The Implementation of Rapport to Improve the Speaking Competence Level in the Knowledge Construction Process

Pedagogical Proposal Action Research Project

By

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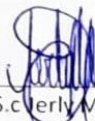
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Abstract

The present methodological proposal action research performs the final project that is requisite to obtain the degree of licentiate in the English Teaching major at Universidad Latina de Costa Rica. In the same line, the present proposal is created to improve the speaking competence level in the English lessons of the Costa Rican educational system. Moreover, the communication skill is a fundamental element to achieve the real knowledge of the language. In addition, one of the main goals of teaching English is to help pupils to develop active language skills to express their opinions in the target language. Therefore, the actual pedagogical proposal is developed to determine how rapport can improve the spoken abilities through the use of real-life scenarios that allow a real knowledge construction process. In that way, the literature review introduces effective information of the three principal variables of the study: rapport, speaking competence, and Knowledge Construction Process. For that reason, it has been elaborated three essential and unique teaching strategies using rapport basics and apps sustained in the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada guidelines from MEP 2016. In this manner, these strategies will help teachers to encourage their teaching process with original and compelling strategies that foment effective and healthy communicative spaces. Finally, it is developed different reflections based on the research questions with the purpose of giving the final conclusions related to the variables and indicators advanced through the study, and the recommendations reflect the real findings of the study that are directed to second language teachers in order to make the learning process of speaking abilities more powerful through the use of rapport and apps that produce unique and healthy environments to ensure authentic construction process.

Key words: knowledge construction process, speaking competence level, rapport.

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Dedicatory

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Table of Content

Chapter I Introduction

1.1. Introduction

The development of this pedagogical proposal highlights the necessity to improve the learner's spoken competence level throughout the application of rapport in the English knowledge construction process. Being able to communicate in English effectively is an essential and valuable skill. It puts any person miles ahead of his or her peers in the competition for high-prestige positions. English Language is such a key aspect to setting up students for success in their future professional endeavors. As Rose (2008, as cited in Dawes, 2011):

> Due attention must be given to the prime skills of speaking and listening as essential in their own right and crucial for learning to read, write, to be numerate and, indeed, to be successful in virtually all of the learning children undertake at school and elsewhere. (para. 2)

This shows that communication plays a vital role in human life. Strong language skills are an asset that will promote a lifetime of effective communication. That is why, it is elemental to offer all students great opportunities to develop proper linguistic competences at even earlier ages. The Common European Framework of Reference (2003, as cited in Ministerio de Educación Pública, Programa Tercer Ciclo y Educación Diversificada [MEP], 2016) defines competences as "the sum of knowledge, skills and characteristics that allow a person to perform actions in society." (p. 9). To prepare students to be the next generation of future entrepreneurs, doctors, scientists, engineers, or any other influential job they choose, it is necessary to prepare them for using the English Language effectively and fluently. Speaking allows the enhancement of the language since the input is received through spoken exposure learners are constantly exposed to in class and outside the classroom.

In addition, it is fundamental to analyze the implementation of different strategies to strengthen the speaking skills that must be latent in every class. It is essential to foster an appropriate environment that promotes a meaningful learning. Teachers all around the world always do their best to assist students to learn a second language by giving them a lot of rapport; building rapport in every class is the key to succeed when teaching. In the education context, effective rapport building can help teacher's manage classroom behavior, engage learners, and create positive learning environments. According to Harmer (2007):

> Rapport means, in essence, the relationship that the students have with the teacher, and vice versa. In the best lessons we will always see a positive, enjoyable, and respectful relationship. Rapport is established in part when students become aware of our professionalism, but it also occurs as a result of the way we listen to and treat the students in our classrooms. (p. 25)

A positive classroom atmosphere allows students to be more confident and have more learning opportunities. Language lessons are more effective when they are presented in a positive way and the students are encouraged to practice the skills in an enjoyable form. Gardener (as cited in Petty, 2009) mentioned that "The ultimate goal of the educational system is to shift to the individual the burden of pursuing his own education". (p.50) That is why it is vital to offer a proper environment to motivate pupils to acquire a second language properly. Learning is more effective if it is motivated by a desire to succeed, and teachers can transmit this by making use of good rapport.

In this chapter of this alternative methodological proposal, some essential aspects are going to be developed to achieve the expected objectives. For that reason, the importance of the new Syllabus developed by the MEP, Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) named "Educating for a New Citizenship" is going to be mentioned; also, how rapport activities can enhance speaking skills, and why the implementation of these activities in Action-Oriented tasks are requisite to increase the linguistic competence. This part of the research consists of giving the reader a clear idea of the rationale and the main purpose of the investigation which is called: The implementation of Rapport into the knowledge construction process to enhance students' speaking competence. The rationale of this alternative methodological proposal covers the importance of the speaking skill and the implementation of rapport activities in an Action-Oriented Approach to strengthen the communicative competence of students and how this research can contribute to intensify speaking competences in the English language. According to the Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) "The development of language skills in English is an essential element for Costa Rican youth to successfully integrate into the society, take advantage of new opportunities and enhance their employability" (p.7); this is the main aim for the MEP and it still has not been accomplished as desired. Thus, this study intends to research more about how the speaking skill can be improved by the learners. Moreover, the main purpose of this proposal is to integrate different manners of implementing rapport and interactional resources that a teacher can employ to achieve both instructional tasks and rapport with the students as well as the effects of rapport building on the performance of the communicative tasks during the knowledge construction process.

In addition to this, the research questions consist of nine different questions that intends to answer if the expected objectives proposed during the action research process will be reached or not.

Speaking competence is one of the most important skills that needs to be reinforced in every English classroom. It is essential to understand the importance that the spoken interactions have for the development of the knowledge construction process. Moreover, the speaking ability allows students to acquire the English knowledge throughout the construction process. Pupils must be exposed to rapport to improve this ability. Perhaps, by means of rapport teachers can allow students to extend their ways of learning how to communicate in the target language. In fact, teachers need to build authentic rapport and understand that relationships matter when teaching another language. The use of rapport in the classroom supports student learning in a wide variety of ways. The powerful impact of rapport is necessary, and all teachers should learn more about how to implement it. Empathy and mutual understanding can do a lot of to build the relationship level in any interaction. Besides, to conduct the development of this chapter, the following aspects are going to be used: rationale, purpose, objectives, research questions, hypothesis, and chapter's conclusion. The rationale section explains the importance of improving the speaking competence level of the students and encourage them to be comfortable enough to increase their participation in the use of English and enhance their communicative competences. In addition, the second aspect analyzed to carry out this pedagogical proposal is the purpose that leads to the use of rapport in English lessons to improve the learners' speaking proficiency level. The next section to conduct this proposal is the general and specific objectives that are the plans to structure it; additionally, it is presented the nine research questions that are pretended to be answered during the elaboration of this pedagogical proposal. To conclude, the hypothesis and the chapter's conclusion are exposed in this chapter. In the following section, the rationale of this study is going to be developed to analyze the importance of rapport during the knowledge construction process and its implementation to reinforce leaner's speaking competence to help teachers to have more strategies to treat students in a better way.

1.2. Rationale

The ongoing globalization produced a great impact of mastery a second language especially for learners. In fact, it becomes the bridge for the pupils to improve themselves as a professional and citizen. Programa de Estudios de Inglés III Ciclo y Educación Diversificada [MEP] (2016) stays that, "For citizens to communicate effectively in the global context and to face the challenges of an interconnected world, they need to possess a number of competences" (p. 12). This means that the English language has become a big part of education, it makes a commitment of changes, and it

challenges a step forward to something new. In that way, one of the most important point in this process is the speaking English competence, it is extremely necessary to engage learners and the learning conditions. Ellis (2014, as cited in Celce-Murcia et al., 2014) stays, "Profiency a second language require learners acquire rich repertoire of formulaic expressions, which cater to fluency and immediate functional needs." (p. 33). This shows a clear idea of the effectiveness use of oral communication skills to promote the accuracy of production. However, through the years it had been difficult to identify the success of the students in the development of the speaking competence. Consequently, this methodological proposal is created to identify the effectiveness of the implementation of rapport to improve the speaking competence level in the knowledge construction process. As Higgs (2014) commented "Learning is the primary need, and without acknowledging the student, a teacher cannot conduct special conferences in order to address specific student needs." (p.19). This points that one of the most important objectives that Education has is the integration of every student to be part of the educational process.

Speaking competence is the principal element to achieve the real knowledge of the language. Moreover, the ability of speaking skillfully provides learners more advantages and the capacity to express their opinions and feelings with their classmates. As Palmer (2014) claimed "Education is fundamentally and unquestionably grounded in oral communication" (p.10). This shows that the speaking competence is the main goal of the English classes. Nonetheless, there are factors that can affect the process of the oral communication skills such as comprehensibility, the development of real-life activities. As Harpaz (2014) mentioned, "The goal of the curriculum is not to transmit as much "valuable" content as possible but to encourage and guide students to interpret, process, and invent knowledge" (p. 82). This demonstrates the importance of creating spaces where students can interpret and process knowledge in a clear way. However, recent years show that the pupils' speaking competence level does not reflect a real success in learning a second language. In addition, students have complications to develop the speaking ability into the class such as the meaning of some vocabulary. For that reason, it is important to consider the integration of collaborative learning. As a result, learners can be able to speak English satisfactorily in the daily interaction.

Interpersonal communication is everywhere, and the classroom is no exception. It is well-known that the importance of making a good impression at the first class is vital; however, it is crucial that the teachers demonstrate empathy and with that create a beneficial effect. For that reason, it is important to build and integrate the rapport in class as a fundamental tool. According to Garret (2014) "It is a teacher's responsibility to develop caring relationships with his or her students and among the

students in the class" (p. 45). It refers that the construction of a good rapport begins with the teachers and with that they can foster a helpful learning environment. Besides, it is essential to emphasize that it is possible to identify the efficacy of the implementation of rapport to improve the speaking competence level of learners in each class. In fact, the effects of the integration of this strategy can promote the creation of supportive communication spaces where pupils can feel confidence to improve their knowledge. Jolliffe (2007) exposed that, "Learning requires interaction and not only does this need interpersonal skills, it also requires the skills of communication" (p. 29). This demonstrates the need to make a definite change in the management of the student learning process through rapport. Building rapport is not just to focus on engaging pupils through basic subjects, the real purpose is to establish and maintain lines of communication. Stevens (2008, as cited Gillies et al., 2008) mentioned that, in "Students developed an interdependence that promoted positive social relations in the class and established a climate where students help one another learn" (p. 105). This shows the importance of integrating every element of rapport for the success of the collaborative opportunities. Furthermore, rapport brings learners' achievement in every class.

The importance of mastering a second language these days, leads students, teachers, and people in charge of developing educational programs to improve the teaching and learning English methods. Besides, the principal purpose of teaching English is not based solely on learning vocabulary or knowing how to listen, since the main key to the success of learning a second language is that students can communicate effectively with their peers inside and outside the classroom. Through the years, speaking competence has gone through a series of obvious problems that have affected the timely development of each of the students. Moreover, the curriculum refers to the importance of promoting an effective and clear management of knowledge. For that reason, the implementation of rapport provides spaces where learners can have more confidence to improve their spoken ability. In addition, building rapport shows the reality of the educational process through the creation of real lines of communication. It emphasizes on the necessity of the teacher's commitment during every class for the achievement of communicative competence. Therefore, the researchers decided to realize this study to recognize if the implementation of rapport can improve the speaking competence level in the construction process. Moreover, to help students to reach the objectives that are established in the curriculum. In the following section, the purpose of this alternative methodological proposal is going to be developed to analyze new ways of implementing rapport to improve the speaking competence level.

1.3. Purpose

The purpose of this alternative methodological proposal is to determine new ways to implement rapport in learning contexts to improve the students' speaking competence level. In recent years, being bilingual has become one the main goals of people in both, personal and professional areas. However, the learning process is not simple, it is necessary the commitment of teachers to achieve change and a true improvement of skills and abilities required in the 21st Century. Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) stays that "The new curriculum has been sequenced so that learners reach a minimum level of English proficiency of A2 when completing primary education and B1 or B2 (depending on the study plans) when completing secondary education progressively" (p.4). Nevertheless, sometimes students who finish high school do not reach the level of speech suggested in the syllabus. In that way, the integration of rapport can be beneficial for students to create a harmonious atmosphere and have more communicative experiences with their teachers and classmates. As Wittler and Martin (2004, as cited in Higgs, 2014) exposed "When students believe that their teachers care about them as people, they are cooperative, motivated, and are more likely to stay on task" (p. 56). This demonstrates that the teacher-student interaction is important because it impacts productively on a student's self-esteem, enhance their skills and students' academic self-concept. According to Jolliffe (2007) "The teacher monitors, observes, intervenes, coaches, reinforces and encourages. A major task is to observe the level of group skills, identify areas of need and provide coaching where necessary" (p.75). This reflects that a great help for students is that teachers try to maintain a sympathetic energy in the classroom, make the subject enjoyable and seek a collaborative environment among all. That is why, researchers of this proposal would like to investigate if rapport can engage students to better their participation in the English-speaking activities so that they can obtain a higher level in the Common European Framework of Reference (CEFR) proficiency bands.

One of the main goals of teaching English is to help learners to develop active language skills to be able to communicate effectively in the target language. To make speaking classes more active, vivid, and creative is a constant challenge, for that, it requires that teachers develop and implement health environments to provoke students' enthusiasm and interest. A study by Kunter et al. (2007, as cited in Kyriacou, 2009).

> Reported that pupils who felt closely monitored by their teachers and who perceived
> that the rules set in the classroom were transparent tended to become more interested

in the subject. This effect appears to have come because a well-managed class promotes pupils' feelings of success and competence (p.111).

This determines that teacher enthusiasm is generally recognized as one of the most essential and desirable qualities and characteristics of teachers which promotes an effective antidote to declining academic motivation, performance and increasing alienation and boredom of the entire class. However, there are professors that are not aware of the benefits that rapport could help to develop learners' communicative skills. For instance, learners may not want to participate if the teacher ignores them even when they raise their hands, or the teacher corrects the students inappropriately. Kohl (2002, as cited in Shindler, 2010) suggests "Everything that is said and how it is said is significant and that "small things comments, questions, responses, phrases, tone often make a big difference in students' attitudes, not merely toward their teacher, but toward what their teacher teaches" (p.42). This shows that learners usually feel uncomfortable in class and prefer to be silent and not participative, or what is worse, they tend to participate in their mother tongue refusing to practice the target language. For that reason, the implementation of a good rapport can contribute to change these problems and help to construct mutual trust and encourage learners to interact more and express their opinions without being harshly corrected which enhances future results related to students' performance and evaluation. One of the most significant parts of learning a language is to prepare students to use it and make it a part of their lives. Speaking is a basic skill to master, starting from basic points to the development of many vital ways of communication in a harmonious environment that can be built in a classroom. The speaking skill and its grown in class is strictly tied to the behavior of the people working on its development, from such impact comes the need of implementing basic skills in real life scenarios. As Bygate (2009) said, "interaction skills involve making decisions about communication, such as: what to say, how to say it, and whether to develop it, in accordance with one's intentions, while maintaining the desired relations with others" (p.6). This emphasizes that it is elemental that teachers frequently spice the class with enjoyment so that students can be stimulated to explore and improve their development in the speaking activities proposed by the teachers.

Finally, we can assert that the main purpose of the present alternative methodological proposal would be to gain a better insight of what rapport in speaking interactions is and how teachers can reach learners to have a better relationship in the classrooms in order to incorporate its importance in the current educational system. To develop an appropriate environment in any English lesson, it is essential before teaching to spend time making sure that rapport is part of the learning process since

it is useful and positive. Thus, rapport not only benefits the relationship between teachers and students, but also the use of spoken interactions which is the main goal in the knowledge construction process. It is vital for teachers to be aware of the benefits that rapport contributes as a tool in the English classroom since the students deserve the best treatment to be more productive. For any student, feeling safe in the classroom is key for them to take more risks to interact in a foreign language, because they are sure that their teachers are there to assist and guide them. The application of this pedagogical proposal emphasizes the importance of rapport implementation in English language learning; additionally, the essential of teaching English is to form competent learners in the speaking skill. Furthermore, in the following section of the present alternative methodological proposal, the general and specific objectives will be presented to the reader to get a clearer understanding of the topic in question. These elements of this proposal are the guides and the aspects to determine what is pretended to be investigated.

1.3. Objectives

1.3.1 General Objective

To develop a proposal for pedagogical action that involves rapport to reinforce learners' speaking competence in the Knowledge Construction Process.

1.3.2 Specific Objectives

- To state the need to enhance learners speaking competence through the application of rapport in the Knowledge Construction Process.
- To substantiate conceptually rapport to reinforce learners´ speaking competence in the Knowledge Construction Process.
- To plan sequential activities that allow the implementation of rapport to reinforce learners' speaking competence in the Knowledge Construction Process.

1.4. Title

The integration of Rapport into the Knowledge Construction Process to enhance students' speaking competence.

1.5. Research Questions

Through research, investigators tend to acquire new knowledge, discover how things work, and improve the topic under study. In the development of a methodological proposal, it is mandatory that researchers conduct a literature review, formulate researchable questions, articulate a hypothesis, and identify variables with the purpose of collecting any data. A very well- designed proposal needs essential tools to collect valid data. According to Alvesson & Sandberg (2013) "Constructing and formulating research questions is one of the most, perhaps the most, critical aspects of all research. Without posing questions is not possible to develop our knowledge about a particular aspect" (p.1). This emphasizes that it is extremely necessary the development of research questions to clearly indicate the purpose of the study and the effects of the implementation of the variables being studied. In this methodological proposal there are nine essential questions set out to answer if the implementation of rapport improves the speaking competence level in the knowledge construction process. The research questions created in any proposal must be good enough to improve knowledge regarding an important topic. One special characteristic of the research questions is that they must be narrow and specific. As Bordens & Abbott (2018) commented "Developing answerable questions is not enough. They also should be important questions" (p.66). This demonstrates that the research questions are the first and the most important part of the proposal and it is necessary to establish meaningful research questions from the beginning of the methodological proposal.

1.5.1 Research Questions

- How does supportive communication help to improve rapport?
- How is rapport improved by implementing golden rule in the Knowledge Construction Process?
- How is rapport enhanced by rapport building?
- How is learners´ speaking competence affected by the linguistic competence?
- How is the speaking competence affected by learners' real-life activities?
- How does collaborative learning help to improve learners speaking competence?
- How does the Action-Oriented Approach help to improve pupils´ Knowledge Construction Process?
- How is the Knowledge Construction Process improved by the use of didactic sequence?
- How does the implementation of tasks improve the Knowledge Construction Process?

1.6 Hypothesis

In any methodological proposal, hypotheses are formulated to bring direction and provide greater focus. The main idea of the hypothesis is to tell researchers what specific information to collect. According to Bailey (1978, as cited in Kumar, 2010)

> A proposition that is stated in a testable form and that predicts a particular relationship between two (or more) variables. In other words, if we think that a relationship exists, we first state it as a hypothesis and then test the hypothesis in the field (p.83).

This demonstrates that to undertake a methodological proposal, it is necessary to formulate a hypothesis to test it. In addition, the hypothesis is created with the purpose of bringing clarity and has the potential to contribute to the understanding of the topic. As Bordens & Abbott (2018) exposed that:

> Hypothesis development is an important step in the research process because it will drive your later decisions concerning the variables to be manipulated and measured in your study. Because a poorly conceived research hypothesis may lead to invalid results, take considerable care when stating your hypothesis (p.100).

This describes the importance of the integration of an accurate hypothesis in the research planning process because a deficient hypothesis can modify the real purpose of the proposal. In this methodological proposal, the following hypothesis: The implementation of rapport in the knowledge construction process helps to enhance learners´ speaking competence. The construction of this hypothesis enhances the proposal and enables researchers to conclude what is true or false in the implementation of rapport to improve the speaking competence level in the knowledge construction process.

1.6.1. Hypothesis

The implementation of rapport in the Knowledge Construction Process helps to enhance learners´ speaking competence.

1.7. Chapter's Conclusion

To sum up, this chapter introduced how the speaking competence level of the learners can be developed using rapport in the knowledge construction process. As mentioned previously, speaking competence is one of the main skills among all the four language skills that provides students the

capacity to express their opinions properly in any context. For that, it is foundational to offer students more opportunities to develop proper speaking competence in and out of the classroom. As a result, it is necessary to build and integrate rapport in class as an integral tool. In addition, the use of rapport builds up the production of supportive conversational spaces where learners can feel determination to improve their abilities. For that reason, this strategy plays an important role to stimulate pupils to enhance their knowledge in an appropriate condition. Moreover, rapport fosters a warm and positive environment where learners feel motivated to attend class, participate in discussions and minimize anxiety. Furthermore, the main aim of teaching English is not only teaching vocabulary or content, but also being aware that the main key to succeed is that students can communicate effectively with their peers. The powerful impact of rapport is essential, and it is a must that all teachers master how to implement it every day in every class.

Nevertheless, through the years the English competence level has been difficult to achieve by most of the students. For this reason, teachers must learn more about how to implement rapport in class to engage students. In the knowledge construction process, rapport means a close relationship that enhances mutual trust and shared control between teachers and students, it benefits greatly to improve their connection and interaction when learning how to speak English. As it was mentioned in this chapter, communicative skills are fundamental to produce greater understanding. However, sometimes students show learning problems regarding the speaking competence level; thus, enhancing learner's speaking proficiency level using rapport is crucial to communicate effectively and face the challenges in class. The correct use of rapport, supportive communication and golden rule in class contribute to help students to acquire a second language in an easier way. The main objective of this pedagogical proposal remarks the fact that building rapport in English classes is an innovative implementation for teachers and learners. Finally, teachers have an important role to make pupils the protagonist in speaking activities while improving their relationship inside the class and allowing them to learn a new language. To conclude, the next chapter is the literature review, in this section of the proposal, the variables and the indicators are going to be presented to contextualize and support the ideas presented throughout this methodological proposal.

Chapter II Literature Review

2.1 Introduction

Before one can progress very far in planning research, it is important to ground the proposal in validity and reliability. For that, a fundamental step of a well-conducted research is the formulation and understanding of the literature review. Constructing this component, is one of the most, perhaps the most, critical aspects of all research. According to Kumar (2011) "The literature review is an integral part of the research process and makes a valuable contribution to almost every operational step" (p.31). This emphasizes that reviewing literature provides the basic direction, path and have the priority in the research knowledge development. In addition, an understanding of the general and specific literatures is crucial for the researchers considering the creation of a proposal. As Marczyk et al. (2005) commented, "Literature reviews are absolutely indispensable when planning a research study because they can help guide the researcher in an appropriate direction by answering several questions related to the topic area" (p. 33). This demonstrates that literature reviews encourage researchers to play a significant role and work with alternative ways of generating information for the development of more interesting research results. However, managing the literature well is not just understanding the theories, it is important the resources to create greater efficiency and better sense of the wide of ideas. As Koshy (2005) mentioned, "The time spent on searching for literature could in fact optimise the benefits of your research and support you with the structure and quality of your enquiry" (p.43). In that way, to have better results it is important to generate an information process that presents a sequence of coherence and logic ideas that justifies the meaning of the research. Moreover, it is important to point out the effect of the literature reviewing in the action research. First, it is necessary to identify the meaning of the action research. According to Mcniff & Whitehead (2006) "Action research can be a powerful and liberating form of professional enquiry because it means that practitioners themselves investigate their own practice as they find ways of living more fully in the direction of their educational values" (p.8). This shows the relevance that an action research has a powerful impact in the application of theory and provides remedial solutions improving the existing situation. Moreover, designing a research requires the development of the theoretical foundation to generate comprehensible statements that effectively communicate the real meaning of the proposal.

Furthermore, in this chapter of the pedagogical proposal is concerned with reviewing the literature relevant to the current study. Especially, there are three significant variables and indicators that are going to be developed to accomplish the principal objectives. In that way, the three variables of the proposal to enhance the communicative skills are divided in: rapport, speaking competence and knowledge construction process. The first variable is rapport that represents the relationship between

the teacher and students. As Higgs (2014) mentioned "A relationship, better known as rapport, with our students contributes to multiple factors within the classroom and directly impacts academic achievement" (p.5). This shows that having a positive relationship in class encourage students to learn more actively and contribute to motivate them in the EFL lessons. The second variable is speaking competence. An interactive and communicative teaching is largely influential in mastering the speaking skill to the student rather than simply writing and reading abilities. Thornbury (2005) explained that, "Speaking is interactive and requires the ability to co-operate in the management of speaking turns" (para.3). For that reason, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be. The third variable is knowledge construction process. The construction of knowledge happens by building on people's prior knowledge and experience. According to the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) "A shift from communicative to action-oriented language teaching requires the design and implementation of concrete, meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks" (p.32). This shows that it is important to create a process in which students generate ideas and understandings, the focus of classroom instruction should be on helping pupils to learn and experience this process. The real purpose of these variables is to include opportunities for learners to become aware of, express beliefs and understandings. In doing so, the pupils are the central part in the knowledge construction process.

In addition, it is important to know the purpose of each indicator in the implementation of rapport to improve the speaking competence level in the knowledge construction process. Firstly, the variable rapport is divided in: supportive communication, golden rule and rapport building. In that way, supportive communication explains that creating dialogue between students can be a challenging yet fundamental part of teaching and prevent a negative behavior in class. Tschannen- Moran (2000, as cited in Stronge, 2007) "Without trust, students' energy is diverted toward self-protection and away from learning" (p.45). It has been proven that supportive teacher-student relationships have a positive impact on class participation, engagement and ultimately a student's achievements. The second indicator is the golden rule; the purpose of it is to demonstrate the importance of treating others the way that they want to be treated. In class it is essential to help learners to show more respect between them. As Wales & Clarke (2005, as cited in Hammond, 2006) "Learning to develop empathy is the result" (p.3). This shows that the respect and responsibility create lines of communication in every class and enhance students' academic outcomes. The last indicator is rapport building. How do

professors get best out of their students? By building rapport with learners. According to Jacobs & Renandya (2019) "Build on students' ideas. Teachers need to see the potential in students' ideas; maybe what students say is wrong, but much can be learned from different perspectives or even mistakes (p. 26). It´s not about preaching to them or trying to make them better people. It´s about learning who they are, accepting and celebrating their uniqueness. Secondly, the variable speaking competence is divided in: linguistic competence, real-life activities and collaborative learning. In that way, linguistic competence emphasizes that language is used for self-expression, verbal thinking, problem-solving and creative writing, but it is used essentially for communication. As the Programa de Estudios de Inglés Segundo Ciclo De La Educación General Básica MEP (2016) mentioned "The knowledge, skills and abilities which are called upon when performing language acts" (p. 40). This demonstrates that it is essential the integration of the linguistic competence for real and successful communication. Then, the real-life activities demonstrate that pupils will engage more deeply if the classroom material relates to their real-world. For instance, The Common European Framework (2018) pointed that: "The idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners" (p.26). Highly rated teachers use real-life connections in the classroom to make the learning experience fun and optimize learning engagement. This involves moving away from lecture-based lessons and making lessons interesting and interactive. The last indicator is collaborative learning; it provides opportunities for students to develop rapport and allows students to rate each other´s quality and quantity of contributions through the construction process. Jolliffe (2007) mentioned that: "To achieve such a community of learners it is necessary to create a learning climate, and this requires certain conditions to be met" (p.5). This indicator contributes for the Development of higher-level thinking, oral communication, and self-management. Thirdly, the last variable knowledge construction process is divided in: Action Oriented Approach, didactic sequence, and task. In that way, Action Oriented Approach is a process that sees students as active agents for their own progress in learning. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) mentioned, "Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens" (p.25). With this new curriculum learners can encourage their knowledge. Then, the didactic sequence is a group of learning activities set in a specific order which considers the student's progress. According to the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) "Lessons can follow a task-based sequence that will focus

on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies, etc." (p.33). The last indicator, task, strengthens that learners can communicate in the language in an active, spontaneous, and authentic interaction and that pupils can produce clear ideas inside and outside the classroom. Ministerio de Educación Pública, The Curriculum Conversational English, Third Cycle Basic Education (2020) exposed that:

> The task-based language teaching aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task (p.22).

A task emphasizes the importance of learning through interaction in the target language. All these indicators reinforce and contribute to enhance the knowledge construction process.

To sum up, we can assert that the main purpose of the present alternative methodological proposal would be how the implementation of rapport improve the spoken skills in the knowledge construction process. For the development of a better classroom atmosphere, it is necessary the application of different strategies to encourage learner's self-efficacy. Thus, each variable exposed the potential that they can have in the construction process. Moreover, each indicator determined that positive relationships in class promote the communicative competence. It is essential to teacher's commitment to develop activities that make lessons interesting and interactive. An important point is if a teacher has a bad attitude or little rapport will not be an effective vessel of learning for students. For that the importance of building rapport and as a result learner can have more confidence to speak and pronounce in a better way. Furthermore, in the following section of the present alternative methodological proposal, the variables and indicators will be presented to the reader to get a clear idea of the implementation of rapport to improve the speaking competence level in the knowledge construction process.

2.2. Rapport

The first variable of this methodological proposal is rapport. Formal education is a priority in Costa Rica due to the constant progress in which the country is involved. Throughout the years, the Costa Rican EFL curriculum has gone though many changes to adapt the necessities of the students. These changes have been adapted in the foreign language syllabus to accomplish the real objectives

of the education. The Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) exposed that:

> Learners/users are responsible for their own learning in this approach where the social dimension is first mentioned in language teaching. This social dimension is to prepare the learners not only to live together but also to work with strangers in their own country or in a foreign country with different cultures and different spoken languages (p.20).

This demonstrates the benefits of the application of real-world uses and the development of communicative competences. Nevertheless, these changes do not reflect a real effect in the English lessons. For that reason, the development of this methodological proposal emphasizes the necessity to improve the learners spoken competence level throughout the application of rapport in the English construction process. Hence, it is important to develop effective strategies to encourage EFL students spoken abilities. For that reason, establishing a friendly and cooperative relationship between teacher and students narrows the opportunities to develop the speaking abilities of the pupils. According to Balli (2009) "Interaction among students and between teachers and students is a central feature of classroom life worthy of careful regard and insight" (p. 5). This shows that rapport is useful as an action to promote interpersonal communication in class and not only to be successful in the construction process, but also to help them to feel comfortable while achieving their learning goals. The reflection of rapport during the knowledge construction process consists of being available to students, showing a real understanding and demonstrating empathy inside and outside of the class. Wittler and Martin (2004, as cited in Higgs, 2014) claimed that "When students believe that their teachers care about them as people, they are cooperative, motivated, and are more likely to stay on task" (p.56). This shows the importance that educators construct safe spaces where pupils can have the confidence to express their strengthens and weaknesses. It is indispensable for an excellent teaching classroom the creation of an environment useful to academic and social-emotional learning. As Stronge (2007) explained "Teachers have a powerful, long-lasting influence on their students. They directly affect how students learn, what they learn, how much they learn, and the ways they interact with one another and the world around them" (para.3). To build a positive rapport, it is necessary the teachers' commitment to open door and work for the wellness of the students.

Classroom environment is one of the most important factors that affects student learning. The purpose of this methodological proposal variable is to encourage the speaking competence level in the

knowledge construction process by promoting healthy relationships. To achieve this environment, pupils need to be nurtured with love, care, and support. Brophy (2010) exposed that:

> The key to making learning experiences worthwhile is to focus your planning on major instructional goals, phrased in terms of desired student outcomes—the knowledge, skills, attitudes, values, and dispositions that you want to develop in your students. Goals, not content coverage or learning processes, provide the rationale for curriculum and instruction (p.27).

This emphasizes that the success of a class to produce thoughtful learners' engagement not only depends on the activities itself but also the teacher structuring plan to accomplish the real success in the knowledge construction process. To be effective, the teacher needs to find a point of balance between building power relationships and the pedagogical goals of the classroom. For instance, the process of creating a transformative classroom begins by developing a positive rapport that provides learners tools to improve their speaking fluency. As Lyons et al. (2014) commented "Classroom communication may be described in terms of 'dialogic teaching', a process in which both the teacher and the students contribute to the learning process, particularly in regard to progressing and extending the students' exploration of ideas and themes" (p. 44). This information mentioned that connecting and building relationships encourage pupils to express their needs and concerns clearly and in a confident manner. Effective teaching thus requires teachers to support learners' efforts, that reinforce pupil's motivation and achievement of educational activities in and outside of the classroom. According to Barkley (2009) "While combined motivation and active learning promote basic student engagement, some teachers are pushing for more: they want students to be truly transformed by their educational experiences" (p.6). This demonstrates that when professors foster a healthy learning environment; pupils are more likely to acquire a higher motivation to improve their communication abilities. Learning is a dynamic process in which rapport builds different steps of communication, empathy, respect, responsibility, and engagement that benefit the students focus and a safe place to express oneself. Skinner & Pitzer (as cited in Christenson et al., 2012) exposed that: "Engagement is a part of the process of everyday academic resilience, and an energetic resource that helps students cope more adaptively with daily stressors, challenges, and setbacks in school" (p.24). Finding a way to motivate students to learn, good teachers and a positive environment motivate and support the improvement of attitudes and the critical thinking.

Therefore, it is important to know the impact of rapport in the development of students in class. Moreover, rapport gives teachers opportunities to establish contact with the class and helps students

to feel relaxed and ready to learn and increase their participation in the classroom which leads higher achievement. However, one of the main problems inside the class is the anxiety that learners can feel when they must present or speak in front of their classmates, this generates many issues for the development of the critical thinking in the knowledge construction process. Kyriacou (2009) pointed that "Anxiety is thus a common occurrence during tests and examinations, and during class activities where, for example, the failure to answer a teacher's question may cause embarrassment" (p.36). Dealing with anxiety in the classroom can be challenging for teachers. For that, building relationships allows pupils to a have a safe place to communicate effectively. Thus, positive relationships are the principal ingredient in every class. Rapport is that link between teachers and their students. It is little pieces that work together to collaborate and achieve the same learning goals. Hence, it important to point the importance of each indicator in the knowledge construction process. The first indicator is supportive communication. Supportive relationships between learners and teachers have a perfect impact on class engagement and participation. Sage (2006) exposed that: "Communication is how we establish this relationship, and what is said and done, and how, are a reflection of the speaker's mind, feelings and imagination – the whole of his person in fact. We develop and demonstrate our personalities through talk" (p.34). This points that a supportive learning environment is built using communication and care how the educators interact with pupils. Supportive communication is essential throughout the knowledge construction process where learners can feel confidence to speak without fear to make a mistake. The second indicator is the golden rule. Building healthy relationships with learners begins first with the golden rule. According to Lyons et al. (2014) "Students can feel supported, valued and part of a community in a classroom where communication is respectful, clear, considered and sensitive to their various needs" (p.44). The purpose of this indicator is to treat students respectfully, ask politely, and correct kindly. The last indicator is rapport building. It is important the trust between teachers and students to participate in the activities and increase learning. Effective communication skills are as important in the classroom as they are in other aspects of our life. When students feel they can be successful and that they are appropriately challenged, they find the classroom a good place to be. All these indicators emphasize the impact of teacher-student-rapport for the development of the knowledge construction process.

