The Implementation of Experiential Learning as a Communicative Strategy to Enhance the Speaking Skill in the Knowledge Construction Process

Alternative Methodological Proposal

Universidad Latina de Costa Rica

By

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Submitted to

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Abstract

The Programa de Estudios de III Ciclo de Educación General Básica y Educación Diversificada, created on 2016 and implemented by the Costa Rican Ministry of Public Education (MEP) has been one of the greatest tools to improve the knowledge construction process. Even though this new curriculum within the framework of Education for a New Citizenship demonstrates that it is neat, coherent, well organized, and detailed; there is a need to continue reinforcing it. This is the main reason why this action research project 'The Implementation of Experiential Learning as a Communicative Strategy to Enhance the Speaking Skill in the Knowledge Construction Process' has grown in response to the demand of innovation. Hence, the main purpose of this project is to enhance the speaking skill. After a further analysis this ability is not prospering correctly in social agents. The current syllabus (2016) applied to English curricula says: "The development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system" (p.4). Social agents accomplish their high school studies with this curriculum over five years. It is widely known that students do not speak English according to the Common European Framework of Reference for Languages (CEFR). It claims students to accomplish a B2 level. However, this situation is a problem because during the time applying this curricula, the social agents' outcomes are discouraging. That is why the purpose of this project is to proofread that emerging issue. For that reason, experiential learning is potentially an excellent solution for the different problems and situations that the students and professors have been going through in past years. Therefore, this proposal is based on a learning by doing strategy that strengthen the

aforementioned skill. David A. Kolb (2015) offered the following definition of experiential

learning.

> Learning in which the learner is directly in touch with the realities being studied. It is
>
> contrasted with the learner who only reads about, hears about, talks about, or writes about
>
> these realities but never comes into contact with them as part of the learning process (p.
>
> xviii).

In this way, students will be constructing knowledge from experiences that can possibly be

presented further in their life and that will increase their communication level. "…students gain

more from direct experiences as opposed to more traditional approaches to education."

(Wurdinger, 2005, p.7.) Hence, this proposal attempts to develop and provide modern as well as

innovative teaching strategies to implement in the class. Thus, education improves and there is a

better development and performance by social agents in the English-speaking skill. This action

research project seeks to promote a more effective, innovative, and lifelong knowledge

construction process.

Key words: Knowledge construction process, social agents, speaking skill, experiential learning,

enhancement, action research, alternative methodological proposal, teaching strategies,

innovation

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Firstly, we would like to thank God for giving us the opportunity to be part of the amazing experience of creating this alternative methodological proposal. Additionally, we want to thank our families who were always there supporting us throughout this path and to the encourage they provided to accomplish this final graduation project in order to successfully conclude our major. We want to say that we are thankful for this experience who leaded us to an expansion of knowledge.

Dedicatory

This alternative methodological proposal is profoundly and wholeheartedly dedicated to my family. They kept supporting, encouraging, and empowering me in every single step, not only in this action research project but in my journey through this major. They have been advising me not to give up and I will always be completely grateful for their support and motivation along these years. In addition, I want to dedicate this project to my wonderful classmate, Angélica. She has been incredibly pleasant and helpful. She always listened to me, provided me with advice and together we were always able to figure out how to execute this proposal in the best way. I will always appreciate her support and I have to say that I could not have had a better classmate and friend to complete this project.

-Natalie Elizondo Vargas

Dedicatory

    This alternative methodological proposal is dedicated to my family because of their constant support to encourage myself to keep on with this enriching process that is going to guide me into a successful future. In the same way, I would like to deeply thank to my classmate Natalie. She was a great support and an amazing coworker that was always willing to help. Definitely, all my gratitude to her, to her time helping and encouraging me to continue along this fascinating path.

-Angélica Elizondo Chinchilla

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Chapter I

Introduction

The Implementation of Experiential Learning as a Communicative Strategy to Enhance the

Speaking Skill in the Knowledge Construction Process

1.1 Introduction

The English language has become a global language that allows people from different countries and cultures to communicate with each other. It is widely known that the English language has been expanding its horizons. For that reason, many countries have to involve the English language in several activities that are related to their society and development, such as tourism and education in order to enhance and provide better life opportunities for their citizens. "With the massive expansion of English throughout the world, it is important to research these perceptions across diverse local communities" (Dewi, 2014, p.1). In addition to this citation, the fact that the English Language is spreading all over the world is growing rapidly. Apart from this, several aspects have been changing in this current 21st century. Undoubtedly, one of those changes is the educational area which is deeply related to society and its constant innovation. Due to the fact that education desires are to give and provide helpful tools and skills to their citizens to contribute them to have better life opportunities. To support this, the book written by David states: "English as a Second Language (ESL) education has gained an increasingly important role in career development in science, business, and industry on the global stage" (Alonso, 2011, p. 1). As it was stated, English has increased as a second language implemented by educational curriculums; hence the innovation is influencing current cultures and societies, and countries want to keep up with this innovation. Based on that situation, each nation wants to support and be prepared for these continuous changes and innovations; that is why many of them

are including and implementing the English language in their educational system to capacitate children and youth for an innovative world full of opportunities for them. Without a doubt Costa Rica educational system is not the exception because The Public Ministry of Education is aware of the learner's situation; that is why this ministry desires to enhance their student´s future by providing them a great chance to acquire a helpful and essential skill which is a second language. It is stated in the English Syllabus (2016): "The purpose of studying English in the Educational System is the development of the learner's communicative competence as well as the knowledge, skills, abilities, values, and competencies of a 21st-century citizen " (p. 21). Likewise, in order to accomplish the previous aim, it has been implemented several trategies to enhance the four different skills (listening, reading, writing, and speaking). Nonetheless, along with the development of this alternative methodological proposal, the skill that wants to be enhanced is the speaking skill through the implementation of experiential learning as a communicative strategy. Thus, speaking is considered a fundamental skill that permits students to communicate and succeed in the field they are developing in. Moreover, it allows people to connect with different cultures that share the same language. "Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities "(p.4). The strength of the previous citation is that through the speaking skill students are capable of communicating to other people, a situation that enhances their development within a society which is full of opportunities, especially job opportunities, go abroad without language barriers and implement it in situations they are needed or required to use the English language. This enhancement is going to be carried out by the contribution of the efficient implementation of this communicative strategy named experiential learning. To support this fact, the book Empowering Learning states; "the term experiential learning has been adopted as a general all-embracing term

with which to identify models of learning based primarily on experience" (Malcom, 2017, p.24).

As it was stated, experiential learning stands for the fact of learning through the implementation

of situations, based on real-life content, that is going to provide real knowledge that allows

students to enhance their knowledge construction process; moreover, to convert

into social agents prepared for getting involved in an innovative and constantly changing society.

In summary, English is currently involved in the Costa Rican educational system, and throughout

the implementation of this alternative methodological proposal, the researcher is required to

enhance the student´s speaking level by the implementation of experiential learning to reinforce

their knowledge construction process.

In the next segment, several fundamental features of this alternative methodological

proposal are going to be explained ahead to guide the researcher through this great project.

1.2 Rationale

It is widely known that learning a second language (English as a foreign language in this

case) provides several benefits and advantages for learners in order to guide and introduce them

in the requirements of this innovative 21st century. It is stated in the English Syllabus (2016)

made for Third Cycle and Diversified Education in The Costa Rican National Educational

System:

The purpose of studying English in the Educational System is the development of the

learner's communicative competence as well as the knowledge, skills, abilities, values, and

competences of a 21st century citizen. This requires the implementation of innovative

communicative language teaching methodologies (p.21).

The strength of such reference is that it explains the fundamental role of including English in the Costa Rican System in order to contribute to enhance the knowledge construction process of the students. What the quote wants to transmit is that the instruction of a second language capacitates students into potential citizens that reach the required level of this present century which is full of new concepts and requirements in order to live successfully on it. This new generation needs to fulfill several competences and aspects that are essential for the effective involvement to the individuals to a society where there is the need of certain knowledge, abilities and values in order to enhance the communicative competence and involve successfully.

The use of the English language has gained a great relevance in Costa Rica through the passage of time. Hence, The National Ministry of Public Education tries to look for suitable strategies to be implemented in the classroom in order to increase the target language competence as well as the skills of the students. In the same way, speaking is one of these four basic skills in English. The following statement established in the Programa de Estudio de Inglés: Tercer Ciclo de la Educación General Básica y Educación Diversificada MEP (2016), provides the reason why speaking is a fundamental skill in the knowledge construction process:

> Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities. The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school (p. 4).

This evidence highlights a greatly significant argument that leads to explain why this action research project has emerged. Without a doubt, having English as a second language has acquired greater meaning for social, academic and professional aims in the Costa Rican education over the years. As it was previously cited, speaking English is an ability that every

learner needs to get in order to achieve meaningful opportunities for their future. Thus, pupils deserve to experience a knowledge construction process in which they feel comfortable enough speaking English to make them produce the best performance meanwhile building this path. Hence, it can be said that the ability to communicate and interact with others play an essential role in society due to the fact that learners will have better job and education opportunities for personal growth. The book Habilidades Comunicativas en las Lenguas Extranjeras (2004) [Communicative Abilities in Foreigh Languages], states how the speaking skill benefits the development of the foreign language as the following,

> There is a relationship that occurs when the teacher and the students build together a speaking act whose main objective is to provide the means for those who learn to develop mechanisms that favor the development of language. Conversation and interaction are necessary to increase communication in students of a foreign language. In the classroom, knowledge is acquired and developed through communicative skills (p. 15).

That is to say that speaking allows being able to speak and stablish a conversation with the classmates, which is an essential piece that provides students with an increase of their speaking level, proficiency, and competence. Thus, the speaking skill becomes an indispensable element when building the knowledge of a new language, because it is about talking in a completely different language that differs from the students' mother tongue. For this reason, communication states a whole relevant role in learners' life, even more when they are communicating in a foreign language. Moreover, it has been shown that speaking increases the target language communication throughout the conversation and interaction that students are going to perform in the classroom which at the same time, is the place where the knowledge will be acquired by the implementation of communicative skills. Consequently, it can be deducted that learning English

has become a vital tool to construct not only knowledge, a future too for personal and professional growth. For all these reasons, the Costa Rican public academic education focuses its efforts on a continuous development of new innovations so that teachers can become a guide for learners to have greater opportunities at the time of acquiring English as a second language.

Due to the aspects mentioned above this project seeks to be implemented in order to provide a solution to the problem statement and provide with an innovation in the knowledge construction process as well. For that reason, experiential learning is a potential solution that is proposed to the applicant person of this action research project in order to provide a tool to enhance the situations that the students and professors have been going through in past years with traditional ways in the path of building students' knowledge. Therefore, this proposal is based on a learning by doing strategy named experiential learning, that strengthens the speaking skill. David A. Kolb (2015) offered the following definition of experiential learning as the following,

> Learning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them (p. xviii)

Kolb pointed out why this strategy is highly relevant. This strategy differs from having students only learning content which they are not able to apply because they do not get into real contact with them. That is why experiential learning as a communicative strategy is presented as a proposal of this action research in order to enhance learners speaking skill meanwhile they are in the process of constructing their knowledge. In this way, students will be learning from experiences that can possibly be presented further in their life and that will increase their communication level. This experiential strategy is proposed in order to expose students to an

innovation because it is demonstrated that students get more knowledge from experiences. As cited, "…students gain more from direct experiences as opposed to more traditional approaches to education." (Wurdinger, 2005, p.7.) Hence, this proposal attempts to develop and provide a modern as well as an innovative strategy to be implemented in the classroom that allows them to be in contact with the content by a expose to direct experiences from which they are going to construct their knowledge path. Thus, education improves and there is a better development and performance by learners in the English speaking skill. For all the elements mentioned, this action research project seeks to promote a more effective, innovative, and lifelong knowledge construction process.

1.3 Purpose

The speaking skill is an essential element for the social agents to increase their linguistic competence and enhance their communication level as well. For this reason, this action research project has grown. This proposal named The Implementation of Experiential Learning as a Communicative Strategy to Enhance the Speaking Skill in the Knowledge Construction Process has the purpose of improving the aforementioned skill through allowing learners to be exposed to experiences. The Programa de Estudios de Tercer Ciclo de Educación Diversificada (2016) states a reason why speaking is highly relevant in the knowledge construction process as the following,

> Speaking English fluently is a skill that learners undoubtedly must develop. Therefore, the educational policies in the framework of Education for a New Citizenship are aimed to provide learners with an education for life that encourages creative innovation and multilingualism to enhance human development with equity and sustainability in the context of quality schools (p. 16).

This evidence highlights the fact that English allows learners to express themselves in front of others fluently and to transmit their ideas effectively in a language that is different from their mother tongue. That is why the Costa Rican educational system has the objective of providing students with a process that helps them to construct knowledge that prepares them for their future life; this is achieved through an innovation in order to increase students' development meanwhile they are in the process of building knowledge. This allows the social agents to get a great educational success. Consequently, the purpose of this project is to provide the person in charge of implementing this action research with an innovative proposal that permits students to achieve the level of English that the educational program sets as the aim. Therefore, experiential learning is the innovation proposed in order to enrich the social agents' speaking skill in the knowledge construction process. Hence, this proposal, which seeks to contribute to enhance this knowledge path, is based on a strategy of learning by doing that strengthens the speaking skill. Reynolds et al., (2007) provide the following statement of experiential learning,

> Experience-based learning is that the student groups generate in the classroom the experience of working in multidisciplinary teams, learn to depend as least as much on their own ideas and experiences as on input, and analyze power relationships as they evolve within the programme (p. 9).

Thus, students will be learning from experiences that can be presented further in their life and that will increase their communication level. This communicative strategy allows learners to be exposed to real life scenarios where they can put into practice the target language and be prepared for future situations in which they use it as well. This means that the experiences are going create a bond between the student's knowledge and the enhancement and effective acquisition of the English language. Thus, the experiential learning strategy is stated on this

action research proposal due to the fact that experience is essential for accomplishing an effective knowledge construction process. In other words, experiential learning as a communicative strategy provides students with real-life settings that they will encounter to use the target language in different contexts. Therefore, those experiences contribute to enhance the skills needed in order to increase the social agents' English competence level, which, as previously mentioned, is the purpose of this action research project.

1.4 Objectives

1.4.1 General Objective

- To develop a proposal for pedagogical action that involves the experiential learning strategy to enhance the speaking skill in the knowledge construction process.

1.4.2 Specific Objectives

- To state the need to enhance learners' speaking skill through the application of experiential learning strategy in the knowledge construction process.
- To substantiate conceptually the experiential learning strategy to reinforce learners' speaking skill in the knowledge construction process.
- To plan sequential activities that allow the implementation of experiential strategy to reinforce learners' speaking skill in the knowledge construction process.

1.5 Research Questions

In order to understand the main events that occur around this proposal, it is fundamental to recognize the different elements that intervene in this action research project. According to the book Introduction to Research in Education, "a research question can help identify the variables under consideration and determine the type of data that will need to be collected" (Ary et al., 2006, p.524). Thus, once these elements have been recognized, it is time to proceed to ask the questions that will lead to the establishment of the project variables and their indicators. Establishing the following research questions was significantly important because they increase the probability of finding a solution to the problem and facilitate the clarity of ideas throughout the development of the project.

• How does observation help to improve the experiential learning strategy?

• How is the experiential learning strategy improved by implementing activities in the knowledge construction process?

• How is the experiential learning strategy affected by experimentation?

• How does vocabulary help to improve learners' speaking skill?

• How is the speaking skill affected by learners' fluency level?

• How is the speaking skill affected by learners' pronunciation level?

• How does the action-oriented approach help to improve pupils' learning process?

• How is the learning process improved by the use of didactic sequence?

• How does the implementation of tasks improve the learning process?

1.6 Hypothesis

The implementation of experiential learning as a communicative strategy in the knowledge construction process helps to enhance the learners' speaking skill.

1.7 Chapter's Conclusion

To conclude chapter I, it is important to notice that acquiring English as a second language is essential for the Costa Rican education. Thus, this action research proposal states a general objective as well as specific objectives to achieve the aim of enhancing the learners' linguistic competence. In addition, the introduction, rationale, purpose, research questions and hypothesis described above offered clarity about the intention of this project which is contributing to improve the students' speaking skill. This skill, as part of the four required abilities needed for a correct English language application, needs to be observed and analyzed in detail due to fact that it is part of a great communication between people. That is why, the aspects mentioned before will give guidelines for the implementation of this action research proposal.

The introduction addressed the importance of the chapter in order to give a clear idea about the reasons why this proposal has emerged. Likewise, the rationale statement aroused because of the deficient training of students in the acquisition of a second language. Furthermore, this project had the purpose of establishing whether the experiential learning strategy can be implemented to increase the speaking competence, using elements such as experimentation, activities, observation, vocabulary, fluency, pronunciation, didactic sequence, tasks, and action-oriented approach. These elements greatly facilitate the formulation of the purpose of this action research. Then, establishing the research questions helped to determine the data that will be collected throughout this proposal. Additionally, according to the book named Introduction to the

Research in Education 8th Edition (2006), it is stated that "the hypothesis gives direction to the collection and interpretation of the data; it tells the researcher what procedure to follow and what type of data to gather" (p.82). Hence, the hypothesis of this proposal was based on the implementation of experiential learning as communicative strategy in the knowledge construction process to help enhancing the learners' speaking skill.

In order to accomplish all what each element stated in this first chapter, experiential learning is a great source for enhancing the speaking skill. It gives a great opportunity to achieve the project objectives, because it has been shown that pupils prefer to learn by doing "…students gain more from direct experiences as opposed to more traditional approaches to education." (Wurdinger, 2005, p.7.). Meanwhile, experiential learning strategy is a useful tool, the current English Syllabus 2016 has another perspective. According to Araya (2021):

> The Ministry of Public Education of Costa Rica (MEP) agrees to apply, as a graduation requirement, a test of linguistic proficiency in English or French to the final year students of diversified education in the different modalities of schools or academic programs (p. 1).

It can be observed that this curriculum focuses a great importance on giving priority to learners' outcomes instead of focusing on the process. Even though the Syllabus 2016 objectives are remarkable, they can be improved by the implementation of experiential learning as a communicative strategy since the Ministry of Education seeks to achieve an intermediate (B2) level. According to the English Program for the III Cycle of Basic General Education and Diversified Education (2016),

it is expected that by 2021 students will be able to perform within the B1 or B2 levels

depending on the curriculum they have been following up. In this same document, it is

stated that, to achieve this objective, not only the curriculum but also the teaching and

learning process and the assessment within the classroom must be aligned (p. 3).

These same objectives would be achieved using the strategy proposed due to the fact that it gives

the learners opportunities to create their own construction of knowledge throughout the

implementation of learning by doing activities. In addition, this project seeks to provide

efficiency of concrete, evaluable and verifiable language skills. To do so, it must be truly

effective in its teaching methodologies and strategies. Hence, the benefits of this proposal makes

it possible to avoid a monotonous and repetitive learning and at the same time, it innovates the

Costa Rican educational system.

In the next segment, which is chapter II, it will be developed concrete concepts and

theories that support the elements described in this previous chapter.

Chapter II

Literature Review

2.1 Introduction

It is widely known that speaking skill is one of the most needed abilities for conducing communication between people. "In real life, people use language to communicate to other people. People often use the same language with people they talk in order to make them understand and get the meaning of the message." (Putri, 2013, p.1.). Speaking as an important part of the communication process needs to be correctly implemented in order to let people understand each other. That is why, when learners are learning a second language is essential to implement an effective strategy that will enhance their speaking ability. According to Putri (2013),

> Foreign language learners may encounter various communication problems when their interlanguage is limited. In order to convey their messages and remain in a conversation until their communication goal is achieved, ESL (English as a Second Language) learners need to employ communication strategies, which have been defined generally as devices used by second language learners to overcome perceived barriers to achieving specific communication goals (p.1).

In addition to this citation, to give to this project the respective importance, which is to enhance learner's speaking skill, especially at the usage of a foreign language, needs an effective strategy that is going to lead them to a successful communication; defeating those barriers that could become into an obstacle. For this action research proposal, the literature review is one of the most important sections; due to the fact that it provides to the reader certain and precise information related to this theme. Moreover, the information given is reliable, and the sources presented are totally truthful so that the reader can be able to feel deeply confident. According to

the definition provided by book Research Design Fifth Edition: "It provides a framework for establishing the importance of the study as well as a benchmark for comparing results with other findings." (John W. Creswell & J. David Creswell, 2018, p.26). For that reason, this chapter encompasses all the support and endorsement needed to accomplish a well-constructed literature review. Since the previous statements ensures what is the importance of the literature review, the variables previously assessed and approved will work as the core of this theoretical framework.

During this chapter the variables and its respective indicators will be analyzed upon the statements proposed whether what is established on the hypothesis can be reachable or not. Thus, experiential learning strategy and speaking skill variables are studied in detail companied by the third variable which consists on the knowledge construction process. Summarizing, all the information collect from them will constitute the theoretical framework that supports the idea of implementing experiential strategy in order to enhance the learner's speaking skill in the knowledge construction process.

Consequently, the first variable stands for experiential learning strategy. However, it is crucial to define the concept of this strategy before continuing: "A common usage of the term "experiential learning" defines it as a particular form of learning from life experience: often contrasted it with lecture and classroom learning" (Kolb, 2015, p.18). Thus, experiential learning strategy provides a great help to improve the knowledge construction process because throughout the implementation of real-life situations students produce new knowledge that increases their English level. Moreover, this variable is selected accompanied by three indicators: observation, activities and experimentation.

Observation is the first indicator of this variable. This indicator was selected because of its fundamental role in the recollection of information of the experiential learning strategy implementation in the speaking competence skill. According to Martinez and Carmona (2009),

For language competences to be developed, individual characteristics need to be taken into account; moreover, personal and social experiences are vital in a real-life environment. This lead students to be instructed on them without depending on an individual perception, so that through observation of their behavior, they can assess and appreciate part of their performance and capacities (p.109).

What this means is that observation will allow students to be aware of their learning within the knowledge construction process. Moreover, throughout the class observation the researcher in charge of accomplishing the project will gather the information needed to support it.

The second indicator to be analyzed within the variable of experiential learning strategy is activities. For a correct development of this proposal, activities were selected in order to state the need of having learning by doing communicative activities in which learners are prepared to face real life situations for their future. Implementing these activities aroused in response to the necessity of increasing the students' communicative competence through meaningful activities in which they feel comfortable. As cited by Jeremy Harmer (2008) in his book,

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it. (p. 123)

That is to say, learners need to be exposed to activities where they enjoy their knowledge construction process so that they can give their best performance through their development, progress, and experiences.

Lastly, the third indicator of the experiential learning strategy is experimentation. It was selected because this action research project has been a great implication for both teachers and students. However, in this case, teachers need to be transformed into mediating agents and facilitators of learning, in order to let students experiment by themselves and learn from that experimentation. According to Terry Doyle, and Todd D. Zakrajsek (2011), "When we provide students meaningful choices in what and how they learn and more control over how the learning that takes place, we are optimizing their opportunity to choose to engage, participate, share, and work hard at the learning process." (p.78). With this information, it can be said that learning through experimentation give teachers and students the extraordinary opportunity to create experiences to build meaningful learning, from experimentation as well as from pupils' own exploration. These indicators support the experiential learning strategy and explain why they are important in the knowledge construction process.

Likewise, speaking skill is selected as the second variable of this action research project. As mention in the Teaching Speaking Skills (2017), "Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language" (p.1). For this reason, speaking skill needs to be enforced during the knowledge construction process. That is why, speaking skill is selected in this action research project as a variable in order to enhance students' communication competence. Because, when learners develop speaking effectively, their languages goals will be achieved successfully. As part of this variable; three indicators have been selected in order to sustenance it. They are vocabulary, fluency, and pronunciation. It is

important to define the importance of vocabulary within the language: "Vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others express their own ideas." (Lessard-Clouston, 2013, p.8). Without the implementation of the vocabulary, communication in a second language learning is difficult due to the fact that learners are not going to understand any meaning or even any context presented. Furthermore, vocabulary helps speaking strategy to be more effective and precise.

Fluency is the second indicator within the speaking skill variable. Fluency is remarkably essential because a proper fluency in the English language allows learners to be understood without difficulty when communicating with others. At the same time, the receiver can clearly understand the message that is being transmitted to them. Thus, the importance of fluency in the knowledge construction process is having learners that can communicate with accuracy and effectiveness, in other words, they must communicate in a fluent way. The book Dimensions of L2 Performance and Proficiency: Complexity, Accuracy and Fluency in SLA (2012) supports this idea because it defines fluency as "the ability to produce the lenguage with native-like rapidity, pausing, hesitation, or reformulation." (Housen et al,. p. xiv). For this reason, fluency was selected as an indicator of the speaking skill variable, because it deals with the proficiency of the English language, and since one of the aims of this project is to enhance learners' speaking skill in the knowledge construction process, fluency can be improved through the speaking skill. As cited by Timothy Rasinski and James K. Nageldinger, "In its most general sense, fluency is associated with proficiency" (2016, p. 13). This makes fluency a great combination in the speaking skill to accomplish the purposes of this action research project.

Pronunciation is the last indicator included as part of the speaking skill variable. First, it is vital to mention what pronunciation means in English language. According to the Cambridge

dictionary the definition of pronunciation is: "Pronunciation means how we say the words" (Cambridge Advanced Learner's Dictionary and Thesaurus). As it is, pronunciation plays a fundamental role in the enhancement of the speaking skill because it allows students to say and express ideas in the correct from.

> When we have students repeat words with the correct pronunciation (or say the words we want them to say based on cues we give them), it is because we want them to think about the best way to say the words. We want them to think of the construction of the words' pronunciation (How to Teach English, 2007, p.61).

Throughout the previous citation, the importance of why pronunciation was selected as an indicator as part in the knowledge construction process is evident, students need to build a strong construction of words in order to enrich their speaking competence.

On the other hand, the last variable imposed in this action research project is knowledge construction process, which is going to be established around the indicators of action-oriented approach, didactic sequence, and tasks. The concept of "knowledge construction" is defined as: "Knowledge construction is a collaborative process which aims to produce new understanding or knowledge which exceeds something that anyone alone could not achieve. It is also essential that knowledge construction is based on each other's' ideas and thoughts" (IGI Global Dictionary). That is, the main principle of the knowledge construction is about constructing new knowledge, new tools, for enhancing the learning process of each learner. The first indicator of this variable is the action-oriented approach which is significant to this study due to the fact that it is currently applied in the Syllabus (2016), "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). Thereby, this approach aims to

enhance the English competence, including the speaking skill that is contained within this research project.

In the same way, as part of this important variable (knowledge construction process), didactic sequence is directly connected because according to Carandell, (2013), indicated:

> A didactic sequence is a successive, interconnected set of learning activities, which are intended to create a final product that responds satisfactorily to the social and cultural practice giving it meaning. In the learning and teaching of communicative linguistic competence (CEFR 2018) and discourse competence, the didactic sequence starts with the concept of language as a whole and comes back to it after working specifically on aspects related to the communicative situation and the linguistic code. (p. 116)

Summarizing the previous citation, didactic sequence is a group of activities designed regarding the accomplishment of the objectives stated at the beginning of the implementation of the activities. That is why didactic sequence was selected as a significant part of this variable.

Finally, as the last indicator of the knowledge construction process is task. The CEFR (2018) defines task as:

> Tasks are a feature of everyday life in the personal, public, educational or occupational domains. Task accomplishment by an individual involves the strategic activation of specific competences in order to carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome (p.166).

As it was stated, tasks are crucial to determine the outcome of a specific objective or objectives that are going to be carried out throughout activities. In the usage of experiential learning in

order to enhance the learner 'speaking competence, the implementation of tasks constituted a central role. That is why, it was selected as an indicator of this third variable.

In synthesis, this previous chapter indicated why the three variables (experiential learning, speaking skill and knowledge construction process) and their respective indicators were selected for this project. The first variable, which was experiential learning, was chosen due to the fact that it is a strategy that seeks to promote real life situations so that students can be exposed to events that they can face in the future. Through observation, teachers are able to analyze whether or not the implementation of this strategy achieves the function of letting students learn by their own experience. Moreover, facilitators can gather crucial data to continuing rehearsing the knowledge construction process. Likewise, the activities were a significant part of this variable because through their implementation, researchers can collect relevant information about how well students' performance increase through the learning by doing activities. In addition, experimentation, as part of this first variable, allowed pupils to enhance their knowledge construction process based on real life actions. Simultaneously, experimentation permits having students learning by themselves, which creates a learner centered classroom.

For the second variable, the speaking skill, it was mentioned that it is an important element within the language competence, supported by its three indicators (vocabulary, fluency, and pronunciation). Vocabulary can be inferred as a way to improve the English language when learners express their ideas. Moreover, an extended vocabulary would allow pupils to increase their knowledge and thus, they enhance their lexicon and the thoughts that they want to communicate. In the same way, fluency took a significant part within the speaking skill variable due to the fact that fluency allows learners to express themselves in a foreign language

effectively, without making a lot of pauses or overthinking. As it was stated in the third indicator, pronunciation is a fundamental part of this variable since it stands for the correct pronunciation of the English language, without having a message that is misunderstood.

Finally, the last variable selected was based on the knowledge construction process. As part of it the action-oriented approach, didactic sequence and tasks were selected as its indicators. The action-oriented approach was presented because it is the current approach of the syllabus 2016. Likewise, the didactic sequence referred to a group of activities arranged in a specific sequence in order to enhance students' knowledge construction process. Moreover, tasks were chosen to assign a respective evaluation of the learner's development and progress within their English language acquisition.

The next segment covers in detail the first variable and its indicators. Its purpose is to explain their importance within the knowledge construction process.

2.2 Experiential Learning

The variable presented is experiential learning as the strategy selected in order to enhance the learner's speaking skill in their knowledge construction process. The use of experiences to improve a construction of knowledge process might increase the learner's English level. Nevertheless, it is important to clarify the definition of experience itself in order to continue talking about the learning strategy. Malcolm Pritchard (2017) claimed: "Put simply, experience might be described as the sensory bridge between the human mind and the external world" (p.23). He stated that experience is the unifying thread between the mind and the society and the world itself. Adapting this context to educational field, the experiences are going to be the bridge

between the student's knowledge and the enhancement and effective acquisition of the English language. Thus, the experiential learning strategy stated on the principle that experience is essential for accomplishing an effective knowledge construction process.

Moreover, it is significant to mention that the role of the professors and researches in charge of the execution of this project. Researchers provide to the students real-life activities that will encounter them to use the target language in different contexts. Likewise, those experiences provided by the researchers that are executing this action research proposal within the knowledge construction process, are going to contribute to enhance the skills needed in order to increase their English level. The Association of Experiential Learning (2021) indicates: "An Experiential Learning Strategy is an educational model. Experiential learning is a strategy in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (p.6). As it was stated, experiential learning is defined as an educational strategy where with the appropriate instruction within the knowledge construction process students will acquire knowledge and increase their English level. To summarize the importance of the experiential learning strategy in the knowledge construction process, throughout this strategy students will take a central role in their learning process in order to produce the experiences that are going to contribute to enhance their speaking skill.

> Experiential education is the process of actively engaging students in an experience that will have real consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking (Malcolm, 2017, p.123).

To conclude the importance of this variable was stated in the previous citation, because it says that learners will discover and experiment by themselves the remarkable experience of developing a new skill, speaking in a foreign language: English language.

In the following paragraphs, the indicators of this variable (experiential learning strategy) are going to be explained in detail in order to understand what they stand for and their importance within the knowledge construction process.

2.2.1 Observation

Regarding this indicator as part of the experiential learning variable is essential to mention its importance within the construction knowledge process. Observation focuses on the recollection of all data produced during the implementation of the action research project. According to Jeff Archer et al., "quality observation takes a special set of knowledge and skills. To collect evidence, you need to know what evidence is, and what kinds of evidence are relevant" (p.3). In addition to this citation, the special skill that should be taken in this case is speaking, the evidence is all the information gathered through the implementation of the selected strategy, and at the end selection of what was helpful and what was relevant about it. Based on this reason, once the implementation is finished, the researcher could be able to select remarkable evidence for proving how it was throughout all the knowledge construction process of the learners. According to Saiz Manzanares (2013),

Observation: Procedure and/or technique of gathering information, in a voluntary way, of determined behaviors and it needs systematic annotations, with the aim of creating a

meaning system. In a wide vision, observation is the coded result of the act of observing,

followed by the act of interpreting the situation. (p.20).

In agreement to the previous citation, observation has a vital part within the implementation of

experiential learning strategy for enhancing the learner's speaking skill in the knowledge

construction process. Due to the fact that it is going to provide the required information in order

to conclude if the implementation of observation will contribute to the skill proposed in this

project or not. "The fact of being observed can sometimes modify the student's behavior, for

example, making it less frequent. For that reason, is convenient to introduce to an adaptation

period" (Saiz Manzanares, 2013, p.56). The participants of observation would be the students,

and as the citation mentioned, for a successful data gathering is important to create a systematic

method that will contribute the gathering of information as much transparent as possible. To sum

up with this indicator, the correct implementation of this indicator will lead into a successful data

collecting, then determining if this action research project will improve the speaking skill among

classrooms in Costa Rica.

2.2.2 Activities

It is part of the aims of this action research to have learners that can be able to produce

communication effectively and in a proper manner. They should have the knowledge to transmit

their ideas, thoughts, believes and every single word that they want to communicate in a clear

way. Thereby, the activities that are going to be implemented in the experiential learning strategy

are a powerful tool can guide the learners through this knowledge construction path. Due to the

fact that an appropriate implementation of these activities directs to an increase of pupils'

speaking competence and seeks to enhance the aforementioned skill in the Costa Rican public educational institutions. According to the book Teaching and Learning Languages: A Practical Guide to Learning by Doing, "Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture." (Buck et al., 2012, p.55). It is for this reason that implementing communicative activities during the knowledge construction process is of utmost relevance in regard to the experiential learning strategy. It is relevant because learners need potential activities in which they can perform the speaking skill in real life contexts that they might face in the future. In addition, this project aspires to prepare students through practice, as Miller (2009) states "Improving your speaking skills is achieved via preparation, planning, practice and performance." (p. 39). Hence, this proposal attempts to develop innovative activities to implement in the class. Thus, the knowledge construction process improves and there is a better development and performance by learners in the speaking skill.

It is highly important to recognize the vitality that the learning by doing activities represent for an ideal development of this action research project. This is the reason why the activities should not be proposed without background information about the validity and reliability. Moreover, learners' development and performance, as mentioned before, should be observed in order to decide whether or not the activities work for all of them. It is significant to always remember that there are different learning styles and that the activities should adjust to their needs. As it is mentioned by Verónica Baena (2019),

> Before incorporating an experiential activity into the program, the profile of the students
>
> should be analyzed. It will be opportune to discover their learning needs and

expectations, as well as to determine their level of experience and mastery of the subject (p.136).

 Therefore, it is essential to accentuate the necessity to look for the best experiential activities in order to give learners the chance to get the new language through communication and the practice of it. For this reason, the information collected regarding these learning by doing activities and a great application of them at the same time, can improve the current educational program to provide students with an excellent learning experience. Consequently, a proper application and implementation of the activities throughout the experiential learning strategy enables the aims of this action research project to be achieved.

According to what was explained previously, it is possible to say that it is imperative to originate innovative proposals that strengthens the Costa Rican public educational system. In order to accomplish the objectives of this project utilizing the experiential learning as a communicative strategy, these activities might include elements that truly put into practice the pupils' speaking competence, such as drama and role plays, where students must execute the knowledge learned. As the authors Jemma Buck and Christopher Wightwick (2012) mentioned in their book:

> The main distinction between drama and role-play is in the extent to which students use their initiative and imagination: role-play is largely practice of known language, whereas drama involves invention and more spontaneous use. Both have their place in language learning.

In addition to this citation, it can be said that having students performing a scene activates the speaking abilities that they have stored in their brains and makes them think on more ways to

execute these capabilities. Furthermore, students can act out their own experiences in order to perform them in front of the audience, as another learning by doing activity in which learners enhance their speaking skill. As stated by Alison Davies (2007), "Storytelling helps with listening and speaking skills. They will learn the importance of listening, of how to communicate ideas and interact with others. They will develop their vocabulary and learn when and where to use words and phrases." (p.6). In this way, a continuous implementation of activities in the experiential learning strategy can positively affect the students' performance.

It would be reasonable to conclude then that, implementing speaking activities is highly important and significant because it brings plenty of benefits to the knowledge construction process since the experiential learning strategy proposes an innovation in order to get rid of the traditional and monotonous teaching and learning techniques. It has been demonstrated that students learn more when they are interested in energetic activities rather than repetitive activities they are used to every year. As stated in the book Teaching and Learning Languages: A Practical Guide to Learning by Doing, "…more learning takes place when students are engaged in relevant tasks within a dynamic learning environment rather than in traditional teacher-led classes." (p.55). This shows that experiential learning as a communicative strategy works completely well with learning by doing activities because students will be taking actions on their own performance, and this can improve their development in the knowledge construction process. Therefore, speaking activities in which learners make actions, have a lot of advantages to improve they current syllabus. Jeremy Harmer (2007) mentions about these benefits in his book: How to Teach English,

> 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. (p. 123)

The information cited demonstrates that communicative activities help to turn the English

lessons into an active and even enjoyable classroom for learners. To reinforce the importance of

this indicator in the learning strategy variable, it is necessary to point out that learning by doing

activities are crucial because they function as a vehicle to move pupils towards an independent

and confident learning, which enhances real communication. As cited in the book Essential

Speaking Skills, "it is important for learners to practice the language they are learning in

situation which are similar to life outside the classroom. They need to practice real

communication." (Baker, 2003, p. 23). Thus, it can be said that a great practice that involves

experiences to fortify the speaking abilities, prepares learners for their future life outside of the

educational institutions.

2.2.3 Experimentation

It is essential that students not only learn and understand the target content that the

teacher is delivering to them. It is also important having them achieving the point of being able

to apply all the knowledge acquired. For this reason, experimentation is relevant in the learning

experience strategy. Because it allows learners to experiment through the continuous practice so

that, in this way, it remains in their long-term memory and at the same time it can be a useful

tool that will help them in their future. As cited by Malcolm Pritchard (2017),

The role of long-term memory is a significant part of experiential learning because it is only those elements of an experience that are stored in memory that will be available at a later time for retrieval, reflection, and perhaps cognitive construction and personal growth (p. 112).

According to the information previously cited, it is possible to say that experimentation deals with the improvement of the learners' performance within the experiential learning strategy. To accomplish this knowledge construction throughout experimentation, this proposal seeks to facilitate and provide assistance in the knowledge construction process, for students to comprehend and collect relevant information that will be highly important and necessary in order to learn over experimentation. To do so, it is necessary to promote more student-talking time rather than teacher-talking time. This can be achieved through a student-centered class. According to the book Practice Teaching: A Reflective Approach (2011),

Learner-centered teaching means teaching that reflects learners' individual differences in cognitive styles, motivations, needs, and interests. Developing a learner-centered focus to your teaching involves drawing on students' life experiences, creating opportunities for students to interact and cooperate, and to develop a sense of shared interests and concerns (p.130).

This previous information means that learners are the protagonists of each lesson, thus, it is a need to make them produce language in real time conversation. It is highly important to allow students to speak and learn from speaking. Hence, in this case, teachers become facilitators to let pupils experiment by themselves. Terry Doyle and Todd Zakrajsek (2011) explained in their book the role of a facilitator in a learner-centered classroom:

The facilitator's job is to support everyone in doing his or her best thinking and practice. To do this, the facilitator encourages full participation, promotes mutual understanding, and cultivates shared responsibility. By supporting everyone to do their best thinking, the facilitator enables group members to search for inclusive solutions and build sustainable agreements. Effective facilitation also involves thorough knowledge about the particular topic or content that the group is addressing (p.53).

That is to say, in student-centered classroom, the focus of instruction moves from teachers to students. Learners are now the ones that are going to take the active role of the learning experience. Hence, part of the aims of this proposal is to have students that can be capable of being independent, by placing the responsibility of the knowledge construction process in their hands. What teachers do is to provide assistance when needed, in other words, teachers become facilitators to take advantage of experimentation.

To conclude with experimentation as the third indicator of the experiential learning strategy as a variable, it has been demonstrated that it is necessary to recognize that letting students experiment by their own is vital to help students construct their knowledge. Experimentation through a student-centered learning environment empowers learners to take ownership of the learning experience. In order to achieve this, facilitators need to encourage conversation and communicative activities in which learners are exposed to learn by doing to enhance a lifelong learning. This is pointed out in the book Learner-Centered Teaching: Putting the Research on Learning into Practice (2011), "There is also evidence that information learned through active discussion is generally retained better than material learned through lecture. Students often prefer to participate in discussions rather than be passive learners in a lecture." (Doyle et al,. p. 90). In other words, letting students learn through experimentation is

significantly important because it is about forming competent citizens that can be able to communicate in a second language effectively.

Lastly, during this chapter the experiential learning was the variable explained along with its three indicators. The purpose was to express the importance of this variable within the knowledge construction process. Experiential learning involved the strategy learning by doing in which students are exposed in an innovative proposal, and how experiences improve learner's speaking competence. The first indicator mentioned was observation, that emphasized the collection of data, due to the fact that based on the information gathered is going to prove if the strategy selected works or not. The second indicator was activities, which explained why learners need learning by doing activities that engage them and enhance the construction of their knowledge. Finally, the third indicator was experimentation, where it was explained that learners need to learn by themselves, they need to experiment. Hence, the teachers become facilitators and a student-center class is created.

2.3 Speaking Skill

The English language is a primary tool for broadening professional and personal objectives. Studying English allows learners to express themselves in front of others fluently and to explain their ideas with order and clarity in a language that differs from their mother tongue. This will permit students to get a great educational and even professional success in their future. As cited by Clouet and Cranfield (2015),

Nowadays, mastering foreign languages is an indispensable requirement in diverse professional and academic fields as well. There are many causes and different reasons

why English proficiency has become a determining factor in education and almost an

indispensable condition for a professional success (p. 11).

Therefore, in order to achieve this vital requirement to immerse students into a variety of

opportunities for their future, the second variable to take under consideration in the present

action research project is speaking skill. Speaking is a significant step to start interacting with the

ones around in a social context. This skill is an exceptional mean to communicate and express

ideas, thoughts and believes to other people from different cultures, backgrounds, and

knowledge. According to Kadam et al., (2018):

Speaking is an act of making vocal sounds. We can say that speaking means to converse

or expressing one's thoughts and feelings in spoken language. To speak often implies

conveying information. It may be from an informal remark to a scholarly presentation to

a formal address (p. 35).

This previous information means that this important skill helps to express feelings and emotions

to the receiver. For this reason and with all the information mentioned above, it can be said that

the speaking skill is highly important in the knowledge construction process, because it aims to

provide plenty of benefits through communication. At the end of the day, this is the main reason

why this proposal has grown, because it seeks to enhance the speaking skill in the knowledge

construction process through a communicative strategy that entails learning by doing activities.

The speaking skill becomes an important aspect when learning a new language, because it

is about talking in a completely different dialect which is being learned. Thus, communication

states an entire important role in every person's life, even more when they are trying to

communicate in a foreign language. As cited by Escarpanter (2010),

Humans have always felt the need to communicate with others. This is why language

plays an essential role in our lives. Without the instrument of the word and the ability to

express it through the voice, it would be almost impossible to coordinate activities, apply

for a job, organize a trip, choose the representatives of public institutions, among a

variety of other elements that are part of our lives (p. 16).

This demonstrates that communication has taken a vital position in people's lives. That is why

pupils' speaking skill is a significant social tool to communicate with others in the target

language, during the knowledge construction process. However, it is not a secret that speaking is

one of the most challenging skills to perform. It has complicated elements, and this is the main

reason why it needs to be enforced in the process of this knowledge construction path. The book

English as a Second Language (2011) supports this idea in the following citation:

Not only for being a productive skill but also for enjoying such multifaceted and complex

aspects, speaking is often considered as one of the most difficult skills to develop, and for

most language learners, acquiring a nativelike competence in speaking seems almost

unattainable (Alonso, D., p. 122).

According to this information, speaking should be analyzed with due attention. To do so, it is

essential to profound speaking engagement to induce a class that has learners communicating

with each other using the target language in order to enhance their speaking skill in the

knowledge construction process. As mentioned in the book English Language Learning

Materials: A Critical Review (2010), "helping learners to participate in meaningful

communication in which they are using language to achieve intended outcomes is essential for

the development of communicative competence" (Tomlinson, B., p.5). In other words,

meaningful communication is the key to toughen learners' speaking performance during their

knowledge construction process. In addition, fostering a communicative English classroom has even more advantages beyond enhancing the speaking skill. As cited in the book Speaking Across the Curriculum: Practical Ideas for Incorporating Listening and Speaking into the Classroom (2004), "If speaking and listening skills are expected and inspected by teachers across the curriculum, we stand to boost the level of critical thinking and analysis and to increase the level of discussion and discourse in all subject areas" (CA HS Speech Association., p. 5). Undoubtedly, supporting students with effective communication skills, will benefit them with an effective communication and thus, the speaking skill would be enhanced in the knowledge construction process.

Therefore, this proposal has speaking skill as a variable in order to guarantee learners a correct and appropriate progress, performance, and development of their communicative capabilities. Moreover, another important characteristic of this action research project is providing learners with the chance to put into practice the language in several scenarios that include vocabulary, fluency, and pronunciation. These aspects are an essential component of this project because they function as the indicators of the speaking skill variable.

Vocabulary is selected as the first indicator of the speaking skill variable because it is highly relevant in the knowledge construction process. Due to the fact that the English language allows the ones learning to transmit their ideas in a clear and concise way through its vocabulary. The authors of the book English Vocabulary Elements (2007) stated,

> The size of the English vocabulary has some wonderful advantages. Although it may be true that any concept can be expressed in any language, a language can make the process easier or harder by providing or not providing appropriate words. Thanks to the well-developed word stock of English, English speakers have a head start over speakers of

other languages in being able to express themselves clearly and concisely (Denning et al,.

p.4).

This previous citation reflects that English vocabulary helps speakers to have the advantage of

expressing themselves more effective and precise. Hence, with the implementation of the

vocabulary, communication in this second language gets the knowledge construction easier for

students due to the fact that learners will understand meanings and contexts. In this way, they

would have plenty of vocabulary to use when communicating and thus, their speaking level will

be improved.

Likewise, it is worth to mention that fluency is important in the speaking skill variable

because learners have the objective of speaking in the language that is being learned as fluent as

possible. As cited by Sandra Götz (2013), "Investigating, describing and finding ways of

improving fluency in learner language has been subject of many linguistic and didactic studies,

one of the reasons certainly being that the great majority of language learners aim at speaking a

language fluently" (p. 27). This means that, when learning a new language, learners truly want to

speak the language in the best fluent way. That is why fluency plays an essential role in the

speaking skill and it is genuinely relevant in the knowledge construction process. For this reason,

this proposal seeks to improve students' fluency throughout the speaking skill so that learners

can achieve their aim of speaking fluently. It has been shown that fluency level deals with

learners' motivation because they perceive they fluency performance. As it is pointed out in the

book Fluency in Native and Nonnative English Speech (2013),

For the speaker, especially at an advanced level, the motivation to create a considerable

degree of perceptive fluency is very high, because, if perceptive fluency is not

guaranteed, the speaker may lose the listener's attention and thus even lose the self-confidence to speak in the foreign language (Götz, S., p. 70).

Thus, the importance of fluency in the knowledge construction process is having learners that can communicate and transmit their ideas effectively in a fluent way; in order to achieve their goal of communicating with ease and to increase their motivation as well. For this reason, fluency is selected as a highly imperative indicator of the speaking skill variable, because it deals not only with the English language proficiency, as it was previously explained in the introduction. It also deals with students' motivation and confidence when speaking a completely different language from the one they are used to speak. Hence, one of the purposes of this action research project is to enhance learners' speaking skill in the knowledge construction process, and fluency can be enhanced through putting the speaking skill into continuous practice so that pupils' self-confidence is improved at the same time. This means that fluency is an impressive mixture with the speaking skill in order to achieve the aims of this action research project.

The third indicator within the speaking skill variable is pronunciation. This indicator was selected mainly because students definitely need to practice the way they pronounce what they want to transmit, in order to deliver a message that can be comprehensible for the receiver. A great pronunciation of the English language is vital when speaking. Speaking must be taught and put into practice in a way that listeners, no matter if they are native or nonnative speakers, can understand without a lot of effort or misunderstanding of what is being said. Hence, pronunciation should be under the spotlight. It is a necessity to correct pupils' pronunciation mistakes for a great development of the speaking skill in the knowledge construction process. Marla Yoshida (2016) explains in her book Beyond Repeat After Me: A Guide to Teaching

English Language Pronunciation, that learners definitely need a great pronunciation to produce meaningful communication,

> If students need or want to speak English understandably, pronunciation is important. The days when learners only needed reading and writing skills in English are past. Depending on where you teach, many or all of your students will need to speak and understand English in real life to communicate with both native speakers of English and speakers of other languages. Even if students' grammar and vocabulary are strong, if their pronunciation isn't easy to understand, their communication will fail. We owe it to our students to give them the tools they'll need to be able to communicate successfully in English (p.1).

With the information cited in this previous citation, it can be said that pronunciation plays a major role in order to improve the speaking skill in the knowledge construction process because it allows students express and transmit their ideas and thoughts in a form in which the message that they are delivering can be understood. Thus, the reason why pronunciation is selected as an indicator of the speaking skill variable is evident: students need to create a solid construction of the way they pronounce the words in order to enrich their speaking competence.

2.3.1 Vocabulary

Learning vocabulary is such an important aspect when learning a foreign language. Due to the fact that acquiring widespread vocabulary is a useful and essential tool for communicating with others and enhancing the knowledge construction process as well. Vocabulary stands for all

the words or set of words within a language that learners are trying to learn. Michael

McCarthy supports this statement in his book Vocabulary (2003),

> When we speak of the vocabulary of a language we are speaking primarily, but not
>
> exclusively, of the words of that language. For our purposes here, it is most convenient to
>
> think of words as freestanding items of language that have meaning (p. 3).

In other words, since vocabulary is composed by the words of a language and their meaning, the

more extensive the vocabulary of the target language is, the better development and performance

of communication. For this reason, vocabulary plays an important characteristic in the

development of the speaking skill, because an extensive vocabulary enhances communication.

The lack of vocabulary is one of the causes of pupils' inability to express and communicate their

ideas in the language they are learning. That is why, special attention should be paid to the

vocabulary instruction in the class. Vocabulary deals with the forms and meanings of the English

words. Thus, these elements cannot go unnoticed during the lessons. As it is cited in the book

Exploring Vocabulary: Language in Action (2013),

> Vocabulary instruction should focus on both forms and meanings. The best methods for
>
> connecting word forms with their meanings must be known by teachers, taught to
>
> students, and practiced by both. I emphasize here that without knowledge of word forms
>
> (oral and/or written) there can be no access to meaning, and, conversely, without meaning
>
> to attach to, knowledge of word forms is essentially useless. Vocabulary instruction must
>
> therefore support both (Gardner, D., p.3).

That is to say that, if vocabulary instruction does not explain the form and meaning of each of

the words learned, it would be difficult for students to understand and to expand their vocabulary

knowledge. For this reason, it should be carried out effective vocabulary instruction in which learners have the opportunity to be exposed to enriching vocabulary language in order to increase their word knowledge and improve their speaking skill in the knowledge construction process. As mentioned by Elfrieda and Michael (2005),

> Although the exact nature of effective instruction changes across grade levels, the focus on and commitment to vocabulary instruction is a sustaining component of schooling. Effective instruction must also be multifaceted, encompassing: teaching individual words; extensive exposure to rich language, both oral and written; and building generative word knowledge (p.28).

Without vocabulary knowledge, language production nor comprehension can be achieved. For this reason, the implementation of an excellent vocabulary instruction is one of the most important requisites for acquiring a language. Vocabulary knowledge can be accomplished when teachers employ effective vocabulary teaching instruction and learning strategies in the knowledge construction process.

