

**The Implementation of Cognitive Linguistic Skills to Improve the Speaking Skill in the
Knowledge Construction Process.**

Pedagogical Proposal Research Project

Submitted to: Msc. Iván Mora Hernández

By

Kristel Venegas Herrera

Melissa Morales Vargas

Universidad Latina

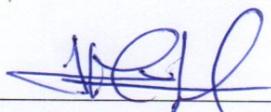
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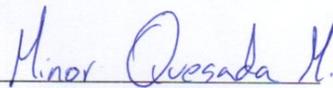


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Lic. Iván Mora Hernández
Tutor



MS.c Mainor Quesada Mora
Lector

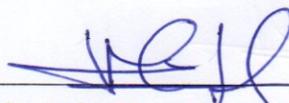


MS.c Jerly Mora Elizondo
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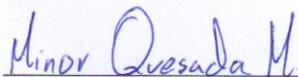


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Lic. Iván Mora Hernández
Tutor



MS.c Mainor Quesada Mora
Lector



MS.c Jerly Mora Elizondo
Lector quien- Preside



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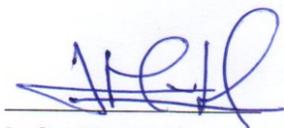
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Yo, **Kristel Venegas Herrera** estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual del **Proyecto de Graduación** titulado:

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Kristel Venegas
Kristel Venegas Herrera

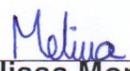
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Melissa Morales Vargas

Abstract

The present alternative methodological proposal is featured under the title of “The Implementation of Cognitive Linguistic Skills to Improve the Speaking Skill in the Knowledge Construction Process”. This Proposal is intended to assist and benefit seven graders of the Costa Rican public High Schools and the idea is to propose a pedagogical action to enhance the speaking skill through the implementation of cognitive linguistic strategies. The necessity of improving the speaking skill emerges from the problematic that the social agents present after graduating from high school in which they are not competent in the language of English. To achieve the purpose of this project, three different variables were defined, Cognitive Linguistic, Speaking Skill and Knowledge Construction Process with three different indicators for each variable with the idea of demonstrate how cognitive linguistic strategies can be implemented in an innovative way to help to enhance the speaking skill in order to achieve an adequate level in English. Also, through this proposal was used three distinct data collection tools with the aim of help to the facilitators to implement this proposal in the classroom, these data collection are diagnostic test, pre-test and post-test. To conclude this project there are different aspects provided in order for the facilitators to guide the social agents to improve their speaking skill which are the chapters of reflections, conclusions and recommendations.

Keywords: Cognitive Linguistic Skill, Speaking Skill, Knowledge Construction Process.

Acknowledgement

We would like to thank our Dear God for giving us the strength to accomplish this project despite all the difficulties and obstacles that we face. Thanks to our families that were a support to both of us in this process. Finally, we would like to thank our tutor Msc Iván Mora Hernández, who was our guide through Seminar I and II, he was a big support to us to complete this project.

Dedicatory

I would like to dedicate the completion of this project to our dear God for giving us the strength to complete this alternative methodological Project, because without him it would not be possible to finish this project. To my mother that was a big support for myself in different aspects of this, and she was in every moment with me. To my partner that give me a lot of support and he bought a computer for this last weeks for me to complete this project due to my computer was damaged and too old, something that I would appreciate always. To our Tutor Ivan Mora Hernandez, we want to thank all the advices that he gave us, all the doubts that he clarify to us, he challenge us to give more even when we thought that we cannot give more, thanks to him we come to this and that is something that we appreciate a lot. And last but not least, to my partner Melissa Morales Vargas, we were together in all this journey supporting each other to complete this project besides all the obstacles that we had we accomplish it, and that is something that we are really proud of, to not give up no matter what.

Dedictory

First of all, I would to thank God for giving me the knowledge, the health and the strength to complete this stage in my life. To my family who were always supporting me in what I needed. Also, I dedicate this achievement to my boyfriend that has been by my side along this stage, thank you for supporting me, this stage could not have complete without your support.

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Chapter I

1.1 Introduction

This chapter is fundamental in the development of this alternative methodological proposal, because each one of the distinct points that are going to be explained in this chapter, are fundamental in the development of this, since to develop the proposal, is essential to create the rationale that are going to explain why the cognitive linguistic skill are implement to improve the speaking skill. Also, the researchers have to develop the purpose of this alternative methodological proposal, that is going to show which are the distinct reasons of why the cognitive linguistic skill are essential in the knowledge construction process of the social agents, and another aspect that is fundamental in this proposal is the development of the distinct objectives, that is going to show the ideas that the researchers want to achieve in this proposal. Also, a fundamental part of this, is the research questions, that are going to be answer during the development of this proposal, and also the researcher have to development the hypotheses that is going to prove or disprove the general and specific objectives of this proposal.

The acquisition of this action research proposal emphasizes the importance to enhance the speaking skill in the learners through the implementation of cognitive-linguistic skills in the knowledge construction process. Nowadays, English has become an important tool that every human being have the necessity to learn, because this is essential to have better opportunities in their daily life and also to improve and exercise the cognitive part of the brain, due to learning a new language can help the brain to be active and with this, the social agents can enhance their knowledge construction process. According to Evans and Green (2006) stated that “Language offers a window into cognitive function, providing insights into the nature, structure and organization of thoughts and ideas” (p.5). For this reason, cognitive-linguistic skills can be an essential complement of the development of the speaking skill of the students, because with the

implementation of this during the class, the social agents can acquire a new knowledge that is going to help in the development of the knowledge construction process. The purpose of this chapter is to explain the distinct points, that are going to be develop through the chapter, and with this, understand the role of each one in this alternative methodological proposal, because each one of these points makes a complement to have an excellent development of this proposal.

The Ministry of Public Education wants to enhance the students to become active citizens that can be people with different values and capabilities, that can develop social interaction with this helping them to develop abilities that can integrate in the society for different purposes to apply in their future. One of the main goals that the Ministry wants to achieve is to have a society that can be fluently in the language of English, a bilingual society in other words. Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) explains that “Speaking English fluently is one of the abilities a 21st Century learner must develop to have access to better life opportunities” (p, 4). With this, the idea is to reach a level in which they can improve day by day and acquire at the end of the high school a B1 or may be B2 to have a better opportunity. Everything in Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada is designed for and to the students to obtain more opportunities in their future, to acquire success by learning new languages. The cognitive linguistics skills were taking into account to try to obtain excellent results in the construction learning process of each student.

It is essential the implementation of the cognitive linguistic skills in the teaching of speaking skill, with the implementation of this, the students can learn in a better way, because this can be used in many forms during the class. The teacher can be implemented this in different kinds of activities that can motivated the students to learn this language. According to Evans and Green (2006) stated that

The linguistic strategies employed to achieve these goals might include the use of speech acts (requesting, informing, promising, thanking and so on), choices over words and grammatical constructions, intonation structures, choices over conforming or not conforming to discourse conventions like turn - taking and so on. (p,110)

In other words, the implementation of cognitive-linguistic skill is important to enhance the speaking skill in the learning process of the students, because each of this skills plays an important part to processing new information and with this can be more easy to the students learn a new language or improve their speaking skill during the classes. It is fundamental to implement this with the idea to motivate the students and make them more interested in improving their speaking skill, since it is one of the most difficult for the students in the English language.

In conclusion, this chapter explains some important aspects that contributes to the comprehension of the importance to implement cognitive-linguistic skills during the English class. This include the rationale that explained the importance of including cognitive-linguistics skills in the knowledge construction process of the students. Also, include the purpose of the research, in which is explain the reasons why this proposal wants to be implemented in the learning process of the learners. The chapter contains the general and specific objectives in which describe the ideas that the researchers wants to achieve in the development of this research with the hypothesis. On the other hand, nine distinct research questions are going to be present with the idea of being answered during the research. Lastly, this first chapter contains a conclusion that will complement the main ideas explained during the chapter one. Is fundamental to know that each one of these aspects mentioned previously play an essential role in the development of this alternative methodology proposal to improve the speaking skill in the social

agents. The following section in this chapter examine the rationale in which is explain the importance of the develop of this action research.

1.2 Rationale

The topic for alternative methodology proposal is implementing cognitive linguistic skills to improve the speaking skill in the learners. It was chosen due to the problems that exist in the process of learning on how to speak properly in English. Based on the English Syllabus, Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) “Learners who receive English lessons in elementary and high schools are not reaching the expect English proficiency levels after eleven or twelve years of instruction” (p,12). Knowing this problem is important to look for different ideas to help students in their process to learn due to this language can be difficult for the social agents and this language can become in one of the most used and practiced around the world, and is essential that the pupils can master the English to have a better development in real life situations and to enhance their knowledge construction process. Another essential aspect is that this language is used in distinct countries and based on this is fundamental that the social agents learn this language to have an excellent opportunity in the real life. According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that “English has become the language of international and intercultural communication and trade among countries” (p, 4). Based on the English Syllabus learning and knowing how to speak correctly in English can become to a great tool for the future of the students, due to can help them to communicate with others in another country or may be in their future job if they need to. Basically, the idea is to obtain the improvement in the speaking skill through cognitive linguistic skill.

1.3 Purpose

The purpose of this action research project is to determine how the implementation of cognitive- linguistic skills strengthen learner's speaking skill in the knowledge construction process. Learning a new language is not only about know the meaning of words, sentence structure and pronunciation, the students must have a good handle on these points to be able to have a better development in the ability to speak. According to Patel and Jain (2008) mention that "The more effective grasp of English in all its diversities of speech, vocabulary, structure and meaning, the more will be benefit personally and contribute to the growth of our country as a modern nation of the 21st century" (p.10). Learning this language can be difficult for some of the students, for this reason the implementation of this, can be useful to improve the speaking skill during the lessons. For that reason, it is important to state the need to enhance learner's speaking, also substantiate conceptually cognitive-linguistic skills to reinforce learners 'speaking skill and plan sequential activities for the implementation of cognitive-linguistics skill in the knowledge construction process.

It is essential to know that the implementation of cognitive- linguistic skills works as an important tool that can help the teachers to explain better the topics during the classes, this contribute in many different areas of the students with the idea that the students have a greater understanding of the language with this type of teaching.

One of the contributions that cognitive linguistics makes to second language learning and teaching is to suggest ways in which the relationships between grammatical expressions and their original lexical meanings can be made apparent in the language classroom to enhance learning and memorization (Littlemore, 2008, p. 3).

The implementation of cognitive skill can help the students to understand in simple ways every part of the language, since it focuses on different cognitive skills that are fundamental for the learning process of the students, and that each one of this, plays an essential role in understanding and developing the ability to speak. It is fundamental to know that through the years the way of planning a class can become monotonous and this can affect the student learning, because sometimes the teacher can omits essential information that can be used to the development of the speaking skill in the social agents, and this can affect in the knowledge construction process, and based on this the teacher can use distinct forms and styles of leaning, because when a language is taught it is difficult to get all the students to learn in the same way and understand the meaning of the language. According to Fedicheva (2011) “A lot of time can be wasted if the teacher omits to give students vital information or gives conflicting and confusing instructions” (p,91). For this reason, this can be a problem for the learners to improve the speaking skill, because the time is wasted in unnecessary things, based on this, the implementation of the cognitive linguistic skills can help to teach in a better way and the social agents can improve their speaking skill. In conclusion, the purpose of this action research is to become the students more fluently and improve their speaking skill into the knowledge construction process, with the implementation of cognitive linguistics skill, and with this the teacher can implement this during the teaching process, for that reason, the purpose of this is to determine how the implementation of cognitive- linguistic skills strengthen learner’s speaking skill in the knowledge construction process and also the implementation of this helps that the social agents feel more comfortable to learn a language. Also, it is essential to know that the implementation of cognitive- linguistic skills works as an important tool that can help the teachers to explain better the topics during the classes. Based on these points, cognitive linguistic

skills can help with the improve of the speaking skill of the social agents. The following section contains the general objective and the specific objectives for the implementation of cognitive linguistic skills in the knowledge construction process in order to understand better the previous information.