To sum up, we can assert that the main purpose of this alternative methodological proposal is to demonstrate that rapport is indispensable in any English class to create better conditions to learn a second language in the knowledge construction process. That is why it is advisable for all professors to make use of different strategies that foment positive relationships as a habit. In that way, in learning/

teaching process would be easier and meaningful. Rapport improves numerous classroom areas, especially motivation, communication, feedback, and participation. One of the most important characteristics of rapport is to make students feel welcome through a positive attitude, and a comfortable atmosphere. In addition, with a strong foundation in trust and mutual understanding, it is not hard then to achieve effective communication, which is the main goal proposed in the Action-Oriented Approach. In the following section of this methodological proposal, the first indicator which is supportive communication is going to be developed to demonstrate the importance of building rapport to enhance the speaking level competence in the knowledge construction process.

2.2.1. Supportive Communication

The first indicator of this methodological proposal is supportive communication; it points outs the importance of implementing communication channels to enhance the speaking competence level in the knowledge construction process. Communication is one of the most important tools that aids people to connect with others around the world. It is widely recognized that the environment can make a big difference to communicate, and there is a growing amount of evidence that identifies the real change that it can make in class. Effective communication must consider the context and purpose for which teachers and students are communicating. As Burns & Siegel (2018) exposed that "Speaking is a highly complex interactive skill that has the added complexity of being very anxiety-provoking for learners of another language" (p.5). Hence, communication is the greatest important. In addition, the powerful development of this skill in class strengths the critical thinking of the learners. A communication-supportive environment will help learners to develop the essential learning and communication abilities to improve engagement and behavior. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) mentioned "In Costa Rica, education is recognized as a human and constitutional right, where the education system favors the acquisition of skills, abilities, knowledge, values, attitudes, behaviors and ways of seeing the world" (p.13). This demonstrates that the principal goal of the Costa Rican Educational System is to prepare students to speak effectively by implementing new strategies to achieve the development of the four skills in the knowledge construction process. Essentially, it is undeniable for the success of this point the application of supportive communication to have a positive impact on students' behavior and with that to grasp ideas and develop abilities of leaners conforming to the educational expectations. Watkins (2001, as cited in Graf, 2011) identified that some features in research conducted at the London University Institute of Education are particularly relevant to the supportive learning environment, these are: "Social, emotional and intellectual activities are linked, dialogue between pupils is encouraged, collaborative

learning approaches are used, and the environment is safe, and a sense of belonging is promoted" (p.70). In fact, a communication-friendly classroom makes the communication an easy and enjoyable support.

Effective communication is essential for well-run classroom. Although this sounds simple and obvious, however, it requires much than teacher saying something out loud to a learner. The purpose of this indicator is to demonstrate the effectiveness of the use of supportive communication in the knowledge construction process. In that way, there are simple aspects that can make the classroom more communication-friendly environment. As Garrett (2014) exposed: "To implement a lesson smoothly, teachers must develop a clear understanding of the many managerial tasks that they must attend to before, during, and after a lesson in order to implement an engaging and motivating lesson" (p.63). This emphasizes that effective communication requires using different strategies in communication. A teacher should always check the progress of each learner. Moreover, respect is the foundation of supportive communication. According to the Curriculum Conversation English, Third Cycle Basic Education [MEP] (2020) "Learners should be encouraged to move from reproductive to creative language use. In reproductive tasks, learners reproduce language models provided by the teacher, the textbook or the tape" (p.25). Therefore, teachers must manage their knowledge of the subject and transmit it in a cheerful way, allowing the development of learners in a comprehensive and constant manner. The implementation of different strategies to strengthen knowledge must be latent in class. A problem that may appear when carrying out activities is that some students do not feel completely confident to participate. This may be due to their lack of interest and knowledge of the subject or their shyness in speaking. It is not only what teachers say in the classroom that is important, but it is how they say it that can make the difference to students. For that, nonverbal communication is an essential component of communication in the knowledge construction process. As Puccinelli (As cited in Rickheit & Strohner, 2008) exposed: "Research suggests that nonverbal behavior, such as facial expressions and body movement, communicates more information about what one is thinking or feeling than words" (p.257). For teachers, sometimes encouraging students can be difficult. Thus, nonverbal communication provides an excellent way to communicate with the same effectiveness in class. Every aspect of supportive communication is inclined to achieve the communication as a natural point that can inform, motivate, and support learners to make a difference in the knowledge construction process.

What is the most essential thing for successful classroom learning? Surely, it is the communication between teacher and students. Creating a healthy atmosphere represents the most

value point, that can contribute to the self-esteem and knowledge of pupils. That is why the implementation of supportive communication in class is essential. It is necessary the implementation of effective and useful teaching methods that help students to have clear and precise ideas to speak with fluency inside and outside of the classroom. Ming-tak & Wai-shing (2008) explained that: "The way teachers talk and communicate with students affects greatly the behaviour of students and interaction in the classroom. Good communication generates a climate conducive to quality learning as students are willing to cooperate and demonstrate positive discipline" (p.110). When communication is effective, both the teacher and student benefit, it makes learning easier, and it also increases opportunities for expanding learning and a positive environment. As Lyons et al. (2014) exposed "We need to keep in mind that not everyone comes to school with the same levels of ability or social competence or the same beliefs and values or the same language, or indeed the same personality" (p.44). Hence, the better communication skills, the more effectively students can perform tasks. Communicative-friendly environment allows educators to perform well their job, with positive results for pupils. According to Graf (2011) "A good understanding of the background conditions for successful learning and good classroom management skills are needed in order to provide a supportive learning environment for all learners" (p.60). It is essential that educators facilitate positive relationships and serve as mentors and advisors to encourage pupil's behavior.

To recap, there is no doubt that communication is the main objective of teaching English. A supportive learning environment is built by using communication. That is why professors have the responsibility to look for diverse strategies that foment this skill in comfortable conditions, where students feel motivated to participate actively. Higher levels of engagement then lead to better developed knowledge and greater achievement. In addition, it is vital to keep in mind that communication is not only verbal, but also nonverbal, which means that the signals of teacher's body language are positive, confident, and engaging. It is teacher's responsibility to encourage the shy students and help them to be incorporated in the oral activities as much as possible. Moreover, supporting pupils to have a little more belief and faith in themselves it is fundamental in each English class. In the following section of this methodological proposal, the second indicator which is Golden Rule is going to be developed to demonstrate the importance of rapport to enhance the speaking level competence in the knowledge construction process.

2.2.2. Golden Rule

The second indicator of this methodological proposal emphasizes the main importance of the application of the golden rule when teaching to develop efficient language skills so that students can

be able to communicate orally in the target language. This rule is an essential aspect that must be taken into consideration by all educators since it provides support to help students to work greater and at the same time it allows teachers to have a better management of the classroom. According to Raines & Ewing (2006) golden rule is defined as: "Do unto others as you would have them do unto you - means that you treat others exactly the way you like to be treated" (p. 31). This means that building relationships with students begins with the application of the golden rule; it works as a powerful way to encourage students to show more respect for each other and for their teachers. By applying the golden rule, students can build more harmonious relationships. It forces reflection and helps them to have empathy towards their peers. There is no doubt that in any classroom there must be a positive interaction among peers. According to Baloche et al. (1998, as cited in Ming & Wai-shing, 2008) mentioned that: "Students who have good relationships with their peers are able to establish a sense of togetherness, belongingness, self-worth and self-acceptance" (p.131). This shows that positive relationships are critical for students to feel connected to school, to do well, and for the overall well-being of the school environment. Additionally, this rule gives teachers a great starting point to build empathy and understanding the classroom. When teachers are encouraging toward students, are respectful, and convey genuine caring, students engage more academically, often because they want to please their teachers. The golden rule can be used as a general guide for making connections with students. All teachers should treat students respectfully, ask politely, and correct kindly. In fact, respect is one of the main aspects that must be taken into consideration in any class. According to Thornes (2009):

> Respect for pupils as individuals is perhaps the most important contributor to good rapport. Such respect involves an interest in pupils' lives, both within school (outside the subject area of the teacher) and outside the school. In effect, the teacher needs to get to know the pupils as individuals. At the outset, this certainly involves learning their names as quickly as possible. Opportunities for social conversation at the beginning or end of lessons, in the corridor, during registration periods, and through extra-curricular activities, enable the teacher to get to know pupils in a more personal context. (p.110).

This shows that teachers should try slowing down for a change. Their professional development should go beyond training them to follow a syllabus. On the contrary, educators should get in touch with the school community as a way of establishing better relationships in a more humanistic form; they should consider the importance of following the golden rule without exceptions or justifications.

Putting time and energy into creating a strong sense of community and trusting relationships is the best investment to create the optimal conditions to develop communicative skills in the knowledge construction process. Stronge (2007) mentioned that: "Disciplinary actions are rare in environments where teachers and students respect and trust each other" (p.44). This shows that the application of the golden rule in classes benefits greatly to improve behavior. If applied, this rule prevents disruptive behavior and helps teachers to react to it effectively when it occurs. In addition to this, educators must not criticize or make their students look ridiculous in front of the whole class. These unfortunate events can lead to a total mistrust and the knowledge construction process can lose its effectiveness. Additionally, if a student performs poorly, it is mandatory to communicate carefully that it is the quality of work you find unacceptable, not your student. Teachers should be able to correct students without offending them; public shaming would never be a good strategy to change behavior. Since students have different learning styles and intelligences, they have different preferences when it comes to be corrected. Whichever method of correction teachers use, students need to know that their educators are treating them with respect and that helps a lot to build better relationships that foment the acquisition of communicative skills in the knowledge construction process.

The indicator of golden rapport proposed in this alternative methodological proposal enhances the students' English communicative skills in the knowledge construction process; through it, students can receive an equitable treatment no matter race, cultural background, and gender. Stronge (2007) said that: "Beyond a demonstration of caring, an effective teacher establishes a rapport and credibility with students by emphasizing, modeling, and practicing fairness and respect. Respect and equity are identified as the prerequisites of effective teaching in the eyes of students" (p.25). This means that the golden rule helps to build rapport in the knowledge construction process since it teaches empathy and equality. It promotes a balance in the classroom without preferential treatment. By teaching and modeling the golden rule, teachers can provide their pupils with an effective tool that will be invaluable to them for the rest of their lives. The golden rule foments authentic relationships among peers and all the school stuff.

To come to an end, the golden rule is strictly necessary in English classes to improve ways of offering students a fair treatment. Furthermore, through the application of the golden rule, teachers can foment social norms that can have a greater and more lasting influence on behavior than rules or consequences. Teachers, not the program, make all the difference for what happens in a school. When educators are caring and humanistic, the teaching /learning process is more meaningful. It is a must for all teachers to transmit values and principles necessary to enhance students' educational

experiences and, ultimately, their speaking competence in the knowledge construction process. In the following section of this methodological proposal, the third indicator which is building rapport is going to be developed to demonstrate the importance of rapport to enhance the speaking level competence in the knowledge construction process.

2.2.3. Building Rapport

The third indicator of this methodological proposal is building rapport; it points outs the importance of implementing it to enhance Costa Rican students' English communicative skills in the knowledge construction process. A proper environment works as a useful framework for EFL learners to feel confident and participate more in class. Rapport must be a two-way connection between teachers and students. There must be a mutual liking and respect between the teachers and students to achieve all the objectives proposed every year. As mentioned by Boxer (2011), "The first step in being an effective teacher is finding common ground with one's students" (p.128). Being able to click with the students is vital to have a better development of the linguistic objectives planned in every lesson; it should be a habit and not an act. It needs to be considered in every single class since students deserve a fair treatment. If professors have a harmonious connection with their students, the linguistic objectives will be achieved easily and fast since students would participate without reticence which will help to learn in the knowledge construction process in better conditions. Aristotle (as cited in The Curriculum Conversational English, Third Cycle Basic General Education, 2020) said that:

> You have to know what you are teaching but you also need to know why and how. It isn´t enough to just know "the learnings" you are teaching. There are elements that must be integrated into your classroom in order for your students to learn such as what their strengths are, what they already come knowing and what matters to them. (p.27)

This means that teaching is not just delivering knowledge, it is an integral process that involves motivation and encouragement to work better. The lack of establishing a friendly environment affects student's performance when engaging in conversations. Many professors just care about the academic aspects, and they do not pay attention to how they get along with their students, which is a key element that can guarantee or hinder the success of their classes. Balli (2009) mentioned that: "Teachers who inspire know that teaching is like cultivating a garden and those who would have nothing to do with thorns must never attempt to gather flowers" (p.10). Educators have the power to cultivate their relationship with the students to make the classes enjoyable; however, there are many that are not aware that establishing a friendly and cooperative relationship with their students and that does not

help to develop the learners' communicative skills because pupils become inhibited to participate in class, which narrows the opportunities to learn in a more effective form. It may be difficult for learners to participate if they are ignored or if they are corrected inappropriately. Also, it may happen that teachers are too strict with classroom rules, or they only focus on correcting book exercises, worksheets, and very few speaking activities with no wishes to take communication beyond which provokes that student prefer to be silent and not participative. All professors should employ some simple strategies in the classroom to hasten the process of building a positive rapport with their students. Scrivener (2012) stated that:

> 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 student`s attitude towards the work they do in class and their level of engagement with the language. (p. 120).

This shows that being sympathetic is fundamental to help students to achieve their goals in the knowledge construction process. Generating rapport does not mean that the primary aim when teaching is to entertain, appropriate rapport does not require professors to laugh all the time or to change their personalities; it is just as simple as to take advantage of some strategies to allow students feel capable, competent so that they can reach their potential in studying English.

There are some useful strategies to build rapport that can help students to improve their speaking competence in the knowledge construction process and that teachers should apply those strategies in the classroom as much as possible. One of the most important one is to learn students´ names. As Scrivener (2012) said: "If you do not know their names, students are just anonymous members of class. Knowing and using a name acknowledges each person as an individual, someone you pay attention to and are interested in" (p.76). This demonstrates that it is necessary to call students by their names instead of using pronouns to refer to them. Besides, it is vital that teachers know not only their names, but also their learning styles, interests, and personalities. With this information, English classes can result interesting, relevant, and motivating to keep on learning the foreign language. Another important element to build rapport in English classes is by being very professional and listening to what students always say. As mentioned by Harmer (2007), "Rapport is established in part when students become aware of our professionalism, but it also occurs as a result of the way we listen to and treat the students in our classrooms" (p. 25). This means that learners become more participative when they appreciate that their teachers know about their profession and especially, they love what they do. This gives them enough confidence to engage in the knowledge construction

process; otherwise, students will not be interested in participating actively. In addition to this, active listening is central to building rapport. All educators should care about building relationships with the learners since schools are places where students deserve to feel safe and valued while learning. Students need to know that there is someone who truly listens and cares about them. It can be very discouraging and disappointing for learners if their teachers do not listen to their participations, leading to an uninterested attitude that will hinder their learning of the target language.

Furthermore, being even-handed is another strategy that teachers can put into practice in every class to build rapport. Treating all students equally contributes to maintain rapport in any class. Harmer (2007) stated that:

> Students will generally respect teachers who show impartiality and who do their best to reach all the students in a group rather than just concentrating on the ones who 'always put their hands up'. The reasons that some students are not forthcoming may be many and varied, ranging from shyness to their cultural or family backgrounds. Sometimes students are reluctant to take part overtly because of other stronger characters in the group. And these quiet students will only be negatively affected when they see far more attention being paid to their more robust classmates (p.27).

This demonstrates that it is fundamental to treat students equally; a good teacher is someone who shows impartiality and do their best to reach all the students in a group rather than just concentrating on the ones who always want to participate. Teachers must be impartial and try to treat all students equally to provide a cooperative environment in which learners can feel comfortable and learn in a more inclusive classroom. Harmer (2007) stated that:

> When students feel that the teacher has little interest in them (or is unprepared to make the effort to treat them with consideration), they will have little incentive to remain motivated. When the teacher is caring and helpful, however, they are more likely to retain an interest in what is going on, and as a result, their self-esteem (an important ingredient in success) is likely to be nurtured (p. 100).

That is why, it is always essential to avoid having preferences and reacting only to those students who always take part, are cheerful, take responsibility for their own learning, and do what we ask without complaining. On the contrary, it is advisable to integrate all students in a partial form to build rapport and have success in the knowledge construction process.

Also, maintaining a good sense of humor is another way of building rapport in English lesson. Rowan & Grootenboer (2017) mentioned that: "To build rapport, the tone of the interactions should

be friendly, respectful and honest, with humor applied appropriately" (77). Laughing together creates harmony and it makes the class less stressful. Garret (2014) mentioned that: "Humor plays an integral role in creating a comfortable learning environment, and it is vital to be able to laugh at yourself when you make mistakes" (p.46). This demonstrates that for learning to occur, sometimes it is necessary to feel relaxed and laugh while acquiring knowledge but does not mean that educators can make jokes that may hurt others. Having fun while learning benefits all learners to feel comfortable enough to participate actively and develop better communicative skills during the knowledge construction process.

Furthermore, the indicator of building rapport proposed in this alternative methodological proposal contributes a lot to reinforce students' English communicative skills in the knowledge construction process since they can feel safe and valued before any true learning can occur. Students need to know from the moment they enter the classroom that there is someone who cares about them and that helps them to become apathetic about their learning. According to Lyons et al. (2014) "Effective teachers who are invariably effective classroom managers know how to create and maintain positive learning environments which provide the setting and conditions for the best educational outcomes for their students" (p.3). Through rapport a culture of us can be build; any classroom should be seen more than a group of students; it is a community, a family. Besides, rapport can prevent dropouts since when students learn commonalities between themselves and their teachers, they can feel involved and engaged to keep on studying.

To end, it can be said that the benefits of building rapport in English teaching are many. It gives is teachers the opportunity to encourage pupils to develop their speaking fluency for socializing purposes. The language of rapport emphasizes relationship and caring in teaching, but it can also be useful to set healthy boundaries that allow rapport to develop appropriately. Rapport should be a motivational strategy to make students aware that they can improve their speaking competence. Teachers must be aware that teaching is not only about transmitting Knowledge, but also it is about establishing bonds of friendship. Different and simple strategies like learning students' names, listening to what they say, being even-handed and being funny can make students feel they are part of their classroom. In the upcoming segment of this methodological proposal, the second variable which is Speaking Competence is going to be developed to analyze the importance of it during the knowledge construction process to help learners to acquire it in a social setting.

2.3 Speaking Competence

The second variable of this methodological proposal is speaking competence. English today is the most influential medium in bridging the global communication. Many learners in the world study English hard to communicate with native speakers or speakers of other languages. Learning a new language involves skills of listening, speaking, reading, and writing. Among the four skills, speaking is said to be the most direct way to talk to people. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. In any English lesson speaking competence should be the main goal to be achieved. Harmer (2007) stated that:

> There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities - chances to practise real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing: both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought (123).

This shows that speaking plays an important role in learning a foreign language because it is used as a measurement of knowing language. Speaking is a productive skill that is acquired through listening and a lot of practice in and outside the classroom. This skill gives students the opportunity to attain communicative competence. The Curriculum Conversational English, Third Cycle Basic General Education [MEP] (2020) mentioned that "These competences will help to continue learning throughout life, for innovation and creativity in individual and teamwork, critical thinking, problem solving with social responsibility and environmental awareness and ethical commitment" (p.16). This means that communicative language competences are key to empower a person to act using specifically linguistic means. Speaking competence needs to be reinforced as much as possible in and

outside the classroom. For that reason, it is teachers` job to provide students with many activities and sources to improve their speaking competence in the knowledge construction process. Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) exposed that "The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner´s successful completion of the task" (p.27). There is no doubt that the students' speech improves according to the input received in class. That is why, all teachers must work hard to make meaningful communicative classes. Moreover, teaching pupils learning strategies to develop this productive skill is essential in the knowledge construction process. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016):

> Teaching learning strategies are fundamental in the learning process, in order to enable learners to become intentionally controlled, more independent and autonomous. Learning strategies cannot be seen apart from learning styles preferences (within a continuum) and the combination of methodology and materials as well (p. 48).

This shows that all pupils need learning strategies to become more efficient and more effective learners. Those strategies are particularly important for helping students to bypass their areas of weakness and to rely on their areas of competence. That is why, professors should give their students the necessary tools to encourage them to better their speaking competence in the knowledge construction process. In addition, when teaching English, it is essential to give students practice with both fluency and accuracy to improve students` speaking abilities. Fluency refers to extent to which speakers use the language quickly and confident, with few hesitations and pauses, false starts, and word searches. According to Harmer (2007) "If students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech" (p. 343) That is why, helping students to develop fluency when speaking is vital to enhance their speaking competence in the knowledge construction process. Some students may be able to speak English fluently because it is easy for them, or their parents spend a lot of time practicing it together with them. However, others may not be so lucky. They often feel frustrated or even shame if they cannot speak English as good as their peers in the class. This might cause anxiety to those students, and it is also a challenge for teacher whether they are able to balance their teaching approaches according to deferent levels of learners. In addition to this, accuracy is also important to master when acquiring a second language. It refers to the extent to which students´ speech

matches what people say when they use the target language. According to Hammerly (1990, as cited in Housen etl al., 2012) "Accuracy (or correctness) in essence refers to the extent to which an L2 learner's performance (and the L2 system that underlies this performance) deviates from a norm (i.e. usually the native speaker) (p.4). This means, that for being competent when speaking in English it is fundamental to be as much accurate as possible; it takes lots of practice to achieve it, and it is something that pupils must work towards little by little to better their speaking competence in the knowledge construction process.

This variable is composed of three indispensable indicators that are going to be developed in this proposal. The fist indicator is Linguistic Competence. When it comes to linguistic oral competence, it can be said that it plays a vital role in attaining effective communication. Since the English language is seen as a universally used language and has a high demand skill needed in the workplace, mastery is the expected output from learners. To achieve this, learners should be given integrated differentiated tasks which help them to develop and strengthen the expected skills. In Programa de Estudios de Inglés Segundo Ciclo De La Educación General Básica [MEP] (2016) it is mentioned that "Linguistic Component: Deals with the knowledge of phonology, morphology, lexicon and syntax" (p. 23). This means that these rules of the language are essential for speakers to know to communicate appropriately. The main aim of this methodological proposal is to enhance the English linguistic competence in areas of grammar, pronunciation, intonation and stress, voice projection, diction, and fluency to reinforce the speaking competence level in the knowledge construction process. The second indicator of this methodological proposal is Real-Life Activities. Some years ago, students in the educational system seemed to have very little exposure to the English language. The only contact with the language was being taught using the traditional method in the English language classroom. They had very little experience with 'real-life' situations where the English language is used as a communication tool. Fortunately, nowadays pupils are being fewer passive participants, they are now encouraged to take a more active role in their own language learning process in the classroom. According to the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016), "Learners have to perform real life tasks that can be used in real exchanges out of the classroom setting. Therefore, more of the speaking tasks must have an interactive and spontaneous outcome" (p. 46) English classroom strategies should cater not only for efficient language but also provide opportunities for students' personal development. Speaking is considered as the most important skill of the learner, most of the time the proficiency of this skill is which judges the

knowledge of the learner of the second language. People have many reasons to improve their ability of the skill such as expressing ideas, creating relationships, exchanging information etc. The speaking skill is not easy to acquire, that is why there are many aspects that must be considered in the learning process. For instance, the learner must be active and dynamic practicing and exchanging patterns that are important in the development of the skill, during the process the learner must be exposed to a natural environment and speeches of the target language that enable them to develop their awareness of conversational features and strategies, so the task for the teacher is to incorporate real-life communication in the classroom promoting interactive and realistic activities in order to help students gain confidence and feel motivated. The last indicator of this methodological proposal is Collaborative Learning. There is no doubt that students learn to speak in the second language by interacting. Today there are many methodologies that can help efficiency for this aim. One of them can be the communicative approach that is based on collaborative learning. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. According to Palmer (2014) "A key element of collaboration is that it brings people together to achieve something that could not be achieved individually" (30). It means that the best learning happens when children are actively involved in group activities. Collaborative learning is an approach that encourages students to create groups and work together to solve a given problem. ESL teachers should create a classroom environment where students have meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. For English language learners, collaborative learning is critical, because it truly accelerates learning. As Díaz-Rico (2013) mentioned that: "When students are collaborating in small groups, they have substantially more chances to practice language without worrying if their production is exactly right. This lowers their anxiety and lets them concentrate on the content of learning" (p. 353). This demonstrates that if pupils work in groups, they can have more opportunities to communicate; they are able to hear different opinions and learn more about from their peers. Also, through collaborative learning, students with difficulties to socialize can interact more in a more relaxed environment. As students work as a team, they also receive more support, therefore gain confidence. Collaborative learning can help shy students to express themselves more and, in that form, they can improve the speaking competence level in the knowledge construction process.

To come to an end, speaking competence is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in the knowledge construction process and success later in every phase of life. Therefore,

it is essential that language educators pay great attention to teaching speaking strategies. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Language teachers should do their best to create an easy and cheerful learning environment for their pupils. One of the strategies to help students to speak English well is to design real-life activities that prepare them for the diversity and unpredictability of real-life communication outside the school walls. Moreover, it is fundamental to offer students opportunities to work in a collaborative form in class. There is no better way to learn language, other than using collaborative learning. Teachers often model language but, hamper students by not providing them with opportunities to apply and master many aspects of the language. In the upcoming section of this methodological proposal the first indicator which is linguistic competence is going to be analyzed to improve the speaking competence of the students in the knowledge construction process.

2.3.1. Linguistic Competence

The first indicator of this methodological proposal makes emphasis on the importance of Linguistic Competence to enhance the speaking competence level in the knowledge construction process. It is the basis of communicative competence. Without linguistic competence, there is no communicative competence. But communicative competence does not automatically result from linguistic competence. Linguistic competence involves the grammatical competence knowledge of the vocabulary, word structure, and sentence structure of a language. It is formed by these competences: lexical, grammatical, semantic, phonologic, and orthographic competence. Thornbury (2005) exposed that:

> Linguistic Knowledge is often ranged along a cline from `the big picture´, e.g., Knowledge of the way an anecdote typically unfolds, to the `fine print´, e.g., knowledge of grammar and vocabulary. In fact, the boundaries between categories are blurred, and they work interdependently, such that in reality it is difficult to account for features of a speech event by reference to any single knowledge system (p.13)

Linguistic competence is strictly necessary to enhance the speaking competence in the knowledge construction process. In that way, the use of linguistic competence highlights the production and communication in class to conduct to succeed in the knowledge construction process. That is why, it is necessary to give integrated tasks which help them to strengthen the expected skills. This proposal

aims to develop strategies that boost the English linguistic competence of students in the knowledge construction process; through it, students can use a second language in an adequate way.

The Common European Framework of Reference for Languages Communicative Competence presents descriptor scales for aspects of communicative language competence under three headings: Linguistic competence, Pragmatic competence, and Sociolinguistic competence. These aspects, or parameters of description, are always intertwined in any language use; they are not separate components and cannot be isolated from each other. However, in this methodological proposal the Linguistic competence is the one that is going to be analyzed to learn more about its importance when enhancing students` speaking competence level since it refers to the ability of producing utterances in an efficient way in all its grammatical levels. The Common European Framework of Reference for Languages (2018) explains in detail the meaning of vocabulary range, grammatical accuracy, vocabulary, and phonological control which are indispensable descriptors that need to be considered when enhancing students speaking competence in the knowledge construction process. When it comes to vocabulary range it is exposed that it: "Concerns the breadth and variety of words and expressions used" (132). This means that vocabulary is central when learning English language because without sufficient vocabulary students cannot understand others or express their own ideas. If students acquire a robust vocabulary, they can improve all areas of communication. Moreover, in The CEFR (2018) it is stated that: "Grammatical accuracy concerns both the user/learner's ability to recall 'prefabricated' expressions correctly and the capacity to focus on grammatical forms whilst articulating thought" (p. 133). This demonstrates that students need to master the correct usage of sentence structure to improve the speaking competence as much as possible in the knowledge construction process. Regarding vocabulary control, in The CEFR (2018) it is mentioned that it: "Concerns the user/learner's ability to choose an appropriate expression from their repertoire. As competence increases, such ability is driven increasingly by association in the form of collocations and lexical chunks, with one expression triggering another" (p. 134). This shows that vocabulary is probably the most important thing. Without words, you cannot read, hear, speak, or write in any language. In addition to this, In the Common European Framework (2018) it is mentioned that phonological control is composed of three different categories which are: "Overall phonological control, sound articulation and Prosodic features (intonation, stress and rhythm)" (p.135). It means that phonological control deals with the area of stress, rhythm and intonation which can have direct effect on meaning, questioning form or understanding which are essential aspects that must be mastered when acquiring a second language.

Furthermore, when learning a second language, it is fundamental that all professors master the language appropriately. The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning. It is a must to have an outstanding linguistic competence; otherwise, the knowledge transmission will not occur as desired. Teachers need to know how the language works; they need to be aware of all the aspects that involve teaching a second language; if not, the teaching process is not going to be successful. Besides, all learners deserve to have an excellent trainer in their language classes. Harmer (2007) claimed that:

> Students have a right to expect that teachers of the English language can explain straightforward grammar concepts, including how and when they are used. They expect their teachers to know the difference between the colloquial language that people use in informal conversation and the more formal language required in more formal settings. They also expect teachers to be able to demonstrate and help them to pronounce words correctly and with appropriate intonation (p.30).

This means that if teachers master the English language, student's proficiency in the target language will increase. When teachers master the language, there is smooth flow of teaching-learning process. They can ensure that they are teaching the right system of the target language. This is essential to help leaners to increase their communicative competence in the knowledge construction process.

To sum up, it can be said that linguistic competence refers to the knowledge and ability of individuals for appropriate language use in the communicative events in which they find themselves in any speech. Without an appropriate linguistic competence, learners cannot face all the challenges of speaking a second language properly. Also, vocabulary range, grammatical accuracy, vocabulary, and phonological control are indispensable when teaching English because through them it is shown the students` linguistic competence progress in the knowledge construction process. In addition to this, it is vital that language educators have an excellent linguistic competence that contributes to a better teaching of the English language. The teachers with good knowledge of the subject matter can plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. In the following section of this methodological proposal, the second indicator which is Real-Life Activities is going to be developed to demonstrate the importance of them to improve the speaking level competence in the knowledge construction process.

2.3.2 Real-life activities

The second indicator of this methodological proposal emphasizes the importance of the application of real-life activities to develop efficient communication skills in the knowledge construction process. Communication skills play an important role to increase student engagement in learning. Speaking skill is considered the most important skill by language learners. Richards (2008) mentioned that: "The mastery of speaking skills in English is a priority for many second-language or foreign-language learners" (p.19). This means that for learning a second language effectively it is necessary in English classes that the teacher focuses on the acquisition of speaking skill to achieve the real knowledge of the language. In that way, it is essential the implementation of effective and useful teaching activities that help students to have clear and precise ideas to speak with fluency inside and outside of the classroom. According to Ambrose et al. (2010) "Students are typically more motivated to engage with material that interests them or has relevance for important aspects of their lives" (p.83). This demonstrates the necessity of the creation of real-activities that can promote higher-order thinking skills in each class. Learning opportunities are far greater when students have the chance to experience something first hand, when they are exploring a new object or vocabulary, it increases motivation in the class, improves their behavior, helps to develop communicative skills, and consequently they can develop their understanding. As Brookhart (2010) mentioned "Students learn by constructing meaning, incorporating new content into their existing mental representations; therefore, improving thinking skills should actually improve content knowledge and understanding as well" (p.8). Hence, it is evident that for the success in English lessons, it is important the development of natural strategies to encourage pupils to use English not only in the classroom but also in their daily interactions with their classmates. Effective teaching combines the essence of a real classroom, effective planning, to help learners to make real-life connections to the content. As the Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) exposed:

> Teachers are the facilitators and guides that guide the learning process, form the need, take an active role with the learners in the learning process and their task is to facilitate the acquisition of real or near-real learning environments for the acquisition of language skills (p.26).

Teachers need to know how to offer support and what support should be offered to the student population. Moreover, they need to know how to plan their lessons and what activities to offer all

students, to achieve assertive communication. In fact, it is fundamental the creation of a learning environment where learners not only learn the aspects of the language, but also to use it naturally and fluently through the integration of real-life activities in the knowledge construction process.

Effective communication and interactive skills are essential to improve the quality and the development of students speaking skills. In addition, it is important to foster situations in which pupils can face real communication in a foreign language. For that reason, the purpose of this indicator is to demonstrate the efficiency of the use of real-life activities in the knowledge construction process. According to Graf (2011) "Oral English will be developing well, enabling successful engagement in activities across the curriculum" (p.109). This emphasizes that the educators must consider creative teaching options to overcome students learning challenges to reinforce the quality of teaching. One of the most important things in the construction of real knowledge in class is the development of a positive classroom environment. As Higgs (2014) mentioned "Teachers who earn respect enjoy satisfying relationships with students that spill freely into improved student engagement and learning" (p.14). This shows that the construction of friendly environments turns the classroom into an optimum learning environment that help pupils to encourage their learning process in a creative and innovative way. For that reason, the implementation of real-life activities produces effective changes into the knowledge construction process. Active learning production permit learners to create personal connections with the material, which increases their motivation and encourage an appropriate participation. As the Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) exposed:

> Learners learn best by actively using the language they are learning. A key principle behind this concept is that learners learn best through doing – through actively constructing their own knowledge rather than having it transmitted to them by the teacher (p.24).

Therefore, teachers must implement real-life activities to increase the content knowledge, critical thinking, and positive attitudes through the knowledge construction process. In addition, one of the most important points of the integration of real-life activities is the acquirement of critical thinking in comparison to the traditional education. Tiwari et al. (2006, as cited in Lin, 2018) mentioned that: "Through applying critical thinking in learning and social practice, students can become more open-minded and creative in finding out the best method of learning and the best method of solving problems" (p.4). This demonstrates that by developing interactive and communicative strategies learners can interact with their classmates and improve their strengths and weaknesses. Every aspect

of real-life activities is inclined to achieve an effective communicative environment that can help students to share their ideas, opinions and make a difference in the knowledge construction process.

