered that "The best productive group work tasks allow students to apply what they have learned during teacher-modeled focus lessons and guided instruction, and they prepare students for independent learning, which is the ultimate goal of instruction" (p. 7). Moreover, it is foreseeable that pupils through the implementation of collaborative learning for improving their communicative skills can reach a precise level of English where they can express themselves without any difficulty. A relentless problem that should be overthrow in today's educational system is the presence of a quiet classroom where pupils do not have ample participation in the classroom, hence, the teachers' role is to take advantage of that silence and embolden every pupil to have more contact with the class. Accordingly, Ellis (2007) mentioned that the silence in a class has a significant effect, thus:

Although a student may be silent it does not mean that they are not learning and taking in vast amounts of knowledge about English. They are. Students should not be forced to speak; they will speak when they are ready. And when they do speak you will probably be surprised at the level and quality of their spoken English. (pp. 161-162)

In fact, participation in classes should be erupted based on those strategies that have the purpose to encourage pupils to improve social skills, have better academic achievement, and of course; reduce the level of anxiety, construct sureness, responsibilities, and friendliness. The goal of guiding a community of pupils of tenth grade towards a social success implies help them to improve an oral skill which has an eminent demand in the labor world. The end result of this proposal is to divulge to every teacher some ideas with the intention that pupils overcome the fear of speaking and improve it through innovative ideas.

In brief, the creation of this AMP is adjustable regarding the nation's position and requirement of the English language. In particular, high school pupils in Costa Rica have the mandatory to graduate as bilingual speakers; therefore, the implementation of this proposal dispenses a variety of assistance to learn and teach verbal communicative aspects of the language. As a consequence, it was investigated influential indicators that have a tremendous impact on the knowledge construction process. At the same time, they function as noteworthy aspects to be implemented in each strategy, such as pragmatic language, fluency, and small group learning that is only worth applying by the affection and environment of collaborative learning. In addition to this, it is focused on the speaking skill that has an impact on today's English lessons and serves to increase pupil's manipulation of the second language. Unquestionably, the importance of applying the strategies within this AMP with the conception to foster the knowledge construction process is to inspire teachers and pupils through the process of instruction and acquisition of fluent English. On the other hand, the elaborated exclusive strategies to this educational proposal is a fundamental learning and teaching experience that the pupils and teachers of public education should enjoy and take advantage of to intensify the individual level regarding oral communicative competence. Subsequently, for professionals in the area of English education, it is exceedingly necessary for pupils to achieve the proposed process as expected results. Hence, the method of collaborative learning was preferred due to all the range it provides to pupils who need to fulfill skills like speaking and interaction with other peers. As a final statement, the following segment provides detailed information related to the implementation and steps of the already mentioned alternative methodological proposal as a function to adjust and fortify aspects of the knowledge construction process of the English formation regarding pupils of tenth grade.

4.5 Alternative Methodological Proposal Implementation

To elaborate each one of the strategies in this AMP it was taking into account three indicators from nine of them. Moreover, it is essential to make emphasize how they are divided and structured. Thus, the three strategies are designed with the aim to be applied to pupils from tenth grade and are substantiated by their respective unit, theme, assessment strategy, and by a didactic sequence of the speaking skill. To start, these strategies are implemented using units one, two, and four from the English syllabus from MEP, 2016. Moreover, the first strategy has the

purpose to use the theme “working to live or living to work?” where pupils are encouraged to manage a conversation and at the same time asking and responding questions considering the role of the social skills. Then, the second strategy is based on the theme of “The reviews are in”, with the idea that pupils share experiences and ideas regarding the topic in a smooth means with their peers. Lastly, the third strategy makes usage of the theme “thumbs up/ thumbs down”, where pupils’ main priority is to interact with others peers or in small groups providing their own opinions. Moreover, it is paramount that each strategy makes usage of the assessment strategy, thus, it is taking into consideration the assessment strategy “produces face to face conversations and interviews about personal experiences, feelings, opinions, and reactions about a job or occupation” for the first strategy; then, “repeats what has been said and conveys this information to another person” for the second strategy; and “interacts in a face to face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos when interacting in pairs or small groups” for the third strategy. As a necessity, it is required that the design of these educational strategies follows a didactic sequence of spoken interaction. Thus, in general it is carry out a didactic sequence for each strategy which is stipulated and composed by a successive order of planning, organizing, rehearsing, and interacting/ describing. As a result, what it is remarkable to make acknowledge about each sequence of the spoken interaction is that each one of them requires a specific order and should be accomplished no matter what, with the objective to achieve the expected outcomes through the implementation of each task.

In addition, regarding the implementation of the alternative methodological proposal, it is a requirement to recognize that each strategy is composed of a name, objective, process, evidence, and evaluation with the intention to establish a proper manipulation and for the obtainment of successful results. Thus, in the first place, the name “Believe in myself” is provided for the initial strategy, in the second place the establishment of “Come and tell what you are thinking about” is accurately created for the second strategy, and last but not least strategy it is assembled the name “Let’s have fun and socialization”. In the same way, it is significant to have the acknowledgment of each strategy’s objective, as in the opening procedure it denominates to impact the abilities in pragmatic language by implementing interviews or conversations in order to increase the quality within the speaking skill of the knowledge construction process. Consequently, along with the objective that is suggested, educators expect to improve pupils learning environment and

ameliorate the teaching process by employing interviews or face-to-face conversations as an inducement to amplify method of the communicative competence within diverse social contexts. Moreover, within the strategy “Come tell what you are thinking about” the conventional objective is to expand pupil’s fluent and confident capacity to express meaning by the performance of aloud their opinions, ideas, and responses in an interactive exchange with a peer. As a result, the purpose of the second objective is that pupils can share information with peer classmates becoming critical thinkers while they acquire and produce proper elements incorporated in fluency. Ultimately, for the last strategy its objective is to interchange verbal communication in small group learning by the establishment of conversations related to social media. In relation, the focus of “Let’s have fun and socialization” is to elevate pupils' potential to exchange information collaboratively through small group learning by the establishment of speech involving web-based broadcasts such as memes, comics, posts, poems, blogs, and others.

Equally important, all the educational strategies in this AMP are composed of a set of actions in order to correctly accomplish the pretended objective. As in this case, with the process of the primary strategy, it is anticipated that pupils convert all their oral communicative knowledge into a status of the domain that can assistance the academic, labor, and personal lifecycle that a community requests. Thus, introducing the teaching and learning within the strategy “Believe in myself” provides the advantage to acquire the English language by the essential instruction of pragmatics. Moreover, the AMP looks forward to provide pupils the ability to speak fittingly in unique social scenarios reinforcing the strategy in a collaborative environment, granting pupils the facility to conduct a conversation, and maintaining adequacies regarding the social circumstance. Sequentially, in the course of application of the strategy “Come tell what you are thinking about”, it is expected that pupils increase their speaking skill abilities and became greater and competent social agents of the English language. Hence, the alliance of fluency in the knowledge construction process enables pupils the intelligence to communicate in an interactive atmosphere, unlocking the necessary elements manifested in this area of speech, at the same time, the awareness of conveying a discussion with another person in a comprehensive manner. Furthermore, for the third strategy is desired to promote a superior source of knowledge regarding communicative competence, conceding pupils a high-quality skill when it comes to speaking. Therefore, by the usage of this innovated strategy of learning in small groups, it is expected to create a sociable environment

reinforcing the method with collaborative learning and engaging pupils in speaking tasks with others classmates in the English language, becoming competitive bilingual speakers.

Apart from the previous component, it is also necessary to maintain acknowledgment of the pieces of evidence that satisfy the three sets of strategies projected in this alternative methodological proposal. First and foremost, the evidence of the initial strategy is sustained by the employment of speaking tasks in which pupils are assigned random labor dedicated to establish a collaborative interview or conversation and share a variety of opinions and expressions with a peer; since the theme of job and occupations provides a variety of options in relation to different social positions, pupils are able to develop their pragmatic language skills; therefore, to enhance the oral performance. Consequently, the evidence of the second strategy is composed by oral transmission between pupils, in this case, the instruction is to require creative exchanges of opinions and reactions to represent the verbal practice of English and it consists of constant repetition of words to develop a proper acquisition of the elements involved in the fluency system; in this way, the constant repetition that pupils experienced can strengthen the accurate expression of a dialogue. Last but not least, the evidence of the third strategy involves communicative competence in a face-to-face manner; in other words, oral communication and entails developing conversations in pair or small group collaboration using topics as tweets, blogs, poems, videos, memes, comics, and others. As a result, this strategy aims pupils to produce confrontable dialogues and fortify the ability to socialize in small groups accomplishing the objective established in the knowledge construction process regarding collaborative learning and bilingualism.

Ultimately, the final component that completes the constitution of the trial strategies is evaluation; hence, it is for that reason that it is a means to appraise each assessment strategy chosen in each plan. To begin with, the first strategy concerns the learning of a speaking skill tasks about jobs and occupations by the experience of collaborative interviews. As a significance, to assess the procedure of this strategy it is a requirement for educators to guide pupils in this process by means of feedback, a preview observation of the task, and provide the adequate vocabulary to suit the expertise of social language skills; therefore, pupils can take advantage of it with the aim to express ideas in English clearly in diverse social contexts. Furthermore, the second strategy focuses on the development of reiteration to carry out a pair conversation in the target language by demonstrating

judgments opinions and expressions in accordance to films and stories. As a result, in order to accomplish and evaluate the projected objective, English instructors are obligated to provide pupils the particular assistance, orientation, and correction during the implementation of the strategy to overcome the necessity in speaking under the fluency system; therefore, effectuating the purposes of the AMP and knowledge construction process. Eventually, the process of evaluation for the final strategy exposes pupils to a conversational task about social media and literature, in which the incorporation and exchange of discussion are developed in a small group environment. As an expected outcome, in order for the teacher to analyze the progress of the strategy, it is a necessity as educators to properly acquire the role of an English language mentor to enable ideas, keywords, vocabulary, and motivation, providing pupils the confidence to speak with other classmates during the knowledge construction process.

In essence, the implementation of this AMP has the determination to design a strategy where is taking into account some aspects like the pupils' level. In this occasion, it is prepared three educational strategies with the significant characteristic that encompass pupils from an advanced level where their capacity of spoken interaction is bigger than inferior levels. Thus, to formulate these strategies are contemplated the following topics such as working to live or living to work, the reviews are in, and thumbs up/ thumbs down where pupils have the challenge to share, interact, collaborate, and have active participation during the English knowledge construction process. Once the theme is established; the next step is to select for each strategy an assessment strategy where pupils can demonstrate their capacity to interact in a face to face conversation where opinions, experiences, beliefs, or ideas are shared. Moreover, one indispensable feature of these strategies is that they are obligated to follow a didactic sequence; checking, planning, organizing, rehearsing, and interacting where tasks need to be performed successively where pupils' outcomes are reflected through that process. On the other hand, it is essential to comprehend the composition of the trial set of strategies incorporated in this AMP. To begin with, it is important to realize that each strategy is assigned a unique name; therefore, it facilitates the investigators and the instructors who would like to implement this educational innovation. Moreover, objectives are followed along with the employment of these strategies in order to have a clear understanding of what is expected in the gaining of each result. Furthermore, each of the strategy's functions is consolidated with a designated procedure, in order to successfully achieve the previously established objectives of the

proposals. As well as that, the composition of each strategy is followed by the sequence of pieces of evidence; in which, its main purpose is to demonstrate the achievements of each one of the Educational strategy. Last but not least, the final composition of a strategy is the evaluation, in this case, English professors are the primary source of involvement in order to achieve this section of the implementation and the success regarding the final stage of the procedure to overcome the AMP. Sequentially, in the following point, it is described in detail the first teaching strategy involved in this alternative methodological proposal to facilitate teachers' instruction and pupils of tenth grade the ability to overcome the speaking skill in the knowledge construction process.

4.5.1 Description of the First Teaching Strategy

Name of the strategy:

Believe in myself

Objective of the strategy:

To transmit assurance when pupils communicate pragmatically in order to state English speaking skills when producing face to face conversations and interviews about job/ occupations.

Variable:

Speaking Skill

Indicator:

Pragmatic language

Level:

Tenth grade

Unit:

One

Scenario:

Love What We Do!

Theme:

Working to Live or Living to Work?

Assessment strategy:

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

Didactic sequence:

- Planning
- Organizing
- Rehearsing
- Interacting
- Describing

Implementation of the first strategy:

The first strategy implemented in this AMP is named Believe in myself which has the purpose to be applied to pupils from the tenth grade of public educational high schools with the determination to reinforce and increase communicative skills with people in different social contexts. To elaborate this strategy, it is recognized an indispensable association between the variable, indicator, objective, and the assessment strategy. That is why that it is set out the indicator pragmatic language in this first strategy where pupils should make use of social language skills to develop the most appropriate interaction with others. Moreover, it is taken into account the MEP's English syllabus from 2016 to base this strategy which requires the usage of a didactic sequence that determines the correct performance of diverse and innovative tasks during the knowledge construction process. Therefore, it is also required an assessment strategy that determines if pupils from tenth grade can achieve face to face conversations or interviews about personal experiences, feelings, opinions, and reactions about a job or occupation. In fact, considering this assessment strategy, pupils have the opportunity not just to achieve the speaking skill but also the opportunity

to reinforce and learn how to talk pragmatically in a specific situation. As a result, it is started by the first stage of the didactic sequence.

Planning

The teacher starts the lesson by putting in a table three cardboard boxes where each one of them has a blank space where the teacher writes the following vocabulary: challenges, rewards, stress. After that, as an example, he/she demonstrates to the pupils the picture of a fireman and expresses that the fireman has the challenge, makes emphasis on the word challenge, to save people and animals from different circumstances. The teacher puts into the cardboard box, in which the word “challenges” was written, the picture. Subsequently, he/she shows another picture of a lawyer and asks pupils if it is a challenge, reward, or a stressful job/ occupation. Then, the teacher puts into the cardboard box the picture according to what the pupils said. After that, the teacher asks pupils to get in pairs and provides to each pair three picture cards with a job/occupation on them (occupations studied in the previous lessons such as accountant, actor, architect, artist, assembler, baker, bus driver, butcher, construction worker, farmer, delivery person, firefighter, fisherman, lawyer, pharmacist, police officer, taxi driver, or waiter). Furthermore, the teacher sets a time in order to pupils converse face to face with their peers about which one of the pictures they think is the most stressful, challenge, and rewarding job/occupation. Pupils provide personal experiences, feelings, opinions and reactions about a job or occupation, then pupils come in front of the classroom and put the picture into the cardboard box according to their opinions and reactions.



Source: https://www.kindpng.com/picc/m/147-1476305_cardboard-box-open-png-clip-art-cardboard-box.png

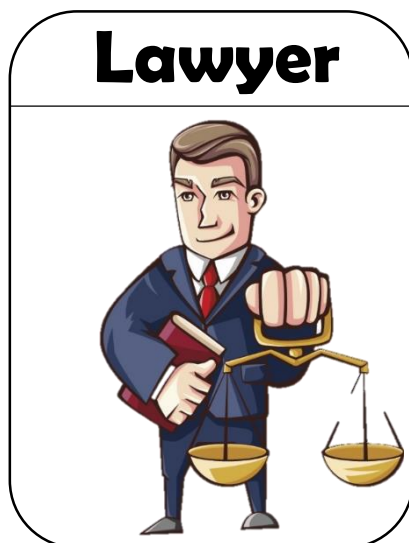
Vocabulary:

Challenges	Stress	Rewards
------------	--------	---------

Source: Own elaboration



Source: https://favpng.com/png_view/cartoon-fireman-png/aX9ns66P



Source: https://www.pclipart.com/pindetail/iRJhTJb_lawyer-clip-art-female-lawyer-clip-art-png/

Organizing

The teacher invites pupils to stand up and select a picture card from the previous cardboard boxes and choose a classmate to work with in this stage. The teacher explains to the pupils they are going to handle a speed job interview, but first, pupils organize a face to face conversation in which they have to talk for a minute about personal experiences, feelings, opinions and reactions about the job/occupation they obtained before the job interview. According to the information they produce, the teacher provides to each pupil an envelope with a correspondence from a company where they have to send them back a response with their personal information, personal experience, their feelings opinions, and reactions about the job/occupation; their strength, the weakness, and the reason of why they are applying for a job position. Pupils write their name on the envelope.



Source: https://p.kindpng.com/picc/s/231-2318846_envelope-hd-png-download.png



Generic Support Company

Sept 8, 2019, 2:56 PM   

Hello,

We appreciate your interest in our company, we are interesting to request additional information and set up a job interview. Please, we require some extra information about you as the following: personal information, personal experience, their feelings opinions, and reactions about the job/occupation; their strength, the weakness, and the reason of why they are applying for a job position.

Let us know more about you

Again, thanks

 Reply

 Forward

Source: <https://www.groovehq.com/blog/wp-content/uploads/2019/12/auto-reply-email1-1024x512.png>

To

Subject

Source: https://static.tildacdn.com/tild6436-6562-4638-b338-323965623837/email_no.jpg

Rehearsing

Once pupils had written the information required, the teacher asks pupils to put the information in the envelope and keep it to the following tasks. Then, each pair receives a print in order to brainstorm some popular interview questions in which seven questions are already made and the other three questions pupils have to create them of their own interest related to a job/occupation interview. Pupils must take into account grammar structures as: can/could, to begin the question; and transition words to change the topic in a conversation (anyway, by the way, there is something else I wanted to mention). Before starting the speed job interview, the teacher sets 10 minutes in order that pupils practice orally a face-to-face conversation about their personal experiences, feelings, opinions, and reactions about the job/occupation as well as answer each one of the questions. Pupils change roles, one is an interviewee and the another one an interviewer. The teacher enhances pupils that it is essential to set a formal character for the interview where body language, personal presentation, gestures, facial expressions, eye contact, intelligence, tone of voice among others that need to be considered. The teacher walks, around the classroom and monitor pupils' tasks.

Instruction: Pair with your classmate and analyze possible responses for each question related to a job/occupation interview. Then, elaborate three additional questions taking into account grammar structures **can/could** to begin the question.

1. *Could you tell me more about yourself?*
2. *Can you work under pressure?*
3. *Could you work extra hours?*
4. *Can you handle stress and pressure?*
5. *Can you explain why should I hire you?*
6. *Can you tell me where did you hear about us?*
7. *Can you work on Sunday?*
8. _____
9. _____
10. _____

Source: Own elaboration

Planning

The teacher divides the class into two groups: interviewers and candidates. Those candidates should hand their envelopes to the teacher. The teacher explains that those candidates looking for a job have to move around the classroom and produces face-to-face conversation about their personal experiences, feelings, opinions, and reactions about the job/occupation to each interviewer. Moreover, the interviewer asks the questions studied in the previous stage. Each interviewee must be interrogated at least five times, two minutes for each conversation. At the beginning of this task, the interviewers are provided an envelope and a sheet of paper in which they have to take notes of the responses of each candidate. The teacher sets a time to start each interview and when he/she says "stop" pupils change the pair. When the time has passed, each pupil goes back to their own seats

Candidate's information	Occupation	Experience	Qualities used in a potential interview	Is he/she a good candidate?
			Yes-No	Yes-No
			Yes-No	Yes-No
			Yes-No	Yes-No
			Yes-No	Yes-No
			Yes-No	Yes-No

Source: Own elaboration

Describing

The teacher asks those pupils who have an envelope to open it and read in silence the email that a classmate wrote. Moreover, once the interviewers have read the email, the teacher asks the interviewers to check their notes and compare them to the email they got. Each interviewer checks if the person who wrote the email is or not in his/her list of interviewees and reviews the results of the conversations they had. Then, the teacher asks those interviewers to get in pairs with the person who wrote the email. The interviewer produces face-to-face conversations about opinions and reactions about the job/occupation of the aspirant. Finally, the teacher provides to each pair a worksheet named “INTERVIEW RATING CHART”. The pupils’ duty as interviewer is to rate some qualities used in a potential interview that were already put into practice in previous stage. The interviewer decides if this candidate is adequate or not for the job position.