1.4 General Objective

To develop a proposal for pedagogical action that involves the implementation of cognitive-linguistic skills to reinforce learner's speaking skill in the knowledge construction process.

1.5 Specific Objectives

- To state the need to enhance learner's speaking skill through the application of cognitive-linguistic skills in the knowledge construction process.
- To substantiate conceptually cognitive-linguistic skills to reinforce learners' speaking skill in the knowledge construction process.
- To plan sequential activities that allow the implementation of cognitive-linguistic skills to reinforce learners' speaking skill in the knowledge construction process.

1.6 Research Questions

In this action research project, there are a set of steps that needs to be follow in order to achieve the objectives that were stablish at the beginning of the chapter. One of those steps to found out if is going to be a suitable project are the research questions, that are going to be answer during the development of this project that has been made. The meaning of the research questions according to the book *Research Methods in Education* (2018) explain that

Research questions might raise a problem and shape it into a testable question or hypothesis and enable the results to be reported; they inform the direction of the research

in substantive, contextual, theoretical and methodological terms; in other words indicate what the research is really about and what it must address (Cohen et al., p,165).

Based on what they mention, research questions can help in the project to address on the right direction of the action research project, it takes a problem that in this case the student population has to a possible hypothesis. Another fact of the research question stated on the book *Research Methods in Education* (2018) is that “Research questions should enable the researcher to make a significant and innovative contribution to the field of study” (Cohen et al., p,167). The principal idea with the questions is to enhance in the field of Education, to find proposals that can improve the knowledge construction process of each student, but before start developing this questions is necessary to prepare the variables that are going to be related with the questions, each variable needs to have indicators that are going to help with all the process of this action research. Finally in this proposal there are going to be created nine research questions, the idea with this is to help the research to classify the information related with the impact that is going to have the implementation of cognitive linguistic skills to improve the speaking skill in the knowledge construction process. The following chart shows three variables as the cognitive linguistic, speaking skill and knowledge construction process, were divided into indicators, the purpose of this is formulating nine research questions related to the action research project that will be answered throughout the investigation.

1.7 Hypothesis

In this part the hypothesis of this action research project is exposed in order to prove or disprove the general and specific objectives of this research. The purpose of this hypothesis is to have a better comprehension of the implementation of cognitive-linguistic skills to improve the speaking skill in the knowledge construction process. According to Kumar (2011) “A hypothesis

is important in terms of bringing clarity to the research problem” (p,83). For this reason, the researchers have to create an excellent hypothesis to obtain a better result in the action research project. The hypothesis of this research is: the implementation of cognitive linguistic skills in the knowledge construction process helps improve learners ‘speaking skills. According to Ary et al (2010) “Hypothesis testing research permits investigators to validate or to fail to validate theory through an accumulation of data from many studies” (p,83). This shows that the hypothesis plays a fundamental role in the research project to complement it, because as mention previously the purpose of the hypotheses is to show if what was proposed above could work or not.

1.8 Conclusion

In Costa Rica the English teaching has been changing over the years, for this reason the teachers can implement new ways of teaching to improve the learning process. In summary the chapter explains how the Ministry of Public Education wants to enhance the students to become active citizens and gives the opportunity of acquiring the English knowledge to have better opportunities. Also, the students can become more fluent when they interact with others through the implementation of activities like group discussions and activities in which the students have to think a loud. This kind of activities help the students to have a better develop of the speaking skill. However, the cognitive linguistic skill can be affected by the lack of knowledge about this topic to improve the speaking skill, or sometimes due to the lack of time. For this reason, when the teachers can to improve the speaking skill in the students, they need to have a better knowledge of this and be careful with the time when implement activities focused on cognitive linguistic skills to avoid affecting the learning process in the EFL class.

As a mention before, learning a language is not only about know the meaning of the words, is more than that, sometimes in the classroom teachers focus on the grammar, the rules of

the language, obviously is important to be aware of all that useful information that the student can obtain, like knowing the conjugation of each verb that can be a great way to speak and write properly in English, but is necessary to give the students ways in which they can practice the language too, to maintain a constant speaking part active in their brains to exercise it, trying to implementing the cognitive linguistic skill can bring benefits to them and their knowledge construction process. As stated, before in the purpose, cognitive linguistic skill provides a better understanding of the language to the students to have the opportunity to be more fluent and have a excellent pronunciation. For this reason, the teachers have to implement activities in which is used the cognitive linguistic skills, the implementation of this during the ESL classroom allow that the students be more actives during the classes and with this have a better knowledge construction process of the speaking skill. Also, with the research questions and the hypothesis this action research project will obtain the enough information to determine if the implementation of cognitive linguistic skills will improve the students' speaking skill in the knowledge construction process. In the following chapter will be analyzed the literature review and investigated each variable with the respective indicators to support all the distinct ideas that will be developed in the different parts of the research.

Chapter II Literature Review

2.1 Introduction

This chapter is going to be develop one of the most fundamental parts of the action research project, this part is the literature review. The literature review helps the researchers and the readers to gain a better comprehension of the developing of the action research and to have a better knowledge about the topic. According to the book *Writing the Literature Review* (2019) stated that

In reviewing the literature, the writer should present a comprehensive, critical, and accurate understanding of the current state of knowledge; compare different research studies and theories; reveal gaps in current literature; and indicate what needs to be done to advance what is already known about the topic of choice (Efron & Ravid p,2).

For this reason, the literature review has the purpose of show the information that already exist to the researchers to become more familiar about the topic selected, and also this will help to know what advances the action research needs throughout the process to improve it, that is why this part of the research is one of the most essential parts of the action research project.

Moreover, as part of the literature review and the research, exist three different variables that were created such as cognitive-linguistic, speaking skill and knowledge construction process. These variables are fundamental to the development of the action research project, because the idea of this, is to show the impact the cognitive-linguistic skills have in the knowledge construction process. This three different variables were selected because the idea with all these three is to give the social agents the tools to acquire the knowledge in a different way, in which the teacher can catch their attention and to guide them for a better understanding of the language in order to obtain a goal that were set and have more prepare learners for

different situations and not just only for an assignment or for a test, the idea is to prepare them for real life situations to defend themselves in the language. The first variable to be develop in the literature review is cognitive- linguistic. This variable is based on distinct ways of learning that the students have related with the information processing like the use of memory, attention, perception, among others. According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) explain that cognitive “Enable learners to understand and produce new language”. Taking into account this, three different indicators were selected specifically for this variable because, each one of this, play a role in the cognitive skills that each student have in their process of learning. For this reason, the first indicator is meta social, this indicator was selected because is the skill of the students to interact with other people during the learning process, this help to students to become more social during class or assignments. According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that meta-social “Allow learners to interact with others. Cooperate, work with classmates, coach each other, questioning, and empathizing, questioning for clarification” (p,49). Based on that, this indicator was selected since this is taken from the hand of this variable, because it is needed for the development of this variable to enhance the learning process of the speaking skill. The second indicator is socio-affective, this indicator was selected because this help students to overcome their emotional, psychological and social problems such as reducing anxiety and apprehension. For that reason, socio-affective is part of the cognitive skills of pupils, because this helps the students with their frustration or the fear of speaking in front of the people and based on that this indicator was selected for the variable of cognitive-linguistic.

Also, for this variable was created another indicator called metacognitive, this was selected because has the function of help the students to understand their own learning processes,

and this have a relationship with the cognitive-linguistic skills. According to Velzen (2016) stated that “The starting position in describing metacognitive learning is that students can differ in their general knowledge of the learning process” (p,4). This essential because with this, the students can find or understand what is the form of learning that they have to learn a new information in the classroom, for have a better knowledge construction process.

The second variable for this action research is speaking skill. This variable is based on the ability that the students have to communicate with other people. The first indicator for this second variable is linguistic competence, this is based on the knowledge that the students have that allow to understand and speak a language. According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) mention that linguistic competence is “The knowledge, skills and abilities which are called upon when performing language acts” (p,40). Based on this, the linguistic competence was selected because is predominant for the development of the speaking skill in the students, since this contributes with the knowledge of vocabulary to be able to function in the area of speaking. The second indicator is oral interaction. Oral interaction is the ability of the students to express themselves appropriately in a group conversation. According to Oliver and Philp (2014) stated that “Oral interaction is the spoken language that takes place between two or more people and, as the name implies, it is the type of speaking and listening that occurs in real time (p,3)”. For that reason, this indicator was selected because without oral interaction, the ability to speak could not be developed and this would affect student learning. The third indicator is fluency, this was selected because it is one of the most relevant points in the ability to speak, since if there is not an excellent fluency in the students when it comes to speaking, this will cause their communication to not be the most understandable for other people. According to the book Formulaic Language and Second

Language Speech Fluency explain that “If oral performance is to be assessed, fluency is a key area of ability which needs to be pinned down to specific proficiency criteria and levels” (Wood, p,10). For that reason, fluency was selected for the variable of speaking, because this improve the ability to speak in the learners, to have a better knowledge construction process.

As part of the development of this literature, a third variable is going to be explained, this is knowledge construction process. This variable is when the students manages to produce a new understanding or knowledge through what has been seen. Based on this variable were created three distinct indicators. The first indicator is action Oriented Approach, this was selected because is based on real life situations, this helps students to express themselves in a more open way, and this will help them feel comfortable in real situations. According to the Teacher’s guide for the New English Curriculum Seventh Grade (2017) stated that “The students are social agents that use the target language to perform specific actions in real life contexts meaningfully” (p,15). Based on this indicator, the students can create with this experience, a better knowledge construction process for their learning. The second indicator is didactic sequence, this was selected because the learners have to follow a distinct sequence to learn the new language. According to Zuñiga and Marino (2006) “First and second language learners progress through very similar stages of language development” (p,70). For that reason, didactive sequence was selected for this variable because is essential to implement activities that carry distinct sequences to complete it for a better knowledge construction process. Also, for this variable exist a third indicator called task, this was selected since with the assignment of these tasks, the students must obtain or fulfill the goal of that task. According to Samuda and Bygate (2008) “A task is a holistic activity, and that such activities are important to the extent that they target and enable the development of appropriate second language processes and appropriate language products”

(p,17). Based on that, task was selected for the developing of the knowledge construction process. In summary, the literature review is fundamental for this action research project because is in where most of the investigation takes place. Throughout this literature review, the three variables with their indicators are going to be explained for the readers to comprehend the relation to how cognitive-linguistic skills helps to improve the speaking skill in the knowledge construction process. To continue with the literature review, the next segment will start with the explanation of the first variable cognitive-linguistic, and how their respective indicators help the speaking skill in the knowledge construction process.

2.2 Cognitive Linguistic

During the teaching process and while the facilitator is teaching English is necessary to consider what are the aspects in which the social agents are failing or not obtaining the goals or objectives that were set in the class, or may be the level that they have depending on the grade which they are is not the ideal for them, for all of this the first variable was consider to this alternative methodology proposal to investigate more about and try to apply it, this first variable is cognitive linguistic. It is important to take into account the cognitive linguistic is a crucial part for the knowledge construction process of the social agents, in fact based on the book called The Bloomsbury Companion to Cognitive Linguistic stated that

In recent years, as well as making a significant contribution to the field of linguistics itself, Cognitive Linguistics has been successfully applied to a range of areas including language teaching, translation, intercultural communication, literary criticism, human–computer interaction, psychology and psychotherapy. As research continues, and more is known about cognitive mechanisms

underlying language processing and learning, we expect this list to grow (Littlemore, p.21).

Based on the previous information, this specific variable can be beneficial for the learners in their journey of learning a second language that in this case is English, due to if there is a failure in the cognitive part the social agents are going to face difficulties in their knowledge construction process and with this affecting also their emotional part due to they can feel that they are not learning or that they have a problem and because of that is difficult for them to understand the class or to the teacher when there is explaining. Cognitive Linguistic skill can be an excellent contribution for the knowledge construction process in order to help does social agents that can present problems or difficulties in their cognitive part at the moment of learning English.