How does this indicator strengthen the process of the students through learning process? Real-world applications allow students to broad their capabilities, understanding and make strong connections with their classmates. That is why the implementation of real-life scenarios is fundamental in each class. It is essential the enjoyment of effective strategies that help learners to build new vocabulary, improve grammar and acquire the language better. According to Shernoff (2013) "It is activated when the enjoyment of leisure activities is combined with the focus exacted in productive and skill-building activities—culminating in a state engagement that feels like both work and play" (p.68). This shows the importance of applying the knowledge in different situations and scenarios that will help learners to understand what they are learning in a clear and precise way. Learning experiences is not only about the content, but also about the process. Moreover, real-life interactions in class encourage pupils to take a central role in their own learning. The Common European Framework (2018) exposed "Language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures" (p.27). This demonstrates that through the application of real-life activities students can have more confidence to trying new ideas. The most important thing in the development of a class is to put the student and learning at the center in each class. As the Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) exposed "The learner as a social agent where learning takes place in a social learning environment and develops linguistic and pragmatic skills besides communicative skills" (p.21). This points out the value of the development of an active learning class where students can build invaluable social skills and communication channels.

To sum up, we can assert that the main purpose of this indicator is to demonstrate that real-life activities are essential in every English class to create and build the critical thinking and understanding of each student in the knowledge construction process. In addition, it is indispensable that the educators create spaces and tasks where the pupils can feel confidence to speak fluently. This involves moving away from lecture-based lessons and making lessons interesting and interactive. Real-life scenarios improve different areas of teaching, such as communication, confidence, critical thinking and participation. Teachers and students get more one on one interaction building a real development of the language. Moreover, it is important to point out the relevance of real-life activities to improve the knowledge construction process of the students. In the following section of this methodological proposal, the third indicator which is collaborative learning is going to be developed to emphasize the

importance of building communication channels to enhance the speaking level competence in the knowledge construction process.

2.3.3 Collaborative learning

The third indicator of this methodological proposal emphasizes the importance of the development of collaborative learning to provide meaningful connections between students and teacher and enhance the spoken abilities in the knowledge construction process. Speaking is one if the central elements in class and it has an important role in the development of communication channels. Cole et al. (2007) exposed "Speaking is essentially a collaborative and interactive process. It is an exchange" (p.12). This points out that speaking skill has an important relation to encourage the communication in class, where learners can expose their ideas and receive messages from a classmate without any misunderstanding. In that way, it is important that the teachers select different strategies to improve the students spoken abilities. Broadly speaking, collaborative learning is a strategy of active learning with the purpose that two or more learners work together towards a goal. According to Watkins et al. (2007) "Collaboration takes place when all the participants can contribute to a new shared product" (p.88). This demonstrates that creating an effective collaborative classroom is the absolute bedrock of learning a second language. Teaching how to collaborate and creating a variety of learning experiences in class are not only excellent ways to develop dynamic and fun lessons, but also, they build students´ confidence day by day. According to Graf (2011) "Collaborative work, in pairs or small groups, helps pupils to develop their thinking through talk, allows them to give and receive support and, if the work is carefully structured, allows each pupil to contribute and to achieve" (p.69). The purpose of accomplishing tasks between learners is to help them to develop the skills, the higher-level thinking and oral communication. Furthermore, collaborative learning is the key to develop rapport and group experiences through icebreakers, and reflection exercises. Herrington & Herrington mentioned:

> Authentic learning environments and authentic workplaces have much in common. They tend to be ones in which collaborative partnerships prevail over hierarchical power relationships; leadership is enabling rather than controlling; differences are viewed as rich resources for learning rather than challenges to be managed; reflection and critical thinking are encouraged through the development of vibrant communities of practice (p.16).

This shows that a collaborative environment is more valuable than individual strategies in building learners' progression. Thus, it is essential the creation of collaborative learning to develop a positive

condition where students can grow in confidence, construct a real progress in spoken abilities through the knowledge construction process.

Learning is focusing on the interaction and task between learner to learner and educator. It is important to create spaces in which learners can develop in meaningful way communicative skills. For that reason, applied collaborative learning gives more opportunities to contribute to use the language with confidence and logical sequence. The purpose of this indicator is to demonstrate the efficiency of the use of collaborative environments in the knowledge construction process. According to Watkins et al. (2007) there are three principal's aspects of collaborative learning: "promoting collaborative interaction, designing collaborative tasks and building collaborative structures" (p.90). This reflects the important role of the teacher; it is essential the creation of tasks that enhance and support a positive classroom. As Stronge (2007) pointed "Students of teachers who encourage them to succeed put forth more effort than students of those teachers who are not encouraging" (p.33). This demonstrates that pupils need opportunities to build knowledge and improve together using effective tasks. In addition, collaborative environment produces intellectual synergy that stimulates the mutual engagement. Moreover, leaners are not simple agents in class, they become a main part of the class when they create and process new meaning that encourage the knowledge construction process. According to the Programa de Estudios de Inglés de III Ciclo y Educcaión Diversificada [MEP] (2016) "English language teaching first places priority on oral comprehension while simultaneously exposing students to oral production and concepts of print" (p.33). This emphasizes the importance of the creating of different scenarios where learners expose their ideas with one goal which is to develop as a group their communication skills. Every aspect of collaborative learning is inclined to achieve an effective communicative environment that can help students to share their ideas, opinions and make a difference in the knowledge construction process.

How does this indicator strengthen the process of the students through learning process? Collaborative learning application gives students time to create group works to communicate clearly and increase their critical thinking. That is why the implementation of collaborative learning is essential in each English class. It is fundamental the enjoyment of effective strategies that allow learners a real development of communicative channels. As Lin (2018) "Students should be actively involved in the learning activity and able to apply their knowledge to solve learning and social problems, and to analyse and organise information so they can make decisions" (p.4). This demonstrates that collaborative learning increases the student's retention, self-esteem, and responsibility. The point of learning a second language is not to emphasize on learning grammar,

vocabulary in a simple way, the main purpose of an effective learning process is to encourage pupils to expose their thoughts and leadership skills. According to Cole et al. (2007) "Confidence is as important as competence in speaking and listening, and this will be reflected in the self-assessment exercise. Confidence and competence go hand in hand and increasing your learners' confidence will help them to develop their skills" (p.20). This points out that a well-planned collaboration allows all students to recognize and value the importance of their performance and progress to learn from others.

To come to an end, we can assert that the main purpose of this indicator is to show that collaborative learning is meaningful in every English class to create and build group works to promote the spoken abilities and understanding of each student in the knowledge construction process. Moreover, it is indispensable that teachers create spaces where learners can work for the same goal and build confidence to speak fluently. Collaborative conditions encourage different areas of teaching, such as communication, confidence, and participation. Moreover, it is important to point out that the relevance of collaborative learning is to improve the knowledge construction process of learners. In the following section of this methodological proposal, the third variable which is knowledge construction process is going to be developed to demonstrate the importance of building strategies to enhance the speaking level competence of the learners.

2.4 Knowledge Construction Process

The next paragraphs of this methodological proposal seek to highlight the important role that the knowledge construction process plays when learning a second language. To begin, it is essential to get a better understanding about the meaning and the impact of the construction process in the students. Pritchard (2009) defined learning as "To gain knowledge of, or skill in, something through study, teaching, instruction or experience" (p.2); hence, the knowledge construction process is where learners can generate their own ideas, perspectives through the experience. In addition, in this process the new ideas are created carefully considering the value of each one, and with that, learners become more skilled at thinking, critical and creative. According to Lin (2018) "Learning critical thinking skills helps students to select relevant and useful information, to generate and evaluate the information received, to find effective ways of achieving their aims, and thus to become better problem solvers and decision makers" (p.1). From the previous statement, it can be said that knowledge construction process has a crucial implication regarding how the students process, interpret, synthesize, and analyze the ideas using the critical thinking. For that reason, the development of this methodological proposal emphasizes the necessity to encourage learners through the application of an effective construction process to improve the speaking competence level. In that way, one of the most important factors to

improve the knowledge construction process is the development of a healthy environment where pupils can feel confident to express new ideas. Cranton (1994, as cited in Herrington & Herrington, 2006) describes three aspects of what a positive environment includes: "trigger events" which stimulate critical reflection; a process that helps people become aware of and begin to question basic assumptions; and ongoing support and feedback from others" (p.20). This shows that if pupils become responsible for their own learning, they will be more open to actively participate in class and that should be the primary goal of teachers which is improvement in the construction process. Classrooms full of light and learning, creation of new understandings, ideas, reflection, and laughter are places where learners feel a sense of success in their construction process. As Lyons et al. (2014) exposed "Proactively and explicitly teaching students constructive thinking skills and habits relevant to their behavioural and academic self-management; that is helping them to understand their thinking processes and develop their self-control skills" (p.27). This demonstrates that in a more authentic learning environment students can explore and engage in meaningful way the construction process in meaningful way. Teaching, learning and a positive environment represent the key to the most effective process of learning and critical thinking.

It is important to point out that a real knowledge construction process is developed through an active learning, which emphasizes in learner-centered instruction. According to Doyle (2008) "It is an environment that allows students to take some real control over their educational experience and encourages them to make important choices about what and how they will learn" (para.11). This shows that the students require ongoing opportunities to use language in its many forms, each learner constructs knowledge actively through experiences that reflect a real process. Thinking, learning and language are interrelated. Moreover, learning is a complex process, it requires the exposition of different scenarios where learners can develop the academic goals. As Barkley (2010) exposed "Learning is a dynamic process in which the learner literally builds his or her own mind by constantly making and changing connections between what is new and what is already known" (p.23). This demonstrates that an active learning process helps learners to develop an awareness of their skills and it promotes strategies to communicate successfully in each class. Moreover, one of the most important aspect in the construction process of effective learning is the integration of authentic activities that facilitate the development of students' cognitive and learning abilities. In addition, about this matter Brophy (2010) stated that:

> The key to the effectiveness of good activities is their cognitive engagement
> potential- the degree to which they get students actively thinking about and applying
> key ideas, preferably with conscious awareness of their learning goals and control
> of their learning strategies. The most valuable activities are not merely hands-on,
> but minds-on. (p.30)

This emphasizes that it is essential the improvement of activities that provide opportunities of interaction and focus on the application of important ideas that appeal the curriculum goals. Another factor to consider about the importance of knowledge construction process is that not only it takes place inside the classroom, but also it takes place of the daily of each student. As Pritchard (2009) mentioned that:

> Learning is not exclusive to the domain of an education system. Learning begins a
> very long time before school; continues for even longer after school; and happens
> rapidly, and in parallel with school, in a great number of different ways and settings
> (p.1).

This emphasizes that a meaningful learning process is to live through experiences, discover, fail, and hit; it is a long-life experience to improve and collect reasons to be proud of their own construction process. In that way, the success of knowledge construction process requires integrated effort of teachers and students to provide benefits and growth through the years.

To go beyond on the importance of the knowledge construction process, and its significant manner related to the speaking competence level, three indicators are selected to demonstrate the relevance in the development of a real construction process. The first indicator is Action-Oriented Approach; as Piccardo and North (2019) describe "Reproduce real-life situations, assign tasks, take into account the different resources and capabilities of their learners, and develop their competences and ability to learn" (p.5). From here, the implementation of this approach is to provide opportunities for students to use and practice their skills to communicate effectively in the knowledge construction process. Besides this, the didactic sequence as the second indicator for the third variable has a crucial importance for the development of an effective constructed process. According to Harmer (2012) "Then we plan a sequence of lessons, we try to ensure a balance between the different language skills that the students need to work with and the different activities we are going to ask them to do" (p.179). This emphasizes that in a language classroom is important to follow a sequence where learners can feel real connections between both language and the experiences by using real scenarios. Finally, the

third indicator analyzed is task. The Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) explained that:

> The task-based language teaching aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. (p.22).

This demonstrates that a task-based learning is a good way to get students engaged to speak English. In addition, activities play an important role in the construction process since they provide authentic practices that prepare pupils for real-communication situations. In that way, they can build confidence to develop the communication channels.

To come to an end, knowledge construction process represents the most important part of learning a second language. In addition, the construction process exposes learners to develop their skills and generate their own ideas. Moreover, one of the most important points to have a real construction process is the creation of a positive environment where learners can feel confident to create their own learning experiences. Hence, meaning-making process is essential in the development of activities where learners actively construct knowledge, rather than simply memorizing the information presented. Constructing knowledge actively requires the commitment of learners and teachers to promote strategies to communicate effectively. The purpose of knowledge construction process is the creation of students with confidence to speak inside and outside of the class. Therefore, each indicator mentioned in this methodological proposal seeks to highlight the importance and contribution to the learners` knowledge construction process. In the upcoming section of this methodological proposal the first indicator which is Action-Oriented Approach is going to be analyzed to improve the speaking competence of the students in the knowledge construction process.

2.4.1 Action-Oriented Approach

The first indicator of this methodological proposal makes emphasis on the importance of Action- Oriented Approach to enhance the speaking competence level in the knowledge construction process. To have a good language teaching in the classroom, it is necessary the development of communicative competences that promote an interactive classroom and language use. In that way, it is essential the integration of an effective approach that can contribute to the creation of communication channels in class. An Action-Oriented Approach attaches great impact to formulate the learning goals of each student. Council of Europe (2001, as cited in Piccardo & North, 2019)

defined this approach as "Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences" (p. 4). This emphasizes that the Action-Oriented Approach creates a common point between the acquisition of skills and learning knowledge, where learners play an active role as social agents. In addition, in this approach in which knowledge and skills are one, the students cannot be only called as the constructor of knowledge, but they can also be called as the ones that acquire new information for new experiences through the knowledge construction process. According to the Common European Framework (2018) "Seeing learners as language users implies extensive use of the target language in the classroom – learning to use the language rather than just learning about the language (as a subject)" (p.27). This shows that taking an active role in the construction process facilitates the acquisition of real and healthy environments to encourage the communicative skills. For that reason, the role of the teacher has changed, the educators become the facilitator of the construction process who not only transfer knowledge, but also, they support students to acquire a second language. According to the Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) "The creation of social language environment where the learner will be able to communicate with each other in the middle of pluricultural and plurilingual environment depends on teachers' skills and knowledge" (p.21). This emphasizes the impact of this approach, where the central is the pupil with the purpose of creating and establishing a natural language environment. In fact, it is undeniable the impact of the Action-Oriented Approach to encourage the communicative skills and students' behavior. As the Curriculum Conversational English, Third Cycle Basic General Education [MEP] (2020) exposed "It uses general and specific competences in meaningful contexts and real-life scenarios to use the language" (p.20). It means that pupils have an opportunity to communicate and consequently acquire the language in an active way. Therefore, it is necessary the development of this approach as a guide to create spaces where students can learn the elemental factors of the language in the knowledge construction process.

The success of teaching depends on different aspects such as teachers' guide, learners' attitudes, and the learning goals. For that reason, the purpose of this indicator is to demonstrate the efficiency of the use of an action process in the knowledge construction process. In that way, the notion of Action-Oriented Approach addresses the success for the development of a real construction process. Piccardo & North (2019) mentioned "The collaborative co-construction of meaning to accomplish a given task, mobilising competences and strategies that are in themselves further

developed through the experience of the task" (p.17). Learning becomes a constructive process with the integration of different strategies and activities where learners create and construct new ideas and competences. One of the most important things in the construction process is the development of communicative skills in a healthy environment. Mezirow (1975, as cited in Herrington & Herrington, 2006) defines a positive classroom as "A process of experiencing a disorienting dilemma, followed by self-examination, critical assessment, relating to others' experiences, exploring options, building competence, developing a plan of action, acquiring knowledge and skills, making provisional efforts, renegotiating relationships and reintegration" (p.22). This shows that an effective environment is the key for the success of an Action-Oriented Approach to acquire new knowledge and active thinking. The Action-Oriented Approach assumes that the knowledge construction process implies and promotes the critical thinking of learners. According to Lin (2018) "The students were more actively involved in classroom activities, and this enabled them to become aware of the limitations in their thinking and language, which increased their motivation to learn more" (p.27). This points out that this approach does not ignore the importance of the cognitive, emotional, and motivational resources that invites learners to improve their autonomy process and independent thinking through the knowledge construction process.

How does this indicator strengthen the process of the students through learning process? The goal of teaching is communication. Spoken abilities allow learners to make real connections inside and outside of the classrooms and promote the collaborative learning. That is why the implementation of this approach is essential to have a real construction process. It is fundamental the integration of approaches that permit learners to communicate effectively, build knowledge and acquire a second language. Piccardo & North (2019) mentioned "The language learner's ability to communicate is realised through complex, collective and collaborative tasks, where speaking and doing are intermingled, thus putting into practice an action-oriented perspective on language" (p.54). This shows the importance of applying real tasks that involve learners to encourage their process and be the authors of their own construction process. In addition, one of the most significant points of this approach is the development of pupil's confidence to speak without fear of making a mistake in front of their classmates and be proud of the learning achievements. As Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) exposed: "S/he possesses knowledge and experience that can be used to face the challenge of learning a language" (p.29). From here, learning is constructed around actions; learners are social agents that become aware of their own knowledge

and competences. Therefore, the Action-Oriented Approach foments a real progress for pupils in the construction process through the experiences, confidence, and communication channels.

To sum up, it can be said that they are many benefits of the Action-Oriented Approach to construct a real process in English classes. In addition, this approach encourages learners to develop their communicative competences with the use of tasks based on real experiences. In that way, this approach implies more intensive and active involvement of learners who become conscious of their own process, they learn by doing. To achieve the didactic goals, it is necessary the development of a healthy environment, for that reason, the creation of communicative spaces that promote the success of the construction process. The notion of the Action-Oriented Approach emphasizes the importance of an active learning which includes the collaborative learning, where learners work to achieve the same goal that is the construction of knowledge in a simple way. Furthermore, the Action-Oriented Approach supports learners by creating shared spaces that facilitate creativity, mutual understanding, and the critical thinking of each one. In the upcoming segment of this methodological proposal, the second indicator which is Speaking Didactic Sequence is going to be developed to analyze the importance of it during the knowledge construction process to help learners to acquire real communicative skills.

2.4.2 Didactic Sequence

The second indicator that is going to be analyzed in this methodological proposal is Didactic Sequence. When it comes to teaching, planning is the first step to do to have an effective classroom. A well-planned class reduces stress on the teacher and helps minimize disruptions. When teachers know what they need to accomplish and how they are going to do it, they have a better opportunity to achieve success with the added benefit of less stress. Additionally, when students are engaged during the entire class period, they have less opportunity to cause disruptions. When planning, all professors should follow a didactic sequence to reach the main linguistic objectives. Osbeck et all. (2018) "Didactics is said to draw closely on practice, which is sometimes said to have become clearer as subject-matter didactics evolved (p.11). This means that didactic sequence is the discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language. A sequence is a succession of elements or facts that maintain a link with each other. Didactic, on the other hand, is an adjective that is linked to the techniques, methods and guidelines that favor an educational process. Thus, didactic sequence refers to the set of educational

activities that, chained, allow to address an object of study in different ways. According to the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016).

> Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies, etc (p.33).

It means that all activities must share a common thread that allows students to develop their learning in an articulated and coherent way and that is quite important to enhance the students speaking competence in the knowledge construction process. Also, when developing the didactic sequence, it is vital to consider not only the topic, but also the degree knowledge that students have at the general level of it. Ideally, before planning the teacher should diagnose the previous knowledge of the pupils regarding the subject to be studied. Moreover, it is recommendable to consider the main interests of the students to create activities that captivate their attention. When teaching speaking, the teachers should follow a set of integrated didactic sequence procedures to develop the different linguistic competence; the organization of the activities and instructions the teacher gives are of vital importance for the students to be able to perform the tasks successfully. In Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) it is stated the stages of spoken interaction and spoken production: "Spoken interaction (planning, organizing, rehearsing, and interacting) and spoken production (planning, organizing, rehearsing, and producing)" (p.36) All these stages are necessary to increase the linguistic competence. All activities must follow an order and an organization which means that each activity has its own purpose and all of them work together to reach a bigger objective. In the case of planning, it determines the objectives the students are going to achieved. According to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) Planning is: "A strategy for stating the task goal, sharing what s/he knows about the topic, predicting meaning supported by typographical and visual clues, listing possible difficulties and strategies for coping them" (p.347). In this stage, students can brainstorm and look for appropriate information about the language content, strategies, and resources to develop the tasks. When it comes to organizing, learners prepare and organize the work to distribute it among the group members. Also, rehearsing is an important stage when teaching spoken interaction and spoken production. According to The Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) in the Task Rehearsal: "Learners are introduced to the language within a communicative context. In the final part of the step, they are also beginning to develop a degree of communicative flexibility" (p.41). It means

that in this stage, learners have the chance to ask for clarification and prepare what to say before they perform the task; it is class work where students practice the language in a meaningful way for successful task completion. It is student-centered; they practice with teacher´s help. Another important phase is about interacting; in this step learners have the chance to speak to their teachers and to their peers and learn from them. Finally, producing is also a vital step in which students present their finding to the whole class orally; here learners perform to demonstrate that the goal has been successfully achieved. Besides, according to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) Speaking is divided into two areas:

> Spoken interaction and spoken production; both of them describe specific language users' roles. In the first one, the language user functions as a speaker and as a listener. Some examples of interactive activities include: transactions, casual conversation, informal discussion, formal discussion, debates and interviews. The second one describes the production of an oral text received by an audience of one or more listeners. Some examples of activities can be: public address (information, instructions, etc.), addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.) (p.45).

This demonstrates that spoken production may involve simply producing words or may imply a longer, more formal presentation and spoken interaction refers to conversing with other people. Both types, interaction and production spoken, are necessary to enhance the students` competence level in the knowledge construction process.

To sum up, the end point of the didactic sequence is to provide learners with a series of educational activities that are focused on improving students' communication in the knowledge construction process. Through an adequate didactic sequence, students are encouraged to share what they have learned at the end of the class by using the language tools they have. The main goal of a didactic sequence is to order and guide the teaching process that drives an educator. The complexity of the activities is progressive and according to the knowledge that students acquire, and the duration of the teaching sequence will depend on the thematic unit and the objectives. All the activities must follow an order and organization to reach the objectives proposed and they should focus on spoken interaction and spoken production to enhance the students 'competence level in the knowledge construction process. In the coming segment of this methodological proposal the third indicator which

is Task is going to be analyzed to understand its importance in the development of students 'speaking competence in the knowledge construction process.

2.4.3 Task

The third indicator to be discussed in this methodological proposal is Task. Language teachers are always looking for effective tasks to use in their classes. In recent years increasing numbers of teachers have been looking for ways to change the traditional forms of instruction in which knowledge is transmitted. The traditional methodology in which the teachers were dominant to have silent, obedient, and passive learners has lost popularity. Nowadays, professors are trying to integrate more the students in which they become more student-centered; they have investigated the different ways in which students can play more active roles in discovering and processing knowledge and that is fundamental to increase the speaking competence level in the knowledge construction process. According to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) tasks are:

> Any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfill, or an objective to be achieved (CEFR,10). Tasks are set in a context that learners would face in everyday life within scenarios and domains. Learners are able to demonstrate what they "can do" in English, as well as what they know about English language structures, vocabulary, functions, psychosocial and Sociocultural aspects (p. 26).

This means that, through tasks learners are involved with real-world problems to be solved as contrasted with more traditional curriculum approaches. Tasks allow students to do meaningful activities using the target language in which they can demonstrate their knowledge of the English Language. Richards (2006) said that: "Real-world tasks are tasks that reflect real-world uses of language, and which might be considered a rehearsal for real-world tasks" (p. 31). When learners are involved in real communication, their natural strategies for language acquisition will be active and used, and this will allow them to learn to use the language. In Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) it is stated that: "The action-oriented task seeks to break down the walls of the classroom and connect it with the outside world" (p.26). If tasks are well-elaborated and are based on concrete real situations, the learners can speak or write in a context for a social purpose; they can develop target language fluency and student confidence in a more optimistic form which is one of the main goals of this methodological proposal. Richards (2006) mentioned that some of the key characteristics of a task are the following:

It is something that learners do or carry out using their existing language resources, it has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task, it involves a focus on meaning and in the case of tasks involving two or more learners, it calls upon the learners' use of communication strategies and interactional skills. (p.31)

This demonstrate that successful tasks should elicit real communication to promote lots of learner talk. When possible, authentic material should be used. In addition to this, when implementing tasks, it is also important to create well-developed tasks in which students can be involved in real-life issues that help them to achieve better linguistic outcomes in the knowledge construction process. Picardo et al., (2011, as cited in Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], 2016) mentioned that:

Tasks in the Action-Oriented Approach often involve the creation of a product as the students perform the task. This product may be a brochure for tourists, a blog entry, or a fund raising project for a humanitarian cause. "However, not only the specific outcome, but also the process, which leads to the final result, is important for communication in the language classroom: this involves a step-by-step organization, learners' activation of strategies and competences, consideration of the setting and social forms, as well as materials and support (p.26).

It means that the activities should be designed around authentic and meaningful real-world tasks in which learners are asked to complete collaboratively as they interact among each other making use of all available language resources they own. Moreover, Long (2015) stated that:

The tasks are used as the content of a task syllabus, which consists of a series of progressively more complex pedagogic tasks. Pedagogic tasks are the activities and the materials that teachers and/or students work on in the classroom or other instructional environment (p. 6)

This demonstrates that tasks must address the students´ needs. They must be appropriate to achieve the goals and the proficiency level of the students; not too easy, not to difficult, but challenging. Besides, tasks should be intended to require the use of specific interactional strategies in which students make use of specific types of language like grammar, vocabulary, and skills with the main purpose of achieving better speaking competence in the knowledge construction process. Furthermore, a general principle to take into consideration is that tasks should be sequenced from reception to production, which means that listening and reading tasks should precede speaking and writing tasks.

Another important aspect that must be considered when talking about didactic sequence is the role of teachers when implementing the activities. They should keep in mind that all didactic strategies should be attractive, innovative, and diverse; they should show situations that deal with real life issues. Also, teachers should monitor the learners' performance and encourage them when necessary. Harmer (2012) claimed that: "Teachers are at all times FACILITATORS of learning. This means that we must always do everything we can to make learning happen smoothly and appropriately for the learners - making learning possible, but without making it too easy" (p. 146). This means that teachers as linguistic advisors need to make sure that all learners understand what they have to do all the time. Furthermore, it is teachers 'job to assess performance, provide feedback on content and form and provide additional pedagogical resources to students who need more practice.

In sum, it can be said that the basic building block of a lesson is the tasks. In the past, the activities were boring and not carefully analyzed; however nowadays teachers are asked to change that traditional methodology and implement new approaches. That is why tasks should be carefully designed so that they fit students' needs. It is teachers´ responsibility to conduct a previous analysis before proponing different tasks because they must be based on the group abilities and necessities. Also, if the tasks are focused on real-life situations; they can help students be prepared to face the challenges presented outside the classroom. In addition to this, tasks should be selected according to how well they engage students, they should be meaningful; otherwise, students will not be motivated to carry out them. Also, when talking about tasks, teachers play an outstanding role since, they must provide learners with enough support and guidance when developing them.

2.5. Chapter´s Conclusion

To conclude, it is important to summarize the main aspects including in chapter II. First, it is important to understand the meaning of Literature Review. As Kumar (2011) mentioned it gives a great contribution to every step in a pedagogical proposal. In addition, managing the literature review is not just using different authors or resources, it is important to understand the real meaning. As Koshy (2005) explained that the time spent on searching for literature provides better content that gives enough support to any research. In that way, the three variables of this proposal that tend to enhance the communicative skills are divided in: rapport, speaking competence and knowledge construction process. The first variable is rapport which means the relationship between the teacher and students. Higgs (2014) reinforces this concept saying that rapport contributes to several factors

that impact the academic goals. Rapport represents the base of this methodological proposal to demonstrate that it benefits learners to enhance the speaking competence level in the knowledge construction process. This variable is divided in three important indicators: supportive communication, golden rule, and rapport building. When it comes to supportive communication, it has a positive impact on class participation, engagement and ultimately a student's achievements. Tschannen- Moran (2000, as cited in Stronge, 2007) exposed that without trust students cannot progress effectively in the knowledge construction process. Regarding the second indicator which is golden rule, Wales & Clarke (2005, as cited in Hammond, 2006) said that it tends to demonstrate that treating students with empathy is key to achieve a positive environment that promotes better linguistic competences in the construction process. Moreover, in regards the third indicator building rapport, Jacobs & Renandya (2019) mentioned that teachers should create good relationships with the students respecting their uniqueness and potential when learning the target language. The second variable is speaking competence. Speaking is a productive skill that gives students the opportunity to attain communicative competence in the knowledge construction process. As Harmer (2007) said speaking provides chances to practise real-life scenarios in the classroom. This variable is divided in three essential indicators: Linguistic Competence, real-life activities, and collaborative learning. Regarding Linguistic Competence, it involves the grammatical competence knowledge of the vocabulary, word structure, and sentence structure of a language. Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) explained that Linguistic Competence integrates the phonology, morphology, lexicon and syntax that are essential aspects of the language for successful communication. The second indicator is real-life activities. When learners are involved in real communication, their natural strategies for language acquisition will be active and used, and this will allow them to learn to use the language. As The Common European Framework (2018) exposed, it is important to design real-life tasks to encourage the communicative skills of students in the knowledge construction process. The third indicator is collaborative learning which provides meaningful connections between students and teacher and enhance the spoken abilities in the knowledge construction process. Graf (2011) mentioned that the collaborative work in class helps pupils to develop their critical thinking. It is essential the creation of collaborative learning to develop a positive condition where students can grow in confidence and construct a real progress in spoken abilities through the knowledge construction process. The last variable is Knowledge Construction Process. It represents an active process where learners construct new ideas in real-world environments. According to Pritchard (2009) learning is about gaining knowledge of something through study and

teaching. This variable is divided in three important indicators: Action Oriented Approach, didactic sequence, and task. The first indicator is Action-Oriented Approach; it is a process that sees students as active agents for their own progress in learning. Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], (2016) explained that this through this approach students develop communicative competence, gain knowledge of various English cultures. The second indicator is didactic sequence. It refers to the set of educational activities that allow address an object of study in different forms. Osbeck et al. (2018) exposed that didactic sequence is a group of learning activities in different subject-matter that considers the student's progress. The third indicator is Task; it strengthens learners to communicate in the language in an active, spontaneous, and authentic interaction form. According to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], (2016) tasks are a set of activities that challenge learners to develop real-life scenarios and domains in class. To conclude, the next chapter is the methodology, in this section of the proposal, the research method, the type of approach, the data collection tools, and the instruments are going to be presented to contextualize and support the ideas presented throughout this methodological proposal.

Chapter III Design and method

3.1 Introduction

In the next paragraphs, this pedagogical proposal seeks to highlight the great importance of the methodology, which is considered one of the most significant pieces of the research proposal since it consists of the research method, type of approach, data collection tools and the instruments. To start, it is necessary to get a better understanding about the meaning of an alternative methodological proposal and its importance. As kumar (2011) explained:

> A research proposal is an overall plan, scheme, structure and strategy designed to obtain answers to the research questions or problems that constitute your research project. A research proposal should outline the various tasks you plan to undertake to fulfil your research objectives, test hypotheses (if any) or obtain answers to your research questions. It should also state your reasons for undertaking the study (p. 218).

This demonstrates that the main goal of a methodological proposal is to detail the steps to be done to obtain answers to the research questions. In the case of this proposal, the main function is to explain the operational plan to demonstrate that the implementation of rapport enhances the students´ speaking level competence in the knowledge construction process. In this section of this proposal, the methodology plays and important role; in this part it is explained exactly the path to follow in a detailed, relevant, and valid manner. Kumar (2011) stated that: "methodology is essential for undertaking a valid study" (p. xx) This means that methodology is a key element to give the guidelines to make any proposal manageable, smooth, and effective. It allows the readers to evaluate the reliability and validity of the research.

The research that is going to be used in this methodological proposal is the Action Research. According to Tomal (2010), "Action research is a systematic process of solving educational problems and making improvements" (p.10) That is why, this proposal is based on action research since it pretends to solve an educational issue found in the English teaching. As mentioned by Tomal (2010):

> Action research is suitable for educators as a practical process because it does not require elaborate statistical analysis (e.g., quantitative research) or lengthy narrative explanations (e.g., qualitative research) but is more concerned with solving a problem in an efficient and feasible manner (p. 11).

Action research, therefore, ensures that a practical solution to any educational situation is found. By using action research, the teachers can understand the situation deeply besides finding the most

practical solution to it. The type of research that is going to be used in this proposal is the mixed method. It was selected since this type of research provides more information than a single method research. Levy (2017) stated 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. Mixed methods designs value both quantitative and qualitative approaches to research. Methodologically, MMR approaches rely on (1) combining deductive and inductive designs to generate both quantitative and qualitative data, and (2) integrating the datasets in some way (p. 14).

Simply put, mixed research is the combination of qualitative and quantitative research methodology and is used in studies where there is a need for a better understanding of the problem. In addition, data collection is one of the most important stages in conducting a research. As explained by Coghlan & Brydon-Miller (2014), "Data analysis refers to the processes associated with surfacing meaning and understanding from the various data sets that may be collected during the action research project as a basis for further action and theory building" (p. 239) This means that data collection is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. If the required data cannot be collected appropriately, the researchers will not be able to complete the proposal. The methods of gathering information range from traditional and simple, such as a face-to-face interview, to more sophisticated ways to collect and analyze data. Tomal (2010) said that: "There are many methods to collect data in action research. Selecting the best method is a crucial aspect in ensuring the acquisition of relevant and valid information" (p.35). This means that is essential to make an appropriate choice of the tools to collect sufficient and proper information. In the process of designing the tools, they must be created carefully to ensure that the integrity of the research question is indeed maintained. Tomal (2010) mentioned that when planning how to collect data: "the researcher also needs to consider the type of data analysis that will be performed. A common mistake of educators is to select a method of collecting data without planning for the best method of analysis" (p. 35) In fact, data collection is a very demanding job which needs thorough planning, hard work, patience, perseverance and more to complete the task

successfully. In this proposal, the tool that is going to be used to assess the data is tests. According to Tomal (2010):

> Testing is one of the more convenient methods of data collection. Because teachers commonly administer tests, it is convenient for them to analyze these data outside of the classroom. Testing is often a normal part of the teacher's job, and the use of this data-collection technique can be easily performed as long as it is appropriate for the given action research study (p.82).