INTERVIEW RATING CHART

Interviewer: _____

Interviewee: _____

Occupation: _____

YES

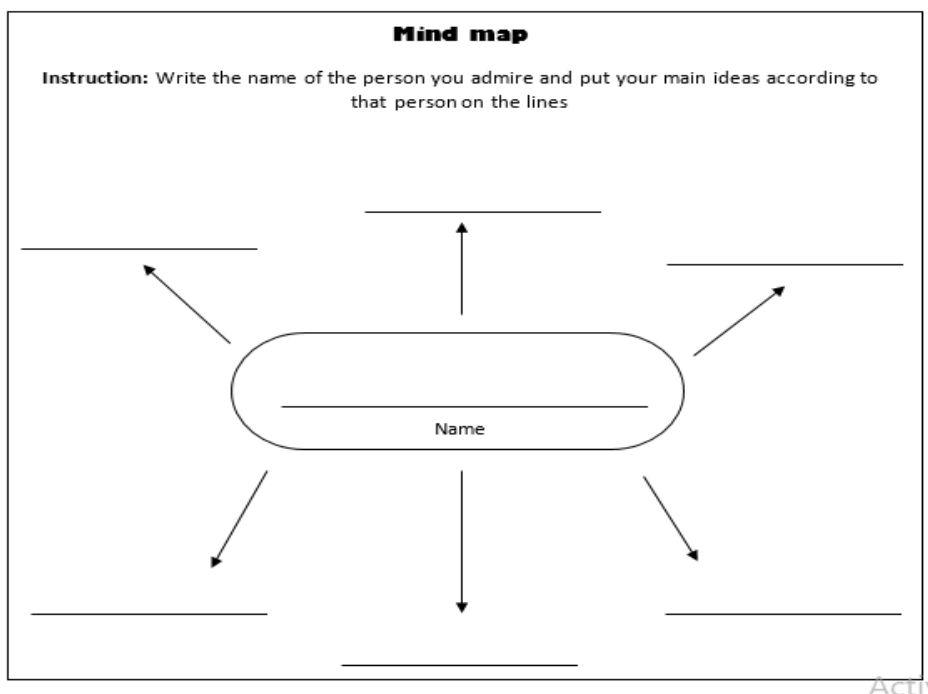
NO

	YES	NO
Body language		
Facial expressions		
Personal presentation		
Gesture		
Eye contact		
Posture		
Personality		
Intelligence		

Source: Own elaboration

Evaluation:

The teacher explains to pupils that all of them have the bright opportunity to meet and choose a Costa Rican person whose job has important and remarkable labor in today's community or someone they admire. This person could be a well-known journalist, a soccer player, a lawyer, a doctor, an astronaut, or a farmer. After pupils have selected the person, it is indispensable to highlight that in order to meet him/ her they have the duty to make a research of these people to find reliable information of their occupations, their labor nowadays, and interesting facts about them. Furthermore, the teacher hands out to every pupil a mind map where they have to note their six main ideas about the person selected. Subsequently, in pairs, pupils have to produce face to face exchanges about the characteristic about this person they would like to meet, who he/she is, the reason they want to meet him/her, and the information they gathered. Moreover, pupils have to provide opinions, feelings, and reactions about this person's job/ occupation and why it is indispensable for today's society.



Source: Own elaboration

4.5.2 Description of the Second Teaching Strategy

Name of the strategy:

Come and tell what are you thinking about

Objective of the strategy:

To express information regarding topics of pupil's interest in order to reinforce their English-speaking skills with the intention to repeat and convey information to another person.

Variable:

Speaking Skill

Indicator:

Fluency

Level:

Tenth grade

Unit:

Two

Scenario:

Stories Come in All Shapes and Size

Theme:

The Reviews Are In

Assessment strategy:

SI.1 Repeats what has been said and conveys this information to another person.

Didactic sequence:

- Planning
- Organizing
- Rehearsing
- Interacting
- Describing

Implementation of the first strategy:

The second strategy implemented in this AMP receives the name of “Come and tell what are you thinking about” which has the purpose that pupils from tenth grade learn to communicate about something that was said before, but with the idea of using their own words smoothly regarding topics of their own interest. In this educational strategy, it is considered the variable of speaking skill in which pupils have the opportunity to learn working in group with the objective to support each other during the knowledge construction process. Moreover, it has to be highlighted that within this variable it was designated the indicator fluency where pupils throughout this educational strategy are capable to hold the facility to communicate information in an accurate and meritoriously manner. To elaborate this second strategy is set a principal objective which pretends that every pupil during the application of these tasks can transmit information they read or listen to other people with the purpose to improve both the listening and speaking ability. In addition, it is reflected highly indispensable the selection of an assessment strategy from the MEP’s English syllabus 2016 where pupils put into practice skills such as reading, writing, listening, and speaking, where they have to learn to listen and read carefully about what others communicate and then express it in a facility, comprehensible, and smoothness manner too. Consequently, all of these elements are noteworthy and contribute to the design of each stage with the best strategies to be implemented on pupils from tenth grade.

Planning

The teacher displays to each pupil a sheet of paper with some sentences with blanks for missing words. For instance: 1- The ____ on Facebook was comical. 2- Mary said that she likes ____ books. 3- The teacher told us we have to make a ____ about the novel. The teacher invites

pupils to stand up and walk around the classroom with the purpose that pupils review the next vocabulary: memes, tweets, posts, poems, blogs, comics, reviews, summary, videos, short stories, literary analysis, fiction, nonfiction. The teacher pastes on the classroom's walls every vocabulary with its respective meaning in order that pupils recognize, understand the meaning of each one of it, can discuss a bit about them, and complete the sentences with that vocabulary. In order to practice the vocabulary, the teacher hands out to each pupil a piece of paper and based on the vocabulary they observed on the walks, they pick one word and write a direct sentence using the word. Once this is done, the teacher collects the sentences and pastes them on the board. Later, each pupil chooses a paper, get in pairs, read it, and repeat orally what has been said on the paper to another classmate. Pupils make use of reported speech to mention what the other person mentioned about. Then, as a whole class pupils try to guess who said that sentence. Then the teacher divides the class into four groups and provides to each group a different book and short reviews about it (two reviews per group). Each member of the group has to read the reviews, make emphases of what it is said, and transmit it in a smooth-spoken manner what the author of that review mentioned about the book. Additionally, pupils should consider the usage of the reported speech in order to convey repeated information about what others said in the past about the book.

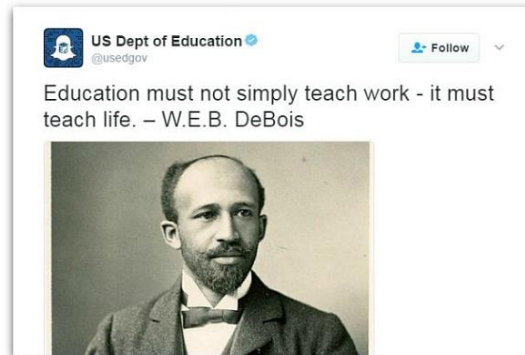
Vocabulary:

MEMES



Source: <https://www.memegenerator.es/meme/29612310>

TWEETS



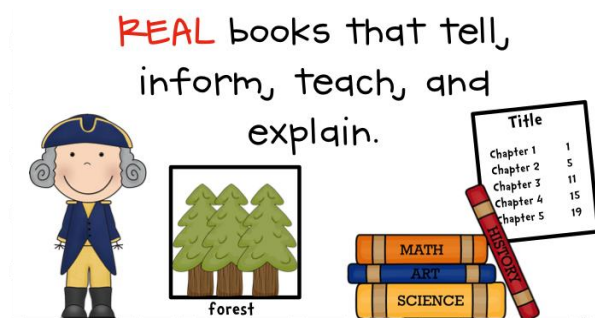
Source: https://cdn.ragan.com/wpcontent/uploads/2017/06/Department_of_Education_Typo_Twitter_DuBois-2.jpg

FICTION



Source: https://lh3.googleusercontent.com/tuLArTO33T94QbSvFCRyHftN2oEzhmSbOsxVyZwtbTENoFD8NcV2nkqcZ4_wCNLweFWCQOIGo7Pb2sywXqJTScXLCz64JNCev5GvN8j9xhRwncjkTcoy7XKnJ6AhYkEv3beOSFt

NON-FICTION



Source: <https://i.pinimg.com/originals/02/c3/2e/02c32eae5a007adaef0a8b7187bed845.png>

POEMS

I Have A Little Frog



I have a little frog
 His name is Tiny Tim,
 I put him in the bathtub,
 To see if he could swim,
 He drank up all the water,
 And gobbled up the soap!
 And when he tried to talk
 He had a bubble in his throat!

Source: <https://i.pinimg.com/originals/d7/2b/36/d72b3674dbfc9f128f8c802796004c9c.jpg>

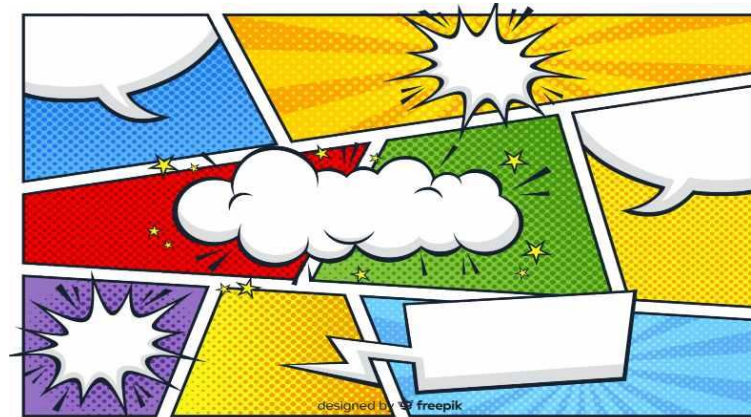
BLOG

A blog is a regularly updated website or web page, and can either be used for personal use or to fulfill a business need.

Unlike a website, a blog (formerly known as weblog), needs to be updated regularly, and allows you to engage with your site visitors.

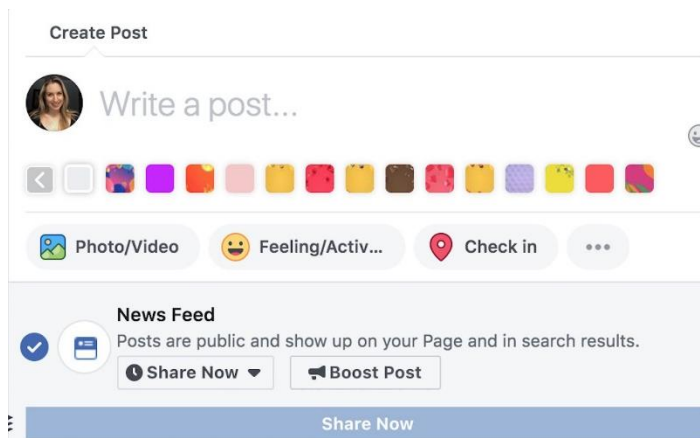
Source: <https://blog.hubspot.com/hs-fs/hubfs/what-is-a-blog.png?width=1080&name=what-is-a-blog.png>

COMICS



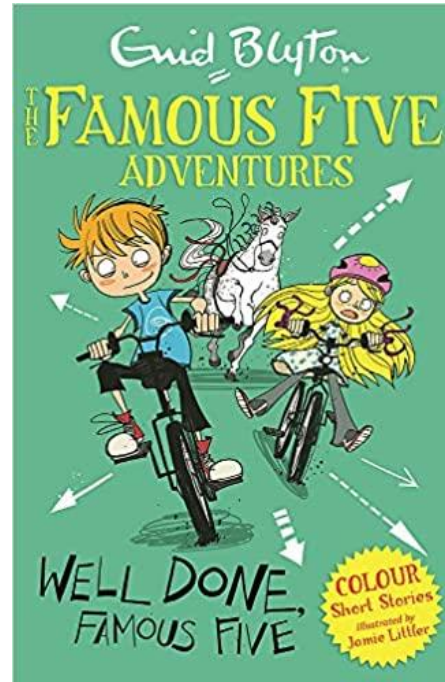
Source: <https://www.trecebits.com/wp-content/uploads/2019/12/comics-Instagram.jpg>

POST



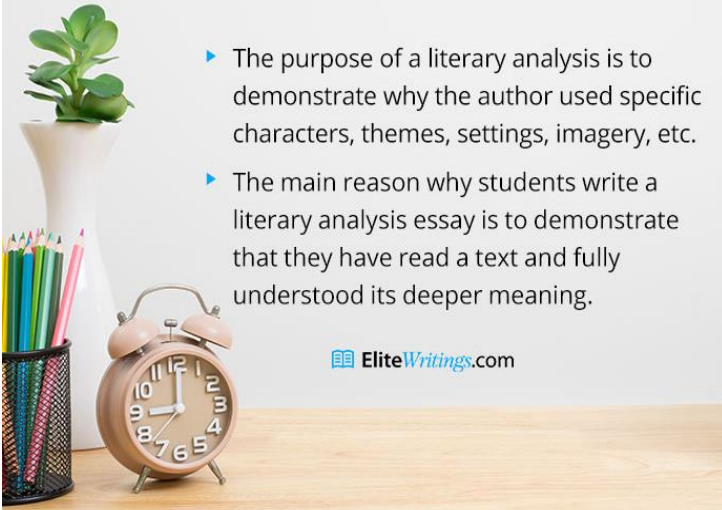
Source: [https://www.lifewire.com/thmb/fPk80BMBjO6rTiTW0AryOQJuWrc=/1600x994/filters:no_upscale\(\):max_bytes\(150000\):strip_icc\(\)/facebook-promoted-vs-highlighted-posts-1240615-1-0b1b7f788d7d46de9c77dc89236633af.jpg](https://www.lifewire.com/thmb/fPk80BMBjO6rTiTW0AryOQJuWrc=/1600x994/filters:no_upscale():max_bytes(150000):strip_icc()/facebook-promoted-vs-highlighted-posts-1240615-1-0b1b7f788d7d46de9c77dc89236633af.jpg)

SHORT STORIES



Source: https://imagesna.sslimagesamazon.com/images/I/51JcdmzFwKL_SX323_BO1,204,203,200.jpg

CRITICAL ANALYSIS



- ▶ The purpose of a literary analysis is to demonstrate why the author used specific characters, themes, settings, imagery, etc.
- ▶ The main reason why students write a literary analysis essay is to demonstrate that they have read a text and fully understood its deeper meaning.

EliteWritings.com

Source: <https://elitewritings.com/media/articles/what-is-the-purpose-of-a-literary-analysis-essay.jpg>

SUMMARY

I just need
the main ideas



Source: <https://www.fivesquid.com/pics/t2/1422022261-37602-1-1.png>

REVIEW

1. the act of writing down your thoughts about a book so 78 humans can tell you how you're wrong.

2. the act of smashing your keyboard to express emotions

3. something we choose to do but also cry over IDK either mate

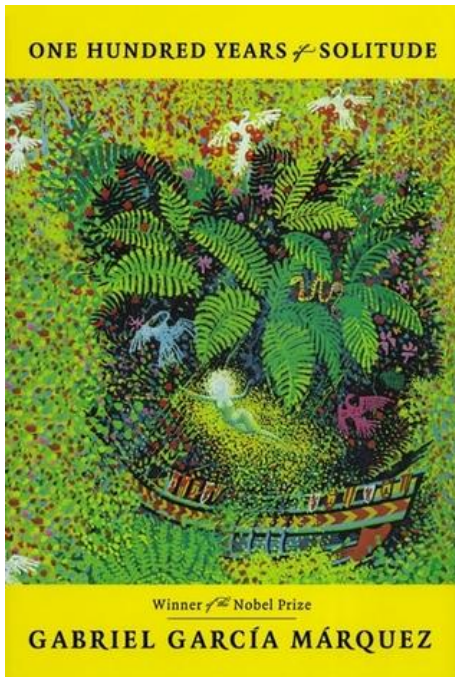
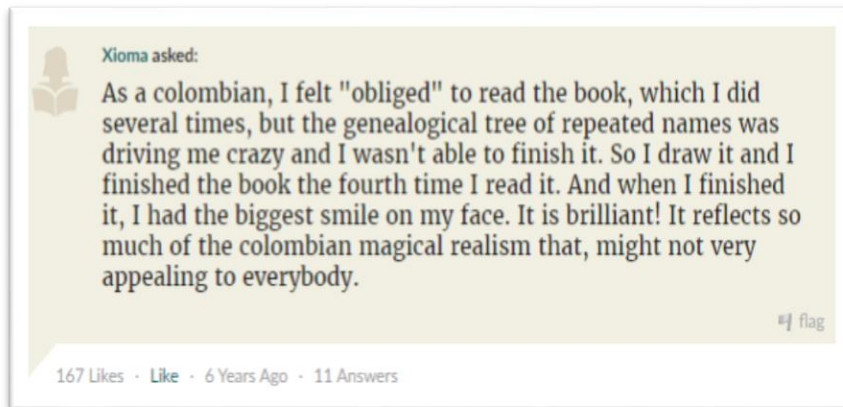
Source: <https://i2.wp.com/paperfury.com/wp-content/uploads/2017/10/book-review-definition-1.jpg>


Questions

Instruction: Read each statement and then look for the vocabulary pictures that are pasted on the walk, discuss them with a classmate, and then fill in the blank spaces with the word you consider is the correct.

- 1- The _____ on Facebook was comical.
- 2- Mary said that she likes _____ books.
- 3- The teacher told us we have to make a _____ about the novel
- 4- Charlie said that he saw on Facebook a hilarious _____ about single people on valentine's Day.
- 5- The president from the United States mentioned in his _____ that he won the election by a lot.
- 6- Jimmy told me that he likes _____ books about historical events.
- 7- When a I was on high school I wrote narrative _____.
- 8- Annie told that she created a _____ about book reviews the last week. Let's check it!
- 9- Peter said that _____ are a good option for teaching English in a fun manner.
- 10- Someone on the Tvs said that _____ are good for children.
- 11- The teacher told me that the _____ of the book was the best.
- 12- The professor said that if I want to make a successful _____ of my favorite movie I need to follow some steps.

Source: Own elaboration

Book #1**Review #1****Review #2**



Cátia Vieira rated it ★★★★★ · review of another edition
Shelves: not-just-another-brick-in-the-wall Dec 01, 2018

One Hundred Years of Solitude by Gabriel García Márquez, my oh my! This book became one of my favorite classics ever! You must read it!!

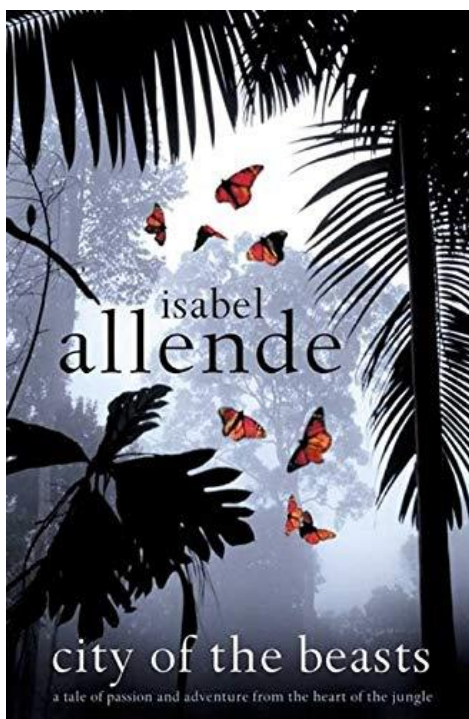
One Hundred Years of Solitude tells the story of several generations of the Buendía family, whose patriarch, José Arcadio Buendía, founded the town of Macondo.

This novel will remain with me forever. Each book touch us differently and this was certainly unique. This is a work of art. All I could think of while I was reading it is that it's just perfect in terms [...more](#)


36 likes · · [see review](#)

Source: https://www.goodreads.com/book/show/320.One_Hundred_Years_of_Solitude

Book #2



Review #1

 Caroljean K. Rodesch

★★★★☆ **Delightful trilogy, great to share with young people**

Reviewed in the United States on January 23, 2010

Verified Purchase

This is the first of Isabel Allende's trilogy... for young people and adults. written in her great literary style it is full of vivid images, great travel information, and delightful characters ranging from an elderly anthropologist to her young teen grandson and young female from the Amazon.

I suppose somewhere in here might be the heavy religious tones of Narnia or Philip Pullman (if so I missed them). Beasts and its sequels are simply delightful imaginative tales... a bit like Hudson's, Green Mansions, seldom read today. this is nature fantasy, not technology stuff.

This would be a good family read choice: suitable for good readers of about a 6th grade reading level or a good parent read aloud book for poorer readers or a "you read a chapter, I read a chapter" bed time reading. It is a great introduction to a good writer with outstanding adults books. Once I read one I needed all three and bought all three for adults sons for Christmas. Great price at amazon buying all three together in paperback.

4 people found this helpful

Review #2

 Kindle Customer

★★★★★ **Just Ordered Copies as Gifts For Young People Also**

Reviewed in the United States on September 9, 2017

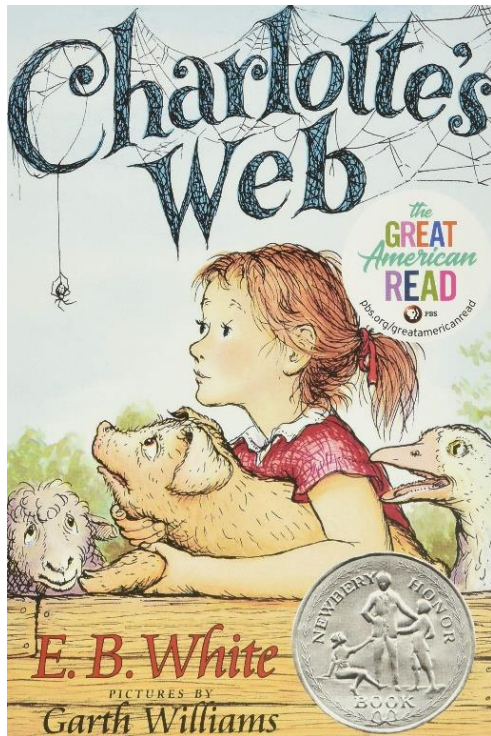
Verified Purchase

Captivating read which is educational for its investigation into indigenous lifestyles as compared to the 'modern' societies which support avarice and destruction of forests and rivers. The focus on developing spiritual strengths is admirable in a world where such is often denied.