2.3.2 Fluency

Fluency is an indicator that constitutes a part of the variable of speaking skill. The remarkable English teacher Christopher Hill (2020) assures in his book: "The ability to speak fluent will revolutionize your life in ways you simply cannot see yet" (p.8). This author is refereeing to when people control their fluency level while speaking, they transform their attitude towards the English language. Due to the fact that they will be able to express emotions, ideas, disagreements without worrying about what they already said or if it was completely

understandable. In this section, the importance of fluency within the knowledge construction process will be explained in detail. First of all, when people introduce a topic for a class, project, meeting, among others, they should start by defining what they will be focusing on; otherwise, confusion can be a beneficial factor that can alter the order of the work or presentation. For that reason, before starting to explain the importance of this indicator within the knowledge construction process the term fluency should be described. In addition, fluency is defined as:

> Fluency in any language is the ability to be able to hold a conversation with confidence, to use the correct words and combinations accurately, and to do it all with easy confidence. You are fluent in your native language, and you don't consciously think of which words to use and how to group them because of its second nature to you. That is the core definition of fluency. (Hill, 2020, p.10)

In this statement, fluency comes when the learners stop overthinking and translating in their minds, when they achieve to speak with confidence. When students could be able to achieve to express ideas and feelings without making many pauses or without making many mistakes, at that moment, the speaking skill would be their strength. Even though it is not easily achievable, with students' commitment, encouragement, and appropriate instruction, it can be reachable. Nonetheless, it is common to see in different institutions try to improve or try to measure learner´s fluency only by tests. This situation makes a deterioration in their knowledge; due to the fact that is not possible to calculate or estimate their fluency level. According to Janet Gerber in her book how to Speak English Fluently (2014), she states a comment about that situation: "Many people base how good of English they speak on their English exam scores, but that's a bad idea. Anyone can cram for an exam and pass it. Most exams are not the best indicator of English fluency." (p.118). For that reason, fluency needs to be improved by actions, by

performance. Likewise, it gives a central role to the students. Those experiences are going to be beneficial to improve the fluency aspect in the knowledge construction process of the learners.

In addition to the previous statements, for acquiring fluency there is not a specific rule, statement, or test to follow as in other aspects of the speaking skill. This means, that fluency needs to be practiced and performed in order to enhance it.

> Fluency differs from the other elements of oral proficiency in one important respect. Whereas such elements as idiomaticness, appropriateness, lexical range, and syntactic complexity can all be assigned to linguistic knowledge, fluency is purely a performance phenomenon: there is (presumably) no fluency 'store' (Götz, 2013, p.37).

To explain the importance of this indicator in the knowledge construction process, fluency has a fundamental role in this process since it lets learners express themselves with confidence. Furthermore, it allows them to communicate effectively with native and non-native speakers. Consequently, fluency is an indirect factor that influences directly in the speaking level and the learner outcomes. Likewise, it is stated as an objective in the current curriculum Syllabus 2016: "CEFR STANDARDS: Can sustain conversations related to personal and educational routines and domains with fluency." (p.227). Previously quoted, fluency is a significant part of the Common European Framework of Reference for Languages (CERF) purposes of the new syllabus as well for this action research project. That is why, throughout the implementation of the experiential learning strategy for enhancing the speaking skill, learners will reach an effective fluency level, improving it with experiences.

2.3.3 Pronunciation

This is the third indicator which constitutes the speaking skill variable. Pronunciation has been seen and placed as a secondary part of learning English because during many years, professors have been focused on teaching grammar and vocabulary. Even though phonetics have been developed since many years ago, this aspect is still oscillating between its importance within English language.

Over the years, styles of language teaching have changed greatly, and the same is true of teaching pronunciation. In some time periods, teaching pronunciation has been considered extremely important, while at other times it hasn't been given much attention at all. Trends in teaching pronunciation are like a swinging pendulum— the emphasis goes from one extreme to the other. (Yoshida, 2016, p.2).

As it is noticed in this previous quote, pronunciation has been put into a roller coaster because some time it is at the top, considered important, and sometimes it is down, not even taken into account. However, in this action research proposal considers that it is fundamental because pronunciation stands for: "When referring to pronunciation we mean the ways in which speakers use their articulatory apparatus to create speech" (Derwing et al., p.2). In addition to this quote, pronunciation can be defined as how a person pronounces words. Moreover, it can be stated as the all aspects involved in oral production of English language. Nevertheless, learners believe that pronunciation means to talk as a native speaker, but it does not work in that way.

A more realistic goal, and one that more and more teachers and researchers recommend, is intelligible pronunciation— speaking in a way that most listeners, both native and nonnative speakers, can understand without too much effort or confusion. It's not a bad

thing if you can still tell that the speaker comes from a particular country or region, as long as the speaker can be easily understood by others (Celce-Murcia et al., 2010).

In the majority of the cases, students believe that pronunciation is not relevant, however, when they are talking to a native speaker they feel intimidated and one cause could be the lack of pronunciation skills. The importance of the pronunciation variable within this project is that learners acquire a great pronunciation while they are learning through the usage of different real-life experiences that will let them enhance their speaking skills. Additionally, one of the objectives of the syllabus 2016 is that students can be able to communicate effectively, and that includes the pronunciation aspect. Furthermore, pronunciation is an indicator; although it does not mean that it is not important enough. On the contrary, it is vital to accomplish the objective to contribute to the knowledge construction process.

To sum up this indicator, the book Pronunciation Fundamentals (2015) states the importance of pronunciation: "The goal of instruction in pronunciation is that the student (or patient) should learn to speak the language as naturally as possible, free of any indication that the speaker is not a clinically normal native." (p.134). The purpose of pronunciation instruction is not about transforming learners into a native speaker, the purpose is to encourage them to speak as natural and fluent as possible, using effective pronunciation of ideas, emotions, feelings and thoughts. This encompasses the main fundament of this indicator within the learners' knowledge construction process.

In synthesis, the speaking skill is a crucial resource to communicate with other English speakers and to transmit thoughts, ideas and experiences among the ones around. When students have the confidence and motivation to express their ideas in front of others, they can support their thoughts, and understand what happens around them in a completely different language

from their mother tongue. It was addressed that the speaking skill variable along with its three

indicators, which are vocabulary, fluency and pronunciation, reinforces the pupils' ability to

handle a conversation with native or nonnative English speakers, to communicate freely with

them and to be interested in the class. Then, it was explained the reasons why the vocabulary

indicator needs a great instruction so that students can spread their vocabulary knowledge and

thus, enhance their speaking skill and communication competence. Likewise, the indicator of

fluency was about its importance in the knowledge construction process of a target language. It

implied the correct and effective communication of emotions, ideas and thoughts that are going

to influence the learner's outcomes. Finally, the last indicator cited several important books in

order to indicate the importance of the pronunciation within the knowledge construction process.

Even though it has been seeing as the least important since several years ago, in this project it

has a fundamental role regarding the enhancement of the speaking skill. All the previous aspects

mentioned before cited the importance of each variable and indicator within the knowledge

construction process.

2.4 Knowledge Construction Process

Along with this action research proposal, two different variables were presented

(experiential learning strategy and speaking skill). Due to the requirements, three variables have

been stated. As part of it, the knowledge construction process has been included as the third

variable of this action research project. Throughout the following paragraphs, the importance of

this variable in the project is going to be defined. Likewise, the value of the indicators selected

for describing why they are so necessary within this variable. The knowledge construction

process has been a path that has faced several variations. In old times, this process was constituted by professors teaching according to their point of view. As a result, the student was a simple listener, and then the expected outcome was that the student learned a little bit. After that, learner puts it into practice without background information or support. Based on that, the classes were more teacher-centered, and students had a passive role because the curriculum itself did not let them develop several helpful facts such as confidence, social skills, and critical thinking. That is why, the knowledge construction has been successfully improving its perception. At this time, the teacher´s performance, and the student´s role have been changing and transforming marvelously. Thereby, it gives learners a central performance of their knowledge construction process, and the professor accompanies and guides them for their welfare. Based on those principles, the educational progression has enhanced enormously.

> Then, a teacher is training in new ways of mediation training and the implementation of the most supportive procedures, according to educational goals, the life cycle of their students, and current education policies. This is essential to enhance the academic performance of students, and thus allow those who have the essential conditions to face the challenges of the current and future context (Tobón et al., 2010, p.9).

In addition to the previous statement, the key aspect is to train teachers with new approaches that let students build their knowledge in order to be more effective and innovative somehow. Since they will be more prepared for future development inside society. For that reason, the following texts are going to be about the current knowledge-building scheme. The purpose is to explain its importance within the current syllabus applied by the Ministry of Public Education in Costa Rican high schools. Likewise, the indicators selected to support this variable are the action-oriented approach, didactic sequence, and tasks.

The last variable explained in this action research proposal is the knowledge construction process. This variable has a fundamental role within this project because it is the core where the other two variables are constructed. Alike this, the knowledge construction process has been defined as the construction of new concepts and ideas built on previous students´ knowledge. It consists of making new criteria and learning information to create helpful knowledge for increasing students´ language competence, in this case, English language usage. To better state the previous idea, a representation of the knowledge construction process is: "All learning is a mental construction process, all learning ensures the construction of significative knowledge in student´s mind" (Garcia, 2009, p.5). As cited before, the building knowledge process consists of creating and constructing knowledge to achieve an aim. Significant and helpful knowledge to ensure the correct improvement of the process. Moreover, it transforms the term "learning process" into the term of knowledge construction process.

In the implementation of the new Syllabus 2016, the knowledge construction process of a second language within Costa Rican high schools has been improving. According to Eli Hinkel in his book, Handbook of Research in Second Language Teaching and Learning (2005), he stated that an implementation of a second language curriculum has three main principles: developing language, encouraging academic goals, and implementation of sociocultural integration that are not far from sudden obstacles regarding issues or the implementation itself. Thankfully, the current curriculum involves all those goals previously attained because it states a core for learning the English language competence in all its abilities. Furthermore, it encourages the usage of the language by the implementation of tasks in real-life situation applications. Lastly, one of the purposes of this current curriculum is to integrate real-life context in order to make students get closer to the culture of the target language.

As fundamental aspects of this variable of the building knowledge process are: learners and the professors. To add real purpose to whatsoever curriculum states; the importance goes around to who the curriculum is made for and who will be improving it. So that, it is created for a group of students where it needs to be executed by a professional in this subject.

> The displacement of pedagogical practices towards student-centered learning is becoming stronger and more radical, and therefore there is a change in the teacher´s role. In this new role, the teacher does not dedicate himself to transmitting knowledge, the teacher should construct and orient the educational process in environments in which the students can identify and decide what they want to learn and the conditions in which they are going to do it (Sierra Varón, 2012, p.40).

As stated above, the old-fashioned performance and role of student and professor have been changing. Fortunately, within this current new knowledge construction process, the student has active participation that enhances their language competence, even more for the skill chosen in this action research process which is speaking. It is a fact that students have been getting a fundamental part of their knowledge-building process. In the same way, the professor has been modifying their pedagogical methods because they have to switch their teacher-centered classroom into a guide for helping students to construct their knowledge. Similarly, to develop those pedagogical concepts in high school students, the professor facilitates the necessary information for helping the knowledge construction process. To succeed in this field, the professors take their student's background information and give them the new skills to start constructing helpful information in their learner´s minds. This information has been supported by a short segment of the book Curriculum and Didactics:

Learning is a personal process in the production and construction of knowledge, not just an intellectual one. What is learned is not fixed, it is built. The class group is of a sociological magnitude must foster a participatory and interactive atmosphere. In learning, not only what is learned is important, but how it is learned. Whoever learns actively constructs new meanings (Ortiz, 2014, p.105).

In this context, the importance of this variable within the knowledge construction process is that students are allowed to construct and create significant knowledge to enhance the four abilities proposed in the curriculum, including speaking skills. Moreover, the professor is in charge of the implementation of the curriculum and provides the requirements for accomplishing the aims. That procedure of construction of knowledge, lets pupils a correct development of the abilities they are going to require in their future in a social context. In order to accomplish that requirement, an effective and accurate acquisition of a second language needs to be done. In addition to this information, what this variable looks for is to create new knowledge, not transmit it as in old days. The purpose is to let learners be the protagonist of their knowledge-building process. This situation ensures that the new information and experiences allow them to keep growing within the educational field.

The first indicator selected is the Action-Oriented approach. It is the approach implemented in the current English syllabus 2016. It is not a secret that the actual syllabus has been going through several changes. Along the time, it has been improved according to human progress and necessities of this changing society; in the welfare of the student population. Moreover, the process of educating the whole citizenship or generation consists of the continuous upgrading process. Fortunately, the current curriculum is remarkable in the development of English language competence. For that reason, this syllabus has an action-

oriented approach that lets it be remarkable. The importance of this indicator within the knowledge construction process is that this approach stands for the following principles:

> Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competencies, both general and in particular communicative language competencies. They draw on the competencies at their disposal in various contexts under various conditions and under various limitations to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competencies. (Common European Framework Of Reference For Languages: Learning, Teaching, Assessment CEFR, 2018, p.9)

These principles refer to the main purposes of the action-oriented approach within the building knowledge process. Hence, it mentions that students are social agents which is one of the main objectives that is demanded to accomplish. Additionally, they performed real-life context in order to achieve effective communicative language competence. This action research project suggests the implementation of the communicative strategy named experiential which is a strategy proposed for the speaking skill improvement. The experiential strategy designed for this project has to be developed below this approach. The action-oriented approach is established under the parameters of the Ministry of Public Education (MEP). On the other hand, the strategy proposed in this research, (experiential strategy) has the purpose to contribute to one of the four skills within it. To sum up, the importance of the action-oriented approach to the variable of the knowledge construction process is that it is the fundamental approach implemented in the current

curriculum. Moreover, it leads students into a successful pupil's inclusion in the society by giving them the powerful tool of knowing a second language throughout the implementation of real-life content.

The second indicator of this variable is the didactic sequence. This indicator is significant within knowledge building process; due to the fact that the definition of it stands for the tools implemented in order to develop the curriculum to achieve the different goals stated on it. In addition to this information, a didactic sequence can be seen as the structure where a curriculum builds its requirements in order to carry out the objectives proposed for the curriculum. Didactics can be understood not only as a discipline, a field of knowledge and application that is built from theory and practice in an educational and organizational context, but essentially didactics is the science of learning. "Consequently, didactics fosters social activity, with autonomy from the teacher, the student, and the educational institution to build knowledge and transform reality". (Ocaña, 2014, p.80). As cited before, didactic is the science of learning because it develops the necessary tools for accomplishing what is stated in the syllabus. For that reason, this indicator is relevant to the variable of the knowledge construction process. Since it lets to construct the core curriculum in order to apply it effectively. Furthermore, it provides learners the help needed for them to construct their knowledge. The didactic sequence helps to build not only knowledge; moreover, it allows students to grow and cultivate several necessary aspects for inclusion in the society they belong to.

> The didactic sequences are a relevant methodology to mediate the knowledge
> construction process in the framework of the learning competencies. For this, the main
> components of the sequences are retaken, such as the didactic situations (to which the
> sequence should be directed), relevant activities, and formative evaluation (aimed at

systematically judging the process). With this, a methodological line is followed that allows teachers who already work with this methodology to be better adapted to work by competencies developed in the classroom (Tobon et al., 2016, p.57).

As Tobon states, professionals who better adapt to the methodology and the didactic sequences are going to be successful in their development of the different competencies inside the classroom. This counts as a relevant fact of the didactic sequence indicator in the variable of the knowledge construction process because without a well-implementation there are no acceptable results and learners' outcomes.

The third indicator related to this variable is denominated tasks. The term task has been involved in several issues because teachers confuse the term tasks with activities or exercises. That situation is pretty common because that term task has been recently implemented; for that reason, old teachers tend to get wrong at the usage of this term. However, it has been clarified that tasks are different from activities and exercises, but it is still being misunderstood. Precisely for that reason, in the following paragraph, the definition of the word and the relevance of this indicator within the knowledge construction process variable will be explained in detail. First of all, the definition needs to be clarified:

Hence, the first line is concerned with tasks as the unit of decision-making for instruction. The middle line is concerned with tasks as the vehicle for learners and learning so that decisions related to effectiveness for each of the cases. The last line is concerned teacher's decision-making about learning and achievement, whether these are informally conducted, or whether the decision is linked to a systematic system (Bygate et al., 2013, p.4-5).

The citation above exemplifies the different terms related to the definition of the task. The first one refers to tasks as a unit that helps to enhance the instruction or the didactic sequence and the implementation of the action-oriented approach belonging of the curriculum. For that reason, it is essential to indicate that tasks work for the achievement of the curriculum application. That is why they are vital for the building knowledge process. The second point stands for tasks as the bridge between implementation and accomplishment of the objectives and aims proposed. Lastly, the last announcement mentioned the teacher's role in the execution of the tasks in order to enhance the knowledge building and the learner´s outcomes whatever the situation is, if it is informal or attained to a system. Additionally, another definition of task would be: "In the framework for task-based instruction has described, task design is also seen as a means to promote 'balanced language development in the areas of accuracy, fluency, and complexity of production." (Robinson, 2011, p. 20-21). To add an argument to the information cited, it is important to indicate that tasks contribute to both the knowledge construction process and the correct application of the syllabus. The purpose is to develop a series of segments that will let pupils achieve the best possible outcomes. Tasks are the balance between a curriculum application and succeeding in a knowledge construction process.

In synthesis, the knowledge construction process variable was explained in detail. The main principles addressed were its definition as the process where students build and acquire new information to complement the prior knowledge that the learners had. Moreover, it is fundamental regarding the implementation by the teachers and the active role of the students during that knowledge construction process. Furthermore, the three indicators selected within the development of this variable are the action-oriented approach, didactic sequence, and task. The first indicator mentioned was the action-oriented approach which was relevant to the variable

(knowledge construction process) because it is the current approach applied by the current

Syllabus 2016. Furthermore, its definition, the importance, the role of the teacher, and the

student´s role were widely explained. The second indicator stated was the didactic sequence.

During the explanatory paragraphs of this indicator, the relevance within the learner knowledge

building was defined. The main ideas addressed were its definition, its components and its

importance within building-knowledge scheme. Finally, the third indicator selected were the

tasks. Regarding this indicator, several aspects were mentioned, such as its definition and its

importance within a knowledge construction process. It was defined as through tasks, pupils can

start to implement the content learned and face it in real life scenarios. From now on, the three

indicators are going to be explained; moreover, the following paragraphs will explain the

importance of each of them inside the variable selected; the knowledge construction process.

2.4.1 Action-Oriented Approach

The first indicator to present is the action-oriented approach, which is selected in order to

enhance the learner's speaking skill in the knowledge construction process. Due to the fact that

this is the current approach that is being applied in the Costa Rican English education. In fact,

the action-oriented approach aroused as a shift to the communicative approach. As cited by

Enrica Piccardo (2014), "the action-oriented approach has come since the communicative

approach, while at the same time encompassing the advances that the communicative approach

has made in the field of language education" (p. 14). In other words, the action-oriented

approach goes beyond the communicative approach by taking into consideration the

improvements accomplished in order to continue developing those advances to achieve a greater

performance by the learners in their knowledge construction process. It is well known that the

communicative competence in English as a foreign language requires a high demand in the Costa Rican education in order to increase and enhance the learners' target language proficiency. What better way to do it than through a focus on actions and real-life situations that make students build their own knowledge to communicate with success, in other words, through the action-oriented approach. This information is cited in the Programa de Estudios de III Ciclo de Educación Diversificada (2016) as the following,

> This curriculum adopts the Action-Oriented Approach or the Task-based Approach, 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 (p.25).

This means that the action-oriented approach to language acquisition is designed to learn the English language by accomplishing tasks, tasks that are based on actions. Thus, this approach incorporates linguistic situations in the knowledge construction process with the purpose of achieving these communicative tasks. For this reason, it is important to stablish a genuine connection between the content and its practice to boost a considerable and continuous exposure to the target language. That is why, it is necessary for the Costa Rican education to persist improving the action-oriented approach in which students are learning the foreign language in the classroom. In addition, the English teaching in Costa Rica should aspire to have students that can become highly competent in the target language in such a great way that they can take advantage of their knowledge and use the language learned for communication. Due to the fact that a competitive communication will allow pupils to integrate effectively into the society and succeed in future opportunities that will be presented to them. It can be noticed that his approach has the emphasis on providing pupils the means they need in order to have a great progress in

their communication level. Furthermore, the action-oriented approach involves students in problem-solving situations regarding to the daily life in a variety of contexts. For this reason, the Costa Rican English education is presently applying the action-oriented approach as a response to the need of making students skilled in the English language. The CEFR (2018) provides the vison that the action-oriented approach has over learners as the following:

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

This means that, in the AoA (action-oriented approach), pupils are seen as agents. In other words, they should be autonomous, and they are also intended to have interaction with the rest of their classmates through the different tasks built on actions. Moreover, these protagonists investigate and solve problems by their own, since the idea of this approach is to create an entire learner-centered classroom. "An Action-Oriented Approach sees students as active agents responsible for their own progress in learning and sees communication as a social activity designed to accomplish specific tasks" (Programa de Estudios de III Ciclo de Educación Diversificada, 2016, p.25). According to this previous information, learners are the protagonists in the classroom, they are seen as social agents in every lesson. That is why, there is a necessity of making them produce the foreign language through speaking in real time conversation over real life scenarios. It is extremely essential to permit learners to speak, to talk, to produce meaningful words and vocabulary and to learn from speaking in order to perform the English language as proficient as possible. When a student-centered classroom is developed, it must be taken under consideration that the focus of instruction moves from teachers to students. Learners

are now the ones that take the active role of their knowledge construction process. This means

that students begin to make decisions and be autonomous in their own creation of objectives of

their building of knowledge. As Martha M. Kaufeldt (2009) cited in her book, she stated the

reason why the role of the student in the action-oriented approach is important as the following:

> When students are provided opportunities to make choices, they begin to set their own
>
> learning goals. They are thinking for themselves and developing self-determination— the
>
> opposite of learned helplessness! A positive emotional climate and a low-stress
>
> environment allow the brain to internalize feedback and stay focused on goals (p. 191).

Thus, the action-oriented approach develops pupils that can be capable of being independent, by

placing opportunities to take action of the knowledge construction process in their hands. In

addition, students definitely need the opportunity to lead in the classroom. It is demonstrated that

developing a student-centered learning environment encourages engagement and empowers

students to take ownership of their knowledge construction path. Nurturing real life situations

that enhance the speaking skill foster conversations, promote that autonomy on the part of

students that allows them to make decisions and form their own objectives during this arduous

construction process and boost comprehension of the instruction. All these throughout the action-

oriented approach.

On the other hand, the teacher performance in the case of action-oriented approach, has

the role of being a facilitator for the students to be successful when completing the tasks and also

for them to be self-sufficient. In other words, the teachers' function is to be a guide for the

student, what teachers do is to provide assistance when it is needed. However, the teacher needs

to be conscious and should take into account the learners' own interests and must not put them

aside. This is why the Programa de Estudios de III Ciclo de Educación Diversificada (2016), provides the following recommendations to the teachers:

> When implementing the action-oriented lessons in your English class; remember to: a) Consider learner's interest and needs. b) Offer opportunities to work in pairs, in small groups, and as a whole class. c) Create a context for learning and reflecting. d) Provide multiple opportunities to develop communicative competence. e) Use different classroom layouts: the horseshoe, chairs in a circle, traditional rows and nested tables in groups (p.31).

According to the previous citation, it means that even though the teacher is a facilitator in the knowledge construction process, this person plays a major role in the classroom. The teacher is the one in charge of knowing how to be a mentor and a guide for students and how to transform their lessons inspirational and motivational that students would feel greatly interested in, during the process of constructing their knowledge. In addition, teachers might know how to transmit that knowledge through an approach which is based on a learner-centered class in order to make them learn from their own experimentation, which is one of the most important aspects of teaching. Moreover, teachers should be aware that there will always be extra work. Because teaching is not only about imparting lessons and it does not finish when the class is over, either. It is also about planning, creating, checking, identifying troubles and plenty different elements to consider in order to provide learners with a great improvement in their knowledge-building scheme. Furthermore, professors might take into account that they have to use distinctive action-oriented tasks in order to make sure that students actively understand the content they are learning; in order to push students to do their best and to take their communicative level beyond the doors of the classroom. This shows that teaching makes a big impact in another person's life

through acting as facilitators applying the action-oriented approach in the knowledge construction process.

With all the information above, it has been shown how important the action-oriented approach in the variable of knowledge construction process is. However, it is necessary to review it and highlight its importance. As its name says, this approach is based on actions with the ability to express the language in an appropriate and fluent way, in any particular situations which are based on real life scenarios. To enhance the speaking proficiency level, this approach focuses on a meaningful communication taking under consideration the advances that the communicative approach brought in order to continue improving the knowledge construction process. The action-oriented approach has the emphasis of using the language in such a way that it creates a great linguistic competence in order to improve the foreign language performance and the communicative level of the learners. Furthermore, the action-oriented approach is intended to be used in the daily life. As cited by Balmer et al., (2012)

> Students are not only accumulating banks of new vocabulary, they are developing competence, along with strategies, to communicate effectively and to manage their use of the language within the context of various situations and the tasks to be accomplished. Students interact through listening, speaking, reading, and writing in actual or simulated real-life situations (p.3).

In this sense, this quotation summarized what the action-oriented approach in the knowledge construction process has been trying to do in the everyday class: having students reproducing and performing real-life situations, assigning communicative tasks, taking into account the different resources and capabilities of the learners, and developing their competences and abilities to learn. Without a doubt, the action-oriented approach makes students successful learners capable

of transmitting their ideas in a language that completely varies from their mother tongue, promoting an excellent learning environment through an innovative approach that promotes an exceptional knowledge construction process. According to the book The Action-oriented Approach: A Dynamic Vision of Language Education (2019), "The AoA has triggered powerful innovation at a practical level in the teaching of different languages, with materials and examples of AoA based scenarios, which show noticeable similarities beyond differences in pedagogical cultures" (North et al., p.10). Due to this, it is a necessity to implement the action-oriented approach, in order to promote a better development in the learners with these innovative practical tasks. The action-oriented approach is about actions because it is interested in the continuous practical use of the target language in the knowledge construction process. This approach is concerned with the use of the pupils' abilities in order to get rid of that lot of memorizations of the content that students had to deal with in the past. As cited by Piccardo (2014),

> Language learning was believed to consist primarily of memorization and the acquisition of automatic linguistic reflexes. The foreign language was to be spoken exclusively in the classroom, because the mother tongue was primarily viewed as a source of interference. It was believed that, through repetitive exercises and imitation, students would learn the structures of the language and be able to use them in new situations (p. 10).

That is why the action-oriented approach acknowledges learners as active social agents and participants in the knowledge construction process. Due to the fact that it is designed to accomplish tasks in which learners are subjected to acquire the foreign language through communication and the continuous exposure and constant practice of it. For this reason, there was a need of innovation, which is one of the main sources of knowledge growth and it is of the utmost importance since, by innovating within a continual practice, the learner manages to

quickly assimilate the contents. It is well known that innovation has the idea of constantly looking forward on how to implement the correct approaches to education and how to take advantage of them different from the past in order to obtain a competitive communication proficiency by enhancing pupils' knowledge construction process. By the way, learners feel more comfortable and confident when experimenting how to communicate in the target language. It is a real benefit for education having students constructing their own knowledge path and the action-oriented approach allows them to do so.

2.4.2 Didactic Sequence

The didactic sequence is the second indicator included in the knowledge construction process variable. The didactic sequence has been implemented for several years, and it has been changing according to the curriculum needs. The definition of didactics has suffered ups and downs due to the lack of knowledge of it. According to Sergio Tobon, he claims, "The didactic sequences are, simply, articulated sets of learning and evaluation tasks that, with the mediation of a teacher, seek the achievement of certain educational goals, considering a series of resources." (2016, p.57). In the previous citation, it refers to didactics a set of tasks that are implemented by the professional who is in charge of the curriculum implementation to reach goals. The aims, in this case, would be the ones designed for the selected skill. Moreover, these tasks serve to the improvement of the target language to make a student successful in their building knowledge process. Significantly, the definition of this indicator should have to be defined widely and clearly. For that reason, another definition of didactics will be stated. Didactics has been seen as the fundamental part where the implementation of the curriculum takes place. It designs the different strategies and methods of the curriculum application in order

to improve the students' knowledge construction process. According to Leisteime, he states in his book, "…didactics as a discipline capable of formulating enriching proposals for the construction of suitable teaching practices, updated and committed to the context, this is socially significant in its long-term effects." (2021, p.21). In addition to this information, it is vital to say that didactics as a discipline formulates and elaborates different strategies that convert the curriculum into achievable and capable to be performed by the students. Once the definition is clearly defined, it is crucial to mention the importance of this indicator within the knowledge construction process, specifically in the communicative competence:

> Firstly, that the purpose of teaching is to transmit, construct, and communicate. Didactics, for this purpose, provide explanations, general methodological and conceptual orientations, work proposals, and criteria for the selection of the most appropriate means to carry out the construction of the communication process. (Leisteime, 2021, p.22).

As cited before, didactic goes by the hand of the knowledge construction process because it is in charge of providing all the resources needed in order to help building the learner´s knowledge effectively and appropriately. This whole process of implementing didactic sequences is stated according to what is established in the curriculum to enhance the building-knowledge scheme. It means the procedures needed to enhance the target language competence. Thereby, a didactic sequence is fundamental because it improves the knowledge construction process by the usage of different scheduled procedures. Those procedures make students develop their communicative competence through the implementation of tasks, and at the same time, the improvement of the English language. Consequently, within this current Programa de Estudios de III Ciclo de Educación Diversicada (2016) applied by the MEP in high schools, a didactic sequence for

implementing the speaking competence already exists. Moreover, it is remarkably outstanding for speaking competence development. The following didactic sequence is for the implementation of the speaking skill:

> Planning - identifying the task, planning a set of questions to ask (content /language), asking for help if needed
>
> Spelling - Spelling out words, names, surnames, country of citizenship, and others.
>
> Using - expressions according to different scenarios and prompts by using a learned expression in a complete sentence.
>
> Organizing - the conversation by using from six to eight questions, appropriate expressions, classroom language, and personal information, asking for help if needed.
>
> Rehearsing - Practice the conversation rehearsing the questions with peers.
>
> Using - greetings and leave-taking expressions, farewell, politeness, classroom language, and questions. (p.67-68).

The previous didactic sequence is currently applying to the Ministry of Public Education. This is used for improving the speaking skill, and the English communication level. The purpose is to remake student's competence in the target language. It is essential for helping the knowledge construction process; due to the fact that through its sequences it encourages the student target language engagement. Moreover, it is a sequence for constructing knowledge in oral production competence. Moreover, it is significant to mention another concept about the importance of didactic sequence. "The primary function of didactics is to enhance knowledge from the perspective of continuous improvement of pedagogical practice." (Ortiz, 2014, p.79). As the quote says, the main objective of the didactic sequence is to enhance the knowledge construction process by putting into practice what is designed first as theory. This indicator lets theory

become real, it means that it designs the different statements and requirements to achieve a real performance. Moreover, it is essential to indicate that the focused skill in this project is speaking. For that reason, the enhancement of the speaking skill through the implementation of a didactic sequence needs to be stated.

For the student to learn it is necessary that, through communication, he/she establishes certain relationships effective with the content under study. Likewise, the student has to understand the structure of the content that they will systematize. For the student to develop his or her content systematization process, he or she requires that this process be identified with their culture, interests, and needs, but also that the content is understandable for him of for her and is adapted to his or her possibilities, allowing him to appropriate the content and the method as part of it, and ultimately from this method develop their construction knowledge method (Ocaña, 2014, p.125).

Additionally, for the improvement of speaking skills, the didactic sequence must be closely related to it. The implementation of the didactic aspects must match with what is going to be instructed. Following the same statement, the skill selected for this action research approach is speaking; for that reason, it is fundamental that the didactic sequence connects with the skill that is going to be improved because it needs to be implemented correctly. For instance, it is impossible that the skill designated would be speaking, and the didactic sequence is designed towards writing skills. Because of that, the speaking skill (selected as the second variable for this action research proposal) has to have a didactic sequence that is going to enhance the learner´s knowledge construction process.

Consequently, the knowledge construction is complemented by two essential factors that are the teacher's role and the student´s role. In this indicator, the professor works as the

pedagogical mediator because she or he is in charge of capacitating and acquiring all the knowledge needed for implementing the different pedagogical mediations; because according to what the curriculum requests regarding the enhancement of the knowledge construction process. The students have an active role because they are the proprietors of their construction knowledge process. "In this way, we consider the teacher as a professional in mediation and facilitation of knowledge, and the student, as a creative subject of his integral formation and learning skills." (Tobon et al., 2014, p.9). Summarizing what the citation says, in this indicator the teacher is considered as the capacitated person for accomplishing the mediation strategy selected. Likewise, the student is in charge of being creative and constructing their knowledge. The student population and the professional chosen are vital features within this indicator of didactic sequence within the knowledge construction process. Throughout the application of this concept, the purpose of being social agents is realizable, expecting that someday they are going to be exemplary citizens. "To characterize the pedagogical process as professional, as a system that is appreciated in its composition to the teacher, the students and the conditions in which this system develops, conformed by sociological, pedagogical and physiological field." (Ortiz, 2014, p.122). As the passage says, as part of the curriculum has to have a didactic sequence, and the didactics demands to be constituted by the professional who is going to implement it, in this case, the English teacher already graduated. In the same way, the students whose curriculum was created, and the environment that is in the Costa Rican high schools. In synthesis, the importance of the didactic sequence within the knowledge construction process is to provide the set of mediations needed to carry out the curriculum as theory into real learner's performance.

2.4.3 Tasks

Tasks develop such an important role as the third indicator for the variable of knowledge construction process. Due to the fact that the performance of the tasks in the Costa Rican education is one of the most significant aspects of learning English as a foreign language. That is because, through tasks, the target language is used by the learners with the intention of exposing them to get to know the language as it is in the real world for their communicative objectives to be enhanced in order to accomplish and improve the outcomes. This is according to Mike Long (2014), who defines tasks as

> a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. A task can engage productive or receptive, and oral or written skills, and also various cognitive processes (p.125).

That is to say that tasks promote learning of a language as similar as possible to the way it is spoken outside of the classroom, in other words, in the real world. Tasks demand a high use of pupils' linguistic knowledge in order to accomplish the best outcomes in their experience of acquiring the knowledge needed to obtain a skilled communication level. For this reason, it is pertinent to highlight the relevance and importance that tasks have in the knowledge construction process. Tasks are an essential foundation of the educational building process since through them, students can actively start implementing, by themselves, the content that is being learned and face it within real life scenarios in order to become competent in their communication

proficiency. As cited, "In the process of completing tasks, students can actively search and analyze relevant learning resources and information, then formulate a series of strategies to solve the problem, and ultimately find a best solution through continuous effort" (He-Hai et al., 2018, p. 3). This previous information means that tasks allow learners to be able to carry out their own endeavor and determination in their performance meanwhile constructing their knowledge. Furthermore, it is possible to comprehend that the knowledge construction process is supported by the tasks because they include situations and actions of the daily life. Thus, it is necessary to guarantee students' knowledge construction process within a correct implementation of the sequences of the tasks, throughout an adequate planning. Moreover, tasks lead students into an appropriate decision-making to respond in the best competent linguistic way to the real-life settings at the time that they are learning how to execute the actions. As cited in the book Second language acquisition and Task-Based Language Teaching,

> Task is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning – from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision-making (Long, 2014, p.125).

In other words, tasks are characterized by being a process of social character where students along with the facilitation provided by their teachers, construct in a cooperative and interactive way, the knowledge of the language and the required linguistic competences. It is well known that there is an interest in what happens outside of the classroom learning environment. That is why, a task sustains that interest learners might have, allowing them to have an insight on how the English language is performed in other atmospheres beyond a class. For this reason, part of the main objectives of tasks is to be accessible according to the abilities of the participant

members by letting them practice their communication proficiency in order to show the knowledge of the language that the students have being acquiring.

> 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 (Programa de Estudios de III Ciclo de Educación Diversificada, 2016, p. 26).

Since students are exposed to daily life scenarios through the tasks, it should be taken under consideration the abilities that have being acquired by them. For instance, learners' communication in the target language, the vocabulary, familiarity with the topic given, how well students perform while completing the tasks, among others. Briefly, the linguistic complexity, the communicative and cognitive demands, and the development of the knowledge construction process. All this in order to continue implementing the tasks towards an enhancement in the pupils' communicative competency. In addition, tasks have as a role promoting in the learners their relationships with the rest of the classmates, in order to exchange their information, feelings and even thoughts while completing the action, all this in order to promote an interactive environment to advance students' building of knowledge. In this way, according to Balmer et al., (2012),

> tasks actively involve learners in meaningful communication, they are relevant and challenging but feasible, and have identifiable outcomes which are real and practical. Students can track their progress in developing language skills by their ability to carry out realistic tasks (p. 3).

For this reason, tasks are such an important tool for the learner's development and construction of their knowledge. Due to the fact that learners are completely caught in a dynamic learning environment. Thus, students can observe themselves taking control of their own progress of constructing their knowledge, rather than seeing themselves as passive receptors of the content provided by the teachers or the materials. Which also leads to a student feeling more engaged and motivated when reinforcing the communicative and linguistic competence. As cited by the authors Coombe and Hubley (2007),

> Language learners are motivated to perform when they are faced with tasks that reflect real-world situations and context. Good testing or assessment strives to use formats and tasks that mirror the types of situations in which students would authentically use the target language (p.xxv).

That is to say that tasks are constantly taking under consideration the students' needs in order to keep them motived and passionate when they are completing these tasks. The understanding that the learners get through the variety of tasks in which they feel secure to perform and express themselves, can increase. Even more if the teachers maintain their role as facilitators and guide learners through the path of building their knowledge in order to improve students' communicative competence and level. This means that tasks create an excellent environment for the students, they get to know the content and get familiar with it and with the tasks at the same time. Furthermore, once again, the importance of the tasks is reflected as one of the most significant elements in the knowledge construction process because tasks provide each student with the opportunity to show how their performance and building of knowledge is being enhanced and how well they are accomplishing the different tasks.

Furthermore, tasks have the purpose to involve the learners in a challenge where they need to obtain knowledge and become every time more competent in the language in order to improve the use of it because of the interaction it provides. It has been appreciated the bond that the tasks have within the action-oriented approach. As it was explained above, this approach is designed to accomplish tasks in which learners acquire the target language through communication and the continuous exposure and practice of it. Action oriented tasks are explained in the Programa de Estudios de III Ciclo de Educación Diversificada (2016) as the following,

> Action-oriented Tasks: Purposeful acts set in a context that learners could face in everyday life in a variety of situations. These tasks are open-ended and complex, requiring a variety of knowledge and skills, and there are many possible paths leading to attaining the specific end goal (p.343).

With this information, it is possible to state that the action-oriented approach tasks involve a meaningful communication. For this reason, it is appropriate for teachers to stay focused on the learners' development and performance throughout their knowledge construction path. Being constantly conscious on the students' communication level and the progress of it, allows teachers to create an academic bond with pupils' acquisition of abilities. In this way, the teachers are able to stablish and develop the specific tasks that the learners need with the purpose of improving the outcomes and objectives that students stated within the acquisition of English as a second language. Moreover, tasks focus on the creation of a beneficial product while the students are performing them, which means that tasks also take under consideration the process done in order to achieve that outcome. Piccardo states in her book: From Communicative to Action-Oriented: A research Pathway (2014), why this process is important as the following,

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 supports (Piccardo et al., 2014, p. 39).

That is to say that tasks engage the learners in new experiences when they start to develop the

use of the language in different contexts and increase the way they handle the content. Tasks

function as guide in order to encourage learners to improve their communication level towards a

better development of their knowledge construction process. Moreover, it is important to review

that, tasks assist pupils to have them progressing within the exposure to the variety of real-world

situations through real-life scenarios. If tasks are implemented correctly throughout the action-

oriented approach, they can make a huge improvement in the Costa Rican English education. It

is always relevant to keep in mind that using the target language to communicate provides

chances to students for performing inside of the classroom and prepares students to communicate

outside of the classroom.

2.5 Chapter's Conclusion

Along with this chapter, the experiential learning was the first variable explained

accompanied with its three indicators. The purpose was to detail the main objectives and

importance inside the knowledge construction process. Thus, experiential learning involved the

strategy of learning through experiences in which students accomplish tasks in an innovative

strategy, in order to enhance learner's speaking competence and communication level. The first

indicator related to experiential learning was observation. This indicator focused on the data

gathering, hence, it is based on the information obtained that can prove if the strategy enhances

the knowledge-building scheme or not. The second indicator was activities. Activities stated why

pupils require learning throughout experiences in order to engage them and enhance the

construction of their knowledge. Finally, the third indicator selected in experiential learning as a

variable, was experimentation. It was explained that learners need to learn by themselves, they

need to experiment. Hence, students become the protagonists of their construction of knowledge,

as well as the teachers, who become facilitators and a student-center class is developed.

The speaking skill was the second variable selected in this action research project. The

speaking competence was described as a crucial resource to communicate with other English

speakers and to express believes, ideas and experiences to the receivers. It helps students to

improve their confidence and motivation when making them express their ideas in front of

others. Moreover, students are able to support their ideas, and comprehend the elements that

occur around them in a completely different language from their native language. Furthermore, it

was explained that the speaking skill variable had three indicators, which were vocabulary,

fluency and pronunciation. For this reason, vocabulary was the first indicator detailed in the

speaking skill variable. It was a fundamental aspect to be develop because students were able to

expand their vocabulary knowledge. Additionally, vocabulary enhanced their speaking skill and

communication competence. Likewise, the indicator of fluency implied the usage of effective

communication of emotions and feelings. Finally, the last indicator cited was pronunciation.

Regarding this indicator, its importance and the definition of pronunciation was explained.

Moreover, it was detailed that pronunciation has been seeing as the least important since several

years ago, in this project it has a vital role in order to improve the speaking skills.

The last variable in this literature review was the knowledge construction process. It was stated as the process were students built their knowledge. Furthermore, it emphasized the importance of the learners' performance and the teachers' performance as well, and a correct implementation of them. Then, it was exhibited the relevance that the action-oriented approach, the didactic sequence, and tasks within the knowledge construction process. Consequently, it was detailed that the action-oriented approach has come as an innovation to the communicative approach. The action-oriented approach, which is the actual approach that is being implemented in the Costa Rican education takes under consideration the advances achieved in the communicative approach in order to continue developing those improvements in order to have students accomplishing a great performance in their knowledge construction path. The action-oriented approach seeks to achieve these objectives by involving learners in acting on daily life situations in order to expose them to what the world outside of the classroom is. That is why, it was explained that the learners are seen as social agents who take their knowledge construction process on their hands, and the teachers are facilitators that provide the assistance the students need when they are going through this process. Each role is significant in order to achieve the aims stated to acquire English as a foreign language. Additionally, the didactic sequence was presented as a vital second indicator within the knowledge-building scheme. The aspects attained were the definition, its importance and the role of students and the teachers. The didactic sequence was defined as the set of tasks and mediations in order to improve the skill selected for a well instruction of the curriculum. Didactic sequence works as the balance within the curriculum theory and student performance because it transformed theory into real context situations. Likewise, it was detailed how the tasks are linked to the action-oriented approach, because through tasks, students can actively start implementing the content they are learning and

confront it in real life scenarios, which is what the action-oriented approach looks for. To have students learning through actions, making them become competent in their communication level and enhancing their target language proficiency.

Chapter III

Methodology

3.1 Introduction

To introduce this third chapter, it is important to announce that it provides the explanation of the methodology that is used to support this present action research project in order to accomplish the purpose and objectives stated to enhance students' speaking skill. To achieve this, it is going to be described each of the elements that conform this third chapter as well as the importance of each of them. These elements include the research method, the type of approach, the data collection tools and the instruments. All these aspects are an essential part of the alternative methodological proposal of this action research. For this reason, the methodology is an essential component of this project. Due to the fact that each of the elements that constitute it, provide the tools needed for executing this proposal as well as for giving a resolution to the problem stated in this action research project. As it is stated by Kothari (2004),

> Research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them (p.8).

According to this information, it can be noticed why this chapter is highly important in the development of this project. Because throughout the progress of the information gathered, it will be possible to have a guide in order to achieve an improvement in students' acquisition of speaking abilities. Moreover, this chapter is an exceptional factor in this project; due to the fact that it offers a direction so that there is a correct understanding of the information that allows to reach the aims of this action research. Furthermore, this chapter contributes to the ones in charge of this project to develop a critical attitude, allowing them to analyze, evaluate and even judge to

expand and transmit their knowledge based on the elements of this alternative methodological proposal, in order to achieve the project objectives, solve the problem statement (as it was mentioned above), among others. As Martínez (2012) cited in his book that methodology is "applied to any situation or phenomenon with the purpose of solving a problem, testing a hypothesis, explaining phenomena or identifying new relationships between them" (p. 7). In other words, the information obtained through the methodology assists researchers to propose solutions about how to implement actions to give a resolution to the problem statement of this action research project. For all these aspects, it can be noticed how important this chapter for the advancement of the project is. Due to the fact that throughout the establishment of the different elements of the methodology, the aims proposed have its respective success and the researchers can achieve the purpose of the project that has been set since the beginning. At the same time, it is possible to avoid results that can raise by random factors that can affect the development of the project. Hence, for all the previous reasons, in order to perform in detail each of these elements (the research method, the type of approach, the data collection tools and the instruments), it is necessary a great explanation of this alternative methodological proposal.

In addition, this chapter has the purpose of becoming the ideal tool that encourages the development of the communicative competences and knowledge construction process on the part of students in the acquisition of English as a target language taught in the Costa Rican education. To do so, the methodology is structured in such a way that the information obtained is valid and reliable. Therefore, the process of arrangement of this chapter is rigorous and it is carried out with greater discipline. "The creation as well as the dissemination of knowledge are essential factors in the educational system and in higher education institutions, as this will make it possible to have better-trained citizens for the appropriation and interpretation of knowledge"

(del Castillo et al., 2014, p.70). This quotation means that the researchers will be in charge of carrying out a precise methodology that allows obtaining the desired results in order to transmit that information obtained to the students and that they improve their linguistic competence in their knowledge construction process.

As mentioned previously, one of the elements that compose this project is the research method. Throughout the research method, the researchers provide a direction to this action research proposal in order to analyze, explore and seek for the improvement of the students' linguistic competence in the knowledge construction process with the aim to accomplish their communicative proficiency through the enhancement of their speaking skills. For this reason, the research method used in this project is the action research. This research method is defined in the book Effective Action Research: Developing Reflective Thinking and Practice (2011) as: "action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve some educational practice" (Costello, p.5). With this previous description of what an action research is, it is possible to support the idea that this research method assists to examinate the information gathered in order to provide an enrichment to it and looking forward to continue with those improvements. Furthermore, the action research starts by identifying a problem and finding a resolution for it. Consequently, it can be said that this research method is not only about researching from literature and its review, it is also about putting that information into actions in order to figure out if the expected outcomes are reached. As it is mentioned by Costello,

> is both a sequence of events and an approach to problem solving. Action research is
> intended to combine a strong and rigorous research activity with a respect for

participants' knowledge and understanding. It therefore brings together theory and

practical knowledge, to test each other with the purpose of developing practice (p.7).

Thus, with this quotation, it can be noticed how important and essential the research method is

for this project. Definitely, the action research is of great importance within this chapter because

through it, the teaching processes used are taken into account and reinforced in order to allow

students to know and learn how to act in their knowledge construction process and keep on

transforming it for a better achievement of their aims. With this research method, the researchers

are aware of the usefulness of the action research since they must keep in mind that it is going to

let them know what is going to be investigated, how it is going to be investigated and every piece

of information gathered throughout the development of it. "Research allows obtaining

knowledge. It is a process that seeks to obtain relevant and trustworthy information to

understand, unify, correct or apply the knowledge" (Baena, 2014, p.1). This means that action

research will help students to be directed towards an action that proposes an achievement in their

learning objectives. Thus, to carry out this action research, it is going to be developed ahead, a

deeper analysis and an explanation in detail about the importance to improve the students'

speaking competence by discovering different procedures to be applied according to the

information gathered through this research method. In short, the importance of using the action

research is to collect vital information that will allow to take under consideration essential

elements to achieve learners' outcomes and objectives within their knowledge construction

process.

The following element to be described below in detail in this chapter, is the type of

approach. The type of approach constitutes a vital aspect of the methodology of this action

research project. Due to the fact that it provides a general framework of ideas and believes

around the reality that this project wants to know and the sort of knowledge that is aspired to be developed. The action research is divided into two types of approaches that differ from each other, the qualitative and quantitative approach.

> Research is typically classified into two broad categories: quantitative and qualitative research. Each approach has its own methodology and terminology. Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in natural settings (p.22).

In other words, it can be said that the qualitative approach can be named as bringing together information with words, while the quantitative approach is about gathering information with numbers. Through these types of research, it can be possible to acknowledge and structure a variety of techniques and procedures that fulfill the body of this alternative methodological proposal by the means of the collection of information about the several aspects such as situations, problems, or phenomenon so that the information compiled can be used to search for the enhancement of the students' speaking abilities and competence. Since both of them bring benefits to the development of this action research, it is necessary to mention that for this project the type of approach that is going to be implemented is the mixed approach of these two approaches: the qualitative and the quantitative approach. According to Lisa M. Given (2008),

> Qualitative methods are best for addressing many of the why questions that researchers have in mind when they develop their projects. Where quantitative approaches are appropriate for examining who has engaged in a behavior or what has happened and

while experiments can test particular interventions, these techniques are not designed to

explain why certain behaviors occur (p. xxix)

For the information mentioned in the previous citation, the mixed approach is selected as the

type of approach of this project. Due to the fact that it allows the researchers to not be only

focused on a specific sort of collecting the information. Instead, it permits to find as much

answers as possible in order to keep on achieving the aims, objectives and finding a solution to

the problem statement to provide an enhancement of the students' communicative level and

competence. Thus, this project has also the purpose of collecting all this information in this

whole, single action research. "Mixed methods research is a methodology for conducting

research that involves collecting, analyzing, and integrating quantitative and qualitative research

in a single study" (Creswell, 2013, p.7). For all this information detailed above, the type of

research approach selected in this chapter is highly important for the development of it. Due to

the fact that in the structure of this action research, it is going to be applied the mixed approach

by collecting qualitative and quantitative information in an equally and parallel way. Each

approach is going to be described ahead, in order to provide answers through a blending of every

piece of information gathered. In this way, the outcomes will be based on student expectations to

evaluate their speaking skill progress through the information collected by the mixed approach.

Moreover, the mixed approach has been chosen because it seeks to provide a better

understanding of the students' performance in their knowledge construction process.

Another element that composes this third chapter is the data collection tools. The purpose

of this aspect in the action research project is to detect and describe the data that is going to be

used in order to collect the needed evidence of information for further examination and

understanding in the development of this chapter. As cited by Kabir (2016), "The goal for all

data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed" (p.36). According to this quotation, in this action research it is necessary to carry out data collection, because this is a fundamental step to be successful not only in the project outcomes, also to achieve the main purpose of this action research, which is to enhance learners speaking ability, level, proficiency and competence. Carrying out the data collection correctly and choosing the data collection tools is an essential component that every researcher must know. In fact, the book Data Collection and Analysis (2006), points out that "The authors collect certain information in certain ways from or about certain people or settings, and the research report argues that this information may be interpreted in certain ways to lead to true conclusions about a certain population" (p.1). In other words, the researchers need to collect relevant data that allows to arrive to valid conclusions for the project. Moreover, the collection of this data helps to guarantee the quality of the information that is going to be applied with the purpose of presenting the conclusions and recommendations obtained from the analysis of that information. For this reason, this element is an important factor of this action research, because it is useful to have a clearer idea about how the information will be gathered. It is always important to remember that the outcomes of this present project depend on this part of this alternative methodological proposal. Furthermore, data collection tools are the resources that the researcher uses to get closer to the phenomena and extract information from them, these tools are going to be clarified in detail in the below explanation of the data collection tools.

The last and not least element that compose this alternative methodological proposal is the instruments. Likewise, this aspect is about acquiring relevant information about this action research proposal in order to achieve its aims already stated on it. As cited in the book Using

Research Instruments: A Guide for Researchers (2003), "Research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose" (Birmingham, P et al., p.3). In order to obtain that information, in this action research, the instruments cover the diagnostic test, the pre-test and the post-test. For this reason, the instruments are a highly relevant and important element that is part of this chapter. Due to the fact that through the implementation of the diagnostic tests, it is possible to get background knowledge about students' performance and acquisition of skills in their knowledge construction process. Thus, through the application of the diagnosis tests it is possible to take a look backwards regarding pupils' knowledge of the content taught. Leighton and Gierl (2007) provide the following purpose that the diagnosis tests have: "it is designed to measure specific knowledge structures and processing skills in students so as to provide information about their cognitive strengths and weaknesses" (p.1). That is to say that with the diagnosis tests, it is feasible to gather important data about what needs to be reinforced and what needs to be improved in the learners' development and progress of the construction of their knowledge. Therefore, obtaining this information about the situation in which students are in terms of knowledge and capacities, is considered completely necessary to successfully start new knowledge construction processes. Moreover, the pre-tests and post-tests are also part of the instruments. Pre-tests help with the development of this action research proposal due to the fact that they collect the information that will be used along with the post-test in order to compare scores and results obtained before and after. As cited by Wolfer (2021),

> pretests can be used to determine the magnitude of change, meaning how much the application changed behavior within a group at the end of an experiment by making it possible to compare scores before (pretests) and after (posttests) the application.