Each variable comes with three different indicators that work together with an objective in common, help the learners to understand and speak English. The first indicator that was selected for this specific variable of this research is the one call meta-social, according to Non Professionals Translating and Interpreting (n.d) “Meta-social competence would refer to aspects such as broader understanding of how such translations can be made to function effectively in the particular communicative and social context for which they are intended”. Based on this information the first indicator is a key component for the knowledge construction process and for helping with the process of development the speaking skill as better as it can, due to can improve with the interaction of the learners and enhance their speaking part while are socializing with others practicing the language. The second indicator that was take into account for this action research project based on the first variable is socio affective, it has relevance in the research due to with this indicator the idea is to create a level of empathy between the pupils and the

facilitator, with this creating an environment in which they can feel comfortable to be, and to study, giving them the opportunity to express themselves and been able to practice the language in a good environment for them, due to if the conditions in which the learners are is the right one, they would feel prepare to practice and learn more, according with Programa de Estudio de Inglés Tercer ciclo de la Educación General Básica y Diversificada (2016) “Assessment will also be authentic which means that the assessment task will simulate real-life situations within domains and scenarios beyond the classroom setting, and the socio-cognitive, socio-affective” (p,50). Thanks to this, students can adapt their knowledge to real life situations, with this been able to learn and apply to their daily life. The last indicator that has been present in the variable is metacognitive, that can be an excellent strategy to apply in class for the beneficial of the students, stated by the book call Metacognition New Research Development (n.d) explain that

Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature. Because metacognition plays a critical role in successful learning, it is important to study metacognitive activity and development to determine how students can be taught to better apply their cognitive resources through metacognitive control (p.9).

Taking this previous information in account, is essential to take advantage of this indicator to improve the knowledge construction process.

In conclusion this first variable was take into perspective for trying to apply a strategy that can help the students to obtain a better quality of teaching, the cognitive part of a human being is something that people do not give the importance or relevance that has it, a plus of this is related with the linguistic part when you are trying to study another language apart from their

mother tongue. According to the book *Foreign Language Pedagogy in the Light of Cognitive Linguistics Research* (n.d) “Cognitive linguistic approach was more effective in increasing the learners’ understanding of the meanings and appropriate use of English verb patterns than the traditional approach” (Drozd and Tarazca p.63). Based on this previous information the variable can increase their knowledge of the students, hand to hand with the three indicators that were mentioned before, all three are focus in different aspects of the students with the idea of giving them the best for their study and life, all of that was thought for giving an strategy that can be apply for the knowledge construction process of the pupils, that are the ones why the country is in constantly work to give them the best strategies and train the teachers to become better and with this obtaining the results that the Ministerio de Educación Pública wish to obtain, working for a better future for each young people that can provide to the society in which can have critical thinking, be able to evolve in it, thanks to all the preparation that they had during their years of school and high school that they obtain thanks to knowledge construction process that they had.

2.2.1 Meta-Social

During the years, in Costa Rica the institutions in charge of the education of the population are in constant searching of innovative strategies that can be implemented in the schools and high school to try to obtain a B1 in English for the students to leave that institution with an excellent base of English for their future, stated by the Teacher Guide for the New English Curriculum Ninth Grade (2019) “English teaching places priority on the fine-tuning of learners’ communicative competence involving oral comprehension and oral and written communication so that they become independent users of English and can reach the B1 or A2+ level, based on the descriptors of the CEFR” (p.26). Due to this previous information English is a key to obtain different opportunities, that is why is important to implement this indicator that is

call meta-social, can enhance the interaction and social part of the pupils, giving them an opportunity to put into practice the language and been able to correct their mistakes while they are practicing due to they are interacting with others that can help them with their weakness in English and try to improve it in a group team. In fact, in this particular case, meta social can help the pupils to be critical thinkers, been people that can argument their thoughts and ideas.

implement meta -social in the classrooms to provide that the social agents can be confident to give opinions or ideas about a topic or when working with other classmates in a task, and all of this help in the knowledge construction process of the social agents. According to the book *Critical Thinking Skills for Education Students* (2009) stated that “critical thinking is essentially a questioning, challenging approach to knowledge and perceived wisdom” (Judge et al, p.1).

Based on this, the meta- social play a fundamental role in the knowledge construction process of the social agents, providing them strategies on which they can work on the part of critical thinking in order to develop social agents that can question and discuss with others giving their own thoughts and opinions. For many years in high schools the learners just had to write and read information from text books and the it is, or from copies, with this in mind, the MEP start to implement a classroom with more freedom, in which the learners can know that they have the facilitator to guide them in their knowledge construction process, but that also they have the tools to be autodidactic, preparing them for the real life. implement meta -social in the classrooms to provide that the social agents can be confident to give opinions or ideas about a topic or when working with other classmates in a task, and all of this help in the knowledge construction process of the social agents.

2.2.2 Socio- Affective

The second indicator that help to support the knowledge construction process of the students is socio affective. According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that socio affective “Help learners gain control and regulate personal emotions, attitudes and values” (p,49). This is essential because with the implementation of this in EFL classroom, can help the students to loss the emotion of feeling anxious or nervous when they try to speak in front of people, due this a common problem inside of the classroom that affects the majority of the learners population, and this is an obstacle for them in order to develop the speaking skill due to if they cannot speak in front of others they are not going to be able to practice the language and for instance the social agents are not going to develop a good level of English, knowing that for this is necessary to practice multiple times in order to obtain results. Socio affective can provide the social agents with tools that they can use for their benefit in order to apply it and help them to face and regulate their emotions. For that reason, this indicator was selected, to help the students in their learning process. Moreover, socio affective strategies help in the develop of the knowledge construction process, this is an important point in the teaching of a language due to it enhance and motivates them to face their fear of speak in front of others, and the main purpose with this indicator is to assist the social agents to break that obstacle in order to be more fluent in English and to not have fear of speak in this language which is English.

2.2.3 Metacognitive

The present segment is going to expose how metacognitive is helpful for the knowledge construction process of the students. Metacognitive is about how the social agents can evaluate

their own language helping them in the process of acquiring new knowledge. According to the book *Metacognition* (2009) stated that

A metacognitive classroom challenges students to explain their reasoning in the language of the particular discipline and this can take the form of a Socratic discourse that enables the students to reflect on their reasoning in relation to the subject matter (Larson, p,1).

Based on that, the metacognitive helps the students to control their thinking process, to develop a successful learning, for that reason is essential to implement this in the knowledge construction process of the learners, because it contributes significantly to the improvement of pupil's learning. According to Hacker et al. (2009) mention that "Another reason why a metacognitive approach to education has been so popular is that the basic components of metacognition can apply to almost any task that a student wants to perform" (p,2). This point is fundamental, because with the use of this inside of the classroom, increase the opportunities to enhance the student learning, because the pupils can apply this in their assignments that the teacher gives them during the classes, and with this improve their learning process even more in order to accomplish their goals.

Another important point of metacognitive in the knowledge construction process, is that this gives the students the opportunity to think better in their process of learning something new, this means that the students have to effort their mind more, trying to complete a task or assignments in the classroom, this help the students to create a excellent knowledge construction process. According to the book *Teaching Students to Drive Their Brains* (2016) stated that

As in driver's education, students need explicit instruction on how to steer their thinking, when they need to slow down and when it's OK to speed up, where they might take

shortcuts to get to their learning goals, and when they might benefit from a leisurely road trip along the back roads of knowledge (Wilson & Conyers, p,2).

For that reason, the metacognitive helps the students to evaluate their own learning, and this improve the ability to understand their distinct forms of learning that they have, each one of these aspects shows that metacognition serve as essential point in the knowledge construction process, because if the social agents can understand which is the way in that they can learn better is going to be easier for them the process of learning and they are going to obtain better results learning even more in the process.

2.3 Speaking Skill

The second variable present in the research project is Speaking skill. This skill is fundamental in the language and is one of the fourth skills that people want to master perfectly. Even though people want to manage this skill like if they were native of the language, it could be a challenge for a certain amount of the population that is in the process of learning English, it is totally normal, due to it is not their mother tongue, adding to this that people can feel ashamed of speak in front of others with the fear that they are going to laugh of them. This aspects can difficult the acquisition of knowledge of the student, that is why is relevant to create a comfortable environment for them, taking into account that Speaking skill requires confidence to practice and improve it, and in occasions the facilitator ask the social agents to prepare a conversation to present it to the class in order to evaluate their process, in fact, According to the book *Teaching the Core Skills of Listening and Speaking* (2011) “Occasionally asking students to come up to the front of the room and give a talk will not prepare them to meet the Speaking demands of the world they live in” (Palmer, p,106). Based on this, Speaking skill is not only ask the social agents to present to their classmates the assignment that the teacher gives them and

that is it, is more complex than that, is necessary to know how to speak, the pronunciation of the words, the way and posture that they need to do, prepare a good base for them to feel confident to speak and be able to have fluency in their words. For all of this, the second variable Speaking skill has relevance in the knowledge construction process of the pupils and even more, to implement it in their daily life, not just learning for a test and that is it, the idea is to acquire knowledge for their life. Speaking skill without a doubt is an interesting skill, which with the appropriate tools and time can be used for communicative purposes.

Speaking skill has the particularity that is divided into two types, which are spoken interaction and spoken production, according with The Programa de Estudio de Inglés de Tercer Ciclo y Educación Diversificada (2016) explain that

Speaking is divided into two areas: spoken interaction and spoken production; both of them describe specific language users' roles. In the first one, the language user functions as a speaker and as a listener. There is participation of one or more interlocutors.

Different socio-cognitive and collaborative strategies are constantly employed during interaction. The second one describes the production of an oral text received by an audience of one or more listeners (p.45).

According with the previous information, this skill can be focus into two aspects which are the one that were mention previously and that are specify for different characteristics, that can help with the process of the knowledge construction of social agents. It focuses in the interaction of them, how they can speak or interact with others, speaking skill exercise different aspects and help the students with their social interaction. In addition, this variable helps to development their listen skill too, knowing this speaking skill can benefit in many aspects to the ones that are

learning the language. According with the book *International Perspectives on Teaching the Four Skills in ELT* (2018) stated that

listening and speaking are not isolated skills, work on the pronunciation of high frequency words—focusing on comprehensibility, for example, of individual phonemes and/or stress patterns of words and phrases—could also help improve intelligibility for both productive and receptive language (Burnes & Siegel, p,73).

Based on the previous information provide from the book, speaking skill can be beneficial for the improvement of the aspects related with productive and receptive language, reading this, you can notice that speaking skill can be a great allied for another skill that in this case is listening, helping with this in the process to the pupils to be more productive and critical thinker.

In this segment there are three different indicators that are linked with this second variable, these are linguistic competence, oral interaction and fluency, all of them contain aspects that helps with the development of the variable and to enhance the knowledge construction process of the learners. These three indicators are a key component for the development of the variable, each one of them have a part in the Speaking skill and can contribute to the growth of the acquirement of knowledge of the students. The first indicator mention is linguistic competence, in which based on the *Programa de Estudio de Inglés de Tercer Ciclo y Educación Diversificada* (2016) “The sum-up of knowledge, skills and abilities learners use when performing all kinds of actions including language activities” (p.344). According with this, linguistic competence is a set of capabilities that the student can acquire and when is master been able to put into practice in their learning process for better results. Then, there is the second

indicator link with the variable, which is oral interaction, according with the book *International The Action Oriented Approach a Dynamic Vision of Language Education* (2019) stated that

For example, in oral interaction, the aims (and related assessment criteria) will also deal with the process of how to conduct the interaction to ensure that it is effective. This involves, for example, being able to say that one didn't follow, being able to ask for a reformulation, being able to reformulate, and so forth. Explicit work on strategies is a valuable way to help the learner recognise strategies, use them more effectively, and transfer them in a process of lifelong learning. It also develops awareness and the ability to think and reflect (Piccardo & North, p,173).

Based on this, oral interaction can be an excellent strategy to implement in class for the learning process of the students, helping with their interaction, and due to this improve the speaking skill for the reason that not all the social agents wants to interact with each for many different factors, and with this the idea is to enhance this part of the oral interaction. Finally the last indicator present in this research project is fluency, this particular indicator takes part from different aspects that are key to manage the speaking part in an spontaneous way, based on the book *International Perspectives on Teaching the Four Skills in ELT* (2018) stated that "In addition to learning the linguistic features of the language, speakers must manage a combination of accuracy, fluency and complexity so that they can meet the heavy processing demands of spontaneous talk" (Burnes & Siegel). This indicator is a crucial component at the moment of talking, due to you can notice that the conversation o presentation that people is having or giving continue with fluency and do not have pauses for too long or speak to fast in which no one can understand, this indicator is essential when the social agents are learning the language due to if there are able to manage this, their English is going to be understandable to hear.