This affirms that administering tests is one of the most suitable tools since they are more practical and provide rich information. When it comes to instruments, they are vital for collecting data in all types of research methods. They are mainly used by researchers to collect reliable data which will later be analyzed. According to Tomal (2010), "The term instrumentation refers to the method by which data is collected (e.g., survey, observation, or interview) (p.93). In this methodological proposal, the instruments that are going to be applied are: The diagnostic test, the pretest, and the post test. As stated by Cohen et al. (2007): "The purposes of a test are several, for example to diagnose a student's strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme" (p.418). Regarding the diagnostic test, it is every useful because it can detect weaknesses in any area. Cohen et al. (2007) explained that: "Diagnostic testing is an in-depth test to discover particular strengths, weaknesses and difficulties that a student is experiencing, and is designed to expose causes and specific areas of weakness or strength" (p. 419). This type of tests offers information on the initial situation within the target group. Additionally, the pretest and posttest are essential to track student development. A pre/ post-test should be designed to measure the amount of learning a student has acquired in a specific subject. Tomal (2010) explained that:

> A common practice in action research is for a researcher to administer a pretest, implement an action, then administer a posttest. If both the pretest and posttest are similar, the students might have learned enough from the pretest to show improvement on the posttest. This improvement might have nothing to do with the action administered but rather simply because the students became "test wise." To guard against this potential problem, an action researcher might eliminate the pretest, use different tests, or make sure a sufficient amount of time has elapsed before administering the posttest. (p.94)

This demonstrates that pretest and posttest designs are the useful tools that allow teachers to assess student's proficiency. Pretests measure students grow through comprehensive assessment and posttests can show the percentage of knowledge gained after the instruction is presented.

To come to an end, it can be said that methodology is a key element to define and organize the methods and procedures that must be followed during the development of this methodological proposal to produce valid and relevant results. The action research is vital for the improvement of a learning issue. It can help the teachers in ensuring effective educational development. Action research enables the educators to improve the situation under which the practice is done. It is very vital in ensuring educational change. Besides, the mixed method research is very useful since it gives a better understanding of the research problem. The mixed method allows the validation of qualitative and quantitative methods. In addition, the correct use of appropriate data collection tools reduces the likelihood of errors consistent with the results. By means of tests, researchers can find the areas of difficulty to improve them. In the following segment of this methodological proposal, the research method which is Action Research is going to be developed to analyze if the implementation of rapport improves the speaking competence level in the knowledge construction process.

3.2 Research Method

Before one can progress in the development of this methodological proposal, it is important to know the formulation and understanding of the research method. This pedagogical proposal presents an action research method. Action research has become increasingly popular around the world as a form of professional learning, particularly well developed in education. Bassey (1998, as cited Koshy, 2005) defined action research as "An enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice" (p.8). This shows that an action research is a powerful tool to develop strategies to improve the teaching-learning process. For that reason, the objective of the development of this action research is to analyze if the implementation of rapport improves the speaking competence level in the knowledge construction process. As Tomal (2010) explained "The principles of action research have also been implemented as a process to diagnose school organizational problems and to develop specific action plans to help improve the overall performance of schools, colleges" (Features of the book, para.3). This demonstrates that an action research helps to develop new knowledge and reinforces the link between the practice and learner achievement. Therefore, an action research explores for solutions to real classroom problems and

develop classroom practices using a collaborative activity among the learners with the purpose of improve the achievement of the pupils. According to Coghlan & Brydon-Miller (2014) "To make meaningful progress on the treatment of some real opportunities, challenges or problems" (p.10). This emphasizes that this approach provides educators with powerful strategies for being an active element in leading school improvement. Teachers are encouraged to reflect on and analyze the student data on a dependable and collaborative basis to ensure success of the learners. As Burns (2009) mentioned "Teachers are, on the whole, practical people and tend to focus on what needs to be done in the classroom to help their students learn" (p.14). For that reason, teachers play an important role in the development of this type of research method, an effective teaching is a continual learning process that requires innovations, and problem solving. Further, it is fundamental to understand the process and the components underpinning in the action research used to help practitioners and teachers to understand and observe what is happening in a classroom environment. As Efron & Ravid (2013) exposed that:

> There are six steps involved in carrying out a full cycle of action research: (a) identifying an issue or a problem the practitioner wants to explore, (b) gathering background information through a review of appropriate literature and existing research on the topic, (c) designing the study and planning the methods of collecting data, (d) collecting data, (e) analyzing and interpreting; and (f) writing, sharing, and implementing the findings (p.10).

This demonstrates that a formal action research method requires a careful planning and execution. This methodological proposal serves as a plan in guiding educators through the research process. Therefore, an action research benefits both teachers and students in their teaching and constructive process since it meets the need of the educational process.

The essence of action research method is to implement meaningful actions that can solve educational problems, which always involves changes in the knowledge construction process. In that way, there are different types of action research depending upon the participants involved such as, collaborative action research, school wide research, individual teacher research and district wide research. However, this pedagogical proposal presents a collaborative action research. Action research helps educators, learners to make a collaborative reflection that leads an improvement of understanding and construct experiences in language classrooms. Hendricks (2016) defined a collaborative action research as "A system of action research in which multiple researchers from

school and university settings work together to study educational problems. Teachers and administrators may collaborate, and so may school personnel and university researchers" (p.6-7). This emphasizes that a collaborative action research focuses on studying a problem where the educators work together to encourage the constructing process. This collaborative action research fosters opportunities for sharing dialogue between teachers and improve the school climate. In addition, this methodological proposal presents an exploratory research to determine the nature of the implementation of rapport to improve the speaking competence level in the knowledge construction process that has not been studied yet and with that provide conclusive evidence and better understanding of the problem. Kumar (2011) defined an exploratory research as "This is when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study" (p.11). From here, it can be concluded that the integration of an exploratory research provides more benefits that allows teachers to have better results and increase a mutual understanding in every class. One of the central goals of education is to create learning situations in which learners experience success in a positive and healthy environment and develop the capacity to self-regulate their own learning more effectively. For that, action research is a teaching, learning, and decision-making process that influenced the teachers' thinking skills, and the creation of effective learning spaces for the students in the knowledge construction process. In that way, an action research impacts in different areas of the students such as student behavior and the school climate. Classroom behavior is one of the trickiest issues' educators face in every class. To overcome behavioral problems an action research method promotes strategies of assessing the behavior and build the confidence and enthusiasm in class. According to Tomal (2010) "Several methods of assessing student behavior include: number of disciplinary offenses, student motivation, level of morale, self-esteem, cooperativeness, socialization, group interaction, and amount of time on-task versus off-task behavior" (p.136). Moreover, foster relationships with students, provide more opportunities to overcome weaknesses of the learners and invite pupils to share their experiences through the knowledge construction process. As Tomal (2010) exposed "The use of action research is especially suitable for initiating improvement in school climate. School climate consists of such factors as morale, motivation, spirit, commitment to the school, teamwork, and overall self-esteem" (p.136). This demonstrates that the use of an action research reinforces and improves education quality for all learners.

To sum up, the development of an action research provides teachers with technical skills and knowledge required to promote an effective and positive change in every class. In addition, it encourages teachers to rethink the ways of evaluation of the students' work and the development of each class to generate data that explains the issues presented in class. Moreover, this pedagogical proposal presents a collaborative action research. This type of action research helps language educators to develop valid knowledge and solve classroom problems while creating a space for collaborative reflection in action. In addition, it presents an exploratory action research to demonstrate that the use of rapport improves the spoken abilities in the knowledge construction process through the creation of positive environments. In addition, the action research presents different strategies that help to develop student interpersonal relationships and improve study habits. In the upcoming segment of this methodological proposal, the type of approach which is the mixed method is going to be developed to analyze the importance of it in the development of students' speaking competence in the knowledge construction process.

3.3 Type of Approach

In the next paragraphs, this pedagogical proposal seeks to highlight the great importance of the type of approach, which is considered one of the most important elements of a research proposal to demonstrate if the implementation of rapport improves the speaking competence level in the knowledge construction process. An action research is a process of self-reflection that requires the development of an approach that will guide the methodological proposal to find meaningful answers. As Reason & Bradbury (2001, as cited in Koshy, 2005) exposed "Action research is about working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless" (p.9). This reflects that this type of research is useful in education because it helps educators to do things in a better form with the main purpose of changing the construction process to impact students and offer them a more meaningful learning condition. This methodological proposal presents this type of research to help researchers to improve the speaking level competence by studying the benefits of implementing rapport in the English teaching. According to Efron & Ravid (2013) "There are three common worldviews (i.e., paradigms) that traditionally have shaped educational research. The three research paradigms are quantitative, qualitative, and mixed methods" (p.51). This shows that the researchers conduct the proposal according to the goal of the research to provide a true understanding of the problem. In that

way, this methodological proposal presents a mixed method, this is a problem-centered approach that describes, and evaluates a complex problem. Given (2008) mentioned that: "Mixed methods is defined as research in which the inquirer or investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of study" (p.526). From here, the integration of a mixed research method provides a great potential to strengthen and enrich the analysis and findings of the research and it also demonstrates the effectiveness of the implementation of rapport to improve the spoken abilities in the construction process. According to Levy (2017) "These approaches are appropriate when your purpose is to describe, explain, or evaluate, and are particularly useful for studying complex problems or issues" (p.164). In that way, the mixed method research produces more complete knowledge necessary to inform theory and practice. Moreover, one of the reasons for using mixed method research is that the use of both qualitative and quantitative approaches provides a real understanding of the research problem than either approach alone. Given (2008) explained that:

> The researcher might collect both quantitative and qualitative data at the same time (concurrently) and merge the data to form one interpretation of the data. This interpretation would provide both quantitative information about magnitude and frequency as well as qualitative information from individual perspectives from participants and the context in which they were commenting on the research problem (p.527).

Therefore, it is essential to explain the importance of the qualitative and quantitative research methods for a better understanding of the mixed method research that represents the result of the combination of these two methods.

Research is about generating knowledge and understanding. For that reason, it is important to provide the paradigms that shape the development of a methodological proposal. The researcher needs to establish how many paradigms are going to be part of the process to answer the research problem. Therefore, it is important to explain the different approaches that can promote a real understanding. The first is the qualitative approach, it represents an interpretative approach which attempts to gain into the specific meaning of a research problem through the experiences of the participants. As Leavy (2014, as cited in Leavy, 2017) explained: "Researchers use this approach to explore; to robustly investigate and learn about social phenomenon; to unpack the meanings people ascribe to activities, situations, events, or artifacts; or to build a depth of understanding about some dimension of social life" (p.9). This demonstrates that a qualitative research produces findings about values and behaviors

of population that are applicable beyond immediate boundaries of the proposal. Tomal (2010) exposed that: "Qualitative research is used extensively in the educational environment" (p.9). This shows that this research is helpful to explore reasons for learning; it represents a unique and dynamic process. In addition, this approach is exploratory, and it explain, "how" and "why" phenomenon operates in a particular context. As Leavy (2017) explained: "Qualitative approaches are most commonly used in exploratory or descriptive research" (p.124). From here, it demonstrates that this approach builds a robust understanding and produces rich and descriptive data of a topic that has not been studied. "Data collection techniques involve observation and interviewing that bring the researcher in close contact with the participants. The study reports data in narrative form." (p. 264). This shows that this approach summarizes, explains the results through the description form and provides with effective conclusions of the research problem. The second approach is the quantitative research. According to Leavy (2017) "This type of research involves measuring variables and testing relationships between variables to reveal patterns, correlations, or causal relationships. Researchers may employ linear methods of data collection and analysis that result in statistical data" (p.9). This emphasizes that the goal of this type of approach is to test causal relationships between variables, and then to generalize results to explain a phenomenon. Moreover, one of the characteristics of this type of approach is that it is useful in pedagogical action research. As Efron & Ravid (2013) exposed "The goal of quantitative educational research is to produce an effective and efficient educational system designed to improve the academic achievements of all students" (p. 43). This demonstrates that the development of a quantitative approach identifies improved teaching and learning strategies to allow learners to acquire new knowledge through a construction process. Therefore, mixed methods provide rich insights into various research problems that cannot be fully understood by using only qualitative and quantitative methods.

In education, research is used to develop a real understanding through the relationships among the variables, describe a research educational problem and establish meaningful actions results. For that reason, both quantitative and qualitative methodologies are employed to enhance and increase the description of the process. When both methods are blended, a mixed-method approach result. It combines the strengths of both methods for the best understanding of the research problem. According to Leavy (2017) "Mixed methods research (MMR) involves collecting, analyzing, and in some way integrating both quantitative and qualitative data in a single project" (p. 9). This demonstrates that using mixed-methods research permits a more complete understanding and synergistic utilization of data than using separate qualitative or quantitative approach. In that way, this methodological proposal

develops a mixed method with the purpose of demonstrating that the implementation of rapport improves the speaking competence level in the knowledge construction process. Efron & Ravid (2013) mentioned that:

> The goal of mixed-methods research is to draw on the strength of both quantitative and qualitative research to enhance school improvement. Combining both techniques in a single study enables the researcher to use multiple methods to explore different aspects of the same question (p.46).

This shows that a mixed method is an excellent approach to use in educational system, it improves the student's achievement through more effective teaching strategies. There are multiple benefits that mixed methods research provide. Anderson (2016, as cited in Jason & Glenwick, 2016) exposed that: "Mixing methods can enhance the validity or trustworthiness of inferences and assertions by providing mutual confirmation of findings" (p.236). This shows that mixed method designs strengthen and foster the research. Furthermore, the development of mixed methods provides real understanding of the research, it also explores and describes the research problem.

To sum up, one of the most important points for the development of a research is the type of approach. It is important to provide the different paradigms of the development of a pedagogical proposal. In that way, it is divided into three important approaches that produces meaningful data of a research problem. Firstly, the qualitative approach explores and investigates the behavior, values, and builds a real understanding of a specific problem. This approach is useful to enhance the educational process. Secondly, the quantitative approach represents the measurement part of the research. In addition, this approach highlights the relationship between the variables to construct useful data. Furthermore, the construction of both qualitative and quantitative approach promotes a better understanding of a pedagogical proposal. Moreover, this methodological proposal highlights the importance of a mixed-methods research that represents a problem-centered approach. The integration of quantitative and qualitative data in the form of a mixed methods has great potential to strengthen the rigor and enrich the analysis and findings of the research problem. From here, the researcher collects both the quantitative and qualitative at the same moment and interpretates the data. In the upcoming segment of this methodological proposal, the data collection tools are going to be developed to analyze the importance of them in the development of students' speaking competence in the knowledge construction process.

3.4 Data Collection Tools

Data collection is one of the most important aspects of any research activity. This is because; the conclusions of the study are based on what the data reveals. In this process, all the instruments used to obtain the necessary information must be created and implemented taking into consideration all the possible variables and external elements that could influence the results. Kumar (2011) mentioned that:

> Data collection is the most important and time-consuming phase. As you know, the quality of evaluation findings is entirely dependent upon the data collected. Hence, the importance of data collection cannot be overemphasised. Whether quantitative or qualitative methods are used for data collection, it is essential to ensure that quality is maintained in the process (p. 350)

It is through data collection that researchers have the suitable information they need to make informed decisions from further analysis. In any research study, it is a must to provide a completely accurate description of the instruments used for gathering the data, whether they are questionnaires, interviews, surveys, or any other tool that may be used. Tomal (2010) said that: "The action researcher needs to take a strategic approach to determine what data to collect. Collecting unneeded data or the wrong kind of information can limit the study" (p.36). In fact, any inaccurate data collection may lead to invalid result and affect result of study. There are numerous methods that can be carried out to collect data in action research such as: observing, surveying, interviewing, and assessing. However, in the case of this methodological proposal, the most appropriate method to be used would be assessing. Tomal (2010) exposed that:

> Assessing involves the evaluation of individuals' work by examining tests, portfolios, records, and through the direct observation of individual and group skills and behaviors. Assessing student performance can be more practical than observing, interviewing, or surveying when the data exist or assessment provides more practical and richer information for the action research study (p. 80)

This means that through assessing, data collection can be very practical; researchers can obtain relevant information. One way of assessing when researching is by means of tests which are useful and convenient tools for teachers. Cohen (2007) said that: "In tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind" (p. 414). This demonstrates that tests are tools used to measure effectively in

action research. They enable teachers to clarify and refine the course objectives within the academic year. Tomal (2010) explained that:

> Testing is one of the more convenient methods of data collection. Because teachers commonly administer tests, it is convenient for them to analyze these data outside of the classroom. Testing is often a normal part of the teacher's job, and the use of this data-collection technique can be easily performed as long as it is appropriate for the given action research study. (p. 82)

As mentioned previously, the advantages of testing in education are many. Cohen (2007) mentioned that: "The purposes of a test are several, for example to diagnose a student's strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme" (p. 418). In fact, testing is important in education because it helps teachers to determine how much they have taught. Through tests, the teachers try to find the areas of difficulty to improve them. When it comes to tests, they are several characteristics that need to have to be effective such as: validity and reliability. Creamer (2018) mentioned that:

> In a general sense, validity is a term used in both qualitative and quantitative research to refer to strategies that are used during data collection and analysis that confirm the credibility, confirmability, and justifiability of the findings and inferences drawn at the conclusion of a study (p. 69).

It is vital for a test to be valid for the results to be accurately applied and interpreted. Validity tells teachers how good a test is for a particular situation. Besides, about reliability, Cohen et al. (2007) mentioned that: "Reliability concerns the degree of confidence that can be placed in the results and the data, which is often a matter of statistical calculation and subsequent test redesigning" (p. 432). This means that reliability tells professors you how trustworthy a score on that test will be.

Furthermore, the types of testing that would be used in this methodological proposal are the diagnostic test, the pre-test and post-test since this methodological proposal is an innovation that is based on the action research that is intended to demonstrate if the implementation of rapport enhances the students` speaking competence level in the knowledge construction process. Regarding the diagnostic test, in the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) it is explained that:

> Diagnostic assessment 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 and/or the nature of

difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It identifies the starting line to develop the competence.

It also identifies students' needs and areas of intervention (p.51).

This means that in education, the diagnostic test helps to identify students´ learning problems so teachers can provide instruction to remedy those problems. In addition to this, pre-test and post-test are useful tools to measure students' achievement. Regarding the pre-test, Henning et al. (2009) said that: "Pre-test results can identify strengths and weaknesses of students, thereby giving teachers a chance to adjust their instruction before beginning the unit (p 130). This demonstrates that the pre-test is typically given to students to determine their initial understanding of the measures stated in the learning objectives. Besides, concerning the post-test, Henning et al. (2009) mentioned that: "Post-test's data can provide helpful insights into student learning and the effectiveness of teaching strategies. A post-test is a test given after a teaching intervention" (p.129) In fact, the post-test is conducted to determine what the students have learned at the end of the process.

To finish, the most critical objective of data collection is ensuring that the information collected be rich and reliable for statistical analysis so that decisions can be made at the end of the research. Although there are many methods that can be implemented to collect data, in this methodological proposal tests are the suitable tools that researchers deem fit to gather data. The main advantage of administering tests is to identify students' strengths and weaknesses and target areas that need work. Besides, it is fundamental to consider that good tests must be valid and reliable to measure what is designed to evaluate accurately. In the next part of this methodological proposal, a detailed explanation of the instruments: diagnostic test, pre-test and post-test will be described in detailed to explain their construction and purposes to collect essential data which will later be analyzed.

3.4.1 Instruments

Before progressing very far when planning a methodological proposal, it is essential to ground the research in validity. In that way, a fundamental step of a well-conducted research is the construction and understanding of the instruments. According to The National Academies Advisers to the Nation on Science, Engineering, and Medicine (2006) "Instrumentation is a critical component of the research enterprise and thus is in part responsible for the benefits that research brings to society" (p. 7). This explains that the instruments are important devices for the success or failure of the

research. For that reason, selecting the best instrument is an important aspect to ensure the acquisition of significant and authentic information. According to Colton & Covert (2007) "An instrument is a mechanism for measuring phenomena, which is used to gather and record information for assessment, decision making, and ultimately understanding" (p. 5). This emphasizes that the instruments explore different areas to collect data for determining skill deficiencies in need of improvement. For the creation of instruments there are two important factors to consider such as validity and reliability for providing trustworthy and credible information. Firstly, Kumar (2010) defined "Validity is the ability of an instrument to measure what it is designed to measure" (p.270). From here, validation involves the analysis of the data to assess the accuracy of an instrument. Secondly, reliability refers to the consistency of the measurement of the instruments. Kumar (2010) explained that:

> The concept of reliability in relation to a research instrument has a similar meaning:
> if a research tool is consistent and stable, hence predictable and accurate, it is said
> to be reliable. The greater the degree of consistency and stability in an instrument,
> the greater its reliability (p. 181).

This shows that reliability provides stable and consistent results for the instrument construction process. Furthermore, researchers need to follow certain procedures to make sure that the inferences developed in the proposal based on data collected are valid and reliable. In addition, the nature of instruments used in a research is essential because conclusions drawn are established on the information and understanding obtained by the instruments. In that way, this chapter of the methodological proposal is concerned with the implementation of relevant instruments to the current study. Especially, there are three significant instruments such as diagnostic test, pre-test and post-test that are going to be developed to accomplish the principles of each objective to improve the speaking competence level in the knowledge construction process.

Constructing and writing a research proposal develop deep understanding of complex analytical problems. In a high-quality research, one of the most important things is the development of the instruments. In this case, testing represents the principal instrument to provide effective and validate results. As Cohen et al. (2018) explained, "The purposes of a test are several, for example to diagnose a student's strengths, weaknesses and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme" (p. 418). This demonstrates that the tests` constructions promote effective data to discover and expose the students´ weaknesses and provide changes for the construction process. For that reason, the first instrument to enhance an

effective research proposal is the diagnostic tests that represent assessment tools that explore the learning difficulties that have being unresolved and generate limitations for the construction process. Firstly, Westwood (2008) explained that: "Diagnostic tests are designed to allow teachers or psychologists to explore a student's existing knowledge and skills in detail, and to detect any gaps or weaknesses in prior learning" (p.77-78). Expressly, these instruments contribute for professors to know the learners´ weaknesses and strengths. Secondly, the pre-test represents a test applied to determine if the knowledge of the learners is sufficient to take a specific course of study. As Kumar (2010) exposed, "The pre-test of a research instrument entails a critical examination of each question as to its clarity, understanding, wording and meaning as understood by potential respondents with a view to removing possible problems with the question" (p.393). From here, the pre-test results identify the limitations of the learners, and enhance teachers to create spaces where pupils can encourage new knowledge. Thirdly, the post-test reflects if the learning strategies developed in class produce effective results for the construction process. According to Cohen et al. (2007) post-test: "Care must be taken in the construction of a post-test to avoid making the test easier to complete by one group than another." (p.432). This demonstrates that the post-test analyzes if the new action plan established for teachers provide the successful of the teaching process. Furthermore, the construction of tests highlights and arranges how much learners have learned through the knowledge construction process.

To sum up, one of the most important points of the methodological proposal is the creation and implementation of instruments. Moreover, instruments are essential elements to collect data to demonstrate the significance of the research proposal. In addition, there are two important elements such as validity and reliability. validity represents the accuracy of the process to establish real data. Then, reliability determines the consistency and stability of the instrument. Therefore, this methodological proposal emphasizes the creation of tests as instruments to collect information of the pupils 'strengths and weaknesses. In that way, this instrument is divided in: diagnostic test, pre-test and post-test. The diagnostic test enables the educator to determine if the educational objectives have been achieved and it helps teachers to identify which areas need improvement. Then, the pre-test establishes useful results that resolve learner's success in a course study. In addition, the post-test improves the learning ability with the application of an experimental process. In the upcoming segment of this methodological proposal, the instruments: diagnostic test, pre-test and post-test are going to be developed to analyze the importance of them in the development of students' speaking competence in the knowledge construction process.

3.4.1.1 Diagnostic test.

The diagnostic test is an indispensable evaluation tool that helps both the teacher and the student. In education, before starting any topic, it is vital to make use of diagnostic tests to evaluate what students know about it. This type of test guides and assists the teacher in preparing materials and effective lessons and it helps students to know what language areas they need to improve on. Cohen at.al (2018) explained that: "Diagnostic tests identify needs, difficulties, successes and where problems arise (p. 565). This test is fundamental when teaching; otherwise, it would be difficult to detect necessities that are urgent to analyze; they let teachers know what must be fixed. On the other hand, through this test, teachers can evaluate the contents that are mastered by students to have a better idea about what and how to teach during the school year to meet the learning goals. Cohen et al. (2018) mentioned that:

> Diagnostic tests are often used as the foundation for formative planning, informing
> what action needs to be taken next (just as a doctor diagnoses an illness and then
> prescribes treatment). The two are different: diagnosis does not prescribe treatment,
> the educationist then has to decide what 'treatment' to administer (p. 565).

This demonstrates that in education before planning what to teach, it is necessary to apply a diagnostic test to evaluate previous knowledge. Cheng & Fox (2017) mentioned that:

> Information provided by the diagnostic test should trigger specific pedagogical
> interventions, which are designed to address an individual's weaknesses and
> strengths through classroom activity. In other words, diagnostic assessment is not
> fully diagnostic unless it leads directly to teaching that responds to an individual's
> particular language or learning profile. (p. 151).

In fact, it is through a diagnostic test that professors can design pedagogical plans to strengthen weak linguistic competences and give enough support to those learners that need more reinforcement. Also, it is important to mention that diagnostic tests can identify the academic problems, but not their reasons. According to Johnson & Christensen (2014) "Diagnostic tests are useful only in identifying where a student is having a problem with an academic skill. They do not give any information as to why the difficulty exists" (Diagnostic Tests, para. 2) This means that the diagnostic test only reveals useful information about the weaknesses or strengths but not about the origin of them. Furthermore, another reason why a diagnostic test is very vital is because it can determine the appropriateness of the course for students. That is why it should be very well constructed. According to Cohen (2007):

The diagnostic test will need to construct test items that will focus on each of a range

of very specific difficulties that students might be experiencing, in order to identify

the exact problems that they are having from a range of possible problems (p. 419).

This means that the diagnostic test is essential in education that allows teachers to provide instruction to remedy the different individual cognitive problems detected.

3.4.1.2. Pre-test.

In the development of the educational process, evaluation plays an indispensable role. In addition, the involvement of the evaluation process helps teachers to identify the specific problems of each learner to construct real knowledge. Cheng & Fox (2017) explained that:

Assessment serves as the key to check on learning and provide essential information

to teachers. This process is cyclical, as instruction is a process of providing support

to learners through assessment and teaching. In this sense, teaching and assessment

are an integral process in learning (p.31).

This shows that the application of assessments determines and diagnoses the students` learning problem, with the purpose of correcting the students' learning difficulties. This methodological proposal is based on an experimental model. Tomal (2010) exposed that: "Experimental research is concerned with the cause and effect of variables and provides one of the most rigorous approaches to showing causation" (p. 4). This demonstrates that an experimental research selects significance data to provide effective results. According to Tomal (2010) "When conducting experimental research, the most popular research design is called a pretest-posttest control group design" (p. 5). In that way, the construction of a pre-test improves the concentration and focus of the learners. Henning et al. (2009) "They provide a broad view of student achievement. To link to strategies teachers must examine specific questions and their relationship to specific learning goals" (p.30). From here, the pre-test adds evidence for teachers about what learners know and the deficiencies in some areas of the learning process. Moreover, the design of this instrument demonstrates that it is essential to tap the pupils' knowledge and skills levels to mark the instruction to individual learners' construction process. Efron & Ravid (2013) exposed that: "Provide opportunities for students to demonstrate their unique strengths and needs" (p. 154). This emphasizes that the pre-test offers benefits to the learners to identify their limitations and provide useful strategies to enhance the learning process.

Effective assessment strategies are crucial components of a successful educational process. For that reason, it is important to establish the steps for the creation of a pre-test. The first step is to plan

the goals of the proposal research. As Henning et al. (2009) said "Make the purpose of the project explicit by stating the goals of your action research in the form of a research question. What is it that you want to learn?" (p. 129). This emphasizes that for the creation of a pre-test, it is important to create a plan to state the principal goals to enhance the educational process. The second step is to collect data. Henning et al. (2009) mentioned that: "Administer the pre-test" (p.129). From here, teachers design and execute the pre-test to obtain real information of the learners´weaknesses and strengths. The third step is to analyze the results obtained in the development of the pre-test. Henning et al. (2009) exposed that:

> Analyze the test scores by comparing pre- and post-tests for the whole class, by comparing post assessment data for the whole class to baseline data, by comparing subgroup data to whole class data, and by comparing individual test results to whole class data (p.129).

This demonstrates that the analysis obtained reflects if the pre-test is an effective method to improve the level skills of the students. The last step is to reflect the results. Henning et al. (2009) exposed that: "Interpret your observations, Use the results of your analysis to devise new teaching strategies or a new action plan, justify your teaching strategies, and write a summary report" (p.41). This shows if the new strategies or the new plan provide effective changes. All of these steps provide the essence of the pre-test.

3.4.1.3 Post-test.

In an experimental model of research, the post-test is necessary to compare participants groups and measure the change after the interventions have been done. Cohen et.al (2007) mentioned that: "The construction and administration of tests is an essential part of the experimental model of research, where a pretest and a post-test have to be devised for the control and experimental groups" (p. 432). This means that both the pre-test and post-test must be applied to the control and experimental groups to see if the intervention had a significant effect or not; the only difference is that one group is given intervention. Leavy (2017) explained that: "A posttest is given after the experimental intervention to assess the impact of the intervention" (p. 95). This means that it is through the application of this test that any change can be measured. Also, it is important to consider what Cohen (2007) stated about post-test, "Care must be taken in the construction of a post-test to avoid making the test easier to complete by one group than another" (p.432). This means that the post-test should be the same for both groups. In the experimental model of research, the post-test design is very beneficial since it

allows researchers to compare the results between the two groups, which give them the opportunity to evaluate how both groups changed from pretest to posttest. Besides, this type of test design helps researchers to avoid any factors that negatively impact on the validity of the data. According to Tomal (2010) "the pretest-posttest control group is the most popular design and controls for threats to validity" (p. 5). From this, it can be said that the pretest-posttest control group design is the most popular research design to assure that the data collected is accurate and useful.

3.4. Closing Paragraph

In sum, the measuring instruments should be carefully selected to ensure that they will provide the best and most accurate measure of the variables that are intended to be investigated. Besides, the diagnostic test is a valuable resource in education that is used to test specific abilities or knowledge related to the topic that will be studied to have a clearer starting point and to know more about the academic skills in which students have difficulty. In addition to this, the pre-test and post-test designs are one of the most effective and popular method in experimental model of research since they measure the degree of change occurring because of interventions. In this type of research, both groups are pre-tested, and both are post-tested, the only difference is that one group is given intervention and the other one does not. In the next segment of this methodological proposal, the chapter´s conclusion is going to be developed to synthesize all the ideas and arguments presented in Chapter III.

3.5 Chapter´s Conclusion

To conclude, it is essential to summarize the main aspects including in chapter III. First, it is vital to mention the research method that is going to be used in this methodological proposal which is the Action Research. As Tomal (2010) mentioned an action research is a process to solve and improve educational issues. By using action research, the teachers can understand the educational problems and find the best solutions to them. Moreover, there are different types of action research depending upon the participants involved such as, collaborative action research, school wide research, individual teacher research and district wide research. Nevertheless, this pedagogical proposal presents a collaborative action research. Hendricks (2016) mentioned that a collaborative research is a system where multiple researchers work together as a team to better educational problems. The second aspect of this chapter is the importance of the type of approach. This methodological proposal presents a

mixed method, it is a problem-centered approach that describes and explains an educational difficulty. Given (2008) mentioned that it is a method that collects and analyzes data using both qualitative and quantitative methods in a single study. In addition, the integration of a mixed research method provides a great potential to strengthen and enrich the analysis and findings of the research. Besides, in this proposal the mixed method collaborates to demonstrate the effectiveness of the implementation of rapport to improve the speaking competence level in the knowledge construction process. The third aspect of this chapter is the development of data collection tools. Kumar (2011) stated that: Data collection is the most important and time-consuming phase. He said that the quality of evaluation findings is entirely dependent upon the data collected. By using the right data collection tools, researchers have the suitable information they need to make informed decisions from further analysis. In this methodological proposal, the most appropriate instrument is tests. Cohen (2007) mentioned that the purposes of tests are many: to diagnose a student's strengths, weaknesses, and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a programme. The main objective of data collection is to ensure that the information collected be rich and reliable for statistical analysis so that decisions can be made at the end of the research. That is why, instruments play an important role when collecting data. Colton & Covert (2007) exposed that: An instrument is used to gather and record information for assessment, decision making, and ultimately understanding. In this proposal, the first instrument to enhance an effective research is the diagnostic tests which are tools that explore the learning difficulties that have being unresolved and generate limitations for the construction process. Cohen at.al (2018) explained that: Diagnostic tests identify difficulties, needs and successes. Through this type of test, teachers can detect necessities that are urgent to analyze and know what must be fixed. The second instrument is the pre-test. Henning et al (2009) exposed that a pre-test can identify strengths and weaknesses of students; it is given at the beginning of the unit. The last instrument is the post-test. Leavy (2017) explained that: This test is given after the experimental intervention to assess the impact of the intervention. It is through the application of this test that any change can be measured. To conclude, chapter IV is going to be presented to contextualize and support the ideas presented throughout this methodological proposal.

Chapter IV Action Plan Proposal

4.1 Introduction

In the next paragraphs, this pedagogical proposal seeks to highlight the concept of a methodological proposal and its importance. To start, in a research proposal it is explained the significance and the quality of any project. It also gives researchers the opportunity to think through the research project, to refine the main focuses, and to predict any challenges that may arise. As Kumar (2011) defined the main purpose of a research proposal is "To detail the operational plan for obtaining answers to your research questions. In doing so it ensures and reassures the reader of the validity of the methodology for obtaining answers to your research questions accurately and objectively" (p.218). This emphasizes that an alternative proposal is a plan designed to obtain answers to the research questions or problems established in a research project. According to Kumar (2011) "A research proposal should communicate the above contents clearly and specifically in such a way that anyone going through it should be able to undertake all tasks in the same manner as you would have" (p.218). From here, it can be said that any proposal should be carefully designed so that someone can follow exactly the steps in a detailed, relevant, and valid manner as it was created. In the case of this proposal, its main function is to explain the operational plan to demonstrate that the implementation of rapport enhances the students´ speaking level competence in the knowledge construction process. Furthermore, this proposal is aimed to second language professors who seek for improving the speaking competence inside the class. In that way, the main purpose of this chapter is to present three methodological strategies to encourage students to improve their speaking competence. As it is well known, learners face different obstacles that do not allow them to learn a second language properly.