According to this previous information, it has been demonstrated how important pre-tests and post-tests are for a correct development of this action research project. Because, the pre-tests and post-tests of this alternative methodological proposal take into account these important aspects such as the link that exists not only with the pre- and post-tests, also with the results obtained in the diagnosis test in order to get the information that is necessary and important to support this project that seeks to improve the students' speaking abilities.

In synthesis, it is reasonable to review and highlight the importance that each of the elements that compose this alternative methodological proposal have on this action research project. Each aspect takes under consideration the need of gathering information in order to improve learners' speaking abilities. This introductory paragraph of the third chapter of this action research proposal firstly described the main reason why this alternative methodological proposal is an essential component of this project. It was explained how throughout the progress of the information gathered in this third chapter, is possible to have an orientation to accomplish the purpose of this action research which is an improvement in students' acquisition of speaking abilities. This can be achieved since the methodology finds a resolution to the problem stated in the project. Moreover, it was explained that the research method that is going to be implemented in this proposal is the action research; because this research method is about gathering essential information and putting that information into actions in order to figure out if the expected outcomes are accomplished. It was detailed that action research is not only about analyzing all that data collected, it is also about making a change in order to continue providing advances to the pupils' knowledge construction process. Likewise, it was explained the types of approaches which were the qualitative approach and the quantitative approach, one is based on understanding the phenomena that occur around the project and the other one is based on

gathering numeric data. For this reason, it was detailed why it was selected the mixed method, in order to take into account both of them to have a deeper analysis of the development of this action research. Furthermore, it was introduced the purpose that data collection has in this project, which is to describe the data that will be used in order to collect the needed evidence of information for its examination and understanding. Lastly, the instruments were also introduced to let the reader know their importance and the relationship that is between the diagnosis test, the pre-test and the post-test. Without a doubt, this chapter plays a fundamental role throughout the development of this action research project, because this third chapter gathers all the relevant information that this project needs in order to achieve the objectives proposed and to accomplish its purposes.

In the following section of this third chapter, it is going to be described in detail the research method of this alternative methodological proposal, which is the action research.

3.2 Research Method

As part of the third chapter, the action research is selected as the research method proposed for accomplishing the objectives stated in the first chapter. However, before starting developing it, it is significant to mention that credibility is the pillar of this project. After that, the definition of action research will be explained. Then, the second aspect selected is the importance of this action research within the educational field and for this project. Lastly, the emergence of this research method and who should be in charge of executing the action research will be exhibited. As in all types of projects is significant that the method reaches a principal requirement which is credibility. "The quality of being believable or worthy of trust"

(Dictionary.com). The essence of this project is to reach all the aspects needed for carrying out this action research project below the loupe's credibility. Now that credibility is mentioned as a vital aspect of this action research, it is fundamental to state the concept of what action research stands for. Several books refer to the definition of this method, the first one cited is Introduction to Research in Education:

There are three main characteristics of action research:

1. The research is situated in a local context and focused on a local issue.

2. The research is conducted by and for the practitioner.

3. The research results in an action or a change implemented by the practitioner in the context. (Ary et al., 2010, p.512).

In addition to this citation, action research is composed of three main elements. The first one refers to a local context which means the specific environment or social settings where the project is developed. Furthermore, the second aspect refers to the practitioner, which means the person in charge of executing the action research project. The third aspect serves to the outcomes obtained throughout the implementation of the action research process. Moreover, to put this in context, the social context would be Costa Rican high schools and the practitioner would be the researchers who are in charge of carrying out this project. Consequently, the issue is the enhancement of the speaking skill throughout experiential learning as a communicative strategy. According to Jean Mcniff (2013), she states in her book named Action Research Principles and Practice: "The meaning of action research is in the way people learn to negotiate ways of living together and explaining how they do so, emphasizing the problematics as much as the successes" (p.24). To acknowledge what the quote says, action research means searching and interpreting ways of living to emphasize the problem and succeed in achieving the hypothesis stated at the

beginning of the action research project. In this case, the ways of living would be taken from the Costa Rican High schools. As the quote says, action research remains from the fact of identifying an emerging problem and designing an action plan of research. Furthermore, to investigate and generate data for the construction of several solutions as part of the implementation of the research method. Action research should be seen as a method through which a researcher obtains all the data from the volunteers involved to encounter the emerging issue. The last definition presented comes from the book Effective Action Research (2011): 'Action research . . . is applied research, carried out by practitioners who have themselves identified a need for change or improvement' (Costello, 2011, p.5). To add an argument to this citation, it is true that action research emerges by the necessity of solving a problem or trouble. When the problem is identified, the research method is implemented by the researcher in charge of solving the issue. The purpose is to provide a set of solutions or recommendations for enhancing the troubling situation.

Once a definition of action research has been stated in detail, it is fundamental to mention the importance of this research method within the educational field. Moreover, for the accomplishment of the objectives proposed at the beginning of this project through this alternative methodological proposal. "Educational action research is an inquiry which is carried out to understand, to evaluate and then to change, to improve some educational practice" (Costello, 2011, p.5). In the previous statement, it is demonstrated that action research is applicable in the educational field. Since it is an inquiry that provides assistance to a procedure where a trouble takes place. Moreover, its main purpose is to recollect data to gather useful information for proposing a solution. Likewise, to achieve those aims is fundamental to go beyond theory and basic data gathering tools. To realize an intense data collection, the

practitioners are going to implement mechanisms; such as observation and tests for interpreting the results. Moreover, for using the helpful information and creating a resolution for the problem already stated. For all those reasons, this research method is applicable in the educational area.

Regarding this chapter, it is vital to mention the importance that action research has within this project proposed. This type of inquiry is suitable and acceptable for the correct execution of the topic selected. "Good action research pursues worthwhile practical purposes by trying to find solutions for authentic problems. It empowers the people concerned to acquire relevant knowledge and to share it with others" (Zuber-Skerritt et al., 2019, p.142). In agreement with this citation, it stands by the fact that an action research's main emphasis is to provide resolutions to a problem that is affecting a specific situation. So that, action research cannot be done for a useless purpose or topic. That is why the importance of action research in this project is, because it looks for the implementation of experiential learning as a communicative strategy for enhancing learners´ speaking skills. The present project attempts to contribute to the reinforcement of the knowledge construction process. Throughout the enhancement of the learners speaking competence by using experiential learning as a communicative strategy within Costa Rican high schools. A situation that could be seen as a problem or being an obstacle in the educational system, with action research is possible to explore it deeply and create a realizable solution. Even better, once solutions are proved, it or they can be shared with other researchers' views that would need that information to reference their project. "Because action research is always to do with improving learning, and improving learning is always to do with education and personal and professional growth, many people regard action research as a powerful form of educational research" (Mcniff, 2013, p.24). Within this quote, it can be emphasized that it is so significant for this alternative methodological proposal. Action research is used for improving

not only academic purposes, it also enhances students' proficiency in order to make them build

their knowledge in an effective way. Moreover, it states that action research is a beneficial in

educational field; due to the fact that it allows student´s personal improvement in the usage of the

target language.

Likewise, the purpose of the following statement is to explain the goal of action research

within this project. "There are two main reasons for doing action research: -to improve practices

-to generate new theory" (Mcniff et al., 2005, p.3). To talk about improving practices, it refers

that action research allows taking old and/or not technological methods to improve and transform

them into better proposals according to the environment and the pupil´s necessities and interests.

There is no sense in continuing insisting on a procedure or technique that is obsolete and not

interesting anymore. Improving is an essential part of the educational field; technology and

society are changing. Thus, education serves as a vehicle to drive a society in to the correct path.

So that, student´s needs are accomplished to keep up with that path. Likewise, action research

lets to create a new theory that will help the next generations of researchers to understand what

people had done before and what it is now to notice the difference throughout the action research

results. The purpose of it is to make them think wisely; moreover, to make them make decisions

to avoid making the same past mistakes. Another goal of action research is stated in the book

Introduction of Research in Education (2010): "The goal of action research is to take action

based on the findings of the study" (p.534). This reference serves the fact that action research is

made for taking action based on solving the trouble. It is important to mention that the findings

are studied in order to find the helpful information that will be taken into account. That

information is essential for constructing the action plan needed for the improvement of the

trouble issued at the beginning. For that reason, the research method proposed is ideal for

improving and accomplishing the goals exposed in this action research project. To add a different perspective of how important action research is to carry out this project, the book Action Research for Teachers, states: "In action research, the aim is to take action in order to improve something, usually practice" (Mcniff, 2005 p.26). In the case of this project, what it means to take action is to develop a set of helpful statements based on the findings provided by the information obtained through the different data gathering tools. Once the supportive information is selected, the researcher designs an action plan that helps and improves the learner´s speaking competence. To sum up this paragraph, in this action research project the need to take action goes regarding improving a speaking skill which is defined as the problem and the implementation of experiential learning as a communicative strategy is proposed in order to take action.

To begin with the paragraph, it is going to be about how action research has emerged and its development throughout the time in order to understand its importance in the current study. Moreover, who should be in charge of implementing it.

Action research has been around for a long time, and different people have different ideas about how it should be done. Some people think it is enough for an external researcher to tell other people, including teachers, what to do. We (Jack and Jean) do not share this view. Like many others, we believe that teachers are best placed to make professional judgments about evaluating and improving their work. Teachers can, and should, ask, 'How do I improve what I am doing?', and demonstrate that they know what they are doing, why they are doing it, and for what purpose. This idea that teachers are best placed to make judgments about their work is accepted widely, to the extent that teachers are authorized to

take main responsibility for their initial and continuing professional learning. (Mcniff,

2005, p.3).

In addition to the previous citation, it says that action research could be done by people that are

not related to an educational field and its branches of knowledge. However, as the writers of the

book stated, and this proposal agrees, the ideal researchers for executing action research in the

educational field should be people that are involved in it, in this case, the teacher and professors

that conform to the Costa Rican educational system. That is why teachers and professors have

seen and lived with the issue within their job places. Moreover, they share with the population

affected, in this case, would be the students or even teachers themselves that are affected by

several troubles. As a result of this, as the direct witnesses of the problem, they should be the

ideal people in charge of caring out whatever action research is needed for improving that

specific educational area. To sum up this paragraph, it is important to know that the ideal

researcher for completing and improving action research as the appropriate research method are

teachers because they know its system and how to encompass it accurately and appropriately.

 As the last aspect included in this chapter, a little bit of the origin of action research is

going to be exposed to give a better idea of where this important research method comes from.

Moreover, to notice how much it has been improving throughout the time.

The term action research was made popular in the late 1940s to describe systematic work

in the field to solve a problem or answer an important question about professional practice.

Kurt Lewin, the founder of social psychology, and one of the European Jewish intellectuals

who came to America after the rise of Hitler in Germany was concerned about

authoritarianism and power relationships in society. (In German the letter W is pronounced

like a V, thus Lewin is pronounced LeVEEN.) He developed the idea of action research as

a more democratic way of improving professional practice than traditional research

methods. Lewin also made major contributions to a branch of sociopsychological research

called field theory. Lewin, and field theory, propose that you cannot fully understand

human behavior without also understanding the context in which the behavior occurs. He

developed a procedure called force field analysis that graphically depicts the forces that

impede or facilitate progress toward a particular goal or objective. (Willis, 2014, p.10-11).

Since its origins, action research has been executed in the same way that it is currently applied.

Its purpose has always been to solve the trouble by inquiring within the environment where the

problem takes place and finding the best resolution. At the time, the first field that applied this

research method was the sociopsychological field. Thankfully, it has been extending its horizons

and it is applied in almost all pedagogical, psychological and social contexts.

In synthesis, along with this chapter, several important aspects were exposed. The first

aspect addressed was to explain the definition of action research in detail supported by several

references. The reference supported the concept that action research emerges as a practical

solution for improving a specific field by applying different techniques to propose an

enhancement strategy from the data gathered during its execution. Furthermore, the second

aspect mentioned was the importance of action research within the educational and for the

implementation of this alternative methodological proposal. The explanation related to the fact

that action research allowed to improve the educational practice. That is for enhancing the

different aspects needed in an educational system. Additionally, the third aspect exposed was the

best profile for performance which shared the idea that teachers and professors should be the

ones in charge of implementing this alternative methodological proposal due to their experience

and professional preparation. Lastly, the emergence of action research was exposed a bit. The intention was to exhibit its origins and analyze its development throughout the time.

In the next segment, several vital aspects will be explained in detail regarding the type of approach. These aspects will be explained deeply giving all the characteristics and importance of the type of approach within this project.

3.3 Type of Approach

In action research, as in all types of research, there must be approaches that let people create and gather data in order to make the research and achieve their goals. For that reason, in this alternative methodological proposal, it is vital to acknowledge the three types of research approaches; quantitative, qualitative, and mixed-method (the third one is the approach selected for this action research proposal). In the following paragraphs the three approaches are going to be explained; moreover, their vital function in this project, empathizing the mixed method which is the method selected for this action research project. "Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables can be measured, typically or in an instrument, so that numbered data can be analyzed using statistical procedures" (Creswell et al., 2018, p.4). In addition to this citation, it says that the data collected and the procedures can be executed statistically. This means that it tests data that can be systematically organized and proved. Moreover, throughout the quantitative approach, the researcher can measure carefully the data in order to clarify if the variables are correlated to the theory and the hypothesis pronounced in the first chapters of the project. Additionally, it works on statistics and data previously stated to demonstrate if there is a connection or relationship between the statements and the variables. To summarize, the quantitative approach lets

researchers make an inquiry where they can prove if a theory has a relationship with the variables that confirm it. A quantitative approach is related to numerical and statistical data. Based on that statement, the researcher (in this case the teacher who is executing this action research project) can infer that for achieving an effective data collection process, it needs to be based on a variety of numeric information and statistical support. They (researchers) have to look for responding their questions and supporting their variables based on data collected by quantitative methods. According to Hector Martinez (2012), "quantitative approach focuses more on the collection of information and the qualification of material that can be measured and organized in a statistical form" (p.105). This second definition of quantitative approach serves the fact that with this approach the only data helpful for verifying a theory or hypothesis is the information that can be measured and presented through numerical and statistical forms. This type of approach is applicable in all fields; however, it needs detail and organized supervision to avoid making errors in calculation. To sum up, with this aspect, the quantitative approach has several definitions depending on what the researcher is looking for. Nevertheless, which is a fact is that it seeks to prove a hypothesis or a theory taking into account numbers and statistics data as the main reliable, and helpful information. To emphasize the focus of the quantitative approach in research, the book Research Methodology –Contemporary Practices (2014) states: "The goal of quantitative methods is to determine whether the predictive generalizations of a theory hold true" (p.8). What this citation wants to transmit is that through a quantitative approach researchers can prove or disprove a theory using numeric and statistical data. Its main objective is to apply this type of approach for corroborating the relation between the variables and the theory itself. All the procedure is done by the usage of numeric and statistical information. Therefore, an essential feature of the quantitative approach is that it is a more precise method for

influencing directly a scheme, notion, or theory along with its variables because it improves the correctness of a research project. Jonh Kuada states in his book Research methodology (2012): "If you seek to test specific hypotheses or find numerical answers to specific elements in your research questions, you may strongly consider using quantitative data collection methods." (p.103). With this quote, the author tried to state what the quantitative approach pursues. It tries to corroborate a theory or hypothesis by the use of the previously mentioned statistics and numbers. Moreover, it brings a detailed data collection system where there is a little chance for making mistakes or stating subjective opinions and ideas. What is true is that the quantitative approach gives a picture of the data collection within action research. For that reason, this type is the most suitable for researchers who want and require their action research to be structured on numerical and statistical data. However, one disadvantage that this type of approach is that it does not show certain qualities or characteristics that can occur during the research´s implementation as it happens in qualitative research which is the next term developed ahead.

In the same way, as part of the type of approach chapter, the qualitative method will be included and explained in detail. Furthermore, the vital role of the qualitative approach within a project will be also clarified. According to Creswell and his collaborator:

It is an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions, data typically collected in the participant´s setting, data analysis that is inductively built (Creswell et al., 2018, p.4).

As can be noticed in the previous quote, the qualitative method works as a more active and interactive process; due to the fact that the data collection requires to be applied in a social or human context in order to make the data gathering reachable. Another fundamental part that was

mentioned in the citation is that the researcher recollects the data in the participant´s

environment; hence it allows closer and certain results related to the trouble issued in the action

research project. This means that the researcher is permitted to interact and execute the data-

gathering inside the environment where the action research is going to be done. That situation

increases the possibility of collecting more data, and the researcher can take advantage of that.

The second definition of the qualitative approach is exposed in the book Research Methodology:

A Project Guide for University Students:

> …define qualitative research as "any type of research that produces findings not arrived at
>
> by statistical procedures or other means of quantification". Such types of research are
>
> described as emphasizing "cases and contexts"; that is, they engage in detailed examination
>
> of cases that are related to their chosen topics and present "authentic interpretations that are
>
> sensitive to specific social-historical contexts (Kuada, 2012, p. 93).

Similarly, this second citation explains a definition of qualitative research in detail. Qualitative

data is not related to numbers or statistical facts; on the contrary, it relates to the examination of

the social and authentic context where the participants are studied for gathering data in order to

establish solid information to support this action research proposal. Moreover, it says that the

researcher can get more engaged in the data collection process; because they have to gather the

information by methods that need complete researcher's involvement, methods that are going to

be explained ahead.

> Qualitative researchers seek to understand a phenomenon by focusing on the total picture
>
> rather than breaking it down into variables. The goal is a holistic picture and depth of
>
> understanding rather than a numeric analysis of data. For example, social scientists have
>
> long observed that differences in educational background alone do not seem to account for

the difficulties black students encounter in a predominantly white university. Researchers

could explore the question "How do black students perceive their academic experience in a

white university?" using qualitative methodology. (Ary, 2010, p.29).

Thus, throughout the previous quote, it provides the essential role of it, even it presents an

example. First, it can be easily inferred that qualitative approach stands for the fact of different

types of data collection tools in order to obtain precise and detailed information that cannot be

interpreted with numbers or statistics. Likewise, a qualitative approach cares more for methods

that are more related to the participants and their surroundings because the final results and the

action plan are going to be based on the data gathered. That is why that example fits perfectly

with this type of approach because it would be difficult to gather information and show the

results using numerical expressions. When there are feelings, personal opinions, or general

comments the qualitative method is appropriate in order to give great answers and included them

in the research record. To sum up, every time the researcher wants or needs to seek a specific

detail or quality that cannot be represented by a number. Moreover, another important

characteristic from the citation is that qualitative approach is that the participants can be

observed and analyzed in their setting. The word setting stands for their environment. Based on

that, the researcher should know that whether decides to use this approach, he or she has to

follow these requirements for achieving a successful data collection.

In this third paragraph, the mixed approach is going to be explained along with its

fundamental role. Likewise, this approach is the most suitable method to accomplish this action

research project. According to Kuada and its collaborator stated (2012): "Mixed methods

research is generally considered to be a third set of data collection methods. They are therefore

described separately from either quantitative or qualitative methods and require careful

integration" (p.119). This citation catches the scent of the mixed method definition because it says that both quantitative and qualitative approaches need to be collected separately; however, they complement at the end to give a final resolution for developing the action plan. To be the third place does not mean that it is less significant than the other two; conversely, it has a fundamental role within research, including this action research project named the implementation of experiential learning as a communicative strategy for enhancing learners' speaking competence. The second definition of mixed approach is given in the book Research Design: Qualitative, Quantitative and Mixed Approaches (2018):

> Mixed methods research is an approach that to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using a distinct design that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the integration of qualitative and quantitative data yields additional insight beyond the information provided by either the quantitative or qualitative data alone (p.4)

For the author, the mixed approach serves the fact that by mixing these approaches the researcher will obtain two different aspects that can be combined: the philosophical assumptions and theoretical frameworks. The philosophical assumptions obtained by both approaches are highly related to the topic; that is why they can be combined at the end of the data gathering. Along with the theoretical frameworks, they are the core part of the assumptions; for that reason, these aspects are the main features involved in this approaches complementation. Moreover, the citation provides a vital fact which is that mixed-method allows the researcher to go beyond just one approximation or approach; to create a precise and deep inquiry instead of flat and simple

research that could inquire much further. Now that the definition is stated, it is essential to expose the role of this approach within this project:

> It is possible and even advisable to use multiple techniques to analyze the same data. Integration of different data analysis techniques might actually improve the quality of your research project and the robustness of its outcomes. After you have checked and coded the data, performed statistical analysis of different variables, and/or described the meaning of different themes within your data, it is time to connect different variables and themes. In order to do this, you need to explain how different themes and variables are related to each other. If you used both qualitative and quantitative analysis of the same data, you need to bring together the findings resulting from both analyses. You also need to think about the way you are going to present or visualize the data or findings. (Koen van der Gaast, 2020, p.68)

Given this quotation, it mentions several relevant facts that are strictly related to the role of a mixed approach within action research. The first outstanding aspect is the word improve. This word serves to enhancement of the research because it provides different outcomes from different resources that ensure the deep inquiry that the researcher has done during the research execution. Furthermore, it states that it is vital to follow a protocol in order to implement this approach. The first step is to end both data collection procedures; if it is quantitative the researcher claims the numerical and statistical data, and in the case of the qualitative, the researcher has seen, obtained, analyzed, and organized the data collection. The next step is to conclude the data gathering and connect the different themes and variables in order to create that conducting thread within both. Fundamentally, the researcher thinks carefully about the arrangement of the data and the aspects that are going to be shown in the final document or

report. Another reference that is helpful in order to support this approach is stated in the book written by Ackerman (2013):

> The crossing, the mixture of the quantitative and qualitative models increases the possibility of producing new knowledge, the formulation of new theories, and the settlement of problems, which using a single approach would remain unsolved or not fully explained. They both construct the data to explain the phenomenon they study. Both one and the other need dedication, commitment and analytical skills for their good application. Although they make use of different operations, the two approaches arrive (each in its way) with interesting results when reflecting on social reality (p.44).

One more time, a great reference supports the fact that the mixed approach is the most suitable for this alternative methodological proposal. Throughout this approach, the researcher has the opportunity to construct knowledge that can enhance understanding in several topics that could be not clear enough. Additionally, it indicates several crucial features such as dedication, commitment, and analytical skills. It is highly demanding that the researcher accomplishes all those requirements to succeed in the implementation of the project. The strength of this approach is that it lets them develop on their own; after that, the information is carefully integrated in order to provide efficient and great data collection results. For that reason, the mixed approach is selected for the implementation of this alternative methodological proposal.

In synthesis, during this section named type of approach, the three research approaches (qualitative, quantitative, and mixed) were clearly explained along with their main purposes inside an inquiry procedure. First of all, the quantitative approach was defined as the method of gathering data that can only be represented by numerical and statistical data. In the same way, quantitative referred to recollecting measurable data in order to verify the theory and its

variables. What quantitative approach tried to persuade is that if a determined theory is feasible or not throughout the implementation of the quantitative approach. Moreover, it is greater approach for researchers that are executing an action research and requires statistical procedures in order to give final report. Secondly, the qualitative approach was widely explained accompanied by its fundamental role within research. There were several well-explained definitions: however, combining all of them can be exposed that qualitative is an approach where the researcher has to enquire into the social context selected for the project. This approach involves data that cannot be gathered with quantitative methods. As part of the aspects addressed, it presented the possibility to interact personally with the participants, deep examination of the social context, and precise data that is deductively collected. Last but not least, the three types of research exposed were mixed approach which is the approach selected to accomplish this action research project. The main aspects addressed were its definition and its purpose on research accomplishment. The definition in sum was the integration of qualitative and quantitative approaches for improving the research even more if they were apart. The purpose mentioned was to expand and enhance the research by the usage of both (qualitative and quantitative approaches combined). For that reason, it was selected as the most suitable approach for the accomplishment of this alternative methodological proposal.

In the next segment, a significant segment named data collection tools will be explained in detail in order to expose its features that are necessary to include for the implementation of this alternative methodological proposal.

3.4 Data Collection Tools

Data Collection Tools is a vital element that compose this third chapter. Due to the fact that this aspect of the methodology allows the reader to synthesize the evidence obtained through these tools in order to produce solutions as well as conclusions. Monroy and Nava (2018) mention in their book that collecting data "argues the proposals raised in the project, through the results obtained, to propose solutions to current situations" (p.145). This means that, since the data collection permits to obtain outcomes that assess the gaps in the knowledge construction process, the purpose of the data collection tools in this present project, is to describe the data that allows the reader to have a vision about the tools that are going to permit to collect the information in order to have a basis to implement this alternative methodological proposal. Moreover, the data collection tools allow the reader to examinate and thus comprehend the development that this action research project has been having. For this reason, it is proposed to the person who applies this proposal, to collect relevant data that can provide them with answers. As it is quoted by Baker (2020) in his book Data Collection,

> Data collection helps to ensure that the data you collect are useful, sufficiently accurate and fit-for-purpose… The data you collect must be capable of answering your hypothesis. Data collection best practices dictate that you should only collect the data you need to answer your hypothesis (p.18).

In other words, the data collected once implementing this project needs to be efficient in order to have credible and relevant findings that can provide an answer to the project hypothesis. Furthermore, due to the information that is detailed in the above quote, in this section, the ones in charge of presenting this proposal explain quantitative as well as qualitative tools that will help the reader during the implementation of this alternative methodological proposal, to collect the information needed in order to achieve the purposes of this action research project. Through

these qualitative and quantitative instruments, the application of these tools will allow the reader to obtain the information in an innovative form in order to provide a solution to the problem statement and thus, develop and perform this action research in the best procedure at the same time. That is why it is vital to collect the evidence gathered painstakingly. As it is explained by Wendy Olsen (2011),

> The best research uses data in an original way or offers some new and exciting interpretation of existing data. Excellent research has to use evidence very carefully. Sophisticated data collection offers ways to plan and execute the best kinds of research (p.3).

Hence, it is essential to review and highlight the purpose of the impact that the data collection tools have in this project. Because the person in charge of implementing this proposal must understand to what extent these instruments contribute to the project in order to enhance learners' speaking competence. So that, judgments can be made about these tools, because there are a lot of tools for data collection and analysis. For this reason, it is vital to describe those that are most appropriate to provide a resolution to the problem, to assist the reader to make decisions about the implementation of these tools and to give relevant answers to the main inquiries in order to evaluate the results. "Data collection is the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes" (Kabir, 2016, p.36). According to this information, in this alternative methodological proposal, the data collection is a fundamental element for the applicant person to be successful when collecting the relevant information to evaluate outcomes, and to achieve the purpose of this project, which is to enhance learners speaking ability and linguistic competence. The reader must be aware that implementing the data collection tools

correctly is an essential component to accomplish the objectives stated and to get valid

conclusions once the project is implemented. Moreover, the data collection tools that are about to

be presented help to ensure the value of the information in order to let the reader arrive to

significant conclusions and recommendations that will be obtained from the analysis of that data

collected.

As it was mentioned previously, this section of this alternative methodological proposal is

in charge of presenting three quantitative and three qualitative instruments making known the

relevance of each one, for the reader to have a global vision of this section. That is why, this

action research project uses a mixed approach. Thus, the applicant person of this project can

comprehend with ease the purpose of each of the instruments and acknowledge the reasons why

these instruments are presented in this action research proposal. As it was detailed in the

introduction of this third chapter and in the type of approach section, quantitative instruments

focus on processing numerical data in order to provide conclusions regarding the emphasis that it

has about obtaining data that can be statistically measured and quantified. According to

Ackerman (2013),

> This research instrument is fundamentally characterized by the search and accumulation
>
> of data. The conclusions that emerge from the analysis of these data are generally used to
>
> test previously formulated hypotheses. To do so, the numbers are used as a foundation
>
> (p.40).

In other words, quantitative instruments are about gathering information with numbers.

Throughout these quantitative tools, it can be possible to give a structure to the data collected

that fulfill this alternative methodological proposal. For this reason, questionnaires, surveys, and

scales are selected as the quantitative tools that are going to support the reader in this process of

data collection. Questionnaires represent a reliable method to obtain truthful information in order to accomplish the objectives and acknowledge the significance of this action research project. Questionnaires can be used by the reader to recollect specific information since this tool is composed by a set of questions to obtain the needed data. As stated by Martínez (2012),

> It is a document that contains a list of questions on a specific topic and is applied to a certain group of individuals in order to gather data about the subject or problem to be studied. The results obtained are statistically treated (p.162).

According to this previous information, to have a better comprehension of the tool of data collection, questionnaires are a consistent quantitative instrument to be applied by the reader of this action research proposal. Because questionnaires consist in a series of questions to collect information from the participants; in this case, the students that the teacher is going to select in order to implement this project. Moreover, it has been shown that the results obtained are statistically analyzed. This is done to help students in their communicative skills in order to enhance their knowledge construction process and give them the best experience while learning the target language. Moreover, questionnaires have gained popularity among the tools of data gathering. This is mainly because of the ease of their construction, and despite this ease, it provides the reader with a great analysis of the results obtained. This is according to the book Questionnaires in Second Language Research: Construction, Administration, and Processing (2009),

> The questionnaire has become one of the most popular research instruments applied in the social sciences. Questionnaires are certainly the most often employed data collection devices in statistical work. The main strength of questionnaires is the ease of their construction (Dörnyei et al., p. 1).

In other words, questionnaires have become popular because they are easy to build, versatile, and have the ability of gathering a great amount of data quickly in a form that is processable. For this reason, this project has the purpose of exposing to the reader the great significance of using questionnaires. Furthermore, in order to obtain valuable outcomes that the applicant person can use to support this research proposal through questionnaires, it is vital to have well-designed questionnaires in order to ensure that the instrument is easy to create and to be capable of being understandable and clear for the participants to answer the question in the best form. "A well-planned and well-executed questionnaire campaign can produce rich data" (Wilkinson et al., 2003, p.8). This means that, the more understandable the questionnaire is, the better the information will be gathered. Hence, it is essential to provide the participants with a well-designed tool in such a manner that the questions stated in the instrument can be completely comprehensible as well as straightforward to answer. Thus, the students are capable of understanding what is being asked and the questionnaires' answers would be clear. Due to the fact that if there is data accuracy, this facilitates the teacher to obtain helpful results from the tool. In addition, it is relevant to determine what kind of questions are used in the tool. Ruíz (2012) defines two types of ways to create them: open and closed questions,

> The closed questions contain categories or response alternatives that have been previously defined by the researcher, so that the participants must adjust to them. In order to formulate closed questions, it is necessary to provide the possible answers that the people to whom we apply the questionnaire will give. Open questions, on the other hand, do not define nor provide the answer alternatives in advance. They are very useful when looking to deepen the information or know the opinion that prevails on the subject (p.147).

This means that, the population that participates in a questionnaire that has closed questions, are asked the same questions in order. To clarify, they are given with the same exact questions with the same answers which are already stated by the person in charge of implementing this action research project. This does not mean that the participants are going to provide the same answers. The closed questions enable the participant to select the answer that best suits their own need regarding the question. On the contrary, the open questions allow the participants to answer questions broadly using their own judgment, criteria, and numerical data. For all the aspects mentioned above, which include a description and the significance of the questionnaires, it can be deducted the reasons why the questionnaires function as a great quantitative tool to gather data in order to get results from the participants involved in the instrument.

Another quantitative tool that supports the reader to collect data once implementing this action research project is the survey. Likewise, it consists of obtaining data regarding the interest of the project by questioning the participant members within a face-to-face communication. As it is stablished by Brace (2008),

> Surveys are the medium of communication between the researcher and the subject, albeit sometimes administered on the researcher's behalf by an interviewer. In the survey, the researcher articulates the questions to which he or she wants to know the answers and, through the survey, the subjects' answers are conveyed back to the researcher. The survey can thus be described as the medium of conversation between two people (p. 4).

According to the previous citation, it can be said that the person in charge of implementing this proposal is going to have a direct contact with the participants who are going to be subjected to the survey. This means that the teacher as well as the students will have a direct conversation meanwhile the teacher asks them the questions stated in the survey that the researcher wants to

gather in other to analyze and examine it when all the results are completely obtained. In other words, surveys involve having the reader and the participant members interacting in a single instrument used to collect information in order to get conclusions once this action research has been implemented. As it is quoted by Sebastián Ackerman (2013),

> A survey asks for the information that the researcher wants to collect from the people themselves. After obtaining it, the researcher will analyze this data and draw the pertinent conclusions for their investigation. Surveys allow obtaining intangible information; that is to say, to know aspects of reality that the researcher cannot observe directly (p.70).

Due to this previous information, it is vital to let the reader know how essential is to have the surveys with an emphasis on the aspects that can benefit the knowledge construction process of each participant student of this project. Furthermore, it is vital to highlight that the role of the teacher is crucial at the time of implementing this alternative methodological proposal when gathering the data. Because it has been shown how relevant is the data collection in order to obtain the results that will allow the reader to acknowledge how to improve learners' speaking competence and linguistic proficiency. For this reason, there must be taken under consideration the application of surveys to lead to an enhancement of the pupils' speaking skills and the correct design of this instrument in order to have the appropriate questions from which the participants will be asked to respond. Moreover, in the surveys there is an aspect that stands out among the other instruments, as it is stablished by Quispe (2014),

> The main purpose of the survey is to describe the characteristics of a population. What researchers want to find out is how the members of a population distribute aspects such as age, education, income, attitudes, and behaviors among them. In surveys, the entire population is seldom studied as a whole. In these cases, only a part of the population

(sample) is analyzed, which is carefully selected to be applied the previously designed

survey and whose data are inferred to the entire population (p.12).

Thus, the survey differs from other data collection tools due to the fact that it is not always

applied to the whole population which are the participant students, in this case. On the contrary,

surveys usually implement the questions designed on a part of the entire population, which is

called sample, as it was mentioned in the citation. For this reason, the survey is an appropriate

data collection tool when it is not possible to use forms to obtain data directly from the

population, because of many factors. For instance, the amount of people to be studied is large or

because it is tough to locate every student, among others. Additionally, surveys function as a

quantitative instrument because it deals with total and proportion amounts regarding the

participants of interest. As it is cited by Lavrakas (2008), who also provides a deeper insight

about the samples as the following:

> The purpose of sampling is to learn about one or more characteristics of a population of
>
> interest by investigating a subset, which is referred to as a sample, of that population.
>
> Typical population quantities of interest include the population mean, total, and
>
> proportion (p.4).

This citation means that the survey items in a sample are taken from a larger population for

analysis. Hence, it is convenient for the reader to know that the sample should be a great

representation of the population in order to make sure that it is possible to generalize the

information collected from the implementation of the sample to the population as a whole. For

all these aspects, the role of surveys for this action research project is of a high significance and

relevance, because it will directly affect the manner in which this alternative methodological

proposal is conducted. For this reason, it is completely vital to obtain valid information so that it

is possible to accomplish the purposes and aims of this alternative methodological proposal which is to have an improvement of the students' speaking capabilities and communication skills.

A third quantitative data collection tool is the scales. These scales are presented to the reader because it is vital to reinforce the fact that data highly needs to be studied. Due to the fact that data is the representation of the results gotten that describe the participants' essential characteristics regarding the content that the reader wants to examinate, and when analyzed and processed, these are transformed into an improvement. Gupta and Rehman (2017), provide in their book a definition of scales as the following,

> A scale is a series of question, ratings or items that is used to measure a concept. The response categories are then summed and statistical calculations can be performed on the summed scores. In other words, scales are numerical values that are used to represent attributes of quantities or categories. The scales are expected to be explicit and unambiguous, thereby implementing an ability to standardise the concept (p. 5).

That is to say that the term scale refers to procedures for trying to determine quantitative measures of concepts once this alternative methodological proposal has been implemented by the reader. In addition, a scale is defined as a procedure to assign numbers to the answers of the participants, in order to impart numerical characteristics to them and then get numerical outcomes. Furthermore, the scales are representative by the fact that they make use of the answers in numerical form in order to sum them and obtain the total scores as results, as it was mentioned in the previous citation. In order to do this, it is indispensable to have the data summed within each scale. This process requires scales where to place each possible value taken by the data obtained. For this reason, numerical data plays a vital role in the development of the

scales performed by the teacher. "Numbers in the scale serve as labels that identify data… The numbers give the categories a numerical label" (McIntire et al., 2007, p.135). In other words, the information obtained through numbers becomes a label that detects the data and transform it into a category. This means that scales entail the collection, summarization, and analysis of numerical data for the purpose of converting it into a sort of label. For all these aspects, it can be noticed the reasons why scales operate as a quantitative data collection tool. Because as it was mentioned when explaining the relevance of the data collection tools in this project, the tools to present are for the teacher to get the data that allows him or her to have a vision about the tools that are going to permit to collect the information needed in order to have a basis to implement this alternative methodological proposal. Hence, scales are one of those significant tools that enables the reader to obtain the information. Thus, Strickland (2006) provides a clarification of the use of scales as a data collection tool as the following,

> Scaling involves having subjects rank their responses to a set of items on a range of numbers, such as "1" to represent lack of agreement to "5" to represent complete agreement. It has been the accepted practice for investigators to use scores generated with the scales as interval-level data.

This simplifies what was being stated previously. The use of scales allows the person in charge of implementing this alternative methodological proposal to obtain results through numerical ranges and then converting them into categories. Thus, scales reflect the main findings of the implementation of it, that need to be taken under consideration in order for the applicant person of this project to assist students to achieve a great speaking and linguistic proficiency and competence through the use of scales as a quantitative data collection tool. Levine (2006) synthetizes the main aspects of the scales as the following,

When scales are used, quantitative summaries of the data collected consist of aggregating the number of responses in each scale category, converting them to relative frequencies such as percentages, and if hypotheses are being tested in the research, applying one of many nonparametric techniques available to test the statistical significance of the data.

According to this previous quotation, scales are an essential component of the data collection tool, since they enable a numerical gathering of the information to be made, a progress to be monitored and an outcome to be evaluated through the categories established. To sum, the scales aid the results through relevant quantitative information among different categories. They encourage the development of this action research proposal, thereby aiding communication, especially in education where students are involved. Thus, scales are a great data collection tool due to the fact that they enhance learner's knowledge construction process and provides the researcher with the vision needed in order to have a foundation to implement this alternative methodological proposal which seeks to improve pupils' experience when learning a target language by enhancing their linguistic competence and level.

As part of the development of this action research proposal, the qualitative instruments for collecting data in order to contribute to the resolution of the problem statement will be exhibited. According to the book Research Methodology (2012), it stated the function of qualitative approach within this action research project: "An important goal of qualitative methods is discovery, that is, developing holistic, comprehensive descriptions of systems, theories, and processes, as well as identifying factors and working hypotheses that warrant further research" (p.13). Qualitative instruments for collecting data are fundamental because they develop and improve outcomes that can be obtained through the different instruments that are going to be exhibited ahead. Likewise, they have a vital role; since without them is impossible to

recollect the data and carry out the action research project effectively. Qualitative instruments provide a set of essential information such as descriptions, comments, and opinions obtained by the participants that can be understood by the professor who is in charge of implementing the action research project and create the final report. The instruments that are going to be explained ahead are fundamental in the development of the research proposal and the data gathering process. "The main methods for collecting qualitative data are observation, interview, focus groups, collection of documents and materials, and life stories" (Hernández-Sampieri et al,. 2018, p. 581). In the previous citation, several types of qualitative methods for collecting data are mentioned; however, for this project, the ones that are going to be described would be observation, interviews, and focus groups. In the following paragraphs, its definition and its vital role are going to be explained in order to fulfill the fundamental requirements for this action research project.

One of the instruments selected for implementing a qualitative approach is observation. Observation is a simple action that people can do since they wake up until they go to bed. Nonetheless in this alternative methodological proposal, the observation goes beyond a simple action, people need to be capable of observing details and as much information as possible in order to collect and structure the required information for the project.

Qualitative observation is not only contemplation ("sitting around looking at the world and taking notes"); nothing related to that. On the contrary, it implies going deep into social situations and maintaining an active role, as well as permanent reflection. Be attentive to details, happenings, events, and interactions (Hernández-Sampieri et al,. 2018, p. 587).

In general terms, observation is an analytical action that only a researcher with the respective skills can be able to make it successfully. On the one hand, if the researcher is not skillful enough

the data collected will not be sufficient and the final report could be flat and simple; on the other hand, the research has a high probability of failure due to a lack of information and evidence. That is why the researcher needs to be skillful in the observational field. Moreover, the researcher needs to accomplish several aspects such as being always attentive to every detail, analyzing and taking notes about everything, and finally being an organized person because cannot be a messy person or making many mistakes on it. To apply the observation tool represents a heavy responsibility; hence it implies several requirements. In addition to this paragraph, another definition is exposed in order to clarify and specify everything carefully.

> Observing is a very complex mental act. It involves looking attentively at a thing, a person or a living being, a phenomenon or an activity, recording them through some instrument (or at least in the mind), organizing, analyzing, and synthesizing them. It is not enough to see things, a physiological process that is generated in the senses. It is necessary to look, a cognitive process that, although it begins as seeing, requires activity in the mind. (Niño Rojas, 2011, p.62)

This reference highlights vital facts about observation. First, it mentions that observation is constituted by two things; the observer, of course, and the object or subject that is going to be observed. The object or the subject becomes fundamental for the development of the project. Furthermore, the last citation remarks the difference between looking as common sense and looking as a cognitive process which involves several skills that are significant in order to implement this instrument correctly and efficiently. Observation in research is a deep and precise method that lets the researcher recollect the data needed from a specific context that can include an object or subjects or many of them. Additionally, as part of this section, the purpose of observation serves the fact:

Observation is a fundamental tool in research, which is commonly used in education and the social sciences in general. It is the most appropriate method to identify and record scenarios and events of the population through which the study is carried out. (Sanchez et al,. 2020, p.59).

As the citation said, observation is a common tool used in educational research because it is great to recollect data from the context selected without intervening in the participant´s setting. This type of instrument is helpful for educational researchers that want to inquire in a social context, in the case of this action research approach would be Costa Rican high schools. Since they can observe and avoid interrupting or disturbing the normal environment of the classroom. Moreover, one of the purposes of observation is to gather data from the context selected being as more natural as possible. When the observer is not skillful enough or does not know the rules of it can cause alterations in the study environment. That situation could be significantly damaging.

The purpose of the following paragraph is to present the definition of the interview as a qualitative instrument in the data collection process and its fundamental role within this action research project. The interview is a method that establishes personal contact with the participant or participants involved in the research project. The researcher prepares some questions for the participants in order to get as much information as possible.

The interview is another way of approaching the analysis of social reality; it consists of obtaining information through a professional conversation between people with the purpose of assisting in a specific investigation or the diagnosis and treatment of a social problem (Martinez, 2012, p.144).

There is a general agreement related to this quote, the fact of being always professional. The researcher seeks to ask questions that which answers are going to contribute to the development of the action research project. Under no circumstances the researcher is permitted to ask about another uncomfortable topic that is not associated with the researcher's objective. Likewise, when there is human contact, it implies several protocols and rules that cannot be broken and the individual´s privacy is the main one. Another significant aspect mentioned is that it helps to diagnose a solution based on the information given. That is fundamental; due to the fact that through interviews the researcher obtains true and direct data that can be coded and included in the final result in order to create the action plan. Another term of the interview is stated by Kvale (2014):

> The interview is a conversation that has a structure and a purpose determined by one party: the interviewer. It is a professional interaction that goes beyond the spontaneous exchange of ideas as in everyday conversation and becomes an approach based on careful questioning and listening with the purpose of obtaining meticulously verified knowledge. The qualitative research interview is a place where knowledge is built. (p.31).

The author´s definition is again exposing a fundamental aspect of interviews which is professionalism. That concept is vital while an interview is done because it allows the researcher to keep the focus on the topic. As the quotation states, it is a respectful and professional meeting where the researcher asks and the participant answers based on his or her knowledge, beliefs, or experience. Based on those answers the person in charge of leading the interview gets all the necessary information in order to contribute to the research. To sum up, the interview, based on the previous references, consists of the interchange of information where the researcher is the host of the interview and the participant provides valuable information for the project.

After the definition was widely explained, the importance of the qualitative instrument needs to be stated. The purpose of the interviews is to obtain answers about the topic, problem, or topic of interest in the terms, language, and perspective of the interviewee ("in their own words"). The "expert" is the interviewee himself, so the interviewer must listen carefully. We are interested in the content and narrative of each response. (Hernández-Sampieri et al,. 2018, p. 599). This citation remarks on the greatness of interviews as part of the qualitative data-gathering instruments. It is vital for recollecting data that cannot be obtained by observation or other instruments. The purpose is to obtain useful information that is going to help the action research itself. Moreover, the researcher has to have an active role in order to manage the interview as organized as possible. For all the previous reasons given, the researcher should acknowledge if the implementation of the instrument can be done effectively; otherwise, the researcher should look for a different instrument or capacitate a person to do it on behalf. "This means that its purpose is that we look for the root causes of their actions and practices (and perhaps even their way of thinking), analyzing the structure and conditions of their responses, and not 'believing' in them" (Ackerman, 2013, p.52). This is a significant characteristic of interviews that the researcher must be capable of accomplishing. As part of those skills, the researcher's attitude towards the researcher's answers has to be neutral. It is not about believing, approving, or disapproving, what is certain and what is not. The interviewer is not a judge or a gossip person, the purpose is to gather information for the research, not more than that. The purpose is to keep focused on the topic, not to seek another unrelated information.

The last instrument selected within these qualitative collections tools is the focus groups. The structure of this paragraph will be defined the qualitative instrument and expose the vital role within research. To give a short concept about this term is a reunion of a few people where

the researcher leads and gives the topic that is going to be discussed. In the same way, there is an interchange of information in order to obtained helpful information for the action research. "The focus group technique allows you to bring a selected number of people together to discuss the issues that your investigation centers on" (Kuada, 2012, p. 95). In addition to this citation, the focus groups consist on gather a group of people (research participants) in a neutral place, or the place where the problem is situated, where they are going to discuss and expose arguments about a specific topic or topics proposed by the researcher. The main idea of focus groups as qualitative instrument for data gathering is to expose arguments and counterarguments the other if it is relevant; however, it is not a debate where people tend to be defensive or even aggressive. That is why the participants need to be carefully chosen in order to get helpful data. It is a peaceful meeting conformed by people who are available to contribute with specific research. Another definition of focus groups is stated by Creswell and his collaborators in their book Educational Research (2005): "Focus groups can be used to collect shared understanding from several individuals as well as to get views from specific people" (p.218). Regardless of an interview where only one participant´s perspective is exhibited, with this qualitative instrument, the researcher has the opportunity to comprehend and analyze how the participants react towards the topic selected and how they manage their attitudes towards others' opinions that could disagree with what they believe. However, as a crucial fact, the group is constituted by people that belong to the same social context or that have similar experiences or beliefs in order to avoid discussion that only damages the purpose and becomes a waste of time.

Once the definition is clarified, the function of focus groups will be exposed in order to clarify its role within this action research project. "In focus groups, there is an interest on the part of the researcher in how individuals form an outline or perspective of a problem" (Hernández-

Sampieri et al., 2018, p.606). This citation catches the principal purpose of this qualitative

instrument which serves the fact of gathering a number of participants together in order to make

them give or express opinions towards a specific topic. As it was extensively explained in the

main purpose of this technique within the accomplishment of action research which is to

implement a meeting where the researcher in order to contribute finding helpful solutions to a

troubling situation, gathers information from the different perspectives and comments exposed

by the people involved on it. Furthermore, professionalism is also mandatory in this procedure

because the researcher is the host of the beholders, and they are expecting a responsible and

polite guider, not a controversial person that only wants to ask for personal information or create

discussion. Professionalism, politeness, respect, analytical skills, speech facility, and leadership

is expected to be accomplished by the researcher in order to use this instrument, as it was

previously stated by the different references exposed.

Now that the quantitative as well as the qualitative tools have been stated, it will give way

to mention relevant elements about the diagnostic test, the pre-test and the post-test as

instruments of this alternative methodological proposal meanwhile they are going to be entirely

exposed and detailed in the next segment. For this reason, the instruments are a highly relevant

and significant element of this project. Firstly, diagnostic test is understood as one of the tests

whose purpose is to determine what are the strengths and weaknesses of the pupil who the

diagnostic test is presented to, what he or she can or cannot accomplish with the language, and to

what extent the pupils perform their skills. As cited,

> The diagnostic evaluation of the educational system is intended to contribute to the
>
> improvement of the quality and equity of education, orient educational policies, increase
>
> the transparency and effectiveness of the educational system, and offer information about

the acquisition of basic competences. The immediate objective of the diagnostic

evaluations is to obtain data representative of the acquisition of basic competences and

assess the extent to which the educational system prepares students for life and to assume

their role as citizens in the modern society (Ministerio de Educación de España, 2010,

p.13).

This evidence highlights that throughout the application of the diagnostic tests, it is possible to

acknowledge students' performance and the acquisition of the target language that learners' have

been having during their knowledge construction process. Moreover, through this procedure it is

intended to know the level that the pupils present regarding the content that is being constructed

as knowledge by them. Thus, the application of the diagnosis tests enables to take a look to the

process students have had in the past and their level in the present regarding pupils' knowledge

of the content taught. Tests that are carried out with purpose to know the level of the students.

This idea is supported by the authors Cañizares and Carbonero (2009) who state in their book the

main purpose of the diagnostic tests as the following, "The diagnostic evaluation is carried out

on the basic aspects of teaching and constitutes an analysis process that has as its ultimate and

substantive purpose, the improvement of education" (p. 55). In other words, with the application

of the diagnosis tests, it is possible for the reader of this alternative methodological proposal to

gather the needed information in order to get to know what must be reinforced and what needs to

be enhanced in the pupils' performance and progress within the construction of their knowledge.

Which is one of the main purposes to accomplish that this action research project has. Therefore,

obtaining this information about the level that students have in terms of knowledge and skills

when speaking, is considered by this proposal totally significant to successfully provide students

with a great experience meanwhile they go through the process of acquiring and constructing their knowledge path.

In addition, pre-tests are a sort of test that is presented first to a group of students to be evaluated. Pre-tests serve to detect in advance the problems that this project may pose. For this reason, pre-tests assist the reader with the implementation of this present alternative methodological proposal due to the fact that pre-tests gather the information that is going to be utilized together with the post-test in order to compare results obtained before and after the implementation of this action research proposal. Moreover, pretest permit to the applicant person of this project to predict what is going to happen throughout this implementation. As it is quoted as the following,

> Pretesting involves determining the feasibility of using a given instrument in a formal
> study. It provides an opportunity to try out the technique or the instructions with a
> specific population. Pretesting also allows the researcher an opportunity to simulate the
> conditions of the study and get some direct experience of what will happen (Brink et al.,
> p.259).

This evidence demonstrates that pre-tests show student needs before the implementation of this action research project and then, with the implementation of the post-tests it is possible to examinate how well this proposal met those needs. These tests are a useful instrument in gathering information because they provide an inform about the insights students may have regarding the content. Moreover, pre-tests can provide information about the relevance of the project when it is feasible to know the students' attitudes and beliefs. Furthermore, it is vital to let the reader of this proposal know that pre-test and post-tests are used with the same students to indicate whether these learners were able enhance their speaking skills through the

communicative strategy that this alternative methodological proposal exposes, as a result of the implementation of it. As it is stablished in the book: A Guide for Interpreting Learners' Perceptions, Identifying At-Risk Individuals, and Avoiding Pitfalls (2006),

> Using a pretest and posttest will enhance the interpretability of findings. Without a pretest, the researcher/educator cannot be sure that the educational intervention caused any change in the targeted population. Because it will be difficult to evaluate changes. Changes in self-efficacy through the use of pretest and posttest become more important to measure, especially when other performance outcome indicators may be difficult to evaluate.

According to this previous information, it has been demonstrated how essential pre-test instruments are for an appropriate progress of this alternative methodological proposal once being implemented. As the quotation explains, without a pre-test it is not possible to notice the changes before and after the application of this action research. For all these aspects, the pre-tests are a vital instrument before the application of this project. Because after it has been implemented with all its strategies, it is possible to apply a post-test instrument in order to take a look to the effectiveness of the project through the results obtained and besides, it is viable to look for the manners in which students' speaking skills can be enhanced within their knowledge construction process.