In conclusion, the second variable of this research which is Speaking skill was taken into account due to it is one of the most selected to learn and to try to master perfectly, due to the majority of the population wish to be able to speak in another language that in this case is English. It is relevant to mention that speaking skill is not based just on presenting in front of the class and that is it, they have to know distinct aspects in order to develop the skill as best as it can. Also, it mentions that this skill is divided in two, spoken production and spoken interaction. Speaking skill, it also helps to improve the listening part, they are hand to hand with the learning process of the social agents.

For the speaking skill are three different indicators that play an important part to enhance the variable and the knowledge construction process of the students, each one of them have relevance and are related with the variable, the objective of implementing this, is to be able to develop strategies in which the students can have tools that they can use in class but also in their life, as a result giving to the society people that can be critical and be able to defend their self in another language. The first indicator which is linguistic competence, is about the knowledge that social agents have as unconsciously for learning a new language. The second one is the oral interaction which is focus on the ability that the social agents can develop to interact with others and finally there is the third indicator which is fluency that is essential to manage in order to be understandable, and the idea is to have a balance, like for example to not speak too slow but not too fast.

2.3.1 Linguistic Competence

The first indicator that helps to support the speaking skill is linguistic competence. Linguistic competence is based on the unconscious knowledge of grammar that allows a speaker to use and understand a language. According to the book *The Oxford Handbook of Cognitive*

Linguistic (2007) stated that “competence is the internal grammar of the language user, the knowledge that the language user has of the linguistic system and that he or she puts to use in actual performance” (Geeraerts & Cuyckens, p,11). This shows, that linguistic competence is an essential component of the speaking skill, because this helps the students to have a better understanding of the language and this can improve to the knowledge construction process of the learners. Another important point of the linguistic competence is that help in the knowledge construction process, because with the focus of this inside of the classroom the students can have the opportunity to compare distinct sounds and meanings. According to the book Fundamentals of Psycholinguistics (2011) explain that

Knowledge of language is necessary for a person to reconstruct, and therefore perceive, the phonological representation for the speech signal, which then unlocks the sequence of words and in turn gives way to building the syntactic structure for the sentence (Fernandez & Smith, p,19).

For that reason, is necessary to implement distinct activities such as debates or interviews inside of the classroom in where the pupils can have more interaction with their classmates because with this, the students have more opportunities to practice the language and based on that strengthen their linguistic competence to put in practice in real situations.

Linguistic competence is important in the knowledge construction process of the students, due to this is based on the unconscious knowledge that every pupil have, and because of this they can have a better development of the speaking skill, this indicator is essential because with the use of this, the students can understand and use better the grammar when they try to speak aloud in front other classmates. For that reason, is fundamental in the knowledge constructions process of the students because this improve their speaking skill.

2.3.2 Oral Interaction

Interaction with others sometimes can be difficult for a part of the population, and in another language is even more difficult, that is why trying to implement oral interaction as an strategy in class can be beneficial for the pupils in their knowledge construction process and even in their own interactions, practice this can be beneficial for them, and can active their speaking skill even better, due to this skill need to have a lot of practice and oral interaction with others in order to obtain more vocabulary and been able to speak a little bit more every time that they practice because the practice is the key to learn, if an student is no stimulated in the correct way that he or she need, it is going to be more difficult to acquire vocabulary and due to that it is going to be more difficult to understand and speak the language, that is why is important to be in constant implementation of oral interaction in their English classes, practice leads to master the language that you are learning at the moment. Based on the book *Public Speaking Success in 20 minutes a Day* (2010) stated that

good speaking skills will enable you to advance far more quickly than your peers.

Perhaps you feel that you're not a gifted speaker, that public speakers are born and not created. But the truth is that you speak publicly all the time; whenever you gather with a group of friends or answer a question in class or explain something to coworkers, you are speaking publicly. Speaking well is a skill, and no skill is gained without practice (n.d.).

According with the previous information provided by the book, if a person wants to learn the language and learn to speak it, it is necessary to practice, and oral interaction it is a great way of doing it, like in everything in life, it is necessary to practice over and over again, to interact with the language, been interacting with other people, with this being able of evolve with others more and more, and not be afraid of it, that is why oral interaction is fundamental for the

knowledge construction process of the learners, is necessary the oral interaction between them. According with International Perspectives on Teaching the Four Skills in ELT (2018) explain that

Effective use of the strategies in Phase Three will depend on teachers' knowledge, beliefs and experience but the key concern is to provide opportunities for oral interaction that aims for comprehension of the deeper meanings and implications of the text. For example, asking open-ended questions, getting students to infer from the content and the context and encouraging them to elaborate and justify their responses are more important than posing factual comprehension questions. Not only is reading instruction then connected to the wider social context outside the classroom, through reference to personal experience or opinion, but literacy practices associated with talk around text are also foregrounded (Burns & Siegel, p,186).

Based on the previous information provide by Ann Burns and Joseph Siegel, is fundamental to keep the pupils in constant stimulation of practicing, implementing oral interaction in which it can be personal experience and their opinions, related with topic they like, for example movies, books, series and so on, with the objective of motivate them to speak, to be more active in class. Teachers try to give their best in class for their pupils, giving them the appropriate tools to implementing in their life to communicate with others. According to the book Focus on Oral Interaction (2014) stated that

Oral interaction is also integral to learning a language. It is a vital part to pedagogy. In schools, students will talk and listen to their teachers and they will chat with their peers. Although some teachers may not like their students talking during class time, others will

actively plan for students to talk as part of their lessons. They do so recognize the contribution that oral interaction can make to language (Oliver & Philp).

Based on the previous information provided can be a key component for the learners in order to understand and speak better with their peers or other people. The idea is that the teachers can apply it in their daily classes with the objective of giving the students a space in which they can talk freely in English.

2.3.3 Fluency

The present segment is going to expose how fluency is helpful for the development of the speaking skill in the knowledge construction process. Fluency can be defined as the ability to speak spontaneously and comprehensibly, which is a fundamental part when people want to express their ideas in English in order to be understandable. According to Wood (2010) “spoken fluency in a second language is largely a function of a speaker’s pauses and hesitations” (p,9). As mention in this point, with fluency the students can improve their ability to speak, because is essential that the students when start a conversation with other people, make the correct pauses and hesitations that they need, so that other people can understand well. For that reason, is fundamental that the teacher can focus more in the fluency of the students, to have a better learning. However, if the learners are not fluent in speaking, this could cause them to have problems during the different activities in class that the teacher gave them. According to the book *Fluency Disorders* (2019) “Speakers who routinely produce disfluent speech at greater-than-normal frequencies often find it challenging to communicate the spoken messages that are essential for participation in daily activities” (Logan, p,4). This shows that fluency plays a fundamental role in the knowledge construction process of the students, because the learners with problems of fluency sometimes they will not feel comfortable starting a conversation or

participating in assignments during class, as a consequence the learning process of the students can be poor, causing low progress in the knowledge construction process.

Also, to improve the fluency in the students, is fundamental that the students not only practices the language inside of the classroom. According to the book *Social Context and Fluency in L2 Learners* (2007) stated that “If students are to attain fluency, they need to use their language skills outside the classroom” (Pritchard, p,34). For that reason, is indispensable that the pupils practice the language outside of the classroom to have a better development of the speaking skill, because sometimes the students only practice the language when they receive classes and for the rest of day they do not practice it, and with the enhance of the fluency in the learners, they can have a better knowledge construction process. The implementation of practices focus on the fluency can help the students to gain more confidence in themselves to be able to develop properly in oral activities. According to the book *Teacher Empower* (2020) stated that “Students can find relevance in tasks that build their capacity and boost their confidence” (Zacarian & Silverstone, p,62). As mention in this point, the teacher needs to implement distinct activities in which the fluency of the student can be improving, and with this the pupils can have a better developing during the classes and enhance the knowledge construction process.

As an important aspect, is essential to know that being fluent in a second language can be understood as being communicative competent, but this does not involve only fluency, it also involves accuracy. According to the book *Dimensions of L2 Performance and Proficiency* (2012) explain that “accuracy as the ability to produce target-like and error-free language, and fluency as the ability to produce the L2 with native-like rapidity, pausing, hesitation, or reformulation” (Housen et al., p,2). For this reason, is essential to focus on these two aspects of the fluency, because both of them play an important role in improving student fluency. In addition, the

fluency of the students in a second language is fundamental in the development of knowledge construction process, because if the students have an excellent progress in the fluency when speak, they can have more opportunities to developing during the classes and real-life situations, because with the improve of this, the pupils can feel more comfortable in front other people, and this contribute with the develop of the knowledge construction process of the students to enhance their speaking skill.

2.4 Knowledge Construction Process

The process in which people acquire knowledge is present in everything that people do in their life, knowledge construction process is in every aspect of the life of others and the acquirement of it is different for each person but beneficial for everyone. This variable is the one that has more relevance from the three, due to is the process that the social agents need to develop during all the years of the study in order to obtain all the knowledge, also is the most relevant due to the other two variables were selected to help with this variable.

According with the book *Teaching for Student Learning* (2010) knowledge construction process is “define learning as change in the minds and intellectual character of students” (Arends & Kilcher, p.2). Based on the information provide thanks to the book *Teaching for the Student Learning*, this term, knowledge construction process can affect in a positive way the mind of the pupils, due to they are in process of obtaining new information that they can used in their future in order to have possible solutions for problems that they can have and so on, for instance they are not just learning for a test or a homework, they are been preparing for their daily life, they are constructing their intellectual character and been able of have critical thinking. According with the book *Virtuos Minds* (2013) intellectual character can be define as

Our intellectual character influences our lives just as moral character does, and with at least as much force. The only difference is that intellectual character is concerned not with our actions as much as it is with the thinking habits we are developing as we seek and use knowledge. Put another way, intellectual character is the force of accumulated thinking habits that shape and color every decision we make. Because our minds tend to lead our actions, in a very real sense the quality of our intellectual character even trumps moral character in terms of its power to direct the course of our lives. Take a minute to consider the influence of intellectual character on our decision-making process. (Dow, p.23).

Based on the information provided intellectual character help the learners in their choose making, for trying to solve problems, that is why knowledge construction process plays an important role in the learning of the students, not just only for a subject that they are studying in an educational institution like school, high school or even an university, it prepares the pupils for their life, and that is what the Ministry of Education wants to implement in the population that is in the process of learning new information. It can be reflect in their slogan too, that says “Education for a new citizenship”, this slogan is focus on preparing people that can be in a society and have values, attitudes, characteristics and aspects that can be a contribution to it, to people of respect and that have knowledge to be evolve in the best way possible. According with the English Syllabus, Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that “This view is in line with the concept of education for a new citizenship that maintains that 21st century learners must integrate proactively in a globalized world while strengthening their national and global identity.” (p.12). According with the previous information provide, the main idea or the objective of the Ministry of Public Education is to implement in the

classes strategies that can help their knowledge construction process and, in that process, assist them to become better citizens.

This variable contains three different indicators that were taken into account according with the knowledge construction process and the aspects that are necessary to accomplish it. The first indicator is the one called action-oriented approach, the second one is didactic sequence and finally the third one is task, each one of them are related with the variable knowledge construction process. The first indicator which is Action-Oriented Approach also known as AoA, it could be explain according with the book *The Action Oriented Approach A Dynamic Vision of Language Education* (2019)

At first it was somehow mentioned between the lines, almost whispered in teacher education workshops and language teaching conferences, but little by little it started to be mentioned more often and a discussion on its main tenets began. A debate soon appeared as to whether the AoA could be considered a new approach or simply old wine in a new bottle – namely the communicative Approach (Piccardo & North, p.1).