In the past, professors taught Speaking by having students repeat sentences and recite memorized textbook dialogues and that did not work. Speaking is a skill that is not acquired individually, it requires interaction to put into practice all the aspects that a language involves. As mentioned by Cole and Ellis, (2007) "Speaking is essentially a collaborative and interactive process. It is an exchange" (p.12). This means, that to reinforce this skill, it is necessary to implement innovative strategies to be applied in any setting. It is well known that speaking is the most frequently used language skill. This fundamental skill is seen many times as the most complex one and that is why most of the students may feel frustrated to master it. Achieving it is hard and learners do not success because there are obstacles such as insufficient vocabulary, grammar and pronunciation and inability to participate, among others. Unfortunately, this skill has received the least attention and many English teachers avoid innovating to give students the adequate tools to become better English

speakers. Without any doubt, there should be ample opportunities for interacting inside and outside the classroom and in this process, rapport plays an indispensable role to foment students' involvement.

The first aspect that is considered in this proposal is the title which is "The implementation of rapport to improve the speaking competence level in the knowledge construction process. Moreover, the title of this proposal emphasizes that rapport is indispensable in the teaching and learning process. As Higgs (2014) mentioned "Developing rapport with your students will open avenues of communication, achievement, and problem solving" (p.5). This shows that rapport is the key to motivate students effectively in a comfortable environment. Furthermore, a justification will be given to the readers so that they have a clear idea of the main reasons of the proposal preparation. Cohen et al (2007) exposed that:

> Reasoned justification of our educational work to others because we can show how
> the evidence we have gathered and the critical reflection we have done have helped
> us to create a developed, tested and critically-examined rationale for what we are
> doing (p.300-301).

It means that in every proposal it is indispensable to provide a justification to explain why the research matters and to make readers want to know more about it. In addition, the next section of this chapter is the alternative methodological proposal that emphasizes the importance of the implementation of three different strategies, the importance, the necessity, and the scopes of each one inside the educational process. Besides, these strategies are based on games, apps and different sites that facilitate and promote a better interaction among students, these strategies are going to be based on the English Syllabus from the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada from 2016. All these strategies will follow a specific order, starting from the theme, assessment strategy, didactic sequence of speaking (spoken interaction/ production). Another important aspect is to include in each section the innovative activities which evidence all the steps created in the plan. In addition to this, each strategy is composed of specific objectives, a process, and an evaluation to obtain specific results of this proposal. After evaluating each strategy, the social and educational impact will be analyzed. Hence, the social effect is to contribute to improve student's competence level to face challenges and have better life opportunities of the 21st Century. Besides, the educational effect is to create innovative ways of teaching to contrast the traditional methodology to allow students to develop their critical thinking, problem solving and decision-making skills. Finally, the chapter´s conclusion is included to summarize the most important aspects presented during the whole chapter.

To come to an end, in this chapter it is created the alternative methodological proposal with the main purpose of improving the student's speaking competence in the knowledge construction process. As a matter of fact, the speaking skills need to be an English teaching priority; there should be more real opportunities for learners to practice both linguistic and communicative competencies. Developing speaking skills is of vital importance and a more special and professional attention should be given to them. In fact, the elaboration of these strategies tends to provide teachers with sophisticated ideas that will help students to acquire enough vocabulary, to get a better understanding of grammar, to perfect pronunciation and increase their participation in each English class. Thus, the strategies presented in this proposal aim to help teachers to catch the student's attention to make lessons more meaningful and productive. In addition, the title of this proposal emphasizes the necessity to make use of rapport to motivate students to interact more in the activities proposed in each English lesson. Besides, a justification is presented to explain the main reason why this methodological proposal should be implemented. Also, the alternative methodological proposal is presented with three different strategies based on games, apps, and sites to enhance the learner's improvement of their speaking competence level. Finally, the chapter´s conclusion will be explained to summarize the main ideas including in it. Furthermore, in the following section the title of the proposal there will be presented to clarify the readers the main objective of this methodological proposal.

4.2 Title of the Proposal

The implementation of rapport to improve the speaking competence level in the knowledge construction process.

4.3 Justification

In an increasingly globalized and interconnected world, learning a second language has become an important element to achieve an effective communication and competence in a multicultural world. According to the Programa de Estudios de Inglés y Educación Diversificada [MEP] (2016) "English has become a lingua franca, the language of international communication. Millions of people all over the world with the most diverse languages and cultural backgrounds are using English to interact in person and digitally" (p.4). This shows that changes are the key to survive

in education and to obtain a true improvement of skills and abilities required in the 21st Century. For that reason, the Costa Rican educational system has been changing throughout the years, new techniques and methods have been implemented for the development of the four skills in the knowledge construction process. As the Programa de Estudios de Inglés y Educación Diversificada [MEP] (2016) exposed "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). This demonstrates that the implementation of communicative strategies in each class is essential to stimulate the production of spoken abilities and students 'confidence. However, these changes are not reflected in the knowledge construction process. Nowadays, learners are only passive members inside the class without real knowledge of the four skills. Hence, teachers need to be open minded and accept that the traditional methods do not work anymore and understand that what they are currently doing may not be what is best. According to Lin (2018) "Teacher needs to create more opportunities for students to apply similar thinking skills and processes to similar content, in order to promote near transfer, and to apply them to different content to promote far transfer" (p.14). This demonstrates that the educators need to be more creative, investigate more about the new teaching methods and innovate to catch student's attention. Besides, teachers need to put students as the center of teaching and focus on teaching activities that are based on real life activities to help students face the new challenges of this changing world. In that way, it is important to highlight that the construction of these strategies requires the development of a real rapport inside the class that not only promotes interpersonal communications, but also it promotes and enhances the learning process. Balli (2009) explained that:

> Teaching students means more than seeing to it that students are diligently engaged in doing the business of school on any particular day— reading, writing, and arithmetic. Rather, such teachers offer whole-person care; they believe in students today and encourage possibilities for their future even in the absence of immediate evidence (p.26).

This demonstrates that by changing some techniques, seeing pupils as agents of their own academic world, and caring about them, the learning process can be improved. As Brophy exposed (2010) "Goals, not content coverage or learning processes, provide the rationale for curriculum and instruction" (p.27). This demonstrates that the real purpose of education is to make students feel part of the process to achieve their goals. In addition, teachers do not have to be afraid of technology on the contrary they need to be updated. For that reason, the present alternative methodological proposal

is about the implementation of rapport to provide major support to the learners through the construction of healthy relationships to improve the spoken abilities throughout the knowledge construction process.

The main perspective of the problem detected is that there are professors that are not aware of the benefits that rapport gives to better learners' communicative skills. As Higgs exposed (2014) "Building relational capacity has long been connected to aiding students in academic growth. People spend a lifetime searching for meaningful relationships. In the classroom, relationships should be just as important" (p.viii). This emphasizes that the creation of real relationships in class changes the atmosphere for the students to be more effective and confident to speak during the knowledge construction process. Furthermore, learners usually feel uncomfortable in class and prefer to be silent and not participative, or what is worse, they tend to participate in their mother tongue refusing to practice the target language. For that reason, the implementation of a good rapport can contribute to change these problems and help to construct mutual trust and encourage learners to interact more and express their opinions without being harshly corrected which enhances future results related to students' performance and evaluation. As Higgs (2014) mentioned:

> Educators should not treat their students like they are their peers. Each day, teachers
> should walk into the classroom with the commitment and dedication to assist each
> of their students. Some students are easier to work with than others, but this does
> not mean that they should be treated any differently (p.18).

This shows the importance of treating every student equally and with that make the educational process better. In consequence, the importance of applying this alternative proposal is based on the necessity of changing the speaking competence level of the learners through the application of rapport and making a real transformation of the knowledge construction process. According to Cole and Ellis (2007) "Speaking and listening is a major component of key skills and literacy qualifications. It is also one of the three elements of the new standards for functional English" (p.1). In this case, it is a necessity to identify the effective strategies that can contribute to increase the students` self-awareness and have more productive and healthy relationships with others. Thus, this chapter will expose different strategies for educators to bring a real action to improve student´s speaking competence into the knowledge construction process.

To sum up, this methodological proposal presents the implementation of rapport as the principal key to strengthen the speaking competence level of the learners. One of the main purposes is to identify the difficulties that the pupils can have during the speaking tasks, and how rapport can

change the weaknesses presented in each class. Furthermore, it is essential the integration of rapport to encourage learners to face the challenges and become their own agents in the knowledge construction process. In addition, it is indispensable to create spaces where learners can have the capacity and confidence to speak and express their ideas without being judged. Rapport brings opportunities, love, values, attitudes that promote and accomplish a real success. However, it is important to highlight that speaking is the central element of learning English; without the correct creation of strategies, it will not be possible to accomplish the strengths of the communicative abilities. For that, it is important to point out that strategies focused on rapport can contribute to encourage pupils` self-esteem and with that knowledge can be increased. In the following section, the methodological proposal will be presented to demonstrate the importance of the application of different strategies to provide new alternatives inside the educational system.

4.4 Alternative Methodological Proposal

This alternative methodological proposal is aimed to promote the use of rapport as a tool to enhance students speaking competence. Rapport not only benefits the relationship between teachers and students, but also the use of spoken interactions which is the main goal in the knowledge construction process. All learners deserve the best treatment to be more productive; it is through rapport that teachers can foster a warm and positive environment where students feel inspire to attend class, participate in discussion, and learn more effectively; rapport breaks down barriers that impede academic progress. Learning another language usually makes learners to feel anxious due to pressure from the speaking tasks that challenge them to do different things; therefore, they tend to keep quiet. That is why, the researchers decided to implement a proposal based on rapport to foment speaking which is a skill that plays an important role in the acquisition of a second language. The strategies planned in this proposal are carefully designed to promote innovating activities to improve the leaners` speaking competence level while constructing their knowledge. The different strategies proposed are a must since they foment the use of rapport as a tool to increase active participation into any English lesson. Besides, it is urgent to incorporate its importance in the current educational system. As explained by Higgs (2014):

> Teachers often receive training on instructional strategies, designing effective
> lessons, classroom management, and much more, but rapport building is rarely at
> the forefront. In addition to equipping teachers with instructional strategies, teachers

should be afforded the opportunity to learn more about connecting with students. Learning how to build strong connections will guarantee that the instructional strategies are accepted by students. If there is no relationship between the student and the teacher, a major roadblock could stand in the way of achievement. While continuing to study literacy strategies, analyze student needs, and implement tactics acquired during professional development, teachers must also invest in relational capacity. (p. viii).

In fact, it is fundamental for all professors to keep in mind that the principal aim of learning a foreign language is not only knowing grammatical structures and vocabulary, but also the real success of learning a second language is that learners can interact productively with their classmates and teachers using rapport.

Furthermore, the first strategy developed in this proposal is named "Magical Apps". It is based on supportive communication where students will describe experiences with media, apps, virtual communities, and networks. To begin, students will interact through an app called "Mentimeter" where they enter three words related to what springs to their minds when they listen to the word apps. Then, the teacher will present the word cloud formed with all the entries. In addition to this, the teacher will present to the class an app called "Flipgrid" which is used to create amazing videos that allow students to interact in a funny way. They are going to record a three-minute video talking about their experiences with media apps, virtual communities, and networks. Through this app, students will be provided with an excellent opportunity to use interactive videos to keep engaged on the topic under studied. As exposed by Graf (2011) "Pupils often retain more information from a video than they do from a comparable written source, probably because it is more immediate and therefore easier to engage with". (p. 103). This demonstrates that videos provide a great chance for pupils to put the language, grammar, and structures into practice. Also, they contribute to a fun and lively classroom atmosphere. To finish with this strategy, through a marathon of apps, websites and platforms, the class will interact learning about their classmates' experiences with virtual communities. By recording videos and watching them in class, students can reflect about their performances, and they would encourage themselves to be interested in knowing more about their vocabulary related to the topic presented.

In addition, the second strategy of this proposal is based on real life activities. This strategy is named "Lights Are On" where learners will have the opportunity to give a short-prepared presentation

dramatizing a TV show/news. Using celebrities' interviews in the classroom is a versatile and great way to get students excited about learning English. To start, learners will interact with an app called padlet in which students answer questions about celebrities. After that, the teacher will project the students a clip from a Wired Autocomplete Interview, and then ask them to act it out as naturally as possible. Then, students are asked to work in pairs to create a Wired Autocomplete Interview in which a simple Question/Answer format is used. To do this they will make use of a video and some given questions as a guide as well as some recommendations given by the teacher. Dramatizations are all student-centered, which means that teacher talk time should be kept to a minimum. In fact, simulating Wired Autocomplete Interviews is a great way for students to be creative and use English in a fun and engaging form. As explained by Graf (2011) one of the main reasons why drama is an important teaching and learning strategy is because: "It enables pupils to talk for a range of different purposes and therefore to adapt their language to fit the situation." (p. 49). This means that the use of drama techniques is a valuable way of promoting The English language; they help pupils to learn new vocabulary, practice grammar and become more fluent in the target language. Moreover, this strategy encourages students to watch more English television outside the classroom which enable them to better their listening skills as well. Finally, once all the pairs have practiced their dramatizations, they will present them in a festival carried out in the classroom to interact and challenge them more. After all the Wired Autocomplete Interview have been displayed, the whole groups will vote for the celebrity interview that inspires them more.

Finally, collaborative learning in which learners ask and answer questions about experiences, events, past experiences. This strategy is named "A Virtual Tour". First, pupils will create a "Travel Bucket List" of ten different places that they want to visit in the future and explain the reasons why. After that, students will go to their phones gallery and will choose their favorite picture from their last and favorite trip and describe it to a classmate. As mentioned by Graf (2011) "Simple visual tools such as maps with symbols or drawings, timelines and visual timetables will help a pupil to feel less dependent on others and more confident." (p.101). From this, it can be said that pictures tend to increase student interactivity and discussion. Furthermore, in groups students are asked to plan a trip to everywhere and present each detail about in a poster using "Canva" or any other tool they have access. Finally, they present it to the whole class and to reinforce each trip description, students will use Google Earth to offer the classmates a virtual tour since giving the English class a touch of modernity is very beneficial to catch students `attention and motivate them to speak more.

4.4.1. Importance

Throughout this methodological proposal it has been highlighted the importance of the development of communication spaces that allow students to be more confident and feel motivated to speak without fear of making mistakes through the implementation of rapport. As Laiken exposed (2006, as cited in Herrington & Herrington, 2006) "Creating an authentic, transformative learning environment involves a great deal more than transmitting a body of content, or even helping learners to attain new skills" (p.18). This emphasizes the value of creating harmonious environments to develop the strengths and experiences of the students in the knowledge construction process. Further, rapport represents an important role of establishing healthy relationships between people. For that reason, both, the teaching, and learning process value the importance of the development of positive interpersonal to improve the learners´ performances. Brophy (2010) mentioned that "Learning will occur within a community—a group of people with social connections and responsibilities toward one another and the group as a whole. The learning will be collaborative as community members encourage and support one another's efforts" (p.23). This demonstrates the rapport benefits in numerous classroom areas; specially it increases the learner's participation, confidence, and communication. It is meaningful that the main goal of this proposal is to provide new and innovative practices to change the quality of the educational system. Brophy (2010) exposed that:

> The key to the effectiveness of good activities is their cognitive engagement potential— the degree to which they get students actively thinking about and applying key ideas, preferably with conscious awareness of their learning goals and control of their learning strategies. The most valuable activities are not merely hands-on, but minds-on (p.30).

Thus, this methodological proposal intends to highlight and integrate different strategies that expose the advantages of rapport to improve the spoken abilities during the knowledge construction process.

These strategies look for encouraging students to communicate in the target language using rapport and applications that focus on improving the speaking channels in real-life situations. According to the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada [MEP] (2016) "English has become the language of international and intercultural communication and trade among countries. It has the status of a lingua franca, the language for transmission of scientific and academic knowledge, and the main door to cutting-age technology" (p.4). This demonstrates that fostering communicative skills is necessary for learners to succeed when learning English. In that way,

the importance of innovative processes is a real objective of this alternative proposal. As Brophy (2006) mentioned "Students who learn content with understanding not only learn the content itself but appreciate the reasons for learning it and retain it in a form that makes it usable when needed" (p.33). This shows the importance of the content, it represents the fundamental factors to determine the success in the globalized world in the use of the communication channels and interaction. Furthermore, the implementation of this proposal provides strategies that promote a change in the teaching process with innovative and unique ideas that benefit the learning process of the learners as social agents in the knowledge construction process. In the following section the proposal the necessity is going to be developed to determine the importance of rapport as a resource to change the teaching process.

4.4.2. Necessity

There is not perfect class; every lesson is different, every student is different, there are multiple intelligences and mood and enthusiasm. For that reason, it is essential to change the teaching and learning process by developing strategies that come to cover some difficulties. It can be achieved by implementing strategies that will support the knowledge construction process. In that way, this pedagogical proposal emphasizes the use of strategies that enhance the speaking competence level of the pupils' using rapport in the instructional teaching process. According to the Piccardo (2014, as cited in the programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada [MEP] (2016) "Tasks, as with any activity in real life, require reading or speaking as a means of achieving a specific goal other than (or in addition to) a language goal" (p.32). This demonstrates the necessity in the Costa Rican educational system to sustain with attractive and entertaining activities to encourage learners to enhance their spoken abilities in the construction process. Building rapport is not a teaching strategy in the technical sense however, it is the most effective strategy that allows students to be more confident to communicate in class and improve work outcomes. In that way, the process of building rapport supports the learning environment in a positive and dynamic form. In addition, the real success of this is that it does not planning and extra resources; it only requires the teachers ´commitment to be happy in every class. Consequently, Higgs (2014) remarked:

> Educators ask students to make real-world connections to the curriculum. Incorporating real-world stories and examples from your world, such as the sitcom you watched last night or the internal processing involved when purchasing your

first pet, accomplishes two goals. This information humanizes you and encourages
students to look beyond the textbook and addresses their academic and personal
development needs concurrently (p.35).

This exposes that teacher play an important role and that the combination of apps and rapport will change the harmony in every English lesson. Furthermore, innovation in education encourages learners to explore their skills and develop their creativity. Consequently, this methodological proposal gives educators innovative and different techniques to implement rapport as the principal tool to change the pupils' weakness in acquiring a second language. The following section is related to the scopes that represent the main purposes of this proposal.

4.4.3. Scopes

In any alternative methodological proposal, the scopes are of great importance because they detail all the specific goals to be achieved at the end of the work. Kumar (2011) explained that:

Broadly, a research proposal's main function is to detail the operational plan for
obtaining answers to your research questions. In doing so it ensures and reassures
the reader of the validity of the methodology for obtaining answers to your research
questions accurately and objectively. (p. 218).

This means that through the scopes, the answers to the planned research questions of this proposal will be given to the readers. In this alternative methodological proposal, there are nine different indicators which are set up in nine research questions to indicate the main purposes of the study and that will allow learners to actively construct their English knowledge.

- How does supportive communication help to improve rapport?

Regarding the first research question, it can be said that the development of good communication skills enhances the pupil´s spoken abilities in the knowledge construction process. The purpose of this indicator is to highlight the use of supportive communication in class which motivates learners to achieve their goals. According to Graf (2011) "A supportive learning environment for EAL learners, goes beyond the basics of classroom management: time, space and resource management and pupil organisation, although these are all important. It also involves more than the atmosphere or 'culture' of the classroom" (p.60). This shows the importance of supportive communication in class for learners where it is important to make the classroom a safe place to engage the academic progress. In that way,

it has been proven that supportive communication between teachers and learners and vice versa have a great impact on the student's participation and the development of communicative channels.

- How is rapport improved by implementing golden rule in the Knowledge Construction Process?

In regard to the second research question, it can be said that the purpose of golden rule is to create harmonious spaces where respect and responsibility are part of the teaching process. In addition, it helps learners to have more empathy when their partners are speaking in front of the class. As Kyriacou (2009) remarked that:

> One of the key factors was strong leadership by the headteacher in establishing productive working relationships between teachers and pupils in the classroom based on mutual respect, and establishing among pupils a greater engagement in school life, thereby enhancing their identity and sense of belonging (p.115).

This shows the importance of the golden rule in every English class. It is vital to devote time to create spaces where trust is the pilar to expose the students´ strengths in the development of communication skills. Consequently, this indicator is extremely necessary in class, not only for learners, but also for teachers. In addition, this strategy promotes a positive feedback that builds student´s confidence and increases their academic success.

- How is rapport enhanced by rapport building?

Respecting the third research question, it can be said that building rapport is based on creating healthy relationships between learners and teachers. A good environment for learners works as a useful strategy for learners to participate more in class and expose their own ideas in a comfortable environment. In addition, this indicator is useful for teachers since through rapport they can create and plan every lesson easier. Kyriacou (2009) exposed that:

> Effective teaching involves getting these three aspects of the learning activities right. Attentiveness relates to the ways in which teachers can elicit and maintain high levels of pupil attention and concentration. Receptiveness deals with the ways in which teachers can make use of the different sources of pupil motivation to facilitate and encourage motivation towards learning. Appropriateness refers to the ways in which teachers need to match the learning experience to each pupil's current state

of knowledge and understanding, and at the same time ensure that the learning

activities used actually foster the desired educational outcomes (p.28).

This shows that building rapport benefits pupils since they will have more passion and integration in every English class. Generating rapport does not mean that teachers must be happy all the time; however, it means that they must be committed to better the teaching process. In conclusion, this indicator contributes to reinforce the speaking skills through the values and true learning.

- How is learners´ speaking competence affected by the linguistic competence?

In regard to the fourth research question, it can be said that for the development of communicative skills, it is essential the development of the linguistic competence. In addition, linguistic competence refers to the grammatical knowledge, the vocabulary and sentence structure. According to The Common European Framework of Reference for Languages (2018) "Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so" (p.131). This demonstrates that learning a second language requires the understanding of every aspect to express their own ideas. In conclusion, the linguistic competence highlights the importance of the vocabulary and phonological control that contributes to mastering a second language.

- How is the speaking competence affected by learners' real-life activities?

In relation to the fifth research question, it can be said that the use of real-life activities is indispensable in each English class to engage pupils to improve their participation. As mentioned by Graf (2011), "One of the most powerful motivations for new language learning is the need to communicate in real situations, in this instance in the mainstream classroom." (p. 37). This means that by using real-life activities, learners have more opportunities to interact in a more motivated form. Teachers need to put students as the center of the teaching process and focus on teaching activities that are based on real life activities to help pupils to use the target language for real purposes and accomplish tasks of different natures.

- How does collaborative learning help to improve learners speaking competence?

As regards the sixth research question, it is fundamental to make use of collaborative learning since it is an excellent educational approach of using team work to solve problems and enhance the speaking competence. Hall et all. (2001, as cited in Graf, 2011) stated that: "Pupils who engage orally

in the language of a subject with their peers are more likely to understand and internalize related concepts." (p. 47). This demonstrates that collaborative learning is strategy that must be present in any English class to foster the use of the target language as well as to hone speaking and listening skills. Besides, working collaboratively provides pupils the opportunity to practice social skills which are fundamental in the process of constructing knowledge.

- How does the action-oriented approach help to improve pupils´ Knowledge Construction Process?

When it comes to the action- oriented approach, it can be said that it 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. As Curriculum Conversational English Third Cycle [MEP] (2020) stated "Action oriented approach considers the learner as a social agent where learning takes place in a social learning environment and develops linguistic and pragmatic skills besides communicative skills" (p. 21). This new vision in language education applies different perspectives of teaching a second language with an updated view in which pupils are active agents in their knowledge construction process. This indicator sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks. By using this approach, students are allowed to develop communicative competence and gain knowledge of various English cultures. In fact, this approach creates spaces where students can learn the elemental factors of the language in the knowledge construction process. There are many benefits of the Action-Oriented Approach to construct a real process in English classes because it encourages learners to develop their communicative competences with the use of tasks based on real experiences. In that way, this approach allows pupils to learn more actively since they learn by doing and they become aware of their progress in the mastering of the target language.

- How is the Knowledge Construction Process improved by the use of didactic sequence?

Respecting the eighth research question, it is essential to carefully follow the appropriate didactic sequence to better the Knowledge Construction Process. The didactic sequence has a crucial importance since it allows by a set of activities to reach meaningful outcomes in the knowledge construction process. A didactic sequence is a group of learning activities set in a specific order which considers the student's progress. An action-oriented language teaching requires the design and

implementation of concrete, meaningful and relevant real-life situations for students to demonstrate their English language abilities through tasks. According to Hadfield et. all (2008):

> Each lesson in your sequence mut lead on from the one before in a series of small steps – just like the stages in a lesson. There should be a balance of skills throughout your sequence and a variety of activities. The sequence should be placed so that enough time is given to activities, but not so that they are allowed to go so long that they become boring. Finally, there should be time allocated for feedback, review, and remedial work. (p.137).

This demonstrates that using didactic sequence optimizes the learning time, simplifies the class, and allows a more objective evaluation. The main point of the didactic sequence is to provide learners with a series of educational activities that are focused on improving students' communication in the knowledge construction process. Through an adequate didactic sequence, students are encouraged to share what they have learned in an organized form. The main objective of following the correct didactic sequence is to order each step to simplify learners´ job and guide the teachers in the hard job of teaching.

- How does the implementation of tasks improve the Knowledge Construction Process?

Without any doubts, tasks are of great importance to improve the Knowledge Construction Process. Through tasks, learners are involved with real-world problems to be solved. In task-based learning Nunan (1989, as cited in Diaz-Rico, 2013), "The goal or objective is linked to the learning activities through tasks. A task is "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than on form" (p.91). This means that tasks let students develop significant activities using the target language in which they can demonstrate their knowledge of the English Language. According to Graf (2011) "Active and engaging tasks which encourage all pupils to participate". (p. 124) In fact, if tasks are well- designed and are based on real situations, the pupils can speak or write in a context for a social purpose; they can develop target language fluency and feel confident enough to participate using the target language. As mentioned by Diaz- Rico (2013), "Authentic tasks provide a rich means of assessing English learners." (p.91) Tasks allow learners to acquire the target language in an active and spontaneous way with authentic interaction. Through tasks students can make use of specific interactional strategies in which they make use of specific types of language like grammar, vocabulary, and skills with the main purpose of achieving better speaking competence in the knowledge construction process.

4.4 Closing Paragraph

To come to an end, this methodological proposal explains the importance of the use of rapport as a technique to encourage the learner´s speaking competence. Moreover, rapport is essential to construct healthy relationships. In that way, the strategies proposed in this proposal promote a real constructive process. The first strategy is named "Magical Apps", it exposes the importance of supportive communication where pupils will describe experiences using media and virtual communities. Through this strategy pupils are going to use different apps to provide innovative methods into the learning process and change the traditional method. Besides, the second strategy is named: "Lights Are On" it promotes real-life activities that offers the opportunity to present and dramatize a Wired Autocomplete Interview with the purpose of encouraging the learners' confidence in every class. The third strategy is named "A Virtual Tour", it promotes the collaborative learning in which students will ask and answer about travel experiences. This strategy explains the benefits of collaborative learning inside the construction process. Moreover, this methodological proposal highlights the importance of creating communicative spaces for learners to make a difference in the development of spoken abilities. In addition, it is explained the importance of designing new and innovative strategies to encourage the student's communication using rapport. In addition, the necessity of this alternative proposal is to change the traditional methods by implementing strategies that enhance speaking competence level of the pupils. There is a real necessity in the speaking educational system to build more dynamic processes for each learner. Moreover, the scopes of this proposal point out the importance of the implementation of rapport in each class. The following section of this proposal will remark the essence of all the strategies and their benefits.

4.5. Alternative Methodological Proposal Implementation

The next section of this proposal provides a clear explanation about how the three different teaching strategies are divided and organized. For a start, the three strategies will be designed based on ninth grade of the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada from MEP. Consequently, the first strategy is based on unit two which scenario is "Online & Connected". Therefore, the theme is "The Magical World of Apps". The indicator to design this strategy is Supportive Communication. Also, the assessment strategy chosen is "SP.2.Describe experiences with media, apps, virtual communities and networks." This third strategy pretends to allow students to learn

vocabulary, expressions and grammar structures commonly used related to the diverse apps that are available nowadays. This topic is very attractive to learners because youngers love technology and that motivates them to speak a lot. Besides, the didactic sequence provides specific steps that must be developed during speaking task. Thus, planning, organizing, rehearsing, and describing are the didactic sequence that teachers must follow to develop this innovative strategy and to achieve its main objectives. This first strategy is named "Magical Apps" which the main objective is to let pupils to record a three-minute video talking about their experiences with media apps, virtual communities, and networks using an outstanding educational tool called: "Flipgrid". Through this strategy, it is intended to allow students to use the language to talk about real experiences. Besides, to foment more supportive communication the whole class will participate in marathon of Apps, websites, and platforms. Thus, all students will interact describing their favorite apps and their experiences with virtual communities. Therefore, the last aspect of this process is the evaluation where is expected that learners will achieve the real objective of each teaching strategy. For that, to evaluate these strategies, it will be provided a task that the teachers will apply to identify the success of the assessment in the knowledge construction process.

To continue with, the second strategy takes the third unit which scenario is "Lights, Camera & Action". Therefore, the theme is "Daily News". The indicator considered for this strategy is Real-Life Activities. Moreover, the assessment strategy chosen is "SP.2. Give a short-prepared presentation dramatizing a TV show/news." This second strategy pretends to allow learners to learn vocabulary, expressions and grammar structures commonly used when doing a Wired Autocomplete Interview. This strategy encourages the production of verbal English in a funny and interactive form. Besides, the didactic sequence provides specific steps that must be developed during speaking task. Thus, planning, organizing, rehearsing, and producing are the sequence that educators must follow to develop this first strategy and to accomplish its main objectives. This second strategy is named "Lights Are On" which the main objective is to provide learners with real exposure of the target language through the creation of a Wired Autocomplete Interview to a celebrity. Through the development of this strategy, it is intended to offer students the opportunity to stimulate and motivate students' interesting in improving their vocabulary. In fact, Wired Autocomplete Interviews are suitable for supporting and improving students' speaking skill. During the development of this strategy an app called Padlet and a video from real life will be used to offer pupils enough input to easy the achievement of the task. Besides, while students are creating their interviews help and guide will be

offered by the professor in case, they need it. At the end, after all the Wired Autocomplete Interview to celebrities will be exposed, to generate more discussion, pupils will vote on the celebrity they like the most. Therefore, the last aspect of this process is the evaluation where is expected that learners will achieve the real objective of each teaching strategy. For that, to evaluate these strategies, it will be provided a task that the teachers will apply to identify the success of the assessment in the knowledge construction process.

To finish, the third strategy is based on unit one which scenario is "Time to Have Fun". Therefore, the theme is "Try it". The indicator chosen to develop this strategy is Collaborative Learning. In addition, the assessment strategy chosen is "SI.2. Ask and answer questions about experiences, events, past experiences." This strategy pretends to allow learners to learn vocabulary, expressions and grammar structures commonly used when talking about past experiences. Talking about fun experiences is a strategy that encourages the production of verbal English. Besides, the didactic sequence provides specific steps that must be developed during speaking task. Thus, planning, organizing, rehearsing, and describing are the didactic sequence that teachers must follow to develop this amazing strategy and to achieve its main objectives. This third strategy is named "A Virtual Tour" which the main objective is to allow pupils to describe classmates   past experiences offering them a virtual tour using Google Earth so that they have a better idea about the trip they did. Through the development of this strategy, it is intended to allow students use the language to talk about real experiences. At the end of the activity, to foment more collaborative learning in groups choose a trip from the once they exposed and create a poster using Canva to show the entire class imagines of the attractions they visited. Therefore, the last aspect of this process is the evaluation where is expected that learners will achieve the real objective of each teaching strategy. For that, to evaluate these strategies, it will be provided a task that the teachers will apply to identify the success of the assessment in the knowledge construction process.

Concluding, the three teaching strategies are sustained in the Programas de Estudio de Inglés Tercer Ciclo y Educación Diversificada guidelines from MEP of 2016. The three strategies proposed are aimed to foment and improve students´ speaking competence level as well as offering professor new ideas about how to develop some speaking tasks that help to better the English teaching in public high schools. Moreover, the first three units are the ones chosen for the development of the teaching strategies which are, "Online & Connected", "Lights, Camera & Action" and "Time to Have Fun!" These scenarios provide the themes that will be used to develop the didactic sequences of the different

strategies. The themes proposed are "The Magical World of Apps", "Daily News" and "Try it!" The selected indicators are: Supportive Communication, Real Life Activities and Collaborative Learning In addition to this, every strategy is composed of specific assessment strategies for speaking tasks. Furthermore, the strategies are developed using the didactic sequence of speaking. Regarding the first strategy the sequence is: planning, organizing, rehearsing, and describing, for the second one is: planning, organizing, rehearsing, and producing, and describing and for the last one is: planning, organizing, rehearsing, and describing. As a matter of fact, all the steps detailed in the didactic sequence are fundamental to achieve the objectives proposed. To sum up, Magical Apps" strategy promotes speaking about an updated topic and having fun at the same time which is essential in the constructing knowledge. To develop the topic, students will use two apps called: "Mentimeter" and "Flipgrid". Besides, "Lights Are On" strategy aims to promote speaking through the use of real-life situations using videos and an interactive app. Finally, "A Virtual Tour" strategy pretends to increase students' participation by describing trip memories using their phones, power point presentations, posters, and Google Earth to make it more attractive and interactive. Every strategy is composed of an objective, a process, evidence, and an evaluation stage to evaluate the learners' aptitudes at the end of every speaking didactic sequence. Lastly, in the following segment of this proposal, it will be specified how the first teaching strategy will be applied in ninth-grade learners to strengthen their speaking competence level in their English knowledge construction process.

4.5.1. Description of first teaching strategy

Name of the strategy:

"Magical Apps"

The objective of the strategy

To relate supportive communication with the process of learning a second language through speaking materials by using rapport for the purpose of making learners describe experiences with media, apps, virtual communities, and networks.

Variable

Rapport

Indicador

Supportive Communication

Level

Ninth Grade.