Likewise, the post tests are used by the reader to analyze the knowledge growth that students have gotten after the implementation of this project. What a post-test do is to provide feedback regarding the improvement that students have had rear the application of this alternative methodological proposal. That is to say that a post-test is a test provided to the

participants after the proposal is presented or completed, in order to compare the results obtained through the pre-tests as well as the post-tests. As it is stated by Avillion (2007) as the following,

> To provide evidence that learning has occurred as a result of education, level of knowledge must be assessed prior to and following education. Simple knowledge acquisition is measured via a pre- and posttest, or appraisal of skill proficiency before and after training. A comparison of pre- and posttest scores or assessment of skill proficiency before and after training is an objective way to assess knowledge acquisition.

Hence, post-test come to this proposal to analyze the changes that have occurred in the pupils' knowledge construction process. Thus, post-tests are conducted right after the implementation of this alternative methodological proposal has been completed in order to determine what the students have learned and what has improved and/or what needs to be reinforced. For these reasons, the pre-tests and post-tests of this alternative methodological proposal take under consideration these essential elements that occur when implementing the project. In the same way, the relationship that exists with the pre- and post-tests, and with the results gotten in the diagnosis test in order to get the information that is highly relevant to support and serve the person that is applying this action research project. To reach the purpose of seeking to enhance the students' speaking abilities and communication as well as linguistic competence in their knowledge construction path.

In synthesis, the data collection tools are a vital element that functions as a support to the reader in charge of implementing this alternative methodological proposal. Due to the fact that it was demonstrated that the data permits the researcher to have a vision regarding the tools that are going to permit him or her to recollect the needed information in order to have a basis to implement this action research project. Furthermore, it was shown that the application of

these instruments allows the applicant person of the project to obtain the relevant information in order to provide a solution to the problem already stated and thus, performing this action research accomplishing its objectives and purposes. Due to the fact that data collection assists to make sure that the data that the reader collects is useful, sufficient, and effective to seek for the improvement of students' linguistic competence and acquisition of speaking skills. Furthermore, the data collection tools presented help to ensure the validity of the information gathered in order to let the reader arrive to great conclusions and recommendations that are gotten from the analysis of the information recollected. Moreover, it was presented three quantitative as well as three qualitative tools in order to make known the significance of each one, to let the reader have a global vision of this alternative methodological proposal once it is implemented. The three quantitative instruments described were the questionnaires, the surveys and the scales. It was detailed that questionnaires are composed by a series of questions used to collect information from the participants. These questions can be open or closed questions. Likewise, the explanation of surveys consisted on detailing that surveys consist of gathering data by questioning the participant members within a face-to-face communication. Moreover, it was exposed that surveys collect data through samples due to the fact that they usually implement the questions designed on a part of the population. And thus, the survey is a vital instrument when it is not possible to use the means to obtain data directly from the participants. Then, the third quantitative instrument described were the scales. It was explained that scales assign numbers to the answers of the participants; this is done to have numerical characteristics and thus, obtain numerical outcomes. In other words, it was detailed that making use of scales allows the reader to obtain results through numerical ranges to convert them into categories. After that, three different qualitative instruments for gathering data were explicitly explained together with their

purposes within research. The first one was an observation which in simple words serves the process that goes beyond looking as common sense. It involves a deep analysis of the participant´s actions and behaviors in their social context to gather data that are going to contribute to solving a problem stated, the purpose which the action research is done. The main idea addressed is the fact of two essential parts: the observer and who is being observed. Moreover, the different skills that the researcher has to achieve to successfully apply the observation as an instrument for gathering data. Likewise, the second qualitative method for recollecting data was interviews. In the same way, it was widely explained and the purpose was exposed. Several references supported the fact that interview referred to the technique where the researcher and the participant establish a professional conversation based on questions (by the researcher) and answers (participant´s responses). Moreover, two more features were covered: professionalism and skills to succeed. Professionalism was stated as a vital aspect in order to avoid misunderstandings or disrespectful situations. Furthermore, several skills were exhibited such as dealing with topics avoidance, being respectful, be thoughtful without being a privacy invader. Lastly, the third qualitative instrument explained and exposed was focus groups. One of the definitions given was referring to it as the meeting where people that belong to a similar social context and have similar orientations in order to create an environment predominated by knowledge, not by fighting due to the differences. Moreover, the term professionalism was prominent because it plays a fundamental role in the development of this instrument. It is not a conversation with friends, it is a reunion to gather as much information as possible. Moreover, the aspect exposed was that the researcher requires specific skills to successfully apply them (professionalism, politeness, respect, analytical skills, speech facility, and leadership). In synthesis, these three qualitative instruments are cited and selected in order to improve the

qualitative data collection process. It will be not achievable without them and their fundamental role within this alternative methodological proposal. After that, this project briefly explained the purpose of the diagnostic tests, pre-tests and post-tests. Throughout the diagnostic tests, it was noticed that is feasible to recognize students' development and the acquisition of skills in the target language that learners' have meanwhile their knowledge construction process. Additionally, through the diagnosis tests it is possible to get to know the foreign language level that students have in regard to the content taught. Thus, it was deducted that the application of the diagnosis tests enables to take a look backwards to the students' performance. Finally, it was detailed the relationship that occurs among the pre-tests and post-test. Due to the fact that pre-tests show student needs before the implementation of this alternative methodological proposal and once this implementation has been completed, with the application of the post-tests it is possible to examine how well this proposal met and cover those needs. All these aspects detailed in this segment of data collection, give the reader the possibility of having a vision in order to have a base on how to implement this project correctly in order to achieve the aims stated on it.

In the next segment, the instruments (diagnostic, pre- and post-tests) are going to be presented with a deeper detail in order to demonstrate their relevance in this alternative methodological proposal.

3.5 Instruments

In this paragraph, the researcher will be introduced to the instruments that are essential in order to handle and manage an effective execution of this alternative methodological proposal. In the following paragraphs, the three instruments implied (diagnostic test, pre-test, and post-test) are going to be shortly explained. As well as their vital role for gathering data in the different control groups and quasi-experimental groups that the applicant person needs to handle for effective implementation of this action research. Moreover, the purpose of this project along with the fundamental role of the instruments will be stated in order to pronounce if the objective of implementing experiential learning as a communicative strategy for enhancing learner´s speaking level can be realizable accompanied by two essential features which are validity and reliability. First, the definition of an instrument needs to be clarified, a short concept is given by the book Research Methodology [Metodologia de la investigación] (2012): "Research instruments: Resources or logistical support elements that the researcher uses to collect data in order to facilitate its measurement". (p.172). As the quotation remarks, instruments refer to the elements that are designated for collecting the data in order to verify major aspects before and after the implementation of the project. In the same way, those major aspects are related to the variables and the hypothesis because they are the ones that its correctness needs to be proved and verified by the implementation of the instruments. Likewise, one of its functions is to facilitate the measurement of the data recollected in order to obtain helpful information for creating the action plan. In this same path, a fundamental aspect about instruments is that it allows the researcher to validate any of the variables and the hypothesis itself giving a great chance to the researcher to corroborate and ensure what was stated at the beginning of the project is true and achievable. Moreover, it is essential for the researcher because the instruments are in charge of providing

precise information for establishing strong bases to the project in order to implement it, without

solid variables and hypotheses that can be proved, this action research project will lose its path.

Another definition of instrument is stated in the book Research Methodology in Social Sciences

[Metodología de la Investigación en Ciencias Sociales] (2002):

> In all research, a data collection instrument is used to adequately measure the variables
>
> contained in the hypotheses, and when there are no hypotheses, simply instruments are
>
> used to measure the variables of interest and achieve the research objectives. "A suitable
>
> measurement instrument is one that records observable data that truly represents the
>
> concepts or variables that the researcher has in mind" (Hernandez, 2002, p.186).

In this second reference, another definition of instruments is given in order to clarify in detail

what it is. As it was cited, instruments are the tools used for measuring fundamental aspects

which are hypothesis and the variables, even only the variables in case that there is no hypothesis

stated. Additionally, instruments help to determine whether they are valid (variables) and their

relationship between them and the hypothesis, project objectives, and aims. This reference

remarks in detail how to define instruments whether the hypothesis is stated or it is not. What

truly matters is that the variables correlate with the facts or statements that the researcher wants

to achieve through the implementation of this alternative methodological proposal that what the

last segment of the quote wants to transmit. However, if the implementation of the instruments

does not show correlation or cohesion of the variables with the objectives of this project stated at

the beginning, the researcher should start thinking about how to make it work. Consequently, if

throughout the implementation of the instruments the researcher does not obtain the data based

on what he or she has in mind, the project has a high probability to fail because there is a high

risky chance to create a weak and flat action research project that probably nobody wants to

perform it. Moreover, the researcher will lose interest on it. Based on this situation, the

researcher should think over the variables, the hypothesis or whatever he or she is considering to

implement. Nevertheless, Ackerman (2013) stated in his book,

> There is no instrument, a technique, a research methodology that can be positioned in the
>
> place of neutrality and along with it, accuracy. The precision of a project can be assigned
>
> and thus remain on the ground of a supposed truth (p.35).

The previous statement is a reminder for the researcher in order to have in mind that there is

always a margin of error which means that there is no exact or accurate instrument. This

evidence highlights that the person in charge of executing this alternative methodological

proposal has to implement its instruments based on the fact of a "supposed truth" because there

is a margin of error that can show up at any moment. Even though that margin of error should be

reduced at a minimum by the applicant person. This means that whether the variables are

applied, it is vital that those instruments prove that they are valid and reliable, terms that are

going to be stated ahead. To continue with the previous argument, when the researcher assures

that the information gathered with the right instruments is holding hands with the concepts of

variables and the hypothesis, the project is almost unadulterated and the researcher desires to

become realizable. Once the definition is widely explained, the purpose of the instruments will

be indicated in order to give a global view to the researcher for clarifying why the instruments

need to be included in this alternative methodological proposal:

> The specification in this case is given by the expression of its use or purpose: it is to extract
>
> the information from the reality studied. So that they are understood as resources, means,
>
> tools, where they are seen as instruments where they have the function of "capturing the
>
> data or information" required in order to verify the achievement of the research objectives,

measure the variables and validate the hypotheses, if they are contemplated within the

research (Niño, 2019, p.89).

In addition to this argument, it says that the purpose of the instruments is to recollect data in

order to measure variables and validate hypothesis within the alternative methodological

proposal chosen (action research is the one selected for this project). Moreover, it mentions a

significant aspect about instruments which is the reality studied. Along with this alternative

methodological proposal, this aspect has had several names such as environment, setting, social

or educational context, or in this case reality studied. However, it serves the context where the

implementation of the action research will take place or the context where the instruments are

going to be applied in order to gather information. In the case of this project, the reality studied

will be the Costa Rican high schools chosen and the instruments implemented by the researcher

(in this case the teacher in charge of executing this action research proposal) will be diagnostic

test, pre-test and post-test for accomplishing powerful statements that supports the variables and

the hypothesis exposed in this action research proposal.

Likewise, another significant aspect that is required to define the fundamental role of the

instruments within this alternative methodological proposal is: "It is impossible to do science and

to gather data without somehow relying upon previously developed theories, as these have been

contributed with the development of the instruments, procedures, analytical techniques, and other

elements of data acquisition" (Vaan, der Gaast, Koen et al., 2020, p.18). There is general

agreement that without instruments it is not possible to do any type of research; due to the fact

that instruments allow the implementation, even the creation of theories, validation of the

variables and the corroboration of the hypothesis. The instruments contribute to state important

information that can be useful for another researcher that needs to corroborate his or her

information in order to create another significant perspective and so on, the chain goes in that way. For all those reasons, instruments are fundamental inside an action research project. To summarize what the citation wants to transmit is that without instruments the data gathering process will not be possible, instruments implementation is vital for recollection data in order to analyze it and create an action plan that is going to contribute resolving the troubling situation (action plan because is an action research). Hence, the researcher (teacher or professor) in charge of implementing this action research project should select the appropriate instruments (the ones designated for this project are diagnostic, pre and posttest) for creating a strong principles and arguments for this alternative methodological proposal and inspire or guide other researchers in their paths. Furthermore, the book Research design and Statistical Analysis (2010) says:

> In designing research, we should use measuring instruments and data collection procedures that minimize the occurrence of missing data, especially on the dependent variable. Depending on the details, the presence of missing data will result in our analyses having reduced power and may well result in biased parameter estimates and tests. (p.577)

The strength factor of instruments is that when the researcher selects the most appropriate instruments, the researcher reduces the chance of misleading or misunderstand information. In addition, when the applicant person selects the instruments smartly, there is a low margin of error and the project is going to be strong enough to state valid data and argumentation. Regardless a great project, when there are weak bases or information mistakenly included in the results, that is where the variables cannot be sustained or being supported by themselves. As a result the project becomes less powerful and it consequences could be weak argumentation, the variables are not correlated each other, the variables do not support the theory, and the project starts to look flat and even with no sense in several of its components. To give an example based

on the previous information, having inappropriate instruments that provide weak bases seems to be like going to a war with a slingshot, in the first row the soldier will be dead. What that means is that the in the first chance to defend the project the applicant person will be ran out of fundaments and arguments whose showing how defective or effective the action research project is.

The definition, global vision and vital role were already exposed as significant aspects about this instruments segment. In the same way, the control groups and quasi-experimental groups are going to be explained in detail because it needs to be clarified for the researcher who is in charge or executing this action research proposal. Furthermore, two associated terms will be exposed: validity and reliability. It is not possible to have a harvest without the field where the seeds will grow up; in the same way it is not possible to apply an instrument without a population for recollecting the valuable information in order to make the action research project grows up. That is why these two significant types of groups that are correlated each other. They are going to be exhibit in order to provide knowledge to the applicant person in charge of carrying out this proposal. The first definition given will be control groups: "Participants are randomly assigned to groups and then pre-test is applied simultaneously; one group receives the experimental treatment and another does not (it is the control group); finally, it is also simultaneously administered a post-test". (Sampieri, 2014, p.145). It is fundamental to clarify that the term experiential treatment is changed by the concept action research. An action research project is going to be implemented on the control group as well as in the quasi-experimental group. As it states, the purpose is to select students randomly, which is an outstanding feature, and create two groups where one will be involved in the action research project and the other do not. The purpose of this type of group is to prove that the action research project is effective and

see how it benefits rather than the group that was not influenced with the project within a

population that was randomly chosen. To summarize the term, control groups serves the fact of

create two or more groups in order to influence one of them with the implementation of the

project, and the other group is not interceded. The second type of group that the researcher can

implement stands for quasi-experimental groups:

> In quasi-experimental designs, the participants are not randomly assigned to groups or
>
> paired, but these groups are already formed before the experiment: they are intact groups
>
> (the reason why they were chosen and the way they were integrated is independent or
>
> separate of the experiment). For example, if there were three school groups formed prior to
>
> the experiment, and each of them constitutes an experimental group. Let's see it
>
> graphically: Group A (30 students) Experimental group with X1 Group B (26 students)
>
> Experimental group with X2 Group C (34 students) Control group (Sampieri, 2014, p.151).

In the case that the researcher requires to implement a quasi-experimental design, it is vital for

him or for her to know the principles which a quasi-experiment groups stand for. This type of

groups differs from the control groups because its participants are selected randomly, fact that

opposites the quasi-experimental group where it previously selects the participants of each

group. The previous citation gives a clear definition of it, quasi-experimental groups are divided

in two smaller ones, and also the participants of each groups are previously determined in order

to contrast with the control group. Moreover, it gives an example of how a quasi-experimental

group is implemented in a research process because it shows different experimental groups

complemented with the control group and together they are going to give the data need by the

implementation of the instruments selected. That is a graphic example about how to create and

divide the groups; nonetheless, the researcher has the chance to arrange them in the most suitable

way for succeeding in this implementation, it is fundamental to remark that for a better results they are implemented at the same time with the same purpose. To recapitulate what was stated before, the applicant person can decide how to select and distribute the participants in order to implement the instruments; this two types of groups were exposed, control groups and quasi-experimental groups because they are helpful for this alternative methodological proposal.

At the end of this segment, there are two fundamental features that an instrument must have which are validity and reliability.

> …researchers must try to make sure that their instruments are measuring the correct thing (i.e., they are valid) and do so with relatively little measurement error (i.e., they are reliable). Failure to do so may seriously compromise the results of any subsequent statistical analyses, no matter how sophisticated they may be. The consequences of poor reliability on a measure may be worse than just low power (Myers, Jerome L., et al, 2010. P. 663)

As part of this section, the validity and reliability were introduced due to the previous statements presented in the citation. In addition, validity and reliability are vital in order to corroborate if an instrument can be applied or not. On the one hand, validity serves the fact that instruments are measuring what they have to measure because if there is another factor or factors included the instrument becomes invalid for this action research project. In the same way, reliability means that the instrument measures what it has to and it error margin is very low; thus that means that the instrument implemented is reliable, it gives a precise execution of the instrument for gathering data effectively.

The diagnostic test has been designated as one of the instruments for this alternative methodological proposal. Throughout this paragraph the definition and the essential role of diagnostic test are going to be explained meticulously. First, the definition can be stated from the CVC dictionary as the following,

> A diagnostic test is understood as the one whose purpose is to determine what are the strengths and weaknesses of the student who is presented to it, what he can or cannot do with the language, and to what extent he develops in the different skills. The information provided by this test is used to make decisions about the guidelines that the researcher should follow. (CVC Dictionary, n.d)

To argument the previous citation about diagnostic test, it serves to the type of instrument where a test is applied in order to obtain information about a subject or an entire group. Likewise, the information recollected is for determining the different features that are significant and relevant to the implementation of the action research. For that reason, diagnostic tests are in charge of providing the helpful characteristics and valuable information before the researcher implements the steps needed before the action research execution, it provides guidelines and facts in order to know significant details for proceeding with this alternative methodological proposal. Moreover, it is imperative to establish the role of the diagnostic test within an action research project: "Diagnostic in action research: The researcher gathers and interprets the data based on the diagnostic test applied in order to create an action plan" (Latorre et al., 2005, p.278). The strength of such an instrument is that diagnostic test allows the applicant person diagnostics the different weaknesses and strongest facts from the groups where this action research proposal will take place. That is why, diagnostic test is so fundamental because it provides a precise panorama about the setting or social context where the implementation of this alternative methodological

proposal is going to be executed and an anticipation of the troubling situation. On the other hand, the researcher requires to handle how to manage a diagnostic test application. As part of this section, the way of executing the diagnostic test is an essential aspect that the researcher needs to manage:

> The setting and the population where the diagnostic test is going to be applied involves different components: a) To identify the social structure or context of the participants. b) To discover the issues rooted in the setting and its nature (Latorre et al., 2005, p.278).

The previous statement clarifies to the researcher what she or he has to do before implementing a diagnostic test. It is vital to verify several aspects before in order to ensure a precise an effective implementation of a diagnostic test. The aspect labeled as "a" serves the fact of identifying the social context or placed where the participants are going voluntarily be involved in the instruments application. Likewise, the aspect "b" is related to the problem statement which means the issue and the cause why the researcher is doing the action research project for creating an action plan and come up with solution to the troubling situation.

> In the application of the techniques and instruments, the scientific, individual and in personalized aspects, the diagnostic must be taken into account to establish an adequate environment and be loyal to the instructions of the tests, without falling into improvisation, these are necessary elements so that the specialist is able to determine the potentialities of development, the main needs, the levels of help that the minor needs to be able to solve the problem and transfer it to new situations (Ortega,2017, p.38).

The strength of diagnostic test can be inferred from the previous citation. Diagnostic test allows to the applicant person being more precise in order to avoid improvisation or the opposite, has a

background in case of a sudden situation that might happen during the implementation of the instruments or even during the implementation of this action research itself. In the same way, it refers to loyalty as important aspect; however, what it really transmits is to follow and obey what the diagnostic test revels in order to let the researcher how to proceed and what she or he should not do or implement. For instance, if a diagnostic test explicitly says that the population is not appropriate for focus groups as a data collection tool; if the researcher persists and implements it, for sure it will have not satisfactory outcomes because since the beginning it is not going to work. What is more, the researcher can determine how to progress; due to the fact that it shows weaknesses, strengths and fundamental aspects that can be taken into account. Throughout the application of the diagnostic tests, it is realizable to recognize students' performance and the comprehension level of the target language that learners' have been constructing along the educational process. Additionally, this procedure (diagnostic test implementation) tries to know or focus on the level that the students show regarding the previous content that has been built as knowledge by them. Therefore, the application of the diagnosis tests empowers to take a look to the student's process and establish parameters that are essential for the instrument application. To sum up, this type of tests are carried out seeking to acquire information about the level of the students in order to obtain several major aspects that need to be counted within the execution of this alternative methodological proposal.

The second element that composes this section about the instruments is referred to the pre-test. It is eminent to comment that this document is written with the intention of presenting a proposal to the teachers in order to improve the students' speaking skill level and proficiency in the target language, which is English in this case. For this reason, this aspect demonstrates the reasons why it is significant to implement a pre-test before the application of this proposal, to

help readers detect the abilities and strengths that pupils' have regarding the performance they have being having in their knowledge construction process. John Zeisel provides a great definition of what a pre-test is as the following, "a pre-test is a small, self-conscious pilot study, a microcosm of the actual project carried out to identify, if possible, unintended side effects" (p. 160). This evidence highlights what has been stated previously regarding the pre-tests. Nevertheless, it is always feasible to review the significance and utility that pre-tests have. The previous citation mentions that a pre-test in a project is carried out to identify side effects. In other words, this test is about collecting relevant data about the current situation in which students are regarding their knowledge, skills, and capacities in the target language for the reader to recognize side effects. For this reason, a pre-test is considered completely vital to implement, in order to successfully start improving students' knowledge construction process. Furthermore, since this segment (pre-test) that compose the instrument of the alternative methodological proposal is about providing the reader with the reasons about the utility of the pre-test, Richard et al., (2018) offer more reasons regarding their relevance before implementing this project as the following,

> Pretests can serve both to verify the utility of an instrument in which the researcher has a good deal of confidence and to help in the development of an instrument when the researcher knows less about the phenomena under study.

This quotation means that this test provides the applicant person of this project to acknowledge the efficacy of the instrument once it is created, because it can turn into a thought in which the researcher believes that the pre-test is effective enough. However, through the application of the test the person will recognize its utility for the development of the project. In addition, the quote mentions a highly relevant aspect, which is that the use of a pre-test assists a researcher who

knows a little bit about the problem statement that is occurring in the classroom. In other words, the implementation of a pre-test can disclose elements about weaknesses in students' knowledge construction process that were not possible to realize about, until the application of this test. To give the reader a deeper vision of the utility of a pre-test Wolfer (2021) cites,

> Pretest can also help identify whether there are any questions that show little variation in responses and/or show a disproportionate amount of non-committal or "don't know" responses. Pretests give researchers insights into how people are interpreting questions, whether there are any problems with questions and if so, what might be done to correct those problems.

That is to say that a pre-test gives the person in charge of implementing this project an insight about the population point of view. This reveals how much students know the content throughout what the reader can realize regarding pupils' interpretation of the questions. Thus, the professor can notice if there were issues with the questions or if there were issues with students' interpretation of them. In this way, the teacher can start working of correcting those concerns. In other words, a pre-test shows what needs to be reinforced and what needs to be improved not only in the students' development and progress in their knowledge construction process, also on the teachers' vision of students' perception of the content. Martinez-Pons (2003) stipulates the purpose of the pre-test as the following,

> It is important for the instructor to conduct whatever pre-testing he or she will do on the first day since a certain amount of time will be involved in the conduct of any necessary remedial intervention on the basis of pre-test findings. The purpose in pretesting is to determine whether some sort of intervention is necessary to bring the class as a group to the entry level necessary for the present engagement effort to begin (p. 99).

The author of the book The Continuum Guide to Successful Teaching in Higher Education, mentions significant aspects. The first one reinforces the point that a pre-test must be carried out on the first day. This means, since the beginning of the implementation of this alternative methodological proposal, due to the fact that it is required a great amount of time in order to conduct the project. Time is a relevant element that has to be taken under consideration by the reader. Furthermore, it is mentioned the purpose of applying a pre-test. Which is to identify if the intervention needed in order to increase students' level and to provide them with an effort through the assistance that the implementation of this educational innovation proposal will bring to the teacher, as it has been pointed out previously. "The pretest result will be used to determine if the course level has to be promoted" (Fong, 2011, p. 303). This quotation reinforces the fact that a pre-test is going to identify the aspects that will determine if the learners' level needs to be enhanced. Thus, with the implementation of a pre-test, the reader of this innovative proposal is going to have the tool to get to know how much pupils' speaking skill has to be increased. Moreover, it has been shown that pre-tests allow the applicant person to obtain an insight about the viability of this alternative methodological proposal once it is applied.

Furthermore, the pre-test instrument is going to be deeply detailed regarding their utility in the quasi-experimental design. Due to the fact that as it was previously stated, in the quasi-experimental design two or more groups of students are created with the intention of having one of them involved in the implementation of this alternative methodological proposal in order to see the effectiveness of it. For this reason, a quasi-experimental design is a significant aspect that must be taken under consideration when applying the pre-test. In fact, Hernández (2014) cites two advantages of the quasi-experimental design pre-test as the following,

The implementation of the pretest offers two advantages: First, the scores serve for the control in the experiment; because when comparing the pretests of the groups, it is evaluated how adequate the assignment was. The second advantage is that it is possible analyze the score-gain of each group (the difference between the pre-test scores and the post-test) (p.145).

That is to say, that a pre-test allows the applicant person to get to know the results of the application of it in order to realize how much the test functioned. Hence, pre-tests help with the development of this action research proposal due to the fact that they collect the information that will be used along with the post-test in order to compare scores and results obtained before and after. Consequently, for the purpose of this action research project, it is essential for the reader that implements this proposal to have an idea or vision of each of the participants' abilities and proficiency to comprehend the English content that is being provided. For all these reasons, is that this innovative educational proposal suggests the application of a pre-test for the researchers to collect information about students' level since the very beginning and have a sure start point of the actual level of comprehension of the target language that students have in that moment. All the aspects mentioned make know how significant the implementation of a pre-test is. With the implementation of them, it will be possible to identify their importance since the results are going to be compared with the post-tests.

The last and not least element that compose this section regarding the instruments is the post-test. The post-test is completely related to the pre-test due to the fact that this test is about comparing the results obtained before the implementation of the project through the use of the pre-test, with the results obtained after the implementation of this proposal. Hughes and Tight (2021) state in their book,

> Pre-tests and post-tests are a standard method, and arguably one of the most appropriate ways of measuring change or gain. In educational research, pre-test and post-tests are commonly used to evaluate the effectiveness of any particular course or change in the design of a course (teaching method) (p.20).

This previous citation informs the reader that both pre-tests and post-tests are undoubtedly an adequate and correct sort of instrument that allows measuring what has been changed and obtained since the beginning of the implementation of this innovative alternative methodological proposal. Thus, it can be deducted that the purpose of the post-test is to permit the ones in charge of implementing this project, to evaluate if this action research proposal has succeeded in terms of improving the participants knowledge construction process. In addition, this aspect of the segment of instruments allows the reader to analyze the outcomes obtained through these two tools in order to build conclusions and go right ahead with solutions to the problem stated.

> The post-test can be used both at an individual level and at an educational research level to evaluate the progress of children after an educational program. In these cases, the difference in scores observed between the application before and after the program can serve as an index of the progress shown by the subjects. Finally, the verification of significant differences in children's performance, especially at socio-cultural levels, signifies the need to acquire a commitment to develop teaching styles that overcome the conditions which place children in a disadvantage (p. 87).

This evidence highlights the significance and relevance that a post-test has in this alternative methodological proposal. A post-test enables to obtain results that will evaluate the progress and even notice the discrepancies that are occurring in pupils' knowledge construction process. Moreover, the previous quotation states the fact that through the results obtained, a commitment

by the part of the teacher is needed in order to overcome the obstacles that interrupt learners'

acquisition of abilities in the target language. This aspect of the instruments segment is going to

be developed in deeper detail to provide the reader with essential information about the post-test

in order to proceed with the solutions that come out of the results gotten from the comparison

between the pre- and post-tests. Thus, instruments assist students in their path of construction

knowledge in the English language in order to improve their speaking proficiency and

competence by applying the diagnostic test, the pre-test, and the post-test as instruments.

Moreover, Thiagarajan (2008) states in his book, "A pretest refers to data collection at the

beginning of an experiment, before subjects receive experimental treatments. A post-test refers to

data collection in an experiment after the subjects receive the experimental treatment" (p. 281).

This information is used with the purpose of reminding the reader applicant of this action

research project, that a pre-test goes before the implantation of this proposal and the post-test

after it. For all the aforementioned aspects, the application of a post-test instrument is needed to

determine, evaluate, and analyze the effects of this alternative methodological proposal on

learners' performance in their knowledge construction process. According to Fraenkel et al.,

(2006), "If substantial improvement is found in posttest (compared to pretest) scores, the

researcher may conclude that this improvement is due to the intervention" (p.171). With this

previous information, it is possible to say that if it is found an improvement in students'

performance with the implementation of this action research project through the results obtained

with the pre- and post-test, it can be concluded that the intervention of this proposal functioned.

Thus, it is evident that without the use of the post-test it would be difficult to get relevant

outcomes after implementing this alternative methodological proposal, which help to gather the

results of learners' improvement while constructing their knowledge. Furthermore, the post-test

instrument is going to be deeply detailed regarding their utility in the quasi-experimental design, as well as the pre-test. Gussak and Rosal (2016) cited in their book,

> Pretest - posttest design is used when the group is pretested for functioning level. After participating in the experimental treatment, the group members are retested. The pretest and posttest results are compared to establish the degree of change after treatment (p. 648)

This information highlights the relevance that the quasi-experimental design has along with these instruments. It presents a process in which the group is firstly tested with the implementation of the pre-test. Then, once the participation in the experimentation has been completed, it is time for the second test, which is the post-test. In addition, the quotation points out what has been addressed throughout this introduction of what a post-test is: the outcomes obtained throughout both, the pre-test and post-test, are going to be compared in order to analyze the data recollected. This data allows the applicant person to have a vision about the results that are going to permit to acknowledge the information about students' performance since their initial level until the level that they will get after implementing this project. Thus, the reader is going to have a basis to implement this alternative methodological proposal with the pre-test and then, the reader can compare how well this implementation helped to improve those previous results. Hence, it can be said that the instruments allow the reader to examinate and thus evaluate the development that this action research project has had.

In synthesis, along the length of this previous segment named instruments, several aspects were developed in order to state strong bases for this section and to provide to the applicant person a foundation for structuring solid instruments that are going to enhance and facilitate the implementation of them. The first aspect exposed what the definition of instruments which

referred to the tools that support the data collection process in order to verify variables and hypothesis that need to be connected to the problem statement and the objectives of this action research proposal. Likewise, the purpose of them was exhibited because without the instruments is not achievable to recollect data and thus to establish an action plan that is going to contribute solving the issue within the social context elected. This previous argument gave a clue about its fundamental role within an action research because without instruments there is no data for being analyzed and organized in order to create an action plan for enhancing solving the troubling situation. For that reason, for this alternative methodological proposal the instruments designated were diagnostic test, pre-test and post-test in order to ensure the data gathering process. In the same way, the control and quasi-experimental groups were described in order to provide a researcher a whole panorama and instruct him or her how to select the groups for the implementation of this action research. A control group is an amount of people that are randomly selected for the implementation of this methodological proposal. Whereas a quasi-experimental group referred to an amount of people that is chosen according to the applicant perspectives and needs. However, it was defended that both work together in order to provide best outcomes. At the end of the introduction two important aspects were introduced: validity and reliability. That is why they are fundamental because if an instrument does not have those vital aspects, the instruments become invalid and useless. Validity was stated as that the instrument measures what it supposes to measure and reliability was defined as the type of instrument which it margin of error is low. During this chapter the three elements selected as instruments for collecting data in this action research project were diagnostic test, pre-test, and post-test. The first one refers to the type of test that is made in order to gather helpful information about weaknesses, strengths, participants and social context features. Furthermore, fundamental features that the researcher

requires to know such the social context and the problem statement before the action research

execution accompanied with the vital role of it within this project. Diagnostic tests support the

researcher in order to avoid improvisation and gives information that can be valuable in sudden

situations. Likewise, it was presented the utility that a pre-test and post-test have in this

alternative methodological proposal. It was mentioned that the pre-test assists the person in

charge of developing this proposal, with the progress of this action research project, due to the

fact that they collect the information that is going to be utilized along with the post-test in order

to compare the results obtained before and after this implementation. Due to the fact that, as it

was commented, this test is about collecting highly relevant data regarding the current situation

in which students are with their knowledge of the content and the skills and capacities that they

have in that moment in the English language. This is done to identify strengthens and

weaknesses before starting to implement this project. For all the aspects mentioned in this

introduction of the instruments, a pre-test is considered totally vital to implement, in order to

start enhancing students' knowledge construction process with success. Moreover, it was

detailed that a post-test is utilized by the reader of this project to determine the knowledge

progress that students have obtained after the implementation of this project. Hence, it was

possible to state that post-tests provide feedback about the improvement that students have had

regarding the implementation of this alternative methodological proposal. It was stated, in other

words, that a post-test is applied to the participants after the proposal is completed, in order to

compare the pre-test results obtained with the post-tests results. Moreover, it was mentioned the

relevance that a quasi-experimental design has with these instruments. Due to the fact that in this

design, two groups of students are formed with the purpose of having one of them involved in

the implementation of this action research to examine how effective it was. For this reason, a

quasi-experimental design is a relevant aspect that must be taken into account when applying these tests. With all the previous information detailed, it was possible to deduce that the implementation of these instruments is not only about analyzing all the information collected, it is also about making a change in order to continue providing developments to the learners' knowledge construction process. Thus, it was shown the relevance the pre-tests and post-tests have in order to develop an appropriate progress throughout this action research. Due to the fact that the pre-tests and post-tests of this alternative methodological proposal take under consideration significant aspects such as the bond and relationship that exists with the pre- and post-tests, in order to get the information that is relevant to support this project that seeks to improve the students' speaking competence and proficiency.

The next segment is going to be about an explanation in depth of the instruments previously introduced (diagnostic test, pre-test and post-test) accompanied with their vital role within this alternative methodological proposal.

3.5.1 Diagnostic test

In the following segment, a fundamental instrument is going to be specified in detail accompanied by its indispensable role within this alternative methodological proposal. In the same way, fundamental features are going to be developed along with it. Firstly, as a connecting section before defining what a diagnostic test is. Moreover, it is significant to know where the concept test comes from in order to know what its history is. The origin of the term test is affirmed in the book Introduction to Test Construction in the Social and Behavioral Sciences (2003):

The word test goes back to alchemy. In attempting to determine the gold content of any substance or compound, alchemists would place scraps of the material being studied into a, small, inert earthen and expose the cup and its contest to over-higher temperatures. This cup was known as "test", and our expression "to stand the test" is derived from that exposure to high temperature that alchemists used to boil off baser metals. Their hope was this procedure would yield noble metals. We have seen similar disposition with researcher as they begin compiling data, particularly when the instruments used emerge from more intuition and hope from a discipline approach. (p.12)

In appreciation of this citation, the word test has been utilized for many years. However, it is interesting to infer how it has been developed through time and its progress until the present. It began with alchemy, in that time was unthinkable to apply it in another field. Fortunately, it has progressed and expanded its horizons to other domains until it is currently used in many different fields in order to help or advance aspects of different areas. Alike so, it was tough to believe that the term test arose from an area that has nothing in common with education; nonetheless, thanks to that event, different types of researchers have the opportunity to grow in their fields. The passage provides a great example of how researchers are now the evolution of those first tries from alchemy. In fact, researchers (in this action research is going to be a teacher or professor) are the ones who implement the instruments in order to gather data hoping to obtain helpful information that is going to enhance the learners' knowledge construction process. Another fundamental aspect is that the concept test has grown, and this has several components, characteristics, or uses. Its greatness encompasses educational research, and luckily the researcher has the opportunity to implement diagnostic tests for improving their projects. This type of instrument is part of the test family, giving a great chance to the applicant person to

enrich this innovative methodological proposal named action research. For that reason, it is

essential to clarify the definition of it; although it was previously described, the researcher

requires to have a clear prospect about it and know how to manage it effectively in order to

succeed in the implementation of this action research project. For that reason, the first definition

is given by Shawer (2011): "Diagnostic tests consider student strengths, difficulties and

weaknesses to determine what learning still needs to take place" (p.64). In agreement with this

quotation, it mentions that diagnostic tests serve the fact of testing the learner's capabilities in

order to recollect specific information. That data is going to provide guidelines for letting the

researcher acquire significant aspects for the implementation of the project. Likewise, as it was

cited, the relevant aspects obtained through diagnostic tests are fortresses, weak spots, and

fundamental features for determining the information that the researcher needs to take into

account for contributing to solve the problem and which aspects are fine and do not necessitate to

be concentrated on. As a consequence, in this action research, the researcher applies the

diagnostic test in order to know all those preceding aspects mentioned, and acquire information

that is going to be helpful before applying the pre-test and post-test. Consequently, the researcher

is in charge of discovering if the population tested needs the implementation of this alternative

methodological proposal in order to enhance the speaking level and contribute to enhancing the

target language usage. Another interpretation of a diagnostic test is the following: "A tool for

gathering information about individuals' difficulties, weaknesses and strengths to determine

what learning still needs to take place" (Shawer, 2011, p.146). As the citation indicates, the

diagnostic test is a tool or instrument that requires recollecting data in order to obtain relevant

information from individuals (in this case would be the participants involved in this alternative

methodological proposal) intending to acknowledge the different negative and positive aspects

that the researcher could face along with the execution of this action research. Likewise, once the researcher has recollected all the data needed to detect where the knowledge construction process is been affected. In the same way, once the researcher identifies where the problem is, the applicant person starts to construct and complement features that are going to be implemented within this innovative methodological proposal. Once the definition was declared, its fundamental role requires to be clarified to make the researcher understand why it is essential within this action research project. As it was mentioned in the introduction section, it is not possible to implement action research without the instruments that are going to provide valuable information in order to know if the project is applicable and realizable or not. According to the book written by Hauppauge (2011), he states: "Diagnostic tests usually focus on the low end of the achievement spectrum and provide a detailed picture of the student's level of performance in the various skills that the subject involves" (p.65). The strength of such an instrument is that it affords a clear panorama about the student's achievements and their progress; moreover, it details where students are having difficulties relating to the subject under study. Therefore, this action research project needs to apply a diagnostic test for testing in which students' skills are succeeding and which ones they need reinforcement to enhance that aspect and increase their language development competence. In this case, the subject under study will be English competence, especially speaking skills which is the aspect of this project. Another fundamental part is the role of the diagnostic test within research which is pronounced by Charles Anderson (2005) as the following;

Diagnostic test seek to identify those areas in which a student needs further help. These tests can be fairly general, and show, for example, whether a student needs particular help

with one of the four main language skills; or they can be more specific, seeking perhaps to identify weaknesses in a student´s use of grammar (p.06).

The scent of this quote relates to the significant role of the diagnostic test because it remarks several elements of it. The first aspect mentioned was related to helping students which means detecting specific areas where the students need to improve and enhance in order to provide the best outcomes possible. Moreover, it gives a great example of a diagnostic test that can be applied in general or for a specific purpose. In the case of this action research project, the researcher will be the focused on speaking competencies. Furthermore, the researcher will obtain what are the weaknesses in order to create an action plan for contributing to the learner´s language usage of the target language. As part of a diagnostic test, as was also mentioned in the introduction, tests require to be supported by two essential elements that are validity and reliability. The first definition exposed is about reliability:

…the degree to which a research method, test, or tool measures what it is supposed to measure. Therefore, validity focuses on the extent to which the methods can be considered reliable and accurate within the context of the research in which they have been used (Smith, 2017, p.106).

As it was stated, validity serves the fact the instrument proposed (the diagnostic test in this action research) measures what it has to measure. To exemplify this previous argument, it is like trying to measure speaking skills using a diagnostic test is more suitable for measuring a listening ability, as a result the outcomes that the applicant person obtained are not going to be helpful. The previous example gives a great clue of an invalid diagnostic test. For that reason, the person who is in charge of executing this innovative methodological proposal should be aware of implementing a valid result of it. The second term is reliability which stands for the following:

In other words, reliability focuses on the degree to which the research methods used in a

project are communicated explicitly and transparently, and the extent to which this report

would enable another group to reliably use the same set of tools (Smith, 2017, p.107).

Unlike validity, reliability serves the fact of transparency and explicitly, as it was exposed in the

previous quotation. These vital terms demonstrate that the data used in the project is true and

proved in order to make other researchers feel secure about this data provided by this alternative

methodological proposal. Furthermore, the citation mentions that reliability is a secure tool that

guarantees the project in order to assure the information included in the outcomes. For instance,

if a determine project implemented a set tools that seem to be the appropriate ones; however,

another researcher tries to corroborate the same theory or resolve the problematic situation

through the implementation of the same tools, in this case the information is not the same. The

previous investigation showed different data and there are several anomalies that do not correlate

within variables and the information provided by the first applicant person who applied it. That

situation demonstrates that the tools used are not reliable, either the researcher's execution. That

is why, the researcher in charge of this project needs to be capable enough to apply this

alternative methodological proposal executing a well-constructed diagnostic test that seems to be

reliable and valid.

3.5.2 Pre-test

Pre-tests take on greater significance within this section of the instruments in this

alternative methodological proposal. As it was briefly detailed in the introduction, a pre-test is

applied before the implementation of this action research project. For this reason, it is

fundamental to ensure that the reader completely acknowledges the relevance that this instrument has regarding its application. A pre-test provides meaningful and valuable information from the respondents before the applicant person executes this action research. As stated,

> Pretesting is one type of evaluation research that is conducted in the early or formative stages of program development. The term pretesting is used to describe the process of systematically gathering target audience reactions before they are produced in final form (Peters, p.1).

This evidence highlights that a pre-test is performed in the very beginning of a project or program development. Due to the fact that it provides the researcher with relevant answers by the part of the participants of this action research. Pre-tests allow to collect students' information and facts in regard of their knowledge of the content in the moment of starting with the execution and implementation of this proposal. This is done in order to realize about fundamental details before advancing with the implementation of this alternative methodological proposal in the classroom. For these reasons, the data collected through a pre-test is to determine several features that are significant and relevant to get to know students' level in the target language in order to continue with the implementation of this action research. Thus, it is possible to deduce that a pre-test is an essential element to fulfill and complete the process of the implementation of this project in order to achieve its purposes and improve the students' experience meanwhile they are in the process of constructing their knowledge. As cited by Ruel et al., (2016)

> A pretest is a necessary component of research process. Pretesting is an important way to pinpoint problem area, reduce measurement error, reduce respondent burden, determine whether or not respondents are interpreting questions correctly, and ensure that the order of questions is not influencing the way a respondent answers. In other words, a pretest is

a critical examination of your instrument that will help determine if your project will

function properly as valid and reliable research tool (p. 101).

In other words, using a pre-test as an instrument presents to the researcher plenty of advantages

that will help further in the development of the project. It is said that throughout the results

obtained, it is possible to identify the problem statement. This means that the reader can

acknowledge strengths and weaknesses that students present in their knowledge of content in the

English language. Moreover, this test allows to recognize if learners are understanding the

information by the analysis of how well they interpreted the questions and provided the answers

to them. Additionally, the previous citation mentioned the validity and reliability of a pre-test, as

these aspects were introduced in the previous statements presented in the introduction of the

instruments. Validity and reliability are essential components on any instrument in order to

substantiate if an instrument can be executed or not. Because validity and reliability stand for

showing that pre-tests are evaluating the information that must be measured in this action

research proposal, and at the same time this means that the instrument implemented is reliable

because it provides the reader of this project with a step in advance to execute this instrument for

gathering data in an effective form. In addition, as it was aforementioned, the pre-test allows to

recognize how well pupils manage the content that is being delivered and thus, determine the

progress that students have being having in the speaking skill in their knowledge construction

process. Hence, according to the information gathered through a pre-test, it is possible to review

and thus improve what is being taught to the population. Peters support this idea as the

following,

Pretesting can help determine which of several alternative executions of an item may be

most effective. Or, it can identify strengths and weaknesses in single executions. The

findings can be used to revise and improve the content before it is distributed to the

audiences (p. 1).

This previous quotation reinforces the aspects that have been detailed along this chapter. A pre-

test allows the reader of this project to acquire an insight about the different weaknesses and

strongest features students have regarding their proficiency and competence in the target

language. Having these clear, the teacher can notice if the implementation of this project is

needed according to what the results showed. Thus, it is possible to get to know which is the

knowledge that the students have gotten during their construction of it. If it is feasible to detect

that there are plenty of gaps in their knowledge path, in here is where this action research project

is going to take place. For this reason, a pre-test is highly essential, because it provides a

perspective for the applicant person to have a vision about the context in which students are in

order to start the execution and implementation of this alternative methodological proposal. Sha

and Gabel (2020) provide in their book a reason why a pre-test is significant to implement as the

following,

> The potential of these methods to identify the existence and sources of problems makes
>
> pretesting an indispensable phase. Pretesting offers valuable information about the role
>
> that language plays in the question response process, for example, by identifying
>
> questions or response options that are interpreted differently (p.130).

This is another aspect that demonstrates how vital a pre-test is. The previous information states

that with the responses to the questions, it is potential to detect the role that the language has

played, in the knowledge construction process, in this case. The example established that the

interpretation of the questions can differ among the population. In this manner, the teacher can

realize about students' perception of the content of knowledge they are acquiring. For all these

aspects is that it can be said that a pre-test reveals weaknesses, strengths and underlying elements that must be taken under consideration in order to begin with this implementation. Hence, with the application of the pre-tests, it is feasible for the person in charge of implementing this project to acknowledge students' performance and their proficiency and competence level in speaking, that students' have gained meanwhile they are in the process of constructing their knowledge. To deepen in the relevance and utility that pre-tests have in a project, Wolf et al., (2016) cite in their book,

> Responses are to attempt to identify and be informed by ways in which members may differ systematically in how questions are understood and answered. Pretesting is essential to identify potential problems in instrumentation to minimize measurement error and other spurious outcomes (p. 166).

The previous citation mentions that a pre-test has also the purpose of identifying probable side causes that may occur in the application of this test in order to reduce them and provide outcomes by the part of the learners as clear as possible. According to this information, it is feasible to let the reader know why the implementation of a pre-test is essential in this project. Due to the fact that this procedure seeks to recognize and focus on the level that students present in regard to the content that has been throughout a whole process of construction of knowledge by them. As a result, the application of the pre-tests enables to take a look at the learners' process of acquisition of the target language and thus, establish factors that are essential for the implementation of this instrument.

Apart from letting the teacher that implements this action research project know the significance that pre-testing students' academic level has, it is also a need to suggest how to carry out this instrument. According to Bensley and Brookins-Fisher (2003),

When pretesting, ask open-ended questions whenever possible. Open-ended questions help determine if the reader understood the message as it was intended, and provide the greatest opportunity for eliciting all differing points of view. Close-ended questions can also be useful, especially if the question incorporates response categories to provide specific feedback to the reviewer (p. 191).

This information suggests that open-ended questions are a type of question that allows the researcher to get deeper details in the responses of the population (in this case the students). Open-ended questions are usually used when the information collected with other types of questions is insufficient to obtain insights or to detect areas of opportunity. Hence, these questions are useful to deepen the opinions that respondents have about the current situation. In this way, it is possible to determine knowledge patterns with ease. Thus, a recommendation to the teacher is to listen to the students in order to let them convey their opinions, feelings and ideas. Nevertheless, before deciding what type of question to use, it is vital to be clear if what is needed are quantifiable answers for statistical analysis, or if what is needed will have more benefits by giving the respondents greater freedom of expression. However, since the nature of this project is to have quantitative as well as qualitative instruments (mixed approach), both sort of questions fit precisely to recollect the needed data within the application of a pre-test.

Moreover, as it was detailed in the introduction of these section (which is the instruments), control as well as quasi-experimental groups play a vital role for gathering pre-test and post-test data. The reasons why are explained in the book Action Research: Teachers as Researchers in the Classroom (2009), as the following:

The researcher can compare the experimental group's pretest and posttest scores in order to determine if the treatment had any effect. The pretest and posttest scores from the

control group can also be compared in order to see if they are different. If there is a

difference between the control group's two test scores, it could not be due to the

treatment, since those students did not receive any treatment. If an improvement in scores

is found for this group, it may be due to the passage of time and natural maturation

(Mertler, p. 89).

This evidence points out that pre-test outcomes as well as the results gotten from the post-test

(which is going to be explained below) are used to corroborate if the treatment (in this case this

action research project) produced an improvement in students' performance along its

implementation. As it was explained in the introduction, the control group is not influenced with

this action research project. Hence, the previous quotation mentioned that if there is an

enhancement by the part of the control group students is due to their effort and to the passage of

the time. Due to the fact that this group is not going to be as involved in the implementation of

this project as the quasi-experiential group is. Nonetheless, this project seeks to provide students

with a greater knowledge construction process in which they feel more than comfortable to

maintain their path of building their knowledge with the support of this alternative

methodological proposal. For all the aspects mentioned above, it can be said that through a pre-

test, the teacher is able to acquire information about the level of the students in order to obtain

relevant information that is needed within the previous execution of this alternative

methodological proposal.

3.5.3 Post-test

A post-test is an instrument used to collect relevant data after that the implementation of this alternative methodological proposal has occurred. A post-test is a sort of instrument that allows the researcher to compare the results gotten on it along with the outcomes obtained from the pre-test application. To provide the reader with a greater definition of what a post-test is, the Merriam-Webster dictionary (2020) stablishes that a post-test is "a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program". With this information, it is feasible to state that a post-test is about evaluating the impact and enhancement achieved in the students' knowledge construction process by implementing this action research project. Thus, a post-test is going to measure how this proposal assisted learners with an improvement since this project presents an innovative methodology in the English language that seeks to provide a difference in previous courses that have used the same traditional methodology every single year. This makes clear why the applicant person of this project definitely needs to apply a test after this intervention has been completed in order to see how well the action research project functioned at the end. As cited by Stommel and Wills (2004), "A posttest is used to examine the effects of exposure to the content of the courses (the intervention) on students' perceptions by the end of the course (the outcome)" (p.108). This quotation highlights that the application of a post-test enables to determine and examine how well this proposal intervened in improving students experience meanwhile they are in the path of constructing their knowledge. In other words, a post-test permits the reader to analyze if this educational innovation met the needs of increasing the pupils' perception of the content in order to enrich their proficiency and competence level in a language that differs from their mother tongue. In addition, to review the utility and essentialness that this sort of instrument has in this alternative methodological

proposal, it can be deducted that these tests are a vital data collection instrument for gathering information due to the fact that post-tests provide an apprise about the insights students could have gotten regarding the content they have been building. According to Bernsen and Dybkjær, (2009),

> Data analysis is often focused on comparing the pre-test data with the post-test data to see if, e.g. expectations were met, attitudes and opinions changed or any other discrepancy or similarity of interest to further system development can be revealed from the two data sets (p. 189).

As it was cited, pre-tests and post-test work together. Due to the fact that a pre-test assists with the development of this alternative methodological proposal because these tests recollect the information that is going to be utilized along with the post-test. The comparison is done in order to liken scores and results obtained before and after the intervention of this innovative action research proposal in the students' knowledge construction process. For all these reasons, there is a link that exists between the pre-tests and post-tests of this alternative methodological proposal. Moreover, as the quotation mentioned, these two set of tests take under consideration essential aspects such as if the prospects of the project worked, if the project's aims and objectives were reached and what is of utmost relevance: if the project showed that students could increase their speaking skill level. In other words, a pre-test along with a post-test are the instruments that let the teacher realize about the improvement students were able to get thanks to the implementation of this innovation. Yager and Falk (2007) indicate in their book the following,

> The pre- and posttests provided to teachers a more typical measurement of knowledge, and they are also a way for us to see what kind of impact the program may have on the overall learning of students. The pre- and posttest also help to show students and teachers

the extent of their learning through the program. Scores on the posttest show a

remarkable difference in the student achievement (p.93).