Based on this previous information AoA, is an approach that was not into consideration before, but then the facilitators start to take into account for their teaching, which is excellent, in every aspect of the life is necessary to innovate and to try to implement strategies that can help in the process of new knowledge, and in an aspect that has a huge amount of relevance which is the education of people even more.

The second indicator that was chosen for this particular variable is the one mention previously, Didactic Sequence, in which like it is name says, it is a set of sequence, it is like a kind of guide for both, teachers and students to be follow for the development of the class and the acquirement of knowledge, which is helpful due to is a group of learning activities that are

organize in a specific order to enhance the knowledge construction process of the social agents. In fact, based on the book *Helping English Language Learners Succeed* (2007), it explains that “As children learn English, they progress through stages of language development. Various programs for teaching English as a second language may have different labels for these stages” (Zuñiga & Marino p.71). According to this, pupils learn in stages, and it is necessary to teach English in this way in order to obtain good results, that is what didactic sequence is looking for, to facilitate the knowledge construction process of the learners. The third and final indicator is task, this specific and last indicator is essential for the knowledge construction process of each student, as a matter of fact the book *Task-Based Approaches to Teaching and Assessing Pragmatics* (2018) establish that “tasks are considered beneficial for language learning because they address learners real-world needs and promote their engagement with meaningful language use” (Taguchi & Kim, p.1). Based on this, task can benefit their knowledge construction process as a guide due to it address them to understand in a better way and it prepare them for the real world, and not only for a test or an assignment in the class. In the next segment is going to be develop the first indicator in more detail.

2.4.1 Action Oriented Approach

This first indicator that is action-oriented approach or also known as AoA was take into account to help with the development of the knowledge construction process. This Approach appears to change the modality of teaching a class, in which both, facilitators and pupils were used to be, it came like a fresh innovation in educations to benefit everyone in it, giving the opportunity of implement different strategies to obtain different results. According with the book *The Action-Oriented Approach a Dynamic Vision of Language Education* (2019)

Thus, the AoA started to be the object of increased attention from language educators and curriculum developers and consequently a body of knowledge started to be created.

Materials that claimed to be action-oriented, some more correctly than others, started to be produced in different languages and contexts (Piccardo & North, p.1).

Based on the previous information, the AoA is an Approach that the facilitators started to implement in their classes with the pupils and it showed good results in their learning process and it helps to change the usual routine that they already had, due to the routine used before the AoA was that the focus in the class was the teacher but thanks to the changes, that it were implemented. Nowadays, the learners are the focus and the teacher is there as a facilitator to help them to enhance their knowledge construction process. According to the book Learning Teaching the Essential Guide to English Language Teaching (2011) the traditional teaching was known as

The process by which traditional teaching is imagined as working is sometimes characterized as “jug and mug”- the knowledge being poured from one receptacle into an empty one. It is often based on an assumption that the teacher is the “knower” and has the task of passing over knowledge to the students, and that having something explained or demonstrated to will lead to learning (Scrivener, p.16).

Based on the information given from the book Learning Teaching the Essential Guide to English Language Teaching, the way in which the students were given the classes was in that way, in which the teacher was in charge of passing the knowledge to them like if they were an sponge to absorb it, with this kind of strategy or method the class can become boring and not interesting to the pupils and with is losing all the attention that they need to pay for understand what they need to do. That is why the action oriented approach is fundamental in their knowledge, due to they

need to be active in the class in order to understand and obtain the necessary knowledge that they are supposed to know, for this the AoA helps them, due to they have to be able to stay active in class, not only listen the teacher explain and explain and that is it, they need to be part of the class and not to be just setting in front of the board, due to for learning a language is necessary to be practicing and practicing, not just listening, that is the main idea of the action oriented approach, as a matter of fact the book *The Action Oriented Approach A Dynamic Vision of Language Education* (2019) states that the AoA has the objective of :

expressed using positive descriptors of communicative language activities of reception, production, interaction, and mediation that learners perform through meaningful tasks that draw on a variety of competences, both communicative language competences and general competences, for example acquired through general education and experience (p. 14).

According to this previous information, the AoA enhance the communicative competences of the students. Implementing AoA in the education of the learners is one of the best changes that have be done; due to in education everything is in constant change and it is adapting or at least trying to adapt to the different necessities that pupils can have, the AoA is one of those changes in the searching for different strategies for the benefit of the knowledge construction process of the social agents. In the next segment is going to be explain in detail the second indicator which is didactic sequence.

2.4.2 Didactic Sequence

The second indicator that help to support the knowledge construction process in the learners is didactic sequence. Didactic sequence is based on distinct sequences that the pupils need to follow to complete different tasks or activities inside of the classroom with the idea to

improve their knowledge construction process. Based on the book *The Skill Approach in Education* (2018) stated that “phases provides a model of instruction helping the teachers perform their teaching effectively” (Güneş & Söylemez). For that reason, is essential that the teacher can follow a sequence to develop the class and the distinct activities inside of the class to obtain a better result in the progress of the students. The didactic sequence is important in the knowledge construction process of the learners, because the students starts with a simple production, this is following by distinct tasks and when the students have finished this, they end it with a final production, in this case the learners interacting or producing their ideas orally with their other partners. This helps that the pupils can focus more on their objectives, that they want to achieve in the classroom, and also with the didactic sequence, they will learn vocabulary and new phrases which will contribute in the knowledge construction process.

Moreover, speaking skill is divided into spoken interaction and spoken production, both of them, play an essential role in the knowledge construction process of the pupils, because each of this have different sequences of steps that is fundamental for the development of the speaking skill. According to the Programa de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) explain that speaking skill is divided in “*Spoken interaction* (planning, organizing, rehearsing, and interacting) and *spoken production* (planning, organizing, rehearsing, and producing)” (p. 36). Spoken interaction is in which the pupils have to speak with their classmates or teacher in other words they have to interact with other people, and spoken production is in which the learners use simple phrases or sentences to describe something. As mentioned previously exist a series of sequences in which the pupils must follow in order to complete the activity assigned by the teacher. Is essential that the facilitator gives to the students a task, after that, the first sequence that the pupils have to do is planning what they are going to do, this is

based on the task that the teacher gives them, and then they have to organize how to include their distinct ideas that they are going to share to the rest of the class, in the part of rehearsing the pupils have to practice it, this can be alone or with other classmates, and finally when the students have all of this, they present, interacting or producing their ideas, in order to enhance the speaking skill, and based on this, the students can improve in their knowledge construction process.

Based on this, is essential that the teacher inside of the classroom follow this distinct sequence, because the pupils learn better if they are following a sequence of steps, with this the pupils have self-confident, because the learners first start with the help of the teacher, after that they start to interact with their classmates and practice it more, and when they are totally prepare, they express their ideas orally in front of the class and with this they obtain a better development of the speaking skill, and this also can help the students in their knowledge construction process. According to the book *Learning and Teaching in Primary Schools* (2009) stated that

Self-confident pupils can usually be given freedom of expression within the limitations of time and work completion but may need reminding to stay on task; by contrast, adult-reliant pupils need regular reassurance and encouragement to use peer support and to 'have a try' (Hayes, p.44).

Based on this, is essential when inside of the classroom exist a sequence to teach an activity or a task, the student can feel more freedom about the things that they are going to do during the process of prepare the assignment that the teacher indicate, because they know what is going to before performing this, and based on this the students can have self-confident to have a better improve in the knowledge construction process.

In this part, it is fundamental that the learners feel comfortable and motivated about the activity that they are going to develop, for that reason it is important to motivate always the students to achieve a better development of the speaking skill. According to McMillan (2018) explain that the effect of motivation in the learners is “Encourages students to focus on meeting learning goals and fosters a growth mindset over fixed mindset” (p.435). Based on this point, when learners are motivated, they can show more interest, feel more confident in their development of the activities. For that reason, when the students have to follow a sequence during their learning construction process, it is easier for them to obtain the goal of the task that they are going to develop, because if they know the sequence that they have to follow before the activity, they will have an idea of what they have to do, and this will make the learners to feel more confident when it comes to being able to express themselves orally. Based on that, the student can improve their skill and enhance their knowledge construction process, for education and for future real situations. In the next segment it is going to be explained in detail the third indicator which is called task.

2.4.3 Task

This segment is going to focus on how tasks help in the knowledge construction process of students. Tasks are based on actions that the students do in order to achieve a goal. According to the book *Tasks Before Apps* (2017) explain that “the term task describes an experience during which students create a product that demonstrates their mastery of learning goals” (Burns, p.4). As mentioned in this point, tasks are essential in the knowledge construction process of the students because with this, the pupils can demonstrate their distinct knowledge that they have acquired throughout the teaching process and it is important that the instructor that is teaching in the classroom can determine the learning goals of the students, because each student has distinct

interests and needs and based on this, design the correct task for the pupils. For that reason, tasks help to the development of the students' learning, and based on this the learners can improve their abilities to speak better. Another point of the importance of the task in the knowledge construction process is because the pupils can put into practice their target language to have a better development of the language, because sometimes the students only in the classroom have the opportunity to practice it. According to the book *Task in Second Language Learning* (2008) explain that "the role of tasks in second language learning, our starting point is the assumption that the aim of second/foreign language teaching is to develop the ability to use the target language" (Samuda & Bygate, p,7). Based on this point, is necessary that when in the class is going to explain a topic or to evaluate how much the students are learning, the teacher can implement different tasks, that help that the student can put into practice the target language, with the idea that they can improve the ability to speak and with this they can acquire more information to improve their knowledge construction process.

Moreover, in the classroom is essential that the students can practice the task before the actual performance, because in occasions the learners can put nervous and this can cause that their ability to speak can be a little deficient. According to the book *Planning and Task Performance in a Second Language* (2005) stated that "when learners have the opportunity to plan a task before they perform it, the language they produce is more fluent and more complex than when no planning is possible" (Ellis, p.9). For that reason, is essential that the learners can put into the practice the task before they perform it, this can generate more opportunities for the learners to develop an excellent fluency in their speaking skill and this can help that the students to feel more comfortable in front of other classmates. Also, this help that learners have a better development in the knowledge construction process to have a better opportunity when they have

to perform this inside of the classroom. Based on this information is fundamental that the teachers can give students the chance of practice their speaking skill with the implementation of tasks inside of the classroom, this can generate an excellent develop of the knowledge construction process.

In addition, the tasks not only need to be implemented inside of the classroom, the students can be used the tasks in their daily life, this can generate that the students have a better development of the speaking skill that they want to improve. According to the Programa de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that “Learners have to perform real life tasks that can be used in real exchanges out of the classroom setting” (p.46). This point is substantial, because the learners can improve the ability to speak considerably only with the implementation of tasks every day. This can help in the knowledge construction process of each student because, if inside of the classroom the facilitator applies tasks that the students also can put in practice outside of the classroom, this can generate that they feel more comfortable when talk and also this can enhance their speaking skill. For this reason, tasks in an excellent way of teaching for the students because with this, the pupils can learn distinct information and vocabulary that then can use in real life situations, and also, with the perform of tasks inside of the classroom the students can interact more with their classmates and can become more competent. Task not only help the students to improve in the academic part but also help to the student can develop in the socially, based on this, task play an important role in the knowledge construction process.

2.5 Conclusion

In general, it can be concluded that the first variable being cognitive-linguistic, that as mention before, this help that the learners can understand and produce new language, using their

memory, the perception, attention, when they have to learn something new. This variable help in distinct areas of the development of the learners and can be implement in different ways in the teaching of the students inside of the classroom. For that reason, based on this variable was created distinct indicators, that help to support this. The first indicator that was selected is meta social, this is essential in the improve of the speaking skill of the pupils, because this indicator was defined as the interaction that the learners have during the assignment of tasks or activities inside of the classroom, this helps that the students interact more with the teacher or their classmates and this contribute with the development of new knowledge, that can be used during the classes or in real life situations. Based on this, this variable needed another point that contributed with this, for that reason, the second indicator that was selected is socio-affective, this have an important role in the development of cognitive skill of the students, because this was based on the emotional part of the students, this means that this help with the distinct fears and frustrations that the pupils have when they have to speak with other people, and with the implement of this indicator in the teaching process of the students, this generated that the students feel more comfortable when they trying to develop their speaking skill, making teaching not difficult to learn and understand. As another fundamental point that was used for the development of this variable is metacognitive, as explained this is help the students to understand their own learning process, and based on this, the student can find was is the best way of learning that they have to understand, this indicator is essential in the knowledge construction process of each students, because with this, the learners can feel more secure of their learning inside of the classroom.