One person found this helpful

Source: https://www.amazon.com/City-Beasts-Isabel-Allende/dp/000714637X/ref=sr_1_1?dchild=1&keywords=isabel+allende+the+city+of+the+beasts&qid=1613171464&sr=8-1

Book #3



Review #1

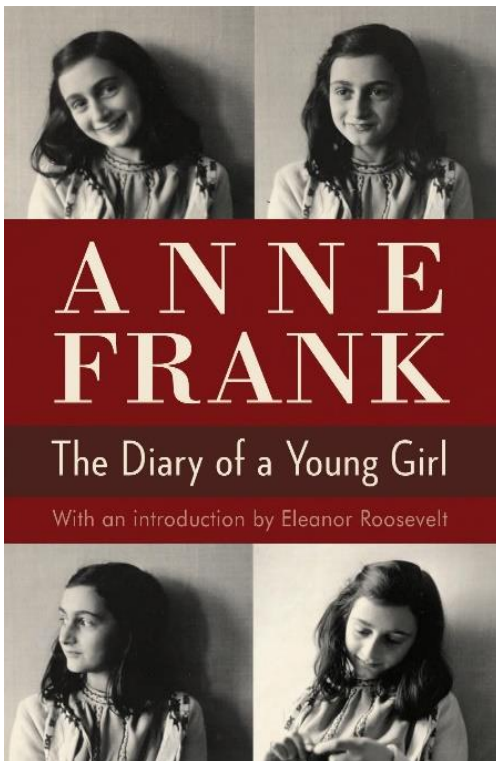
 Wennel
 ★★★★★ **An important book**
 Reviewed in the United Kingdom on June 7, 2019
Verified Purchase
 My youngest granddaughter is a reluctant reader who would prefer to watch the movie than read the book. Until this one. I am a retired primary teacher and I have had to be very wily about getting her engaged. I told her I just had to read with her so I would not forget to be a teacher so she relented and listened to me read. I put on all the voices which she loved. Then I paused at a short paragraph so she could take over. I got her hooked to the point that she admitted that the book is better than the movie. She is now reading a chapter on her own and it is so so gratifying to see her confidence grow with her enjoyment. This is truly a great classic. My pupils all enjoyed it and I knew Eden would too. There's nothing like a good story to develop literacy. We are now doing a "book report" and a "character study" and Eden loves to help me remember.
 24 people found this helpful

Review #2

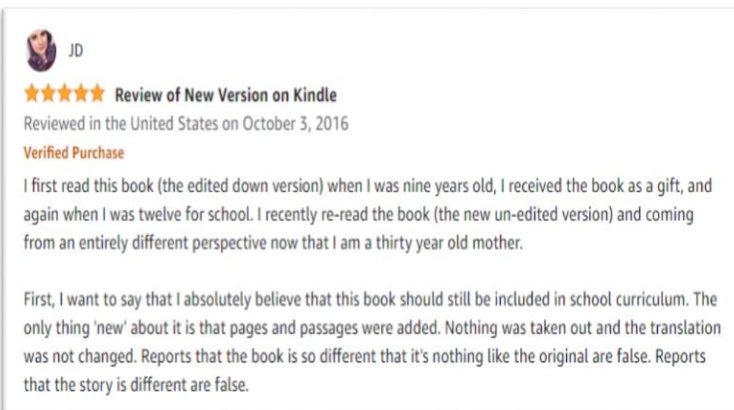


Source: https://www.amazon.com/Charlottes-Web-Trophy-Newbery-White/dp/0064400557/ref=sr_1_1?dchild=1&keywords=Charlotte%27s+Web&qid=1613173551&s=books&sr=1-1

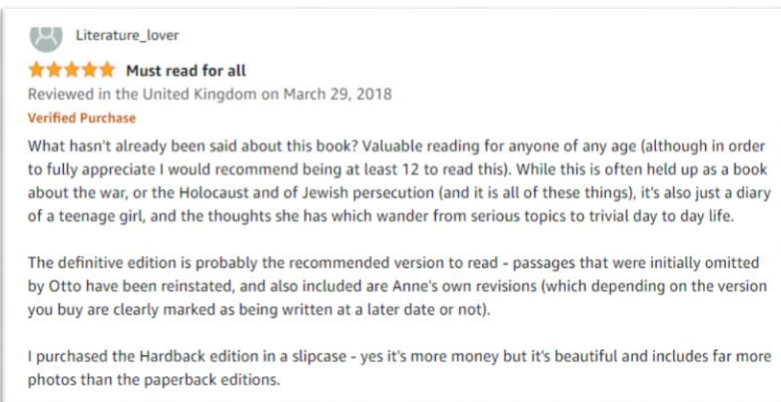
Book #4



Review #1



Review #2



Source: https://www.amazon.com/Anne-Frank-Diary-Young-Girl/dp/0553296981/ref=sr_1_1?dchild=1&keywords=the+diary+of+anne+frank&qid=1613180835&s=books&sr=1-1

Organizing:

Subsequently, as the teacher has established the classroom into four groups and provided each one a book with its respective reviews, pupils continue working with the same book and teams for the purposes of this task. As a result, once each group has discussed and got to an agreement about their assigned book's review in the didactic sequence of "planning" the teacher

allocates each group a corner of the classroom in order to prepare a book stand with a persuasive space and speech, keeping in mind aspects of fluent communication as length of speech, rhythm, pauses and others; for then, develop it without any problem when it is presented to the audience. Moreover, the pupils use comprehensive discourse with previous repeated information and three creative murals fashioned by themselves to represent a good quality promotion in the book stand. Furthermore, the teacher hands out to each group individual summaries, a brief biography of the author, and an empty mural to draw out, hence, pupils are required to repeat what has been said in the books' synopsis and to convey others regarding the information, in the murals. During the process the teacher provides feedback and opinions to pupils.

Book #1



One Hundred Years of Solitude

by Gabriel García Márquez

Translation of Cien años de soledad
1970 (1st edition)
New York : Harper & Row
422 pages
0060531045
Winner of Oprah's Book Club pick

Summary

One Hundred Years of Solitude tells the story of the rise and fall, birth and death of the mythical town of Macondo through the history of the Buendía family. Inventive, amusing, magnetic, sad, and alive with unforgettable men and women -- brimming with truth, compassion, and a lyrical magic that strikes the soul -- this novel is a masterpiece in the art of fiction.

The mythic village of Macondo lies in northern Colombia, somewhere in the great swamps between the mountains and the coast. Founded by Jose Arcadio Buendia, his wife Ursula, and nineteen other families, "It was a truly happy village where no one was over thirty years of age and where no one had died." At least initially. **One Hundred Years of Solitude** chronicles, through the course of a century, life in Macondo and the lives of six Buendia generations-- from Jose Arcadio and Ursula, through their son, Colonel Aureliano Buendia (who commands numerous revolutions and fathers eighteen additional Aurelianos), through three additional Jose Arcadios, through Remedios the Beauty and Renata Remedios, to the final Aureliano, child of an incestuous union. As babies are born and the world's "great inventions" are introduced into Macondo, the village grows and becomes more and more subject to the workings of the outside world, to its politics and progress, and to history itself. And the Buendias and their fellow Macondons advance in years, experience, and wealth . . . until madness, corruption, and death enter their homes. From the gypsies who visit Macondo during its earliest years to the gringos who build the banana plantation, from the "enormous Spanish galleon" discovered far from the sea to the arrival of the railroad, electricity, and the telephone, Gabriel Garcia Marquez's classic novel weaves a magical tapestry of the everyday and the fantastic, the humdrum and the miraculous, life and death, tragedy and comedy--a tapestry in which the noble, the ridiculous, the beautiful, and the tawdry all contribute to an astounding vision of human life and death, a full measure of humankind's inescapable potential and reality.

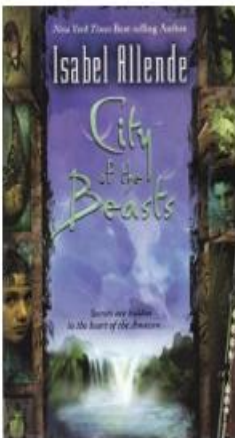
Source: https://www.google.com/search?q=100+years+of+solitude+book+summary&sxsrf=ALeKk00hZMDi5aZmnp_nazU9YDyOaXHRuA:1613173695606&source=lnms&tbm=isch&sa=X&ved=2ahUKEwItNmoXOXuAhVhGFkFHYBQDLAQ_AUoAXoECBoQAw&biw=1366&bih=600#imgrc=iCsJGVxakNVMvM



Gabriel García Márquez was born in 1927 in the small town of Aracataca, situated in a tropical region of northern Colombia, between the mountains and the Caribbean Sea. He grew up with his maternal grandparent – his grandfather was a pensioned colonel from the civil war at the beginning of the century. He went to a Jesuit college and began to read law, but his studies were soon broken off for his work as a journalist. In 1954 he was sent to Rome* on an assignment for his newspaper, and since then he has mostly lived abroad – in Paris, New York, Barcelona and Mexico – in a more or less compulsory exile. Besides his large output of fiction he has written screenplays and has continued to work as a journalist.

Source: <https://www.nobelprize.org/prizes/literature/1982/marquez/biographical/>

Book #2



City of the Beasts

Isabel Allende

Summary

The first in a three-part series for young adults (**Kingdom of the Golden Dragon** and **Forest of the Pygmies** follow), **City of the Beasts** features high adventure and magical realism. When his mother becomes ill, fifteen-year-old Alexander Cold is sent away to join his fearless and tough-minded grandmother, a magazine reporter for *International Geographic*, on an expedition to the dangerous, remote world of the Amazon. Their mission, along with the others on their team—including a celebrated anthropologist; a local guide and his young daughter, Nadia; and a doctor—is to document the legendary Yeti of the Amazon known as the Beast.

Under the dense canopy of the jungle, Alexander is amazed to discover much more than he could have imagined about the hidden worlds of the rain forest—and about human nature. Drawing on the strength of the jaguar, the totemic animal Alexander finds within himself, and the eagle, Nadia's spirit guide, the two young people are led by the People of the Mist—an indigenous people so in tune with their surroundings that they can literally disappear—on a thrilling and unforgettable journey into the wonder-filled heart of the Amazon.

Source: <http://isabelallende.com/en/book/city>



Isabel Allende was born on August 2, 1942, in Lima, Peru. Her parents, Tomás (a Chilean government representative) and Francisca (Liona Barros) Allende divorced when she was three. After the divorce Isabel traveled with her mother to Santiago, Chile, where she was raised in her grandparents' home. Her grandmother's interest in fortune telling and astrology (the study of the influence of the stars on human behavior), as well as the stories she told, made a lasting impression on Allende. The house was filled with books, and she was allowed to read whatever she wanted.

Allende graduated from a private high school at the age of sixteen. Three years later, in 1962, she married her first husband, Miguel Frías, an engineer. Allende also went to work for the United Nations Food and Agricultural Organization in Santiago, where she was a secretary for several years. Later she became a journalist, editor, and advice columnist for *Paula* magazine. In addition she worked as a television interviewer and newscaster.

Source: <https://www.notablebiographies.com/A-An/Allende-Isabel.html>

Book #3



Charlotte's Web By E.B White

Summary

In Charlotte's Web, by E.B. White, a pig named Wilbur gets a chance at life thanks to a little girl named Fern and a spider named Charlotte. The author shows that a real friend will help you even if he or she has nothing to gain from doing so.

Throughout the book, Charlotte is always willing to help Wilbur. She spins words into her web to save Wilbur's life, even though spinning the words is tiring and difficult for her. Charlotte is a true friend. She helps Wilbur for one reason only—because she cares about him.

Templeton, the rat, on the other hand, is not a real friend to Wilbur. Templeton is only willing to lend a hand when there is something in it for him. When he is asked to help save Wilbur's life, he refuses at first, saying, "Let him die." Later on, he agrees to pitch in, but only because he wants to keep eating Wilbur's meals.

At the end of the book, Wilbur shows that he has learned the true meaning of friendship. He helps Charlotte by taking her egg sac back to the barn, where he knows her babies will be safe. He does this deed not for selfish reasons, but out of concern for his friend.

In Charlotte's Web, the author shows that a real friend will help you even if he or she has nothing to gain from doing so. Reading this book made me realize how important it is to help others. Being a good friend means being there when you are needed.

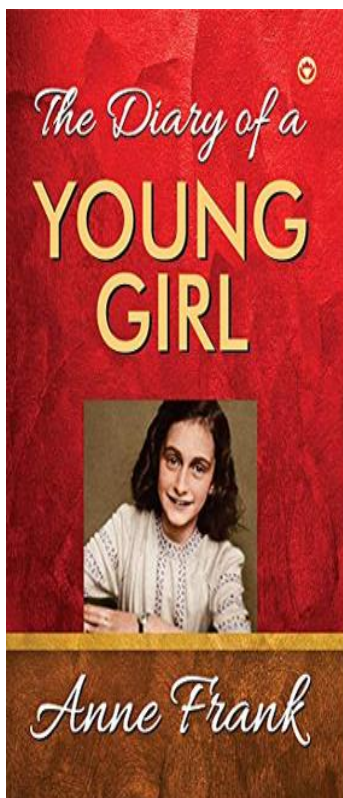
Source: <https://slideplayer.com/slide/4782804/>



E.B. White joined *The New Yorker* magazine as writer and contributing editor, a position he would hold for the rest of his career. He wrote three books for children, including *Stuart Little* (1945) and *Charlotte's Web* (1952). In 1959 he revised *The Elements of Style* by the late William Strunk Jr., which became a standard style manual for writers. White, who earned a Pulitzer Prize special citation in 1978, passed away at his home in Maine in 1985.

Source: <https://www.biography.com/writer/eb-white>

Book #4



In 1942, with the Nazis occupying Holland, a thirteen-year-old Jewish girl and her family fled their home in Amsterdam and went into hiding. For the next two years, until their whereabouts were betrayed to the Gestapo, the Franks and another family lived cloistered in the "Secret Annexe" of an old office building. Cut off from the outside world, they faced hunger, boredom, the constant cruelties of living in confined quarters, and the ever-present threat of discovery and death. In her diary Anne Frank recorded vivid impressions of her experiences during this period. By turns thoughtful, moving, and surprisingly humorous, her account offers a fascinating commentary on human courage and frailty and a compelling self-portrait of a sensitive and spirited young woman whose promise was tragically cut short.

Source: <https://thuprai.com/book/the-diary-of-a-young-girl/>



Annelies Marie "Anne" Frank was a world-famous German-born diarist and [World War II Holocaust](#) victim. Her work, *The Diary of Anne Frank*, has been read by millions.

Fleeing [Nazi](#) persecution of Jews, the family moved to Amsterdam and later went into hiding for two years. During this time, Frank wrote about her experiences and wishes. In 1945, the family was found and sent to concentration camps, where Frank died at the age of 15.

Source: <https://www.biography.com/activist/anne-frank>

Mural

Shot Number:	Shot Number:	Shot Number:
--------------	--------------	--------------

Source: <https://uxplanet.org/why-i-create-a-story-board-at-the-start-of-almost-every-ui-ux-project-c5ab89fc029b>

Rehearsing:

As a consequence, the three illustrations that pupils drew in the above step represent the mural for the book stand, therefore, all pupils from the groups are free to discuss the persuasive speech and meaning for each illustration within the story summaries that they will persuade further on, in this way pupils have the opportunity to repeat information as in a discussion with their peers. In addition, for this stage, the teacher has prepared five questions related to the summaries and author's biography from each of the existing books, hence, as a teamwork pupil have to decide the convincing answers for each question since after all the purpose is to repeat information in a

promotion and sell the specific book to the audience, hence, the team of each stand must be completely prepared with the questions' answer, since, in the stand, the audience will only ask three questions of their preference. Also, the intentions of answering the questions are to facilitate pupils the intelligence of retaining information that was already given and to orally communicate it in a smooth, clear, and accurate manner to other classmates. To keep in mind, the teacher walks around each group to facilitate the learning environment to be active and united, to remind pupils the use of repetition of previous information, connecting words, the reported speech, and the importance of set communication with each other.

100 years of solitude by Gabriel Garcia Marquez

1. In what mythical town does the story take place?
2. Name all the characters involved in this novel?
3. What did "Gypsies" bring to the town of Mocondo?
4. What did "Gringos" bring to the town of Mocondo?
5. Name the town and the country where Gabriel Garcia Marquez was born?

----- 

City of the Beasts

1. What does the novel "City of the Beast" feature?
2. Who is the fifteenth-year-old character?
3. What is the mission of the story?
4. What animals are mention in the summary?
5. What occupations did Isabelle Allende have before becoming a writer?

----- 

Charlotte's web by E.B White

1. Name three important characters of the story?
2. Is the spider a good friend?
3. What animal is Templeton?
4. Does the book represent friendship? Why?
5. Mention three notice books that E.B white wrote?

----- 

The Diary of a young girl by Anne Frank

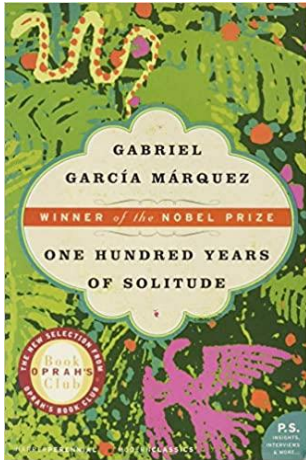
1. What countries are mentioned in the diary?
2. From who were Anne's family running away from?
3. What did Jewish people had to face?
4. Who is the main character in this diary?
5. At what age did Frank die?

Source: Own elaboration

Interacting

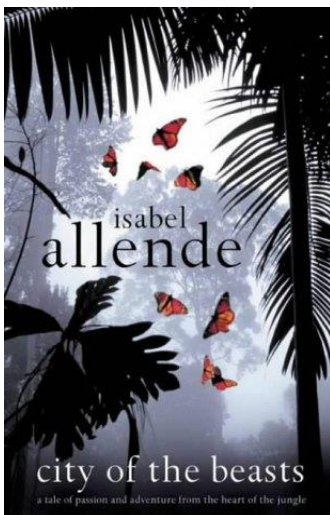
Once pupils have practiced and established recommendable answers to the questions, the teacher explains that in order to present each stand he /she provides a number to each group in order to present their books. Thus, the first group who presents has the duty to retell all the information they obtained from the review, summary, author's biography, and illustrations to transmit it to the audience. All the pupils from each group must take turns to speak making use of an adequate speaking flow, discourse markers, and the reported speech. While a group is presented, the rest of the groups have the chance to develop a question, the ones that the teacher gave them in the previous stage, in order to establish a dynamic interaction. Therefore, the teacher places the five questions in a little box, hence, one person per group (audience) picks up a paper with a question and asks it to the group that is presenting. The rest of the groups observe and pay attention to what their classmates mentioned, for then, do the same in their respective corner. Once the four groups have presented, the teacher assigns a response paper where each pupil rates with a star the other classmates' books and provides a brief comment regarding previous seen information about if they would read it or not, this information becomes important for the next methodological stage of this proposal. Thus, the teacher decides, according to the responses the class provide who is the winner book.

Is this a good book? Provide your rate with a star and tell us if you will read us and why...



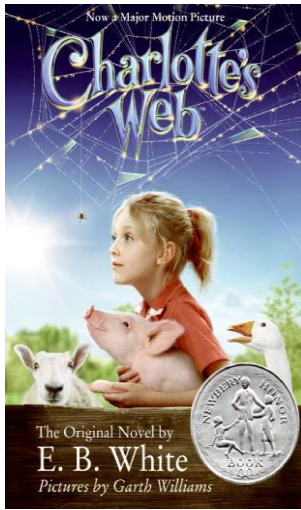
Source: https://images-na.ssl-images-amazon.com/images/I/51bfZSHE9jL_SX329_BO1,204,203,200.jpg

Is this a good book? Provide your rate with a star and tell us if you will read us and why...



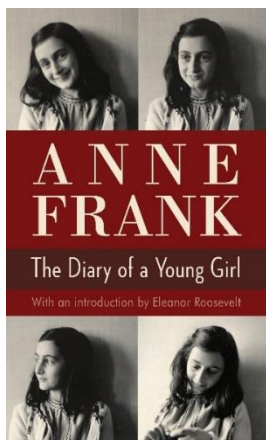
Source: <https://images-na.ssl-images-amazon.com/images/I/51T1X6C48GL.jpg>

Is this a good book? Provide your rate with a star and tell us if you will read us and why...



Source: https://static.wikia.nocookie.net/childrensbooks/images/6/6d/Charlotte%27s_Web.jpg/revision/latest?cb=20110109130821

Is this a good book? Provide your rate with a star and tell us if you will read us and why...



Source: <https://images-na.ssl-images-amazon.com/images/I/81xPFVVGesL.jpg>

Describing:

For this sequence, the teacher writes down the name of each pupil in a post-it note and folds it in half in order to hand it out randomly to all pupils in the classroom. Along the post-it note the teacher hands out an anonymous response/rate worksheet that pupils previously filled out as a group in the previous methodological sequence. In accordance, pupils unite with the classmate according to the name each pupil received in the post-it note in order to develop an oral conversation where it is asked to restate and share information regarding the response/rate worksheet each got from the previous methodological stage. As a final task, the teacher hands out blank post-it notes to each pair group also provides as a poster the cover of all four books in the white board, pupils duty is to re-write their favorite part of the comment in order to take the opportunity in front of the classroom to read out loud their statement preference and stick the post-it note on the poster of its original book.