This evidence reinforces the fact that these instruments are employed for the applicant person to

understand the impact that this alternative methodological proposal has. Furthermore, it stands

out that post-tests demonstrate a high distinction in the learners' progress. This aspect keeps the

teacher updated with the extent of how well students have been improving their knowledge of

the content as well as their proficiency and competence level when speaking English. Therefore,

the process of obtaining information is done due to the usage and utility of the pre-test and the

post-test. Hence, as a reminder for the reader, once that the applicant person gets the outcomes

from these data collection instruments, the teacher must use the data collected in order to analyze

it with detail to convert it into meaningful changes to make conclusions of the project

implementation. Thus, the reader can seek to eliminate the problem stated under this action

research. Stommel and Wills (2004) provide in their book highly relevant information regarding

the utility of the post-test,

> The purpose of a study using a posttest is most often to evaluate the effects of
>
> interventions or treatments conducted. Posttests are often used in studies intended to
>
> evaluate the effect of educational intervention. Posttest may be used to compare groups
>
> that are exposed to different educational formats, such as comparisons of student
>
> perceptions of course content in traditional classroom setting (p.74).

The previous information provides the reader with the purpose of the application of a post-test,

which is to examine the influence that the intervention that this alternative methodological

proposal in the pupils' knowledge construction process had. Therefore, the value of how the

researcher (in this case the teacher) gathers the information for further analysis of the data is a

meaningful step in this action research project. Moreover, throughout the analysis of the information collected from the pre-test as well as from the post-test, the reader is able to create reports that assist him or her to start acting. It is vital to remind the applicant person of this project that it is needed to take actions from the result gathered through the instruments to improve this action research project in order to enhance the learners' speaking competence. This can be achieved through the implementation of experiential learning as a communicative strategy to enhance students' knowledge construction process. As a consequence, it has been presented to the reader how relevant the results obtained from the pretest and post-test tools are to get significant information to be analyzed.

In addition, as it was stated in the pre-test section, the quasi-experimental design is also an essential element to be shown to the reader in the post-test. Podesva and Sharma (2014) established in their book a statement about the post-test in the quasi-experimental design as the following,

> One example of a quasi-experimental pretest-posttest design is the two-group, pretest-posttest design, also known as the controlled pretest-posttest design. Both groups are assessed prior to the treatment, one group forgoes the treatment, and both groups are assessed after the treatment. If the researcher finds that the treatment group's scores are different (e.g., statistically higher) that those of the control group, then, all other things being equal, the researcher can cautiously conclude that the treatment was responsible (p.123).

In the quasi-experimental design, there are two groups: the control group and the quasi-experimental group. The quasi-experimental group is completely exposed to the treatment, which in this case is this present innovative educational proposal, whereas the control group is the one

that forgoes the project. In other words, this second group is not as involved in the action

research project as the quasi-experimental group is. The purpose of this design is to randomly

select learners and then create these two groups where one of them is going to be involved in the

action research project and the other is not. Therefore, as the citation states, both groups are pre-

tested before the implementation of the project. After the project has been implemented, both

groups are post-tested. The aim of having these two types of groups is to prove how effective the

action research project is and to notice how it benefits the quasi-experimental group rather than

the group that is not influenced with the project within this students' population. Additionally,

through this design, the researcher will have the ease to get the conclusions that are going to

allow him or her to deduct if this action research was responsible of having an improvement in

learners' knowledge construction process. Because at the end of the day, these instruments are

carried out in order to get the information that is highly relevant to support this project that seeks

to improve the students' speaking abilities.

In synthesis, in this previous segment the three instruments designated to this alternative

methodological proposal (diagnostic test, pre-test and post-test). They were explained in detail

complemented by its fundamental role within this action research proposal and several vital

aspects that are essential for the execution of them. The first instrument addressed was diagnostic

test which stands for the testing of learner´s strengths and weaknesses in order to provide that

information to the researcher. In the same way, it was exposed how essential the pre-test

instrument is in this alternative methodological proposal since the pre-test is executed at the

moment the teacher decides to start with the implementation of this project. It was detailed that

the application of a pre-test allows the reader to recollect learners' data and facts about how

much they are familiar with the content in the moment of beginning with the implementation of

this action research proposal. As it was explained, a pre-test has the purpose of letting the reader realize about fundamental details before continuing with the project. Moreover, it was exposed that this instrument seeks to acknowledge the level that students possess in regard to the content that has been acquired throughout the process of building knowledge. Thus, it was possible to deduce that the application of a pre-test permits to take a look backwards to the learners' process of acquisition of English. It was stated that a pre-test allows the teacher that implements this project to obtain a vision about the weaknesses and strengths aspects that students present regarding their proficiency and competence in their second language. Additionally, the post-tests were also explained as a data collection instrument that works along with the pre-test. It was stablished that the post-test is totally related to the pre-test due to the fact that this test is about comparing the outcomes gotten before the implementation of the project through the use of the pre-test, with the results obtained after the implementation of this proposal. Furthermore, it was informed to the reader that both pre-tests and post-tests are undoubtedly an adequate sort of instrument that permits to evaluate what has changed since the beginning of the implementation of this alternative methodological proposal. For all the aspects mentioned, it was feasible to deduce that the purpose of the post-test is to permit the teacher or teachers that implement this project, to consider if this action research project has succeeded in regards of improving the pupils' knowledge construction process.

All the different elements regarding the instruments (diagnostic, pre- and post-tests) were deeply explained in order to help the researcher to implement this action research project effectively. In the next segment, the chapter's conclusion will be exposed in order to provide a great summary of all the relevant features addressed through this third chapter already concluded.

3.6 Chapters' Conclusion

Along with this whole chapter, several important aspects were explained and clarified in detail in order to provide great guidelines for the applicant person in charge of implementing this alternative methodological proposal. The sections exposed were the research method, type of approach, data collection tools, and the instruments (diagnostic, pre and posttest). In the following paragraphs, each of them is going to be concluded with the main ideas presented within each section. The first aspect addressed was the research method which was action research. In order to prove this definition of action research, it was exposed in detail reinforced by several citations. In the same way, the reference supported the term action research because it is used as a great method for enhancing an area under study. It is achievable throughout the application of several techniques that propose an action plan based on the data gathered in order to contribute to solve a troubling situation. Furthermore, the second feature exhibited was the fundamental role of action research within the educational improvement, and for the implementation of this alternative methodological proposal. The explanation was related to the fact that action research allowed to improve the educational practice. It emphasizes enhancing the different aspects required within an educational curriculum. Furthermore, the third aspect mentioned was about the profile for introducing and sharing the idea that teachers and professors are the correct researchers that should be in charge of executing this innovative alternative methodological proposal because of their expertise and professional formation. The last aspect in the research method was the evolution of action research. The intention was to exhibit its origins and examine its growth throughout the time.

The second viewpoint addressed was the type of approach which involved qualitative, quantitative, and mixed-method. In the same way, they were openly described along with their

purposes in this innovative educational procedure. The first method explained was the quantitative approach and it was defined as the tool for gathering data that can only be represented by numerical and statistical data. Moreover, the quantitative method referred to collecting quantifiable data in order to corroborate the theory and its variables. What the quantitative approach solicits is whether a determined theory is feasible or not throughout the execution of the quantitative method. Furthermore, it is a suitable approach for the applicant person that is implementing this action research where they require statistical procedures in order to give the outcome. Likewise, the qualitative approach was widely clarified accompanied by its fundamental role within this action research. Several references were supporting its definition: however, complementing all of them the applicant person can assume that qualitative is a method where the researcher has to enquire into the social context proposed for the execution of the project. This approach assists the fact that data cannot be recollected with quantitative methods. As part of the included aspects, it presented the opportunity to work together personally with the participants involved within the action research and realize a deep examination of the social context, and obtain precise data that is deductively collected. The third type of method exposed was the mixed approach which is the approach designated to undertake this action research project proposal. The central aspects discussed were its definition and its purpose on research accomplishment complemented it with its vital role in this action research. The definition in sum was described as the integration of qualitative and quantitative approaches for enhancing the research even more if they were apart. The tenacity mentioned was to expand and enhance the research by the usage of both methods in order to provide great results (qualitative and quantitative approaches combined). Moreover, its relevant role was ascribed as enhancing the researcher outcomes due to the integration of both methods (quantitative and qualitative). For

that reason, it was selected as the most proper approach for the achievement of this alternative methodological proposal.

The third aspect addressed during this chapter was specified as data collection tools. The data collection tools were described as fundamental elements where its function is to become a support to the reader in charge of implementing this alternative methodological proposal. Since it was confirmed by several references and arguments that the data lets the researcher has a visualization towards the tools that are going to allow him or her to recollect the needed information in order to have a solid base to implement this action research project. Furthermore, it was demonstrated that the implementation of these instruments gives a great chance to the applicant person of the project to achieve the relevant information in order to provide a resolution to the problem already stated and thus, execute this action research for accomplishing its objectives and determinations. Hence, the applicant person needs to be sure that the information obtained from the data collection process is helpful, sufficient, and effective to look for the improvement of students' linguistic competence and acquisition of speaking skills. Furthermore, the data gathering instruments presented support to ensure the legitimacy of the information in order to provide to the reader a set of great assumptions and endorsements that are obtained from the study of the information recollected. Besides, in this section, three quantitative, as well as three qualitative tools, were presented in order to let the applicant person know the significance of each one. In the same way, it engages the reader into a global vision of this alternative methodological proposal. The quantitative instruments described were the questionnaires, the surveys. The segment explained that questionnaires are constituted by a series of questions in order to collect information from the participants involved in the action research project. The questions can be introduced as open or closed questions. Likewise, the second

quantitative instrument presented was the survey. Surveys consisted on gathering data by questioning the participant members within a face-to-face communication. Moreover, it was exhibited that surveys recollect information through samples due to the fact that they usually implement the questions designed on a part of the population. Because of that, the survey is a vital instrument when it is not possible to use the means to obtain data directly from the participants. As part of this segment, three different qualitative instruments for recollecting information were explicitly explained. The main idea was to explain their definition and their vital role within this action research project. The first instrument presented was the observation which in simple words means the process that goes beyond looking as usual sense. It implicates a profound analysis of the participant´s performance and behaviors in their social context in order to gather data that is going to contribute to resolving the troubling situation, which is one of the aims of action research as an alternative methodological proposal. As part of the segment shown, observation as a qualitative tool introduced two essential parts: the observer and who is being observed (the observer will be the researcher and the students are going to be the ones observed). Moreover, the different skills that the researcher has to manage to successfully apply the observation as an instrument for gathering data. Besides, the second qualitative method for recollecting data was interviews. In the same way, it was extensively explained complemented with its purpose and its fundamental role in this project. Multiple references supported the fact that interview consists on a technique where the researcher and the participant create a professional conversation based on questions (by the researcher) and answers (participant´s responses). Furthermore, in this section two essential features were included: professionalism and skills to be successful. Professionalism was explained as a vital aspect in order to avoid uncomfortable and impolite incidents that could harm the implementation of the instrument.

Furthermore, relevant skills were exhibited: dealing with lack of concentration, keeping the conversation respectful, being thoughtful, and respecting the interviewee's privacy. At the end of this section, the third qualitative instrument was explained and exposed which was named as focus groups. One of the definitions presented was referring to it as the reunion where the participants involved in the project belong to a similar social context and have similar orientations in order to create an environment predominated by peace and understanding, not by aggressive comments due to the cultural differences. Moreover, the term professionalism was prominent because it is intended to be as a professional instrument. The researcher needs to understand that it is not an informal conversation, it is a formal reunion with the aim to gather as much information as possible. Additionally, the aspect exposed was that the researcher requires specific skills to successfully apply them (professionalism, politeness, respect, analytical skills, speech facility, and leadership). In addition, these three qualitative instruments were cited and selected in order to improve the qualitative data collection process. It will be not achievable without them and their fundamental role within this alternative methodological proposal. After that, in this same section, a brief explanation of the purpose of the diagnostic tests, pre-tests and post-tests within this action research improve. Throughout the diagnostic tests, it was described in detail as a type of test that provides valuable information about students' weaknesses and strengths. Likewise, its purpose is to acknowledge that it gives valuable information for helping improve the project in order to enhance the knowledge construction process. Additionally, through the diagnostic tests it is possible to get to know the English level that students dominate according to what they have been studying. Thus, it can be inferred that the application of this type of tests enables to check of the student's performance in the past. Moreover, the last feature cleared within this section was the relationship that occurs among the pre-tests and post-test.

Because pre-tests show student necessities previously to the execution of this action research

project and once this implementation has been completed, with the application of the post-tests it

is to verify if the project achieved its aims and reached the objectives proposed. All these aspects

detailed in this segment of data collection, give the reader the possibility of having a clear

scenery in order to obtain strong bases on how to achieve this action research project effectively

in order to achieve the aims listed on it.

The last segment included in this chapter was about instruments. Along the length of this

previous section, several aspects were developed in order to state strong bases to the applicant

person in charge of this innovative action research project. The first aspect addressed was to

provide to the applicant person a support for structuring solid tools that are going to improve and

facilitate the implementation of them within this project. The characteristics included were the

explanation of the definition and the fundamental role of instruments within this alternative

methodological project. The definition of instruments referred to the tools that sustenance the

data collection process in order to corroborate variables and hypotheses that need to be correlated

to the problem statement and the objectives of this alternative methodological proposal.

Likewise, their purpose was exposed because without the instruments is not possible to recollect

data and thus to structure an action plan in order to contribute solve the issue. Then, its

fundamental role within an action research project was described in detail in order to give all the

information needed to the applicant person. It is fundamental for the researcher to know that

without instruments there is no information that could be taken into account in order to

implement a tool and establish a resolution proposal. The data is analyzed and organized in order

to create innovative and helpful solutions. That is why, as part of this segment the instruments

designated for the execution of this action research proposal were diagnostic tests, pre-test, and

post-test in order to ensure the data gathering process. In the same way, the control and quasi-experimental groups were explained in order to provide to the researcher those fundamental definitions because they are vital in the instrument's implementation process. A control group was defined as a number of individuals taken from the context studied that are randomly chosen for the implementation of these types of instruments for this alternative methodological proposal. On the other hand, a quasi-experimental group referred to a number of participants that are chosen according to the applicant's perspectives and requirements. However, it was defended that both work together in order to provide the best results and provide helpful outcomes to the action research. At the end of the segment, two important aspects were introduced: validity and reliability. That is why they are fundamental because the instruments implemented need to have those vital aspects, the instruments requires to be reliable and valid. Validity was stated as the instrument that measured what it supposes to measure in order to keep the logic and purpose of the project. Likewise, reliability was defined as the type of instrument in which its margin of error is low and its application is well executed. During the previous chapter, the three elements proposed as instruments for collecting data in this action research project were the diagnostic test, pre-test, and post-test. The first one served the fact to the type of test that is implemented in order to gather information about weaknesses, strengths, participants, and social context features. Furthermore, another idea addressed was the fundamental features that the researcher requires to know such as the social context and the problem statement before the action research execution accompanied with its vital role within this project. It was stated that diagnostic tests supported the researcher in order to avoid improvisation and provide valuable information that can be helpful in sudden situations. Likewise, it was presented the vital performance that a pre-test and post-test have in this alternative methodological proposal. It was mentioned that the pre-test

helps the person in charge of developing this proposal, with the advancement of this action research project; hence they collect the information that is going to be utilized along with the post-test in order to compare the results obtained before and after this implementation. For that reason, as it was commented, the strength mentioned of the pre-test was about collecting highly relevant data regarding the current situation in which participants are with their knowledge, the skills, and capacities that they have acquired at that moment during the English language classes. This is done to identify strengthens and weaknesses before implementing this action research project. Because of all the reasons previously stated, a pre-test is considered fundamental to implement, in order to enhance students' knowledge construction process effectively. In the same way, the explanation of the post-test was exposed deeply. It was detailed that a post-test is used by the reader of this project to determine the knowledge and skills that students have obtained after the implementation of this action research project. Hence, it was possible to state that post-tests provide information about the improvement that students have had regarding the implementation of this alternative methodological proposal. It was stated that a post-test is applied to the participants after the action research project is completely finished, in order to compare the pre-test results obtained with the post-test results. Moreover, it was mentioned the significant role that a quasi-experimental design has within these instruments. Due to the fact that in this design, the participants are going to be divided into two groups of students that are formed to have one of them involved in the implementation of this action research to examine how effective the action research was. For this reason, a quasi-experimental design is an essential aspect that requires to be taken into account when applying these instruments. With all the previous information detailed, it was potentially possible to deduce that the execution of these instruments is not only about analyzing all the information gathered, it is also about making a

difference that enhances the learners' knowledge construction process. Thus, it was revealed the relevance the pre-tests and post-tests have in order to develop appropriate progress throughout this action research. This is because the pre-tests and post-tests of this action research project value considerations and significant aspects such as the bond that exists between the pre-and post-tests, for obtaining the information that is relevant in order to support this innovative project that pursues to enhance the students' speaking competence and expertise.

Chapter IV

Findings

4.1 Introduction

To introduce this fourth chapter, it is vital to announce that it provides the findings that allow the applicant person of this alternative methodological proposal to implement it. For this reason, it is completely relevant to let the reader of this proposal know that the purpose of this chapter is to offer support to this action research project in order to achieve the objectives previously stated and the purpose established on this proposal to improve student's speaking skill in the English language. In this introduction, it is going to be described the importance of each of the elements that compose this fourth chapter. These elements consist of the title of the proposal, its respective justification, the alternative methodological proposal including the importance, necessity and scopes, the alternative methodological proposal implementation including the description of the first, second and third teaching strategies, and as the last element of the chapter, the educational impact that this alternative methodological proposal has in the knowledge construction process. Due to these segments, this chapter is highly relevant for the development of the project since it is about prioritizing the importance of enhancing social agents' communicative competence with the purpose of enhancing their proficiency and level in the English language. To do so, it is fundamental to implement those three aforementioned strategies (which will be presented to the reader along this chapter) that help educators and social agents to achieve this alternative methodological proposal purpose.

In this manner, the first element is the title of this proposal, which is The Implementation of Experiential Learning as a Communicative Strategy to Enhance the Speaking Skill in the Knowledge Construction Process. With this title, it is stated that experiential learning is a communicative strategy which is selected for this action research project in order to improve the

social agents' speaking competence. Moon (2013) provides the following statement related to experiential learning,

> The Kolb cycle of experiential learning is widely used as a means of training situations. In fact, it is more often used as a model of management and facilitation. The model is based on the notion that the best process is achieved through involvement of reflection and action and it puts action into a management of learning model (p. 13).

This evidence highlights reasons why experiential learning presents benefits and advantages that can enhance the knowledge construction process with success. Moreover, it provides the educator with a vision that helps to have a base to implement this alternative methodological proposal which seeks to improve social agents' experience when acquiring the English language by enhancing their linguistic competence through the speaking skill. In addition, the previous citation states that experiential learning provides great management and facilitation to the process (in this case the knowledge construction process) by the involvement of actions. In other words, this means that experiential learning presents students to actions with the aim of letting social agents construct their own knowledge by those experiences they are exposed to. To add more relevant reasons to make known the significance of the title as an element of this chapter, Wurdinger et al., (2009), communicate in their book the following statement

> Experiential learning has trickled into many different fields and is becoming recognized by educators as being more effective than passive methods. Working together in small groups to solve a problem, designing and completing projects, or giving formal presentations to classmates in classroom settings all entail going through a process of creating a plan, testing it to determine if it is valid, and reflecting on the process. Educators should concentrate on engaging students in a problem solving process, no

matter where it occurs, because it is a vital life skill that students should acquire by the time they graduate from high school (p. 11).

With this information, it is feasible to notice why this element of the fourth chapter is highly significant for the development of this alternative methodological proposal. This citation acknowledges that experiential learning has being acquiring significance by becoming more effective than the traditional methods and strategies implemented by the educational systems. For this reason, this proposal arose under this title that entails the experiential learning strategy as an answer to the need of innovating the English language that is being constructed by the social agents in the Costa Rican public education. Additionally, the quotation illustrated with cases such as working together to solve a situation, in which the social agents build their knowledge by designing a plan. This clearly reflects that experiential learning as a communicative strategy provides great assistance to improve the knowledge construction process due to the fact that throughout the implementation of real-life situations, the social agents produce new knowledge that increases their English level and communicative competence as well.

Likewise, another relevant element that is going to be explained during this chapter is the justification. This relevant section is going to indicate in detail how essential is to improve and enhance the speaking abilities in the knowledge construction process of the social agents regarding their significant role within society by the implementation of experiential learning. Rebecca Hughes (2010) states an argument in her books that supports the previous idea:

The human voice and the faculty of speech are inherently bound up with the projection of the self into the world. As a second language learner acquires a living language, a large number of aspects… need to be acquired for successful communication to take place. (p.8)

The strength of the previous citation is that it is refereeing to the ability to speak as a faculty or tool that people use to communicate with each other. In the same way, it can be seen as the door that allows students to have contact with the external world, to know other cultures, other people, other traditions, etc. To summarize and adapt that context to this section, speaking is a vital ability for the improvement of the acquisition of the English language. Moreover, speaking serves to help students in their role of social agents in order to involve them successfully in the society they have been growing up. Along with the Programa de Estudios de III Ciclo de Educación Diversificada, the speaking competence is going to be supported in order to sustain the main idea of this alternative methodological proposal which is to contribute building the knowledge construction process in Costa Rican social agents that are high school students. Additionally, in order to enhance the speaking skill, experiential learning has been included within this alternative methodological proposal to increase the possibilities and contributions to the improvement of the speaking competence of the social agents.

> Civic engagement involves learning about self, community, and the wider world. Excluding any of these elements undermines the power and value of the learning experience. Civic engagement involves the acquisition of skills, expansion of knowledge, and awareness of the broader scope of human activity. (Jane, 2012, p.140).

In addition to this citation, it said that experience has great power upon building knowledge and acquisition of skills in order to provide abilities for developing effective skills on the social agents whose one day they will become citizens. To recapitulate the significant role of this section is to expose, fundament, and argument that experiential learning is a great strategy to contribute to the improvement of the speaking competence within their knowledge construction process of high school students that are considered as social agents. For that reason, experiential

learning strategy is involved as the proposal for this project in order to contribute to the improvement of the learners, especially for the speaking skill which is the one selected for this alternative methodological proposal.

The next section that composes this fourth chapter is the alternative methodological proposal. This segment of the chapter is completely significant to this project due to the fact that in this element, it is explained what the three teaching strategies are about. These first, second and third teaching strategies constitute the alternative methodological proposal implementation. Thus, each of them is explained in this section in order to have a clear idea of why the alternative methodological proposal is a need. Furthermore, this segment presents to the reader statements giving reasons why the alternative methodological proposal is important, is a necessity and it is also shown its scopes. All these aspects provide ideas to foster the knowledge construction process, and thus, achieve the aims of this action research. In other words, these aspects of the section are clarified with supportive arguments in order to strengthen the credibility of the alternative methodological proposal. Since this section is an essential component of the project, Gordón (2019), states a great definition that stands for the alternative methodological proposal as the following,

> The methodological proposal is an alternative degree, a strategy for solving problems and a way of integrating knowledge that allows the integral formation of human beings. A critical, creative and innovative methodological proposal responds to emerging needs of the educational reality and society in general. The methodological proposal becomes a pedagogical and didactic strategy that strengthens different abilities, skills and competences in the human being (p. 94).

The strength of the previous citation is that it reinforces the fact that an alternative methodological proposal emerges as a useful methodology with the purpose of improving the knowledge construction process. In addition, it is possible to notice that an alternative methodological proposal takes into account the issues and needs that the educational system is going through, in order to identify the possible means for an effective response and solution to the problem. To provide the reader of this proposal with more reasons why this element is completely relevant for the advancement of the chapter, an alternative methodological proposal encourages the development of knowledge in order to seek social and educational transformation. In other words, this is an innovative tool to enhance and strengthen the Costa Rican education. Which is what is sought with the implementation of this project. Thus, with the previous information, it can be said that an alternative methodological proposal is a process of continuous reflection, and it requires the participation of the social agents, whose diverse perspectives will promote changes in the knowledge construction process and this may generate the changes desired for the development of this project.

The following element that composes this chapter is the alternative methodological proposal implementation. This segment is about assisting the social agents in their improvement of their English communicative and linguistic competence. Hence, it is going to be elaborated three teaching strategies which are focused on the development of the speaking skill as an essential component for achieving a communicative success. Each of these strategies responds to a variable and to an indicator of that variable, which will be used with the Programa de Estudio de III Ciclo de Educación Diversificada, in order to have a didactic support. Each teaching strategy is sustained by a specific level, unit, scenario, theme of the program. Each strategy is going to be completely linked to the corresponding assessment strategy of the skill (speaking

skill in this case). The didactic sequence of that skill is also going to be presented. In addition, each teaching strategy is composed of a name, objective, process, evidences, and an evaluation that is done according to the assessment strategy. Due to all these aspects of the alternative methodological proposal implementation, this section is of utmost relevance since the outcome of the chapter assists the English educators to enhance the social agents speaking skill in the knowledge construction process. At the same time, the professors that implement this project get to know strategies to support the social agents through the development of their English communicative path. Beltran (2018), provides the following statement related to the knowledge construction process,

> This process is conceived as a dynamic and interactive process and the method used by the teacher is the result of the interaction between the teacher, students, context, the communicative policies and the moment when teachers cease to be simple executors of a specific method to become researchers of their own educational practices. This change provides the English language acquisition process with a different perspective in which the main objective is for the student to achieve the development of the oral skills; which is reflected when the student uses the language in communicative aspects, that is, they manage to use the language to communicate and be able to carry out their activities (p. 15).

With the previous quotation, it is feasible to recognize that the knowledge construction process is the mean students have in order to build their English language and thus reinforce their communicative ability. That is why there is a necessity to acknowledge that social agents definitely need to develop and increase their oral skills. It is clear that the speaking skill is a noteworthy mean and tool to communicate and convey ideas with others in the target language.

For this reason, the speaking skill is highly relevant for the students in the knowledge construction process and, as it has been previously mentioned, this is the reason why this proposal has grown. The experiential learning strategy seeks to enhance the speaking skill in the knowledge construction process through a communicative strategy that involves learning by doing scenarios. Thus, in order to achieve this aim, it is essential to enhance speaking engagement to induce a knowledge construction process that has learners communicating with each other using the English language. For all these aspects, this section named alternative methodological proposal implementation is of greatest relevance and significance to this chapter. Due to the fact that this element provides the three teaching strategies that will allow the person in charge of implementing this proposal to carry them out in order to achieve the main aim of this project which is to enhance the speaking skill in the knowledge construction process. It is always essential to keep in mind that meaningful communication is a powerful key to strengthen social agents' speaking performance. In addition, fostering a communicative English provides a great knowledge construction process experience.

The next section is about the educational impact that this proposal has in the social agent´s knowledge construction process. It is widely known that Costa Rican educational system is still improving. However, the impact of the educational field can be analyzed from two different perspectives. The first one is the impact of this proposal on the knowledge construction process in order to enrich their role as social agents; in the same way, the impact of this proposal on their knowledge construction in order to enhance their speaking skills. The knowledge-building process has been characterized by the different effects that force it to be constantly changing. For that reason, becoming social agents is required to obtain abilities and skills that are going to let them succeed within their society. "Our students must be taught to be adaptive, self-

directed, empowered learners able to reorient and upskill themselves as needed to meet rapidly

changing" (Mcleod, 2017, p.20). Based on the previous quote, it can be noticed that educating

teenagers as social agents is challenging; due to the fact that society is composed of several

different areas that are constantly varying. That is why they need to know based on experiences

in order to support them in their communal living. Thus, the student will be well-prepared to

live, develop and experience what is needed in real life. As a result of that situation, experiential

learning is a great opportunity to contribute to the knowledge construction process of the social

agents. "Experiential learning offers some authentic respite from the artificiality of the controlled

classroom learning environment and embraces the 'real world' beyond the school gates."

(Pitchard, 2017, p.18). The strength of that statement is that experiential learning allows social

agents to embrace the world through the experimentation of real-life situations and contexts that

are going to provide real knowledge in order to contribute to the knowledge-building process.

Moreover, experiential learning is a great way to leave behind old-fashioned and traditional

classes and transform the study time in a chance to change that old perspective of classes. On the

other hand, the second fundamental aspect is the impact of the enhancement of the speaking skill

on the knowledge construction process. Indeed, speaking skill has been selected as the ability to

be enhanced by the strategy exposed for this proposal. Its impact is supported by the fact that

speaking is an essential skill for people to communicate with each other and successfully

developed in society.

> The spoken form is very highly valued in linguistics and applied linguistics where it is
>
> regarded as the primary form of a language and the source of innovation and language
>
> change. In the realm of second language teaching, there is also a high degree of attention

paid to the skill of speaking. Indeed, to be a fluent speaker in a language is often the

person's goal. (Hughes, 2010, p.15)

In addition to this citation, speaking skill is the most attractive element for second language

speakers to accomplish. Additionally, speaking skill is a vital part of this proposal because its

fundamental role in second language acquisition is to provide feasible communication. Thus, for

social agents (students) is vital to develop this skill fluently and efficiently in order to

accomplish the requirements of second language development and implementation. To

recapitulate the impact of this proposal in the social agent´s knowledge building serves to main

aspects that are the implementation of experiential learning to enhance the speaking competence,

and how that enhancement contributes to the knowledge construction process in order to

contribute to a successful, new and skillful Costa Rican citizens. In this element, it is intended to

provide to the reader a global vision of the before and after the application of the strategies in the

knowledge construction process.

In synthesis, it was presented how each of the elements that compose this fourth chapter

are completely significant for the development of this project. Each of the sections were

introduced with the purpose of making known their relevance in order to let the reader of this

project obtain a vision related to what this chapter is about. The first element exposed was the

title, it was shown how it implies the implementation of a communicative strategy that entails

learning by doing experiences. Furthermore, it was demonstrated that the title specifies that it

looks for the enhancement of the speaking skill in the knowledge construction process. In other

words, the title shows the purpose that this action research project has. Then, during the

justification, the fundament exposed was the vital role of experiential learning in order to

enhance the speaking skill to contribute to the knowledge construction process of the students

renamed as social agents. Furthermore, several arguments and references supported the fact that experiential learning is a great and helpful tool that allows students to create real knowledge based on real experiences that are going to lead them into prosperous citizens aware of their large change of improvement and be involved within a society fulfill of opportunities for them. The next element introduced was the alternative methodological proposal. In this segment, it was explained to the reader that this element is going to give a clear idea of why an alternative methodological proposal is a need. In addition, it was detailed that this element explains briefly what each teaching strategy is going to be about. Moreover, it was mentioned that this element provides the educator with reliable ideas regarding the importance, the necessity and the scopes in order to foster the knowledge construction process. The following element described was the alternative methodological proposal implementation. It was communicated to the reader that in this segment of the chapter, it is going to be elaborated three teaching strategies which are focused on the enhancement of the speaking skill. It is worth reiterating that each strategy is based on a level, unit, scenario and theme of the current English Syllabus Program. Moreover, it was described that each teaching strategy is going to be linked to the corresponding assessment strategy of the speaking skill and the didactic sequence of this skill is going to be presented as well. Additionally, it was mentioned that each teaching strategy is composed of a name, objective, process, evidences, and an evaluation related to the assessment strategy. After that, it was exposed the educational impact that this project has; which expressed two relevant factors, the influence of experiential learning upon the speaking skill. Likewise, references supported the fact that experiences let social agents capture skills and abilities that are going to be helpful in second language acquisition. In the same way, the second aspect exposed was how speaking

skills impacted the knowledge construction process in order to contribute to their building

process in order to transform them into successful citizens.

In the following segment that composes this fourth chapter, it is going to be presented the

title of this proposal.

4.2 Title of the Proposal

The Implementation of Experiential Learning as a Communicative Strategy to Enhance the

Speaking Skill in the Knowledge Construction Process

4.3 Justification

It is a fact that learning a second language acquisition has been increasing and expanding

its boundaries all over the world. In the same way, the Costa Rican educational system is not the

exception and has been implementing several fields in other to keep up with the progress of this

society. Costa Rica has been concerned about the fact of transforming the different methods and

strategies that have been implemented to educate population. Due to the fact that the youth need

to acquire skills and knowledge for an effective involvement within society and help the country

with that progress. This previous information is stated in the current Programa de Estudio de III

Ciclo de Educación Diversificada (2016): "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" (p.12). Additionally, the citation refers to

provide knowledge and skills that will let social agents advance in their development of a second

language which is going to contribute to their future job interviews and job proficiency. For that reason, this section will be stated by several arguments that establish the main cause why this proposal plays a fundamental role in order to achieve those aims. Likewise, the main reason is to implement experiential learning as a communicative strategy in order to improve speaking skills to contribute to the enhancement of the knowledge construction process of the students that are assigned as social agents. The first aspect of the justification is why experiential learning enhances the speaking skill; secondly, how speaking enhances the knowledge construction process in students; finally, how that enhancement on social agents contributes to build a better society fulfilled by successful citizens.

Experiential learning is the strategy selected for this proposal in order to enhance the student's speaking competence. In the same way, it provides real-life situations that are going to provide helpful experiences to become successful citizens.

…experiential learning can be the most durable, memorable, and life-altering learning undertaken by learners in any education system. The extent to which it might become an enduring and defining learning experience depends on the design and setting of the experience itself. (Pitchard, 2017, p. 17).

This citation supports the fact that experiential learning is a great strategy that allows producing experiences that are going to provide helpful and durable knowledge in the social agent's building knowledge process. Moreover, it states that it involves significant and defining knowledge when there is a worthy selection of the experience itself. For that reason, the researcher requires to be skillful enough, as was mentioned previously during this proposal, in order to apply real-life situations appropriately and effectively. Based on the previous information, the applicant person can trust the implementation of experiential learning to

enhance the speaking skill because experiences provide more long-lasting and remarkable knowledge. Another reference supports the fact that experiential learning enhances the social agent´s speaking skill:

> "The learner is directly in touch with the realities being studied. It is contrasted with learning in which the learner only reads about, hears about, talks about, or writes about the realities but never comes in contact with them as part of the process…. It involves a direct encounter with the phenomenon being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it." (Ambrose et al. 2017).

The previous citation states that experiential learning permits students to experience directly the reality study by the implementation of different experiences that are going to provide real knowledge rather than only read, hear and talk about it. On the contrary, it provides real experiences that encourage social agents to learn from real-life practice and implementation. In the same way, speaking skill is a vital skill that social agents are required to speak fluently in the second language, English language. As the citation said, it allows to create direct contact with the situation given by the professor who is going to be the person in charge of executing the proposal. To summarize this aspect, experiential learning is a great tool that is going to enhance the speaking skill of the social agents selected for the implementation of this proposal. The third vital aspect included in this justification is how that enhancement on the speaking competence contributes to the knowledge construction process and the improvement of the social agents in order to be part of a real society.

> To learn to communicate expertly in another language a speaker must change and expand
> identity as he or she learns the cultural, social, and even political factors, which go into
> language choices needed to speak appropriately with a new 'voice' (Hughes, 2010, p.8-9).

The strength of the previous citation is that communication permits the speakers to expand their horizons in several fields such as culture and society. It is pretty significant to enhance the speaking level in order to build a door that is going to let students come into a magnificent world full of wonders and interesting aspects; moreover, a world full of opportunities for them. According to the quote, learning a second language is the same as getting a new voice; due to the fact that by developing that skill students become social agents acknowledging other cultures, traditions, customs, etc. Likewise, social agents are capable of communicating appropriately in order to get to know all those aspects. However, they will also be capable of expressing and transmitting their thoughts, customs and traditions. That is why it is stated as one of the purposes of the current Programa de Estudio de III Ciclo de Educación Diversificada (2016):

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

In addition to the previous statement, the syllabus's main characteristic is that it looks for the provision of superior skills that are going to be helpful in their daily life; moreover, to ensure effective involvement of those social agents to their respective culture and society. Equally to the previous statement, this proposal seeks to enhance one of those superior abilities which are speaking skills by the implementation of experiences that are going to be related to real-life

situations in order to let them be closer to real-life experiences. The significant role of this project is to help contributing the social agent's knowledge construction process by the provision of real-life content and real-life experiences that are going to support them in their real role as citizens. To conclude this section, experiential learning is the vehicle that is going to take the social agents into an amazing trip called the construction of their knowledge that is going to be helpful for their entire life.

In synthesis, along the past section, several arguments and fundaments were explained the justification of this alternative methodological proposal in detail. In the same way, three main aspects were exposed in order to support this proposal. The first feature exposed was the significant role of experiential learning to enhance the speaking skill of the social agents. The statement related was about the fact that experiential learning provides durable and memorable knowledge, in order to ensure that the social agents are being well-prepared for real-life communal living and experiences. Moreover, the same aspect presented was that experiential learning permits the social agents to interact and contact with the content being studied; that situation allows social agents to have a great base to start building their knowledge. The provision of real-life situations was clearly stated in order to let the researcher know the essential role that it has along the implementation of the proposal.

The second statement was about the vital role of the speaking level in order to enhance the knowledge construction process of the social agents. It was exposed that speaking is a significant skill needed to let students get involved in new societies and cultures. Likewise, during that aspect, it was exposed that acquiring a second language speaking ability is a synonym of getting a new voice because of the new understanding. That new comprehension opens unknown opportunities with the culture and society that speak that language. Furthermore, the

third aspect included was how a great social agent with great and well-constructed knowledge is going to be successfully involved within a society or communal living. At the end of the section named justification, the purpose was to explain and remark how helpful is experiential learning, in order to enhance the speaking skills for the improvement of the knowledge construction process of the social agents. It was deeply and clearly explained the fundaments why this proposal (experiential learning strategy) is suitable to the enhancement of the social agents speaking skill and reinforce the knowledge construction process.

The next segment that is going to be presented is the explanation of the alternative methodological proposal that briefly exposes the three teaching strategies and the importance, necessity and scopes to foster the knowledge construction process.

4.4 Alternative Methodological Proposal

First of all, before starting the why this proposal is meaningful for the improvement and enhancement of the social agents, it vital to mention why this proposal emerges in order to contribute to student´s knowledge construction process.

…one of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture— the product of scholarship, research, creative imagination, and human experience. It is the task of colleges and universities so to vitalize this and other educational purposes to assist the student in developing to the limits of his potentialities and making his contribution to the betterment of society. (Hughes, 2010, p.9).

The strength of this citation is to remark the vital role of supplying knowledge that is going to enrich their features as part of a culture, as well as society. The citation mentions, education is intended to assist the social agents in order to provide them a wide of potential abilities and skills that will benefit their communal living within a society. Moreover, the Costa Rican educational system is involving English as a second language in order to reinforce the knowledge construction process. Although it has been improving since years ago, there have been several aspects that are still missing, for instance; "learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction" (English Syllabus, 2016, p.12). That is why there is a necessity of contributing to this troubling situation. For that reason, this proposal desires to contribute to enhance the social agent´s speaking skills in order to assist in improving their knowledge construction process. Indeed, there has been a serious problem related to the student´s outcomes; due to the fact that several years of instruction have not been sufficient and effective in order to help students to develop a second language that is going to improve their abilities for real-life communal living. That is why this proposal tries to contribute to the enhancement of that disconcerting condition of the Costa Rican educational system. This proposal consists of the implementation of experiential learning as a strategy to enhance the speaking skill in order to reinforce the knowledge construction process in the social agents. "theoretical perspective on the individual learning process that is applied in all situations and areas of life, a holistic process of learning that can aid in overcoming the difficulties of learning" (Kolb, 2015, p.XX). Experiential is a strategy based on "learning by doing", as was stated in previous chapters, it is a significant method of learning that provides the opportunity to learn putting content into practice; furthermore, it permits to apply content on real-life situations in order to provide real experiences

to social agents (students). Additionally, as the citation states, experiential learning is a learning strategy that can be capable of contributing to the social agent´s knowledge construction process and enhancing the knowledge speaking skill. On the other hand, speaking skill has a great impact on the knowledge construction process.

> Developing proficiency in the academic English language is not just a matter of acquiring a specific body of declarative knowledge of vocabulary and grammar rules. Such knowledge will not be useful if we lack communicative competence and are not sure how or when to apply the rules we have learned. (Arias et al, 2013, p.29)

In addition to the previous quote, it is explicitly mentioned that the acquisition of a second language is a more complex process than grammar rules and words. In the same way, if there is no effective and efficient improvement of a language without communicative competence, in this case speaking skill, which is the one taken for improvement on this proposal. For that reason, throughout this proposal, that need or necessity has been contributed with the implementation of this alternative methodological proposal; hence, it is seeking to assist the social agent's knowledge construction process.

Along this section, the first teaching strategy is going to be briefly explained in order to expose the definitions; moreover, the purpose of its components. Likewise, this teaching strategy number one is constituted by experiential learning, which is the variable, and its indicator selected for this teaching strategy which is experimentation. To start with experiential learning, it serves the fact of improving the knowledge construction process in the social agents to enhance their speaking abilities and skills and to achieve a more effective and precise English Competence.

Learning in which the learner is directly in touch with the realities being studied. It is

contrasted with the learner who only reads about, hears about, talks about, or writes about

these realities but never comes into contact with them (Kolb, 2015, p. xviii).

It is deeply stated that experiential learning goes beyond that pure content or traditional classes

where the teacher is a provider of information and the student has a passive role. On the contrary,

experiential learning refers to the knowledge construction process as a process where students

are required to be directly in touch with the reality studied. This permits students to build

knowledge-based on real-life experiences. Indeed, experiential learning has a fundamental role

within this proposal because it allows students to transform their minds. Likewise, social agents

start thinking about uninteresting and useless classes; whereas, they are going to feel like they

are building real and helpful knowledge that lets them get interested in society. Furthermore, an

aspect related to this section is the intention of the implementation of experiential learning in this

proposal in order to enhance the knowledge construction process. A part of that purpose is stated

by Putri (2013):

Foreign language learners may encounter various communication problems when their

interlanguage is limited. In order to convey their messages and remain in a conversation

until their communication goal is achieved, ESL (English as a Second Language) learners

need to employ communication strategies, which have been defined generally as devices

used by second language learners to overcome perceived barriers to achieving specific

communication goals (p.1).

In addition to this citation, it is necessary to state that students require to develop communicative

skills in order to permit an effective interchange of thoughts and feelings in a conversation with a

person who knows how to speak English. As a matter of fact, effective and precise

communication is essential in order to defeat those language barriers and to give great opportunities to the becoming social agents. For that reason, this proposal serves the fact of contributing to the enhancement of the speaking skill to reinforce the knowledge construction process.

In the same way, related to this variable, the indicator selected to complement this teaching strategy is experimentation. Experimentation refers to the process of implementing or trying strategies or techniques in order to collect or acquire a new product or an expected result. Its definition is stated in the Dictionary of Cambridge: "the process of trying methods, activities, etc. to discover what effect they have". (Cambridge Dictionary). As the dictionary states, experimentation is a process where there is an implementation of a strategy or method which is expected to have an outcome or a result. To adjust the previous definition to this proposal, the researcher needs to know what experimentation is and why it is proposed in this alternative methodological proposal. For that reason, is vital to expose the significant role of experimentation as the aspect that allows students to experiment and discover different ways to facilitate and provide assistance to the betterment of the social agent´s knowledge construction process. Experimentation in simple words stands for the method that permits the researcher to implement this proposal because it facilitates the practice of real-life situations. Moreover, based on the previous information, it allows eradicating old-fashioned classes because it converts classes into a real-life experience. That is sustained on the fact of enhancing their English communicative proficiency, as well as their building knowledge process.

Learner-centered teaching means teaching that reflects learners' individual differences in cognitive styles, motivations, needs, and interests. Developing a learner-centered focus to your teaching involves drawing on students' life experiences, creating opportunities for

students to interact and cooperate, and developing a sense of shared interests and

concerns (Richards, 2011, p.130).

As can be noticed in the previous citation, experimentation consists on the possibility to develop

a class where the social agent is totally involved in the experience of acquiring knowledge about

English content that is going to be helpful for them, in their adulthood. In the same way, the

purpose of this method is that throughout experimentation the students have the opportunity to

improvise their knowledge in order to acquire the needed skills and abilities to enhance their

English competence.

There is also evidence that information learned through active discussion is generally

retained better than material learned through lecture. Students often prefer to participate

in discussions rather than be passive learners in a lecture." (Doyle et al, 2011, p. 90).

This reference, one more time, supports the relevant role of this teaching strategy in the social

agent´s knowledge construction process. Throughout experiential learning the student can be

able to acquire knowledge based of experiences that are going to enrich their wisdom and skills

in order to successfully get involved within a society. In the same way, experimentation is the

strategy that allows those experiences to come true within classrooms by the exploration,

discovery and implementation of content with real-life situations.

The second teaching strategy is focused on the indicator of vocabulary from the variable

speaking skill. This strategy is going to be about describing experiences related to sports. In

addition, this teaching strategy pretends to enhance social agents' capability to communicate

through the creation of this second educational innovation that entails the use of vocabulary in

order to spread their knowledge and reinforce the construction of it at the same time. Vocabulary

is vital for acquiring a new language. The more knowledge of words and meanings a person has, the better their way of communicating.

> Vocabulary learning is the fundamental step in learning a language. It is also a perennial learning aspect of any language. A person having more breadth and depth of vocabulary has wider competence to communicate and to understand a communication. Vocabulary is a key to any language. Words easily deceive listeners even with a minor difference in their pronunciation. It is also essential in the effective use of language skills for communication. Therefore, whether it is receptive (passive) or productive (active), vocabulary is important for the improvement of four language skills as well as for effective communication (Vasu et al., 2015, p. 219).

The previous information reflects that through a key aspect of language as vocabulary is, social agents are capable of communicating to other people. That is to say that vocabulary allows students to be able to speak and stablish a conversation in the target language, which is an essential tool that provides social agents with an increase of their lexicon by expanding their knowledge of words and their respective meaning. Thus, vocabulary enhances students' speaking level, proficiency, and competence. In other words, vocabulary can be inferred as a mean to improve the English language acquisition due to the fact that social agents would have the appropriate words to express their ideas. Moreover, an extended vocabulary permits students to enhance their knowledge construction path and thus, they boost their lexicon and thoughts that they desire to convey.

Additionally, with the implementation of this second teaching strategy, social agents can share ideas, compare all the knowledge that they are obtaining so far and also, they are prepared to comprehend and improve their speaking proficiency in the English language through the

knowledge construction process, due to the acquisition of vocabulary. Moreover, this second strategy provides students with the opportunity to extract vocabulary and that it remains in their mind at the moment in which social agents are performing this innovative task in the class and at the moment they leave the classroom as well. Thus, since it is always vital to stimulate the social agents' knowledge construction process, this strategy is created in order to expose students to gain vocabulary and thus, improve their English language proficiency. Therefore, social agents can expand their speaking competence by making them proficient English speakers that can use the language to communicate. The Programa de Estudios de Tercer Ciclo de Educación Diversificada (2016) states a reason why speaking is highly relevant in the knowledge construction process as the following, "The purpose of studying English in the Educational System is the development of the learner's communicative competence as well as the knowledge, skills, abilities, values, and competencies of a 21st-century citizen"(p. 21). Due to the previous information, this indicator is fundamental at the time of planning this second teaching strategy because the didactic sequence that students will follow to complete the task have a purpose and an impact on the knowledge construction process, which is the fomentation of it. Thus, the speaking skill becomes an indispensable element when building the knowledge of a new language, and that is why this strategy is committed to the reinforcement of the speaking skill by fostering vocabulary in social agents. For this reason, the variable of speaking skill represents a relevant role in students' knowledge-building path, even more because they are communicating in a foreign language. Moreover, it has been shown that speaking increases the target language communication throughout the vocabulary that social agents are going to gain in the classroom which at the same time, is the place where the knowledge will be acquired by the implementation of this teaching strategy that fosters communicative skills.

The third teaching strategy that is going to be carried out in this alternative methodological proposal implementation is focused on the indicator of pronunciation from the variable speaking skill. This strategy is going to be about storytelling. These variable and indicator were selected to create this innovative teaching strategy because pronunciation means how the words are said, and social agents definitely need to put into practice the way in which they pronounce words and phrases in order to deliver a message that can be comprehensible for the ones who listen to them. Thus, pronunciation plays a fundamental role in the enhancement of the speaking skill because it allows social agents to say and express ideas in with an appropriate and correct pronunciation. Harmer (2007) provides the following statement,

> When we have students repeat words with the correct pronunciation (or say the words we want them to say based on cues we give them), it is because we want them to think about the best way to say the words. We want them to think of the construction of the words' pronunciation (p. 61).

Because of this previous information, the reason why pronunciation is chosen in order to foster the knowledge construction process is evident, social agents require to build a strong construction of words in order to enrich their speaking competence and proficiency in the English language. Hence, this strategy seeks to promote a productive knowledge construction process, in which learners feel comfortable enough that they practice their pronunciation. As a consequence, social agents can increase their English proficiency when pronouncing words and phrases in the target language. In this manner, this strategy assists them to enhance their speaking skill, competence and level. Hence, this teaching strategy functions proposing that social agents can improve their communication with the ones around by being exposed to this teaching strategy in which they enhance their knowledge construction process. Because a great

pronunciation of the English language is vital when speaking and that is why speaking must be

taught and put into practice in a way that the words pronounced can understood without

difficulty or misunderstanding of what is being said. Hence, there is a need to foster social

agents' pronunciation for a great development of the speaking skill in the knowledge

construction process. Marla Yoshida (2016) explains in her book a statement that stablishes that,

students need a great pronunciation to produce meaningful communication as the following,

> If students need or want to speak English understandably, pronunciation is important. The
>
> days when learners only needed reading and writing skills in English are past. Depending
>
> on where you teach, many or all of your students will need to speak and understand
>
> English in real life to communicate with both native speakers of English and speakers of
>
> other languages. Even if students' grammar and vocabulary are strong, if their
>
> pronunciation isn't easy to understand, their communication will fail. We owe it to our
>
> students to give them the tools they'll need to be able to communicate successfully in
>
> English (p.1).

The strength of the previous quotation is that it can be said that pronunciation plays a chief role

in order to improve the speaking skill in the knowledge construction process because it permits

social agents to express and transmit their ideas with a great use of the phonetics of a word.

Therefore, with this teaching strategy created in order to innovate the English education, it is

pretended to assist social agents in the improvement of their proficiency in the English language

through reinforcing their pronunciation level. To sum up, this last teaching strategy provides a

didactic sequence that must be followed for the development of the class. Moreover, the strategy

supports what the educator and the social agents need in order to obtain the aims of this

alternative methodological proposal and also to achieve the objective of this teaching strategy as

well as with the previous two teaching strategies. In addition, by making use of this strategy, social agents will not only be reinforcing their speaking competence, they will also be developing abilities that will help them for their future, which is what is looked for with the implementation of this action research project.

4.4.1 Importance

It is not a secret that the English language has been influenced by many different fields around or related to society. For that reason, it has been included in the Costa Rican educational system in order to provide better opportunities to the students and to convert teenagers into social agents actively engaged in society.

> English has been the language of business, technology, marketing, commerce, science, aviation, mining, engineering, agriculture, and marine research. English is also the most desired language to learn and teach in countries outside of the English as a first language speaking discourse (Krawczyk, 2018, p.1).

As the citation previously stated, English has been increasing and expanding its boundaries as part of the progress process. Likewise, several different areas have been included the English language in their society and communal living. Moreover, this inclusion has been changing several aspects in the society it is included; for instance, Costa Rica has changed its educational system into an innovative curriculum in other to prepare future citizens for this progress. Even though that progress has been well-instructed, it might need assistance in order to improve and acquire those skills and abilities successfully.

In this section, the vital role of experiential (variable) and experimentation (indicator) as a teaching strategy for this project is going to be explained. However, it is important to remark their definition in order to build its bond and importance within this proposal. The definition of experiential learning has been explained along this project several times deeply and clearly; however, it can be summarized that it stands for the fact of learning by doing. That means learning through the implementation of real-life based experience in order to acquired helpful knowledge. A great reference to experiential learning was said by Pritchard (2017): "Put simply, experience might be described as the sensory bridge between the human mind and the external world" (p.23). That was an awesome reference to specify the meaning of experience in context. Likewise, to adapt that reference to this proposal, experience is going to be the bridge between their knowledge construction process in high school and their real-life within a society. Moreover, experiences are going to be the providers of skills and abilities full of wisdom for the becoming citizens. In the same way, experimentation was also included as vital part of experiential learning; due to the fact that it allows students to get involved into a more active role in their knowledge construction process. Bases on that, students have the opportunity to experiment and discover the great knowledge of developing a new skill.

That is why both of them have a significant role in the enhancement of the social agent's knowledge construction process. Experiential learning is going to be the strategy in charge of enhancing that building wisdom process and experimentation is going to be the strategy that allows the acquisition of that wisdom through the implementation of real-life English content.