In the case of the second variable that is speaking skill, in this part was explained that this skill is one of the four skills that people want to achieve perfectly. Also, that to achieve this skill

is necessary that the students practice it, both inside the class and outside to improve their knowledge construction process. Another point that was explained is that speaking skill is divided into spoken interaction and spoken production, both of them have an important role of the development of the speaking skill. The first indicator that was selected to support this variable is linguistic competence, as explained, this was based on the knowledge that the students have that allow them to understand and speak in a better way the language. This point is essential in the knowledge construction process, because the students can develop better their speaking skill. This indicator helps the learners to have a better understanding of different aspects of the language that are necessary to know, and with this they are going to have the capability of a better understanding, and in the process improving their knowledge construction process of each one of them, to help with this is necessary that the facilitator implement different activities to put them on testing in order to apply their linguistic competence, could be an interview or a debate, in which they are going to have to interact with people that are around them, practicing the language in the process, that is why this indicator has its relevance.

The second indicator that also was selected is oral interaction, this plays an essential role in the process of learning in the students, because every day the students have to interact with other people, and this helps that the student can learn many new vocabularies with the continuous interaction that they have, and based on this, they can improve their speaking skill and enhance in the knowledge construction process. For that reason, it was a fundamental option to support the speaking skill inside of the classroom. And the last indicator for this variable that was selected is fluency, as explained before fluency is the ability to speak without hesitation or pausing the idea is to have a balance between them, not too fast or not too slow, that is why it is important to put a lot of effort and practices that can lead the student to practice and practice to have the

results that they want to obtain but also to push them to obtain excellent results that the teacher knows that they can have in order to speak in a better way. Fluency helps the pupils to feel more motivated and based on this they can express more relax when talk in front of the class, or in real life situations. In summary the fluency is essential in the develop of the speaking skill, and also help in the knowledge construction process of the students.

The third and last variable select for this research was the knowledge construction process, which is not a key for the success of the students is “THE KEY” of everything, is the process in which the student acquire their knowledge. This variable is present in every aspect of the life of people, it not focuses only in education, it is in different aspects due to people is in a constant learning process. The intellectual character is present in the knowledge construction process and is helpful for the students because it guides them in their decision-making process, to solve their own problems and been able to face different situations in their lives, that in particular is what the Ministry of Public Education wants in their knowledge construction process, to construct new citizens to say in other words, to prepare them for their future, to prepare people that can have values, attitudes, moral and aspects of excellent human beings that can contribute to the society. This variable like the previous ones contain three different indicators that were chosen based on it, as mention previously in the chapter, the first indicator is the action oriented approach or the AoA, according with the information provide in the chapter, it helps students to take advantage of it, helping them in their knowledge construction process due to is an innovative strategy that teachers implement in classes for obtaining better results and to change the way in which they were given classes to the pupils, due to changes in the majority of the cases are good, is necessary to experiment new strategies and methods in order to obtain different and better results with the learners, that is why this indicator was take into perspective

for the variable in study, to enhance the knowledge construction process. Then there is the second indicator for this variable which is Didactic Sequence, which is based or focus in the different steps that students needs to follow in order to complete or even understand an assignment or a task that the teachers bring them, it is relevant for the knowledge construction process of the pupils due to, is simpler and easier to learn something step by step, the brain is going to understand and process better if is giving in a sequence, it helps to memorize and understand the new information that is been drop, even more if you are going to be focus in the Speaking skill which this in particular is divided in two, spoken interaction and spoken Production, that is where Didactic sequence appear to help on it, in order to practice the skill is necessary to follow the sequence that the teacher prepare for the pupils, giving them the suitable tools to apply for their knowledge construction process. The third and final indicator is called task, this indicator is relevant for the knowledge construction process, due the teacher has the responsibility of prepare a task that can challenge the learners but at the same time that they can resolve it by their own, in other words it need have a level of difficulty in which is not going to be so simple to do it but also it has to be possible for them to understand it to solve the task that had been assign. Tasks are necessary in the class in order to put into practice the language, and with this the teacher can pay attention on the strengths to enhance it and also pay attention on the weakness that can appear in order to guide the student to correct it to improve their mistakes. Based on all of that aspects, these three indicators were choosing to help to achieve the results that were stablished to obtain for their knowledge construction process. In the next segment, the third chapter of this research will be explaining the research method, the type of approach used, the data collection tools, and the instruments necessary to develop the action research paper.

Chapter III: Research Methodology

3.1 Introduction

It is essential to know that in every research; the principal part is the methodology that is going to be used in the research. The design of the methodology is based on distinct steps that the researcher has to follow to develop the research. According to Farthing (2015) explain that

A research design is generally understood in the literature to be produced in advance of the stage when you get down to conducting the research, and it is about planning how the research will be conducted. Because a design is thought about in advance of the conduct of the research, it sets out provisional decisions on how the research is to be conducted (p.2).

As mention in this point, the research design is fundamental in the development of the action research proposal to obtain an excellent result during the process of this. For that reason, is fundamental that the researchers think before about the research design that best suits to develop it. In this action research proposal exist a distinct steps that the researchers needs to follow when constructing a research design as the research method that is going to be implemented, the type of approach to be used in the research, the data collections tools and the distinct instruments that are necessary in the research.

Is fundamental to know that the researcher based on the problem choose the correct research design. In this action research proposal, what the researchers wants to analyze is if the implementation of cognitive- linguistic skill helps to improve the speaking skill in the knowledge construction process. According to the book Introduction to the book Research Methods and Report Writing (2016) explain that

Research design plays a foundational role for the research intervention. You have to prepare a good foundation for your whole research process. This assertion means that you

need to select the appropriate approach and type of research you will use in order to answer your research questions, which will eventually lead to dealing with your research question. The selection of the better approach is an exciting step for you because the better approach and type of research you select the more reliable and efficient will be your research outcome (Mligo, p.48).

The purpose of this chapter is to explain the distinct points that exist to develop a research methodology and understand the importance of each one of these distinct points that form a complement to each other to obtain better results. For that reason, each one of these steps will be explained throughout the chapter.

As mentioned before in this chapter was used different steps to the creation of the research. The first is research method this is based on distinct techniques that the researchers uses to develop a research. According to Walliman (2010) explain that “Research methods are the techniques you use to do research. They represent the tools of the trade, and provide you with ways to collect, sort and analyze information so that you can come to some conclusions” (p.7). Based on this point, is essential to know that the researcher must select a research method to develop the other parts of this research. As an important point, this research is based on the action research approach, but this research is going to focus on collaborative action research that is based on a research in which several people participate in the implementation of a new program, with the purpose of increasing the learning of both students and teachers. According to the book *Improving the Context for Inclusion* (2009) stated that “One way to learn more about collaborative processes is to focus on the way people talk together, and how that talk leads to or entails the construction of knowledge (Howes et al., p.41). Based on this information, the research method in this case collaborative action research play an essential role in the develop of

this. The importance of the research method in this action research proposal is because based on this the researchers can collect information identify and understand the distinct problems that exist and the possible solutions for this.

Moreover, in this action research proposal exist three distinct types of approach that help to develop a research, which are qualitative, quantitative and mixed. As an important point of this, is define the type of method to be used, since the data need to be collected must be taken before the research process, but in this case mixed approach was selected to develop this research, is essential to know that both qualitative and quantitative are fundamental to have a better understanding of the process of this research, for that reason was chosen the mixed approach. According to the book *Introduction to the Research in Education* (2010) “Mixed methods research combines quantitative and qualitative research methods in different ways, with each approach adding something to the understanding of the phenomenon” (Ary et al., p.559). Based on this point, the importance of the type of approach is that it contributes with the development of the action research proposal, because this can help to understand and find a solution for the speaking skill in the knowledge construction process.

Another step of this action research is data collection, this part of the research is fundamental in order to search or detect solutions and ways of how to improve a specific situation, but in this action research proposal is to improve the speaking skill of the students with the cognitive-linguistic skills. Is essential to know that exist distinct ways of collect data. According to the book *The Data Collection Toolkit* (2017) stated that “Teachers need to collect data to confirm a hypothesis, to answer questions that may arise about a certain situation or student, and to solve a problem that may come up in the classroom” (Golden, p.8). Based on this point, after collect the data the researches start with the creation of the instruments that will be

used, for that reason, data collection plays an important role in the development of the research, because if the data collection does not exist in the research, the instruments could not be developed. Based on this, for this research the instruments to be used are diagnostic test, pre-test and a post-test. Each one of these are essential in the develop of an alternative methodological proposal, because with the information of these test must be planned in order to understand what is the problem and how with the help of the cognitive linguistic skill the speaking skill can be improved in the knowledge construction process. According to the book Data Collection (2008) explain that “Instruments also are used to obtain information that will serve as a basis for change and to assist in workforce planning efforts” (Phillips et al., p.160). For that reason, the instrument has an essential role in the development of this research, because with this the researchers can find the distinct problems that exist. Moreover, the importance of the diagnostic test in this action research proposal is that it will indicate the level of knowledge and also expose the distinct linguistic gaps that the leaners have. Moreover, before applying distinct cognitive linguistic skills a pre-test has to be completed in order to be clear the level in a specific topic and after this the post- test will be given to see if the score is higher than the pre-test.

In conclusion, in this action research proposal, the methodology need distinct steps in order to obtain a better result in the research. For that reason, each one of these steps are important in the develop of this chapter and as a mention previously the research method selected in this case is collaborative action research this is based on distinct techniques that the researchers use to develop a research. Then, the type of approach that help to develop a research, which are qualitative, quantitative and mixed, but as mentioned before the tyoe of approach that is used is the mixed approach this was chosen to have a better develop of the research because this will provide a specific information that will needed to improve the speaking skill in the

knowledge construction process. Also, the data collection tool has an essential role in the development of this action research proposal, because based on this, the researchers can develop the instruments that are another important aspect in the creation of the research, because with the instruments that in this case are diagnostic test, pre-test and a post-test contributes with the detection of the problem that exist in the speaking skill of the students and based on this the researchers can find a solution for this problems. For that reason, each one of these distinct points are fundamental in the development of this proposal. In the next segment is going to explain in detail the research method of this action research proposal.

3.2 Research method

During the development of this specific part of the chapter, the research method is going to be define just like the different methods that exist and also is going to be focus in the method that this research is centered, and the importance of the research method for a project. It is relevant to be aware of the definition of the research method, which according to the book *Research Methodology Methods and Techniques* (2009)

Research methods may be understood as all those methods/techniques that are used for conduction of research. Research methods or techniques, thus, refer to the methods the researchers use in performing research operations. In other words, all those methods which are used by the researcher during the course of studying his research problem are termed as research methods. Since the object of research, particularly the applied research, it to arrive at a solution for a given problem, the available data and the unknown aspects of the problem have to be related to each other to make a solution possible. (C.R. Kothari, p.7-8)

According to the previous information giving by the book, research methods are those techniques that a researcher can use or apply to the problem that is trying to solve and find a solution with it. Research methods are those techniques that can conduct through the research if the problem can be solve or if there is possible solution to it. In addition, is relevant to state the difference between research method and research methodology due to it can be a bit confusing if you do not have the correct information to know which are the different aspects that this two terms have, if not is easy to confuse them due to at first instance it can sound similar, that is the reason why is necessary to specify them. Previously was mention that research method are techniques that can help the research to find a solution to the problem, on the other hand there is research methodology, which according with the book *The Essence of Research Methodology* (2009) can be define as

A research methodology based on a specific way of perceiving reality indicates the assumptions, criteria, rules and requirements the researcher needs to choose from and comply with in order to produce results that are obtained in a transparent way. We then call these results reliable and valid. How then researcher makes his choices, his line of reasoning, what he leaves out, and how he handles specific issues all lead to a contextualized research design. Methodology can also be understood as creating an ‘action protocol or doctrine’ based on how the researcher does (or does not) do certain things. (Jonker & Pennink, p.111).