Unit

Unit two

Scenario

Online & Connected

Theme

The Magical World of Apps

Week

Week 4

Assessment strategy

Describe experiences with media, apps, virtual communities, and networks.

Didactic sequence

- Planning
- Organizing
- Rehearsing
- Describing
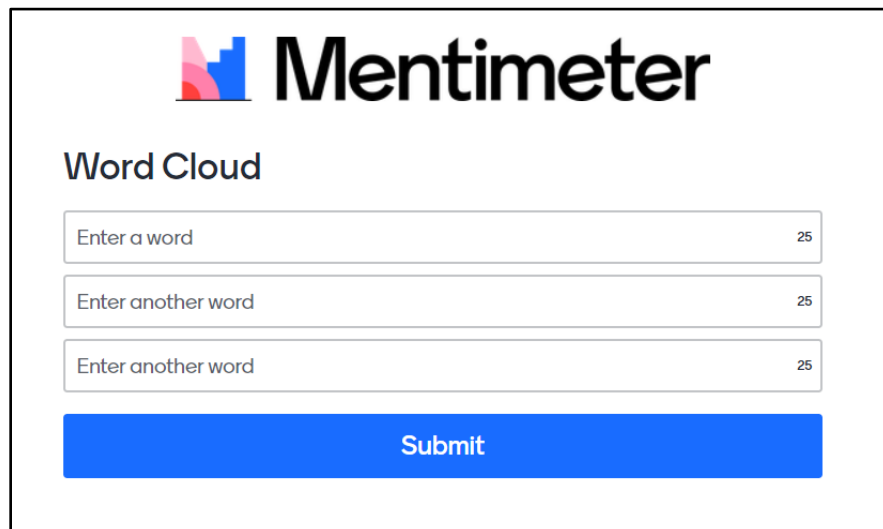
Implementation of the first teaching strategy

"Magical Apps" is the first teaching strategy included in the alternative methodological proposal. It is fundamental to mention that the activities included in this proposal keep accordance with the MEP´s syllabus established with the main purpose of planning all the tasks. Therefore, they are developed following a specific sequence to achieve the assessment strategy defined for the speaking skill which is making learners describe experiences with media, apps, virtual communities,

and networks. This strategy remarks the importance of inspiring students to learn vocabulary, expressions and grammar structures commonly used related to the diverse apps that are available nowadays. This strategy will be carried out with nine graders. Thus, the purpose of this strategy is that by recording videos and watching them in class, students can reflect about their performances, and they would encourage themselves to be interested in knowing more about their vocabulary, grammar and sentence frames related to the topic presented. Consequently, some apps will be used to make the activities more interactive so that students can build and experiment together in the target language. This topic is very attractive to learners because youngers love technology and that motivates them to speak a lot. One of the main apps used in this strategy is "Flipgrid" which is a simple, free, and accessible video discussion experience for educators, learners, and families. Besides, the didactic sequence provides specific steps that must be developed during speaking task. According to the sequence established in the syllabus, the stages of this strategy are developed as following:

Planning

In this first step, students are introduced with an app called: "Mentimeter" which is used to create interactive presentations to get real-time input in the target language regardless if students are remote, hybrid or face-to-face. Consequently, the teacher poses the question: **What comes to your mind when you listen to the word Apps?** Then, students are asked to enter three different words that spring to their minds when they listen to that word. Once, they have entered the words, the teacher presents the word cloud formed with all the ideas given by the pupils. To finish, students comment on the words brainstormed in this activity.
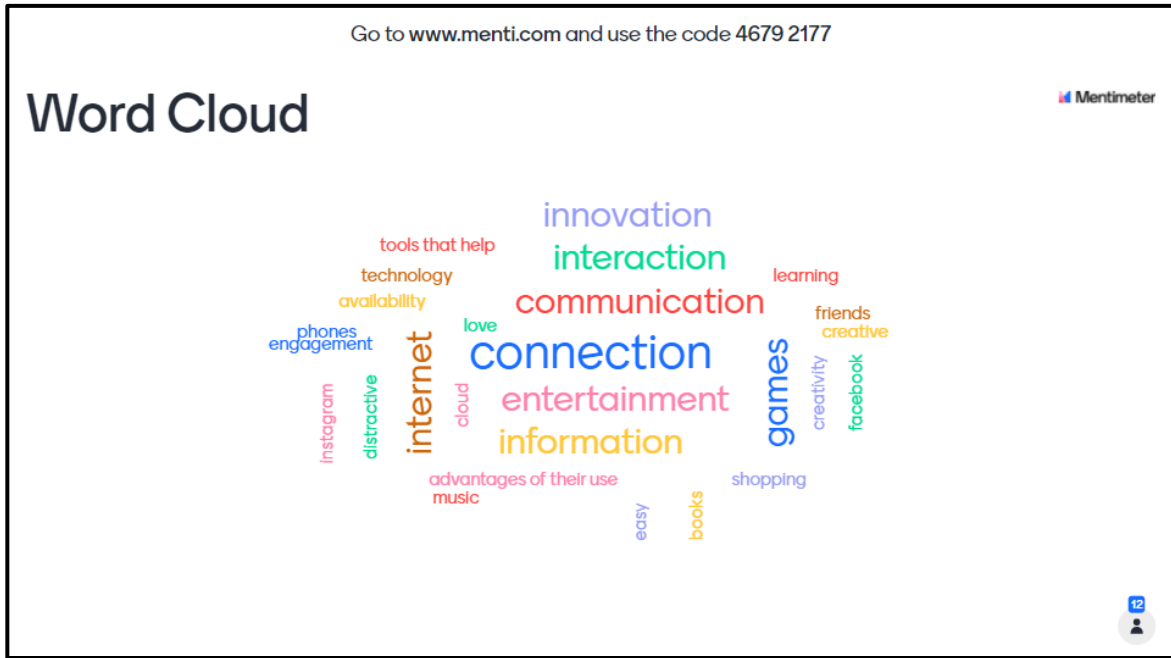
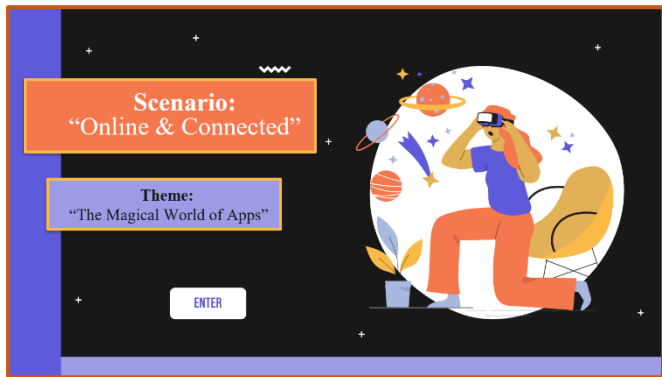**Organizing**

In this stage, the teacher introduces the topic "The Magical World of Apps" by asking students the questions included in the following Power Point Presentation:
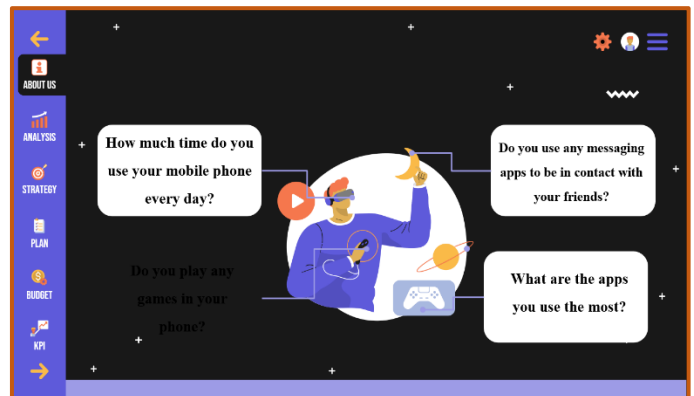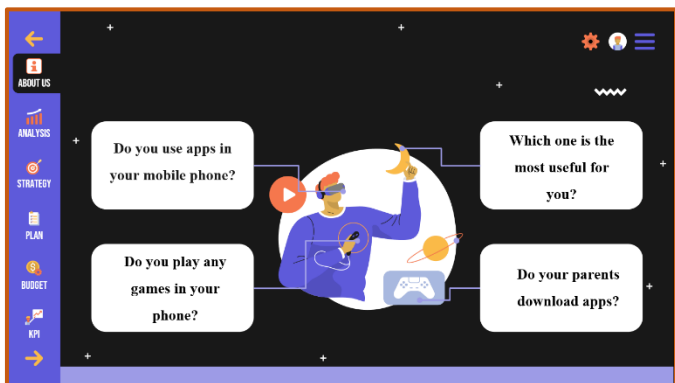
After discussing the questions, the teacher explains that they are going to use an app called "Flipgrid" in which they are going to record a three-minute video talking about their experiences with media apps, virtual communities, and networks. In this step, the educator projects a video to help students get familiarized with the tool. Besides, the teacher explains that use of Future Continuous Forms (Will be/going to + present participle), intensifiers (Too, enough, extremely, especially, exceptionally, fantastically, fully, quietly, terribly) and discourse markets (Connecting words expressing cause and effect, contrast, etc.) which are going to be put into practice during the different tasks proposed in this strategy. To explain grammar the teacher will make use of a video created in Power Point. Besides, to explain intensifiers another Power Point Presentation will projected.

Source: https://info.flipgrid.com/
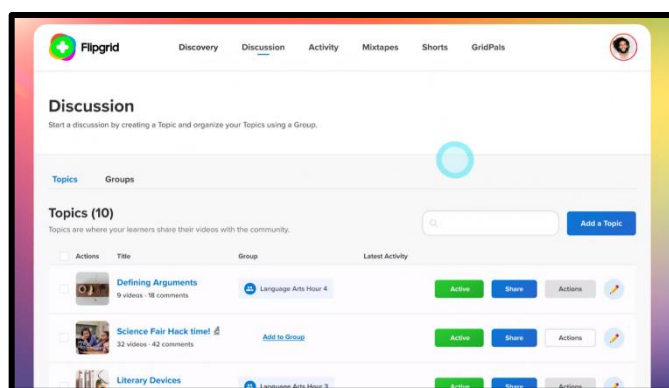
Source: https://es.slideshare.net/ang_ie13F/intensifiers-1-part
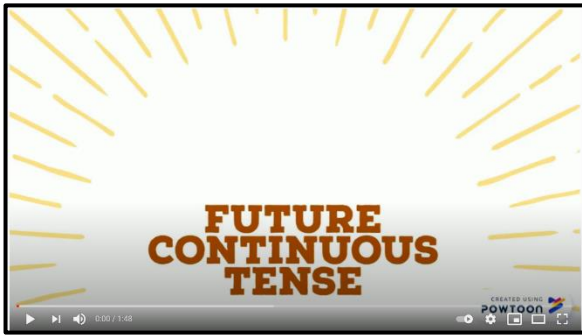
Rehearsing

In this stage, students are asked to record a three-minute video talking about their experiences with media apps, virtual communities, and networks using an outstanding educational tool called: "Flipgrid". Through this social learning app, students will empower their voices and engage the whole classmates. To make the descriptions, they will be provided with some useful questions related to the topic that will guide them. Thus, all students will be asked to think about an App to recommend it to their peers. To do that, they will access a link of a liveworksheet containing three different steps with prompts to help to create their speech. They will follow some structures to organize their ideas. In this step, they brainstorm the name of the App, it uses, the reasons why to download/buy it, the thing they do not like about it, and the best things about the App. After that, they put the ideas together using connectors and intensifiers and revise all makes senses.

Your recommendation
1. I recommend this new gadget.
This new game is fantastic.

What it is used for
2. It is used for making photo albums.

Why download/buy it
3. It's got a lot of memory to save your files.
You can use it to text your friends.

What you like about it
4. The battery lasts for 20 hours.
It's got very trendy headphones.

What you don't like about it
5. The battery doesn't last long.
It is a bit/very/really heavy.

The best thing about it
6. This speaker is really cheap.

DON'T WORRY, BE H[APP]Y

Now you are going to recommend an App to your peers. Follow the steps given in the liveworksheet.
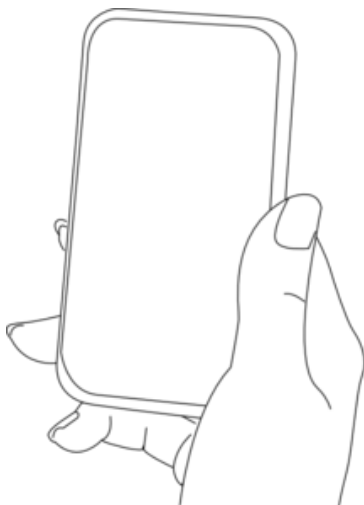
Step 1. The App I am going to talk about is: _____

Step 2. Organize your ideas here.

Your recommendation: _____

What it is used for: _____

Why download/buy it: _____

What you do not like about it: _____

The best thing about it: _____

Step 3. Put your ideas together. Remember to add connectors.

_____

_____

_____

_____

_____

Source:

Describing

The teacher posts a video in "Flipgrid" to generate discussion about the topic: **"Experience with virtual apps, virtual communities, and networks."** This video has an accompanying text. After the video has been shared with students, they have ten minutes to respond with another video. The responses can be made using the software's camera to create videos that are then posted to the original topic. Once the students have practiced their speech, they record, review the video, trim, rearrange and submit the video in the platform. The teacher will help them with grammatical instructions and pronunciation. At the end, students work in pairs; they will interact by sharing, watching, and commenting the videos in the platform Finally, the whole class will receive feedback from the educator.

Source: https://shorts.flipgrid.com/watch/18658338880619075

Evaluation

Finally, to assess students´ achievement of the main objective of the first strategy of the alternative methodological proposal, which is to describe experiences with apps, virtual communities, and networks., the teacher explains that they are going to participate in **Marathon of Apps, Websites, and Platforms called: DO NOT WORRY, BE H[AAP]Y.** To do this, students are asked to rank a list of apps in the order they like them the most; they need to explain the reasons of their rankings. After the marathon, the teacher offers feedback to finish with this wonderful topic.

Source: https://www.menti.com/yew61e61a1
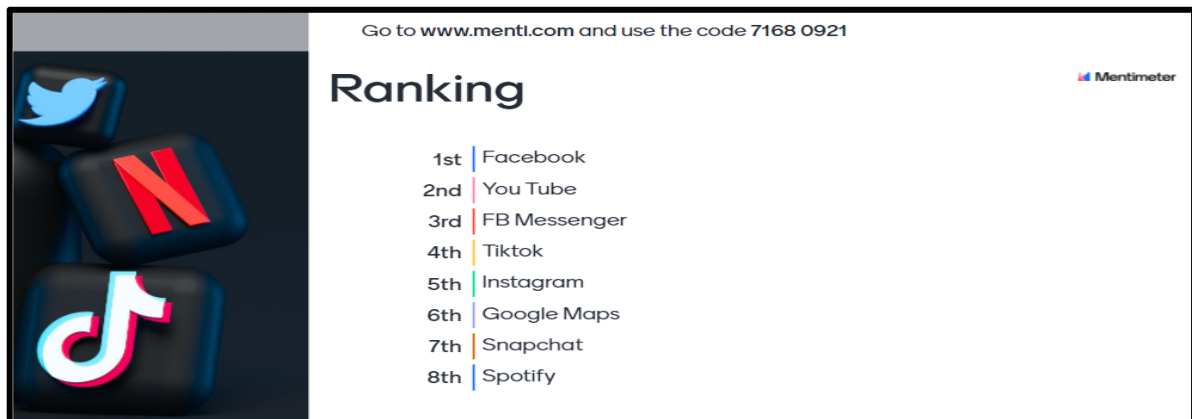
Following the previous didactic sequence, the teacher can lead the students towards the objective of the first teaching strategy which is to relate supportive communication with the process of learning a second language through speaking materials by using rapport for the purpose of making learners describe experiences with media, apps, virtual communities, and networks. Consequently, the materials used for the implementation of the activities are focused on a modern topic that teenagers love: apps, virtual communities, and networks. In fact, it becomes more interesting and meaningful learning when the process involves a strategy that includes free and attractive apps. Furthermore, through supportive communication and rapport, students can engage easily with the contents, facilitating the objective of describing experiences with apps, virtual communities, and networks. This way, this strategy contributes to help learners to enhance their speaking competence in the knowledge construction process.

4.5.2 Description of the second strategy

Name of the strategy

Lights Are On

The Objective of the strategy

To relate real-life activities with the process of learning a second language through speaking materials by using speaking competence for the purpose of giving a short-prepared presentation dramatizing a TV show/ news.

Variable

Speaking Competence

Indicator

Real-life activities

Level

Ninth grade

Unit

Unit three

Scenario

Lights, Camera & Action

Theme

Daily News

Week

Week 4

Assessment strategy

Give a short-prepared presentation dramatizing a TV show/news.

Didactic sequence

- Planning
- Organizing
- Rehearsing
- Producing

Implementation of the second teaching strategy

"Lights Are On" is the second teaching strategy included in the alternative methodological proposal. It is important to mention that the activities designed in this proposal keep accordance with the MEP´s syllabus established with the purpose of planning the lessons. Therefore, they are developed following the sequence to achieve the assessment strategy defined for the speaking skill which is to relate real-life activities with the process of learning a second language through speaking competence for the purpose of giving a short-prepared presentation dramatizing a TV show/news. This strategy remarks the importance of encouraging the production of verbal English by allowing learners to simulate a real-life situation. This strategy will be carried out with nine graders. Thus, the purpose of it is to provide learners with real exposure of the target language through the creation of a Wired Autocomplete Interview. Moreover, some apps will be used to make the activities interactive and modern so that students can easily be engaged and motivated to participate in the target language. For instance, by using Padlet in classroom teachers can motivate students to be creative. Students will also avail the opportunity to show their creative work with other class fellow by placing it on Padlet wall. Furthermore, through the app called: "Voki", which is a great learner-centered tool,

students are allowed to construct their own knowledge and display it in a way that is meaningful and funny to them since it allows learners to create talking avatars. According to the sequence established in the syllabus, the stages of this strategy are developed as following:

Planning

The teacher introduces the topic "Lights, Camera & Action" by projecting an application called: "Padlet" and sharing the link with the learners. The name of the padlet is **Time to take a selfie.** To do this, students click on a given link, take a selfie, and respond five questions about celebrities. The questions included in the padlet are:

- **What is your favorite movie?**
- **Who is your favorite celebrity?**
- **Have you ever met a celebrity?**
- **Do you often use the internet to search for information about your favorite   celebrities?**
- **If you had the opportunity to ask him/her a question, what would you ask?**

Once of the participants have written their answer on the padlet, the answers will be discussed. The teacher offers help and provides feedback. Besides, the teacher explains the use of The Present Perfect Form (have/has + past participle), and new vocabulary related to media such as: newsreader, journal, press, headlines, to cover a story, to verify, eyewitness reports, breaking news, rolling news which are going to be put into practice during the different tasks proposed in this strategy. To explain The Present Perfect Form, the teacher will make use of a Prezi presentation.

**Source:** https://prezi.com/jrdpddf6ya2t/present-perfect/

Organizing

The teacher sets up the front of the class as a talk show set with a chair (for the celebrity). Before beginning, the teacher introduces the activity by asking students about their favorite celebrities; most students will be very familiar with the concept. All together discuss the kinds of questions that fans might ask to some celebrities. Then, the teacher shows the students a short clip of a popular celebrity being interviewed in a wired autocomplete interview. After that, students are asked to act out a wired autocomplete interview as naturally as possible. Each student chooses a celebrity and plans how to carry out a wired complete interview.

Daniel Radcliffe Answers the Web's Most Searched Questions | WIRED
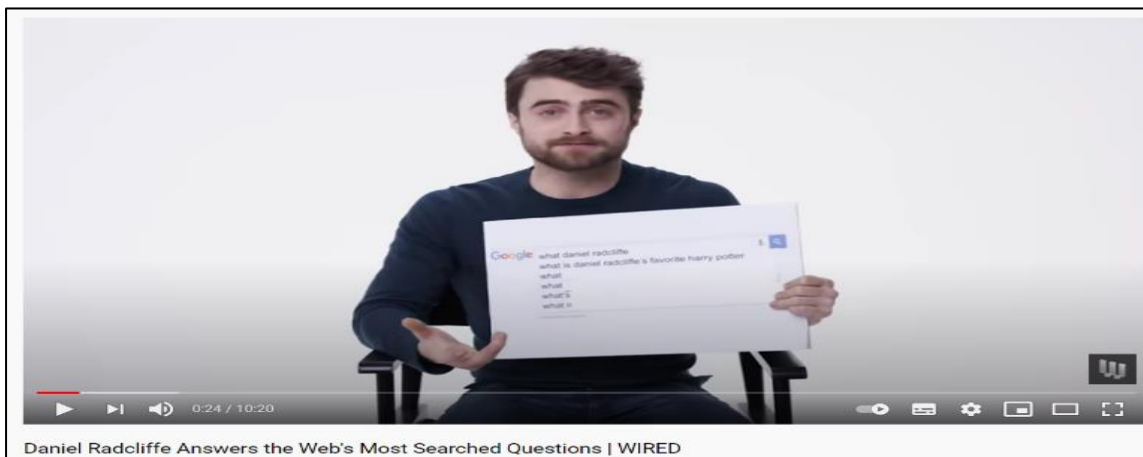
Rehearsing

The teacher provides to students a list of questions from the wired autocomplete interview seen before to be used during the interview to a celebrity they are going to role play. Students have fifteen minutes to write the questions in a special cardboard, rehearse and clarify doubt with the help of the teacher.

Source: Wendy Victor Fuentes
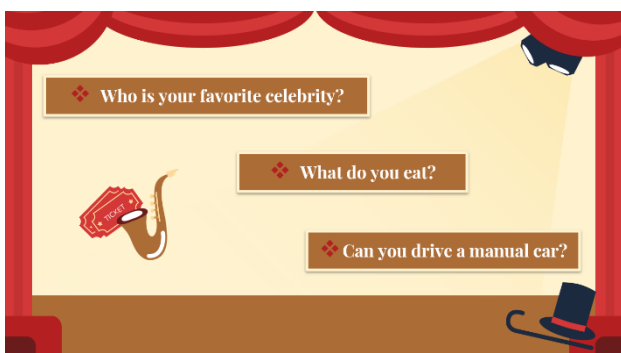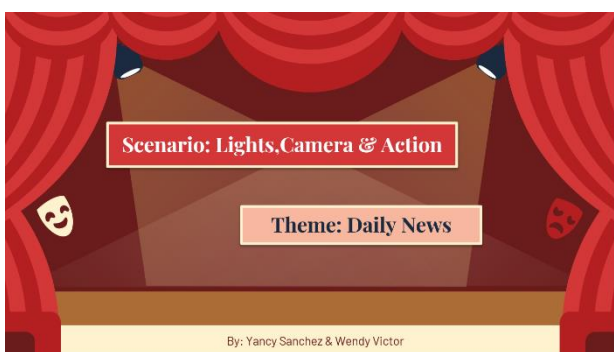
Producing

In this step, once pupils are ready, they will present their interviews in a classroom festival. Each student comes to the front and starts answering the questions; they have five minutes to answer all the questions. (This activity can also be done virtually). To organize the participations, a random name picker called: **Magic Box Random Name Picker** will be used. When they are done, the teacher can open the floor to "audience" questions. As a final activity, pupils will go to a given link of the app Poll Everywhere to choose the celebrity they like the most; they will be asked to explain the reasons of their votes. To end, the teacher will provide feedback to the whole class.


Source: https://www.online-stopwatch.com/random-name-pickers/magic-box-name-picker/

Source: https://pollev.com/yancysanchez516?_ga=2.92120218.1260867556.1623286012-1387637393.1622680092

Evaluation

Finally, to assess students´ achievement of the main objective of the second strategy of the alternative methodological proposal which is: To relate real-life activities with the process of learning a second language through speaking competence for the purpose of giving a short-prepared presentation dramatizing a TV show/news, the teacher asks students to create a talking avatar about one of the celebrities interviewed during the previous activities using "Voki". The steps to design the taking avatar are quite simple. First, they go to Voki.com and choose the option: **Create New Voki.** Next, they start designing their talking avatars. Then, pupils write a title and decide the appearance he/she will have according to his/her profession (actor, singer, writer, etc). Besides, they can choose his/her clothing and accessories according to the profession. After that, they come up with a personality for their character. Once their avatars are ready, they choose an audio, add their voice and a text. Then, they press the record button and start describing the famous person; they can talk about some of the aspects mentioned in the previous wired autocomplete interview and add any other detail they consider important. Finally, students share the link of their talking avatars with the rest of the class.

Source: https://tinyurl.com/yzn8tlxp
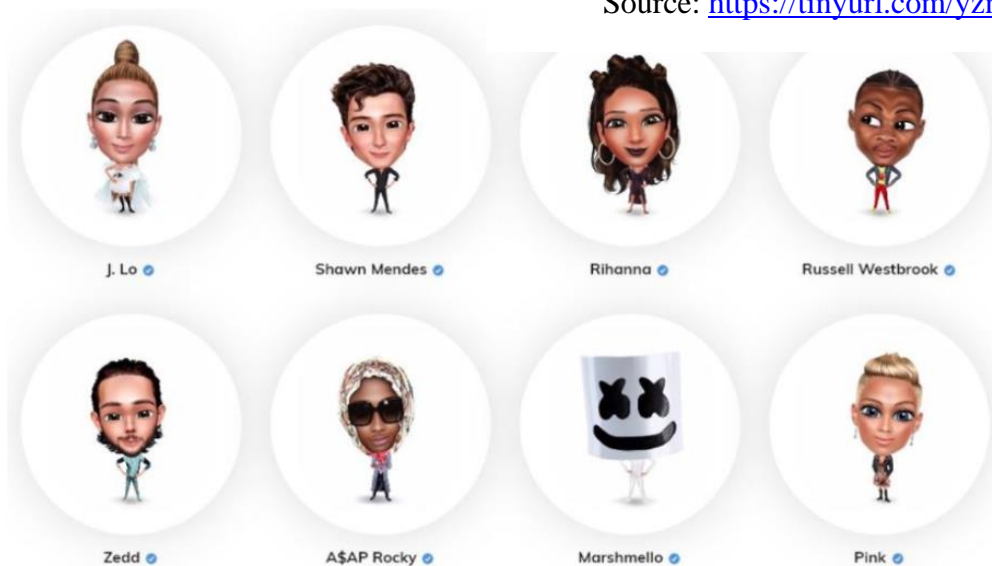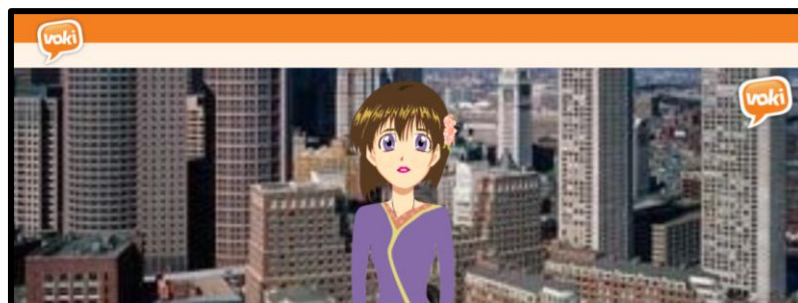
Following the previous sequence, the teacher can lead the students towards the objective of the second teaching strategy which is: To relate real-life activities with the process of learning a second language through speaking competence for the purpose of giving a short-prepared presentation dramatizing a TV show/news. Consequently, the materials used for the implementation of the activities are focused on topics that are appealing to teenagers: famous people and modern apps that foster students` creativity. For instance, it becomes more interesting and real learning when the process involves a strategy that includes the opportunity to ask questions to celebrities they like or admire or to imagine they are celebrities and respond to some of their fans` questions. Furthermore, students engage with the contents, facilitating the objective of giving a short-prepared presentation of a Wired Autocomplete Interview. This way, this strategy contributes to help learners to enhance their speaking competence.

4.5.3 Description of the third strategy

Name of the strategy

A Virtual Tour

The Objective of the strategy

To relate collaborative learning with the Knowledge Construction Process of a second language through speaking materials by using speaking competence for the purpose of asking and answering questions about experiences, events, past experiences.

Variable

Speaking Competence

Indicator

Collaborative learning

Level

Ninth grade

Unit

Unit one

Scenario

Time to Have Fun

Theme

Try it!

Week

Week 3

Assessment strategy

Ask and answer questions about experiences, events, past experiences.

Didactic sequence

- Planning
- Organizing
- Rehearsing
- Describing

Implementation of the third teaching strategy

"A Virtual Tour" is the third innovating easy-to-set speaking strategy that is part of the alternative methodological proposal. It is important to mention that the activities included in this proposal keep accordance with the MEP´s syllabus established with the purpose of planning the

lessons. Therefore, they are developed following the sequence to achieve the assessment strategy defined for the speaking skill which is to relate collaborative learning with the process of learning a second language through speaking competence for the purpose of asking and answering questions about experiences, events, past experiences. This strategy will be carried out with nine graders. Thus, the purpose of this strategy is to engage students talking about their own experiences, about their own trips; in that way they will be motivated to participate in the target language through different apps and tools like Google Maps Street View that is a free and downloadable application that easily shares views from any part of the world. According to the sequence established in the syllabus, the stages of this strategy are developed as following:

Planning

In this stage, the teacher explains to the learners that they must create a "Travel Bucket List" of the top ten places they would like to visit in the future. The teacher shares a link of a Jamboard in which all together are going to design a "Travel Bucket List". After all learners have written the place, the teacher will project the list and students express their opinions about it.
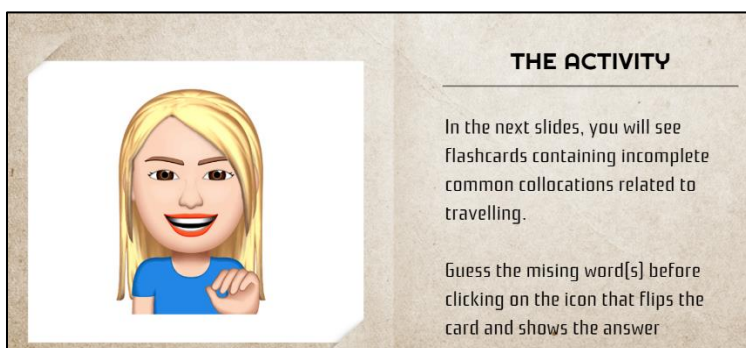

Source:
https://jamboard.google.com/d/1dgqDUdto1uzkWPRi2_hjxRue2wM0395ZnqGJe4W2
DgM/edit?usp=sharing

Organizing

In this stage, the teacher introduces the lesson by projecting new vocabulary about traveling by means of a Power Point Presentation created in the app called "Genially". Through this presentation, students will practice collocations with traveling. In the slides projected, they will see flashcards containing incomplete common collocations related to travelling. Leaners try guessing the missing word(s) before clicking on the icon that flips the card and shows the answer.

Source: https://view.genial.ly/5e3aa44bea50d015629fc7c4/presentation-collocations-with-travelling

Then, students are asked to work in pairs to answer some conversation questions created on Spark Adobe. Some of the questions are:

- Where do you usually stay when you are on holiday? (e.g., hotel, resort, camping, family)
- How you ever taken a package tour?
- Have you ever taken a guided tour of a place? What did you like or dislike about it?
- Have you ever been in difficult situations while travelling?
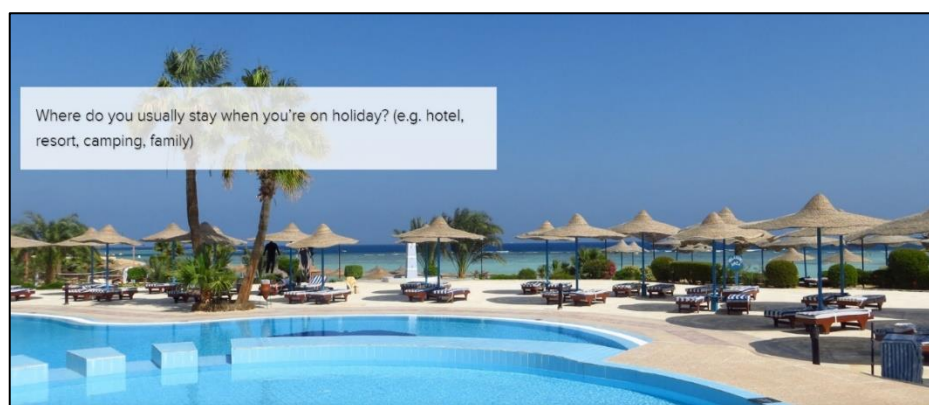
Source: Off the Beaten Track (adobe.com)

Rehearsing

In this stage, the teacher asks learners to take their phones and choose their favorite picture from their last trip. The teacher allows some minutes for this part. Then, the educator divides the class in pairs. Next, learners pretend they call a friend to tell him/ her about any wonderful experience. They are asked to describe all details of their memorable trip and share the story behind the picture. During the conversation, they try to ask and answer many questions as possible. Before this activity, students will watch a video that shows learners how to describe trip experiences. Besides, to create the conversation, pupils are encouraged to use Present Perfect + ever and past tense; to teach these grammatical structures, the teacher will make use of a comical story.

Scenario: Time to Have Fun

Theme: Try it!

Activity:
My Favorite Place in the World

Instructions

Situation:

You call a friend to tell him/her about your favorite place in the world.

Important points

1. Take a role.
2. Call a friend and explain why that place is your favorite.
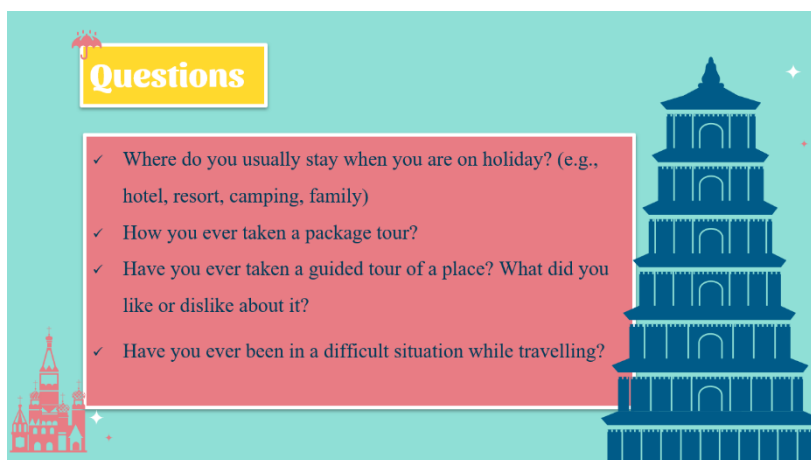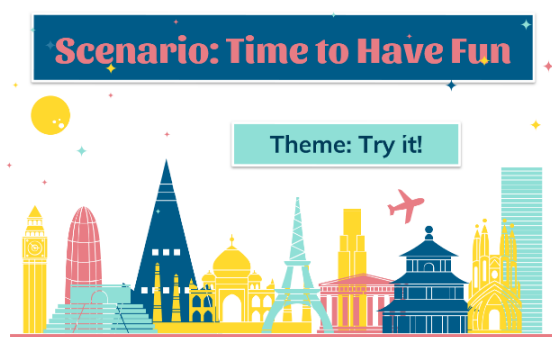3. Use the Present Perfect + ever and past tense.