- making connections between concepts taught and personal experiences reflecting on how concrete specifics might indicate abstract patterns • applying ideas taught in class to real-world situations connecting what one is learning to what one has learned previously

•discussing ideas with others while keeping oneself open to enlarging one's ideas based on encountering others' ideas (McAuliffe, 2010, p.15)

The strength of the previous citation is that experiential learning permits that students create their personal experiences based on real-life content that is going to provide them real knowledge that is going to assist them in their future as great citizens compromised with their society. That is why the relevance of this strategy; due to the fact that it is going to be a superior strategy rather than be in class getting the role of a passive learner than only hears, sees and keeps quiet. It leads to a knowledge construction process full of great and helpful experiences. Furthermore, experimentation as part of this teaching strategy can be in charge of implementing exploration, discovery and discussion of ideas with other people´s opinions without creating confusion or obstacles due to language barriers.

Throughout this paragraph, the importance of the second teaching strategy is going to be explained in detail. This teaching strategy consists on speaking skill related to the vocabulary which is an indicator part of it. The skill selected for this proposal is speaking; due to the fact that it is a significant relevant ability for the enhancement of the social agent's knowledge construction process. "in classroom contexts is fundamentally a social practice, a way of using language" (Arias et al, 2013, p.19). As part of that practice, the communication ability is one of the relevant aspects that need to be implemented in classroom in order to obtain great results in social agent´s knowledge building process. For that reason, speaking skill has been selected for this proposal in order to enhance their abilities at speaking a second language, English Language in this case. "In any communicative exchange, individuals have to interpret the social context, their goals within that context, and their status in relation to the other people present" (Faltis et al, 2013, p.28). As a matter of fact, the previous citation serves and supports the vital role of

speaking skill in the student´s knowledge construction process because the speaking skill is part of the communicative process, and communicative exchange permits them to interact and create relationship with people who speak the same language. As a relevant aspect upon the knowledge construction process is when this ability is well-instructed in the social agents that are going to be more capable of involving effectively in the social and cultural context they belong. In the same way, the vocabulary serves a fundamental role correlated with speaking skill; due to the fact that throughout vocabulary the learner can be able to talk and express their thoughts and feelings. "Vocabulary serves as the bridge between the word level processes of phonics and the cognitive processes of comprehension" (Hiebert et al, 2005, p.4). This citation catches the essence of what vocabulary means because it achieves to complement two significant features that are since the person thinks and says a word until it is understood by the receptor person. The majority of the cases, vocabulary is seen as simple words; however, it goes beyond that flat meaning. Indeed, it is a fundamental part of the communicative process based on the fact that its greatness of facilities to express thoughts, believe and opinions in amazing pieces called words. To recapitulate the importance of the second teaching strategy, speaking skill is a fundamental part of the social agent´s knowledge construction process because it constitutes one of the four main skills in English language that allows students to develop communicative skills, where students have the opportunity to enrich it with a great provision of vocabulary. To reiterate, vocabulary is a great aspect complemented and also influenced the speaking skill and fosters the enhancement of the knowledge construction process.

The last but not least teaching strategy is taken from the variable of the speaking skill and the indicator is pronunciation. In the following segment the relevance of both in going to be explained related to the social agent´s knowledge construction process. According to the book

Teaching and Researching Speaking, it states a significant reference about speaking and communicative aspects:

> The human voice and the faculty of speech are inherently bound up with the projection of the self into the world. As a second language learner acquires a living language, a large number of aspects other than grammar and vocabulary also need to be acquired for successful communication to take place. These relate to culture, social interaction, and the politeness norms that exist in the target language. (p.1)

The human voice serves the fact of speaking skill as the bond that connects people with the world. In the same way it states that social agents as second language students of English, they are not only acquiring grammar rules and vocabulary; even more, they are acquiring the whole cultural and social aspects of the culture they are learning, in this case English language. For that reason, students are instructed to success in that acquisition process in order to correctly apply the features attained to it. That is why, speaking skill is included within this proposal as a variable; moreover, it is complemented in this teaching strategy with pronunciation which is an indicator part of it. Now that pronunciation is exposed, its fundamental role within this alternative methodological proposal is going to be explained.

> Pronunciation is a much more important and pervasive feature of communication that is generally recognized. It is the crucial starting point for all speaking language, since, thoughts must articulated in sound in order to be heard and so to become a message that can be communicated to another person (Pennington, 2019, p.1).

The previous citation exposed the fact of the relevance that pronunciation has correlated with communicative abilities. Likewise, it was established as the first aspect involved in speaking

language; that is why, it has a great involvement and influenced within this alternative methodological proposal. Undoubtedly, pronunciation plays a fundamental role of the social agent´s wisdom construction because it is in charge of providing the needed sound and articulation to pronounce a word correctly. Based on that statement, it can clarified that pronunciation is a great allied of the enhancement of speaking skill in order to reinforce the knowledge construction process of the social agents rather that only being a passive flat participant of their wisdom construction process.

4.4.2 Necessity

Along the next paragraphs, the three teaching strategies are going to be explained in detail the reason why there is a need to be resolved and supported by the implementation of these great teaching strategies. "With the massive expansion of English throughout the world, it is important to research these perceptions across diverse local communities" (Dewi, 2014, p.1). As it was stated in the citation, English has been growing and expanding around the world, situation that converts English language into requirement for a society in order to successfully develop into a globalized world. In the same way, the following arguments are going to be sustained with references that proof the necessity of those. Furthermore, the purpose is to enhance the student´s speaking skill to reinforce the knowledge construction of the social agents.

Along this section it is going to be exposed the reason why this teaching strategy (experiential learning-experimentation) is a necessity that need to be solved in order to reinforce and foster the knowledge construction process. The implementation of this proposal is necessary; due to the fact that experiential leaning allows to the applicant person to convert classes into an

active environment where students can interact, experiment and discover their knowledge; moreover, to acquire more knowledge in order to enhance their English competence.

> There is a relationship that occurs when the teacher and the students build together a speaking act whose main objective is to provide the means for those who learn to develop mechanisms that favor the development of language. Conversation and interaction are necessary to increase communication in students of a foreign language. In the classroom, knowledge is acquired and developed through communicative skills (Ministerio de Educación y Ciencias, 2004, p.15).

As the quote said, knowledge is acquired throughout communicative skills; for that reason, it is stated that there is a need of implementing communicative and innovative strategies in order to successfully enhance the knowledge construction process. Moreover, the citation stated that there is a need of building a communicative bond within students and professor to enhance the communicative skill of the social agents. For that reason, a necessity part of this aspect is to foster a relationship with the students that lets the applicant person to provide and assist them effectively. Moreover, it stated that conversation and interaction as part of communicative field are significant to the reinforcement of the social agent´s acquisition of experiences. "…students need to employ communication strategies, which have been defined generally as devices used by second language learners to overcome perceived barriers to achieving specific communication goals" (Putri, 2013, p.1). It is clearly stated that acquiring communicative competence is important, as well as it is a necessity; due to the fact that social agents without the abilities and skills to communicate effectively and precisely cannot be able to accomplish the aims; in the same way, several obstacles appear and complicate the social agent´s knowledge construction

process. That is why experiential learning and experimentation plays a fundamental role solving this need.

> As an increasingly popular pedagogical approach, experiential education encompasses a variety of curriculum projects from outdoor and environmental education to service learning and place-based education. While each of these sub-fields has its own history and particular approach, they draw from the same progressive intellectual taproot (Roberts et al. 2011, p.V)

In addition, experiential learning allows to implement experimentation through several real-life tasks that are going to assist and support social agents in the construction of their wisdom and the acquisition of the appropriate skills that will defeat those barriers that impede the students to convert into a bilingual people successfully involved in society. Based on the previous information, it can be stated that this teaching strategy fits and complements this proposal in order to resolve the need exposed.

In this following paragraph, the necessity of this second teaching strategy composed by speaking skill (the variable) and vocabulary (the indicator). The purpose is to provide the main features about why this teaching strategy can solve the necessity stated in order to assist students in their knowledge construction path. Moreover, this teaching strategy is going to exposed several references that provide to the applicant person a clear perspective about its relationship to this proposal, as well as the reinforcement of the social agent´s knowledge construction process resolving the need involved on it. The first requirement is stated in the Programa de Estudios de Tercer Ciclo de Educación Diversificada (2016):

Speaking English fluently is a skill that learners undoubtedly must develop. Therefore, the educational policies in the framework of Education for a New Citizenship are aimed to provide learners with an education for life that encourages creative innovation and multilingualism to enhance human development with equity and sustainability in the context of quality schools (p. 16).

As it can be inferred, speaking skill is also an ability that students are required to achieve in order to accomplish the aims and objectives stated on the syllabus. Likewise, improving speaking enhances the knowledge construction process. To emphasize that aspect, speaking skill is going to be the strongest foundation of human development within a society. Indeed, when this need is solved effectively and satisfactorily, at the end of that construction knowledge, students would be successful citizens surpass the skills and the desire of contributing to their communal living. Furthermore, another necessity is the competition against time. To bring this situation into a context, the following citation is going to explain it:

Younger students tend to master languages more quickly than do older ones. This is in part because they do not have as far to go. A four-year-old with a vocabulary of a few thousand words would be considered a near-native speaker. A twelve-year-old with the same vocabulary would be considered a beginner (Jerry, 2004, p. 17).

From the previous citation can be understood the need of implementing vocabulary in Costa Rican youth; due to the fact that as earlier age students acquire vocabulary as more probabilities to convert social agent´s knowledge construction process. Likewise, teenagers have a great capacity of acquiring vocabulary and speaking abilities; for that reason, the implementation of both needs to be well-instructed in order to provide the best assistance and the best content for enhancement it successfully. In other words, the younger a person starts acquiring vocabulary,

the better the development of the language is. This can be seen as an advantage because if this implementation if it is effectively carried out, the English outcomes would be amazingly accomplished.

During the third teaching strategy there is a requirement to state the necessity of this teaching strategy in order to reinforce the social agent's knowledge construction process. This is constituted by speaking skill as the selected variable complemented by pronunciation as an indicator part of it. Certainly, speaking skill has been explained along this chapter deeply and extensively. Nonetheless, there is another reference that states and claims the reason why it is significant to the social agent´s knowledge building. As mentioned in the Teaching Speaking Skills (2017), "Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language" (p.1). In addition to the previous citation, speaking skill is a necessity; due to the fact that when social agents complete their instruction of the English Language, they are required to have an efficient speaking level in other to succeed in societies where English Language is spoken. To obtain an acceptable speaking skill development is not only a privilege, is a necessity in order to successfully accomplish an efficient proficiency at speaking in English. In this same teaching strategy, pronunciation is combined with it in order to enhance the social agent´s knowledge construction process. Likewise, pronunciation is a need; due to the fact that it is necessary at speaking or communicate with people in order to be understood satisfactorily.

Over the years, styles of language teaching have changed greatly, and the same is true of teaching pronunciation. In some time periods, teaching pronunciation has been considered extremely important, while at other times it hasn't been given much attention

at all. Trends in teaching pronunciation are like a swinging pendulum— the emphasis goes from one extreme to the other. (Yoshida, 2016, p.2).

For the researcher person this citation clarifies why it is a necessity; due to the fact that it shows how teaching pronunciation has been developed, and the professor should be aware of this situation and foster to implement pronunciation effectively; according to the requirements stated in this teaching strategy. To recapitulate, speaking skill and pronunciation are the main factors of this teaching strategy, they are a necessity because without them, the process of communication will not be possible. In fact, without a precise speaking ability the students are not able to transmit any idea or thought; moreover, without pronunciation, a student can implement a speaking skill; although there is a chance of being misunderstood, if there is no appropriate pronunciation instruction.

4.4.3 Scopes

In this section of this fourth chapter, it is presented the scopes of this alternative methodological proposal. In order to have a clear idea of the definition of scopes, Hernández et al., (2010) provide in their book a statement related to it as the following,

The scope of a study indicates the result that will be obtained from it and determines the method that is going to be followed to obtain those results. A project emerges with an idea that the researcher has to study a topic of interest, and when reviewing the available literature, the person finds an issue or area of opportunity to address. When the problem is defined, it is time to establish its scope. What the scope indicates is the result that is expected to be obtained from the study.

According to the previous information, it can be said that a scope is based on identifying a problem in order to indicate the result obtained from the implementation of the study, which in this case, it means the outcomes expected from this action research. For all these aspects, is that it is going to be presented to the educator that implements this project, three different teaching strategies that emerge from two variables and their respective indicators. To reiterate, the indicators are vocabulary and pronunciation, both from the speaking skill variable; and the indicator of experimentation from the variable of experiential learning strategy. It is fundamental to let the reader know that these strategies represent an innovation to the Costa Rican educational system. These teaching strategies arouse with the intention of providing a resolution to the issue that the authors of this action research found, which is that speaking skill needs to be enhanced in social agents' knowledge construction process. Thus, with the implementation of each of the aforementioned teaching strategies, this project seeks to reinforce and improve social agents' ability to speak with others and thus, reinforce their English communication level and proficiency meanwhile they are in the process of constructing their knowledge.

In this manner, with these scopes, what is intended is to provide answers to the research questions stated in the first chapter of this alternative methodological proposal. The research question that was used for the variable of experiential learning strategy and its respective indicator, which is experimentation, is about getting to know how the experiential learning strategy is affected by experimentation. Thus, it is fundamental to keep in mind that through experimentation, social agents are able to obtain and construct knowledge by being exposed to experimenting the target language on their own. Wurdinger (2005) provides a great statement that is essential to acknowledge, "students gain more from direct experiences as opposed to more traditional approaches to education" (p. 7). According to this citation, it is feasible to recognize

that this teaching strategy is going to assist students in their process of constructing knowledge since it entails having social agents putting the English language into practice and experiment with it. Therefore, the creation of this first teaching strategy that is related to experimentation in the variable of experiential learning strategy, is based on the statement that social agents can enhance their ability to speak by promoting their experimentation with the English language. Thus, the scopes that this teaching strategy would also have in order to foster the knowledge construction process, is that educators are transformed into facilitators in the students' development, in order to let social agents experiment by themselves and gain knowledge from that experimentation. "When we provide students meaningful choices in what and how they learn and more control over how the learning that takes place, we are optimizing their opportunity to choose to engage, participate, share, and work hard at the learning process." (Doyle et al., 2011, p.78). The strength of this citation is that it can be noticed that constructing knowledge through experimentation provides social agents with the opportunity to create experiences to build meaningful knowledge, from experimentation as well as from students' own exploration. Moreover, the previous information explains that experimentation fosters a classroom that has students interacting, participating and sharing ideas with each other at the same time that they are engaged in their process of constructing knowledge and working together in order to keep on reinforcing it. Thus, it is possible to evidence that experimentation as an indicator supports the experiential learning strategy as a variable and provides reasons why this teaching strategy is highly relevant to foster the knowledge construction process.

The second teaching strategy entails the indicator of vocabulary in the variable speaking skill. For this reason, through this section, the scopes also pretend to respond to the research question that is how vocabulary helps to improve social agents' speaking skill. Tan (2017) states

"The general perception is that learners who know more vocabulary will be more proficient in the various language skills" (p. 304). That is to say that social agents obtain a great proficiency in the target language the more they get vocabulary. In addition, this previous information reflects that English vocabulary assists students to have the advantage of expressing themselves and reinforce their language abilities. Hence, with the implementation of this second teaching strategy that involves providing an innovation in order to enrich vocabulary, communication in this second language gets the knowledge construction process easier for social agents due to the fact that they are able to understand words and their meanings. "Vocabulary is central to English language teaching because without sufficient vocabulary, students cannot understand others express their own ideas." (Lessard-Clouston, 2013, p.8). This means that without the implementation of vocabulary, communication in the English language acquisition is going to turn tough to students due to the fact that they are not going to be capable of understanding the words they are being exposed to. Furthermore, vocabulary helps speaking skill to be more effective and precise. In this way, they would have plenty of vocabulary to use when communicating and thus, their speaking level will be improved. For all these reasons, this second teaching strategy has emerged as a respond to the need of innovating the way social agents acquire new vocabulary. Hence, this strategy seeks to foster the knowledge construction process.

The indicator of pronunciation from the variable speaking skill conforms the third innovative teaching strategy that is presented in the alternative methodological proposal implementation. In this case, the scopes pretend to provide an answer to the research question that was utilized in this variable and indicator. The question stablished entails how the speaking skill is affected by social agents' pronunciation level. Thus, it is vital to take a look at what Derwing et al., (2015) provided a statement in their book in relation to pronunciation, "The goal

of instruction in pronunciation is that the student should learn to speak the language as naturally as possible, free of any indication that the speaker is not a clinically normal native." (p. 134). This evidence highlights that it can be inferred that the purpose of pronunciation is to encourage social agents to speak as natural and fluent as possible, using effective pronunciation of words, ideas, emotions, feelings, thoughts, and any sort of phrase that is desired to be conveyed. Thus, in order to improve the pronunciation level in the English language, there is a need to make this intervention by implementing this third teaching strategy in the knowledge construction process in order to find a resolution to those problems interfere in the students' communicative competence. For this reason, Valentin (2017) states "An understanding of different types and processes of learning is important in designing interventions to enhance engagement" (p. 65). Therefore, it is feasible to deduce that it is vital to acknowledge how the knowledge construction process is being fostered in order to interfere in issues that the education system may be facing. As a result, the scopes pretend to demonstrate how this third teaching strategy innovates and fosters the knowledge construction process in order to provide students with the best experience so that they can enhance their speaking competence in English. If the person that desires to implement this action research project is aware of the benefits that pronunciation brings to the social agents, the reader would realize that this strategy contributes with most appropriate solutions to increase the pronunciation level. Thus, there is a need to look for a quality of education.

> Strong instruction enables a wide range of students to learn. Such instruction meets the
> demands of the discipline, the goals of instruction, and the needs of students in a
> particular context. Teaching quality is in a part a function of teacher quality—teachers'
> knowledge, skills, and dispositions—but it is also strongly influenced by the context of

instruction, including factors aside from what the teacher knows and can do. (Hammond, 2015, p. 12).

This previous information is added in order to inform the educator who is interested in implementing this alternative methodological proposal, that these three teaching strategies as well as their scopes, can improve and foster the knowledge construction process and reinforce in social agents their speaking skills. In other words, by innovating the Programa de Estudios de Tercer Ciclo de Educación Diversificada there are more possibilities to reach the main objective that is to improve in students their speaking performance and enhance the knowledge construction process. To sum up, the implementation of these teaching strategies can lead into the achievement of the aims of this action research project. Moreover, each teaching strategy is based on real life scenarios so that social agents can acquire knowledge and store it in their long-term memory.

In synthesis, the first teaching strategy presented was composed by experiential learning as a variable and experimentation as the indicator part of it. The purpose was to state what both terms stand for and what they pretend about the betterment of the knowledge construction process. Additionally, experiential learning was defined as the strategy that allows students to create experiences based on real-life content. In the same way, the first strategy exposed experimentation as the strategy that permits that implementation of experiential learning to come true; due to the fact that it lets students to experiment, discover, and apply knowledge in order to enrich and strengthen the social agent´s wisdom. Likewise, it was shown that the second teaching strategy corresponds to the indicator of vocabulary which belongs to the speaking skill variable. It was presented that the idea of this strategy is to expose social agents to vocabulary throughout an innovation in which they put into practice a description of a sport. This is done because, as it

was explained, the more knowledge of words and meanings a social agent acquires, the better

their way of communicating with others. Then, it was also briefly explained that the third

teaching strategy is related to the indicator of pronunciation and to the speaking skill variable as

well. In this case, it was explained that pronunciation is the way in which words and phrases are

pronounced. In other words, pronunciation deals with phonetics and with the articulation of those

words as well. That is why, it is demonstrated to the reader of this alternative methodological

proposal why pronunciation is highly significant to contribute to the reinforcement of the

speaking skill and why pronunciation helps to foster the knowledge construction process. To

reiterate, pronunciation allows social agents to express and transmit their ideas with a great use

of the phonetics of a word. In the importance section there were many aspects showed in order to

support the relevant role of those teaching strategies in order to enhance and reinforced the

knowledge construction process of the social agents. In the first teaching strategy, the relevance

presented was the vital role of experiential learning as a communicative strategy that allows

students to acquired knowledge through real-life experiences. Moreover, it was accompanied

with experimentation that was exposed as a great strategy that permits students to put that real-

life context into practice in order to acquire knowledge and the enough skills to succeed in

society. Furthermore, the second teaching strategy consisted on speaking skill (variable) and

vocabulary (indicator). The first one was presented as a vital ability to be developed in order to

let students to successfully involve within society. It stated that when students are convert into

skillful social agents, they have obtained great opportunities to succeed in real life and

communal living. Moreover, that the speaking skill was selected as a part of this proposal

because of its essential role in the insertion to a society and culture that are different to their

native. In the same way, vocabulary was connected with speaking skill; hence, vocabulary was

explained as the aspect that students need to developed in order to express their emotions

thoughts effectively and precisely. Moreover, was stated that vocabulary is better when it is

taught in earlier ages because it improves their acquisition of knowledge. The third teaching

strategy presented was about the speaking skill (variable) and pronunciation (indicator) as a

teaching strategy in order to provide the essential performance of the social agent´s building-

knowledge process. Along that teaching strategy there was the possibility to state great one more

time the reason why speaking skill is relevant in the knowledge construction process of the

students. However at that part, the complementation was with the pronunciation aspect which

was exposed an aspect that allows students to produce speech in order to express themselves

effectively and being satisfactorily comprehend. At the end of that section, the purpose was to

explain the different reasons why they were selected as part of the three teaching strategies in

order to implement this proposal and reinforce the students' knowledge construction process.

Along the necessity section the purpose was to state and support the reason why those teaching

strategies are needed in order to resolve and compensate what is affecting the student's

knowledge construction process. In the first teaching strategy, the necessity presented was the

usage of experiential learning as a communicative strategy that allows students to enhance their

knowledge building process. Furthermore, it was accompanied with experimentation that was

described as a great strategy that assists students to struggle against barriers and encourages them

to practice in real-life context in order to acquire knowledge and the enough skills to succeed in

society. Furthermore, the second teaching strategy consisted on speaking skill (variable) and

vocabulary (indicator).The first one was shown as the necessity to reinforce the speaking ability

for students to positively involve within society. It specified that when students are transformed

into social agents, they have great opportunities to prosper in real life and become a great

citizens. Moreover, that the speaking skill was selected as a part of this proposal because of its essential role in the inclusion to another society and culture. In the same way, vocabulary was correlated to speaking skill; hence, vocabulary was described as the aspect that allows students to express their emotions thoughts throughout the mechanism named words. Moreover, it was stated that vocabulary is the bridge between what the social agent thinks and feels and the way it is actually expressed by words. The third teaching strategy consisted about the speaking skill (variable) and pronunciation (indicator) as a complementation strategy in order to enhance the social agent´s building-knowledge process. Along that teaching strategy there was the possibility to state great one more time the significant role of the speaking skill in the knowledge construction process of the students. However at that part, the complementation was with the pronunciation aspect which was exposed the main feature that allows students to produce and articulate the correct sounds in order to express effectively and being satisfactorily understood. At the end of that section, the purpose was to explain the different reasons why they were selected as part of the three teaching strategies in order to implement this proposal and reinforce the students' knowledge construction process. Then, it was time to expose the scopes of this alternative methodological proposal. It was explained that a scope is focused on identifying an issue in order to indicate the result obtained from the implementation of the study, which in this case is this present action research project. The first scope was related to the first teaching strategy which is about experimentation in the variable of experiential learning strategy. It was mentioned that the first scope is related to getting to know how the experiential learning strategy is affected by experimentation. For this reason, it was said that it is vital to keep in mind that through experimentation, social agents construct knowledge by being exposed to experimenting the English language on their own. After that, it was presented another scope. In this case, it was

related to respond to how vocabulary helps to improve social agents' speaking skill. Through a citation, it was feasible to say social agents obtain a great proficiency in the English language the more they get vocabulary. It was also reflected that English vocabulary assists students to have the advantage of expressing themselves and contributes to the reinforcement of their language abilities. Lastly, it was presented another scope, this time related to the indicator of pronunciation and the variable speaking skill. It was demonstrated the purpose of pronunciation is to encourage social agents to speak as natural and fluent as possible, using effective pronunciation of words in order to transmit a message that can be comprehensible for the receiver. To conclude this section, it is worth mentioning that in order to improve the speaking level in the English language, there is a need to make this intervention by implementing these three teaching strategies in order to foster the knowledge construction process.

The following segment that composes this fourth chapter is the Alternative Methodological Proposal Implementation. In this section, it is going to be described each of the elements that conform the first, second and third teaching strategy.

4.5 Alternative Methodological Proposal Implementation

As it was pointed out in the introduction of this chapter, this section is about presenting three teaching strategies in this alternative methodological proposal in order to assist the educator that implements this action research project to achieve the improvement of the social agents' speaking competence, proficiency and level in the English language. In other words, this element of the project explains these strategies that will conform this proposal and that emerge because of the need of innovating the Costa Rican educational system. The implementation of these three

strategies are carried out through the following indicators: experimentation from the variable experiential learning strategy, vocabulary from the variable speaking skill and pronunciation from the variable speaking skill as well. Consequently, each innovative teaching strategy is linked to the contents of the Programa de Estudio de III Ciclo de Educación Diversificada, which are related to the level selected. It is fundamental to inform the reader of this action research project that each teaching strategy is made with the purpose of enhancing the quality of the English education in the country and it is also created in the pursuit of providing educators with advanced strategies that differ from the ones social agents are used to. Thus, each teaching strategy is based on a level, unit, scenario, theme, assessment strategy, and didactic sequence. Furthermore, each strategy is composed of a name, objective, process, evidence, and evaluation according to the assessment strategy. All these elements assist to the development of this alternative methodological proposal implementation in order to help social agents in the improvement of their speaking skill.

First Teaching Strategy

Name: My Own Episode

Variable: Experiential Learning Strategy

Indicator: Experimentation

Level: 9th grade

Unit: 3

Scenario: Lights, Camera & Action

Theme: Daily News

Assessment strategy: give a short prepared presentation dramatizing a TV show/news.

Didactic sequence: Planning, Organizing, Rehearsing, Describing.

The objective of this first teaching strategy is to implement an innovation in which the experiential strategy is executed complemented with experimentation. Since social agents are going to be exposed to a real-life content that they will have to perform later. Based on this, social agents are going to improve their communicative skills and thus, there is a reinforcement of the knowledge construction process. This allows social agents to have an active role in their knowledge building path. In addition, the objective is that social agents turn into the main characters of their own process of constructing wisdom and the educator becomes a facilitator and a guide for them.

Process: Along this process, students encourage their communication level throughout the implementation of real-life performance. In the same way, they can enhance their speaking competence by experimenting with the language throughout an imitation of a content proposed for the innovation. Moreover, they improve their speaking abilities and boost the knowledge construction process in order to convert into social citizens full of skills that are going to assist them for their future.

Evidences: The evidence will highlight the main and significant aspects in which students are allow to experiment and discover their development of their knowledge construction path. In the same way, it is feasible to notice whether the task accomplished its main objective. The evidence can also recommend or suggest areas of improvement in several aspects that can be enhanced.

Evaluation: The evaluation which is related to the assessment strategy allows the researcher person to obtain a panorama about the students' obtained results. However, it is estimated that

social agents can acquire the desired skills of the task and thus, obtain what this innovation

pursuits. Additionally, it is pretended that this strategy provides what is needed in order to

achieve the aims of this alternative methodological proposal.

Second Teaching Strategy

Name: Let's Get Started with New Vocabulary

Variable: Speaking Skill

Indicator: Vocabulary

Level: 9th grade

Unit: 1

Scenario: Time to Have Fun!

Theme: Let's Workout

Assessment strategy: describe experiences, events and storytelling related to exercise, sports and

games.

Didactic sequence: Planning, Organizing, Rehearsing, Describing.

The objective of this second teaching strategy is to innovate the implementation of vocabulary in

order to contribute to the reinforcement of the knowledge construction process and the speaking

skill as well. The applicant person is going to take advantage of the theme, which is named lets

workout, to allow social agents to be exposed to vocabulary related to exercise, sports and

games. This teaching strategy is going to enrich the students' speaking competence and

proficiency in the English language usage. This is going to be achieved through allowing social

agents to perform and describe their favorite sport. The applicant person encourages social agents to develop it in order to provide the required vocabulary to the rest of the class.

Process: During the process, social agents improve their communicative language competence and linguistic level in order to find the solution to any circumstance or any context in real life situations. Furthermore, they can increase their speaking skill and foster the knowledge construction process in order to successfully involve in the society.

Evidences: The evidence demonstrated to the reader, assists the applicant person of this action research project in order to find the resources that the task requires. Furthermore, it provides a great idea about what has to be implemented in this teaching strategy. In addition, it provides a clear guideline of the stages of the didactic sequence in order to achieve a great development of the class.

Evaluation: The evaluation which is according to the assessment strategy permits the educator that applies this project to obtain a clear idea about the outcomes obtained by the part of the social agents. However, it is expected that social agents can perform a great development the stages of the didactic sequence of the task and finally obtain what this innovation looks for. It is intended that this strategy provides what both the educator and the social agent need in order to achieve the aims of this action research project and also to accomplish the main objective of this second teaching strategy. Finally, this teaching strategy seeks to promote the enhancement of the speaking skill through the implementation of vocabulary in which the social agents have familiarity with, can contribute to the innovation in the educational system.

Third Teaching Strategy

Name: Say It Right

Variable: Speaking Skill

Indicator: Pronunciation

Level: 9ᵗʰ grade

Unit: 1

Scenario: Time to Have Fun!

Theme: The Most Fun I've Ever Had!

Assessment strategy: describe experiences, events and storytelling related to exercise, sports and games.

Didactic sequence: Planning, Organizing, Rehearsing, Describing.

The objective of this strategy is to present an innovation to social agents in order to allow them to perform a storytelling task related to the most fun situation or event they have ever experienced. Its aim is to encourage the social agents' speaking competence by the usage of the pronunciation of the content proposed for the execution of this task. Pronunciation is vital for enhancement of the communicative abilities in order to allow the student to reinforce their knowledge construction process. In the same manner, that enhancement is going to be developed through real life situations that are going to provide real knowledge that can be applied to real life contexts.

Process: Throughout this process, students will be persuaded to get involved into a task that activates their pronunciation and use of the phonetics obtained in the class. Moreover, the process allows the professor to provide phonetic aspects in order to enhance the social agents'

speaking skill as well as their knowledge construction process. As a matter of fact, pronunciation is a fundamental part of it.

Evidences: The evidence exposed to the reader, assists this alternative methodological proposal in order to encounter the sources that the task requires. Moreover, it permits to create a great idea about what is going to be implemented in this third and last innovative teaching strategy.

Evaluation: The evaluation consists of a bond with the assessment strategy in order to permit the professor to get a vision about the social agents' outcomes. Furthermore, it is projected that social agents have an acquisition of an effective and precise communicative skills of the innovative task and thus, obtain what this innovation is intended to accomplish.

In synthesis, in this section of the chapter, it was presented the alternative methodological proposal implementation. This implementation presents three different teaching strategies that, as mentioned previously, are going to innovate and foster the knowledge construction process. The first teaching strategy was named My Own Episode. As part of the variable Experiential Learning Strategy and its respective indicator: Experimentation. The unit selected from the program is unit number 3, its scenario is Lights, Camera & Action, related to the theme: What's on TV? The assessment strategy of this unit is to give a short prepared presentation dramatizing a TV show/news. Then, the second teaching strategy presented to the reader was named Let's Get Started with New Vocabulary, from the variable Speaking Skill and the indicator of Vocabulary. This one was taken from the unit 1 from the Programa de Estudios de III Ciclo de Educación Diversificado. The scenario selected was Time to Have Fun! Which is related to the theme: Let's Workout. The assessment strategy is related to describe experiences, events and storytelling related to exercise, sports and games. The third teaching strategy exposed to the researcher was called Say It Right. As part of the variable Speaking Skill and its indicator: Pronunciation. As

well as the second teaching strategy, this one was also taken from the unit 1 from the English Syllabus (2016), with the scenario Time to Have Fun! And the theme is The Most Fun I've Ever Had! Moreover, it was presented the assessment strategy which is to describe experiences, events and storytelling related to exercise, sports and games. All these teaching strategies are created for 9th grade, following the didactic sequence of spoken production constituted by planning, organizing, rehearsing, and describing. The teaching strategies are conformed by an objective, process, evidence and evaluation. The main objective of each strategy is to present an innovation to social agents in order to allow them to reinforce and foster their knowledge construction process. Then, it was detailed that during the process, social agents enhance their communicative language proficiency in order to find the resources to circumstances or contexts in real life situations. Furthermore, it was shown that the evidence permits the reader to have a better idea about what is going to be executed along the three innovative teaching strategies. Moreover, it was explained that the evaluation works along with the assessment strategy in order to allow the educator to get an idea about the social agents' results and how they changed throughout the development and implementation of this alternative methodological proposal.

The following section of this fourth chapter presents the description of the first teaching strategy including the process, each stage of the didactic sequence and its respective evaluation.

4.5.1 Description of the first teaching strategy

Name: My Own Episode

Objective: To reinforce the speaking skill with the implementation of experiential learning strategy throughout the experimentation of giving a presentation dramatizing a TV show.

Process

Variable: Experiential Learning Strategy

Indicator: Experimentation

Level: 9th grade

Unit: 3

Scenario: Lights, Camera & Action

Theme: Daily News

Assessment strategy: give a short prepared presentation dramatizing a TV show/news.

Didactic sequence: Planning, Organizing, Rehearsing, Describing

Implementation of the first teaching strategy

This first teaching strategy seeks for the reinforcement of social agents speaking skill. For this reason, the aim of this teaching strategy is to present the educator that implements this alternative methodological proposal an innovation in which the experiential learning strategy is implemented along with experimentation (indicator). This teaching strategy is created to expose social agents to real life scenarios with the purpose of enhancing their communicative level and competence. Moreover, this is done in order to empower the knowledge construction process.

That is why, in this teaching strategy it is intended to expose students to present dramatization of a TV news in order to recreate situations in which they obtain helpful information that enhances their knowledge building process. Thus, social agents turn into the main characters of their own episode. Based on this, social agents are going to improve their communicative skills and thus, there is a reinforcement of the knowledge construction process. This allows social agents to have an active role in their knowledge building path. Furthermore, this teaching strategy permits to achieve its objective which seeks to reinforce the speaking skill with the implementation of experiential learning strategy through experimenting a presentation dramatizing a TV show.

Planning

In this first stage of the didactic sequence, the teacher is going to project the following video about a kid presenting news https://www.youtube.com/watch?v=uvSne8Qxi50 Social agents are required to pay close attention to it and after they have watched it, they are asked to orally brainstorm what the theme of the lesson is going to be about, the teacher writes their ideas on the board. The purpose of this brainstorm is to guide social agents through the theme of the lesson that is related to daily news. Moreover, with this brainstorm it is intended to empower social agents speaking competence. Once, they get to know the theme, it is explained that the class is going to be innovative because they are going to be preparing a short presentation in which they are going to dramatize a TV news as the kid in the video did. Then, teacher provides students with Vocabulary flashcards *http://www.cram.com/flashcards/flashcards-11733448* related to Newsreader, journal, press, headlines, to cover a story, to verify, eyewitness, reports, breaking news, and rolling news. On the page, social agents can hear the correct pronunciation of the

words presented. They are asked to repeat the vocabulary in order to reinforce their speaking skill.

Organizing

Based on the previous stage and regarding dramatizing a TV news, the educator implements "Guess who" along this second step of the didactic sequence. Teacher explains that guess who consists of looking for a partner. Thus, teacher is going to provide pieces of paper to social agents with characteristics and synonyms related to the vocabulary flashcards previously studied. A part of the social agents is going to have a key word from the vocabulary and the other part of the social agents obtain the characteristics and synonyms related to that vocabulary word. This is done in other to find a peer that matches with the information they have. Time is given for each student to tell out loud the characteristics they have gotten and the person who matches with the corresponding definition of that description is going to say "its me". Each pair will compare and revise each piece of paper in order to ensure that they have done the correct matching. The purpose of this stage of the didactic sequence is to reinforce vocabulary and the speaking skill.

Colum A: Clouds   Colum B: Charts

To verify

- To make sure or demonstrate that (something) is true, accurate, or justified.
- To establish the truth, accuracy, or reality of verify the claim.
- Synonyms: authenticate/certify/demonstrate/corroborate

Eyewitness

- A person who sees an event occur
- A person who spectates some act, occurrence, or thing and can give a firsthand account of it
- Synonyms: observer/spectator/bystander

Reports

- Statement describing in detail an event, usually as the result of observation.
- To serve or work as a reporter, as for a newspaper.
- Synonyms: story/evidence

Breaking News

- Information that is being received about an event that has just happened
- Newly received information about an event that is currently occurring
- Synonyms: announce/broadcast/recent news

Rolling News

- News reports that are broadcast 24 hours a day.
- A 24-hour, continuously updated news service on radio or television.
- Synonyms: News channel/All day news

Newsreader

- A person who presents broadcast news stories.
- A newscaster
- Synonyms: Host, TV presenter, Ignacio Santos.

Journal

- A serious magazine or newspaper that is published regularly about a particular subject
- Synonyms: Newspaper / Magazine / Informative book

Press

- Newspapers and magazines, and those parts of television and radio that broadcast news, or reporters and photographers who work for them.
- Synonym: News Media

Headlines

- The titles of a story in a newspaper or TV news.
- The main points of the news that are broadcast on television or radio.

To cover a story

- Action of presenting news, usually done by a:

  Reporter

  Journalist

  Correspondent

Rehearsing

In this third stage of the didactic sequence, the teacher provides social agents with the corresponding didactic material about the vocabulary they previously matched. These materials serve to introduce the needed information in order to dramatize the tv news. The materials consist of a video (which the teacher plays for 40 seconds each), and details that the videos are about the words' meanings and their usage. The videos are supported by the educator who points out the main element which is the word presented, in order to fully accentuate its meaning and steer social agents in their knowledge construction process. Then the educator presents an image in order to emphasize and clarify the meaning of the vocabulary. After that, the teacher presents a news sample related to the vocabulary that has been presented. Then, the classroom is divided in two groups, each group chooses a leader. The person selected goes to the board and the teacher gives him/her a vocabulary piece from the ones studied and the student is in charge of drawing it. The rest of the group guesses the word. The purpose of this Pictionary is to reinforce the speaking skill meanwhile they are trying to obtain the right answer.

Eyewitness:

https://www.youtube.com/watch?v=kDpJVr_fpNE

Eyewitness example: The prestigious Kew Royal Botanic Garden in southwest London was fulfilled with tropical colors in honor of the biodiversity of Costa Rica. Among the plants exhibited presented the Costa Rican national flower. The exhibition, that will last a month, has been installed in a greenhouse in tropical conditions. Alberto Trinco, who is the interim manager of the greenhouse and the main eyewitness of the events, affirms that the Central American country was chosen to celebrate its biodiversity. "We have tried to bring as much color as possible to transport these people to this kind of nice place of Costa Rica" -Trinco comments.

Reports:

https://www.youtube.com/watch?v=y_SqZVob4zI

Report example: Those who have been lucky to win the lottery usually spend their money on buying clothes, jewelry, trips or paying debts, but since each person is different, not everyone does the same thing. For instance, in USA, a grandmother who won the lottery shared her prize with the cashier who sold her the ticket. This 86-year-old lady had promised the cashier that if she won, she would share the prize with him and it turned out to be the winner. Marion Forrest went to claim her prize and went immediately to the store where Walter works. She wanted to give him half the prize just as she had promised.

Breaking news:

https://www.youtube.com/watch?v=fyJPzlraZok

Breaking News example: Mount Everest's highest glacier is losing decades' worth of ice every year, scientists warn. Climbing the highest mountain in the world could become more dangerous due to the lack of ice. The researchers also warned that the loss of the glacier ice could lead to significantly more exposed bedrock.

Rolling news:

https://www.youtube.com/watch?v=9Auq9mYxFEE

Rolling news example: EU commissioner for the environment says the health of the worlds'

oceans must be a key priority in 2022. Priorities are protecting biodiversity and addressing ocean

plastic pollution. Precious time to save the nature and the oceans has been lost due to the

pandemic.

Newsreader

https://youtu.be/Mh4f9AYRCZY

Newsreader example: News about a TV newsreader Victoria Derbyshire who had to struggle against a terrible stereotype about women's clothing. The TV newsreader had a bad time wearing super high heels. As the 9am, she began on the BBC News channel, Victoria was seen in the studio background suffering and saying: "Oh my God!". Those shoes were 4.5in (11.40cm) black tasseled heels. In the stage there are stairs and several factors that can expose her to have an incident or injure.

Headline

https://youtube.com/shorts/-YJ6LQXq23M?feature=share

Headline example: La nación newspaper has posted tat monkeys are born with a variation on their skin. Scientists are studying and trying to find the solution. This situation is disturbing the science field because it does not happen before and several baby monkeys have born with that variation. They are named "Congos" their main feature is their black fur; however, their babies are getting a white fur, body condition that makes them unique and different.

Press

https://youtube.com/shorts/TtcGaEBSNWg?feature=share

Press example: The press has been a vital part of communication along many years. However, the press have been going through difficult moments in Mexico. Past weeks 2 journalists were murdered under suspicious conditions. In this country, the press freedom is struggling against a huge hide enemy that iscontroling and trying to keep them quiet and far away from their way.

Journal

https://youtu.be/SFK4s-AAous

Press example: The Wall Street posted that NASA has reported that the mission done in collaboration with Elon Musk has some inconveniences with the parachute stuff. Team members are resolving the problem in order to avoid a major mechanic failure that exposes that mission dangerously.

Describing

In this fourth section of the didactic sequence, social agents dramatize the TV news. Throughout this dramatization students get the change to enhance their speaking skill through the exposure of presenting content based on real life scenarios. The teacher provides the short script they will need in order to dramatize the news. The professor facilitates the creation of a small stage in which each pair is going to be in front of the class in order to present their news. Each student creates its own speech with the help of the script that the educator facilitated. The teacher requires them to greet before presenting the news due to the fact that each student is going to present the speech created. Teacher provides assistance at any time needed. When a pair has finished, another pair goes to the front and so on until every pair has dramatized the TV news. The purpose is to reinforce the speaking skill as well as the knowledge construction process.

Eyewitness:

The Kew Royal Botanic Garden in London was fulfilled with tropical colors in honor of the biodiversity of Costa Rica. Alberto Trinco, the eyewitness of the events, affirms that Costa Rica was chosen to celebrate its biodiversity.

Report:

Marion Forrest, a grandmother who won the lottery shared her prize with the cashier who sold her the ticket. She promised him that if she won, she would share the prize. She turned out to be the winner and did what promised.

Breaking News:

A Mount Everest's glacier is losing decades of ice every year. Climbing the highest mountain in the world could become more dangerous due to the lack of ice.

Rolling News:

EU commissioner for the environment says the health of the worlds' oceans must be a key priority in 2022. Priorities are addressing ocean plastic pollution.

Newsreader

A female newsreader was upset because she had to wear super high heels to work. That situation makes her feel uncomfortable and unsecure.

Journal

The Wall Street journal published that NASA in collaboration with Elon Musk has finished their second mission with some troubles elated to the parachute.

Press

Journalists are afraid to express themselves and to defend freedom of the press; this is the current situation of Mexico

Headline

La nación newspaper has posted tat monkeys are born with a variation on their skin. Scientists are studying and trying to find the reason why it is happening.

Evaluation

With the purpose of assessing the social agents achievement of the objective of this first teaching strategy, the teacher presents the following video https://www.youtube.com/watch?v=0spzbwE4M7o about the importance of the press freedom. After the video, the teacher emphasizes that press freedom is the freedom to communicate, to report news. Thus, social agents are required to provide a statement about why they think that communicating news is a vital aspect for the current society, in order to analyze students' outcomes to verify if they comprehend the significance of the news and its main role along with its components. This is done to make them enhance their speaking skill, as well. After that, and based on the previous dramatization, social agents are also required to express their thoughts related to the press/news and its features, for this, the teacher asks them the following questions.

For you, what is the meaning of press?

Do you think that a newsreader is a great occupation?

Would you consider becoming a newsreader?

Would you consider it as your future major?

What was the news that impressed you the most?

In synthesis, the purpose of this teaching strategy is to foster the knowledge construction process through the improvement of the speaking skill. In other to accomplish this objective, this innovative teaching strategy is fulfilled by innovative material and methods that are intended to achieve the assessment strategy proposed. In the same way this assessment strategy enhances the

speaking skill in the knowledge construction process. For this reason, it was presented a brainstorm, vocabulary flashcards, innovative videos related to the theme (Daily News) and scenario (Lights, Camera & Action) of this third unit. Moreover, it was shown images to emphasize the meaning of the vocabulary and give a clear idea about their concept. Then, social agents were exposed to real life contents and experiences (the news samples) in order to permit them to be close to realistic scenarios that happen in current society. All the stages of the didactic sequence were dedicated to facilitate students' English language acquisition by allowing them to dramatize those situations and construct knowledge by the experimentation of the events.

4.5.2 Description of the second teaching strategy

Name: Think as an Entrepreneur

Objective: To enhance the speaking skill with the implementation of vocabulary throughout a discussion related to different things to do for fun.

Process

Variable: Speaking Skill

Indicator: Vocabulary

Level: 9th grade

Unit: 1

Scenario: Time to Have Fun!

Theme: Let's Workout

Assessment strategy: SI.1. discusses different things to do for fun.

Didactic sequence: Planning, Organizing, Rehearsal, Interacting

Implementation of the second teaching strategy

This second teaching strategy has the objective of presenting an innovation with the implementation of vocabulary in order to contribute to the reinforcement of the knowledge construction process and the fostering of the speaking skill. With the execution of this teaching strategy, the educator that implements it, is going to take advantage of the theme (named Let's Workout) to permit social agents to be exposed to the acquisition of vocabulary. Likewise, vocabulary related to different things to do for fun is given, as well as phrases that social agents

can use in order to acquire as much information as they can to activate previous knowledge and reinforce the knowledge construction process. Moreover, this second teaching strategy is going to enrich the students' speaking, acquisition of values and social abilities that are going to be helpful in their competence and proficiency in the English language usage and the involvement within the society. This is going to be achieved through allowing social agents to perform as mini entrepreneurs where they are going to analyze and discuss several aspects relevant to the construction of a hotel fulfilled by different things to do for fun. The applicant person encourages social agents to develop it in order to provide the required vocabulary and content to the rest of the class. During their performance, social agents will improve their communicative language competence and linguistic level in order to find the solution to any circumstance or any context in real life situations. Furthermore, they can increase their speaking skill and foster the knowledge construction process in order to successfully involve in the society and work area.

Planning

In this first stage of the didactic sequence, teacher details students that they are going to be transformed into youth entrepreneurs. Social agents are explained that they are going to be involved as the managers of a specific attraction in order to build a hotel that attracts tourists with its itinerary. Teacher explains that the class is going to be arranged in groups of three. Each group is going to interact in order to create a tourist attraction of elite for guests to have different things to do for fun in the hotel. To accomplish this, the facilitator provides wooden sticks in a box, each of these sticks is going to have a piece of vocabulary that represents each of the touristic attractions that the hotel will have. One of the social agents of each group is going to take a stick out of the box and in the group, they are going to start discussing different things to

do for fun according to the attraction they got in that wooden stick. Due to the fact that the stick the student took out of the box, is going to represent the attraction that they are going to be developing along the implementation of this teaching strategy, in order to have the attractions that their entrepreneurship (hotel) is going to have. With this vocabulary, the social agent actives their background knowledge since they are going to share ideas within their own group about how to convince tourists (the rest of the class) to visit the hotel. The intention is to experiment and acquire abilities for future business and entrepreneurships through this hotel elaboration.

Pilates

Yoga

Spinning

Athletics

Climbing

Camping

Skating

Walking

Hiking

Riding

Fishing

Swimming

Organizing

In this second stage of the didactic sequence, teacher presents to all social agents advertising posters that include the itinerary of the attractions that the hotel is offering. Likewise, it is also shown to social agents, posters about the equipment needed in order to enjoy those attractions. Once the whole group has seen the advertising posters, the teacher is going to assign the corresponding ones to each group. The purpose is to expose social agents to analyze and discuss about different things to do for fun in the hotel. In the same way, while they are discussing they are improving their speaking skill. Once they have analyzed in their groups the itinerary that each of the attraction offers, they start analyzing and discussing the prices and the arrangement of each of the attractions and goods that the hotel provides to the guests. Likewise, social agents have the opportunity to contemplate not only a job offer for their future but also they can acquire knowledge regarding how an entrepreneurship is built. Thus, the intention of this stage is to provide students with background knowledge thanks to the implementation of this second teaching strategy.
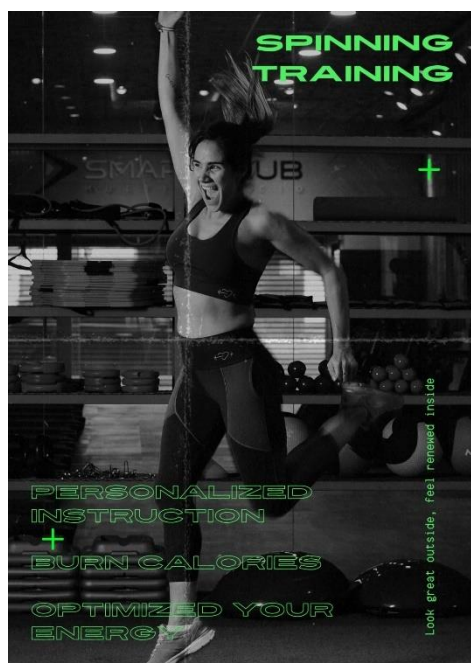
DO A GREAT EXERCISE FOR YOUR BODY

SWIMMING CLASSES FOR ALL AGES
APPROPRIATE POOLS FOR EVERYONE

CERTIFICATED PROFESSIONALS TRAINERS

FEEL THE NATURE

CAMPING

Learn how to set a tent
Learn how to set a fire
Firepit under the stars
Nature class

find your balance

Yoga complemented with aromatherapy
Yoga for all ages
Inner peace

travel in the mountains

HIKING TRIPS

Vacation with our travel agent

PEACEFUL ENVIRONMENT
GET IN TOUCH WITH NATURE

BEAUTIFUL LANDSCAPES

ATHLETICS CHAMPIONSHIP

DO YOUR BEST FOR YOUR BODY

Races:
2 kilometers
6 kilometers
12 kilometers

GO THROUGH AMAZING EXPERIENCES

CLIMBING WITHOUT RISKS

Certificated Professionals
Security is out priority
Enjoy and work out at the same time

SKATE ZONE

Amazing place where children can play and ride bicycles supervised by professionals cerficated to work in our hotel.

Let's have fun!
Skate with us!

SWIMMING

Equipment
Swimsuit
Goggles
Bathing caps

Fishing
Equipment
Hook
Line
Sinker

RIDE (A HORSE)

EQUIPMENT
SADDLE
BRIDLE
STIRRUP LEATHERS

HIKING

EQUIPMENT
BACKPACK
BOOTS
WATER

Walking

EQUIPMENT
SNEAKERS
HYDRATATION
SUNCREAM

EQUIPMENT

- TENT
- SLEEPING BAG.
- PILLOW.

CAMPING

EQUIPMENT

- CLIMBING ROPES
- HARNESS
- BELAY DEVICE

Rehearsal

In this third stage of the didactic sequence, youth entrepreneurs (social agents) are going to start thinking on their staff, who they are going to hire for the job offer in each of the sections and attractions that the hotel offers. To accomplish this, teacher explains to social agents that they are going to orally discuss the abilities, requirements, qualifications, and profiles that the person

hired needs in order to be part of the team of the hotel. This discussion about the requirements

that the person must have for the development of the attractions, will allow them to enhance their

speaking skill. In the same manner, students put into practice the previous knowledge they

acquired with the phrases of the advertising posters and utilize those phrases in order to look for

the person they need. Students are going to infer qualities required in the society in order to take

advantage of future opportunities. The teacher is going to provide a video

https://youtu.be/8Oaq1YHEq6I in which students base their ideas about the basic skills the

employee of each of the attractions of the hotel must have. The teacher writes in the board the

questions below for students to better analyze and discuss what they need to decide regarding

their team worker. In this manner, the social interaction as well as the speaking skill is enhanced.

Moreover, this stage empowers the background knowledge and reinforces the knowledge

construction process since social agents are exposed to get to know how an entrepreneurship

works.

What is an acceptable profile that the person must possess?

What are the most valuable principles that this person should accomplish?

Why should this person work in your entrepreneurship?

Does the physical appearance count?