According on the previous quote, research methodology are those criterias or rules that the researchers apply in order to obtain results, and with this know if the information is reliable and valid. There is the difference between research methods and research methodology but has it

importance for the different aspects that the researchers is going to need depending on the project or proposal that it is been working.

The research method is fundamental in a research due to is the one who is going to help the researcher to the conclusions that can obtain from it through the techniques apply depending on the type of research method that is going to be used according to the research. A research method is crucial to understand the information that were gather for the topic that is been investigated and with this help, in this case the pupils in the process. In addition, there are different research methods that exists, and are going to depend what are the aspects that the researcher needs, and with this select the method that better fits to their research. This project is going to be about the action research, which according to the book *Research Methods for Everyday Life* (2009), action research

is conducted by educational practitioners, with the goal of improving the particular institution at which they work. Action research is conducted by teachers and principals with students in that school as participants. Action research has its focus the improvement of the organization in which the research is being conducted. (Vanderstoep & Johnston., p.9).

According with the previous information provide thanks to the authors, the action research wants to improve the institutions in which is being working with, it is ideal to implement action research rather in a school or high school due to it is conducted by the ones who are in charge of the institution which are teachers and the principal. In addition, action research is focus on the problematic that is affecting the pupils in their process of knowledge construction process, according with the book *Doing Action Research in English Language* (2010) stated that “The central idea of the action part of AR is to intervene in a deliberate way in the problematic

situation in order to bring about changes and, even better, improvements in practice”(Burns,p.2). According with the quote provide by the book, the AR is in charge of helping the students during their knowledge construction process, it is ideal that teachers can implement this in class for the benefit of the pupils. Moreover, this research is focus on improving the speaking skill in the knowledge construction process through the cognitive- linguistic skill, due to the problematic here is the acquisition of knowledge referring to the speaking skill, that is why this research is centered in the action research in order of looking better solution to it. Action research is divided into different kinds of action research but for this project is going to be focus on the collaborative action research, which according to the book Knowledge and Power in Collaborative Research (2012) explain that “ Collaborative research can be understood as part of a ‘dialogic turn’ across diverse fields of social practice. In the dialogic turn, communication is conceived as a dialogue among participants in which knowledge is co-produced collaboratively” (Philip et al, p.2). Based on this, collaborative research can help with communicative part of the pupils, which is fundamental due to this project is focus in the speaking part in other words the Speaking skills in which they need to have dialogue between them in order to apply their knowledge and to practice more to have an improvement in their speaking skills. This action research proposal is focus on this action research due to it can help the students to be more collaborative in the speaking part, with this obtaining more opportunities to enhance their vocabulary. The collaborative action research can give different advantages for the pupils, in fact according with the book Collaborative Action Research for Professional Learning Communities (2010) “Collaborative action research and PLC teamwork can provide a teacher with a type of professional learning that is unavailable anywhere else”. According with the previous information provided, collaborative action research can help the teachers with their learning with this giving benefit to

the students, if the facilitator is well prepared and train. Implementing this method is going to help both teacher and pupils, due to the goal is the same to give the students the best tools that they can obtain from their facilitators, according with the previous book Collaborative Action Research for Professional Learning Communities (2010) stated that

The Collaborative action research process remedies this situation. It emerges the art and science of teaching by recognizing the critical role of teacher as designer. It empowers local educators to design techniques and strategies that promises to help all students achieve mastery of priority (Sagor).

According with the previous book, collaborative action research helps in the teaching strategies that teacher implement in the class for the pupils, developing strategies that gives them tools to achieve excellent results in their knowledge construction process. A teacher who is well train is an advantage for the pupils that are receiving their classes, because they are going to take advantage of it for them to apply it in order of obtain different results.

In conclusion research methods are used in order to obtain the results that the researchers needs, what the research method looks is a solution for a problem through the different techniques in which it is based rather than the research methodology which are rules or criteria that can lead to information that can be reliable and valid for the researcher to use. The research method has this importance due to it helps with the understanding of the topic that is been investigating and with this obtaining a better acquisition of knowledge. There are different types of research methods but for this project the one that fits in it is the action research which is focus in the problematic that can affects the pupils in their knowledge construction process, and this action research is divide into different types, but for this research the collaborative action research is the one that is being focus the proposal, this method had different aspects that help

the students and teacher in the process of the knowledge construction, due to it give strategies and techniques for the teaching of the facilitators in order of helping the social agents in their learning process. In the next segment of the chapter there is going to be explain in detail the type of approach that better fits for this action research proposal.

3.3 Type of approach

Preparing a research takes time and dedication to be well done, looking for the appropriate information to include it in the proposal that is been writing, it needs to follow a set of steps in order to obtain the results that were set. In the previous segment of the chapter it was mention the research method selected for the project that fits with the characteristics of it, for this segment it going to be mention the types of approach that exists, the relevance that each one of them have and the type of approach selected for the research. The first one is qualitative, the second one quantitative and the third and approach selected for the proposal the mixed, each one of them is going to be explain deeply and the relevance that has each one of them have for the proposal, and for the reader to be aware of it. According with the book *Research Design* (2017) stated that

think of research design as building a structure or plan for your research. Just as architects work with many different general types of structure—single-family homes, multifamily homes, nonresidential buildings, and so forth—social researchers have five primary structures with which they work: quantitative, qualitative, mixed methods, arts based, and community-based participatory. We call these approaches to research design, and the one we select for a given research project depends on considerations including our topic and purpose (Leavy, P.p.1).

Based on the previous information, a research can be exemplify as building a structure to try to give a clear comparison of it. It mention that architects have to work with many different types of structure, which are essential to the development of the project that they are working on, that is what happens in a research, related with the type of approach, which is relevant in the proposal due to, is the structure that will help the professor to obtain the objectives that were set, to guide the pupils to achieve it. Obviously that choosing the correct approach is not easy, is mandatory to investigate more to know which is going to provide the facilitator the right information to obtain the success of the research, that is why is fundamental to have information and to be aware of the three different approaches for this research.

The first approach that is going to be explain is the one called quantitative, that offer to the research a numeral view of the knowledge construction process of the social agents, this approach is essential in the development of a research, because the idea of this approach is to prove or disprove or to reinforce information or existing theories, in this case lending credence the use of the cognitive linguistic skill to improve the speaking skill. According with the book Research Design (2017) explain that

Quantitative research is characterized by deductive approaches to the research process aimed at proving, disproving, or lending credence to existing theories. This type of research involves measuring variables and testing relationships between variables in order to reveal patterns, correlations, or causal relationships. Researchers may employ linear methods of data collection and analysis that result in statistical data. The values underlying quantitative research include neutrality, objectivity, and the acquisition of a sizeable scope of knowledge (e.g., a statistical overview from a large sample). This

approach is generally appropriate when your primary purpose is to explain or evaluate (Leavy, P. p.9).

Based on the previous information provided, is fundamental to know that a quantitative research is focus basically on numbers or in other words, based on data, the researchers that employ this collect different information about the population studied, and it main purpose is to explain or evaluate. The advantage of this approach is that due to it collect data, is easier and faster to collect information to analyze it if the facilitator is in the need to collect information as quickly as possible.

The second approach of this proposal is the qualitative type. This type of approach gives to the researchers a humanistic view which is an important aspect to take into account when working with people. According with the book called Action Research for Teacher Candidates (2010) stated that

qualitative data sources are captured through narrative description of what students and teachers do and say. Images (videos, photographs, and artwork), physical objects, and audio recordings are also potential qualitative data sources. These data sources often provide rich descriptive and contextual information about the people, actions, and interactions that occur in classroom (Pelton, R. p.30).

Based on the previous information gather from the book, qualitative research is in charge of collecting data related with the interactions, actions about people, is more focus on that rather on the numbers or statistics. Qualitative research are focus on the feelings and emotions of the population studied, as the book says the information is take from what the students say or even the teachers, in this case is slower to take all the information and analyze it, due to is going to be different since there are diverse opinions from the population, and each people think differently.

In fact, the book *Doing Qualitative Research* (2013) mention that “if you are concerned with exploring people’s life histories or everyday behavior, then qualitative methods may be favoured.” (Silverman, D.p,49). Based on this, if the facilitator wants to include information about the behavior of the pupils in order to investigate problems in their educational development to look for possible solutions to it, qualitative is the right approach for it.

The third and final approach is the mixed one, which is the approach selected for this proposal to develop. This type of approach integrate the best of the both previous approaches mention, which are quantitative and qualitative, according with the book *Handbook of Methodological Approaches To Community-Based Research* (2016) explain that “mixed methods approaches, which combine qualitative and quantitative methods within the same study or project.” (Leonard, & Glenwick. P.3). Based on this, it clarify that, as it name says, mixed approaches combine both, qualitative and quantitative, it involves collecting, analyzing and interpreting both approaches in one, for that reason, is fundamental the use of this mixed approach because with the implementation of this approach in the alternative methodology proposal, the researchers can obtain an excellent results. Another essential point of this mixed approach is that with this the researchers can analyze and interpreting in a better way the data that are collect through the research. According with the book *Mixed Methods Research* state that (2010) “mixed methods research, as well as tips and procedures for gathering data, analyzing, interpreting, and writing up a mixed methods project” (Nagy, p.7). This previous information state that the mixed approach gather data and with this analyze and interpret the information that was provided. Mixed method has it relevance due to it can collect information from both approaches simultaneously, giving the researcher both perspectives, giving it a great advantage, due to it provide you from the

statics part but also it give the humanistic part of the pupils, and the teacher can use this in order to obtain different and better results, that in this case will help to enhance the Speaking skill.

In summary, this segment of the third chapter related with the type of approach for this proposal mention different aspects, it gives an idea of the three approaches which are the mention previously, quantitative, qualitative and the one selected for the proposal mixed approach. It is clear and it is mention also, that preparing a research take plenty of time to develop, and it is mandatory to give relevance to each segment of the proposal for the success of a good project. It mention that if the researcher needs data related with numbers and statistics the quantitative is the best option, and is easier and faster to analyze it due to is numerical and give the facilitator a clear view to make a decisions over the results that can obtain from it. It also mention the qualitative approach, which is based in the humanistic part, feelings and emotion of the population, this clearly is great option when you are working with people due to it provides the teacher information related with behavioral problems that a student can have, and look for possible solutions to help the pupil in the process. Finally it mention the approach that better fits with the proposal, which is the mixed approach, this involves both approaches that where mention previously, the numerical and humanistic part gather together to work as one, providing the facilitator a diverse amount of information about their pupils in order to help them in the process of it knowledge construction process. In this segment it could be reflect the importance of the type of Approach, which it will help the researcher with the information that she or he needs depending on the aspects that the facilitator wants. In the continuous segment there is going to be develop the data collection tools.

3.4 Data collection tools

It is fundamental to take into account that data collection tools are more than only search information and distinct ideas. Data collection tools are also distinct ways of collect information to prove or disprove if the hypothesis that was created at the beginning of the action research proposal is correct. According to the book *The Data Guidebook for Teachers and Leaders* (2006) stated that

The amount of data collected and viewed should be equal to its importance in the continuous improvement process. Viewing the pieces in this format also helps groups determine the areas that need more data. If a piece is important, but there is little information currently available, it would be worthwhile to determine additional methods of data collection (Depka, p.10)

The purpose of the data collection tool in this alternative methodology proposal is to identify a certain situation, and based on this, detect a solutions and ways of how to improve it. It is essential to take into account that all the distinct parts that conform the data collection tools play an important role to obtain the information results that the researchers need to find a solution of the problem, for that reason the instruments are a fundamental part to collect the data that the researcher need to detect the problem and to find a new solution for this, for that reason in this section is going to be talking about the instruments that is going to be using for this alternative methodology proposal.