Questions

✓ Where do you usually stay when you are on holiday? (e.g., hotel, resort, camping, family)
✓ How you ever taken a package tour?
✓ Have you ever taken a guided tour of a place? What did you like or dislike about it?
✓ Have you ever been in a difficult situation while travelling?

Source: Wendy M. Victor Fuentes

How to describe trip experiences   **Source**: https://youtu.be/ngaxO7qcs3A

Present Perfect and the Past Simple | English Conversation about Experiences

Present Perfect   **Source**: https://www.youtube.com/watch?v=q1LKzp2ozVM

Present Perfect Tense vs. Past Simple: Tom's Story (A comical story of Tom, the ESL student - Video)
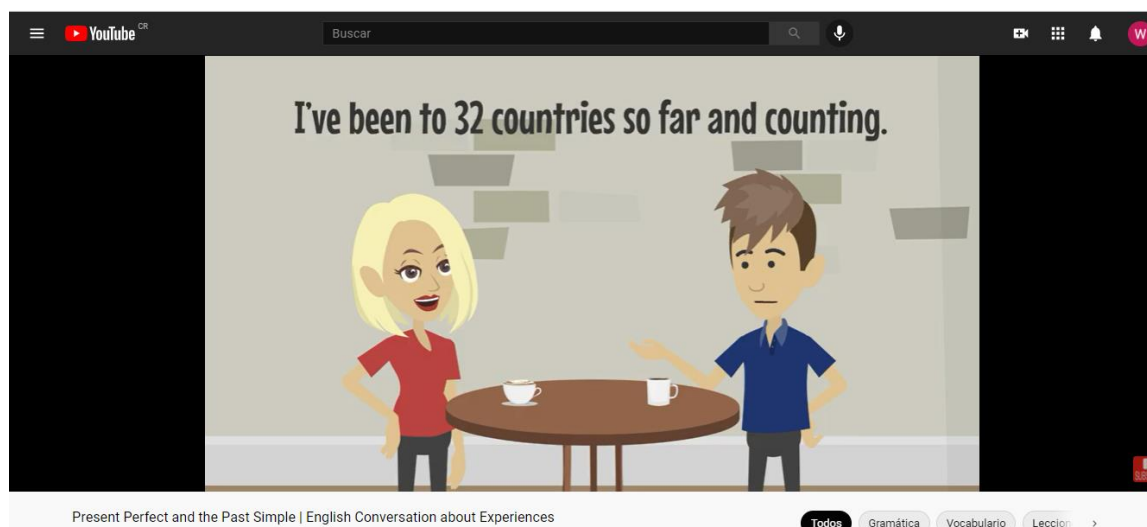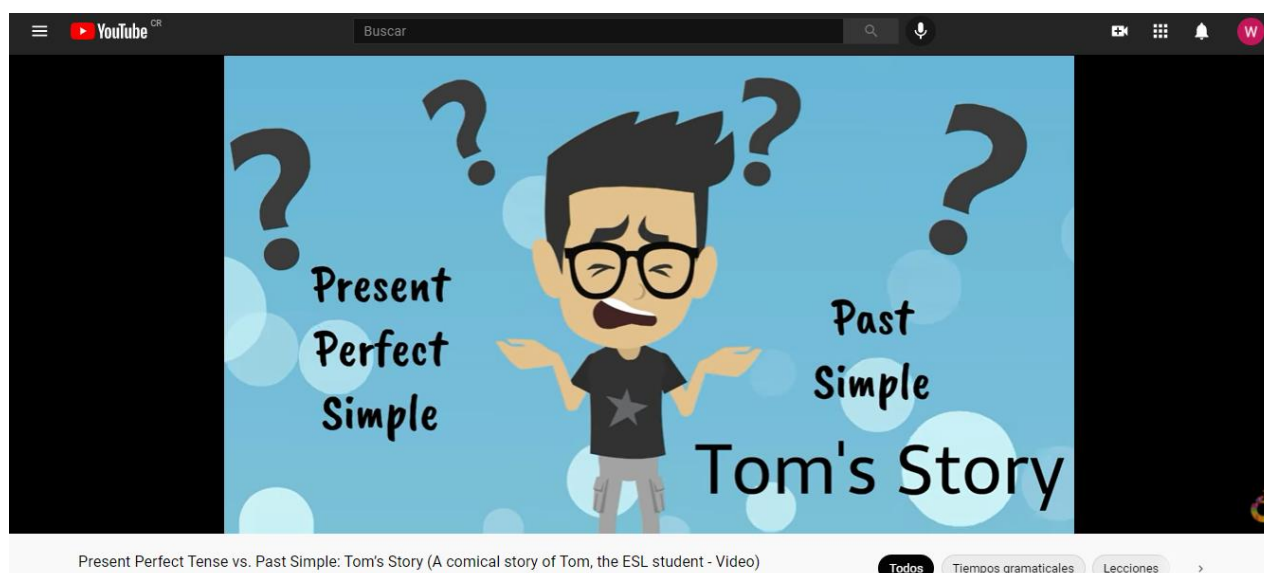
Describing

In this stage, students work with the same pairs; this time they will expose their conversations prepared in the previous stage about their experience during their last destination. They are asked to include: the country, the season, where they went (city, village, mountain, beach, resort, etc), the time and the place they stayed, the means of transportation they used, the activities they did, the things they needed to pack and the food and drinks they had. Students take the stage and in pairs role play their

conversation to the rest of the class. In addition, to make it more real, they go to Google Maps Street View and offer a virtual tour of the places they visited to the whole class to offer more real details of their trips. All students are asked to ask questions to the presenters.

Soraya talking about Buckingham Palace

Source: https://youtu.be/JTTK879YwjQ

Evaluation

Finally, with the purpose of assessing the students´ achievement of the objective of the activity, the teacher will do an oral and collaborative activity called: "**Gallery Walk with Posters"** To do it, the educator will use an easy tool called: "Canva", which is an app that quickly transforms photos and ideas into beautiful posters. The teacher creates five posters using Canva.com and puts them on the walls of the classroom. To form groups, the teacher numbers them off and asks all number 1s to form a group, all number 2s to form a group, and so on. This way, students work with different classmates. Before the class, the teacher puts the five posters up on the walls of the class. The teacher instructs the groups to choose a poster and discuss the questions in the poster trying to use the vocabulary studied during the class. In this stage, students will be encouraged to do at least three posters. To finish, the teacher gives feedback to the entire class.
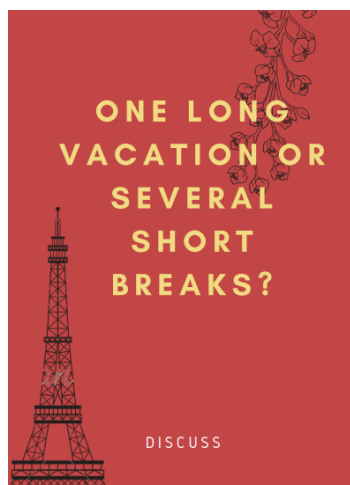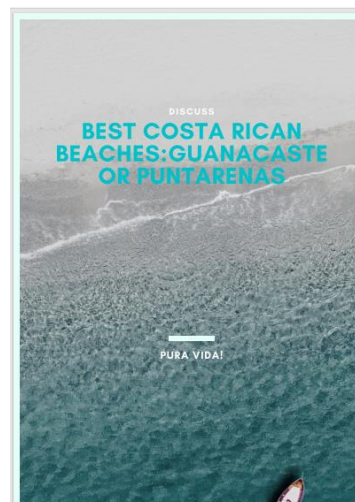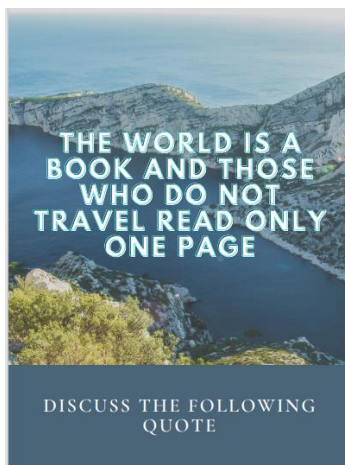
Source: https://www.canva.com/ Wendy Victor Fuentes

Following the previous sequence, the teacher can lead the students towards the objective of the first teaching strategy: To relate collaborative learning with the process of learning a second language through speaking competence for the purpose of asking and answer questions about experiences, events, past experiences. The materials used for the implementation of the activities are focused on topics that are appealing to teenagers. For instance, it becomes more significant learning when the process involves a strategy that includes pictures about trips and the use of an amazing tool like Google Maps Street Views that allows students to explore every corner of the globe, create their own virtual

tours, and share their tours with the whole class in a more realistic way. In fact, what could engage students more than talking about what is real for them, about their own experiences, about their own trips? Furthermore, students engage with the contents, facilitating the objective of asking and answering questions about experiences, events, past experiences. This way, this strategy contributes to help learners to enhance their speaking competence.

4.6. Educational Impact

The education represents the objective and component that contribute for the expansion of human capabilities. In that way, the development of English classes changes the dynamic and the success of the education quality. As Díaz-Rico (2013) exposed "Language is a powerful means of communicating the deepest and highest desires, dreams, and ideals of humanity. Language helps us to fulfill our potential, to share our inner selves with others, or to act on the world powerfully" (p.1). This shows that the success of education is based on the improvement of communicative channels, where learners can explore, share ideas and feelings in today´s global world. However, in reality, the quality of the learning process still needs to be improved, especially the system teaching, for that, it is important the integration of learning strategies and innovation that inspire the produce the success of the pupils in the knowledge construction process. According to Tan et al. (2017) "Education has to meet current needs while anticipating emerging trends and challenges for the future. Schools will need to operate with different paradigms of learning" (p.1). This demonstrates that the innovation is a vital component for the education, represents the key that support the student´s learning, lesson planning and the environmental management in every class. Moreover, the learning process is the principal ingredient of the education that needs to be considered the integration of real-life activities that provides the transformation of the weaknesses of the learners. As Díaz-Rico (2013) mentioned "Language teachers must be unafraid to be risk takers and innovators in their teaching and must actively apply teaching and learning strategies using a broad, interdisciplinary approach" (p.36). This emphasizes that the role of the teachers is vital to achieve the real success in the educational activities, without changes learners are not going grow through the knowledge construction process. For that reason, this methodological proposal presents three different strategies. In addition, every strategy provided innovative and dynamic procedures to shows speaking techniques to the students. Therefore, the educational impact can be recognized through the improvement of the pupil´s speaking competence in the acquisition of a second language. In that way, the strategies exposed were created to show educators different options to encourage the learning process with modern technologies and methodologies.

It is important to highlight that the quality of the educational system have to be able to improve the strengthens and weaknesses of the students. For that reason, it is important to point out the impact of the presented learning strategies inside the knowledge construction process. The purpose of the methodological strategies is to demonstrate that the use of authentic materials through technology provides learners a real contact with the language, create communicative spaces in order to expand the knowledge and the confidence in each class. Tan et al. (2017) exposed that:

> The advent of social media and mobile learning means that we are living in an increasingly interconnected and media-saturated society. It is difficult to predict how the world will look like in the next decade, yet teachers need to prepare their students to meet the challenges of the global workplace and society in the new millennium. Students will need to grapple with new technologies and changing global and societal structures (p.1).

This demonstrates that the integration of new technologies provides learners a clear idea of the target language and improve the knowledge construction process. The goal of each strategy is that every student progress through the classes in a simple way. In addition, the integration of technology provides the opportunity for the pupils to encourage their knowledge and become a master in spoken abilities. According to Chua & Chye (2017, as cited in Tan et al, 2017) "With the rapid development in media technology, visuals in the form of prints or video recordings can be used to enhance the authenticity of teaching materials and activities as well as to cater to more visual learners" (p.64). This emphasizes that in the present time technology plays an important role, aware the learning process and grow the motivation in class that contribute to improve the performance of the learners. In that way, one of the principals impacts of these strategies into the knowledge construction process is that the students create harmonious relationships with their classmates, enhance the spoken abilities and build collaborative relationships. As Chua & Chye (2017, as cited in Tan et al., 2017) exposed "The teacher's focus would be designing a cluster of individual or collaborative activities, supported by technology that enhances connectedness and where learners are challenged to transcend disciplines" (p.66-67). This highlight that the collaborative learning provides support for students, facilitates the interaction between learners and increase interest of learning a second language. Moreover, the impact of these learning strategies in the knowledge construction process is that learners are not simple agents in class, they become the main part of the process. As Elmore (2010, as cited in Chua & Chye, 2017) mentioned "Students now want to play an active role in their learning, they want to participate and they want to be heard" (p.62). This promotes the opportunity

to increase and empower the knowledge, skills, feelings and behaviours of the pupils through an active role in each class. Furthermore, in the line to create a real success in the construction process, it is important the implementation of learning activities by the use of apps and with that change the traditional or conventional process and expose students to real communicative spaces.

Constant change and innovation require a long-term process and any progress in education is the result of that. As mentioned by Low & Tan (2017):

> Education is a dynamic social phenomenon and can change with social transitions
> such as globalisation. Consequently, facets of the education system, such as teaching
> and learning which are the school's main core business and responsibility, must also
> be constantly updated to stay relevant (p.45).

This shows that innovating when teaching is a must to be updated and make the teaching-learning process attractive and meaningful. Many times, teachers fail because they do not investigate more about the new and diverse forms of teaching and analyze the appropriate the didactic sequence to follow to reach the linguistic objectives proposed in the curriculum. According to Low & Tan (2017):

> Teachers need greater capacities to think in multiple ways; solve novel problems;
> learn how to learn, unlearn and re-learn; communicate with multiple modalities; and
> work effectively in collaboration with others. Teacher education in the twenty-first
> century must be dynamic and future-oriented (p. 3).

That is why, it is a must to be dynamic and future-oriented to plan each lesson in a clear, outstanding, and concise form to provide students with better educational tools. Before the application of this proposal, it can be said that there are some objectives that could not have been developed very well since there are some teachers that did not carefully look over the main assessment strategies and sometimes the tasks are planned quickly without considering that they need to lead students to enhance their communicative competence level. Besides, every single step must be creative and attractive to avoid boredom and passivity. That is why to overcome those obstacles, this proposal has three outstanding strategies that can be applied by any language professor in the Costa Rican Educational System to make pupils to speak more in English. Furthermore, the advantages of developing an educational alternative methodological proposal are many. In the case of this proposal, all the objectives have been reached since the strategies proposed have been done carefully with the help of useful and suitable apps that benefit the English learning process greatly. Educators who will apply this proposal will have the opportunity to use innovative ideas that really enhance the speaking level competences. Each stage is planned to allow students to learn and have fun at the same time which is

fundamental to catch students 'attention. After the application of the three strategies proposed, teachers will see the necessity to innovate in every class and plan activities that boost the implementation of speaking tasks. Furthermore, leaners will be able to see their progress since at the end of this strategy they will have the opportunity to evaluate what they have learn through very well-designed evaluation tasks. Besides, with the help of the feedback given by the teacher, pupils can improve their confidence with the language. This alternative methodological proposal has proven that the advantages of using e-learning platforms are many and that to take full advantage of them all teachers must investigate and use them to make the learning process funnier and richer. Through easy, friendly, and free apps such as flipgripd, padlet, jamboards, Google maps, you tube, voki, canva, mentimeters, polleverywhere, powtoon, liveworksheets, among other, teachers and pupils can add value to education and the teaching work can be reinforced and simplified as well. As Bergmann & Sams (2012) exposed "Pedagogy should always drive technology, never the other way around" (p.21). Students that will participate in the application of the three different strategies will have the opportunity to explore and carry out tasks based on supportive communication, real life activities and collaborative learning which compel pupils to think and solve problems. All the steps included in the proposal tend to aim the main assessment strategies which are goals established in the new English syllabus. This proposal benefits the educational system since it combines well-designed tasks, apps, didactic sequence, evaluation strategies, rapport, and passion for teaching. Without any doubt, this proposal impacts the knowledge construction process greatly since it provides a path towards excellence and substantial improvement of the pedagogical performance.

4.7. Chapter´s Conclusion Critical Analysis

This section highlights the importance of analyzing an alternative methodological proposal to implement rapport as a way of enhancing the speaking competence level in the knowledge construction process. To succeed when teaching English, all educators need to make use of rapport to offer students confidence to participate more in classes. As it is well-known, learning a second language usually causes anxiety and if pupils do not feel comfortable that is going to worsen the learning process. We are totally sure that rapport is fundamental to obtain improvements in the knowledge construction process along with the application of innovative tools that are available nowadays to transmit knowledge in a productive form. Education has a new vision, and it is language teachers `duties to be prepared to face the new challenges that new generations demand since they learn different than in the past. There is no doubt that to develop better English lessons it is essential

for teachers to be aware of the advantages that Modern Teaching Methods have over the Traditional ones. Shirley (2017, as cited in Tan et al., 2017) exposed that:

> Teacher education has to be dynamic. It cannot be fixated with student outcomes based primarily on a limited set of measures and attribution of student achievements. Teacher education is the starting point to helping our children meet the world of a new millennium (p.vii).

This demonstrates the importance of improving the curriculum with new competences, and pedagogical changes that encourage and impact the knowledge construction process of the learners. When it comes to modern teaching advantages, it can be said that they are indispensable tools that allow students to be more critical, to know how to solve problems easily and to make decision in a skillful form. Besides, modern learning encourages students to collaborate more and that is fundamental for pupils to be more productive since working in teams let them interact and exchange ideas, develop a higher-level thinking, oral communication, and leadership abilities which are top soft skills for workplace success nowadays. Lin mentioned (2018)

> Group discussion also creates opportunities for them to offer help to or seek help from others, and thus promotes interaction and collaborative learning. After group discussion, students are invited to share their group ideas with the rest of the class, and the teacher provides comments. This creates opportunities for students to gain more inspiration from others, and to have their mistakes, if any, pointed out to them (p.14).

In fact, group work in classes allows pupils to have a more active experience and more opportunities to develop rapport, in that way, they can be more motivated to speak in the target language. Besides, modern teaching focuses more on activity based which means that action is totally required to achieve learning successfully and meaningfully. That is a special and necessary aspect that the Traditional Methods did never incorporate in the teaching-learning process; the world is different, and the educational system needs to be different too. The Education Minister Tharman Shanmugaratnam (2005, as cited in Tan et al., 2017) noted:

> We need less dependence on rote learning, repetitive tests and a "one size fits all" type of instruction, and more on engaged learning, discovery through experiences, differentiated teaching, the learning of life-long skills, and the building of character, so that students can…develop the attributes, mind-sets, character and values for future success (p.3).

This emphasizes the importance of creating new curriculums where the learners are put as the center of teaching so that they can build the communicative competences effectively in the interconnected world. In addition, open mind, change, innovation, creativity, investigation, and new approaches are the keys to obtain a true improvement of the skills required in the 21st century. According to Tan et al. (2017) "The twenty-first century is a time of rapid changes in an increasingly diverse and complex world. The advent of social media and mobile learning means that we are living in an increasingly interconnected and media-saturated society" (p.1). That is why nowadays teachers need to accept that the traditional methods do not work anymore and understand that a mindset change is urgent to effectively teach the new generations; otherwise, the educational system will collapse and be outdated. Teachers need to be more creative, investigate more about the new teaching methods and innovate in every class. They do not have to be afraid of technology on the contrary they need to be updated and be willing to reinvent themselves. Besides, teachers need to put students as the center of teaching and avoid letting them be always passive pupils who just sit, listen, and follow instructions. Low & Tan (2017) exposed that:

> Learner-centredness values which place the learner at the centre of teachers' work. The teacher is acutely aware of the learner's development and diversity, believes that all learners can learn, care for others, strive for scholarship in content teaching, know how people learn best, and learn to design the best learning environment possible (p.18).

This shows the importance of eliminating the traditional teacher-centered and the necessity to create healthy spaces where the students can be integrated to have enough intrinsic motivation to develop their spoken abilities. Moreover, educators should focus on teaching activities that are based on real life activities so that students can be prepared to face the new challenges of this changing world. Brookhart (2010) mentioned that:

> When students receive instruction in higher-order thinking skills, they perform better on a whole range of measures, from large-scale standardized tests to classroom tasks. Students who are regularly and routinely challenged to think, and whose teachers assess higher-order thinking in a manner that yields useful information for both students and teachers in their pursuit of improvement, will learn to think well (p.142).

This shows that real-life activities increase the critical thinking, the participation, improve the communicative channels and make a difference to acquire a second language. In addition to this, it is

always important for teachers to not forget about the great benefits of establishing rapport with learners to build trust and develop a fun learning environment and the teaching process will become more enjoyable for the teacher as well. All professors must have some sort of rapport with their pupils and that is a fundamental aspect to improve students` learning potential and that is something that in the past was not well encouraged by the Traditional Methods. Finally, if professors do not change, neither will the students and that is not what the new educational system is intended for. In the coming section, the reflections will be developed to offer the readers a wide perspective about how the Alternative methodological Proposal was created and the benefits it will offer to the Costa Rican Educational System.

Chapter V Reflections

5.1. Chapter´s introductory paragraph

The present methodological proposal is presented through the title of "The Implementation of Rapport to improve the speaking competence level in the Knowledge Construction Process". In addition, this pedagogical proposal highlights the importance of the development of communicative spaces into the Costa Rican educational system, especially in ninth graders to encourage pupils to be more confident to speak inside and outside of the class. As Lin (2018) exposed:

> This creates more opportunities for the students to learn from the expressions of others, and to reconstruct the forms to create their own meanings. Students produce more imitations of the target language, which can contribute to an effective process of internalization (p.140).

This shows the importance of creating communicative environments where pupils can have the opportunity to encourage their knowledge. For that reason, this proposal emphasizes the necessity of the implementation of rapport as the principal element in class through interactional resources that the teachers can apply to improve the spoken interactions and inspire students to participate in class. In that way, there are three significant principles to accomplish the principal objective of the proposal, these are the variables, such as rapport, speaking competence and Knowledge Construction Process. In effect, each variable has been evaluated with their corresponding indicators in the literature review. In addition, the information collected points out the importance of the development of a better classroom atmosphere through the application of innovative teaching strategies. Moreover, the present pedagogical proposal provides the opportunity to show innovative strategies to encourage the teaching process of the English professors. In that way, three instruments are presented, when implementing this part of the proposal the diagnostic test, pre-test and post-test described in detail the purpose to collect essential data.

In that way, the main objective of this pedagogical proposal is to provide effective information about the benefits and qualities of the integration of rapport through the development of the reflections. Indeed, the reflections are derived from the nine research questions present in this methodological proposal. According to Yin (2016) "When pursuing interesting research questions, the reflections include potential discoveries and revelations that in some cases can be quite exciting" (p.174). This reflects the effect and the practice of the reflections in a language proposal that make the language environment challenging. Moreover, the research questions planned in this proposal are designed to promote innovative and effective activities to improve pupil´s speaking competence. The different reflections proposed highlight the use of rapport as the principal key to activate the participation of

the learners into every English lesson. It is important to consider that the research questions are based on the variable and indicators mentioned in this pedagogical proposal, especially, questions one, two and three are from the first variable, rapport and its three indicators, supportive communication, golden rule and building rapport. Besides, questions four, five and six are based on the second variable, which is speaking competence and its indicators, linguistic competence, real-life activities and collaborative learning. Certainly, the last three research questions are related to the third variable, which corresponds to the knowledge construction process, and its indicators, Action Oriented Approach, didactic sequence and task. Furthermore, the main purpose of the study, which is to make learners the protagonist in spoken activities while improving the relationships inside the class and acquire a second language in an easier way, is presented.

The purpose of these reflections is to determine that learning a second language is not only learning vocabulary, but it also requires the integration of different strategies to improve the knowledge of the learners. Doyle (2008) exposed that:

> Learning is not just absorbing information; it is the ability to use it. Teaching our courses with the goal of meeting the standard of this definition of learning will require helping students to learn new skills and strategies most do not currently possess (p.6).

This demonstrates the importance of establishing friendly and cooperative spaces to support and reinforce pupil´s motivation through the construction process. In that way, the importance of the development of these reflections is to provide evidence that the implementation of rapport promotes and builds communicative spaces. The significance of communication skills among teachers and learners plays a central role for the management of assertive spoken abilities. As Graf (2011) mentioned "At the heart of good teaching is an understanding of how to provide a learning environment which genuinely supports the learner" (p.xiii). In fact, teaching is more than the development of tasks, it requires the commitment of the professors to create healthy environments where learners can express their ideas and feel motivated to learn, it is not just to complete the tasks in a rote manner. That is why, researchers of this methodological proposal decided to focus on rapport and how the integration of this strategy can engage learners to participate and enrich their knowledge in every speaking activity to obtain a higher level in the construction process. Besides, rapport can change the dynamic of the class and make a difference into a traditional system. Having shown the importance and the purpose of the research questions, in the following section these questions are going to be analyzed in a critical way through the reflections.

5.2 Reflections

5.2.1. Rapport

The first variable is rapport, it is divided in three indicators such as supportive communication, golden rule and building rapport, each indicator has a research question, which will be answered in the next segment to know the importance of rapport to improve the speaking competence level in the knowledge construction process.

- **How does supportive communication help to improve rapport?**

Regarding rapport as a variable and supportive communication as an indicator, it is possible to say that rapport can be improved using supportive communication through the creation of communicative and healthy spaces where the students can feel confident to participate actively. Indeed, Watkins (2001, as cited in Graf, 2011) identified that some features in research conducted at the London University Institute of Education are particularly relevant to the supportive learning environment, these are: "Social, emotional and intellectual activities are linked, dialogue between pupils is encouraged, collaborative learning approaches are used, and the environment is safe, and a sense of belonging is promoted" (p.70). In effect, the implementation of supportive communication motivates and contributes to increase students` self-esteem and knowledge. It is necessary the implementation of effective and useful teaching methods that help students to have clear and precise ideas to speak with fluency inside and outside of the classroom. Ming-tak & Wai-shing (2008) explained that: "The way teachers talk and communicate with students affects greatly the behaviour of students and interaction in the classroom. Good communication generates a climate conducive to quality learning as students are willing to cooperate and demonstrate positive discipline" (p.110). This demonstrates that the foundation of discipline strategies is effective communication between teachers and students. Moreover, as Puccinelli (As cited in Rickheit & Strohner, 2008) exposed: "Research suggests that nonverbal behavior, such as facial expressions and body movement, communicates more information about what one is thinking or feeling than words" (p.257). This shows that students can learn easier and participate more in the class when the teachers use their body language such gesture, posture, and eye contact.

- **How is rapport improved by implementing golden rule in the Knowledge Construction Process?**

When considering this question based on rapport as a variable and golden rule as its indicator it can be said that the main purpose of the golden rule is to demonstrate the importance of treating others the way that they want to be treated. As Raines & Ewing (2006) exposed "Do unto others as you would have them do unto you - means that you treat others exactly the way you like to be treated" (p. 31). The purpose of golden rule is to build positive and equal relationships in class to encourage the construction process of the pupils. As Baloche et al. (1998, as cited in Ming & Wai-shing, 2008) exposed "Students who have good relationships with their peers are able to establish a sense of togetherness, belongingness, self-worth and self-acceptance" (p.131). Building relationships in class creates empathy and communicative spaces to grow academically as a group. The golden rule cultivates trustworthy relationships among peers and teachers. Without any doubt, building relationships with students begins with the application of the golden rule; it works as a powerful way to encourage students to show more respect for each other and for their teachers. By applying the golden rule, students can build more harmonious relationships. It forces reflection and helps them to have empathy towards their peers. Stronge, J. said that: "Beyond a demonstration of caring, an effective teacher establishes a rapport and credibility with students by emphasizing, modeling, and practicing fairness and respect. Respect and equity are identified as the prerequisites of effective teaching in the eyes of students" (p.25). This means that the golden rule helps to build rapport in the knowledge construction process since it teaches empathy and equality. It promotes a balance in the classroom without preferential treatment. By teaching and modeling the golden rule, teachers can provide their pupils with an effective tool that will be invaluable to them for the rest of their lives.

- **How is rapport affected by rapport building?**

With respect to rapport as a variable and rapport building as its indicator, it was found that learning who the students are, accepting and celebrating their uniqueness are fundamental aspects to have better relations with students. As Higgs (2014) mentioned "A relationship, better known as rapport, with our students contributes to multiple factors within the classroom and directly impacts academic achievement" (p.5). Certainly, establishing friendly and cooperative relationships between teacher and learners permits the construction objectives that will be achieved easily and encourage to work in every class. Having a positive relationship in class encourages students to learn more actively and contributes to motivate them in the EFL lessons. As mentioned by Boxer (2011), "The first step in

being an effective teacher is finding common ground with one' s students" (p.128). It is essential to click with the students to development all the activities planned in a successful and harmonious from; professors should employ some simple strategies in the classroom to hasten the process of building a positive rapport with their students. Scrivener (2012) stated that:

> 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 student`s attitude towards the work they do in class and their level of engagement with the language. (p. 120).

This shows that being sympathetic is fundamental to help students to achieve their linguistic goals in the knowledge construction process.

5.2.2. Speaking Competence

The second variable is speaking competence, it is divided in three indicators such as linguistic competence, real-life activities and collaborative learning, each indicator has a research question, which will be answered in the next segment to know the importance of improving the spoken abilities of the pupils in the knowledge construction process.

- **How is learners´ speaking competence affected by the linguistic competence?**

When it comes to speaking competence as a variable and linguistic competence as its indicator, it was found that linguistic competence linguistic competence is related to the use of language to perform oral and written discussions. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) exposed it "Deals with the knowledge of phonology, morphology, lexicon and syntax" (p.23). This shows that linguistic competence is strictly necessary to enhance the speaking competence in the knowledge construction process. Implementing linguistic components is fundamental to help pupils face the challenges of speaking a second language and progress in the construction process. Besides, when teaching English is a must for teachers to domain the English language perfectly. Harmer (2007) claimed that:

> Students have a right to expect that teachers of the English language can explain straightforward grammar concepts, including how and when they are used. They expect their teachers to know the difference between the colloquial language that people use in informal conversation and the more formal language required in more

formal settings. They also expect teachers to be able to demonstrate and help them
to pronounce words correctly and with appropriate intonation (p.30).

This demonstrates that to teach English effectively, teachers must know how the language components work and be able to master them.

- **How is the speaking competence affected by learners' real-life activities?**

In regard to speaking competence as a variable and real-life activities as its indicator, it was found that real-life activities demonstrate that pupils will engage more deeply if the classroom material relates to their real-world. The Common European Framework (2018) pointed that "The idea is to design curricula and courses based on real world communicative needs, organized around real-life tasks and accompanied by 'Can do' descriptors that communicate aims to learners" (p.26). In fact, highly rated teachers use real-life connections in the classroom to make the learning experience fun and optimize learning engagement. This involves moving away from lecture-based lessons and making lessons interesting and interactive. Moreover, real-life interactions in class encourage pupils to take a central role in their own learning. The Common European Framework (2018) exposed "Language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures" (p.27). This demonstrates that through the application of real-life activities students can have more confidence to try new ideas. According to Ambrose et al. (2010) "Students are typically more motivated to engage with material that interests them or has relevance for important aspects of their lives" (p.83). In fact, real-life activities provide the opportunity for learners to reflect, explore and collaborate to make real connections inside the class using new knowledge.

- **How does collaborative learning help to improve learners speaking competence?**

Respecting speaking competence as a variable and collaborative learning as its indicator, it was found that it provides opportunities for students to develop rapport and allows students to rate each other´s quality and quantity of contributions through the construction process. Cole et al. (2007) exposed "Speaking is essentially a collaborative and interactive process. It is an exchange" (p.12). Thus, collaborative learning actives learners to work together towards a goal. According to Watkins et al. (2007) "Collaboration takes place when all the participants can contribute to a new shared product" (p.88). This demonstrates that creating an effective collaborative classroom is the absolute bedrock of learning a second language. According to Graf (2011) "Collaborative work, in pairs or small groups, helps pupils to develop their thinking through talk, allows them to give and receive

support and, if the work is carefully structured, allows each pupil to contribute and to achieve" (p.69). The purpose of accomplishing tasks between learners is to help them to develop the skills, the higher-level thinking and oral communication; collaborative learning stimulates critical thinking and helps pupils to generate their own questions and answers in each class.

5.2.3. Knowledge Construction Process

The third variable is knowledge construction process, it is divided in three indicators such as Action-Oriented Approach, didactic sequence and tasks, each indicator has a research question, which will be answered in the next segment to know the importance of improving the construction process of the learners in each class.

- **How does the action-oriented approach help to improve pupils´ Knowledge Construction Process?**

With respect to Knowledge Construction Process as a variable and action-oriented approach as its indicator, it was found that The Action Oriented Approach is a process that sees students as active agents for their own progress in learning. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) mentioned, "Within this approach to English language learning, students develop communicative competence, gain knowledge of various English cultures, and develop their full potential as national and global citizens" (p.25). This new vision in language education applies different perspectives of teaching a second language with an updated view in which pupils are active agents in their knowledge construction process. An Action-Oriented Approach attaches great impact to formulate the learning goals of each student. Council of Europe (2001, as cited in Piccardo & North, 2019) defined this approach as "Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences" (p. 4). This emphasizes that the Action-Oriented Approach helps learners to play an active role as social agents. As the Curriculum Conversational English, Third Cycle Basic General Education [MEP] (2020) exposed "It uses general and specific competences in meaningful contexts and real-life scenarios to use the language" (p.20). It means that through this approach pupils are exposed to acquire the language in an active way. This approach integrates the elemental factors that help to learn English appropriately. Piccardo & North (2019) mentioned "The language learner's ability to communicate is

realised through complex, collective and collaborative tasks, where speaking and doing are intermingled, thus putting into practice an action-oriented perspective on language" (p.54). This approach fosters not only the learner's ability to communicate in the target language, but also their ability to analyze communicative situations and react appropriately.