Interacting

In this fourth section of the didactic sequence, the class is arranged as a round table in order to

take important decisions. Social agents are going to decide which attractions to do for fun are

going to be selected as part of the hotel. To accomplish this, youth entrepreneurs are going to take roles. Each group in charge on each of the itinerary activities is going to expose their attraction meanwhile the rest of the class acts as guests. Entrepreneurs must convince the future guests of the hotel in order to visit it through an oral discussion of all the things to do for fun. In the same way, guests are going to provide recommendations, suggestions and things to improve orally in order to enhance the speaking skill to foster spoken interaction. When all the attractions have already been presented and discussed, the facilitator provides social agents with an election ballot where they can vote for their favorite attractions. At the end, the attractions with more points in favor are going to be the ones included in the hotel as tourist attractions.

Evaluation

In this section, social agents are going to analyze and orally discuss relevant aspects related to the creation of the hotel, in order to enhance speaking skill. These aspects include the image that is going to represent their entrepreneurship (logo), the name of the hotel and the phrase that represents it as well (slogan). This is done in order to evaluate students' perception and insights according to the knowledge they constructed with the vocabulary studied and the social skills they obtained with the interaction they had with their peers along with the material given. The teacher explains to social agents that they are going to discuss and design the whole logo that can represent the hotel and its attractions selected that are going to be shown in the itinerary constituted by different things to do for fun. This task is done in the same groups previously arranged. In order to facilitate this creation, the educator provides examples of logos and slogans of an entrepreneurship that might help them. In the same way, the educator provides a sheet of paper, markers and crayons that will allow them to draw their logo and write the slogan. Teacher provides time for students to complete the task and once they have finished, they exchange their logotypes with the other groups in order to orally obtain feedback from their classmates and select the one that is going to represent the hotel (entrepreneurship). At the end, once the have selected the definite logo the teacher assists them to digitalize it as evidence of such a great entrepreneurship social agents were able to create.
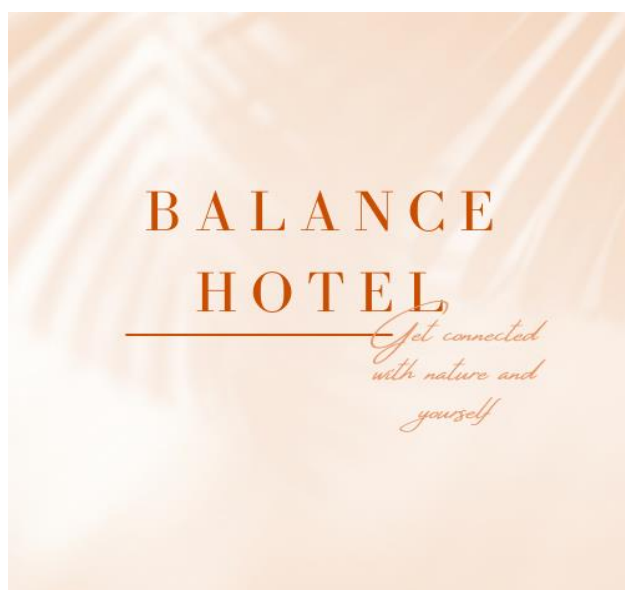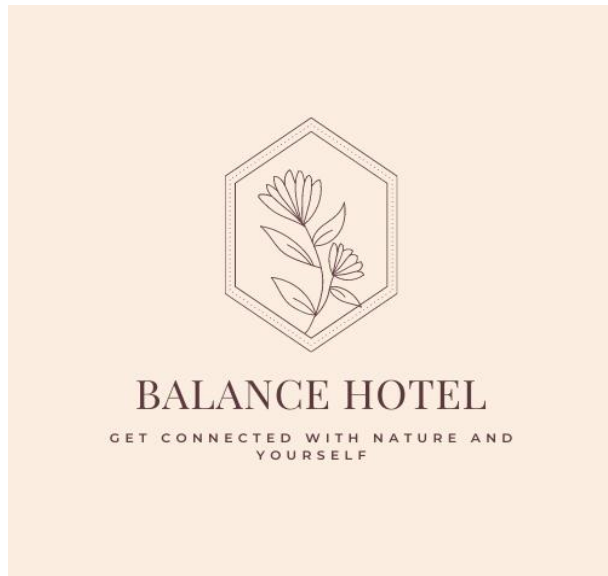
In synthesis, the previous teaching strategy exposed the implementation of an innovative proposal where social agents had the chance to act and get into a role of mini entrepreneurs and experience by themselves situations that might happen in their future. The development of this second teaching strategy was about the creation of a hotel by the implementation of several tasks along the different didactic sequences within this spoken interaction skill. Throughout this activity the social agents were capable of analyzing and discussing different things to do for fun; moreover, to acquire several skills that might be helpful in their future involvement to the social and work area. In the same way, those tasks were supported by specific material related to the vocabulary and the theme selected for this teaching strategy in order to activate background knowledge and reinforce the knowledge construction process. Furthermore, an entrepreneurship gave them the opportunity to infer abilities that might be helpful and acquire knowledge about the importance of aspects, such as qualities of a great employee and things that people do for fun

while social agents were enhancing their speaking ability in communication interchange with

their classmates.

4.5.3 Description of the Third Teaching Strategy

Name: Finding my Job

Objective: To empower the pronunciation level of the social agents by the implementation of simple face-to-face and telephone conversations with peers in order to foster the speaking skill.

Variable: Speaking Skill

Indicator: Pronunciation

Level: 9th grade

Unit: 3

Scenario: Lights, Camera & Action

Theme: What´s on TV?

Assessment strategy: SI.1. starts, sustains, and closes simple face-to-face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time.

Didactic sequence: Planning, Organizing, Rehearsal, Using.

### Implementation of the third teaching strategy

This present third teaching strategy has the objective of exhibiting an innovation to social agents in order to foster their knowledge construction process and enhance their pronunciation level to reinforce the speaking skill. This permits them to execute a great performance in a role play of a TV live transmission about a teen job fair. The aim of this third teaching strategy to encourage the social agents' speaking competence by the usage of the pronunciation of the content

proposed for the execution of this task. Pronunciation is vital for enhancement of the communicative abilities in order to allow the student to reinforce their knowledge construction process. That is why, this innovative teaching strategy has the intention of exposing social agents to get to know how real life is once they turn into adults and get into a work field. For this reason, this strategy has grown in order to allow social agents recognize and be prepared for their future involvement to the society. Moreover, this teaching strategy is focused on the creation of a resume which is a fundamental key for their future, and they need to be prepared for those situations that are going to be ahead. In the same manner, that enhancement is going to be developed through real life situations that are going to provide real knowledge that can be applied to real life contexts. Likewise, the teacher is aware of the social agent's pronunciation in order to correct mistakes and improve them and showing them the correct way to pronounce them as well.

Planning

In this first stage of the didactic sequence, the educator explains to social agents that they are going to experiment an event very close to what real life is. Social agents are going to be exposed to a job fair simulation and all its components. Throughout a periphonum audio, the teacher announces that a job fair is occurring soon and advertises people to assist because there would be great job opportunities for them. https://miulatinaac-my.sharepoint.com/:v:/g/personal/natalie_elizondo_ulatina_net/EQOJTT0T6HBAmA4SJOJLQrUBqrlspPEBtTKD5KLIta0qAw?e=bkCc4D After that, the educator is in charge of providing the required information in a banner that approaches to attract people to join the fair. Teacher explains that the banner is being exposed in all TV news and the job fair is acquiring popularity.

In the same way, students start discussing and guessing what the companies are about and what companies they would like to see there. This is done in order to foster the speaking skill. Then, teacher asks students to make a telephone call to a peer as soon as they realize about the job fair. They are going to think of a person that is going to go with them and that really needs a job offer as well. This means that the class is going to be arranged in pairs for students to start interacting.
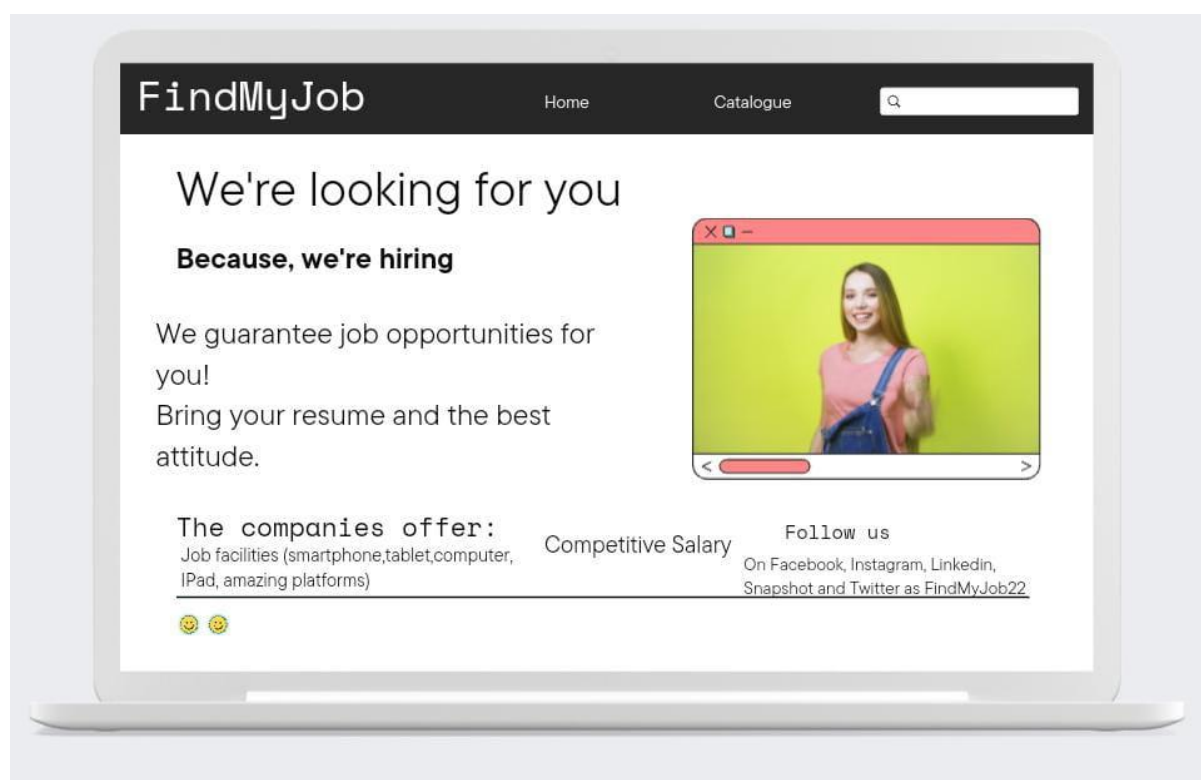
Organizing

In this second stage of the didactic sequence, teacher tells social agents that they are going to start preparing themselves for the job fair. To do so, the teacher asks students the following question: what is a primary tool that you need to carry with you to go looking for a job? The educator starts writing on board the ideas that social agents are saying, for the improvement of their speaking skill. Once they get to know that the main element they need for applying for a job

is a resume, based on that the teacher presents a step-by-step video

https://www.youtube.com/watch?v=wT40Au0RFa8 related to how to create a strong resume for

young employees with/without experience. After the video, teacher requires social agents to

make a call to their peer and discuss the aspects that a resume must have (teacher writes of the

board the elements they need to discuss):

- Personal Details

- Academic Education

- Languages

- Background Knowledge (Diplomas)

- Skills

- Experience (in case of having)

After that, social agents tell each other that the idea of going to the job fair is to analyze job

offers that might fit their profile and that are suitable for them. The idea of this is to activate

social agents' ability to recognize what the future awaits and to acknowledge what looking for a

job is. The educator provides the following three templates of resumes for them to have an idea

about how to properly construct a resume.

Sacha Dubois

WEB DEVELOPER

An experienced website developer specializing in websites and phone applications. Have done numerous projects involving front and back end development.

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hello@reallygreatsite.com

123 Anywhere St., Any City

Experience

Senior Web Developer

Thynk Unlimited | 2019 - present

- Created web-based promotional collaterals for different campaigns
- Optimized home and landing pages
- Designed and developed email campaigns

Website Developer

Liceria & Co. | 2017 - 2019

- Met with clients to discuss project requirements and workflow
- Designed and coded websites, from layout to function, according to client specifications

Education

Bachelor of Design

Fauget University | 2013 - 2017

Skills

- Front-End Coding
- Custom Databases
- User Interface/User Experience
- Web Design
- Full Stack Web and Multiplatform Mobile App Development

AMELIA STANFORD

• graphic designer •

ABOUT ME

A graphic designer is a professional within the graphic design and graphic arts industry who assembles together images, typography, or motion graphics to create a piece of design. A graphic designer creates the graphics primarily for published.

EDUCATION

2019 - 2023 • Berkshire University
AB Multimedia Arts

2023 - 2024 • Berkshire University
Certificate course in graphic design and illustration

EXPERIENCE

2023 **Letterpress Design Studios**
Junior Graphic Designer
• Tasked to make graphics for offline and offline layouts.
• Edited editorial photos for clients and magazines, and social media posts.
• Organization of files.

2025 **Letterpress Design Studios**
Senior Graphic Designer
• Tasked to make graphics for offline and offline layouts.
• Edited editorial photos for clients and magazines, and social media posts.
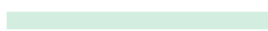• Organization of files.
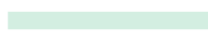
2028 **Letterpress Design Studios**
Art Director
• Worked closely with the marketing team to produce concepts for clients.
• Created concepts for major clients such as Vanda Music Production and more.
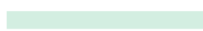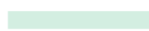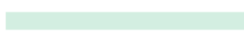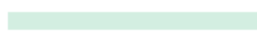
SKILLS

Graphic Design

Illustration

Photography

Motion Graphics

Videography

Layouting

(04) 290 1092 2093 • +76 209 1092 2092 • ameliastanford@email.com • www.ameliastanford.com

Adeline Palmerston

CREATIVE DESIGNER

Contact

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💻 www.reallygreatsite.com

in @reallygreatsite

Skills

Project Management

■ ■ ■ ■ ■ □ □

Problem Solving

■ ■ ■ ■ ■ ■ □

Creativity

■ ■ ■ ■ ■ □

Leadership

■ ■ ■ ■ ■ □

About

Assists the department head in carrying out digital marketing companies works closely with the marketing head for digital promotions and others.

Education History

Masters in Product Design Jan 2016 – Dec 2017
Really Great University

- Post Graduated in Graphics Designing.
- Gained extensive training.

BA in Product Design Dec 2012 – Dec 2016
Really Great University

- Academic Excellence in Product Design, English and Mathematics.

Work Experience

Really Great Company Oct 2020 – Present
Creative Designer

- Comes up with unique graphic designs for clients.
- Works closely with the copywriting team.

Really Great Company Sep 2019 – Aug 2020
Project Manager

- Edited editorial photos for clients and magazines.
- Organization of files.

Really Great Company Jan 2018 – July 2019
Art Director

- Worked on marketing campaigns for brands.
- Handled multiple digital accounts.

Rehearsal

Based on the previous stage, social agents are going to choose their favorite template and teacher asks them to start creating a new one with their own personal information following the example of the template they chose. The educator indicates that the important element is to learn how to construct a resume not the length of it. However, the teacher provides names of real companies as examples for them to add fictional experience.

The purpose is to let students construct their resume with experience and the elements of this section of the resume (teacher explains that this includes the period of time they worked in the company and the functions they had in there). Moreover, educator gives them names of courses and workshops as other examples that they can take in order to add them in the educational section of the resume:

Microsoft Office

Typing

Advanced English

Basic English

Conversational English

Business Administration Assistance

Brigade member

Once they have finished constructing their resume, teacher explains that they are going to start preparing themselves for a fiction face to face or telephone conversations in case the enterprise desires to get in contact or even hire them. To add extra information, teacher provides a video about tips for a successful interview https://www.youtube.com/watch?v=enD8mK9Zvwo, in case they have the opportunity to have an interview with one of the companies involved in the job fair. To finish this stage of the didactic sequence, teacher shares a link with a puzzle with the main features that a great interview should have https://im-a-puzzle.com/share/b3a12805537c845.jpeg The intention of this puzzle is to allow social agents to interact with each other providing more tips. This is done in order to let social agents acquire skills and abilities in case a company gets in contact with them.

Reference of the puzzle:

Using

In this fourth stage of the didactic sequence, social agents are going to apply face-to-face conversations where they are going to implement the background knowledge they have acquired before in order to perform the job fair. Teacher requires social agents to get in contact with the peer they are going to the fair, through a phone call. Likewise, teacher details that once they have scheduled an hour, they remind each other to not forget the resume they have previously created. Then, each pair meets each other to go to the job fair. The class is arranged in five branches. Each of them has a different and real enterprise that functions in Costa Rica and where English is a vital requirement (these companies include Amazon, Equifax, DHL, Experian and Pacific Expeditions CR). As part of the job fair, the educator provides social agents with real facts about the benefits that each company offers. In each of the branches there are going to be four students. Two of them are going to be the managers of the enterprise and the other two act as the ones that decided to take part of the job fair. Educator guides social agents to ask questions to each other in order to analyze and orally discuss if their profile fits with what the company is looking for in a new employee. In the same manner, the candidates asks about the benefits and the advantages of working in the enterprise. Teacher provides the following questions as a guide for social agents to interact with one other:

Questions manager asks:

Why do you want to work with us?

Did you bring your resume?

How did you get to know about the fair?

Do you have schedule flexibility?

Are you familiar with concepts such as websites, social networks, blogs?

Questions applicants ask:

Where is the site located?

How long have you been on the business field?

What are the benefits that the enterprise offers?

How long have you being working here?

What is the importance that this role has for the growth of the company?

Once the face-to-face conversation has finished going through each of the first two branches, social agents switch roles. The ones that previously had the role of being the enterprises' managers turn into the couple interested in the job and the other two convert themselves into the managers of the other two enterprises that are left to be presented. Meanwhile, the educator takes the role of transmitting in a TV life the job fair and acts as a journalist making questions to the applicants as well as to the managers of the companies.

WE'RE LOOKING FOR YOU!

WE GIVE YOU:
ENSURENCE
FREE TOURS ACCOMPANIED WITH ONE PERSON
TRANSPORTATION
COMPETITIVE SALARY
TECHNOLOGICAL EQUIPMENT

Destinos 2022

PACIFIC
EXPEDITIONS Uvita de Osa, Costa Rica

experian

BENEFITS OF WORKING WITH US!

- Private insurance
- Solidarity Association
- Bonuses
- WFH
- Monday to Friday Schedule
- Scredule flexibility from 7 am to 4 pm or from 8 am to 5 pm

experian

Evaluation

In order to evaluate the implementation of this third and last teaching strategy and how it has influenced the social agents' English competence, speaking skill and knowledge construction process, the teacher explains that the class is arranged in a round table. Where they are going to orally start, sustain and then close face to face conversations about the do's and don'ts in a resume with their peers. In order to reinforce this conversation, the teacher provides two examples regarding what to include and not to include in a resume. With this evaluation, the educator gathers information regarding how much social agents have acquired knowledge in speaking and in getting to know information that their future awaits (creation of the resume) as part of the society.

DO'S

RICHARD SANCHEZ

GRAPHIC DESIGN

+123-456-7890

Hello@reallygreatsite.com

123 Anywhere St., Any City

SKILLS

Logo

Graphic

Branding

Photography

LANGUAGES

English

Germany

France

EXPERIENCE WORK

LARANA, INC. 2021

GRAPHIC DESIGN

- Create attractive designs for clients
- Provide an interesting idea for the ad
- Work with a team to produce good results

SALFORD & CO. 2020

GRAPHIC DESIGN

- Create attractive designs for clients
- Provide an interesting idea for the ad
- Work with a team to produce good results

EDUCATION

Borcelle High School

- GRAPHIC DESIGN PROGRAM

2013 - 2016

Graphic Design Masters Program

- UNIVERSITY OF LARANA

2016 - 2020
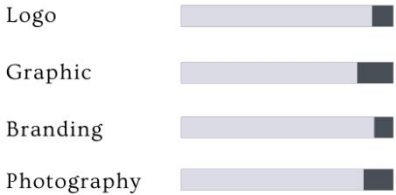
Dont's

CURRICULUM VITAE

DREW   FEIG

CONTACT

CREATIVE DESIGNER

I am a professional creative designer

Email
hello@reallygreatsite.com

Website
www.reallygreatsite.com

EDUCATION

WORK EXPERIENCE

Thynk Unlimited

Master of Graphic Design

Senior Designer

Bachelor of Graphic Design

SKILLS

Wardiere Inc. /

⭕ Creative

Creative Designer

⭕ Communication

⭕ Leader

In synthesis, along this chapter the purpose was to implement this teaching strategy complemented with the assesment strategy where the social agents could start, sustain, and close simple face-to-face conversations with peers though there may be some difficulty in understanding and being understood from time to time. In those difficulties, students had to resolve it as effectively as possible guaranteeing a great communication competence and pronunciation. In the same way, the students, throughout those conversations, could enhance their speaking skill and English competence at the same time. Moreover, the students had the opportunity to activate background knowledge and build new in order to reinforce their knowledge construction process. This teaching strategy, accompanied with all its stages, is meant to be implemented as a fictional job fair where they were very close to experiment a real-life situation in order to acquire skills that are going to be helpful in their involvement to a real society. In the first part, the social agents were exposed to a periphonum that let students know about the job fair. Likewise, they had to look for a partner in order to go to the fair. In the second stage students were introduced to a video where they could appreciate main features about how to build a resume. Moreover, in the third section, students chose the template they preferred and started creating it in complemented with a video where social agents are going to acquire key aspects about an interview in order to be prepared for the job fair. Furthermore, in the fourth section, students got to perform two different roles: the students visiting the fair and the managers of the enterprise's branch. In that section the social agents were required to ask several questions in order to foster the assesment strategy and the spoken interaction skill. In the last stage which was evaluation, the students were involved in a task in order to notice and realize which aspects must be included in a resume and which ones do not be included. Along this

teaching strategy, the social agents were introduced into a real life situation full of new and interesting experiences.

4.6 Educational Impact

Education represents a key relevant aspect in a social agent, it is a significant step to assist them to construct knowledge, enhance their skills and abilities in a second language and continue reinforcing them through the path. "Education involves learning foundational knowledge and skills, but it can go so much further: supporting the development of engaged, thoughtful, responsible, collaborative citizens; fostering personal agency, creativity, deep understanding, empathy…" (Hatch et al., 2021, p. 34). Due to what is stated in the previous citation, this present alternative methodological proposal has been developed to respond to that need of supporting and assisting social agents with the opportunity to enhance their ability to communicate in the English language. For this exact reason, this action research seeks to promote an educational impact that permits students build personal experiences based on real-life content and scenarios that provide them with real knowledge that at the same time, assists them in their future as great citizens with a commitment with the society. That is why promoting an educational impact that positively affects the Costa Rican educational system is highly relevant because it is about forming citizens that are able to construct knowledge through means that completely differ from the traditional ones, from the ones that continue being applied without innovation and that do not demonstrate great advancements. Durán (2018) states "The impact of education in the formation of the countries' population allows a better evaluation of the extent to which the educational systems provide a solid education and preparation to the majority of the

young people" (p. 43). That is to say that the impact that an educative system has, allows to acknowledge if the population, in this case social agents, are being properly prepared for what their future awaits. Moreover, since it is feasible to recognize that society is constantly changing looking for an improvement, the requirements of the social agents are also looking for an enhancement in their skills and in their ability to unfold themselves in a second language that differs from their mother tongue and that will signify a great tool for them to integrate into that continuous changing society. For this reason, this alternative methodological proposal promotes, as its name says, an alternative methodology with the purpose of providing an educational impact that presents and fosters an innovation to the Programa de Estudios de Tercer Ciclo de Educación General Básica y Educación Diversificada. This project is created under the aim of innovate and improve students' communication level and proficiency in the English language, that is why this action research is focused on the enhancement of the speaking skill. Thus, an educational impact is crucial for determining the future of social agents in order to assist them to become the citizens that the labor market is waiting for. Moreover, with the implementation of this educational impact, it is intended to turn social agents' weaknesses into strengths in their process of constructing knowledge. According to Palmer (2014), "Most of our students will be asked to speak face to face with a variety of audiences: classmates now, and some day co-workers, clients, team members, staff, and many others" (p. 106). The strength of the previous citation is that it reinforces the fact that is possible to realize that social agents definitely need to enhance their speaking ability because in this moment they are sharing ideas with their classmates; however, in their future, they could be speaking to their own customers working in an English field and thus, communicating in a completely different language as English is. In addition, along this alternative methodological proposal it has been shown how the English

language means an essential key for guaranteeing great opportunities once students leave high schools. Hence, due to the aspects mentioned above, is that it is presented an educational impact that provides a positive influence in the Costa Rican educational system and that seeks to promote a continuous innovation that motivates educators to keep on looking for the best practices and teaching strategies to be applied in the classroom and that can foster a constructive path in which social agents feel comfortable to build knowledge.

Since education signifies an impact in the knowledge construction process of social agents, this alternative methodological proposal has presented in the previous section, a description of three teaching strategies with the purpose of showing an implementation of an educative innovation. The aim of those three innovative teaching strategies is to represent a change for a better development and unfolding of students' knowledge construction process meanwhile they enhance their ability to communicate. Due to the fact that with the implementation of those strategies, they are able to put into practice their speaking skill. Cerone et al., (2014) states,

> Innovation in education can be seen as a process of change, whereby something new happens in educational systems, the way people learn or in the environments where learning takes place. The actions of teachers and students are generally meant to drive innovation in education towards desirable change. Making the process more effective means, in very basic terms, trying to obtain better results: deeper understanding, longer retainment, more solid or otherwise valuable learning (p. 4).

That is to say that an educational innovation implies the implementation of a significant change in the knowledge construction process. It incorporates a change in the methodology, how the contents are being taught and how the contexts are involved in teaching. That is why, this

alternative methodological proposal promotes real life scenarios in the description and development of the three innovative teaching strategies. This is done in order to provide that innovation and change that students need by making them recognize what their future awaits. Moreover, this brings the opportunity to stop traditional means of transmitting knowledge to social agents and making them construct the real knowledge they definitely need. Thus, through the implementation of these teaching strategies based on the experiential learning strategy and on the speaking skill, social agents can have a more effective and successful performance and development in the knowledge construction process and in other aspects of their lives where they can use English to communicate. Graham et al., (2015) provide the following statement in their book,

> It provides students with the ability to maintain, connect and use learning to enable further development, to think creatively, to innovate and apply knowledge of problem solving in many different contexts. To facilitate learning that lasts for students, teachers need to teach not only content but also how to apply and develop knowledge and skills (p. 24).

The previous citation makes known the relevance that an educational impact has in the knowledge construction process. With the previous information, it is identifiable that an educational impact activates long-term memory in the students, makes use of their background knowledge, allows social agents to self-evaluate their own progress and lets them utilize the content they have been obtaining so far. For all these reasons, this present action research pretends to provide the person that desires to implement this alternative methodological proposal in the classroom, with such a great impact that it is feasible to innovate education and get rid of traditional methodologies social agents are highly used to. That is why, there is a need to look for

an improvement of the quality of education, because it produces a valuable contribution to the knowledge construction process and the relevance that each teaching strategy innovation will bring to the Costa Rican educational system and to the ones influenced by it.

The previous point regarding traditional teaching strategies, leads to another relevant aspect that must be taken under consideration in order to give the reader a global vision about why these innovative teaching strategies presented in this alternative methodological proposal, represent an educational impact. To deepen in this point, Paniagua et al., (2018) provide the following statement in which it is explained the relevance of an innovation,

> Indeed, many other education policies will only lead to better learning outcomes if they lead to changes in teaching and learning practices through different channels. Innovations are specific configurations of teaching and learning in interaction. They combine theory and practice, ways of thinking and implementing learning designs (p. 20).

The previous citation informs that if there is not an improvement in the teaching strategies implemented in education, better learning outcomes will possibly be difficult to reach. On the contrary, if education strategies are changed looking for an innovation, it is more feasible to obtain the results and positive effects of the execution of an advance. That is why, the teaching strategies proposed in this alternative methodological proposal pretend to make use of experiences as an essential tool to develop and enhance communication skills in social agents. Moreover, it is also intended to provide them with different knowledge acquisition options in which they can become familiar with the content that is being acquired and constructed. Hence, for all these reasons, it is vital to let the reader of this project know that maintaining updated with variations and being opened to experiment with new teaching strategies and ways to innovate the teaching practice and the educational field, is a requirement in today's education to accomplish

social agents' objectives and the demands of society. Martí (2017) provides a reference of this previous fact as the following,

> The new model must socially lead innovation in the educational and research system in order to provide quality higher education services demanded by society as a whole. Higher education institutions must respond to the challenges posed by a modern society in a rapid process of transformation, with an accelerated and growing development, which requires its graduates new knowledge and skills, and with innovative ways of adapting to the dynamic labor market that characterizes world development at the beginning of the current 21st century (p. 19).

Thus, since it is evident to acknowledge that traditional means of constructing knowledge does not present benefits to education nor to the society in which social agents develop themselves, this alternative methodological proposal aims to improve students' speaking abilities by putting into practice interaction in tasks that allow them to use the language and apply the knowledge built. In this manner, it is possible to make occur the educational impact that this action research project desires to achieve. Likewise, the description of the three teaching strategies previously presented seek to provide social agents with advancements that assist them to acquire knowledge, develop and improve social skills. Due to the fact that these innovative teaching strategies promote interactions that displays scenarios that include situations which are closely related to what social agents may face outside of classroom, once they leave high school and prepare to integrate the labor market. Hsiang-Chuan et al., (2015), reinforces another reason why there is a need to provide an innovation in education, "utilization of innovative classroom teaching methods can help students to concentrate their attention in classroom, arouse their learning interest and improve efficiency of classroom learning" (p. 891). This information makes

it clear that providing an innovation that impacts the educational system, is a vital component for the enhancement of the knowledge construction process. Due to the fact that it represents a key and significant aspect that supports the students' acquisition of knowledge and improves a proper English environment that allows students to perform in the best manner and enrich their communicative level in their second language. Therefore, this alternative methodological proposal presented three different strategies to be utilized, applied, and implemented by the educator or educators that read this proposal, into their English lessons as a mean to resolve the issue of only having traditional strategies to share content. Thus, the description of these aforementioned teaching strategies was created with the intention of expose social agents to enhance their speaking skill, and to keep them engaged and interested in their path of constructing knowledge. That is why, the intention is to apply, through this innovation, the experiential learning strategy that, as it has been detailed in the previous chapters, exposes social agents to experiences in which they get the real language. Hence, the strategies have been designed taking under consideration different situations that social agents can face in the real life. Quesada (2013) states,

> Today's world poses the need and the challenge of communicating in a second language
> such as English. The immediacy of communicating in the English language is
> unavoidable. Job opportunities at the service of multinational companies, understanding
> between cultures, and the common space of communication and interaction between
> English speakers require an improvement of the teaching-learning process in Costa Rica.
> The extension of teaching and learning English allows a better quality of life for Costa
> Ricans, since the acquisition of this language from the first levels of learning up to the
> higher level, will allow them to reach the most sought-after jobs and higher pay in the

workplace. That is why the efforts for its training must be permanent and sustainable (p. 406).

The strength of the previous citation is that, once again, it is explained how relevant English is for social agents and that is why it is needed to be fostered in the knowledge construction process. Consequently, the described teaching strategies show that educators can perfectly take advantage of the variety of interactive tasks that can be used in the classroom to make the knowledge construction process entertained, valuable and what is of utmost importance: to stay in social agents' long-term memory. Because one of the objectives of this educational impact, which is expected to be reached, is to provide students with the chance to interact with their peers in the English language during the lesson, and as a result, offer them the benefit and advantage of acquiring knowledge about how to use the second language to communicate meanwhile interacting with the ones around. Experts (2020) provides a statement regarding traditional methodologies, "the school teaching is supported by textbook and chalk and blackboard in traditional method" (p. 41). In other words, this means that it is well-known that the teaching strategies that are being used every single year without modification, relapses on filling textbooks and the teacher having an active role, standing in front and using the board and that is it. Hence, the quality of the knowledge construction process still needs to be enhanced. To do so, it is relevant to allow the integration of this new innovative teaching strategies and their innovation that inspire a great success of the social agents in the knowledge construction process. Therefore, by implementing these strategies to reinforce the speaking skills, it is guaranteed that social agents can make use of language and the knowledge and social skills can start to take part of the process. Due to the fact that through the interactions that these strategies offer, students can be aware of what the future awaits since these strategies are focused on creating an

environment in which there are situations shown to them in order to let them know what they will face once they go and discover the real world outside of the classroom. To conclude this section of the education impact that this alternative methodological proposal has, the Costa Rican educational system needs to reinforce and continue fostering new ideas that can provide an innovation. Which at the same time, causes the required changes in traditional methodologies and strategies that the system has and that do not allow the system to keep advancing in order to provide the best experience in the knowledge construction process. Likewise, it is significant to let the reader keep in mind that society evolves, and it is constantly changing and the requirements it asks to social agents are also requiring updates. Thus, being updated and recognizing that there is a need to keep on innovating and providing the best tools social agents require to develop themselves in society is essential. In short, the three teaching strategies created in this action research proposal, mean a significant aspect to accomplish the necessities of social agents by providing ways to capture their attention and fostering the knowledge construction process of the English language. Hence, each of them intent to expose students to reach the language in the best appropriate way, reinforcing their speaking skill and empowering them to face real life scenarios and succeed.

4.7 Chapter's Conclusion: Critical Analysis

In order to state a critical analysis about the creation of these three teaching strategies in comparison with the traditional teaching methods that have been applied before, it is essential to remark the evolution and the involvement of those traditional strategies and how they have been improving and changing throughout the time. The Costa Rican educational system has been

trying to involve and improve the implementation of the English language within the curriculum in the Costa Rican educational system in order to enhance the quality of the education in this country. As a matter of fact, since its origin until current times the purpose has been trying to do a progress for the student´s enhancement and empowerment according the necessity of progress of the republic.

> In our country the teaching of languages, especially English and French, began in the mid-nineteenth century. As González (1978, p. 345) states, "the teaching of foreign languages already aroused interest in the first years of the Republic." In relation to the teaching of English in our country, the first reference that we can find dates from the year 1825, when the Executive Power decreed the internal regulations of the Casa de Enseñanza Santo Tomás, thus beginning the study of languages in an institutional way. (Cordoba et all, 2005, p.3)

The strength of this citation is that the Costa Rican Educational system has been including English in the educational system since long time ago as a great opportunity for the Costa Rican population to grow and increase their development. Since the mid-nineteenth century the thoughts were towards the improvement and progress of the Costa Rican population. However, as in all processes, the first implementations were different than the methods that are currently applied. For instance, at the first glance, the teacher was the center of the class-time; in the same way, the teaching methods were not so developed and advance enough for permitting students to build their knowledge, the students were passive listeners. Furthermore, the ancient teaching methods were widely known because of its monotony and its flat structures conformed by simple speeches and simple exercises that worked as useless reinforcement at the end of the class.

…the curriculum of the Casa de Enseñanza offered classes in Latin, French, and English. At this time, the methodology was based on the memorization of lessons by the student, which were then examined orally by the teacher. The time dedicated to the study of the English language was three hours a day (Cordoba et all, 2005, p.3).

As it was mentioned, the beginning of the teaching instruction in this country was only based on memorization that was not helpful enough because the students were capable enough to memorize things for a short period of time; after that, the knowledge that they have built would had faded almost immediately. Moreover, the time designed for those classes were extremely short and it was impossible for the students acquire the language correctly and effectively. Fortunately, that perspective has been changing throughout the time and the development and implementation of those teaching strategies have been deeply improved. "Let´s teach English, not about English, Costa Rican people deserve it" (Marta Blanco, 2018). The strength of the previous citation is that the revolution of the implementation of English language starts from the revolution of the teaching strategies because they are the ones in charge of building the knowledge on social agents. The Costa Rican educational system deserves to be capable enough to form citizens fulfill by helpful knowledge, values and skills that are going to convert them into great people as part of a significant and brilliant generation.

In the 21st century knowledge society, higher education (HE) is experiencing a multidimensional transition. Shifting from the traditional, lecture-focused classroom setting to more learner-centered environments, integration of knowledge from different disciplines, interdisciplinary collaborations, use of information and communication technologies (ICTs) to enhance learning (Misseyanni, 2018, p.1).

Fortunately, the memorization age was left behind as the bases of the magnificent current teaching methods that are innovating the knowledge construction process. In the same way, it can be remarked that the transition between traditional teaching methods and the current teaching methods has been a long and gradual process; however, it is worth seeing how incredible changes humankind, specifically Costa Rica, has achieved regarding the educational field. Moreover, all those efforts have been crucial for improving the social agent´s knowledge construction process. Nonetheless, the implementation of English has been taking more than a century, as it was stated in the previous citation, the teaching of English language represented and still representing a challenge; due to the fact that the progress upon this acquisition of a second language has been increasing at low pace. What it means is that this whole long path of English instruction has had several ups and downs that tend to accelerate the progress or make it to back off a little bit and so on.

> Since its initiation and throughout history, the teaching of English has encountered the same challenges that include: lack of teachers, poor teacher skills, deficiency in teaching methodologies, experiments and new curricula that are unsuccessful and disjointed with consistently the same result: students leaving the system speaking no more than a very basic level of the language. The country must begin to wake up in this sense. (Solis, 2018).

As the citation states, English teaching has been a challenge and within that challenge there have been several key aspects that make it harder to accomplish in this country. For instance; lack of professionals capable of teaching effectively and successfully; moreover inconsistency within what the purposes are towards what is taught, and more importantly and what this critical analysis is based on, the lack of efficient teaching strategies and why social agents are not acquiring the desire level at the end of years of instruction about English language. It is evident

that there is the lack of teaching strategies that endorse the curriculum in order to provide significant knowledge. However, it has not succeeded as it has been thought that it should have been achieved. This concerning situation is even stated on the Programa de Estudios de Inglés de Tercer Ciclo y Educacion Diversificada (2016):

> Secondly, learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction. Among other things, these short comings could be attributed to the fact that the current curriculum fails to specify the English language proficiency level that students are expected to attain at the end of each cycle and to the fact that the assessments in both classroom and standardized testing contexts are not systematically aligned with curriculum and instruction (p.12).

The previous citation states the fact that there is a serious necessity to contribute to the social agent´s English Competence because they are not getting the required level in many years of instruction and exposure to the language. For all those reasons, the implementation of the English teaching acquires to be innovative and renovated towards the enhancement and the effectiveness of the social agent´s English level. That is why this alternative methodological proposal has been created and designed in order to contribute to the improvement of a specific and vital skill as well as the reinforcement of the social agent´s knowledge construction process. These teaching strategies have been created under the concept of innovate the traditional methods that have been applied for long time before and have not been enough for structuring a strong English bases on students. This innovative proposal involves three significant aspects that convert them into awesome teacher´s tools. One of the aspects included is the involvement of a didactic sequence that ensures the correct application of the teaching strategy complemented by

the implementation of real-life situations where students are required to be exposed to English Language and situations that might occur in their future as adults involved in a real society. To support this previous information, Tileston (2006) states in her book Teaching Strategies for Active Learning: Five Essentials for Your Teaching Plan:

> …characteristics of a strategic learning because it follows a specific plan (strategy) and has as its goal quality learning that leads to long-term memory retention. In a strategic-learning classroom, students are taught in an environment conducive to maximum learning. They are taught meaningful, relevant information that connects to their world and the world in which they will live as adults. (p.IX).

The strength of the previous citation is to remark what the teaching strategies have been trying to implement along this alternative methodological proposal; determined environment and meaningful information. The first aspect, determined environment, is closely related to the implementation of real-life situations within the classroom context in order to provide to the social agent the best and the most enrichment experience where the students would have the opportunity to build their knowledge and where they can be capable of constructing vital skills for their involvement into a society. The second is the valuable information, which information can be taken as the knowledge that the social agent acquires during the implementation of the teaching strategy. That knowledge building process permits students to acquire helpful abilities in order to transform them into a well-instructed teenagers and future great citizens.

To expose the thoughts and opinions from the creators of this alternative methodological proposal conformed by three innovative strategies, it can be mentioned that the aim has been related to contribute to the social agent´s knowledge construction process in order to empower youth towards great and active citizens successfully involve within a society. Likewise, the

previous expectation was complemented with experiential learning as a communicative strategy, which was widely explained on previous chapters, the educator improves the teaching strategies presented by the implementation of the experiential learning as the strong base for permitting students acquire experiences that are going to be converted into real knowledge. In the same way, those strategies are designed based on those principles of providing a real and valuable experiences that are going to enhance their knowledge construction process, and specifically the speaking skill which was stated since the title until every single part of this alternative methodological proposal. What truly matters and what the reader requires to know from us is the deep feeling about how much we love teaching and how much we desire to contribute improving it. In the same way, all this proposal has been stated with the desire to build a strong bridge of knowledge within classroom environment and real-life situations in order to contribute the Costa Rican High school students to be future citizens proud of what they have acquired before and how they are implementing it in real and satisfactory life that they have.

Advantages that modern methods have upon the traditional ones

Teaching strategies are the fundamental pieces of the teaching itself; due to the fact that they permit students to acquire the most effective information in order to contribute to their knowledge construction process. Teaching strategies are like the door whose is going to guide social agents into an monotonous or a successful knowledge construction path.

The goal of this design area is for students to continually integrate new knowledge with old knowledge and revise their understanding accordingly. Teachers are able to meet this goal by answering the question, Throughout all types of lessons, what strategies will I use to help students continually integrate new knowledge with old knowledge and revise their understanding (Marzano, 218, p.117).

The strength of the previous citation shows a great advantage, which is that teachers are required to use teaching strategies that are made for improving and assisting social agent´s knowledge construction process. This means that the teaching strategies are designed for the social agent's improvement and empowerment. However, if those teaching strategies are not according to student's needs and interests, all that teacher´s efforts are not going to be enough for them. That is why, old-fashioned teaching strategies has been improving by several innovative aspects that let them take the background knowledge and complemented it with new knowledge in order to ensure a great knowledge acquirement process, as another advantage of them upon the traditional teaching strategies:

> I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all the lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any (Kumar, 2013, p.1).

As the previous citation states, it is impossible to know the world if the house is stuffed. For that reason, teachers cannot stuff themselves in a comfort house (comfort zone) where they do not let innovation and technology come in. A great teacher opens their doors and windows to permit background knowledge be complemented with the new knowledge acquired due to the innovation in the educational field, this means that teachers need to renew their teaching methods in order to achieve the desire English level. Moreover, as more innovative the teacher is, more attention and participation the teacher will receive towards the implementation of the teaching strategy itself. Thus, as another advantage the current teaching strategies let students to implement previous knowledge and combine it with the new in order to build a strong knowledge construction process and skills. In the same way, a disadvantage of the traditional way of teaching is that it did not involve the team work because the class was teacher-based and

the students were passive listeners incapable of interact or even speak to the teacher; nonetheless, current teaching strategies permit social agents to be the protagonists of their knowledge building process. Moreover, another disadvantage is the teacher's projection in the classroom. Long time ago teacher was seemed as rude and strict person. Currently, the teacher profile is seen as a facilitator of information and the guider of the social agent's knowledge construction path. The teacher´s purpose is to provide great knowledge throughout a significant teaching strategy fulfill by empowerment tasks that are going to allow students acquire the needed information for becoming a great citizens with vital values and skills that are going to be helpful for their future lives. Kajitani gives a great example about how old teaching strategies are being renovated their design of a teaching itself and how it empowers the social agent's knowledge construction process.

> No student can truly learn a subject, especially the mathematics that I teach, if he or she does not see the relevance of the information in his or her everyday life. To help build connections between the content I teach and students' own interests, I constantly look for ways I can meet them where they live. On any given day, I weave lessons about the mathematics the students are learning with issues important to them, such as advertising, the internet, and popular music. I make it my mission to never have students leave my class thinking that they will not use the information we discussed or wondering how that information relates to the world around them. (2018, p.11).

In the previous information, the writer gives an example about mathematics; however, the same context can be applied to English teaching because it requires a teaching strategy. For instance, in order to empower English, it is vital make a relationship within the topics and real and meaningful context in order to encourage social agent´s finding their purpose on their knowledge

construction process. Likewise, as a last advantage about new teaching strategies is that they involve real-life content in order to provide the best experience to the students and allow them to acquire helpful knowledge for their future involvement within a society.

Changing teacher´s mindset about teaching

Educators are the key aspect about the progress of teaching and its teaching strategies. The teaching field, even the education itself, would be not realizable without the professionals in charge of executing and implementing. "The greatest change that most students experience is the level of competence of the teacher" (Lynch, 2018, p.74). As the citation states, educators have on their hands the power of transforming the knowledge construction process of the students into the most helpful and satisfying experience in order to let them acquire vital values and skill for an effective involvement in the society they belong. For that reason, if the teacher´s mindset is mostly related to old-fashion and non-innovative teaching strategies the most affected people would be students because they are going to deal with several disadvantages, such as, lack of awareness about the real world, lack of skill that would obstacle their development within a society, and more importantly the lack of knowledge at the time they will speak in English in real life contexts. For all those damaging reasons, the teacher´s mindset requires to keep up with the innovation aspects within the educational field.

Yet, as teachers, it is still our responsibility to ensure that they learn the academic content that someone else has deemed they learn, along with noncurricular life skills. It is also our responsibility to work with one another to help these students learn, which means we have to master grown-up communication and collaboration skills. Finally, it's our responsibility to represent our profession— and our schools and districts, and even our nation's

educational system— to the wider community (the public) via all of the ever-changing

modes of communication available to us. (Kajitani, 2018, p.1).

The strength of the previous citation is about the fact that educators are the responsible

professionals in charge of ensure not only the knowledge construction process, but also educators

are required of implementing a curricula, fostering skills inside and outside the classroom,

working along with colleagues regarding student´s welfare and improvement and also they have

the responsibility in front of the community and the ethics of the major itself. To put this into a

real life context, there are hundreds of professional careers; however, all of them requires a

teacher to continue transmitting the information and formation of new people within that field. In

the same way, teaching is part of the small groups of professional majors that it is always

remember because of it; for example, students call teachers inside and outside the classroom.

Moreover, social agents will always remember their professors along their lives. Due to all those

reasons, the teacher´s mindset is vital for the correct implementation of the profession itself, the

teacher needs to have all that in mind and be aware his or her decisions related to it. "In

summary, contemporary teacher education comprises a combination of coursework and field

work around the professional knowledge domain" (lynch, 2018, p.83). In addition to this citation,

related to the coursework, it involves the teaching philosophy, teaching strategies, skills inside

the classroom, etc. The teaching philosophy that involves beliefs, values and previous

experiences that might influence their teaching. Likewise the teaching strategy that is related to

the way to transmit and teach knowledge to the student. This part is crucial because if the

educator is old-fashioned and not innovative, that knowledge construction process can be

affected by aspects, such as lack of attention, lack of interests from the students, and at the end of

the day the social agents think about a monotony of the classes and do not want to go anymore.

Last point exposed was the skills and abilities that educator have. One more time, it is related to the teacher´s mindset because how skillful they are depends on the way they have been instructed and how much they are influenced by innovation; for instance, if a professor is not skillful enough to get student´s attention and innovate its way of teaching; it would create a comfort zone that makes the educator keep doing the same and teach thinking inside of a box. The importance of innovate the educator´s mindset is shown in the following statement:

> "Innovation, to me, means finding any way you can to reach all of your students," as one teacher puts it. "This means being willing and flexible to adjust what you teach and how you teach. We have to keep our students engaged and excited to learn." Innovation is primarily a shift in mindset. You can think of it as 'creative risk-taking' (and creativity is fundamental to the learning). Just like learning, creative risk-taking requires flexibility and openness. For example, teachers who ask their pupils open-ended questions (where a yes or no answer is impossible) and genuinely value the answers are more likely to continue on a profitable journey of exploration. And their students will be on that journey with them. (Cole, 2020, para.8-9).

This citation clearly explains and states the reason why is vital that educators change their mindset towards innovation. It is requirement for teachers to think out of the box and leave their comfort zone in order to open their minds and acquire innovative knowledge and skills for their teaching philosophy. It is crucial for the Costa Rican educational system that professionals in education start innovating themselves for the social agent´s progress and the construction of their knowledge construction process. Likewise, it has been widely explain along this alternative methodological proposal that the purpose of this is to contribute to the enhancement of the student´s skills, speaking skill specifically, complemented with the reinforcement of their

knowledge construction process by the implementation of the experiential learning strategy as part of an innovation process for the coursework itself and the teacher´s mindset. To recapitulate, educators are a fundamental aspect within the educational field, and the educational field is a vital feature within the society's development; for that reason, educators require to hold hands with innovation and starting being the social agent´s promoters.

In the next segment, a relevant aspect is going to be exposed which is, reflections. This section stands for the answers to the research questions stated on this alternative methodological proposal. They are going to be deeply clarify and explained supported by several arguments and references.

Chapter V

Reflections

5.1 Introduction

In order to introduce the reader into this section named reflections, it is important to remark the different aspects that are going to be involved within this segment. The first one is to clarify what reflection stands for, secondly its global vision (purpose). First of all, the reflection´s definition can be defined as the process that goes beyond the knowledge construction process implementation itself. What that means is that reflection allows the educator and the social agent themselves to analyze and acknowledge about what they have done and reconsider aspects that can be improved and the ones that are required to change. To state the definition of reflection the following: "reflection is systematic, intentional, and designed to improve practice" (Manfra, 2019). The strength of the previous citation is about how vital reflection is in order to improve and reinforce the knowledge construction process because it allows to reflect and examine how effective this alternative methodological proposal is complemented with each of its components. As the citation says, it is an intentional process; due to the fact that the reflection process requires to be intentionally done by the researcher, the social agents or both. At the end of the reflection process the main idea is to focus on what features need to be improved in order to optimize the implementation of this innovative action research proposal.

In the same way, another significant definition is mentioned by Hansson (2008): "reflection should be seen as a spiral procedure which produces informative useful knowledge for our future decisions and action" (p. 238). The essence of the previous citation is about the reflection and its vital role in order to take action. Throughout this procedure the researcher and the social agents are able to acknowledge what are the decisions needed for improving and taking action based on the reflection´s outcome. To recapitulate the reflection´s definition, it is vital to get to know how effective and successful the implementation of the proposal was

throughout the implementation of a deep examination and analysis related to what has been done and evaluate what aspects need to be improved.

Likewise, the global vision (the purpose) of this section is required to be exposed in order to let the reader get involved for this great and amazing section of this remarkable alternative methodological proposal.

> 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).

What this splendid citation indicates is that reflection is a process that goes beyond the curricula or vocabulary itself; it is about evaluating several aspects in order to enhance the knowledge construction process on social agents. Moreover, it is necessary to talk about a vital aspect which is related to students that are able to absorb the knowledge and use it effectively. During the reflection process, the educator that implements this project needs to be capable enough to take and analyze the questions exposed at the beginning of the proposal and examine if they have been accomplished or there are aspects that needs to be empowered. To include within this section an example; it is like expose the questions and put the progress within a timeline where the educator and the student have the opportunity to analyze how effective the proposal has been since the beginning of the proposal until this section. For instance, to create a self-reflection about social agents own improvement, the educator can encourage them to answer the following

questions: how far have I empowered my English competence? Which aspects do I have to improve? Was the project well-implemented? In the same way, many questions can be revealed as part of the reflection process. However, all of those questions require to be based on the statement created in the section called "research questions" in order to improve the English level throughout the implementation of this innovative action research proposal formed by, as it was widely express since previous chapters, experiential learning strategy as a communicative strategy in order to enhance the knowledge construction process and reinforce the social agent's knowledge speaking process.

> Action research is about working towards practical outcomes, and also about
> creating new forms of understanding, since action without reflection and understanding is
> blind, just as theory without action is meaningless. (as cited in Avison et al., 1999)" In a
> nutshell, action research is carried out to bring about change and, action without previous
> reflection does not have a purpose neither positive outcomes be guaranteed. (Costello,
> 2015).

The previous citation states reflection is a key aspect within most sorts of research because it allows to analyze and remark several aspects about the success and effectiveness of the alternative methodological proposal. Throughout reflection, the proposal will be plenty empowered because it is going to show the strengths and the weaknesses that are required to change in order to contribute to the project's aim.

To recapitulate the definition of reflection that was stated in the previous paragraphs, it can be defined as the process to go beyond theory and the implementation itself. It is about to analyze and rethink about the outcomes and results and examine if they can be improved. In the same way, its purpose is about to detect strength and especially weaknesses that are required to

improved. In the following paragraphs, the research questions of this alternative methodological proposal are going to be replied based on chapter two that was about the literature review.