Source: https://www.google.com/search?q=post+it+note&sxsrf=ALeKk02rNazkjFIP0_WpyggKArAbO7Agg:1617400579509&source=lnms&tbm=isch&sa=X&ved=2ahUKEwjmyYDYxuDvAhUGO60KHUpoDZAQ_AUoAXoECAEQAw&biw=1366&bih=657#imgrc=laX8ivgs6c15zM

Evaluation:

In order to prepare for this activity teachers are required to cut out comic strips from a print, whichever is found online. Additionally, the teacher uses white out to cover what the character from the comic or strip said in their speech bubble in order to rewrite the reported speech sentence that each character said but in a blank piece of paper. Further on, pupils fold these “blank paper” worksheets in half in order to keep the information anonymous for the purpose of recognizing repeated information within the activity. Supplementary, pupils pick up the folded blank piece of paper with the information from the speech bubble contained in the comic strip and attempt to match it to the character of each worksheet. Hence, pupils as peer collaboration reoccupy the information and restate orally as a team.

Comic strip #1



A vertical red line on the left side of a white rectangular area with horizontal blue lines, resembling a writing template.

Source: <https://i.pining.com/originals/ca/bf/fb/cabffb0ff4d31d89856cc69809220595.jpg>

Comic strip #2



A vertical red line on the left side of a white rectangular area with horizontal blue lines, resembling a writing template.

Source: <http://nicolejgeorges.blogspot.com/2011/11/homemade-dog-food-comic.html>

Comic strip #3



Source: <https://imgur.com/gallery/9vI8LjN>

Comic strip #4



Source: <https://www.comicskingdom.com/trending/blog/2015/7/21/tuesday-s-top-ten-comics-on-junk-food>

4.5.3 Description of the Third Teaching Strategy

Name of the strategy:

Let's have fun and socialization

Objective of the strategy:

To acquire knowledge in small groups in order to encourage collaborative learning when pupils interact in a face-to-face conversation talking in detail about tweets, memes, poems, post, blogs, comics, short stories, and videos.

Variable:

Collaborative learning

Indicator:

Small group

Level:

Tenth grade

Unit:

Two

Scenario:

Stories come in all shapes and sizes

Theme:

Thumbs up/Thumbs down

Assessment strategy:

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

Didactic sequence:

- Planning
- Organizing
- Rehearsing
- Interacting

- Describing

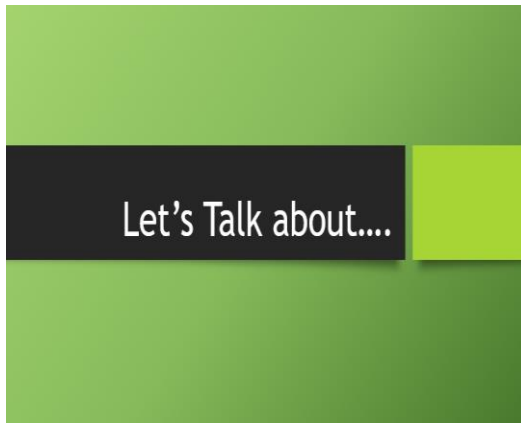
Implementation of the first strategy:

“Let’s have fun and socialization” is the third and last strategy implemented in this AMP in which pupils from tenth grade have the role to reinforce in an interacting manner their speaking abilities while they work collectively. Moreover, to prepare this last strategy is taking into consideration the variable, collaborative learning. When the educational system is implemented in a collaborative learning environment, pupils have the opportunity to learn to work with peers or in small groups reinforcing their abilities of communication and promoting self-esteem. Thus, it is established the indicator, small groups, where pupils interact face to face in an organizational setting where there exists active participation and relationships among pupils is increased. Together with this, it is remarkable to determine what is pretended to achieve in this educational strategy, hence, it is pretended that pupils acquire a knowledge-based on the participation and integration into small groups without any problem. Accordingly, there persists a significant relation of all these elements and the assessment strategy in which interaction in the learning space can be a success through face-to-face conversation considering that pupils from tenth-grade can talk in details about concerning topics such as memes, tweets, poems among others in small groups. Consequently, it is settled this third strategy in view of a didactic sequence that guides the professor to the realization of the following tasks.

Planning

The teacher makes a power point presentation in which it is presented the following vocabulary such as tweets, memes, poems, posts, comics, videos. The teacher asks questions like: What is the meme about? what is the short story about? what is the poem about? who are the people in the picture? What do you think about the picture? Then, the teacher forms small groups in which pupils are grouped randomly. Each group receives a little box in which there is a picture of a tweet, meme, poem, post, comic, or scenes of a video. Pupils interact in a face-to-face conversation providing the most detail information about the picture. Pupils are challenged with one minute to

observe the picture and orally argue what the picture or the video clip is about, or what they can see on it. When the minute has passed, each group puts the picture in the box and interchange it to another group. Finally, the teacher asks in general what was the pictures about as he/ she did not know about them.



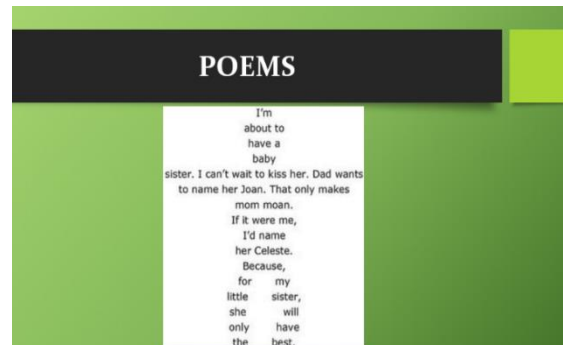
Source: Own elaboration



Source: <https://i.redd.it/dhc0f9sku4821.jpg>

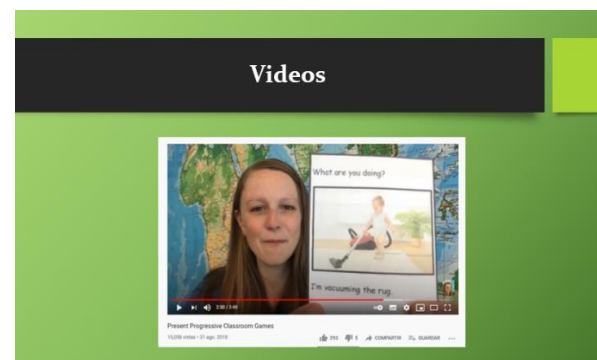
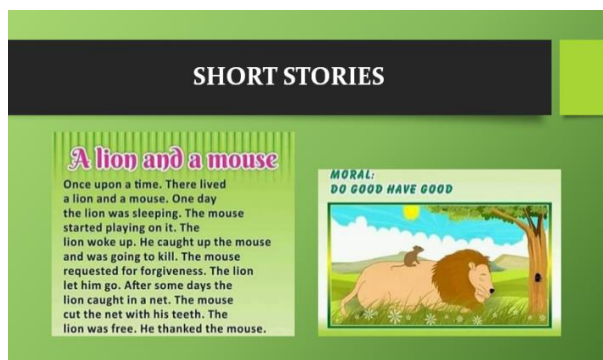


Source: <https://i.redd.it/cl7k6mi1c9n51.jpg>



Source:

https://assets.ltkcontent.com/images/9458/30441_baby-shape-poem_0066f46bde.jpg



Source:

<https://i.pinimg.com/564x/b8/a2/7b/b8a27b55d46c4ee4d882c641e4c7dd74.jpg>

Source: https://www.youtube.com/watch?v=-ohSFtKc1Ps&ab_channel=TeacherWhatIDo

Questions...

What is the meme about?....

Teacher: what comes before 360?
 Me: 359
 Teacher: Then why did you write Xbox?



Source: <https://i.redd.it/cl7k6m1e9n51.jpg>

• What the poem is about?

I'm about to have a baby sister. I can't wait to kiss her. Dad wants to name her Joan. That only makes mom moan. If it were me, I'd name her Celeste. Because, for my little sister, she will only have the best.

Source: https://assets.lkcontent.com/images/945830441.baby-shape-poem_0066548de.jpg

Haga clic para agregar título


• What are the main characters?...

MORAL:
DO GOOD HAVE GOOD



Haga clic para agregar título

• What do you think is the video about?...



Source: https://www.youtube.com/watch?v=-ohSFtKc1Ps&ab_channel=TeacherWhatIDo

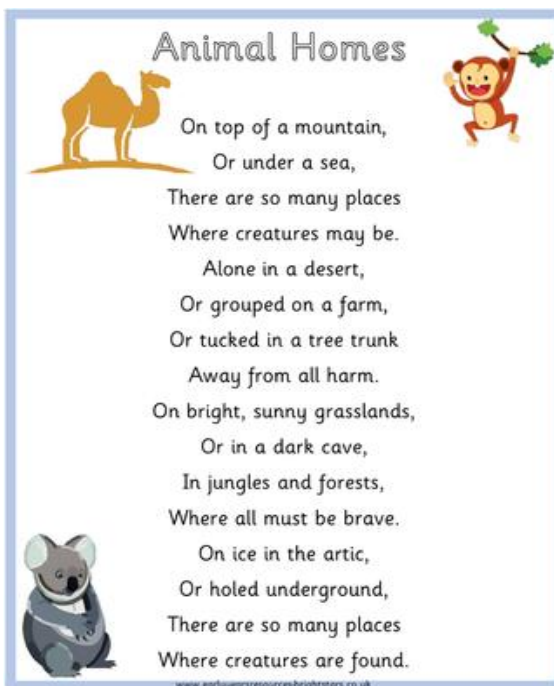
Pictures



Source: <https://i.pinimg.com/236x/ae/0f/17/ae0f17c1b1779e44f0a724c56d4906c5.jpg>



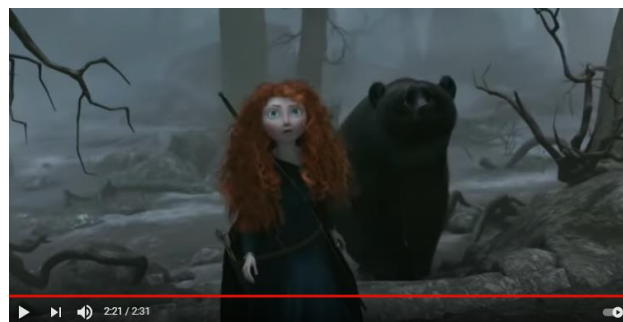
Source: <https://www.awesomeinventions.com/wp-content/uploads/2016/03/tweets-hate-school-alarm.jpg>



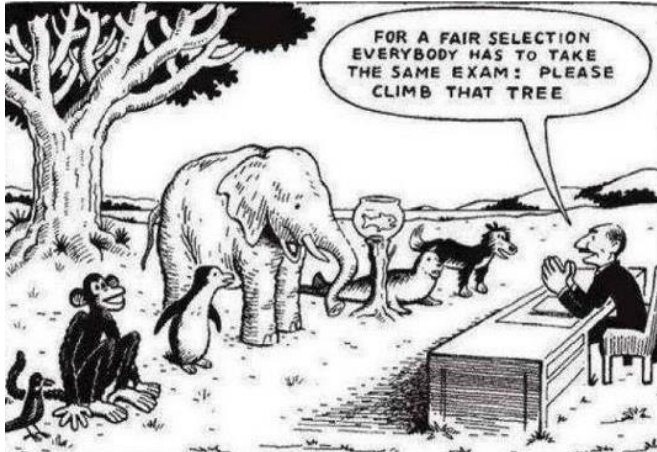
Source: <https://dryuc24b85zbr.cloudfront.net/tes/resources/12077268/image?width=500&height=500&version=1551120388888>



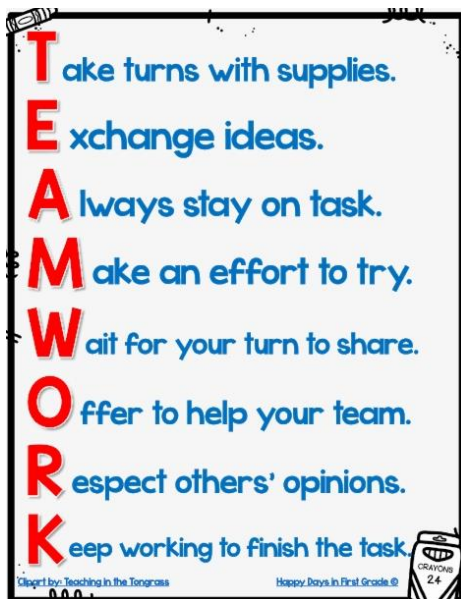
Source: <https://i1.wp.com/jphistudio.com/wp-content/uploads/2017/01/Water-Creatures.jpg?resize=750%2C294&ssl=1>



Source: https://www.youtube.com/watch?v=6CKcqIahedc&ab_channel=MovieclipsTrailers



Source: <https://www.educationworld.com/sites/default/files/climbtree.JPG>



Source: https://www.pngkey.com/png/detail/962-9626358_teamwork-acrostic-poem-anchor-chart-acrostic-poems-for.png

Organizing

After the pupils review the vocabulary such as tweets, memes, poems, posts, blogs, comics, short stories, videos and had the experience of describing each element in a small group work, it

is now the moment for pupils to interact dynamically and actively with all the classmates. In this stage, the English teacher hands out to each pupil a flashcard with an image or in some cases information related to a meme, comic or video. For each of the images or information, there is an original flashcard that is a match with a compatible flashcard from another pupil. Therefore, by the action of interacting in a face-to-face conversation and walking around the classroom, pupils describe in the most detailed manner their flashcards in order to discover their match. Thus, showing the image or the information is not allowed just spoken communication is permitted; such as a general description of the content of what is in the picture in one or two simple sentences imagining that the other classmate does not know anything about it. The purpose of this task is for pupils to describe in most detail method the distributed image or information of their flashcards they obtained by collaborative learning in small groups with their peers in order to pair up with their flashcard match for further tasks. Additionally, pupils have to consider when talking in detail, the position of present and past tense as they did in the previous stage when the teacher asked questions.

Flashcard match #1



Original flashcard



Compatible flashcard

Source:

https://www.google.com/search?q=cat+mad+lady+meme&sxsrf=ALeKk00kE11UuaR9SO0LfHyf34TkhVmLDQ:1613795467595&source=lnms&tbn=isch&sa=X&ved=2ahUKEwjo3Nfm0PfuAhXQzVkkHRi4BsEQ_AUoAXoECA8QAw&biw=1366&bih=657#imgrc=ong95YovsIykPM

Flashcard match #2



Original flashcard



Compatible flashcard

Source: <https://knowyourmeme.com/memes/woman-showing-papers-to-grey-cat>

Flashcard match #3



Original flashcard



Compatible flashcard

Source: https://herald-review.com/business/local/coates-changes-to-sunday-comics-introduce-new-faces-to-our-pages/article_b59231fb-3378-5ff6-befe-4db6bc439125.html

Flashcard match #4



Original flashcard



Compatible flashcard

Source: <https://www.thecomicstrips.com/comic-strip/Frank+and+Ernest/2017-03-26/156112>

Flashcard match #6



Original flashcard



Compatible flashcard

Source: https://www.youtube.com/watch?v=ErEy38dcCVg&ab_channel=FlavoursOfFood

Flashcard match # 7



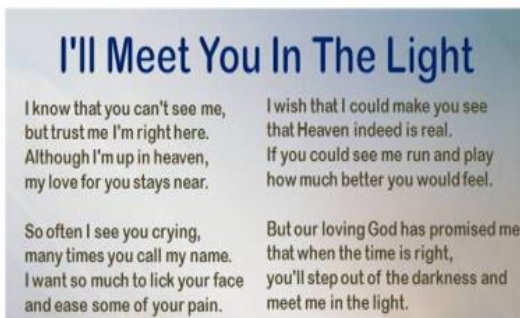
Original flashcard



Compatible flashcard

Source: https://www.youtube.com/watch?v=enBv6l7btqI&ab_channel=LuisitoComunica

Flashcard match #8



Original flashcard



Compatible flashcard

Source: <https://i.pinimg.com/originals/dd/98/b2/dd98b2a25cb26bedac4541708cd5e53e.jpg>

Rehearsing

Eventually, pupils have the experience of recognition regarding images or information from the previous task and have discover who is their partner by the matching flashcards. Therefore, the pair that were formed in the previous didactic sequence, receive the flashcard that they have received before in order to answer five questions in the most descriptive, orally and collaboratively manner as a pair. Moreover, the teacher is in charge to distribute to each pair a colored envelope in which pupils find the picture they got in the previous stage (either a meme, poem, short story or video) along to five questions. The function of this task is for pupils to collaboratively answer and practice the questions related to the flashcard, by this providing the opportunity to orally and detail discuss in a face-to-face dialogue utilizing the time of present tense.

Flashcard questions #1

The teacher giving the whole class detention for talking and not completing their work

The one kid who was silently doing all his work



1. What is the meme about?
2. Where are they?
3. How do you describe the meme?
4. How is your favorite character?
5. What is the women doing?

Source: <https://cdn.ebaumsworld.com/2019/07/05/031621/86009017/womanyellingatcatmeme15.jpg>

Flashcard questions #2

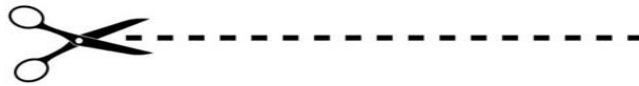
Teacher: what comes before 360?

Me: 359

Teacher: Then why did you write Xbox?



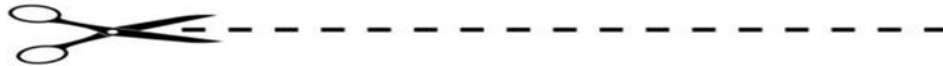
1. What is the meme about?
2. Why do you think the cat is surprised?
3. How do you describe the meme?
4. What did the cat do?
5. What is the role of the elderly women?



Source: https://www.reddit.com/r/dankmemes/comments/it3hu5/is_this_meme_template_back/

Flashcard questions #3

1. What is the comic about?
2. What sport does the comic represent?
3. Who do you think is the main character?
4. Describe the environment?
5. Who won the run?

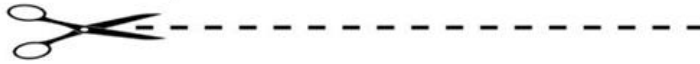


Source: https://herald-review.com/business/local/coates-changes-to-sunday-comics-introduce-new-faces-to-our-pages/article_b59231fb-3378-5ff6-befe-4db6bc439125.html

Flashcard questions #4

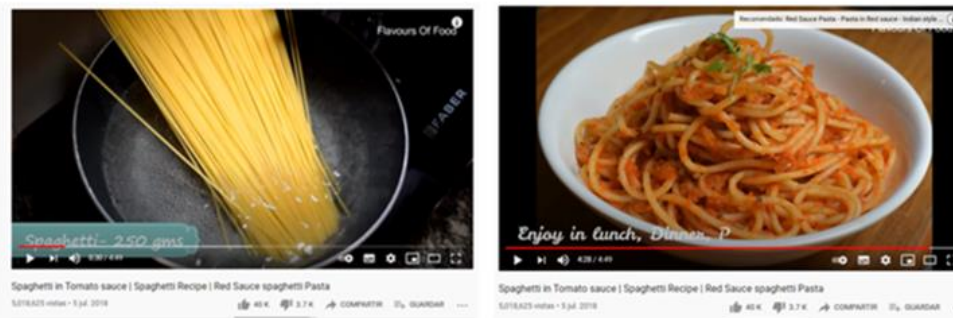


1. What is the comic about?
2. What sport does the comic represent?
3. How would you describe the weather?
4. What range of age are shown by the characters?
5. Who do you think won the run?

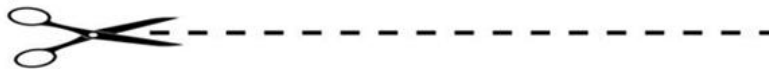


Source: <https://www.thecomicstrips.com/comic-strip/Frank+and+Ernest/2017-03-26/156112>

Flashcard #5



1. What is the video about?
2. From what culture is this food from?
3. Can you guess the ingredients in this recipe?
4. What is the first step shown in this video?
5. Do you consider this food delicious?

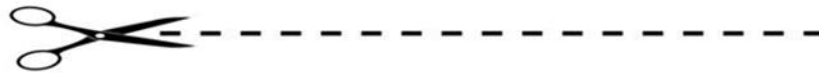


Source: https://www.youtube.com/watch?v=ErEy38dcCVg&ab_channel=FlavoursOfFood

Flashcard questions #6



1. Who do you think is the main character in this video?
2. What is the name of this animal?
3. From what country is this animal from?
4. Describe the environment in this video?
5. Does this animal look comfortable?



Source: https://www.youtube.com/watch?v=enBv6l7btqI&ab_channel=LuisitoComunica

Flashcard questions #7

I'll Meet You In The Light

I know that you can't see me,
but trust me I'm right here.
Although I'm up in heaven,
my love for you stays near.

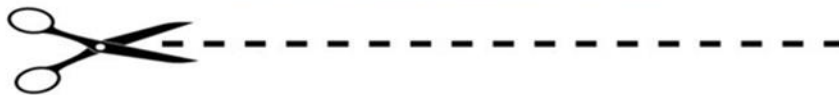
So often I see you crying,
many times you call my name.
I want so much to lick your face
and ease some of your pain.

I wish that I could make you see
that Heaven indeed is real.
If you could see me run and play
how much better you would feel.

But our loving God has promised me
that when the time is right,
you'll step out of the darkness and
meet me in the light.

© Schnauzers-Rule.com

1. Who is speaking?
2. What is the poem about?
3. To whom is he or she or it speaking?
4. Why is it speaking?
5. What emotion does the poem represent?