- **How is the Knowledge Construction Process improved by the use of didactic sequence?**

In regard to Knowledge Construction Process as a variable and didactic sequence as its indicator, it was found that the didactic sequence is a group of learning activities set in a specific order which considers the student's progress. According to the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) "Lessons can follow a task-based sequence that will focus on linguistic and nonlinguistic items such as: phonemic awareness, language forms, vocabulary, oral or written comprehension and oral or written production, development of cognitive or socio-affective strategies, etc." (p.33). It means that tasks are quite important since they optimize the learning time and a more precise and objective evaluation. Besides, in Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) it is stated the stages of spoken interaction and spoken production: "Spoken interaction (planning, organizing, rehearsing, and interacting) and spoken production (planning, organizing, rehearsing, and producing)" (p.36) Thus, all the class activities must follow an order and an organization which means that each activity has its own purpose and all of them work together to reach a specific linguistic objective. That is why, it is strictly necessary that teachers follow and apply the adequate didactic sequence depending on the assessment strategy proposed in the syllabus and in that way more meaningful classes can be offered to students.

- **How does the implementation of tasks improve the Knowledge Construction Process?**

Concerning Knowledge Construction Process as a variable and tasks as its indicator, it was found that tasks strengthen learners to communicate in the language in an active, spontaneous, and authentic interaction. Besides, through tasks pupils can produce clear ideas inside and outside the classroom. Ministerio de Educación Pública, The Curriculum Conversational English, Third Cycle Basic Education (2020) exposed that:

> The task-based language teaching aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purposes. Learners are encouraged to activate and use whatever language they already have in the process of completing a task (p.22).

Thus, implementing tasks involve real-life activities that promote students` confidence to speak inside and outside of the class. In Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) it is stated that: "The action-oriented task seeks to break down the walls of the classroom and connect it with the outside world" (p.26). In fact, instructional tasks have strong influence on students ' performance; they guide teachers and students to reach a final product in an organized form. Tasks offer opportunities to employ meaningful activities so that the use of communicative language is always promoted. Long (2015) stated that:

> The tasks are used as the content of a task syllabus, which consists of a series of progressively more complex pedagogic tasks. Pedagogic tasks are the activities and the materials that teachers and/or students work on in the classroom or other instructional environment (p. 6)

This demonstrates that tasks must carefully selected and planned to achieve learning goals and increase the English level proficiency.

Chapter IV Conclusions

6.1. Chapter´s introductory paragraph

The present methodological proposal focuses on the importance of the implementation of rapport to improve the speaking competence level of the pupils to be more confident to speak in each class. Through the development of this pedagogical proposal, it has been demonstrated the importance of the creation of communicative and healthy environments inside the class. As Ming-tak & Wai-shing (2008) exposed "Creating and maintaining learning environments in which teaching is conducive to better learning, positive discipline is exercised, and helping relationships between teachers and students, and among students, are established" (p. x). This demonstrates the significance of the use of rapport to activate the construction process through communicative and healthy environments. In that way, the main purpose of this chapter is to cover the conclusions of each research question developed in this methodological proposal to explain the highlights of rapport in each English class. According to Yin (2016) "A conclusion is an overarching statement or series of statements that raises the interpretation of a study to a higher conceptual level or broader set of ideas. In one sense, the conclusion captures the broader significance of a study" (p.235). This shows that drawing conclusions provides concrete evidence about the study and enables the reader to appreciate the construction of new strategies. In addition, Yin (2016) exposed that "The goal is for this portion of your analysis to respond to the inevitable "so what?" question that readers pose after digesting a study's findings and interpretations" (p.235). This shows that the conclusions represent the key to know the real purpose of the proposal at the end of the study. In that, the importance of these conclusions is to demonstrate that rapport encourages the pupils` spoken abilities. Shindler (2010) exposed that:

An effective system for common procedures, use the same logic: (1) teach the procedure, (2) practice it until it is suffciently demonstrated, (3) use positive recognitions of any behavior that is close to the desired goal to shape and guide the effort toward achieving the "complete behavior," (4) celebrate successes with genuine positive appreciation when done well, and (5) provide more opportunities for practice if not done well and (6) positive recognitions when they get there (p.96).

This shows the importance of creating healthy environments and making learners part of the process to achieve their educational goals and feel motivated in each class. After that, the main purposes of these conclusions are to expose the reality of the implementation of rapport, build strong and respectful

relationships and clear lines of communication between teachers and learners and, at the same time, to provide professional achievement to the pupils. Lyons et al (2014) mentioned that:

> When an environment is conducive to academic learning it is also conducive to positive behaviour. We show how classroom management plans and practices are integral to curriculum planning and programming, and sit within the core business of teaching and learning (p.xii).

This shows that teaching requires appropriate strategies to develop a positive environment where learners can feel confident to speak without any fear to expose their ideas.

Furthermore, there are three essential variables to demonstrate the importance of this methodological proposal; they are divided in: rapport, speaking competence and Knowledge Construction Process. In addition, each variable and its indicators have been evaluated using the literature review provided. For that, the information collected through the whole study shows a conclusion about the importance of rapport inside every class and how the innovative strategies presented can change the dynamic of the English lessons. In that way, it is important to consider that the conclusions are based on the variable and indicators mentioned in this methodological proposal, especially, questions one, two and three are from the first variable, rapport and its three indicators, supportive communication, golden rule and building rapport. Besides, questions four, five and six are based on the second variable, which is speaking competence and its indicators, linguistic competence, real-life activities, and collaborative learning. Finally, the last three research questions are related to the third variable which corresponds to the knowledge construction process and its indicators, Action Oriented Approach, didactic sequence, and task. In fact, researchers of this pedagogical proposal desire to show that rapport and the innovative strategies developed engage the students` spoken abilities in the Knowledge Construction Process. Having shown the importance and the purpose of the conclusions, in the following section those conclusions are going to be analyzed.

6.2 Conclusions

6.2.1. Rapport

The first variable is rapport, it is divided in three indicators such as supportive communication, golden rule and building rapport, after been analyzed each indicator, in the next segment there will be developed the conclusions to demonstrate the impact of rapport to enhance the speaking competence level in the knowledge construction process.

- Respecting rapport as a variable and supportive communication as an indicator, it can be concluded that supportive communication is fundamental to help students to increase their self- esteem and have clear and precise ideas to speak fluently inside and outside of the classroom. Besides, supportive communication helps students to be willing to cooperate and demonstrate positive discipline; if they work in a positive environment, they will speak more in English and that be only achieved if teachers always provide good supportive communication. According to Garrett (2014) "To implement a lesson smoothly, teachers must develop a clear understanding of the many managerial tasks that they must attend to before, during, and after a lesson in order to implement an engaging and motivating lesson" (p.63)". That is why teachers must try to implement diverse tasks, to inspire, motivate and engage their pupils. In addition, it is essential that teachers make use of nonverbal techniques as way to show learners they pay attention and care about their ideas. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) mentioned "This will help students to experience meaningful and engaging interaction in any social setting. In order to achieve this, the teacher should combine verbal and nonverbal listening techniques" (p.41). Furthermore, it can be concluded that the use of positive teachers` body language is necessary to convey enthusiasm, communicate with learners in an engaging way and impact their achievements. Without any doubt, a confident teacher is the one students can trust to guide them in the right path since if teachers look and feel confident, they will speak, teach, and lead more effectively and in that way, students will learn more English. As Graf (2011) exposed "A good understanding of the background conditions for successful learning and good classroom management skills are needed in order to provide a supportive learning environment for all learners" (p.60). It is a must that teachers keep in mind that the main goal of supportive communication is to relieve difficult emotions that many times interfere in the learning process and that pupils need support for them to alleviate these negative emotions.

- With reference to the first variable rapport and its second indicator golden rule, it can be mentioned that not all teachers who work for the Ministry of Public Education know and apply this rule. The golden rule is key to build better relationships among teachers and pupils; that is why it is necessary to apply it to show respect and care in the teaching process. Thornes (2009) exposed that:

> Respect for pupils as individuals is perhaps the most important contributor to good rapport. Such respect involves an interest in pupils' lives, both within school (outside the subject area of the teacher) and outside the school. In effect, the teacher needs to get to know the pupils as individuals. At the outset, this certainly involves learning their names as quickly as possible. Opportunities for social conversation at the beginning or end of lessons, in the corridor, during registration periods, and through extra-curricular activities, enable the teacher to get to know pupils in a more personal context. (p.110).

If this rule is always applied, communication in the target language will be increased since students will feel confident enough to participate and speak in English. When educators are caring and humanistic, the teaching-learning process is more meaningful.

- As regards the variable rapport and its indicator rapport building, it can be said that building rapport is the most relevant aspect when developing this alternative methodological proposal since it contribute a lot with the improvement when using the target language in class. Building rapport benefits pupils since they will have more passion and integration in every English class and as a result they will speak more in English. Unfortunately, there are some professors that just care about the academic aspects and forget about getting along with their pupils. As Lyons et al. (2014) exposed "Effective teachers who are invariably effective classroom managers know how to create and conditions for the best educational outcomes for their students" (p.3). Furthermore, it´s not about preaching to them or trying to make them better people. It´s about learning who they are, accepting and celebrating their uniqueness. According to Balli (2009) "Teachers who inspire know that teaching is like cultivating a garden and those who would have nothing to do with thorns must never attempt to gather flowers" (p.10). A teacher that has a bad attitude or little rapport will not be an effective vessel of learning for students. For that, the importance of building rapport and as a result learner can have more confidence.

5.2.2. Speaking Competence

The second variable is speaking competence, it is divided in three indicators such as linguistic competence, real-life activities, and collaborative learning. After having analyzed each indicator, in the next segment there will be developed the conclusions to demonstrate the impact of rapport to enhance the speaking competence level in the knowledge construction process.

- In regard to competence as a variable and linguistic competence as its indicator, it can be concluded that linguistic competence should be based on language teaching; it allows learners to use the language to speak and write appropriately in the target language. Through linguistic competence, pupils can gain a better and deep understanding of the context in which certain words are used. Linguistics can also help learners to use the appropriate words in the right context. In The CEFR (2018) it is mentioned that it: "Concerns the user/learner's ability to choose an appropriate expression from their repertoire. As competence increases, such ability is driven increasingly by association in the form of collocations and lexical chunks, with one expression triggering another" (p. 134). Teaching linguistics provides the tools to gain the goals of language learning and teaching. Besides, it can be concluded that it is strictly urgent that all professors should have fluent competence in language skills in order to teach effectively and help learners succeed to learn the linguistic system of English.

- Concerning speaking competence as a variable and real-life activities as its indicator, it can be concluded that real-life activities stimulate creativity and engagement. Besides, critical thinking can be reinforced by using real-life activities. As Tiwari et al. (2006, as cited in Lin,2018) exposed "Through applying critical thinking in learning and social practice, students can become more open-minded and creative in finding out the best method of learning and the best method of solving problems" (p.4). Using real scenarios learners can improve students´ weaknesses to be more competent in the tasks developed in class. Unfortunately, there are some teachers that still give learners simple activities in which they just recognize and memorize unnecessary information that they just need to pass a test rather than making connections to the world around them. The main purpose of each activity in any classroom setting should be that knowledge remains and that can be achieved only if the communicative tasks are based on real-life situations. According to Shernoff (2013) "It is activated when the enjoyment of leisure activities is combined with the focus exacted in productive and skill-building activities—culminating in a state engagement that feels like both work and play" (p.68). It is fundamental to foment authentic interaction of real-life activities in the classroom. Frequently, in English lessons, teachers nominate the topic and control the turns to answer the questions limiting in that way that learners can be creative and willing to participate.

- With reference to speaking competence as a variable and collaborative learning as its indicator, it can be concluded that collaborative learning is essential since it develops thinking and leadership skills, it increases confidence responsibility and retention. It also boosts pupils `s

confidence and self-esteem. As Stronge (2007) pointed "Students of teachers who encourage them to succeed put forth more effort than students of those teachers who are not encouraging" (p.33). Collaborative learning allows pupils to discuss concepts in pairs or in groups in order to find solutions to communicative problems. Interaction when learning is fundamental to prepare students for real social and employment situations. Furthermore, teachers can take advantage of collaborative learning to help learners to reduce their anxiety because if they work in groups, their peers can cooperate to develop the taks easily. As Herrington & Herrington mentioned:

> Authentic learning environments and authentic workplaces have much in common. They tend to be ones in which collaborative partnerships prevail over hierarchical power relationships; leadership is enabling rather than controlling; differences are viewed as rich resources for learning rather than challenges to be managed; reflection and critical thinking are encouraged through the development of vibrant communities of practice (p.16).

This shows that collaborative learning encourages learners to be energetic in their studies and it promotes the learner-centered approach and help learners to be self-dependent. In addition, pupils can have more opportunities to receive personal feedback and developing learning communities that promote a friendly environment in the classroom.

5.2.3. Knowledge Construction Process

The third variable is knowledge construction process, it is divided in three indicators such as Action-Oriented Approach, didactic sequence, and tasks, after having analyzed each indicator, in the next segment there will be developed the conclusions to demonstrate the impact of rapport to enhance the speaking competence level in the knowledge construction process.

- Regarding knowledge construction process as a variable and action-oriented approach as its indicator, it can be concluded that The Action Oriented Approach sees students as agents of their own progress. According to Lin (2018) "The students were more actively involved in classroom activities, and this enabled them to become aware of the limitations in their thinking and language, which increased their motivation to learn more" (p.27). It implies a more intensive and active involvement of learners who become conscious of their own process since

they learn by doing. This approach is definitely a new language vision that 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 which help pupils to learn in more significant form. As Piccardo & North (2019) mentioned "The language learner's ability to communicate is realised through complex, collective and collaborative tasks, where speaking and doing are intermingled, thus putting into practice an action-oriented perspective on language" (p.54). By using this approach, students are allowed to develop communicative competence and gain knowledge of various English cultures. In fact, this approach creates spaces where students can learn the elemental factors of the language in the knowledge construction process.

- In regard to the variable knowledge construction process and its indicator didactic sequence, it can be said that didactic sequence has a crucial importance since it allows by a set of activities to reach meaningful outcomes in the knowledge construction process. Osbeck et all. (2018) exposed that "Didactics is said to draw closely on practice, which is sometimes said to have become clearer as subject-matter didactics evolved (p.11). The main objective of following the correct didactic sequence is to order each step to simplify learners´ job and guide pupils to be able to master the target language effectively. A didactic sequence is a successive and interconnected tasks that are intended to create a final product that responds satisfactorily to the linguistic assessments planned in each lesson. Using didactic sequence correctly, optimizes the learning time, simplifies the class, and allows a more objective evaluation.

- When considering this question based on knowledge construction process as a variable and tasks as its indicator, it can be concluded that tasks are fundamental to provide real opportunities for students to learn in a more meaningful form. Through tasks, learners can demonstrate what they "can do" in English and that is what should matter in the teaching-learning process. According to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) tasks are:

  Any purposeful action considered by an individual as necessary in order to achieve
  a given result in the context of a problem to be solved, an obligation to fulfill, or an
  objective to be achieved (CEFR,10). Tasks are set in a context that learners would
  face in everyday life within scenarios and domains. Learners are able to demonstrate

what they "can do" in English, as well as what they know about English language structures, vocabulary, functions, psychosocial and Sociocultural aspects (p. 26).

By using tasks, learners are involved in real-world problems to be solved as contrasted with more traditional curriculum approaches. Tasks allow students to do meaningful activities using the target language in which they can demonstrate their knowledge of the English Language. Tasks help learners to communicate in the language in an active, spontaneous, and authentic interaction and with that pupil can produce clear ideas inside and outside the classroom. Through tasks, students can make use of specific interactional strategies in which they make use of specific types of language like grammar, vocabulary, and skills with the main purpose of achieving better speaking competence in the knowledge construction process.

Chapter VII Recommendations

7.1. Chapter´s introductory paragraph

The present pedagogical proposal presented the importance and the benefits of the implementation of rapport to improve the speaking competence of the learners through the creation of communicative spaces in each English class. Through this methodological proposal researchers demonstrated the efficacy of rapport to improve the relationships between teacher and students to encourage the speaking competence. As Laur (2013) exposed "Creating interdisciplinary Authentic Learning Experiences directly guides students to make connections between the classroom and the world in which they live" (p.118). This shows the connotation that rapport has inside the educational system, and it makes the process more dynamic for the pupils. For that reason, the main purpose of this chapter is to cover the recommendations of each research question developed in this methodological proposal to address the teachers through a real construction process. The main purpose of the recommendations is to show the essence of the proposal which is to create new strategies that can change the English classes into communicative and healthy spaces. Moreover, John & Jakonen (2017, as cited in King et al, 2017) exposed that:

There are very general recommendations that can be made for teaching and learning based on this research (e.g., interaction among students is, in most cases, beneficial for learning; language use is not simply a cognitive conduit to learning but is raw material for students to draw on to support their learning) (p.458-459).

In fact, the recommendations represent the key to the proposal and highlight specific solutions to be implemented based on the findings of the study. Furthermore, the importance of these recommendations is to demonstrate that the strategies presented can make a difference into the knowledge construction process. Moreover, they help teachers to encourage pupils to reach a high level in their spoken abilities. Ming-tak & Wai-shing () exposed that:

Teachers are not just concerned with academic achievement: indeed, in many circumstances their role in students' individual development should be given a higher priority. Teachers must therefore ensure that, in their interpersonal relationships with them, students' personal and social growth are promoted (p.28).

This demonstrates how the development of healthy relationships in class can make a difference and that starts with the teacher, in that way, these recommendations encourage the professors to build communicative spaces and make a difference in the educational system. In addition, another purpose

of these recommendations is to expose some rapport benefits inside the class and show how they can make a strong difference in the construction process. As Ming-tak & Wai-shing () mentioned:

> Boosting students' interest is a useful way for a teacher to show care and sensitivity and, indirectly, it helps in building up good relationships. When a student recognizes that a teacher cares, this can change his/her attitude. Showing affection for students is a constructive way of creating a positive classroom atmosphere (p.72)

This emphasizes that establishing harmonious relationships engages learners to be more active in each class, enhances the communication and helps pupils to find a comfortable place to interact without fear.

Further, there are three fundamental variables to establish the importance of this methodological proposal; they are divided in: rapport, speaking competence and Knowledge Construction Process. Moreover, each variable and its indicators have been evaluated using the literature review provided. For that, the information collected through the whole study shows the importance of the development of recommendations of the implementation rapport inside every class and how the innovative strategies presented offer choices and alternatives to the teachers by allowing pupils to experience success through real and healthy relationships. For that reason, the recommendations presented are based on the variable and indicators mentioned in this methodological proposal, especially, questions one, two and three are from the first variable, rapport and its three indicators, supportive communication, golden rule and building rapport. Moreover, questions four, five and six are based on the second variable, which is speaking competence and its indicators, linguistic competence, real-life activities, and collaborative learning. Finally, the last three research questions are related to the third variable which corresponds to the knowledge construction process and its indicators, Action Oriented Approach, didactic sequence, and task. Furthermore, researchers of this pedagogical proposal desire to show that teacher-pupil relationships are crucial to maintain a real quality of the lessons and that teaching is not simply the delivery of knowledge; it also requires communicative skills to highlight the students` behavior. Having shown the importance and the purpose of the recommendations, in the following section those recommendations are going to be presented.

7.2. Recommendations

7.2.1. Rapport

The first variable is rapport, it is divided in three indicators: supportive communication, golden rule, and rapport building. After having analyzed each indicator, in the next segment there are suggested some useful recommendations to teachers from the Ministry of Public Education who desire to improve the English teaching in Costa Rica.

- In respect of rapport as a variable and supportive communication as an indicator, it is recommended to teachers to offer supportive communication as much as possible to assure the students´ academic progress. They can transmit supportive communication by constantly giving positive reinforce for their efforts and progress; if pupils are praised, they are more likely to believe that they can accomplish the communicative tasks and be successful. According to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) "The teacher is a facilitator and helps the learner to become autonomous. S/he takes several roles such as coach, resource person, advisor, organizer, and facilitator for the learner´s successful completion of the task" (p.27). In fact, it is fundamental to give students extra support to help them to feel comfortable in class, especially to shy learners. Pupils need to be in a safe learning environment to thrive, prosper, behave well, and learn. Besides, some simple ways that teachers can do to get students´ interests can be by smiling and making eye contact to express they care about their pupils. According to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) it is important for teachers to "Make eye contact with the person with whom you are in dialogue" (p. 41). If would be ideal if teachers stay always aware of their expressions and make good use of nonverbal communication such as eye contact, appropriate tone of voice, gestures, posture, and facial expressions. They should make use of appropriate body language as much as possible since it increases connection, fosters communication, and provides better explanations that allow learners to feel confident to speak in any classroom setting. Besides, teachers must keep in mind that they are cheerleaders who must avoid "boring" body language; it is their responsibility to pay attention to the body language of their learners, be responsive and able to adjust lessons on the spot. Therefore, teachers must manage their knowledge of the subject and transmit it in a cheerful way, allowing the development of learners in a comprehensive and constant manner. Besides,

teachers can offer supportive communication by showing affection and support when they know or notice their students are living difficult situations that affect their emotions.

- With respect of the first variable rapport and its second indicator golden rule, it can be recommended to teachers, to treat all students as the way they want to be treated. It is fundamental to develop empathy to increase communication in every class and enhance students' academic outcomes. It is vital for teachers to devote time to create spaces where trust is the pilar to expose the students´ strengths in the development communication skills. Teachers can apply the golden rule by having a balance in the classroom and treating all learners equally to avoid behavioral issues when teaching a second language. Respect is one of the most important value and it is the base in any teaching and learning process, that is why teachers must respect their pupils and teach them how to respect their peers. The Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) exposed that:

  Under this perception, the learner becomes aware of his/ her capacity to transcend his/her own will, ego, physical, mind and emotional limits in his/her search to connect with a superior spiritual wisdom. This allows the construction of values, concepts and traditions for developing a life with meaning and sense (p.20).

Furthermore, it is essential that all teachers be human; they must not humiliate their pupils. In case they need to correct their students, they should do it in a professional way without offending them. Strong, J. (2007) mentioned that: "Disciplinary actions are rare in environments where teachers and students respect and trust each other" (p.44). It is important to remember that public shaming would never be an appropriate strategy to change behavior, on the contrary, it is an unacceptable and an old-fashioned form of correction. Finally, it is recommended to teachers to never show any kind of preference or discrimination due to race, religion, cultural background, and gender. Fair treatment is key to create a peaceful environment.

- About the variable rapport and its indicator rapport building, it is recommended to teachers to always offer good environment for learners to participate more in class and expose their own ideas in a comfortable form. A nice place to study can be created by spicing the class with enjoyment so that students can explore and improve their development in the speaking activities. According to the Programa de Estudios de Inglés de III Ciclo y Educación

Diversificada [MEP] (2016) "Promotes learner's high expectations with inclusive and positive classroom environments" (p.28). Besides, professors should find a point of balance between building power relationships and the pedagogical goals of the classroom. It is fundamental that teachers do not forget that the principal aim of teaching a foreign language is not only about transmitting knowledge of grammatical structures and vocabulary, but the real success of teaching a second language is that teachers allow learners to interact easily with their classmates and teacher through rapport. As Freire exposed (2002, as cited in the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], 2016)

> Education, educators and students educate each other; one learns from the other. The educator is prepared and then establishes a more balanced relationship with his students. Learners are now critical of what dialogue with the educator is (p.21)

This shows that the teachers are the pilar to construct authentic language interaction. One simple and easy form of building rapport is by learning each student`s name; it is strictly necessary to call learners by their names to show them they are valued and accepted. As Scrivener (2012) said: "If you do not know their names, students are just anonymous members of class. Knowing and using a name acknowledges each person as an individual, someone you pay attention to and are interested in" (p.76). In fact, knowing students' name is the first step to know who they are. By calling students by their names, teachers can communicate respect and include shy students in class discussions. Also, it is an essential step to establish bonds of friendship with their pupils. Furthermore, listening to the students is also an excellent way of building rapport. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], (2016) mentioned "The role of the teacher is to enhance dialogue, debates, collaborative work and help learners question their realities" (p.21) In fact, when teachers listen to their students, they develop empathy and understanding with their pupils. It also helps to negotiate with them and defuse any classroom conflict. It is also advisable to teachers to always be even-handed, which means that they must be impartial and treat all pupils equally. Furthermore, another useful recommendation to build rapport in any classroom setting is to maintain a good sense of humor. Garret (2014) mentioned that: "Humor plays an integral role in creating a comfortable learning environment, and it is vital to be able to laugh at yourself when you make mistakes" (p.46). Teachers do not have to be serious all the time, it is normal and effective to make use of humor so that students can enjoy the learning process and feel more motivated to work.

5.2.2. Speaking Competence

The second variable is speaking competence, it is divided in three indicators: linguistic competence, real-life activities, and collaborative. After having analyzed each indicator, in the next segment there are suggested some useful recommendations to teachers from the Ministry of Public Education who desire to improve the English teaching in Costa Rica.

- In regard to speaking competence as a variable and linguistic competence as its indicator, teachers need to keep in mind that teaching English is not only about being fluent, but also about domaining the different aspects that a language involves, it is fundamental to teach technical knowledge such as phonology, morphology, lexicon, and syntax as much as possible to give pupils the tools to master the language and succeed in the knowledge construction process of acquiring a second language. According to the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], (2016) "Communicative language competences are those, which empower a person to act using specifically linguistic means" (p.37). It is advisable for teachers to constantly be in contact with the English language so that they practice enough and can become very competent and be able to transmit the correct knowledge regarding linguistic aspect such as phonology and grammar. In the Common European Framework (2018) it is mentioned that phonological control is composed of three different categories which are: "Overall phonological control, sound articulation and Prosodic features (intonation, stress and rhythm)" (p.135). It is fundamental for teachers to master the phonological aspects of the English Language and be ready before each class and in case of having doubts, they should consult in the different sources available nowadays for English teachers; ideally, teachers need to have better skills than their pupils. It is advisable for teachers to give the lessons using the target language all the time since it is the perfect way to provide students with maximum opportunities to acquire the language. Moreover, an important aspect for professors to keep in mind is to follow the grammatical structures, vocabulary, phonology, and discourse markets established in each unit of the syllabus. If they, do it, better and suitable lessons can be given.
- Concerning speaking competence as a variable and real-life activities as its indicator, it is recommended to teachers to devote enough time to search for and prepare real-life activities that simulate real-world communication. Teachers should pay attention to students' interests and take them into account when selecting the communicative tasks so that pupils be more

interesting in participating. The activities should be designed so that they are not lecture-based; on the contrary, they need to have real world relevance, be interesting, interactive, and significant. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], (2016) mentioned "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). Teachers should always provide learners opportunities to collaborate, reflect and give competing solutions to real issues that help them to face future interactions with the real world. Furthermore, teachers should create complex, relevant and diverse tasks that challenge their pupils and motivate them to speak more in the target language. As the Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) exposed:

> Teachers are the facilitators and guides that guide the learning process, form the need, take an active role with the learners in the learning process and their task is to facilitate the acquisition of real or near-real learning environments for the acquisition of language skills (p.26).

This demonstrates that creating a real construction process starts with the teachers who oversee enhancing the connections through active and spontaneous scenarios. Moreover, giving learners enough time to develop the tasks is fundamental so that the outcomes can be productive and significant. In any EFL class, the tasks should be always funny, engaging, and achievable within a classroom context, while also focusing on authentic aspects of language use.

- With reference to speaking competence as a variable and collaborative learning as its indicator, it is recommended to teachers to plan activities that provide students opportunities to collaborate, and, in that way, they can learn and grow from each other. Teachers should always try to integrate activities that foment group work since they lead to deeper learning. According to Watkins et al. (2007) there are three principal's aspects of collaborative learning: "promoting collaborative interaction, designing collaborative tasks and building collaborative structures" (p.90). When assigning collaborative activities, teachers need to provide learners with enough time to develop the tasks. Besides, they need to walk around the classroom to supervise students' work and address any questions as needed. Furthermore, it is necessary that they clarify any confusing aspect, make sure all the students work and have a specific role;

also, teachers need to address any misconceptions learners have. As the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], (2016) each student "Participates with autonomy and collaborative actions for reaching goals" (p.54). In fact, students learn better in collaborative settings and exchanges. It is necessary to keep in mind that learning should be also collaborative since learners need someone to fulfil the tasks that are based on real issues effectively.

5.2.3. Knowledge Construction Process

The third variable is knowledge construction process, it is divided in three indicators: Action-Oriented Approach, and didactic sequence. After having analyzed each indicator, in the next segment there are suggested some useful recommendations to teachers from the Ministry of Public Education who desire to improve the English teaching in Costa Rica

- Respecting knowledge construction process as a variable and action-oriented approach as its indicator, it is recommended to teachers to follow the new syllabus as it is stated and make use of The Action Oriented Approach which is an approach that complements and improves the old ones. They must stick to the structure, topics, and didactic sequence as they are indicated. This will allow learners in the country to not lose the pace that everyone must follow. It is always necessary to be updated and follow the new approaches established by the Ministry of Public Education. Teachers must avoid being skeptical about implementing modern ways of teaching; they must accept that change is part of innovating and professional growth. Teachers should show more interests to improve the way they teach, get updated with the requirements of the new era, and follow the pedagogical recommendations established in different guidelines. It is important for professionals in English education to know more about the most recent approaches in their fields of study, if not the academic and linguistic goals of the new generations would not be achieved. In fact, The Action Oriented Approach has cultural, factional, linguistic, pragmatics and sociolinguistic components that contribute greatly to the acquisition of the English language. According to the Curriculum Conversation English, Third Cycle Basic General Education [MEP] (2020) "The creation of social language environment where the learner will be able to communicate with each other in the middle of pluricultural and plurilingual environment depends on teachers' skills and knowledge" (p.21). That is why, teachers must be aware that The Action Oriented Approach not only deals with language, but

also with the social context giving priority to the use of language rather than grammar. Besides, this new approach sees pupils as social agents that use different skills and abilities to perform the tasks. According to the Common European Framework (2018) "Seeing learners as language users implies extensive use of the target language in the classroom – learning to use the language rather than just learning about the language (as a subject)" (p.27). When implementing this approach, teachers must consider its main principles and focus on teaching not only the language, but also how to use it in real scenarios.

- Concerning the variable knowledge construction process and its indicator didactic sequence, it is recommended to teachers to carefully follow the appropriate didactic sequence to better the knowledge construction process. Using didactic sequence correctly, optimizes the learning time, simplifies the class, and allows a more objective evaluation. According to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) Planning is: "A strategy for stating the task goal, sharing what s/he knows about the topic, predicting meaning supported by typographical and visual clues, listing possible difficulties and strategies for coping them" (p.347). Teachers should always plan to focus on the linguistic assessment stated in the syllabus to provide learners with a series of educational activities that tend to improve their communication in the knowledge construction process. Through an adequate didactic sequence, students are encouraged to share what they have learned in an organized form. It is vital that professors follow the right stages for spoken interaction and spoken productions. According to Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP] (2016) Speaking is divided into two areas:

  Spoken interaction and spoken production; both of them describe specific language users' roles. In the first one, the language user functions as a speaker and as a listener. Some examples of interactive activities include: transactions, casual conversation, informal discussion, formal discussion, debates and interviews. The second one describes the production of an oral text received by an audience of one or more listeners. Some examples of activities can be: public address (information, instructions, etc.), addressing audiences (speeches at public meetings, university lectures, sermons, entertainment, sports commentaries, sales presentations, etc.) (p.45).

To apply the didactic sequence appropriately for speaking activities, teachers should check the assessments strategies when planning and follow the logical sequence indicated by the study program.

Another useful recommendation is that in this alternative methodological proposal, there are given three different well-developed topics for ninth graders with their corresponding stages and communicative tasks that English teachers working for the Ministry of Public Education can use as examples to organize and develop logic and appropriate didactic sequence in their English lessons. Besides, in each proposal there are useful and innovate apps such as flidgrip, padlet, mentimeter, voki, you tube, jamboard among others that can help teachers to develop the didactic sequences in a more outstanding and educative form. Furthermore, it is recommended to teachers to consult with the English Academic advisor if case of having doubts about how to follow and apply the correct didactic sequence

- When considering this question based on knowledge construction process as a variable and tasks as its indicator, it is recommended to teachers to plan all topics including tasks that challenge students to speak as if they were facing real-life activities. It is necessary to consider that tasks may be quite simple or extremely complex, but they need to be always implemented to better the linguistic competence; through tasks the students' performance would go up and they allow pupils to demonstrate their English language abilities. Picardo et al., (2011, as cited in Programa de Estudios de Inglés de III Ciclo y Educación Diversificada [MEP], 2016) mentioned that:

   Tasks in the Action-Oriented Approach often involve the creation of a product as the students perform the task. This product may be a brochure for tourists, a blog entry, or a fund-raising project for a humanitarian cause. "However, not only the specific outcome, but also the process, which leads to the final result, is important for communication in the language classroom: this involves a step-by-step organization, learners' activation of strategies and competences, consideration of the setting and social forms, as well as materials and support (p.26).

It is important for teachers to keep in mind that tasks always have an impact on the learners; that is why teachers should carefully design and analyze them.

Furthermore, professors should remember that tasks involve some sort of text that enable learner to perform them. Time, creativity, and effort are needed for teachers to create and apply

successful tasks that increase the English competence level. Another useful recommendation for teachers is to always make sure that all learners understand task instructions; to achieve that, teachers should give model examples, divide the instructions into different steps and ask students to repeat and retell them; in that way teachers can assure that students comprehend what they are asked to carry out. As Harmer (2012) claimed "Teachers are at all times FACILITATORS of learning. This means that we must always do everything we can to make learning happen smoothly and appropriately for the learners - making learning possible, but without making it too easy" (p. 146) In fact, teachers always be a facilitator who provide pupils with useful tools to develop that assigned tasks such as: words, phrases, and idioms that they need to perform the tasks. When developing the tasks, teachers should always monitor the learners' performance and encourage them when necessary. Also, teachers must give learners preparation time and clarification so that they can prepare to perform the tasks effectively. Tasks can be given to students individually, in pairs, or teams. In addition, teachers should assess students` performance, provide feedback, and provide additional pedagogical resources to students who need more extra practice. Besides, teachers must make use of the ideas provided in the new syllabus, consult with other colleagues to exchange useful ideas, try to be more innovative, and investigate more about pedagogical tasks using different teaching language web sites.

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