5.2 Reflections

5.2.1 Experiential Learning Strategy

For the first variable Experiential Learning Strategy was used the following indicators: observation, activities and experimentation, each of them has their own research question which is going to be answer ahead. In the next paragraph the essence of each of those questions will be replied emphasizing key aspects from each.

- **How does observation help to improve the experiential learning strategy?**

This was the research question related to the indicator named observation. In order to catch the essence of this first research question is vital to endorse it along with a citation:

> Observation: Procedure and/or technique of gathering information, in a voluntary way, of determined behaviors and it needs systematic annotations, with the aim of creating a meaning system. In a wide vision, observation is the coded result of the act of observing, followed by the act of interpreting the situation (p.20).

In addition to this citation, observation is the indicator in charge of providing an opportunity not only for the social agents, but also for the educator to observe and analyze different characteristics that show up along the implementation of this alternative methodological proposal. In the same way, observation permits social agents and educator building their perspective and knowledge construction process without depending on extra information or

opinions. Throughout observation the social agents are able to evaluate themselves towards what they are learning and what they need to improve according to how much they desire to enhance their knowledge construction process. Moreover, observation is a vital tool for educators or the applicant person in charge of this proposal because it helps to establish a projection about the implementation of the alternative methodological proposal; moreover to analyze the social agent's progress and achievements without realizing tedious tests or a sort of measurement constantly.

- **How is the experiential learning strategy improved by implementing activities in the knowledge construction process?**

To continue with experiential learning strategy as the variable, it is time to emphasize the indicator named activities. Along this paragraph, the essence or this research question can be focused on the fact that how activities can improve the implementation of experiential learning as the communicative strategy for this alternative methodological proposal. For that reason, it is going to be stated in the following:

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. (p. 123)

The previous citation endorses the fact the knowledge construction process can be improved by the implementation of activities closely related to experiential learning strategy because they provide opportunities to reinforce and enhance real-life situations within the classroom. Moreover, while the implementation of the activities based on real- life experiences the social

agents are supported by classmates' and teacher´s feedback. In the same way, they can analyze how their knowledge construction process is advancing and improving. Activities are amazing and helpful tools for the educator in order to implement the project more effectively and successfully. Activities are a fundamental part that permits students to build their knowledge construction process because they can experiment and realize that what they are doing is going to assist then in their future within a real society. Likewise, activities are going to provide experiences that likely work as an improvisation for future situations in their lives. To recapitulate how experiential learning is improved by activities stands for the fact that activities are incredible helpful tools for implementing experiential learning strategy in order to implement this variable within this alternative methodological proposal.

- **How is the experiential learning strategy affected by experimentation?**

The third research question of the experiential learning strategy variable is based on the indicator named experimentation. Experiential learning is strictly related to experimentation because experimentation is an action or performance where students have the opportunity to experiment and discover the amazing and splendid process of developing an ability that is going to contribute to their future. In the same way, experimentation allows social agents to create their experiences in order to reinforce the knowledge construction process. Likewise, experimentation permits social agents to be the center of the class-time, as the following states: According to Terry Doyle, and Todd D. Zakrajsek (2011);

> When we provide students meaningful choices in what and how they learn and more
> control over how the learning that takes place, we are optimizing their opportunity to
> choose to engage, participate, share, and work hard at the learning process. (p.78).

The previous citation remarks a vital aspect about how much experimentation influences experiential learning; due to the fact that experimentation gives opportunities to the social agents to improve their knowledge construction process (wrongly mentioned in the citation as learning process in the previous citation) by optimizing the experiences they have along the implementation of this alternative methodological proposal the students have a great chance to discover new knowledge, attitudes and skills about what they are learning and about themselves. Throughout experimentation the social agents can get to know themselves better and to begin realizing how strong, intelligent and capable they are. To recapitulate the essence of this research question, it can be mentioned that experimentation affects the experiential learning strategy in a positive way; due to the fact that it permits to experiment and discover themselves in academic and personal aspects that are vital in order to enhance their knowledge construction process and empower their English competence.

5.2.2 Speaking Skill

The speaking skill variable is composed of three indicators, these indicators are vocabulary, fluency and pronunciation. The correspond research question of each indicator is going to be answered in this segment.

• **How does vocabulary help to improve social agents' speaking skill?**

Speaking is a vital ability for the improvement and acquisition of the English language. In order to improve and reinforce this skill, obtaining vocabulary is essential due to the fact that social agents would have plenty of vocabulary to use to communicate and consequently, express themselves more effectively. Vasu et al., (2015) supports this point with the following quotation,

Vocabulary learning is the fundamental step in learning a language. It is also a perennial learning aspect of any language. A person having more breadth and depth of vocabulary has wider competence to communicate and to understand a communication. Vocabulary is a key to any language (p. 219).

With the previous information, it is clear that vocabulary is a remarkable mean and tool that permits social agents to transfer and convey ideas with others. Hence, vocabulary can be inferred as a mean to improve the English language acquisition and social agents' speaking skill due to the fact that they would have the appropriate words to express their ideas and expand their lexicon and knowledge of new words along with their respective meanings. To reiterate the significant role of how vocabulary helps to improve social agents' speaking skill, it can be said that vocabulary is a great indicator to contribute to the enhancement of the speaking competence within the knowledge construction process. Because vocabulary stands for all the words that compose a language. Thus, the more acquisition of vocabulary social agents have, the more effective and precise they communicate with others because they would have the words to accomplish this objective. For the previous reasons, vocabulary is involved in this alternative methodological proposal in order to contribute to the improvement the speaking skill of social agents.

- **How is the speaking skill affected by social agents' fluency level?**

Fluency plays a major role as an indicator of the speaking skill variable, because it is the ability to produce and perform the language with native-like rapidity and pausing as well. Hence, fluency brings a significant element to the speaking skill variable due to the fact that fluency allows learners to express themselves in the English language in a way a native speaker does,

without making countless pauses or overthinking what they want to say. This information is supported with the following statement provided by Wood (2012),

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

As a consequence, to keep a conversation in a great progress, speakers should be fluent. Being fluent means being able to express emotions, ideas, thoughts and feelings without worrying about what has been said or worrying about if the message was understood. It can be said that fluency arises when social agents do not overthink anymore or translate every word in their minds before saying it. In other words, fluency comes when social agents accomplish the aim of speaking with confidence. When social agents express ideas and feelings without making many pauses or without making a lot of mistakes, at that moment, the speaking skill would be strengthened. That is how fluency level affects social agents' speaking skill.

- **How is the speaking skill affected by social agents' pronunciation level?**

The indicator of pronunciation was selected to positively affect social agents' speaking skill because it means how the words are clear-cut being said. For this reason, social agents have the necessity to put into practice their pronunciation level of words and phrases in order to deliver an understandable message. Without a doubt, pronunciation plays a primary role in order to improve the speaking skill in the knowledge construction process. That is why, it can be evidenced that pronunciation permits social agents to express, transmit and convey their ideas

and messages with a great pronunciation of the phonetics of a word, in other words, with an appropriate and correct pronunciation. Harmer (2007) provides the following statement regarding pronunciation,

> When we have students repeat words with the correct pronunciation (or say the words we want them to say based on cues we give them), it is because we want them to think about the best way to say the words. We want them to think of the construction of the words' pronunciation (p. 61).

With this evidence, it is possible to recognize that social agents require to create a strong construction of words in order to enrich their knowledge and speaking competence and proficiency in the target language, as well. Moreover, it is worthy to let the reader of this proposal keep in mind that a clear pronunciation of the language prepares social agents for different audiences and situations. Consequently, putting pronunciation into practice in such way that the words pronounced can be understood without misunderstanding affects, in a positive way, the speaking ability. Hence, there is a need to foster social agents' pronunciation for a great development of the speaking skill in the knowledge construction process. In short, pronunciation has a fundamental responsibility in this process since it allows social agents to express themselves with confidence, knowing how to pronounce what they are transmitting. Consequently, pronunciation is a relevant factor that influences directly in the speaking level and the social agents' results.

5.2.3 Knowledge Construction Process

The variable knowledge construction process includes the indicators: action-oriented approach, didactic sequence, and tasks. Hence, the intention of this segment is to provide answers to the following research questions by making reflections on each indicator.

• **How does the action-oriented approach help to improve social agents' knowledge construction process?**

The action-oriented approach improves the social agents' knowledge construction process, due to the fact that it has grown as a response to the welfare of the students population. This approach has come as a continuous upgrading process, that looks for innovating the Programa de Estudio de Inglés: Tercer ciclo de la Educación General Básica y Educación Diversificada. Enrica Piccardo (2014) states, "the action-oriented approach has come since the communicative approach, while at the same time encompassing the advances that the communicative approach has made in the field of language education" (p. 14). In other words, the action-oriented approach seeks to provide better advantages than the communicative approach, which was the one being implemented in the Costa Rican education before. In order to accomplish that aim of innovating, the action-oriented approach takes under consideration the improvements previously achieved, to continue developing those advances to achieve a greater performance in social agents' knowledge construction process. What better way to do it than through a focus on real-life situations, scenarios and actions that make social agents build their own knowledge to effectively communicate, in other words, through the action-oriented approach. The Programa de Estudios de Tercer Ciclo de Educación Diversificada y Educación General Básica (2016) states, "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). Thus, the implementation of the

action-oriented approach into the English speaking skill is successful choice to reinforce the knowledge construction process because when social agents participate in tasks where they can face real life situations, they are experiencing a practice that allows them to be exposed to real communication.

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

The knowledge construction process is improved by the use of didactic sequences because it allows a great structure of the lesson for a successful development of the different competencies inside the classroom. That is why, the didactic sequence is a relevant indicator in the variable of the knowledge construction process because without a well-implementation and structure of the tasks, there is not a great social agents' performance. Thus, the didactic sequences are seen as a fundamental sequence where the implementation of the innovative strategies take place. "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." (Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada, 2016, p.33). With this evidence, there is a need to remind teachers that when planning strategies and lessons, they must take under consideration the didactic sequence that must be followed. The didactic sequences provide the opportunity to social agents to have a progressive acquisition of knowledge within all the stages of the skill, which is the speaking skill in the case of this alternative methodological proposal. By this means, a didactic sequence is fundamental because it improves the knowledge construction process by the implementation of scheduled procedures. Thus, the teaching strategies implemented in the classroom must follow an order and an

organization which means that each stage has its own purpose and assessment strategy that functions to reach the linguistic objectives. In short, it is necessary to have a structure that works as a guide for the execution of the tasks.

• **How does the implementation of tasks improve the knowledge construction process?**

Tasks play a significant role into the knowledge construction process since they enable social agents to construct their knowledge, understandings, and skills throughout the application of real-life tasks. The implementation of tasks improves the knowledge construction process when tasks are authentic, relevant, and meaningful. With a great application of tasks, social agents are able to have a foundation of the knowledge they are acquiring and thus, make significant bonds between what they are constructing and their background knowledge. According to the authors Piccardo et al., (2019),

> The task puts the learner into action; it places the learner in the action. The task must make the learner more autonomous as a user of the language. The task must enable the learner to line up needs and a goal to be achieved, by selecting relevant knowledge and useful skills. (p. 191)

Thus, implementing tasks involve real-life activities that promote students' exposure to get to know the language as it is. Tasks allow social agents to speak inside and outside of the class, with native and non-native speakers. In the Programa de Estudios de Inglés de III Ciclo y Educación Diversificada (2016) it is stated this previous point as the following, "The action-oriented task seeks to break down the walls of the classroom and connect it with the outside world" (p.26). With this information, it can be deduced that tasks have strong influence on social agents' performance in the knowledge construction process. Tasks offer chances to utilize

meaningful real-life contexts and scenarios and as a consequence, the use and implementation of

communicative language is always promoted and fostered.

Chapter VI

Conclusions

6.1 Chapter's Introduction

Along this alternative methodological proposal there has been exposed multiple citations and arguments supporting the implementation of experiential learning as the communicative strategy in order to enhance the speaking skill and to reinforce the knowledge construction process. For that reason, during this chapter the conclusion is going to be stated accompanied with logical arguments about this remarkable alternative methodological proposal. For that reason, it is quite relevant to expose to the reader what type of research this is and its purpose.

> Action research can help people to improve their practice, and it can also help people to see their practice as practical theorizing. There is no separation of practice and theory. Practice (what you do) informs theory (what you think about what you do), and theory (what you think) informs practice (what you are doing). Theory and practice transform continuously into each other in a seamless flow. (McNiff et al., 2005, p.5).

This alternative methodological proposal is based on the action research methodology. For that reason, and with the previous citation, the educator who implements this proposal requires to know that an action research which stands for practical theorizing. That means that theory and practice are strictly related with each other because it takes theory and puts it into practice regarding to specific objectives and goals in order to contribute to a determine field, in this case the Costa Rican education, specifically the social agent´s knowledge construction process or to contribute enhancing a troubling situation. Based on this fundament the experiential learning was selected as the communicative strategy within this proposal: "Experiential learning offers some authentic respite from the artificiality of the controlled classroom learning environment and embraces the 'real world' beyond the school gates" (Pritchard, 2017, p.18). As can be noticed,

experiential learning is a strategy that involves a great chance to quit implementing old-fashioned and traditional classes and start instructing students for the real world, the world that is awaiting for them. Experiential learning as communicative strategy has been deeply stated in previous chapters; however it is vital to explain the reason they have been included along this alternative methodological proposal as a logical argument of its involvement within this.

All these previous statements have been exposed and supported by a magnificent literature review done in chapter number two where several references supported the statements shown in this chapter. To guide the reader into a logical argument about this action research proposal can be mentioned that this proposal meant to contribute to the enhancement of the social agent´s knowledge construction process and a troubling situation that is the affecting the empowerment of the Costa Rican social agents: "Secondly, learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction." (Programa de Estudios de Ingles Tercer Ciclo de la Educación General Basica y Educacion Diversificada, 2016. p. 12). Based on the previous citation, it shows a concerning situation; due to the fact that social agents are not accomplishing the expected English as it is required after several years of exposure to the English language and they do not accomplish what is expected from them. Along with the previous arguments, this proposal brings up the logical statement that is to foster the implementation of this action research project in order to enhance the social agent´s speaking skill in the knowledge construction process.

Additionally, this chapter is about a vital section which is named conclusions. Conclusion is not related with an opinion nor a suggestion or a summary; whereas, it is a logic argument that comes from the research´s question answers. It is in a few words, a valid statement as a product

of the indicator´s interrogates built at the beginning of this alternative methodological proposal. "The conclusions, on the other hand, are not a descriptive synthesis of the work and its empirical part. In it, it is possible to notice possible new problems and research paths that inspire future research" (Bacca, 2010, p.204). What this means is that the conclusion is a vital section where the reader can find a great opportunity of find inspiration for making another research and inspire other researchers; moreover, to make the difference and start contributing to the educational field in this particular issue. Another definition of this significant segment is stated by Barboza (2018) as the following: **"**The conclusion, itself, is the affirmative statement supported by evidences. It is an argument, from logic´s perspective, it can be valid or invalid." (p.180). The strength of the previous citation is that a conclusion requires to be built on a logical perspective supported by strong evidences that are going to endorse the statements and the information exposed along the entire implementation of this alternative methodological proposal. Furthermore, its global vision (purpose) is to present smart and logic statements about the questions exposed at the beginning about a concerning aspect within the area they are involved and that are related to each indicator from each variable.

> "In the elaboration of conclusions in all social research appears as the stage of the intellectual synthesis of the work and must have a global, integrating and strategic vision about the phenomenon or phenomena that have been tried to analyze" (Santamaria, 2014).

According with the citation, the conclusion is an intellectual synthesis; it not an opinion or a summary of the proposal. Likewise, within a conclusion there must be essential aspects that were exposed along this alternative methodological proposal. Moreover the conclusion is strictly related to the previous chapter reflection where the conclusion is derived and created from the following statements: why the indicator is vital to the social agent´s knowledge construction

process, what its effect is on the knowledge construction process, and what the consequences for this alternative methodological proposal are if the indicator is not included.

6.2 Conclusions

6.2.1 Experiential Learning Strategy

For the first variable that is experiential learning strategy is constituted by the following indicators: observation, activities and experimentation. Along this significant segment each of the indicators is going to present a conclusion based on the statements previously exposed.

Observation

The first indicator exposed in this relevant segment is observation. It has been deeply explained in past chapters as the act that lets social agents and the educator observe and analyze what they have done during the implementation of this innovative project and what things are required to improve and encourage. This indicator is significant to the knowledge construction process because it permits to observe and analyze how students are achieving their goals and how effective the implementation of this alternative methodological proposal is upon the social agent's knowledge construction process. Likewise, observation is an amazing tool which can be helpful to clarify and obtain valuable information. In the same way, the effect that this vital indicator has within the social agent´s knowledge construction process is to ensure the effectiveness of the proposal on each student in order to analyze how much they have improved regarding the knowledge construction process in order to continue reinforcing and empowering it. What is more, the influence of this indicator upon this project is vital in order to ensure a great analysis based on the act of observing. This condition allows the creation of building knowledge and points of view from external aspects. Conversely, the implementation of this alternative

methodological proposal would not be possible without this essential indicator, and the justification is going to be stated ahead. According to Jeff Archer et al., "quality observation takes a special set of knowledge and skills. To collect evidence, you need to know what evidence is, and what kinds of evidence are relevant" (p.3). In the previous citation it can be mentioned that not including this indicator within this project would be devastating because of its fundamental role about recollecting relevant data and the analysis of the implementation itself. To recapitulate this, observation allows the recollection of valuable information in order to examine and evaluate the social agent´s progress. For that reason, it is relevant to this proposal; moreover, it influences the social agent's knowledge construction process because it allows to build their own perspective about their accomplishments and weaknesses. That is why, without observation is impossible to analyze and recollect information in order to execute an action plan and to help contributing the social agent´s knowledge building path.

Activities

The second indicator of this vital variable is named activities. This indicator has been widely explained and supported by several arguments as fundamental tools for the educator in order to provide a great chance to implement what is needed for the execution of this alternative methodological proposal. Throughout the implementation of activities the social agents have an amazing opportunity to obtained skills and knowledge that is going to be helpful for their future. Regarding this indicator and its relevant role upon the social agent's knowledge construction process can be mentioned that it permits the execution of the required tasks that come from each of the teaching strategies and the other procedures needed for the success of this innovative proposal. As stated in the book Teaching and Learning Languages: A Practical Guide to Learning by Doing, "…more learning takes place when students are engaged in relevant tasks

within a dynamic learning environment rather than in traditional teacher-led classes." (p.55). To conclude in a logic argument about this citation it is precise to say that activities make the difference within a traditional class and an innovative knowledge, between an old-fashioned class and an engaging class where students can build their knowledge while they are constructing knowledge in an enjoyable and interesting class. The previous statement brings up the aspect about the effect of activities as an indicator of this significant variable upon the knowledge construction process. Activities permit social agents to realize and experiment by themselves the amazing experience of constructing their knowledge construction path, that knowledge that is going to help them to act and develop effectively within a society. This real effect of activities within this project is that it provides a simulation or performance where they are going to experience situations that are pretty similar to the real-life situations; based on that, the students are going to be more prepared for facing the external world that is awaiting for them outside the classroom.

On the other hand, if this indicator is not included within this alternative methodological proposal the implementation would be a nightmare because there will not be any opportunity to apply a mechanism that facilitates the process of observing, experimenting and analyzing within the proposal. The following citation is going to provide an endorsement for the previous information: "it is important for learners to practice the language they are learning in situation which are similar to life outside the classroom. They need to practice real communication." (Baker, 2003, p. 23). It was clearly exposed in the previous citation, social agents require to practice and acquire knowledge throughout the implementation of activities that allows them to perform different experiences that are going to enrich their knowledge construction process for the enhancement of the English competence. In the same way, they are going to reinforce their

abilities and skills for the involvement into what real life is. To recapitulate, the vital role of

activities within this project is to provide opportunities to experiment and learn the English

language; meanwhile they are building their knowledge construction process because the effect

of this indicator is to enhance the social agents English proficiency and the acquisition of several

skills that are going to be crucial for their development within a society. For that reason, without

this indicator the consequences would be terrible because there will not be any method or

mechanism where social agents can be able to experience and get knowledge; moreover, there

will not be nothing to analyze and recollect new data for the creation of the action plan.

Experimentation

The third indicator as part of this relevant variable is experimentation. Thereby, is known

as the process or mechanism that allows students to experiment and discover themselves in both

ways; personally and academically. Experimentation gives social agents the chance of going

through different situation and activities that are going to enhance several aspects in students.

Likewise, this indicator is relevant within the knowledge construction process because it brings

several positive factors to the knowledge building process; for instance, it allows social agents to

perform an active role within their knowledge construction process. Moreover it changes the old

and traditional teaching methodologies and gives students a more protagonist role in their

acquisition of knowledge. This means that throughout experimentation social agents can be the

ones in charge of building the bridge between their learning and their future throughout the

acquisition of enriching and encouraging experiences "There is also evidence that information

learned through active discussion is generally retained better than material learned through

lecture. Students often prefer to participate in discussions rather than be passive learners in a

lecture." (Doyle et al,. p. 90). As the previous citation states, when the social agents experiment

by themselves throughout the different tasks proposed by the educator, the students have more

probabilities to retain more information that is going to be fundamental for their knowledge

construction process. That is why experimentation is essential for this alternative methodological

proposal because it allows students to leave fear and passive roles behind and they can start

acquiring an active performance where they can experiment and discover amazing features about

their knowledge construction process and even about themselves. Social agents can discover that

they are more capable of what they thought to continue with this astonishing chapter, the effect

of experimentation upon the knowledge building process is to ensure the experimentation

process by tasks that are going to ensure the creation of new experiences, values and skills that

are going to be the key of the social agent´s improvement. Experimentation has a positive effect

upon social agent's knowledge construction process; due to the fact that students can be able to

deeply involve and find the purpose of why this process is quite significant for their experience

in the knowledge construction process and in their future involvement a society. They are going

to have the chance to open their minds and acquire what is needed to have an effective lifestyle

and development of the appropriate skills. On the contrary, if exists the absence of this indicator

within this alternative methodological proposal, the involvement of the students and the principle

of let them be the protagonists of their knowledge construction path will disappear. "as the only

means for settling disputes regarding educational practice, as the only way of verifying

educational improvements" (Campbell et al., 2015, p.1). As the previous citation exposes,

experimentation permits to verify the experiences and the improvement of the social agent's

knowledge construction process. As a matter of fact, experimentation is the aspect in charge of

making the difference between a passive and an active role of the social agent´s and the

acquisition of values and skills will be not accomplished. To recapitulate, the essential role of

experimentation as indicator within this knowledge construction process is that it allows social

agents to construct knowledge throughout the creation of experiences based on real-life

situations and the acquisition of helpful skills. Based on this, the effect of this indicator is to

benefit the knowledge construction process throughout the provision of valuable information and

skills in order to assist them get successfully involved into a society. For that reason, without

experimentation is unlikely to achieve success with this alternative methodological proposal

because there is no opportunity for social agent´s to empower their knowledge and abilities and

they are not going to be prepared enough real life, fewer the English competence.

6.2.2 Speaking Skill

The speaking skill variable is composed of three indicators: vocabulary, fluency and

pronunciation. The following conclusions are related to each of these indicators.

Vocabulary

Before concluding this indicator, it is indispensable to acknowledge that vocabulary is an

inherent element for acquiring English as a second language. As a consequence, it is a decisive

component to foster the knowledge construction process since it allows social agents to bolster

and expand their knowledge of words of the language, and to reinforce their ability to get to

know what each word means. Thus, vocabulary promotes a great impact and positive effect to

enhance the knowledge construction process and provide social agents with an amazing

experience in this whole process of obtaining new words. To emphasize the effect of this

indicator, vocabulary is a tool to boost the target language acquisition and social agents'

speaking skill because vocabulary permits social agents to have the opportunity of broadening

their collection of words. This leads to having social agents, in the knowledge construction process, performing the appropriate words to express their ideas and expand their lexicon and knowledge of new words and meanings. Nuss (2018),

> Lesaux & Mancilla-Martinez identified a relative lack of vocabulary building throughout the elementary school years for Hispanic English second language learners. This lack of accessible vocabulary has a strong impact on comprehension abilities. The delay in vocabulary acquisition for learners is true even if the foundational skills develop at the same rate as their mainstream peers. Anderson & Shifrin (1980) elaborate that "without context, every word places some boundaries on possible instantiations. But these boundaries taken one word at a time generally are too loose to account for the precision, richness, and detail of the mental representation to which connected discourse gives rise" (p. 115).

This previous information reinforces the fact that it is imperative to expose social agents to acquire vocabulary since, as it was understood from the quotation, if students acquire a robust vocabulary, they can enhance the rest of the language areas to effectively communicate with others. This point leads to acknowledge the consequences that not integrating this indicator may bring to the knowledge construction process: vocabulary is central when acquiring the language, thus without sufficient vocabulary social agents are not going to be able to understand others or express their own ideas because they would not have the words to accomplish this objective. As students develop greater fluency and expression in English, it is vital to allow them to obtain as much vocabulary as possible in order to further develop their communicative abilities.

Fluency

To conclude fluency as an indicator of the speaking skill variable, this alternative methodological proposal has the intention of letting the reader know the vitality fluency brings to enhance the speaking skill and foster the knowledge construction process as well. Fluency development is essential because it provides social agents with the chance and ability to keep a conversation ongoing, a conversation that can be comprehensible, even though there may be limitations or difficulties when performing the ability to speak. To deepen in this point, fluency means speaking effortless, it allows the improvement of the speaking skill because when social agents become fluent speakers, they get to know what to say without hesitations or frequent pauses to think. To demonstrate the effect that fluency brings to the knowledge construction process, Hill (2020) states

> Fluency in any language is the ability to be able to hold a conversation with confidence, to use the correct words and combinations accurately, and to do it all with easy confidence. You are fluent in your native language, and you don't consciously think of which words to use and how to group them because of its second nature to you. That is the core definition of fluency (p. 10).

Fluency arises when social agents do not overthink anymore or translate every word in their minds before saying it. As the quotation mentioned, fluency is similar to talk in the native language. In other words, the effect this indicator has in the knowledge construction process is, fluency permits social agents accomplish the aim of speaking with confidence. Fluency comes when social agents convey every single expression they desire to transmit, without making many pauses or without making a lot of mistakes, at that moment, the speaking skill would be strengthened. Consequently, speakers should be fluent. Otherwise, if this indicator is not implemented in the knowledge construction process, it may produce several disadvantages to the

social agents' acquisition of language. Without fluency real conversations and interactions would not provide social agents with the chance to acquire foundational tasks to have fluent conversations. Giving the opportunities to practice fluency present chances to easy understand fluent conversations. If someone is fluent in speaking another language, there is a natural, elegant and relaxed quality to it. For all the reasons detailed above, fluency is of central importance: it is the bridge between decoding words and understanding what has been said.

Pronunciation

To provide a conclusion to this indicator, with all the information collected it is feasible to admit that pronunciation is a fundamental key to reinforce the speaking skill. Along this alternative methodological proposal, it has been shown the relevance this indicator has for the knowledge construction process enhancement. However, it is always essential to remind its significance. A great pronunciation of the English language prepares social agents for listeners to be able to understand and for social agents to be able to be understood. Hence, English pronunciation is of utmost importance to communicate effectively, pronouncing the words with their correct phonetic sound so that there are not misunderstandings pronouncing different words that do not fit with the rest of the context. "A more realistic goal, and one that more and more teachers and researchers recommend, is intelligible pronunciation— speaking in a way that most listeners, both native and nonnative speakers, can understand without too much effort or confusion." (Celce-Murcia et al., 2010). The strength of this quotation is that is also shows the effect that this indicator has in the knowledge construction process. Pronunciation is not about transforming learners into a native speaker, the purpose is to encourage them to speak as natural as possible, using effective and correct pronunciation of the phonetics of the ideas they desire to convey. In addition, the repercussions of not implementing pronunciation in the knowledge

construction process demonstrate that if students do not pronounce sounds intelligibly, they will not be able to communicate appropriately. Due to the fact that this will result in an interference in communication. If the sound of the word is not pronounced correctly it could cause confusion and misunderstanding by the part of the listener. Misunderstandings are due to mispronunciation or poor intonation. For instance, if someone utters the words six/sick, eyes/ice, or fog/fox with little or no sound difference then there may be communication errors. Pronunciation is important when learning English as it helps avoid communication problems. One must speak and pronounce words correctly as a mispronounced vowel or consonant can lead to confusion. That is why pronunciation must be part of the knowledge construction process.

6.2.3 Knowledge Construction Process

The knowledge construction process variable presents three indicators: action-oriented approach, didactic sequence and tasks. The following conclusions are derived from the aforementioned indicators.

Action-Oriented Approach

To stablish a conclusion for first indicator of the knowledge construction process variable, it is a priority to review the significance the Action-Oriented Approach has in order to enhance the speaking competence level in the knowledge construction process. Along this alternative methodological proposal, it is possible to acknowledge that the action-oriented approach supports the development of communicative competences that promote an interactive and productive English language use. Due to the fact that this approach has a focus on real-life situations, scenarios and what is of utmost importance: actions. These situations make social

agents build their own knowledge to effectively communicate. An Action-Oriented Approach produces a great impact to reach the objectives of acquiring the language of each student. The CEFR (2018) establishes that the following statement for Action-Oriented Approach,

> An Action-Oriented Approach views users and learners of a language primarily as 'social agents', i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action (p.9).

This point emphasizes the effect that the Action-Oriented Approach has in relation to the knowledge construction process. This approach creates a common point between the acquisition of skills and knowledge since it is about exposing students to get to know the English language through an orientation to actions, where social agents play an active role as being the protagonists of their own progress in the process of constructing knowledge. This shows that taking an active role in the construction process facilitates the acquisition of real environments to encourage the communicative skills. If this indicator is not implemented in the knowledge construction process, then the role of social agents and educator will not change, it will be still following the traditional approaches implemented before where students were only receptors of information and the teacher was the one of having the active role.

Didactic Sequence

To conclude this second indicator, the didactic sequence is essential because through the sequences it is possible to provide social agents with a great performance in the knowledge construction process by the implementation of the stages of the speaking skill. For these reasons, the tasks implemented in the classroom must follow an order due to the fact that each stage has a

purpose and an assessment strategy that functions to accomplish the linguistic objectives and thus, enhance social agents' speaking skill and provide them with the best experience meanwhile they are going through their path of constructing knowledge. In addition, it can be also be concluded that the implementation of the didactic sequence is of utmost importance for the effects this indicator brings to the knowledge construction process since it allows social agents and educators to follow the different stages the speaking skill has in an organized manner in order to reach the main aim, which is guaranteeing that social agents are constructing the knowledge needed to be able to produce the English language by their own. According to the Programa de Estudios de Tercer Ciclo y Educacion Diversificada (2016),

> 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 competencies, consideration of the setting and social forms, as well as materials and support (p.29).

In short, these organized stages of a didactic sequence assist social agents to enhance their speaking skill in the knowledge construction process since each stage has a purpose that leads them to achieve a great achievement of the communicative tasks presented in the classroom. In addition, it is feasible to recognize that if this indicator is not implemented in the knowledge construction process, then each lesson would be a mess, with no arrangement of clear stages that promote and foster the speaking skill. Needless to say, social agents would not be able to be participants of a great experience in their knowledge building path.

Tasks

To provide a conclusion derived from tasks, which is the third indicator of the knowledge construction process variable, there is a need to acknowledge the primary significance tasks have for enhancing the speaking skill in this process of constructing new knowledge. The implementation of tasks along the development of the lesson is an indispensable element due to the fact that tasks provide the foundations for social agents to discover real-life situations and problem-solving assignments th making them competent in the English language since they understand how the language is performed outside of the classroom. As Tomlinson (2011) states "in tasks, the learners are asked to use the target language in order to achieve a particular outcome within a particular context (e.g. solving a problem; planning a meeting; selecting candidates for an interview)" (p. xvi). In addition to this previous information, tasks produce the effect of offering chances to implement meaningful real-life contexts and scenarios and as a consequence, the use and implementation of communicative language is always promoted and fostered. Moreover, it can be deducted that the real purpose of this indicator is to include opportunities and chances for social agents to become great speakers of the English language who are capable of expressing their ideas and understandings. Without a doubt, tasks entail an important role since this indicator facilitates the construction of knowledge by engaging students in their own performance and discovering new manners to observe how the language is used around the world, which is probable to result in a communicative spontaneous outcome. Therefore, without the implementation of tasks in the knowledge construction process, social agents would not have the opportunity to acquire knowledge through meaningful tasks, in which they are stimulated to apply, implement and use authentic target language. Tasks are vital to expose social agents to face situations they might encounter in the real world and in their own future projects.

Chapter VII

Recommendations

7.1 Chapter's Introduction

For the first variable, experiential learning strategy, the following indicators are used: observation, activities, and experimentation. Along this remarkable chapter, the definition and the purpose of recommendations are going to be explained in detail accompanied with strong citations that are going to support the argumentation. Moreover, each of the indicators previously mentioned is going to be exposed in order to explain what the recommendation are. In the same way it is explained that this recommendation section is destinated to the educator that is going to apply this alternative methodological proposal in order to contribute to the reinforcement of the social agent's knowledge construction process. However, it is significant to mention that this proposal stands for the fact of contributing the speaking skill by the implementation of experiential learning as the communicative strategy selected to enhance it and to reinforce the knowledge construction path. Due to the fact that speaking is one of the four skills involved in the English language acquisition; what is more, it is the focused and primary skill of this proposal. Speaking English fluently is one of the abilities a 21st Century learner must develop to acquire a second skill that is going to let them have access to better life opportunities. "The Costa Rican educational system is committed to achieving this goal of having bilingual citizens in two or more languages by means of a comprehensive, articulated curriculum from kindergarten through high school''. (Programa de Estudios de Ingles Tercer Ciclo de la Educación General Básica y Educación Diversificada, 2016. p. 4). As it was stated, the purpose of the involvement of English language within the Costa Rican education is to convert it into a bilingual education where social agents are prepared for a bilingual society fulfill by new opportunities for them. Based on the previous statements the recommendations that are going to be exposed ahead are based on the previous information given along the previous chapter. First of all, the definition is

going to be stated as the section where the statements are derived from the author's perspective according to the conclusions and the other statements related to the achievement of the proposal's aim. The intention is to contribute to state a clear panorama about what the suggestions are regarding making a real action plan that is going to benefit the affected area which this alternative methodological proposal has been designed to. Additionally, a definition is given by EncyclopediaOnline.com as the following:

Recommendations is one of the final parts of a research paper, where the author suggests some elements that could be seen different from another's perspective or where the author suggests that his or her recommendations can be applied in practice or in future theory (para.2).

According to this citation, the recommendation is one of the last parts of the research where the creator has the opportunity to contribute to the proposal by giving suggestions about what has been done and what can be executed in the future in order to contribute to resolve the problem. To put this into context, each indicator is going to provide couple of recommendations that are going to assist determined field or troubling situation that is affecting a regular human labor. Another definition of recommendations is stated as the following:

Recommendations are suggestions to someone to do something. The recommendations should flow logically with the conclusions of the research and they should be carefully drafted to ensure that the right person of body takes the right action about the right thing. (Moore, 2006, p.77).

The strength of the previous citation is that recommendations are suggestions from the author(s) perspective upon the proposal in order to contribute to the applicant person by giving perceptions

about future decisions that might influence within the action plan based on the conclusions previously presented within this alternative methodological proposal. Likewise, according to the citation, the recommendations are required to be built on conclusions for giving a suggestion or point of the view that might be about the enhancement of the implementation itself, advice for the applicant person, how to accomplish the objectives; in sum, the author of this alternative methodological proposal encourages the applicant person to do the right action at the appropriate moment.

In the same way, it is fundamental to explain the global vision (purpose) of this section to the reader in order to let this person acknowledges its vital role within this proposal:

It is all a question of aiming the recommendation in the right direction and expressing them in the most appropriate format. Always try to look at the recommendations from the point of view of the person at whom they are targeted-and if you think they would antagonize them, then redraft accordingly. (Moore, 2006, p.78).

The purpose of the recommendations serves to bring up suggestions always going towards the person at whom this proposal is targeted because that applicant person has in its hands the way of enhancing the Costa Rican educational system is this case. Moreover, it is essential to mention that the purpose of recommendations is to give suggestions for the person that is going to apply this proposal in order to guide in the right path and in the most precise and appropriate way. To recapitulate, recommendations are situated at the last part of the proposal because they come from the conclusion; in the same way its purpose is to suggest several aspects to the applicant person in order to guide them along the implementation of this remarkable alternative methodological proposal upon what is right to do and what aspects are not beneficial.

7.2 Recommendations

7.2.1 Experiential Learning Strategy

The first variable is experiential learning strategy which is constituted by the indicators: observation, activities and experimentation. Based on each of those, there would be stated recommendations to the educator that is going to apply this alternative methodological proposal.

Observation

The first indicator involved in this section is observation. It is important to remain exposing that observation serves the fact of recollecting valuable information for the analysis and the creation of the action plan in order to contribute to the enhancement of the speaking skill and the reinforcement of the knowledge construction process. Based on the information previously given, there are several recommendations that are going to be exposed: without a doubt the involvement of this indicator in order to successfully develop it, selection of the proper environment to implement it, finally the educator has to join skills for the effective execution of this alternative methodological proposal. To achieve the previous recommendations, the educator definitely requires several significant aspects; the involvement of this significant indicator in order to gather information and make the respective analysis for monitoring the execution of this proposal and the empowerment of the social agent's knowledge construction process itself by the creation of the action plan with this information obtained by the observation process. In the same way, the applicant person requires to have an appropriate place that is going to facilitate the observation process implementation. Furthermore, it is wise recommended that the educator requires to be skillful enough to accomplish the execution of this vital indicator because the applicant person requires to go beyond the simple action of observing; it is to analyze and

acquire hidden things that might influence at the end of the creation of the action plan of this proposal. Finally, the appropriate environment where this indicator can be appropriately developed because the educator and the students involved require to have the appropriate place where the gathering information process can be successfully achieved by the applicant person. Furthermore, the applicant person requires to be skilled enough to embrace the ability of observation and apply correctly.

> Observing is a very complex mental act. It involves looking attentively at a thing, a person or a living being, a phenomenon or an activity, recording them through some instrument (or at least in the mind), organizing, analyzing, and synthesizing them. It is not enough to see things, a physiological process that is generated in the senses. It is necessary to look, a cognitive process that, although it begins as seeing, requires activity in the mind. (Niño Rojas, 2011, p.62).

As it was stated, the person in charge of implementing this alternative methodological proposal needs to embrace several skills and to have the opportunity to carefully observe the object under study, in this case social agents. To successfully achieve the previous recommendations the educator has the responsibility to go beyond the action of observing, it requires an action that involves all senses in order to get as much information as possible. To recapitulate, the recommendations for this section are definitely to include observation within this alternative methodological proposal in order to recollect valuable information and its beneficial role within this proposal; moreover, to implement this in an area where it can be successfully done, and finally the possession of several skills by the applicant person that are going to facilitate the observation execution. To provide a solution to this indicator, the educator requires a suitable environment where he or she has a clear view about what is happening; in the same way, the

applicant person should have several skills and abilities in order to do a proper recollection information process.

Activities

This following section there are several recommendations for the implementation of this indicator (activities) within this notable alternative methodological proposal. Activities, as it has been deeply explained, are amazing tools that provide social agents great chances to implement activities that are going to enrich the social agent's knowledge construction process. They are going to provide what is needed for the correct implementation and achievement of the proposal in order to acquire the necessary skills and abilities for the reinforcement of the social agent's future. Based on this previous information, there has been stated three recommendations: to provide activities that allow the experimentation and acquisition of knowledge by the students, those activities require to follow the requirements stated since previous chapters, and to have the proper environment where the educator can be able to implement the appropriate activity according to what is meant to achieve and observe. To achieve those recommendations, it is vital that the applicant person has the facility to apply and involve the indicator (activities) in order to permit social agents to experiment and obtain knowledge and abilities throughout the implementation of it, they that are going to enrich the social agent's knowledge construction process and embrace towards a brilliant future. Furthermore, this indicator requires to follow the speaking didactic sequence. For example, the focused skill of this proposal, and as it has been supported before, is the speaking skill; for that reason, there will not make any sense if the activities chosen are for the enhancement of the writing or listening skill. Moreover, this alternative methodological proposal can be achievable by the application of the proposal in an appropriate environment where the activities can be successfully developed in order to enhance

the knowledge construction process. Once this is comprehended by the applicant person, he or she will understand and he or she can be able to apply an activity without obstacles and having the conviction that is going to benefit the student's building knowledge process and contribute to this proposal aims. About this indicator Jeremy Harmer (2007) mentions about these benefits in his book: How to Teach English;

> 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. (p. 123)

As it was stated, activities as the second indicator of this proposal are recommended because they provide chances, great opportunities to practice real life situations in order to reinforce the social agent's knowledge construction process; at the same time, it helps to enhance the speaking skill which is the one selected for this alternative methodological proposal. To recapitulate, the recommendations along this section are: selection of activities that foster experimentation, selection of activities related to the skill (speaking skill) and selection of the proper spaced to carry this proposal out. To achieve those and to provide a solution, the applicant person requires a great domain about what an activity is in order to correctly apply it and correctly choose whare it can be done.

Experimentation

The third indicator from the experiential learning strategy variable of this remarkable alternative methodological proposal is named experimentation. Experimentation deals with the

improvement of the social agents' performance within the experiential learning strategy by the implementation of several tasks that are going to permit the experimentation process in order to enhance the social agent's knowledge construction path. Likewise, it has been explained in detail that experimentation allows the process of discovering and acquiring different skills and knowledge because it allows the social agents be the protagonist of their knowledge construction process. Based on the previous statements, the recommendations for the implementation of this indicator are: to involve experimentation within this proposal in every task the educator has in order to achieve the aims, to conditionate the environment, and to use activities that allows the implementation of experimentation. In order to achieve the previous recommendations, the solutions would be selection of a proper area to implement this indicator because experimentation permits students acquire an active role within the tasks and it is recommendable to implement it in an appropriate area. Furthermore, in order to solve it the educator selects the suitable tasks that are going to embrace experimentation because it is going to be the key in order to let students experiment, discover, and acquire essential aspects for their knowledge construction process.

> Experiential education is the process of actively engaging students in an experience that will have real consequences. Students make discoveries and experiment with knowledge themselves instead of hearing or reading about the experiences of others. Students also reflect on their experiences, thus developing new skills, new attitudes, and new theories or ways of thinking (Malcolm, 2017, p.123).

The previous recommendations are strongly supported by this citation because it states that students that experiment by themselves are going to have real consequences, which means acquire real knowledge and skills that are going to enhance their English competence, especially

the speaking skill, as well as the reinforcement of the knowledge construction process. To recapitulate this segment, the recommendation goes towards two key aspects, the proper setting where experimentation can be realizable. In the same way, it is required to be involved within this proposal because it allows students be the protagonist of their knowledge construction process. However, in order to achieve them the applicant person requires to involve this indicator within the tasks assigned in order to foster the experimentation and discovery of their strengths and weakness, what is needed to improve and enhance.

7.2.2 Speaking Skill

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.

Vocabulary

Vocabulary is, without a doubt, a vital component for effective communication. Because the knowledge of words and their meaning is the key to express the message that is desired to be transmitted by the part of the social agents. It is not possible to ask a social agent to produce a description of what their dream house looks like if they do not even know what the word stairs stands for. Likewise, if it is requested to stablish a conversation with a peer simulating they are making a trip to another country, how are social agents supposed to know words related to flights and traveling? Vocabulary is highly requested to improve social agents' knowledge construction process. That is why, it is truly recommended to instruct them to acquire as much vocabulary as possible. There is a need to make social agents construct knowledge based on improving the

acquisition of new words and their respective meanings. Thus, it is suggested to encourage the practice of new words through interactions and conversations in which social agents feel comfortable to start structuring their new knowledge in order to allow them acquire forms and meanings of the words they are going to be expressing later on. Gardner (2013) expresses in his book the following statement regarding acquisition of vocabulary,

> "Vocabulary instruction should focus on both forms and meanings" - the best methods for connecting word forms with their meanings must be known by teachers, taught to students, and practiced by both. I emphasize here that without knowledge of word forms (oral and/or written) there can be no access to meaning, and, conversely, without meaning to attach to, knowledge of word forms is essentially useless. Vocabulary instruction must therefore support both (p. 3).

This previous citation reflects that English vocabulary helps speakers to have the advantage of getting know words along with their respective form and meaning in order to have access to realize about what each word known signifies. Hence, the solution to this recommendation is to start with the implementation and practice of meaningful vocabulary that serves students to produce their speaking skill at their maximum. In this manner, communication in this second language gets the knowledge construction easier for social agents because they are now going to be capable of understanding meanings and contexts. In this way, they would have plenty of vocabulary to use when communicating and as a consequence, their speaking skill, level and proficiency in the English language is enhanced.

Fluency

To provide a recommendation to the implementation of this second indicator, it is advisable for educators to assist social agents in order to make them become fluent speakers that can maintain a conversation that is comprehensible without frequent pauses to think, because this just makes them start overthinking and get stuck. This does not work to keep a conversation going with flawless fluency. In addition, a great fluency is strongly requested by the Costa Rican education as it is stated in the Programa de Estudio de Inglés de III Ciclo y Educación Diversificada (2016) "speaking English fluently is one of the abilities a 21st century learner must develop to have access to better life opportunities" (p. 4). Since it is required to make social agents become fluent speakers to acquire great advantages for their life, it is also recommended to implement speaking tasks designed to promote fluency development for social agents to obtain skillful abilities to communicate appropriately in a variety of social contexts in the target language. Hence, to toughen fluency performance and to provide a solution to the difficulties social agents may face when trying to speak fluently, facilitators should encourage social agents to lose their fair of making mistakes and provide them environment in which they do not feel under pressure. On the contrary, it should be promoted an environment in which they are allowed to practice the language at any time. This point leads to another suggestion which is that the professor should provide time to rehearse and let social agents perform their own conversations. If students feel prepared and comfortable enough, they will be confident when speaking. In this manner, they can be able to speak English fluently. Fluency improvement is solved when implementing communicative tasks that exposes social agents to express themselves and enhance their fluency level.

Pronunciation

In the previous chapter, it was explained that if a word is mispronounced it could lead to confusions in communication. Great English pronunciation is an important part of learning and acquiring the language. Achieving a great pronunciation is not just a matter of acquiring the knowledge, but a physical skill that must be practiced regularly. That is why, it is recommended to expose social agents to get to know intonation as well as the accents a word has. Pronunciation is more than mastering individual sounds. Hence, social agents must understand intonation (the rise and fall of the voice) and stress (sounds in words and in sentences are louder or clearer than others). For this reason, it is appropriate to implement authentic spoken tasks frequently into the classroom to expose social agents to authentic use of the English language and the phonetics of it. In order to promote the practice of real communication and enrich the knowledge construction process. As stated in Programa de Estudio de Inglés III Ciclo y Educación Diversificada (2016) "the quality and quantity of learners´ exposure to English as well as their use of English is fundamental. As the saying goes, "practice makes perfect" (p. 46). According to the previous citation, it is also suggested to encourage a practice of the English production that has an active social agents' participation, to enhance communication skills, to engage them with the content, and to prepare them for the real world. Consequently, an effective solution to foster the pronunciation and enhance the speaking skill as well, is to empower an English-speaking environment where meaningful communication takes place and where social agents practice the target language as much as possible through tasks that promote real use of the English language, In this manner, social agents get exposed to know and realize about the real English language use.

7.2.3 Knowledge Construction Process

To conclude with this chapter, the last three recommendations are based on the indicators Action-oriented approach, didactic sequence, and tasks which belong to the variable Knowledge Construction Process.

Action-Oriented Approach

Along this alternative methodological proposal, it has been detailed how imperative is this indicator for the knowledge construction process. The implementation of this indicator is perfect for the educator that decides to implement this action research project due to the fact that the action-oriented approach, as its name says, is an approach based on actions. Actions that involve social agents into significant tasks in which students make acts to get to know authentic knowledge regarding the real world and the use of English outside of the classroom. Thus, it is said that this indicator complements this proposal because this present project is based on the experiential learning strategy that, as previously explained, it is a strategy focused on exposing students to actions, to acquire the English language by experimenting on their own. To deepen in what the action-oriented approach stands for, the Programa de Estudio de Inglés III Ciclo y Educación Diversificada (2016) considers students are social agents that use the target language to perform specific actions in real life contexts meaningfully. Enabling and communicative activities are task-based and real-life. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication. (p. 25) Due to the previous fact, it is recommended to continue with the implementation of the action-oriented approach in order to make social agents be engaged, excited, and interested in their knowledge construction process as well as encouraged with real language use and be prepared for real communication outside the

classroom. In addition, it is well known that this approach seeks to innovate the old traditional teaching strategies and to improve the quality of the knowledge construction process. Thus, to solve the issue of enhancing the implementation of this indicator in this process, it is crucial to expose social agents into action in the English lessons. Consequently, these actions engage students in meaningful and authentic language use to communicate effectively in real life interactions.

Didactic Sequence

In regard to the second indicator which is didactic sequence, it is feasible to review the fact that the didactic sequence is the series of stages that together complete a whole sequence regarding the speaking skill (for the specific case of this alternative methodological proposal) and that this sequence is followed by an assessment strategy that without a doubt, must be assessed through each of the steps/stages that conform the didactic sequence. Each didactic sequence can contain four or five stages, it depends on the skill and the assessment strategy that the specific unit, level, scenario and theme has. For all these facts, it is highly recommendable for educators to follow and be guided by this structure of the lesson. It is completely beneficial for social agents to go through every single step in the path of constructing knowledge. Needless to say, it is not suggested to skip any stage because social agents are going to get lost. According to Programa de Estudio de Inglés III Ciclo y Educación Diversificada (2016) "the teacher follows a set of integrated sequence procedures to develop the different linguistic competences" (p. 35). Thus, it is possible to recognize that if a didactic sequence is not followed, then the linguistic competences would not be reached by the social agents. Hence, to support the knowledge construction process and the linguistic competences, and to assist social agents to overcome their difficulties and get rid of their fairs through the acquisition of knowledge, there is

a need to trail every stage. Additionally, it is suggested to make use of the didactic sequences to guide social agents during their knowledge construction process so that they can perform the tasks through a meaningful process. Likewise, to offer a solution to enhance the knowledge construction process and the social agents' speaking skill, it is recommended to utilize the didactic sequence established in the Teacher's Guide for the New Curriculum. However, it is always fundamental to ask the educator to keep in mind that there is a need to change each sequence to their own creation, it is feasible to remember that it is being pursued an innovation to the Costa Rican educational system. A great didactic sequence is done for an appropriate development, performance, and implementation of the tasks as well as for reaching a great performance in the English language by the part of the social agents in the knowledge construction process.

Tasks

Regarding knowledge construction process as a variable and tasks as its last indicator, it is imperative to remind the reader that tasks provide the bases for social agents to discover real-life situations and problem-solving assignments that enhance their speaking skill level making them competent in the English language. Through tasks, social agents are able to understand how the language is performed in the real world. For these reasons, it is recommended to expose social agents to innovative tasks that differ from the traditional ones in which social agents were speaking the barely minimum and only memorizing words without even knowing the context or meaning of each of them. Thus, there is a suggestion to design tasks that are not lecture-based. On the contrary, tasks must be created to have real world relevance, tasks must be interesting, they should engage students, allow them to interact with the ones around, and be significant so that the knowledge constructed remains in social agents' long term memory and they are capable

of reaching the best outcomes in their process of building new knowledge. The Programa de Estudio de Inglés III Ciclo y Educación Diversificada (2016) states the following,

> 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. 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 (p. 28).

Since teachers are the facilitators to guide students through this path, tasks are the perfect opportunity to encourage social agents lose any sort of difficulty they may be facing to truly express the language and start communicating. Thus, another recommendation is to pay close attention to social agents' interests and take them under consideration when selecting the communicative tasks of the content. To do so, it is suggested to implement innovative, relevant, significant and diverse tasks that empowers the knowledge construction process. In this manner, social agents are encouraged and motivated to complete the assignments. To provide a solution to the application of this indicator, educators should provide social agents with chances to collaborate, reflect and provide competent solutions to real issues. This will assist them to face future interactions with English speakers. To conclude, it is demonstrated that every indicator of this alternative methodological proposal plays a significant role to accomplish each of the objectives this project has. Because enabling a real and significant knowledge construction process starts with the ones that disclose that enhancing the connections through active and spontaneous scenarios is key to overcome difficulties the Costa Rican educational system faces.

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