Source: <https://i.pinimg.com/originals/dd/98/b2/dd98b2a25cb26bedac4541708cd5e53e.jpg>

Interacting

In this stage, the teacher explains that each pair has to find a pair and get into a small group. Once, pupils have organized in their spaces, each pair interacts in a face-to-face conversation talking about the details about the picture they obtained and provide all the answers to the questions that the teacher handed out in the previous stage. In each group, pupils have to contribute with thoughts and ideas about what they have, with the purpose to encourage discussion and collaborative work among pupils. Once, each group has provided orally all the details about their poem, memes, video clip, or comics the teacher hands out another envelope which it contains a blank paper in which each group has to write down a note talking about the details they found in each one of the pictures. Take into account that pupils should provide these details using past tense. Not to mention that the envelopes are from different color to make sure that each group does not receive the same notes. Then, the teacher gets the envelopes, mixes them, and provides them to each different group.



Source: <https://www.indiamart.com/proddetail/colored-envelopes-13039474748.html>

Instruction: Write a note to your classmates about the specific details you found in your pictures and what it is about.

Picture one

Picture two

Source: Own elaboration

Describing

In this sequence, the teacher hands out an envelope to each group in order to read them out loud and analyze the notes the other classmates mentioned in “interacting” about the pictures they got regarding the flashcards. As a result, pupils interact in a face-to-face dialogue within small groups to discuss the written information other classmates made about the flashcards. Therefore, by the detailed information pupils received in the envelope, pupils should consider the description other groups wrote in order to decide if they were describing a meme, post, tweet, video, short story, or a poem. At the end, pupils of each group decide an answer to write down in the envelope to return it to the original group and determine if the answer is correct or incorrect. Finally, the teacher provides to pupils a video from YouTube named “Giraffe Manor, Kenya” in order to implement interaction between pupils by taking pauses in the video followed by a question in which pupils must discuss in a face-to-face environment to provide an answer full of details.



Source: https://www.youtube.com/watch?v=R7qIv1hBeR0&ab_channel=WildluxeLuxuryTravelShow

1. Where is the place?

2. What do you think is that place?

3. What is the giraffe doing?

4. What do you think a giraffe eat?

5. How do you describe the place?

6. What do you think is the video about?

7. What else did you see in the video?

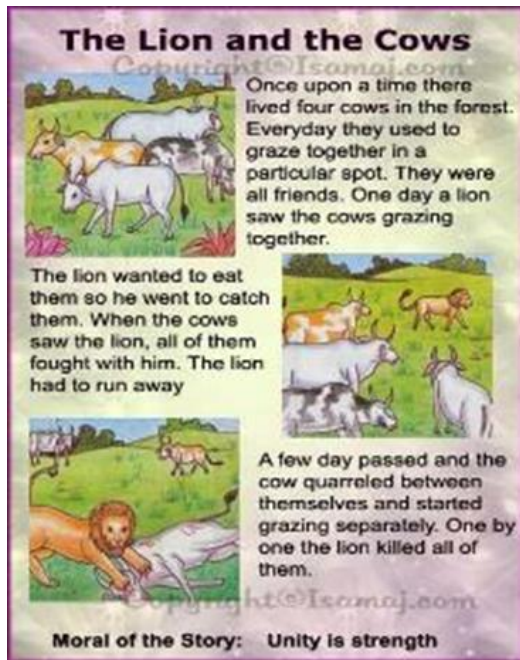
Source: Own elaboration

Evaluation

The teacher forms small group of pupils and sets them in each corner of the classroom. Then, he / she explains that in the middle of the classroom, on the floor or in a table (it is teacher's choice) there are some pictures about a meme, poem, short story, or scenes of a video. After that, one moment at a time one pupil per group stands up and chooses an option or the picture the teacher settled in the middle of the classroom. Then, each pupil backs to his/ her small group and interact in a face-to-face conversation speaking with exactitude about what the picture is about. The pupil has to describe the situation in the most detail manner while the rest of the group asks him/ her questions like what is it about? how many characters are in the picture? is there an animal? is it about people? is it a poem? is it a video? Where is it located? among others questions to get to a conclusion. Similarly, the small groups are given a cardboard in where they have to write and draw ideas about the picture their classmate is describing. After that, the teacher arranges the classroom in a circle, the teacher asks pupils to share what they got and explain in detail what his/ the classmate mentioned using the simple past tense. Then, the person from each group who got the picture of the meme, poem, short story, or scenes of a video shows to the rest of the class the real picture and all pupils speak if the group caught the idea or not.



Source: https://www.youtube.com/watch?v=ebS9tEi5zc&ab_channel=WildernessTV



Source: <https://i.pining.com/originals/5f/63/4b/5f634bad2ceb1f1cb53d0cb36ced7154.jpg>



Mercy S - Sugar (Official Music Video)



Mercy S - Sugar (Official Music Video)



Mercy S - Sugar (Official Music Video)

Source: https://www.youtube.com/watch?v=09R8_2nJtjg&ab_channel=Maroon5VEVO

GREEN GIANT

There lived a green giant whose name was Sam.
 His hair was the color of strawberry jam.
 He had one brown and one blue eye,
 And a beard the color of pumpkin pie.
 His coat and pants were oh so bright,
 Like a peppermint stick all red and white.
 His socks were as yellow as lemon pop.
 His shoes were as brown as a chocolate drop.
 His hat was the color of gingerbread,
 With a tall, tall feather of raspberry red.

Source: <https://i.pinimg.com/originals/3e/69/be/3e69beb8b7af5ed0bc533eccd3ef8798.png>

4.6 Social and Educational Impact

4.6.1 Social Impact

The integration of innovative teaching strategies in English education is to provide to high school pupils a proper knowledge construction process in which they can gain and utilize the acquaintances as a linguistic tool in the social formation within the global demands as to privilege the community. As OECD & Asia Society (2018) stated the causes to create changes in the development and implementation of strategies:

The fundamental changes required in education to develop young people who are globally competent are more likely to become integral to everything that schools do if global competence is an explicit priority of entire systems of education across a community, a state, a nation, or a region. Such changes will shape the design of the curriculum as well as the pedagogical approach. (p. 6)

Therefore, “Educating for global competence can help engage a rising generation in managing and even solving the social, political, economic, and environmental challenges” (OECD & Asia Society, 2018, p. 11). As a result, due to the demand and progression within the global competence pupils confront distant teaching methods in order to domain the language performance and overcome the requirements that exist in the nation’s current society. Moreover, the strategies that provide significance to this AMP function as an approach for pupils to become a productive social agents and impact the development of the country. Additionally, the proposed strategies contain a focus on social aspects in which it contemplates transforming pupils’ oral performance into an essential skill to successfully compete in today’s humanity. Accordingly, it is manifested the social impact and influence regarding the teaching strategies of this educational research to pupil’s development into bilingualism.

First strategy

The integration of the first teaching strategy “Believe in myself” includes the construction of proper communication towards a community that provides pupils the necessary knowledge and skill to perform in distant variations of society. For Verschueren (1995) the value of pragmatic in the community:

Indeed, it has been suggested that pragmatics is such a complex field that it cannot be considered a third component of a theory of language, complementing syntax and semantics, but ought to be treated as a specific perspective on language, i.e. as ‘an approach to language which takes into account the full complexity of its cognitive, social, and cultural ... functioning in the lives of human beings’. (As cited in Anderson, 2001, p. 25)

In other words, the pragmatic language in English education is not just a component of learning it is a fundamental element that pupils acquire for personal and academic performances which is essential to interact in the global community. As a result, within this strategy and socialization pupils require to orally communicate in order to accomplish and comprehend different speakers in society. Therefore, in this AMP it is essential for pupils to experience the

exchange of verbal information to gain a proper knowledge construction process to get involved in society. As Shin (2012) stated, the influence of oral communication for society receives “the effects of social factors on the language of different speaker groups within a speech community, and the significance of the interplay between language variation and language change” (p. 12). Hence, it is essential to adopt innovative strategies in the English curriculum that involve pragmatic language in combination with speaking experiences in order to generate a productive impact.

Nevertheless, the strategy “Believe in myself” contains the adequate formation that pupils need to be considered as supportive citizens in the society. Hence, the role of pragmatic language in the community becomes an essential linguistic tool for pupils to utilize as a way to satisfactorily communicate with others. On the other hand, in order to properly acquire pragmatic language abilities pupils, have to experience this strategy within the skill of speaking which is indispensable for a society of bilingualism. As a significance, this combination fulfills the necessities of this AMP and pupil’s knowledge construction process which enhances the intelligence and management of global communication. Lastly, in the following segment, it is represented the second strategy as the influence it manifests to pupil’s social environment.

Second strategy

The second teaching strategy “Come and tell what are you thinking about” was created under the influence of the variable speaking skill and the indicator fluency. Thus, the objective within this strategy is focused on improving pupils’ abilities to fluently express spoken information as to exchange communication with other members of the community. As Battle (2012) indicated that “Social language behavior also plays a major role in speech fluency” (p. 176). As a consequence, the function of this strategy is to improve learning regarding the knowledge construction process to strengthen pupils’ capacity to speak at a proper speed, accuracy, and expression towards members of society. Therefore, the variable speaking skill occupies an important part in society; since it is the most practical selection to communicate with the population of the community. In addition, Bell (2001) manifested that for global demands speaking is essential in society “speakers’ ability to use language in a range of social situations” (p. 2). As

a result, “Come and tell what are you thinking about” is a strategy that associates fluency and speaking to contemplate the requirements and requests of our pupils and the rest of the community becoming social agents and independent English speakers.

In other words, in order for pupils to impact the community and society it is essential for educators to launch a proper pedagogical approach; therefore, the establishment of innovative strategies as in this AMP. Without a doubt, fluency is considered an important element in today’s society; since it is a part of speech that speakers utilize in everyday situations to exchange information in the most comprehensible and direct manner. On the other hand, speaking is the most common and automatic means to communicate with other speakers; for this reason, the verbal exchange becomes an elevated impact for global requests and interaction in society. Thus, the AMP in this educational research contains the necessary formation for pupils to compete in a bilingual community. Following, it is presented the third teaching strategy to supplement the social impacts of pupils.

Third strategy

To conclude, the final teaching strategy “Let’s have fun and socialization” commands pupils to integrate into a collaborative learning environment interacting within small groups. Unquestionably, this strategy impacts pupil’s knowledge construction process due to, it provides pupils a closer experience to the world of socialization and collaboration to become competitors in globalization. As Johnston (2006) mentioned “one must understand that putting a group of students together, either in a small group or even in a classroom, requires much more than giving them a meaningful task” (p. 52). Furthermore, the creation of innovative teaching strategies, as this one, goes beyond establishing classroom responsibilities, this kind of approach, provides pupils the correct construction to guarantee the community a successful formation of bilingual citizens; which is, an abundant necessity in the current society. Moreover, to achieve the objective of the ATM and the knowledge construction process, it is essential to combine learning in small groups with collaboration in order to share oral information with others. As stated by Moore (2006) the relationship between collaboration and society:

allowing greater autonomy or ‘agency’ in the learning process – while at the same time holding on to and developing in organized sites of learning important collaborative, socializing processes and activities, and ensuring that common values and important knowledge are shared. (p. 146)

As a result, the integration of collaborative learning in small groups impacts pupils’ construction process as the skills to interact in a society and community. By this curriculum and strategy pupils experience with other classmates in the oral task; which, develops an experience to compete in the globalized community at the same time gaining advantages to Costa Rica’s society. Without a doubt, the country has grown in relation to commercial and business; therefore, it is essential for language teachers to cultivate a bilingual generation to maintain and attract the business field in the territory. Hence, the concept of overcoming society and globalization should always be relevant in education in order to correctly and properly form productive citizens. In the following section, it is mentioned how the strategies in this AMP cause a successful educational impact.

4.6.2 Educational Impact

The education in Costa Rica has as a purpose to search for healthier contemporary alternatives that look for better results on pupils’ academic performance. Thus, the educational impact that these three strategies have in our educational system most create such a challenge for both, English teachers and pupils. For Cangelos (2013) it is indispensable that:

Through the application of such strategies, you are able to meet one of your primary instructional responsibilities: to provide students with a learning environment that is conducive to achievement and free from disruptions, distractions, and threats to their safety and well-being. (p. 3)

Moreover, it needs to establish a collaborative and cooperative environment in which pupils can prepare themselves for future events where the English language, certainly, will dominate the rest of the daily activities people do. It is logical that the idea to implement strategies

in which pupils work together to bring numerous advantages, for example, it is considered that “During cooperative learning sessions, students collaborative work with one another to accomplish a common task; students learn from their interactions with one another” (Cangelos, 2013, p. 254). The impact these strategies have in education comes to bring opportunities for pupils to be involved more in realistic situations where they can provide meaningful ideas and contribute with critical thinking. Consequently, it is expected that each strategy permits to reinforce all those needs that can be presented in the English classrooms in every public institution, hence it is presented the educational impact these three strategies have.

First strategy

During the development of the first strategy, “believe in myself” it was settled the purpose to help pupils to obtain better results during the knowledge construction process when this one has the chance to produce a face to face interaction with others. Not to mention that it is highly significant to make the pupils believe that self-assurance is remarkable for a worthy conversation where words are carefully chosen in order to express security, intelligently, and catch others attention. The impact that this strategy can bring to the educational system is that it provides to each English teacher the idea that pupils, through these tasks, construct what is considered an important aspect in the knowledge construction process, self-confidence. As mentioned by Kanar (2010) “Confident students are empathetic. They are good communicators who can identify with the situations, feelings, and motives of others” (p. 291). Furthermore, it has as a principle that pupils at the end of this strategy are capable to produce positive outcomes where communicative competence can be reflected according to their level. On the other hand, this strategy has the impression that pupils through the process of scaffolding, can develop security at the moment to complete tasks and express themselves orally with other peers, due to communication in the classroom should be placed at first in order to learn effectively and activate their abilities of socialization. When pupils interact in the classroom, with the teacher or classmates, it is remarkable the usage of social language skills is a requirement in everyday conversation. Additionally, “the notion that scaffolding should not only support students to complete a particular task but also develop students’ autonomy so that they can later complete similar tasks alone” (Gibbons, 2014, p. 145). In effect, both teacher and pupils are encouraged to participate in an

innovative alternative where provide defiance in the planning method and the process of acquiring knowledge. Learning is a process of steps where the professor is in charge to provide the best strategies and options for their own well.

Second strategy

What is essential when it is established an educational strategy to improve and enrich the academic level of pupils is to have an idea of the kind of population we are choosing in order to carry out this strategy. The significant impact this strategy has on the knowledge construction process is that it motivates and encourages pupils not just about learning a second language, but, also to socialize and enjoy the process. As a result, it is in this second strategy, “Come and tell what are you thinking about”, that teacher emboldens pupils to be participate in a class where they have to discover, and make use of their knowledge to provide the most reliable and accurate results that are estimated. Thus, pupils are the center of today's education and it is a priority to start focusing on providing modern alternatives based on their necessities that will capture their attention, hence, be capable to make usage of the language learned in the smoothest mode. As a strategy to be implemented in the public high schools, it is considered that when pupils develop a task in each stage, these ones recognize the kind of effort they have to do in order to communicate due to each stage is designed to increase the level of interaction and production as well as the use of authentic language. “Additionally, since tasks are designed based on learners' real-world needs, it is expected that such task characteristics would motivate learners to be involved in interaction and to produce output while completing tasks” (Markee, 2015, p. 166). According to the impact this strategy could have in the educational field, it guarantees to each professor in the development of the class multiple opportunities to engage pupils to interact, share, and converse in an easy and accurate manner while the abilities to speak a second language are reinforced. At this level, pupils are encouraged to develop a natural and comprehensible speech.

Third strategy

The third strategy of this AMP has the objective to reinforce pupils' level of spoken interaction and improve English academic speaking skills, through working together, in pairs and

in small groups. Therefore, the impact this strategy can have in the educational field conducts to a hard labor in which the teacher and pupils must find a manner to cooperate with the intention to achieve positive and motivating results. As proposed in this strategy called, “Let’s have fun and socialization”, it counts on that every pupil from tenth grade has the capacity to interact in a face to face conversation where knowledge can be acquired and the relationships among classmates can be built too.

Accordingly, the most effective way to implement active learning is to organize the class into small groups of students who can work harmoniously together, foster their own learning strategies, and create an atmosphere in which information sharing can take place. (Orlich et al., 2009, p. 249)

Working in a group, it does not matter the size and the amount, requires communication and social language skills where everyone can understand and support each other. As stated by Orlich et al., (2009) the “Group size is an important variable that influences learner participation” (p. 252). Therefore, it is calculated that small group working certifies pupils with efficacious results. Furthermore, the development of collaborative tasks in each stage involves that the English teacher starts focusing on the way the English classroom is arranged where pupils, in their peers or small groups, can sit, focus, interact, and produce. In addition, the impact this method has on pupils nowadays conducts to an enjoyable process where participation and interaction with others are amplified and the teacher’s job is ameliorated. On the other hand, the following segment it provides the chapter’s conclusion that is based on a critical analysis of the strategies implemented in the AMP.

4.7 Chapter’s Conclusion Critical Analysis

As a whole, in the content of this chapter, the purpose is to construct an alternative methodological proposal to adjust into the English knowledge construction process in order to improve pupils speaking competence in the acquisition of the second language. Consequently, the elaboration and proposal of the three teaching strategies within this section provides as an alternative to enhance the weaknesses present in the pupils learning environment regarding the

verbal experience of communication. Therefore, the applicability of strategies in the proposal titled as “The Implementation of Collaborative Learning for Improving the Speaking Skill in the English Knowledge Construction Process” is a resource that English educators require to depend on in order to assistance the teaching and learning of speaking in a second language inside the educational classrooms. In other considerations, the establishment of the AMP is a procedure that can be applied to pupils who present difficulties at the moment to transmit oral information with other English speakers. In the other hand, the educational proposal is of immense relevance due to the necessity that the country has in relation of the acquisition of a bilingual community; as a result, that is the reason of the importance of this AMP since it is a facilitation for teachers and pupils to teach and learn with innovative and dissimilar strategies incorporated in the knowledge construction process. To put it in another way, the strategies involved in this educational innovation influences the pupil’s community to become motivated and better speakers of the English language, granting the AMP an elevated significance to the knowledge construction process. As a last contemplation, the strategies that fulfill the English knowledge construction process provide to the AMP a possible improvement to acquire the second language due to the viability within the implementation of the strategies by these mean pupils are capable of developing speaking skills by the alteration of the teaching methods utilized by educators around the learning environment. For instance, the qualities that the AMP sustains to the English knowledge construction process accredits pupils the potential to elevate a formal academic and personal oral communicative competence. In addition, as presenters of this alternative methodological proposal, it is considerable that the composed strategies are assertive for the necessities that tenth grade pupils experience in high schools of the community. Therefore, as an intention of implementing this AMP to the knowledge construction process, presenters contemplate the acquisition of a bilingual population as a competent community of second language speakers.

Moreover, it has considered that the way education is giving in this 21st century to our pupils seeks for better results where pupils possess numerous advantages in the educational field and the society. According to Anisimova & Koshova (2010) they made mention that:

English Language Teaching (ELT) is one of the key subjects for language students and a long-lasting interest for language professionals. Nowadays the profession of a language teacher is becoming more and more prestigious. Our society is keen on studying foreign languages because it gives people, children first of all, a competitive educational and professional advantage. (p. 7)

Additionally, despite it has been some changes in the way teachers instruct, it has the priority to take the pupils as the center of the entire process. Therefore, “The attention is shifted to learner and their needs and makes the educational process/lesson itself learner-centered or student-oriented” (Anisimova & Koshova, 2010, p. 132). Furthermore, the rewards that the modern teaching methods bring to today’s education provide to each pupil take a vital role in the classroom where they have the chance to communicate ideas and opinions; interact with others, and work as a group with the objective to support each other’s and resolve problems together. It is remarkable to contemplate that:

Modern theories of learning emphasize the key role that learners play in the success of education. This might seem obvious, but previously, teachers and materials were given pride of place. However, the focus now is on the learner and the learning process and processes (learning styles and learning strategies of each student) rather than the previous teacher-centered approach where endless drilling was said to produce some sort of rudimentary success in using the second language with the use of prescribed lessons and teacher-proof materials delivered by dubiously qualified “language teachers.” (Jacobs & Farrell, 2010, p. 17)

Additionally, it has the impression that with the employment of modern teaching strategies teachers ride alternatives in which pupils can be focused on specific areas that need to be improved and the teacher, as a facilitator and advisor, supports them with appropriate observations throughout the realization of academic tasks. On the contrary, Jacobs & Farrell (2010) alleged that “In traditional classes, teachers were seen as the knowledge providers and sole controllers of the class. In the approach English language teachers share this control and “facilitate” learning rather than dispense knowledge” (p. 2). Furthermore, it is indispensable too that the Costa Rican’s

English educational system moves toward an exceptional change where pupils' results can be perceived. Thus, it had into account the importance to encourage English in early childhood due to the rewards they obtained. As it was pointed out by Anisimova & Koshova (2010):

Traditionally foreign language was taught from junior to senior stage – the period of secondary school study. But nowadays we can observe steadily growing interest in teaching English to younger learners in pre-school and early school periods. The upsurge of interest of primary school and even kindergarten to the language learning is partly in response to the rapidly growing demand for English to be taught at younger ages by parents who want to provide their children with a competitive educational advantage. (p. 147)

Despite it is a challenge, learning English as a second language for early kids is a natural and unconscious process where pupils learn to dominate it easier than some older people. As a result, it can be mentioned that, for some teachers, the existence of changes towards the manner pupils are taught is due to the personal, social context, the needs, and the interest of each pupil. Thus, for Piccardo (2013a) revealed that:

Modernity and change come together in every aspect of our individual and collective lives. This increase in diversity leads to change and renewal of cultural and linguistic forms. In education, classes are increasingly diverse with students' life trajectories characterised by plurality both in languages and cultures, which then interact with the languages and cultures of the host societies, thus producing further change. (as cited in Piccardo & North, 2019, p. 11)

As the product of the evolution that education is taking, it is important that each English teacher has a different perspective of what education involves nowadays and the actions it should be taken in order to accomplish the desires established due to “The focus on change includes policies, strategies and initiatives aimed at promoting certain pedagogical approaches. Professional learning will feature prominently in any strategy to introduce and sustain change” (Paniagua & Istance, 2018, p. 43). Furthermore, it is essential that professional teachers can perceive that education has changed and the objectives that were set years ago have changed too. Not to mention

that the pupils are now the priority of the knowledge construction process where their academic achievements are necessary for their own development in the society and culture. As an essential segment of this AMP, it is presented the reflections on chapter number five where there is retaliate the nine research questions.

Chapter V Reflections

5.1 Introduction

It should be recognized the position the research questions have in this chapter of reflections and in the development of this AMP. It is vital may mention that based on the idea to improve the English spoken level on pupils from tenth grade, it is worked with three essential variables such as speaking skill, collaborative learning, and the knowledge construction process. From these three variables, it is obtained the following indicators: fluency, accuracy, and pragmatic language that are bases of a good speaking ability; types, benefits, small group determine the significant impact that collaborative learning has in the classroom; classroom environment, challenging lessons, and assessment which are essentials in every knowledge construction process. From these variables and indicators, it was derived nine research questions which it is provided a reflection of each one of them in order to define the concluding goals and results of the action-research investigation. Consequently, the relationship between the research questions proposed in chapter one, the variables, and their indicators indicate that it has the objective to resolve the weaknesses presented in the knowledge construction process at the moment when pupils interact and transmit orally a message to other people. It can perceive that the responses given in this chapter seek improvements in the English speaking abilities and the observations and analysis experienced through the entire AMP are exposed. Thus, the “Reflection helps identify a problem to investigate, and, by considering biases, assumptions, and values through reflexive inquiry, practitioners can attempt to align values and actions in their research studies” (Hendricks, 2016, p. 18). Moreover, at the time to present these reflections it can be consider, according to Hansson (2008) that “Reflection is what a teacher does when he or she looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments” (p. 238). Therefore, the experiences and what was learned permit respond to the nine research questions from a different perspective that it had at the beginning of this AMP. It is evident, that there is a necessity to answer the research questions due to the overriding time that is invested in the elaboration of these questions (White, 2009, p. 1). Thus, at the time to respond them it should contemplate the persistence of these ones, additionally, “Considering the purpose of a question can help clarify the role that it plays in the wider context of a study and even suggest whether it is a necessary element of a particular investigation” (White, 2009, p. 49). With this, it can be conducted to a set of conclusions and recommendations that will

be observed in the following and last chapters. On other words, it is addressed the research questions because there is need to find out the focus of this AMP.

5.2 Reflections

The following alternative methodological proposal explores the importance to reinforce and improve the speaking skills of pupils from tenth grade from public high schools with the proposal of three methodological strategies based on the collaborative learning space. Furthermore, this proposal emphasizes the impact that collaborative learning has on pupils in the development and the results of classroom tasks, hence, it is developed the topic “The Implementation of Collaborative Learning for Improving the Speaking Skill in the English Knowledge Construction Process”. As an alternative methodological proposal, it has the function to help both, teachers and pupils, in the progress of the knowledge construction process. Additionally, it is the English teacher who obtains a base or a guide that serves as a supportive and innovative tool with the function to reinforce pupils’ spoken interaction in the educational community and in the society due to the interaction people have nowadays is fundamental for the personal achievement. Moreover, it is taken into consideration the English syllabus 2016 from the MEP, three essential variables, and nine different indicators to perform the educational and innovative strategies that are presented in this AMP. Moreover, as a result of these three proposed strategies, it determines the answers to those questions that were focused to solve a particular problem related to the pupils’ speaking skills in the educational system, as well as it is drawn to different conclusions thanks to the development and experience of the work elaborated. As a remarkable element of this action research, it defines a series of recommendations addressed to a group of people that will be benefited during the knowledge construction process.

- How is speaking skill reinforced by implementing fluency in the knowledge construction process?

In order to respond to this research question, it is considered the speaking skill as the variable and fluency as the first indicator. Based on it, it can be deduced that during the knowledge construction process, pupils should know that in order to transmit an accurate idea it is essential to

consider some abilities as fluency due to it is an ability that today's pupils must dominate. The MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016), explains that "Speaking English fluently is a skill that learners undoubtedly must develop to achieve this aspiration" (p. 16). Thus, during the knowledge construction process is remarkable to exposed pupils to constant short conversational practice, developing speaking tasks, discussions in the schoolroom to reinforce the ability to speak a language with the best facility and with swiftness. In addition, it is determined that pupils are encouraged with tasks where their minds have to work fast, hence, the productivity will increase in a superior manner.

- How is speaking skill influenced by the application of accuracy in the English language learning?

In order to respond to this research question, it is considered the speaking skill as the variable and accuracy as the second indicator. Based on it, it can be deduced that the importance to manage a well grammatical structure at the moment to transmit a message is vital for those recipients that are listening and try to understand the information from the sender. In other words, as Saville-Troike (2012) detailed that:

accuracy in speech activities may be attributed to how much attention the speaker is paying to linguistic form, intellectual demands of a task, level of formality, setting of interaction (e.g. public or private), and relationship of speaker and addressee, as well as to linguistic contexts. (p. 176)

Therefore, when it is given too much importance to the way the sentences are structured, the sounds of the words, and the meaning of these ones, it encourages pupils to practice the speaking language every day with contact with others because is important that the message they produce can comprehend. In addition, this ability is essential in the knowledge construction process because it prepares academically pupils and reinforces their speaking skills for standardized tests, as an example, and for future formal events where an accurate speech with its main aspects can be a success.

- How does pragmatic language help to improve pupils' speaking skills in the classroom?

In order to respond to this research question, it is considered the speaking skill as the variable and pragmatic language as the third indicator. Based on it, it is established that during the speaking acts pupils may use of the social language skills, pragmatic language, to reinforce and improve not just their speech skills but also their interaction skills when a situation is presented. According to the MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016), pragmatic language “Covers, among others, speaker's and receptor's attitudes and beliefs, their understanding of the context of an utterance and the functional use of language” (p. 23). Moreover, it can be underlined that the use of pragmatic language in the knowledge construction process improve pupils' speaking skill through the application of modern techniques and real life situations in where they can development an appropriate language in the context there are in. In addition, it is through interactions tasks that pupils put in to practice these social abilities and improve their speaking skills.

- How does the implementation of different types of collaborative learning tasks help to improve the knowledge construction process?

In order to respond to this research question, it is considered collaborative learning as the variable and types as the indicator. In relation, it can be deduced that the implementation of different types of collaborative learning tasks help to improve the knowledge construction process. As a result, the acquisition of the speaking skill in a second language is a mission that involves preparation and it can only be accessed by the association between pupils. In the other hand, to enhance the knowledge construction process it requires sorts of procedures, especially in the oral learning of a language. As established in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) “Some tasks are summarizing and note taking to reconstruct an oral message. Interactive performance is the integration of all the above types” (p. 44). Hence, the implementation of different types of collaborative learning elevates the value of the knowledge construction process.

- What are the benefits that collaborative learning has in the English knowledge construction process?

In order to respond to this research question, it is considered collaborative learning as the variable and benefits as the indicator. It is a guarantee that collaborative learning offers benefits to the knowledge construction process. As regards, it can be featured that collaborative learning provides pupils an extensive variation of benefits when it relates to the procurement of becoming bilingual. In addition, constructing knowledge within interaction enables the experience of a pleasant learning environments as the exchange of ideas and solutions regarding collaborative tasks. As established in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) “Therefore, schools will provide learners with opportunities for harmonious living and active participation in the solution of problems in a collaborative way” (p. 18). In deduction, collaborative learning enhances the construction process when gaining knowledge in a foreign language.

- How does small group learning help to enhance pupils’ knowledge in the collaborative learning?

In order to respond to this research question, it is considered collaborative learning as the variable and small group learning as the indicator. In relation to it, it can be construed that small groups help to enhance pupil’s knowledge in collaborative learning. As a point of view constructing knowledge in small groups helps pupils to take action in a variety of realistic tasks that will improve communicative competencies and relationships between peers. As remarked in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) small groups help pupils’ construction of knowledge by “offering suggestions, commenting on points of view, and assumptions about unexpected situations by practicing asking and responding to peers in a small group (p. 217). An overall, the process of learning to speak in a new language requires the knowledge construction process the need for collaborative learning by small groups to cover all aspects of interaction.

- How does the management of the classroom environment benefit the English knowledge construction process?

In order to respond to this research question, it is considered the English knowledge construction process as the variable and classroom environment as the indicator. In addition, the management of the classroom environment benefits the English knowledge construction process. Hence, in this AMP the teaching of the English language is provided through meaningful classroom environments that enable pupils to experience similar situations to daily life actions they experience. As stated by Perrot, 2010 “teaching requires the design and implementation of concrete, meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks. This envisions the English classroom as a social, collaborative, action-oriented linguistic environment” (As cited in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 34). In other aspects, the involvement of real-life situations permits pupils and educators the access to social and interactive classroom environments, meaning that the learning of the English language increases and becomes an innovation.

- How is the English knowledge construction process encouraged by challenging lessons?

In order to respond to this research question, it is considered the English knowledge construction process as the variable and challenging lessons as the indicator. As mentioned in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) in relation to pupils “S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of reference and categories for organizing new learning” (p. 31). Undoubtedly, the English knowledge construction process becomes encouraged by challenging lessons for the fact that pupils acquire the necessary knowledge, skill, and experience required to learn and compete in a bilingual community.

- How assessments help to reinforce pupils' knowledge construction process?

In order to respond to this research question, it is considered the English knowledge construction process as the variable and assessments strategies as the indicator. In fact, certain assessments help to reinforce pupil's knowledge construction process by monitoring pupils progress, showcasing their strengths, fostering pupils' engagement as well as motivation. In other words, as established by MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) "the assessing techniques should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning task they perform such as: information gap, opinion-gap, problem-solving, games" (p. 54). In addition, to improve the English knowledge construction process it is necessary to manipulate a variation of dynamic assessment strategies in the classroom as mentioned by MEP; in this way, pupils acquire knowledge of the second language in an elevated and quick manner.

Chapter VI Conclusions

6.1 Introduction

It is in this chapter six that is developed the final conclusion of this AMP based on the reinforcement of the speaking skill of pupils from tenth grade and the proposal of educational strategies that can be developed during the English knowledge construction process in order to assess educators during the development of their English instructions. Based on the theoretical framework developed at the beginning of this alternative methodological proposal, it is possible to determine the final decisions for each variable and indicator presented in this AMP. It is remarkable to prepare a well-written conclusion chapter due to “the conclusion should then reflect on the topics in the body of the paper and summarize the key findings of your research” (Ellison, 2010, p. 117). Therefore, the existense of the nine conclusions are indispensable due to these are designed based on the responses given in chapter five. At the same time, it seeks a better understanding of all those breaches that can be presented during the English knowledge construction process and the significance of the action-research investigation. As explained by Ellison (2010), she stipulated that:

A good conclusion contains your parting thought—the idea that you most want your reader to remember. It should make a strong statement, one that resonates with your audience and ensures that any questions raised in your paper have been answered. (p. 116)

Moreover, as a result of these conclusions, the reader can differentiate the last impressions and ideas of the research questions and the most significant pieces of evidence where it can be concluded that spoken interaction skills in the development of tasks matter and have a marvelous function in the social and educational progress. Moreover, White (2009) specified that it is indispensable that:

The reader needs to share with the writer a sense of what has been achieved, what is established now that wasn't established at the beginning of the chapter. And the conclusion should, of course, respond to the stated aim or purpose of the chapter. (p. 50)

Therefore, the conclusions need to be clear, concise, and straight to the point with the objective to guarantee the readers the brief result attained thanks to the development of the study of each variable and indicator along the AMP. Consequently, the relationship between all nine conclusions derived from the investigation's variables speaking skills, collaborative learning, and knowledge construction process; and its indicators: fluency, accuracy, pragmatic language, types, benefits, small group classroom environment, challenging lessons, and assessment presented the final conclusions guarantee that the speaking skills on pupils from tenth grade can be reinforced through the proposal of innovative strategies. Moreover, interaction is the principal objective throughout the knowledge construction process and for this proposal to acquire academic success on pupils from tenth grade.

6.2 Conclusions

In this segment, it is presented the final conclusions derived from the first variable, speaking skills. Furthermore, the following conclusions are for the indicators fluency, accuracy, and pragmatic language and determine the key points and the position of the speaking skills during the knowledge construction process.

- Fluency is a noteworthy ability where pupils from tenth grade can develop and master it through continuous practice that can be given during the knowledge construction process to ensure confidence and comprehension at the time to interact with others. Indeed, in order to speak fluently it is essential for pupils to dominate it in order to have better opportunities in the society (MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada. 2016, p. 16). Moreover, it apports pupils to have a broad domain of vocabulary, grammar, pronunciation that can help them and used in the social context.
- It is concluded that in order to improve and reinforce the abilities to speak English in a detailed manner and properly pupils should be aware that practice is essential in this process. The practice should be based on the objective to gain confidence and acquire the correct usage and production of sentences at the moment to speak. That is why it is estimated that accuracy plays

a significant part in every conversation exchanging where the language system is essential and it should take into account in order to perform an appropriate conversation in the social context pupils are found (Saville-Troike, 2012, p. 176).

- The use of pragmatic language or social language skills during the development of speaking tasks in the classroom is a functional skill because lets pupils recognize the correct usage of the language in the scenario they are and understand the speaker's message through forms, use, and content (MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 23). Furthermore, it helps and leads pupils to apply their language skills in events of reality.

In this segment, it is presented the final conclusion derived from the collaborative learning variable. Furthermore, the following conclusions are for the indicators types, benefits, small group and determine the key points and the importance of collaborative learning during the knowledge construction process.

- Types enables a dominant position to the applicability of collaborative learning; since it provides a variety of forms to interactively learn verbal qualities of the English language. As recognized by the MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) "Some tasks are summarizing and note taking to reconstruct an oral message. Interactive performance is the integration of all the above types" (p. 44). Indeed, the construction process to wholly speak a second language demands accessibility; in this case, collaborative learning provides the admission of several types of tasks to learn English.
- The benefits of collaborative learning are an immense opportunity for pupils to integrate into the bilingual community. As established in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) "Therefore, schools will provide learners with opportunities for harmonious living and active participation in the solution of problems in a collaborative way" (p. 18). In other words, this specific method of

learning is an influential aspect for the teaching of English due to all the essential and useful acquisitions of the second language.

- The use of small groups in a language learning classroom influence the way pupils learn. It is no doubt that to unlock a speaking quality in a foreign language requires constant interaction between peers. Furthermore, small groups help pupils' construction of knowledge by "offering suggestions, commenting on points of view, and assumptions about unexpected situations by practicing asking and responding to peers in a small group (MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 217). On the whole, the productivity of small group learning aware pupils the correct way to speak English.

In this segment, it is presented the final conclusion derived from the knowledge construction process variable. Furthermore, the following conclusions are for the indicators classroom environment, challenging lessons, assessments and determine the key points and the importance of the variable itself during the knowledge construction process.

- The classroom environment is fundamental for the learning and teaching of verbal usage in a second language. As stated by Perrot, 2010 "teaching requires the design and implementation of concrete, meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks. This envisions the English classroom as a social, collaborative, action-oriented linguistic environment" (As cited in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 34). As a consequence, the knowledge construction process is influenced by the classroom environment; by this, pupils make usage function of the learning of English.
- The implementation of challenging lessons is to overcome pupils' experience regarding the English knowledge construction process. As mentioned in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) in relation to pupils "S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge and experience provide points of

reference and categories for organizing new learning” (p. 31). To put it in another way, it is a necessity for pupils to be challenged by lessons; in this way, the acquisition of the second language becomes fortified by the gain of skill and knowledge.

- The maneuver of assessments in the knowledge construction process provide to the English teacher the ability to cover requirements; in this case, specifically, reinforce speaking skill. As established by MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) “the assessing techniques should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning task they perform such as information gap, opinion-gap, problem-solving, games ”(p. 54). To be particular, assessments are managed to convenience, the attentive and adequate use of this, support the verbal learning of English for tenth-grade pupils.

Chapter VII Recommendations

7.1 Introduction

In the development of this chapter seven, it is elaborated the nine recommendations that provided to the reader and the English teachers pieces of advice that should be taking into account for future English lessons with the objective to have wonderful academic results on pupils from tenth grade. On other words, this AMP is elaborated “with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment (and educational practices in general), and improving student outcomes and the lives of those involved” (Mills, 2013, p. 8). Furthermore, it is indispensable to define these recommendations due to are driving to reinforce the English-speaking skill while pupils interact in the English classroom as well as ameliorate and support the teacher’s job with innovative educational strategies. It is significant to conduct a recommendation section as Trimmer et al. (2019) stipulated saying that “Addressing these recommendations would remove some of the disincentives for individual teachers to take greater risks in their professional practice” (p. 210). Moreover, these recommendations are proposed based on the results that were obtained thanks to the responses from the research questions and the final conclusions derived from the indicators presented in this AMP. As Lunenburg & Irby (2007) made emphasis, it is indispensable that “ your recommendations are based on your results and not on opinion” (p. 238). Indeed, it is crucial to determine that these recommendations are accompanied based on the objective of the study within the variables speaking skills, collaborative learning, and knowledge construction process. Moreover, it is taking into account the indicators derived from each variable such as fluency, accuracy, pragmatic language, types, benefits, small group classroom environment, challenging lessons, and assessment. Consequently, the relation that these nine recommendations, the variables, and its indicator have in common is to improve and expand the English speaking skills and help pupils to be globally competent citizens when interacting and working together with others. Not to mention that these recommendations are also “directed towards the improvement of performance of an individual, or a practical aspect of implementing new educational initiatives within a classroom, institution or education authority” (Koshy, 2005, p. 41). The results obtained during the development of this AMP, the recommendations are advantageous aspects where teachers have the duty to contemplate them if the objective during the knowledge construction process is to increase, reinforce, and major the abilities of spoken interaction and communication on pupils. This AMP implies a modification in the manner teachers

provide their instruction, as well as the manner tasks are performed in order to catch pupils' attention and retain them in the English classroom.

7.2 Recommendations

Consequently, in this segment is presented the recommendations from the first variable speaking skill that responds to the indicators fluency, accuracy, pragmatic language. These recommendations are conducted to be considered by the English teachers for a future implementation of this AMP.

- It is fundamental that the English teachers consider fluency as the ability in which pupils from tenth grade can express efficiency and the most natural manner their ideas and thoughts. Thus, it is essential to conduct constant speaking tasks moving towards demanding levels of difficulty with the purpose to reinforce and enrich the abilities to speak assuredly as well as naturally without hesitation. Consequently, it can be accomplished the objective that MEP requires, pupils capable to dominate the oral language to have success and opportunities in the world (MEP, Programas de Estudio de Inglés, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 16).
- It is recommended to the teachers teach English based on accuracy due to it is an indispensable component in the language in order to transmit flawless messages, and, as stipulated by Saville-Troike (2012), he said that is everything related to how words are used dependent on the situation, the environment a conversation is carried on, and also the how language is free from errors (p. 176). Thus, the teachers are in charge to ensure pupils the corresponding preparation during the knowledge construction process to reinforce their speaking skills as well as acquire more knowledge when language is put into practice through speaking and demanding tasks with the objective to gain self-confidence and procure accurate language.
- It is the teachers' job to ensure pupils the correct usage of the language, what it consists and when to use it. Moreover, consider the "speaker's and receptor's attitudes and beliefs, their understanding of the context of an utterance and the functional use of language" (MEP,

Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 23). Thus, the teachers must apply innovative strategies in the lesson plans based on real-life situations where pupils can converse, interact, and reinforce their social language skills. Furthermore, it is through the application of necessary peer and group tasks where those oral weaknesses can be improved.

Consequently, in this segment is presented the recommendations from the second variable collaborative learning that responds to the indicators types, benefits, and small group. These recommendations are conducted to be considered by the English teachers for a future implementation of this AMP.

- It is essential and of significant utility for second language educators to possess the possibility to implement different types of methodologies into the learning classroom to facilitate pupils acquisition of English. As recognized in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) “Some tasks are summarizing and note taking to reconstruct an oral message. Interactive performance is the integration of all the above types” (p. 44). As a fact, it is considered that the usage of several types of task influence and improve the performance of English speaking in pupils knowledge and learning experience.
- It is a facilitation for the English teachers to consider and deeply take into account the advantages that collaborative learning provides to the pupils during the knowledge construction process of second language learning. As established in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) “Therefore, schools will provide learners with opportunities for harmonious living and active participation in the solution of problems in a collaborative way” (p. 18). Hence, the weakness of the speaking skill in second language learning classrooms can easily be replaced and resolved when the educator considers all the advantages within the implementation of interactive environments.

- Pupils learning performance seem to be influence by the distrubution of the classroom environment. The teachers have the advantage to manipulate this characteristic of teaching and learning by introducing pupils into small groups. As remarked in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) small groups help pupils' construction of knowledge by "offering suggestions, commenting on points of view, and assumptions about unexpected situations by practicing asking and responding to peers in a small group" (p. 217). Thus, pupils' speaking interaction will be improved by participating in a small groups learning; since, individual work never reaches speaking skill goals.

Consequently, in this segment is presented the recommendations from the third variable knowledge construction process that responds to the indicators classroom environment, challenging lessons, assessments. These reccomendations are conducted to be considered by the English teachers for a future implementation of this AMP.

- It is recommended to educators to establish effective classroom environments at the moment of teaching and learning English second language due to it is academic and professional support for them. Thus as stated by Perrot, 2010 "teaching requires the design and implementation of concrete, meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks. This envisions the English classroom as a social, collaborative, action-oriented linguistic environment" (As cited in MEP Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016, p. 34). Without a doubt, a collaborative classroom environment affects pupils speaking performance in abundance, it enables a successful knowledge construction process.
- In every second language learning classroom, the professors need to consider the fact of challenging lessons in pupils during the knowledge construction process. As mentioned in MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) in relation to pupils "S/he possesses knowledge and experience that can be used to face the challenge of learning a language. This prior knowledge

and experience provide points of reference and categories for organizing new learning” (p. 31). As a fact, challenging lessons start to stimulate pupils knowledge regarding the speaking aspect of the English language.

- The key for teaching are adequate assessments. It is recommended that bilingual teachers consider pupils’ needs regarding the acquisition of English as a second language. As established by MEP, Programas de Estudio de Ingles, Tercer Ciclo de la Educación General Básica y Educación Diversificada (2016) “the assessing techniques should reflect the dynamic classroom procedures and should promote critical thinking among the students in any learning task they perform such as information gap, opinion-gap, problem-solving, games” (p. 54). Thus, it essential to monitor pupils’ progress due to the function of assessment in the English classroom is to enrich the knowledge construction process to develop bilingualism in pupils, assessment is an alternative for this goal.

References

- Alcón Soler, E., & Martínez-Flor, A. (2008). *Investigating Pragmatics in Foreign Language Learning, Teaching and Testing (Second Language Acquisition)*. Multilingual Matters. Retrieved from <http://library.lol/main/2EBC7A66F8B94FC20093F7FA1F62220D>
- Anderson, H., & Gehart, D. (2007). *Collaborative Therapy: Relationships And Conversations That Make a Difference*. Routledge. Retrieved from <http://library.lol/main/53D81CE096052212E9D35117C04E1EDC>
- Anderson, G. (2001). *Pragmatic Markers and Sociolinguistic Variation: A Relevant Theoretic Approach to the Language of Adolescents*. John Benjamins. Retrieved from <http://library.lol/main/838B58C0F87C3C45A16F4D1654BCDDDF>
- Anfara, V. A., & Mertz, N. T. (2006). *Theoretical Frameworks in Qualitative Research*. Sage Publications, Inc. Retrieved from <http://library.lol/main/E22328E9ED62D4E5D18601DAE01BB3D8>
- Anisimova, A., & Koshova, L. (2010). *Modern Aspects of English Language Teaching: Theory & Practice*. Retrieved from <https://b-ok.lat/book/3027166/fa8944>
- Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, C. K. (2009). *Introduction to Research in Education* (8th ed.). Wadsworth Publishing. Retrieved from <http://library.lol/main/2FF7E5BF91A102A19EAC69FE8267B275>

- Auer, M. E., Guralnick, D., & Simonics, I. (2018). *Teaching and Learning in a Digital World: Proceedings of the 20th International Conference on Interactive Collaborative Learning* (Vol. 2). Springer International Publishing. Retrieved from <https://b-ok.lat/book/3494835/6897a1>
- Auer, M. E., Guralnick, D., & Uhomoibhi, J. (2017). *Interactive Collaborative Learning: Proceedings of the 19th ICL Conference*. Springer International Publishing. Retrieved from <http://library.lol/main/6EBFF1793598EF505FD8833152C8E3FC>
- Babbie, E., & Roberts, L. W. (2018). *Fundamentals of Social Research* (4th ed.). Nelson Education. Retrieved from <https://b-ok.lat/book/5500413/175d05>
- Barker, A. (2011). *Improve Your Communication Skills: Present with Confidence; Write with Style; Learn Skills of Persuasion*. Kogan Page. Retrieved from <http://library.lol/main/4E0AA5366AF3727D5EB54E3CB6747497>
- Battle, D. E. (2012). *Communication Disorders in Multicultural and International Populations*. Mosby. Retrieved from <http://library.lol/main/5D22ADD93AD0356F0D44D996DB074151>
- Bell, H. (2001). *Foundations in Sociolinguistics : An Ethnographic Approach*. Routledge. Retrieved from <http://library.lol/main/53AAA05E18BA1245064BFA862BA44C21>
- Bell, L. M., & Aldridge, J. M. (2014). *Student Voice, Teacher Action Research and Classroom Improvement*. Sense Publishers. Retrieved from <https://b-ok.lat/book/2458017/01337c>

- Bento, J., Duarte, J., Heitor, M. V., & Mitchell, W. (2004). *Collaborative Design and Learning: Competence Building for Innovation*. Retrieved from <https://b-ok.lat/book/988225/f8ac29>
- Bilbrough, N. (2007). *Dialogue Activities: Exploring Spoken Interaction in the Language Class*. Cambridge University Press. Retrieved from <http://library.lol/main/1F5177F2B6E2681D9F8CB71D9997FEC6>
- Bochner, S., & Jones, J. (2003). *Child Language Development: Learning to Talk*. Wiley. Retrieved from <http://library.lol/main/5FDBA2B3DD1677C031F87E2F3380AA37>
- Bonate, P. L. (2000). *Analysis of Pretest-Posttest Designs*. CRC Press. Retrieved from <http://library.lol/main/42F8CB9730B77B800513370819D2E459>
- Bordens, K. S., & Abbott, B. B. (2017). *Research Design and Methods: A Process Approach* (10th ed.). McGraw-Hill. Retrieved from <https://b-ok.lat/book/3378498/611896>
- Bou-Franch, P., & Garcés-Conejos, P. (2003). *Teaching Linguistic Politeness: A Methodological Proposal*. (P. Bou-Franch, & P. C. Garcés, Trans.) IRAL. doi:10.1515/iral.2003.001
- Boxer, D., & Cohen, A. D. (2004). *Studying Speaking to Inform Second Language Learning*. Retrieved from <http://library.lol/main/8779505D51D02A2F692B928038349D06>
- Briggs, M., Woodfield, A., Martin, C., & Swatton, P. J. (2008). *Assessment for Learning and Teaching in Primary Schools* (2nd ed.). Learning Matters Ltd. Retrieved from <https://b-ok.lat/book/849714/8e9206>

- Brookhart, S. M. (2008). *How to Give Effective Feedback to Your Students*. Association for Supervision and Curriculum Development. Retrieved from <http://library.lol/main/9FC1EFF39828C0CF63D79BD592672DD8>
- Brown, G. T. (2017). *Assessment of Student Achievement*. Routledge. Retrieved from <https://b-ok.lat/book/3362086/811f8a>
- Brownstein, J. C., & Distad, L. S. (2004). *Talking Teaching: Implementing Reflective Practice in Groups* (6th ed). Scarecrow Education. Retrieved from <http://library.lol/main/57EE5490E876847B02446504649F2A2E>
- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Routledge Taylor & Francis. Retrieved from <https://www.pdfdrive.com/doing-action-research-in-english-language-teaching-d33096347.html>
- Cangelos, J. S. (2013). *Classroom Management Strategies: Gaining and Maintaining Students' Cooperation* (7th ed.). Wiley. Retrieved from <https://b-ok.lat/book/2270948/d3d450>
- Care, E., Griffin, P., & Wilson, M. (2018). *Assessment and Teaching of 21st Century Skills: Research and Applications*. Springer International Publishing. Retrieved from <https://b-ok.lat/book/3395061/9015f0>
- Celce-Murcia, M., Brinton, D., & Snow, M. A. (2014). *Teaching English as a Second or Foreign Language*. National Geographic Learning. Retrieved from

<http://library.lol/main/ED71E1E4AC323EF5D608635415AC5E48>

Chappell , P. (2014). *Group Work in the English Language Curriculum: Sociocultural and Ecological Perspectives on Second Language Classroom Learning*. Palgrave Macmillan.
doi:10.1057/9781137008787

Cheng, L., & Fox , J. (2017). *Assessment in the Language Classroom: Teachers Supporting Student Learning*. Macmillan Education UK. Retrieved from
<http://library.lol/main/B7D2BE4C8E4F48C62DD005B6741CDB24>

Coghlan, D., & Brydon-Miller, M. (2014). *The SAGE Encyclopedia of Action Research*. SAGE Publications Ltd. Retrieved from
<https://b-ok.lat/book/2481332/817042>

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education* (6th ed.). Routledge. Retrieved from
<http://library.lol/main/9E3B35B031767360EDD6D8C10B5E4399>

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). Routledge. Retrieved from <https://b-ok.lat/book/3623824/e19576>

Colombo, M. (2011). *Teaching English Language Learners: 43 Strategies for Successful K-8 Classrooms*. SAGE Publications, Inc. Retrieved from <https://b-ok.lat/book/2611025/abdde0>

- Corbett, J. (2003). *An Intercultural Approach to English Language Teaching*. Multilingual Matters. Retrieved from <http://library.lol/main/5EDB7BFD2265E9BE5939AA1EE58D67A9>
- Coultas, V. (2006). *Constructive Talk in Challenging Classrooms: Strategies for Behaviour Management and Talk-Based Tasks*. Routledge. Retrieved from <http://library.lol/main/29D71081B489CA3580C85D9A1370653C>
- Crawford, A., Mathews, S. R., Makinster, J., & Saul, W. E. (2005). *Teaching and Learning Strategies for the Thinking Classroom*. The International Debate Education Association. Retrieved from <https://b-ok.lat/book/864953/d382bc>
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (3rd ed.). SAGE Publications, Inc. Retrieved from https://www.pdfdrive.com/john-w-creswell-research-design_-qualitative-quantitative-and-mixed-methods-approaches-d24960021.html
- Creswell, J. W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE Publications, Inc. Retrieved from <http://library.lol/main/4DD8EC34BA58A24704851167D8481CED>
- Davis, B. G. (2009). *Tools for Teaching*. Jossey-Bass. Retrieved from <https://b-ok.lat/book/807862/ed7b39>

Dawes, L. (2008). *The Essential Speaking and Listening: Talk for Learning at Key Stage 2*. Routledge. Retrieved from

<http://library.lol/main/D6669FBD5212B73EDBAC6F9BCD39E8F2>

Dawes, L. (2010). *Creating a Speaking and Listening Classroom: Integrating Talk for Learning at Key Stage 2*. Routledge. Retrieved from

<http://library.lol/main/3A1752E2DB05D61C87FEB806B5F0BBB3>

Dawson, C. (2009). *Introduction to Research Methods: A Practical Guide for Anyone Undertaking a Research Project* (4th ed.). How to Books. Retrieved from

<https://b-ok.lat/book/825729/8cc402>

de Cássia Veiga Marriott, R., & Lupion Torres, P. (2008). *Handbook of Research on E-Learning Methodologies for Language Acquisition*. Information Science Reference.

Delahunty, G. P., & Garvey, J. J. (2010). *The English Language: From Sound to Sense*. Retrieved from <http://library.lol/main/A3E205D3B6FBDA69FF4840C43BDDDD47>

Denscombe, M. (2012). *Research Proposals: A Practical Guide*. Open University Press. Retrieved from <https://b-ok.lat/book/5005501/d6bb12>

Efron, S. E., & Ravid, R. (2013). *Action Research in Education: A Practical Guide*. The Guilford Press. Retrieved from <https://b-ok.lat/book/5008617/924701>

- Ellis, R., & Barkhuizen, G. (2005). *Analysing Learner Language (Oxford Applied Linguistics)*. Oxford University Press. Retrieved from <http://library.lol/main/52506051B2A778710B8D3108AA0DEF0F>
- Ellis, V. (2007). *Learning and Teaching in Secondary Schools (Achieving QTS)* (3rd ed.). Retrieved from <https://b-ok.lat/book/920072/a43796>
- Ellison, C. (2010). *McGraw-Hill's Concise Guide to Writing Research Papers*. McGraw-Hill. Retrieved from <https://b-ok.lat/book/1071808/2c3a4a>
- Ertl, B. (2010). *E-Collaborative Knowledge Construction: Learning from Computer-Supported and Virtual Environments*. Retrieved from <http://library.lol/main/85DC7977D7744994F39EBB94188E3BD8>
- Exley, K., & Dennick, R. (2004). *Small Group Teaching: Tutorials, Seminars and Beyond*. Taylor & Francis. Retrieved from <https://b-ok.lat/book/831895/8654c3>
- Ferlazzo, L., & Sypniewski, K. H. (2018). *The ELL Teacher's Toolbox: Hundreds of Practical Ideas to Support Your Students*. John Wiley & Sons.
- Filipenko, M., & Naslund, J. A. (2016). *Problem-Based Learning in Teacher Education*. Springer International Publishing. Retrieved from <http://library.lol/main/8D67859A99C8621B34758C722FB2307E>

- Flood, J., Lapp, D., Squire, J. R., & Jensen, J. (2004). *Methods of Research on Teaching the English Language Arts: The Methodology Chapters From the Handbook of Research on Teaching the English Language Arts, Sponsored by International Reading Association & National Council of Teachers of English* (2nd ed.). Routledge. Retrieved from <http://library.lol/main/634F40728C8B63180BE6B0F43A582DA7>
- Frey, N., & Fisher, D. (2011). *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*. Association for Supervision & Curriculum Development. Retrieved from <https://b-ok.lat/book/1129094/123506>
- Frey, N., Fisher, D., & Everlove, S. (2009). *Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding*. ASCD. Retrieved from <https://b-ok.lat/book/983485/2aa451>
- Fujishin, R. (2013). *Creating Effective Groups The Art of Small Group Communication*. Rowman & Littlefield Publishers. Retrieved from <http://library.lol/main/A9F974385D351F0510DE83D24B10F84F>
- Gamble, T. K., & Gamble, M. W. (2018). *The Public Speaking Playbook* (2nd ed.). SAGE Publications, Inc. Retrieved from <https://b-ok.lat/book/5647245/86594f>
- Garrison, R. D. (2015). *Thinking Collaboratively: Learning in a Community of Inquiry*. Routledge. Retrieved from <http://library.lol/main/97FFA2EC93091FC04119B49269E1BBA6>

- Gay, L. R., & Mills, G. E. (2016). *Educational research : competencies for analysis and applications* (11th ed. ed.). Pearson. Retrieved from <https://b-ok.lat/book/3555340/03d641>
- Gibbons, P. (2014). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom* (2nd ed.). Heinemann. Retrieved from <https://b-ok.lat/book/2949448/4d1abb>
- Gillies, R. M., Ashman, A. F., & Terwel, J. (2007). *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. Springer Science & Business Media. Retrieved from <http://library.lol/main/D54250F93DAF1D418FA143C2E7E658AC>
- Goh, C. C., & Burns, A. (2012). *Teaching Speaking: A Holistic Approach*. Cambridge University Press. Retrieved from <http://library.lol/main/4E2B9B61C0078AA5BAE1DEEEBDCCD87D>
- Goodnough , K. (2011). *Taking Action in Science Classrooms Through Collaborative Action Research: A Guide for Educators*. Sense Publishers. Retrieved from <https://b-ok.lat/book/1186932/b7d77c>
- Grant, T., Clark, U., Reershemius, G., Pollard, D., Hayes, S., & Plappert, G. (2017). *Quantitative Research Methods for Linguists: A questions and answers approach for students*. Routledge. Retrieved from <http://library.lol/main/5F1457017A88C10F966827A138C87F36>

- Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics (Edinburgh Textbooks on the English Language)*. Edinburgh University Press. Retrieved from <http://library.lol/main/CEEAA1C372B425D3884E58B016F1DEE9>
- Grugeon, E., Dawes, L., Smith, C., & Hubbard, L. (2005). *Teaching Speaking and Listening in the Primary School* (3rd ed.). David Fulton Publishers. Retrieved from <https://b-ok.lat/book/952692/48701b>
- Hall, G. (2011). *Exploring English Language Teaching*. Routledge. Retrieved from <http://library.lol/main/20E61B8CB8A6DDDDA9A7A1DBF6CA0E53>
- Hannam, P., & Echeverria, E. (2009). *Philosophy with Teenagers : Nurturing a Moral Imagination for the 21st Century*. Network Continuum. Retrieved from <https://b-ok.lat/book/2480511/199b1b>
- Hansson, T. (2008). *Handbook of research on digital information technologies: innovations, methods, and ethical issues*. IGI Global. Retrieved from <https://b-ok.lat/book/841152/5ef509>
- Harmer, J. (2007). *How to Teach English*. Pearson Education Limited. Retrieved from <http://library.lol/main/3A6EC6CF00C463D15E484E4D41FD3764>
- Haynes, A. (2007). *100 Ideas for Lesson Planning (Continuums One Hundreds)*. Continuum. Retrieved from <http://library.lol/main/12E670F5C6B872E4AED37AD1DC464647>

- Haynes, A. (2010). *The Complete Guide to Lesson Planning and Preparation*. Continuum International Publishing Group. Retrieved from <https://b-ok.lat/book/1248662/177d34>
- Hendricks, C. C. (2016). *Improving Schools Through Action Research: A Reflective Practice Approach* (4th ed.). Pearson. Retrieved from <https://b-ok.lat/book/5005357/212b10>
- Hjörne, E., van der Aalsvoort, G., & de Abreu, G. (2012). *Learning, Social Interaction and Diversity – Exploring Identities in School Practices*. SensePublishers. Retrieved from <https://b-ok.lat/book/2206246/6af1fb>
- Hmelo-Silver, C. E., Chinn, C. A., Chan, C., & O'Donnell, A. M. (2013). *The International Handbook of Collaborative Learning*. Routledge. Retrieved from <http://library.lol/main/06F3118370BF4AB642CDC8D80E6B5D10>
- Hoban, G. F. (2005). *The Missing Links in Teacher Education Design: Developing a Multi-linked Conceptual Framework*. Springer. Retrieved from <http://library.lol/main/0223998386F956A48B7211AF98AA2915>
- Hoge, A. J. (2014). *Effortless English: Learn To Speak English As A Native*. Effortless English LLC. Retrieved from <http://library.lol/main/DE78DA34BD4771C49B5113574BED7A6C>
- Honigsfeld, A., & Dove, M. G. (2010). *Collaboration and Co-Teaching: Strategies for English Learners*. Corwin Press. Retrieved from <http://library.lol/main/E15F2EAA7043D536680641A54587FCB7>

- Hornby, A. S., & Wehmeier, S. (2005). *Oxford Advanced Learner's Dictionary of Current English* (7th ed.). Oxford University Press. Retrieved from <http://library.lol/main/7C46D6F3A4533DE7E849B6408C9DCD2C>
- Housen, A., Kuiken, F., & Vedder, I. (2012). *Dimensions of L2 Performance and Proficiency : Complexity, Accuracy and Fluency in SLA*. John Benjamins Publishing Company. Retrieved from <http://library.lol/main/0A8D289A1E5C4A30AF92E6628B319A67>
- Hunzer, K. M. (2012). *Collaborative Learning and Writing: Essays on Using Small Groups in Teaching English and Composition*. McFarland & Company, Inc., Publishers. Retrieved from <http://library.lol/main/36599A523555F187147CDBB7EC9E0D09>
- Ishihara, N., & Cohen, A. D. (2010). *Teaching and Learning Pragmatics: Where Language and Culture Meet*. Pearson ESL. Retrieved from <https://b-ok.lat/book/1197783/4fe0db>
- Ito, M., Baumer, S., Bittanti, M., Boyd, D., Cody, R., Herr-Stephenson, B., . . . Tripp, L. (2019). *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (10th ed.). The MIT Press. Retrieved from <https://b-ok.lat/book/5322765/11663f>
- Jacobs, G., & Farrell, T. S. (2010). *Essentials for Successful English Language Teaching*. Continuum. Retrieved from <https://b-ok.lat/book/1234865/f855b0>
- Jalongo, M. R., Rieg, S. A., & Helderbran, V. R. (2006). *Planning for Learning: Collaborative Approaches to Lesson Design And Review*. Teachers College Pr. Retrieved from <https://b-ok.lat/book/1261411/e5e669>

- Jamshidnejad, A. (2020). *Speaking English as a Second Language: Learners' Problems and Coping Strategies*. Palgrave Macmillan. Retrieved from <https://b-ok.lat/book/6157892/22a415>
- Johnson, R. B., & Christensen, L. (2016). *Educational Research Quantitative, Qualitative, and Mixed Approaches* (6th ed.). SAGE Publications, Inc. Retrieved from <https://b-ok.lat/book/5010091/115f9c>
- Johnston, D. K. (2006). *Education for a Caring Society: Classroom Relationships And Moral Action*. Retrieved from <http://library.lol/main/76D5B00B3A566D7DE25F9B5885C92ACD>
- Kanar, C. C. (2010). *The Confident Student* (7 th ed.). Wadsworth Publishing. Retrieved from <https://b-ok.lat/book/1209568/bd29a8>
- Kapalka, G. M. (2009). *Eight Steps to Classroom Management Success: A Guide for Teachers of Challenging Students*. Corwing Press. Retrieved from <https://b-ok.lat/book/1174234/c0f2eb>
- Kendall, J., & Khuon, O. (2005). *Making Sense: Small-Group Comprehension Lessons For English Language Learners*. Stenhouse Publishers. Retrieved from <http://library.lol/main/7CD388F772F68733E9F27C60B8101914>
- Koretz, D. (2008). *Measuring Up: What Educational Testing Really Tells Us*. Harvard University Press. Retrieved from

<http://library.lol/main/A7B8C65DFAE9BEBB94066AC118BBB467>

Koshy, V. (2005). *Action Research for Improving Practice: A Practical Guide*. Paul Chapman Publishing. Retrieved from <https://es.b-ok.lat/book/853258/84690a>

Kubiszyn, T., & Borich, G. D. (2013). *Educational Testing and Measurement: Classroom Application and Practice*. Wiley Global Education. Retrieved from <http://library.lol/main/D981044777CE3A5874F8506B59231BB4>

Kumar, R. (2010). *Research Methodology: A Step-by-Step Guide for Beginners* (3rd ed.). SAGE Publications Ltd. Retrieved from <https://b-ok.lat/book/2647081/5d2269>

Lakey, G. (2010). *Facilitating Group Learning: Strategies for Success with Adult Learners*. Jossey-Bass. Retrieved from <http://library.lol/main/DED0908988C9FE7FBC67BBE619F53DF0>

Lam, R. (2018). *Portfolio Assessment for the Teaching and Learning of Writing*. Springer. Retrieved from <https://b-ok.lat/book/3553524/2f7a26>

Langer, G. M., Colton, A. B., & Goff, L. S. (2003). *Collaborative Analysis of Student Work: Improving Teaching and Learning*. ASCD. Retrieved from <http://library.lol/main/0979BC8BB68D75C62D0F51F8C17BECB3>

Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. The Guilford Press. Retrieved

from <https://b-ok.lat/book/3367988/066698>

Leighton, J., & Gierl, M. (2007). *Cognitive Diagnostic Assessment for Education: Theory and Applications*. Cambridge University Press. Retrieved from <http://library.lol/main/24130CA64132EBDED51D7AC76455873B>

Leimanis-Wyatt, M. (2010). *Classroom DIY: A Practical Step-by-Step Guide to Setting up a Creative Learning Environment*. Routledge. Retrieved from <http://library.lol/main/E03DB566DB109C74D6D6C00ABD315C2E>

Lunenburg, F. C., & Irby, B. J. (2007). *Writing a Successful Thesis or Dissertation: Tips and Strategies for Students in the Social and Behavioral Sciences*. Corwin. Retrieved from <https://es.b-ok.lat/book/2523647/c24a55>

Luzzatto, E., & Dimarco, G. (2009). *Collaborative Learning: Methodology, Types of Interactions and Techniques*. Nova Science Pub Inc. Retrieved from <http://library.lol/main/A1A71481BC98BCB1B01A848656492EC3>

Mahendra, S. (2010). *Speak English Fluently*. Upkar Prakashan. Retrieved from <http://library.lol/main/E4F4DBCA673DE883733211A834A2A49B>

Marczyk, G. R., DeMatteo, D., & Festinger, D. (2005). *Essentials of Research Design and Methodology*. John Wiley & Sons. Retrieved from <http://library.lol/main/91F71317D0763CC57CCDBE5FA0869396>

Markee, N. (2015). *The Handbook of Classroom Discourse and Interaction*. Wiley-Blackwell.

Retrieved from <https://b-ok.lat/book/2543404/fbae86>

Martella, R. C., Nelson, R., Morgan, R. L., & Marchand-Martella, N. E. (2013). *Understanding and Interpreting Educational Research*. The Guilford Press. Retrieved from

<http://library.lol/main/C67F4F2233B212E328D6162AFFA2EB01>

Marzano, R., Gaddy, B. B., Foseid, M. C., Foseid, M. P., & Marzano, J. S. (2005). *A Handbook for Classroom Management That Works*. Association for Supervision & Curriculum Development. Retrieved from

<http://library.lol/main/DCC08E0F71A63EC8273120DC80D5839C>

Matsuda, P. K., & Silva, T. (2005). *Second Language Writing Research: Perspectives on the Process of Knowledge Construction*. Routledge. Retrieved from

<http://library.lol/main/88A23329A4D5BA2F8F9F2A8BC3892408>

McLeod, J., Fisher, J., & Hoover, G. (2003). *The Key Elements of Classroom Management: Managing Time and Space, Student Behavior, and Instructional Strategies*. Association for Supervision & Curriculum Deve. Retrieved from

<http://library.lol/main/4321C9C154650398C863829F9C5BCFA4>

McNiff, J. (2016). *Writing Up Your Action Research Project*. Routledge. Retrieved from

<http://library.lol/main/7F6423781149E799896D5C5FEB2DF19E>

Melzer, P. (2019). *A Conceptual Framework for Personalised Learning*. Springer Gabler.
Retrieved from <http://library.lol/main/18CC5A36B25F9AB9F741914390928926>

Mertler, C. A. (2017). *Action research improving schools and empowering educators*. SAGE Publications. Retrieved from
<http://library.lol/main/FB55323D59C291D4653A1127BAEF888A>

Mills, G. E. (2013). *Action research: a guide for the teacher researcher* (5th ed.). Pearson.
Retrieved from <https://es.b-ok.lat/book/11019360/b236b5>

Ministerio de Educación Pública. (2016). *Programas de Estudio de Ingles, Tercer ciclo de la Educación General Básica y Educación Diversificada*. Retrieved from
http://www.drea.co.cr/sites/default/files/Contenido/ingles3ciclo_diversificada.pdf

Mody, M., & Silliman, E. R. (2008). *Brain, Behavior, and Learning in Language and Reading Disorders (Challenges in Language and Literacy)*. The Guilford Press. Retrieved from
<https://b-ok.lat/book/1056188/f11ddb>

Moore, A. (2006). *Schooling, Society and Curriculum (Foundations and Futures in Education)*. Retrieved from <http://library.lol/main/70F73A21A331AA6650301C03B6CCF955>

Moreillon, J. (2009). *Collaborative Strategies for Teaching Reading Comprehension*. American Library Association. Retrieved from
<http://library.lol/main/3747A9BCF134159D63BDA8CAF19F0103>

Muschalik, J. (2018). *Threatening in English: A Mixed Method Approach*. John Benjamins.
Retrieved from <http://library.lol/main/541DC8A5B01F3F67AE8FA2EF7B2DE710>

Myhill , D., Jones , S., & Hoper, R. (2006). *Talking, Listening, Learning: Effective Talk in the Primary Classroom*. Retrieved from
<http://library.lol/main/AFBDDCB4DB07AB4455E467DF37437F38>

Nakamori, Y. (2020). *Knowledge Construction Methodology: Fusing Systems Thinking and Knowledge Management*. Springer Singapore. Retrieved from
<https://b-ok.lat/book/5402896/7c0df3>

Naughton, G. M., & Hughes, P. (2009). *Doing Action Research in Early Childhood Studies: a step-by-step guide*. Open University Press. Retrieved from
<https://b-ok.lat/book/836761/929c48>

Nottingham, J., & Nottingham, J. (2018). *Learning Challenge Lessons, Primary: 20 Lessons to Guide Young Learners Through the Learning Pit*. Corwin Press.

Obi, I. D. (2019). *Fluency Made Easy*. Retrieved from <https://b-ok.lat/book/5224779/b97b6b>

Orlich, D. C., Harder, R. J., Callahan, R. C., Trevisan, M. S., & Brown, A. (2009). *Teaching Strategies: A Guide to Effective Instruction* (9th ed.). Wadsworth Publishing. Retrieved from <https://b-ok.lat/book/1236490/cd0be6>

- Palmer, E. (2014). *Teaching the Core Skills of Listening and Speaking*. Association for Supervision & Curriculum Development. Retrieved from <http://library.lol/main/AACCF4F980BD27C14A68F35730031857>
- Paniagua, A., & Istance, D. (2018). *Teachers as Designers of Learning Environments - The Importance of Innovative Pedagogies*. OECD Publishing. Retrieved from <https://b-ok.lat/book/3619333/e52c68>
- Patel, M. F., & Jain, P. M. (2008). *English Language Teaching : Methods, Tools & Techniques*. Sunrise Publishers & Distributors. Retrieved from <https://b-ok.lat/book/902677/f5d3ff>
- Pawlak, M., & Waniek-Klimczak, E. (2015). *Issues in Teaching, Learning and Testing Speaking in a Second Language*. Springer. Retrieved from <http://library.lol/main/567189B82DEB1D4D1AA794EF6AC20893>
- Pawlak, M., Bielak, J., & Mystkowska-Wiertelak, A. (2014). *Classroom-oriented Research: Achievements and Challenges*. Springer International Publishing. Retrieved from <https://b-ok.lat/book/2294800/89f2c1>
- Pelton, R. P. (2010). *Action Research for Teacher Candidates: Using Classroom Data to Enhance Instruction*. R&L Education. Retrieved from <https://b-ok.lat/book/1199422/635bf3>
- Phillips, P. P., & Stawarski, C. (2008). *Data Collection: Planning for and Collecting All Types of Data (Measurement and Evaluation Series)*. Pfeiffer. Retrieved from <http://library.lol/main/2A575D1F63054058D39B86BA79B38824>

- Piccardo, E. (2014). *From Communicative to Action-Oriented: A RESEARCH PATHWAY*. From Communicative to Action-Oriented: A. Retrieved from https://transformingfsl.ca/wp-content/uploads/2015/12/TAGGED_DOCUMENT_CSC605_Research_Guide_English_01.pdf
- Piccardo, E., & North, B. (2019). *The Action-oriented Approach: A Dynamic Vision of Language Education*. Multilingual Matters. Retrieved from <https://b-ok.lat/book/5431786/2d2ad9>
- Plotkin, V. (2006). *The Language System of English*. Universal Publishers. Retrieved from <https://www.bookpump.com/bwp/pdf-b/1129939b.pdf>
- Plummer, D. M. (2011). *Helping Children to Improve Their Communication Skills: Therapeutic Activities for Teachers, Parents and Therapists*. Jessica Kingsley Publishers. Retrieved from <https://b-ok.lat/book/1244874/36f2e0>
- Popham, J. W. (2001). *The Truth About Testing: An Educator's Call to Action*. ASCD. Retrieved from <https://b-ok.lat/book/970689/1ad445>
- Popham, J. W. (2018). *Classroom Assessment: What Teachers Need to Know* (8th ed.). Pearson. Retrieved from <http://library.lol/main/43AD5F2B1DAAD1FB7873C3EA7D61C149>
- Powell, R. G., & Powell, D. L. (2010). *Classroom Communication and Diversity: Enhancing Instructional Practice, (Routledge Communication Series)* (2nd ed.). Taylor & Francis. Retrieved from <http://library.lol/main/0B6BF7D045AA0AC165E1E1822DFD7D38>

- Purpura, J. E. (2004). *Assessing Grammar*. Cambridge University Press. Retrieved from <http://library.lol/main/FB6B7D4CBA07B7C59F4B16FA2DA3CDD1>
- Radford, A. (2009). *An Introduction to English Sentence Structure*. Cambridge University Press. Retrieved from <https://b-ok.lat/book/540761/512818>
- Redfern, A. (2015). *The Essential Guide to Classroom Practice*. Routledge. Retrieved from <https://www.pdfdrive.com/the-essential-guide-to-classroom-practice-200-strategies-for-outstanding-teaching-and-learning-d185364579.html>
- Rijlaarsdam, G., Bergh, H., & Couzijn, M. (2005). *Effective Learning and Teaching of Writing: A Handbook of Writing in Education* (2nd ed.). Springer Netherlands. Retrieved from <https://b-ok.lat/book/936757/0bbb5a>
- Roberts, T. S. (2006). *Self, Peer, and Group Assessment in E-learning*. Information Science. Retrieved from <https://b-ok.lat/book/2089054/787b96>
- Rocha, Á., Correia, A. M., Tan, F. B., & Stroetmann, K. A. (2014). *New Perspectives in Information Systems and Technologies*. Springer International Publishing. Retrieved from <https://b-ok.lat/book/2331441/3b6a62>
- Ruiter, R., & Dang, P. Y. (2005). *Highway To E.S.L. A User-Friendly Guide to Teaching English As A Second Language*. iUniverse. Retrieved from <https://b-ok.lat/book/3022592/8625a5>

- Russell, D. (2009). *Cases on Collaboration in Virtual Learning Environments: Processes and Interactions*. Information Science Reference. Retrieved from <https://b-ok.lat/book/948335/4c4ae6>
- Samuda, V., & Bygate, M. (2008). *Task In Second Language Learning*. Palgrave Macmillan. Retrieved from <http://library.lol/main/5EBBC713D18C7A9E1AB259CE448F95E8>
- Sasson, D. (2013). *Speaking and Writing for English Language Learners: Collaborative Teaching for Greater Success with K-6*. R&L Education. Retrieved from <http://library.lol/main/5A2D3384C2C8DFD5147B457E4AB59AA6>
- Saville-Troike, M. (2012). *Introducing Second Language Acquisition* (2nd ed.). Cambridge University Press. Retrieved from <http://library.lol/main/CA3604D6663F7EF2048E3E5848F50F40>
- Scannell, E. E., & Burnett, C. A. (2009). *The Big Book of Brain-Building Games: Fun Activities to Stimulate the Brain for Better Learning, Communication and Teamwork*. McGraw-Hill Education. Retrieved from <https://b-ok.lat/book/829516/e17edd>
- Scott, S., Scott, D. E., & Webber, C. F. (2016). *Leadership of Assessment, Inclusion, and Learning* (Vol. 3). Springer International Publishing. Retrieved from <http://library.lol/main/DE73CB17DD62886622D9B22EF04822B8>
- Scrivener, J. (2012). *Classroom Management Techniques*. Cambridge University Press. Retrieved from <http://library.lol/main/4B6B0AE42E232D794AB175F093948286>

- Secolsky, C., & Denison, D. B. (2017). *Handbook on Measurement, Assessment, and Evaluation in Higher Education* (2nd ed.). Routledge. Retrieved from <http://library.lol/main/30269AF9B643D5C32A0178E47E31D5CB>
- Segalowitz, N. (2010). *Cognitive Bases of Second Language Fluency*. Routledge. Retrieved from <http://library.lol/main/3E0057701085010C9D4E1DC670903024>
- Serravallo, J. (2010). *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*. Heinemann. Retrieved from <http://library.lol/main/76A1D0CE65940FB21FD04E30CCA5C72E>
- Sessa, V., & London, M. (2007). *Work Group Learning: Understanding, Improving and Assessing How Groups Learn in Organizations*. Psychology Press. Retrieved from <http://library.lol/main/22F0FB08B902F21A5ABFA315904D7586>
- Shastri, P. D. (2010). *Communicative Approach To The Teaching Of English As A Second Language*. Himalaya Publishing House. Retrieved from <http://library.lol/main/817450A732B3BC3D8DCE1E9C4A8A72A9>
- Shin, S. J. (2012). *Bilingualism in Schools and Society: Language, Identity, and Policy*. Routledge. Retrieved from <http://library.lol/main/B8091795F4A444FBE2D2428A2CAA9800>
- Silver, R. E., Goh, C. C., & Alsagoff, L. (2009). *Language Learning in New English Contexts: Studies of Acquisition and Development*. Continuum International Publishing Group. Retrieved from <https://b-ok.lat/book/887111/96d920>

- Smith, R., & Rebolledo, P. (2017). *A Handbook for Exploratory Action Research*. British Council Global English. Retrieved from https://englishagenda.britishcouncil.org/sites/default/files/attachments/30510_bc_explore_actions_handbook_online_aw.pdf
- Steinbring, H. (2005). *Construction of New Mathematical Knowledge in Classroom Interaction: An Epistemological Perspective*. Springer. Retrieved from <https://b-ok.lat/book/499047/0da81e>
- Surkamp, C., & Viebrock, B. (2018). *Teaching English as a Foreign Language: An Introduction*. J.B. Metzler. Retrieved from <http://library.lol/main/BE9F23795B7299F825C26C2C56A360A3>
- Swan, M., & Baker, D. (2008). *Grammar Scan: Diagnostic Tests for Practical English Usage* (3rd ed.). Oxford University Press. Retrieved from <http://library.lol/main/DA4C8CAA8ED605DB4EB5D66808617AB7>
- Szulevicz, T., & Tanggaard, L. (2017). *Educational Psychology Practice: A New Theoretical Framework*. Springer International Publishing. Retrieved from <http://library.lol/main/8B084B17227DF96EE6029AC5AF3F72E7>
- Taguchi, N. (2019). *The Routledge Handbooks in Second Language Acquisition and Pragmatics*. Routledge. Retrieved from <https://b-ok.lat/book/5566655/31d526>

Taguchi, N., & Roever, C. (2017). *Second Language Pragmatics*. Oxford Univ Pr. Retrieved from <https://b-ok.lat/book/3675734/bd4c1c>

Targ -Brill, M. (2014). *Speech and Language Challenges. The Ultimate Teen Guide*. Rowman and Littlefield Publishing Group. Retrieved from <http://library.lol/main/2411C77FD40DC81AD369EB765680A14D>

The Organisation for Economic Co-operation and Development. (2013). *Teachers for the 21st Century : Using Evaluation to Improve Teaching*. OECD Publishing. Retrieved from <https://b-ok.lat/book/3384138/175a4f>

The Organisation for Economic Co-operation and Development . (2016). *Innovating education and educating for innovation: the power of digital technologies and skills*. OECD Publishing. Retrieved from <https://b-ok.lat/book/3365106/a5bb15>

The Organisation for Economic Co-operation and Development; , Asia Society. (2018). *Teaching for Global Competence in a Rapidly Changing World*. OECD Publishing. Retrieved from <https://b-ok.lat/book/3619407/5440ae>

Thornbury, S. (2005). *How to Teach Speaking*. Longman. Retrieved from <http://library.lol/main/CA9F7C877F9D421C3E0A6090F59907F0>

Tokoro, M., & Steels, L. (2004). *A Learning Zone of One's Own: Sharing Representations and Flow in Collaborative Learning*. IOS Press. Retrieved from <http://library.lol/main/E87E44971349B32EE73E3C5DB29227CF>

Tomal, D. R. (2010). *Action Research for Educators* (2nd ed.). Rowman & Littlefield Publishers.
Retrieved from <https://b-ok.lat/book/997685/58d24d>

Trimmer, K., Newman, T., & Padró, F. F. (2019). *Ensuring Quality in Professional Education Volume II: Engineering Pedagogy and International Knowledge Structures*. Springer International Publishing;Palgrave Macmillan. Retrieved from
<https://b-ok.lat/book/4980932/5e222d>

VanderStoep, S. W., & Johnson , D. D. (2009). *Research Methods for Everyday Life: Blending Qualitative and Quantitative Approaches*. Jossey-Bass. Retrieved from <https://b-ok.lat/book/917745/b898f5>

Verderber, R., Sellnow, D., & Verderber, K. (2011). *The Challenge of Effective Speaking* (15th ed.). Cengage Learning. Retrieved from
<http://library.lol/main/8C8A6891BFCC4579DCF4310D0B6B6060>

Waniek-Klimczak, E., & Pawlak, M. (2015). *Teaching and Researching the Pronunciation of English: Studies in Honour of Włodzimierz*. Springer International Publishing. Retrieved from <http://library.lol/main/CDA5FE8CDE86D7DB37DEA7BB2AA238E2>

Weiss , M. (2019). *Writing Scientific Research Proposals*. bookboon. Retrieved from <https://b-ok.lat/book/5445883/499aac>

Westwood, P. (2008). *What Teachers Need to Know About Teaching Methods*. ACER Press.
Retrieved from <https://b-ok.lat/book/863366/ae1a45>

- White, P. (2009). *Developing Research Questions: A Guide For Social Scientists*. Palgrave Macmillan. Retrieved from <https://b-ok.lat/book/2033903/1351a9>
- Willis, J. (2008). *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension*. Association for Supervision and Curriculum Development. Retrieved from <http://library.lol/main/CF907DCD72A6A2C0A77F628C6DBD5F10>
- Wong, J., & Waring, H. (2010). *Conversation Analysis and Second Language Pedagogy: A Guide for ESL/EFL Teachers*. Routledge. Retrieved from <http://library.lol/main/E1421AB187A4C401305F9657813B7E6B>
- Wood, D. (2010). *Formulaic Language and Second Language Speech Fluency: Background, Evidence and Classroom Applications*. Continuum. Retrieved from <https://b-ok.lat/book/2357592/bdfdf8>
- Wynne, S. A. (2010). *TE_xES English as a Second Language (ESL) 154 (XAM TEXES)*. Retrieved from <http://library.lol/main/82E16859AC32E98079BE205A4A2E2DAA>

Annexes

DECLARACIÓN JURADA

Yo, Stefanny Acuña Martínez estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual de la **Proyecto de Grado titulada (o):**

The Implementation of Collaborative Learning for Improving the Speaking Skill in the English Knowledge Construction Process.

Por lo que libero a la Universidad de cualquier responsabilidad en caso de que mi declaración sea falsa.

Es todo, firmo en Pérez Zeledón a los 11 días del mes de Abril del año 2021.



Firma

Stefanny Acuña Martínez
Nombre sustentante

116840334

Cédula sustentante