Moreover, in a research there are diverse types of data collection tools, but this is divided in qualitative and quantitative, the instruments of quantitative research are surveys, interviews and questionnaires. The first one to be mentioned is surveys, according to the book *Data Collection* (2008) stated that “A survey is a specific type of questionnaire with several

applications in measuring program success. Surveys are used in situations in which only attitudes, beliefs, and opinions are captured” (Phillips & Phillips, p.1). This kind of instruments is based on distinct types of questions that the researcher can designed to analyze information and give distinct results. Also, this instrument in occasions the questions can be like a yes or no questions to make it easier for participants to answer, or the researcher can be used a scale in which indicates distinct points from strongly agree to strongly disagree. For that reason, survey can be an excellent way to data collection in a research, because the idea with this, is collect data based on attitudes or beliefs of the participants and based on this, the researcher can obtain distinct results. The second type of data collection tools are the interviews, this can be used in a research to gather data, because the idea with this, is that the researcher has a direct interaction with the participants to exchange information and understand their distinct emotions and behaviors of the participants. According to the book *Interviewing as Qualitative Research* (2006) explain that “At the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience” (Seidman, p.09). Based on this, the researcher can use interviews as way to collect data, with the idea to obtain better results to can understand the situation that was detected and find a solution for this. For that reason, the interviews are an excellent way to collect data in a research, because this can be simple for the researchers and the participants to obtain information. Moreover, the third instrument mentioned for quantitative research are the Questionnaires, according to the book *Designing Research Questionnaires for Business and Management Students* (2015) explain that “the questionnaire provides a formulated, structured and objective set of questions to gain information from respondents regarding a predetermined topic” (Ekinci, p.2). This type of instruments is based on distinct questions that are used to measure the behavior, preferences,

attitudes and opinions of the participants. The questionnaires offer a fast and efficient means of gathering information for that reason, the researchers can use this type of instrument to collect data, because is easy to use in a research and to obtain the information that they need to find a conclusion. As mentioned before, these instruments are used to collect data in a quantitative research, this can be used for the researchers to find an easy way to collect information about the problem that they found and based on this data, search a solution for the problem.

Moreover, for qualitative research exist instruments to collect data such as focus groups, Non- participant observations and ethnographic studies. The first type of data collection tools in a qualitative research is focus groups. This instrument can be used in a qualitative research to collect data throughout the research. According to the book *Research Methodology* (2011) explain that “Focus groups are a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or programme are explored through a free and open discussion between members of a group and the researcher” (Kumar, p.150-151). As mentioned in this point this type of instruments can be used in a research to collect data, the idea of this instruments is that the teacher knows the distinct opinions and perceptions that the social agents have on the topic addressed in the research. Based on this, the researcher can collect the data that they need to know, for the development of the research to obtain a result of the problem that was detected. The second instrument mentioned is Non-participant observations. According to Kumar (2011) explain that Non- participant observations “is when you, as a researcher, do not get involved in the activities of the group but remain a passive observer, watching and listening to its activities and drawing conclusions from this” (p.141). This type of instrument has something particular, in this kind of data collection, the researchers not have interaction with the participants, in this case, they have to observe in detail what they

are doing, without them practically noticing, this makes it easier for the participant to act more normal since they are not under any pressure. For that reason, this type of instruments is useful to collect data, because the researchers based on the observations, they can obtain information that can help to the development of the research and find a conclusion that help to find a solution.

Also, the third instruments in a qualitative research to collect data is ethnographic study. In this type of instrument, the researchers observe group behavior in natural setting to obtain information. According to Ary et al (2010) explain that ethnographic

is the in-depth study of naturally occurring behavior within a culture or entire social group. It seeks to understand the relationship between culture and behavior, with culture referring to the shared beliefs, values, concepts, practices, and attitudes of a specific group of people. It examines what people do and interprets why they do it (p.459).

The idea with this type of instrument is that the researchers have to study the participants in their own environment and do prolonged observations to obtain the information that they need, the function of this instrument is to gain a holistic understanding of a social or cultural group, this mean that the researchers based on the observation of this certain group they can understand the human behaviors and discover new information, but this can have a disadvantage because the researchers have to do prolonged observation and this can take a long time to achieve the results they need.

Each one of this type of instruments can be used in a research to collect data but, due to the fact that it is an action research focused on collaborative action research, the instruments that will be used are the diagnostic test, pre-test and post-tests, to be able to evaluate the evolution of the research before and after the application. According to the book the Mixed Method data collection strategies (2006) explain that

test gives the investigator first-hand knowledge of the strengths and weaknesses of the data collection plan, it allows the investigator to discover dimensions of the data collection plan that are not working as planned, and it allows investigators to make changes to the data collection plan to insure that the final implementation is in fact successful (Axinn & Pearce, p.85).

The Diagnostic test is indispensable in this alternative methodology proposal because this helps the professor in the knowledge construction process of the learners due to it providing an advantage for the better understanding of the cognitive skills, weakness and strengths of each one of the social agents, and it will also show the viability of the proposal. Once the diagnostic test has been carried out, it will be shown that the students have the need to strengthen these weaknesses, and after that the pre-test will be used, it helps to guide the professor to find a possible solution to a problem that can appear related with the learning process of each social agent, which is fundamental to give feedback on the improvements that the students have had. After the pre-test, the research can use the post-test, that is essential in this, because this can show if the use of the post-test got a higher result than the pre-test and with this show the improvements of the students in the speaking skill.

As conclusion, the data collection tools as mentioned previously are distinct ways of collect information to prove or disprove if the hypothesis that was created at the beginning of the action research proposal is correct. For that reason, the researchers need to find the best tool to collect the data that they need, to find a conclusion. Also, is essential to know that in a qualitative research and quantitative research, exist distinct types of instruments that the researcher can use based on what they need to collect, for this reason, as mentioned before the instruments that can be used in a quantitative research are surveys, interviews and

questionnaires, each one of this can be useful in the research, because based on what the researchers need they can choose the instruments for have a better results and the instruments that can be used in a qualitative research are focus groups, Non- participant observations and ethnographic studies, this also are very useful to collect data, is essential to know that the researchers based on the information that they want to collect and how quickly they need it, they choose the instrument that is best adapted according with their needs. However, based on this research that as mentioned previously is a collaborative action research, focused on a mixed approach the instruments that was used to collect data was diagnostic test, pre-test and post-test. These instruments are useful to collect data in this alternative methodology proposal, because with the use of the diagnostic test, the researcher can find what are the weakness or strengths that the students have in the speaking skill and based on that, implement the use cognitive linguistic skill during the classes, but before this, the researcher use the pre-test to evaluate if the students improve in their weakness and after that they used the post-test to check if there really was any improvement, after the use of the pre-test. It is fundamental to know this action research proposal the researchers need to identify what is the principal problems that the learners have in their speaking skill, for that reason, the used of these instruments are very useful to find this, and based on this search a solution, with the idea that the students have a better knowledge construction process. The next segment is going to be talking about in detail the instruments that was mentioned previously.

3.5 Instruments

After the data collection, the next step is to choose the research instruments, according to the book *Using Research Instruments* (2003) stated that “Research instruments are simply devices for obtaining information relevant to your research project, and there are many

alternatives from which to choose” (Birmingham & Wilkinson p.3). The instruments are an essential part of this alternative methodology proposal to prove or disprove the hypotheses that was created at the beginning of the research. Also, the use of the instruments has the function to answer the questions previously prepared and the idea of the use of this in a research is to find the problem and offer a solution to improve it. This part is fundamental, because if the teacher do not use in a correct form the instruments, all this point will not be completed for the development of this proposal, for this reason, instruments are an essential point to obtain the information that the researchers needs to develop an excellent alternative methodology proposal. The purpose of the instruments in this alternative methodology proposal is to analyze with the use of diagnostic test, pre-test and post-test, the distinct weakness and strengths that the social agents have in the knowledge construction process and based on this the researchers can use the cognitive-linguistic skills to help with the improvement of the speaking skill of the learners, based on that the instruments play an essential role in the development of this proposal, for that reason, each one of these will be explained throughout the section and give the importance that each one have in the development of this proposal to enhance the knowledge construction process of the students.

Moreover, in a research exist distinct instruments that the researcher can used, but is fundamental to know, that the aim of this alternative methodology proposal is to offer the use of cognitive-linguistic skill to improve the speaking skill in the knowledge construction process of the learners. As a principal aspect that the researchers have to know is what is the correct form to choose the instruments that better works in the research, in which conditions are the population and so on in order to obtain better results, according on what the book called *Designing and Constructing Instruments for Social Research and Evaluation* (2007) explained that

being aware of the conditions that affect your results, you can create an instrument that

effectively meets your need for information because the research has demonstrated that some approaches to instrument development can increase the accuracy and dependability of responses (Colton & Covert, p.4).

Based on this information provided, the facilitator has to be aware of the conditions on what the learners are exposed, the capabilities of them and more to be able to choose the correct instruments according on the information that was collected for the benefit of the social agents.

The type of approach that was selected for this action research proposal are Mixed methods, this is fundamental to obtain a better develop in the research. According to the Handbook of Methodological Approaches to Community-Based Research (2016) explain that “mixed methods studies attempt to use both quantitative and qualitative methods to offset each other’s strengths and weaknesses or mix methods to answer a research question or questions by all means available” (Jason & Glenwick, p. 233-234). For that reason, the mixed method was selected for this alternative methodology proposal, because with the used of both methods, the researcher have a better opportunity to gain the purpose of this. However, in a mixed method exist distinct instruments that the researchers can be used, but for this action research proposal the instruments that is used are, diagnostic test, pre- test and post-test. These instruments allow the researchers distinct information that they needed in order to prove or disprove the hypothesis that was created previously, and the use of this instruments give a solution to improve the lack of knowledge in the speaking skill of the learners. Moreover, the instruments give the researcher a better understanding of the distinct knowledge gaps that the students have when learn a second language, for that reason, the diagnostic test help the professor in the knowledge construction process of the social agents due to it provide an advantage for the better understanding of the cognitive skills, weakness and strengths of each one of the them, and before introduce the

cognitive linguistic skill in the classroom, the researcher have to use a pre-test that helps to guide the teacher to find a possible solution to a problem that can appear related on the education and the learning process of each student and with the post-test the researcher can created a comparison between the prior knowledge and the new that they learned, for this reason these instruments play an essential role in the development of this proposal, because they are in charge of demonstrating the results of the detected problems and give a solution for this.

As conclusion all of these points are essential in the development of this alternative methodology proposal, the instruments as mentioned before are an essential part of this alternative methodology proposal to prove or disprove the hypotheses that was created at the beginning of the research and the idea of the use of this instruments in a research is to find the problem and offer a solution to improve it, for that reason, the instruments are fundamental in the research, because if the researchers do not choose the correct instruments, the develop of the research is it will not be possible to achieve in the best way. Also, in this proposal the mixed method was chosen, this is based on quantitative and qualitative method, that both help in the proposal to have a better result in the development. Moreover, the instruments that was chosen in this proposal are diagnostic test, pre-test and post-test. These instruments play an essential role, because as mentioned before the diagnostic test allow that the researchers can know the prior knowledge that students have in a specific topic or in the speaking skill, and before the researchers can introduce the cognitive linguistic skill, they can have to use a pre-test to know and understand the new knowledge that the students acquire and after that with the use of the post-test the researcher can created a comparison between the prior knowledge and the new that the pupils learned. For that reason, the following segment is going to explain in detail the instruments used in this proposal, which are diagnostic test, pre-test and post-test.

3.5.1 Diagnostic test

In the previous segment it was mentioned briefly the diagnostic test, pre-test and post-test, for this part of the alternative methodology proposal it is going to be explained in detail each one of them as an innovation in education, according with the book called Cognitive Diagnostic Assessment for Education (2007) explain that a diagnostic test is “designed to measure specific knowledge structures and processing skills in students so as to provide information about their cognitive strengths and weaknesses” (Leighton & Gierl, p.03). Based on the previous information provided, this instrument is to obtain the necessary information for educational purposes of the facilitator in order to provide the students a better quality of learning. The purpose of the diagnostic test is to help the professor in the knowledge construction process of the learners due to it provides an advantage for the better understanding of the cognitive skills, weakness and strengths of each one of the students. According with the information provided by the book Educational and Psychological Measurement (2019) “The purpose of diagnostic tests, then, is to provide information regarding the level of attribute mastery for each individual completing the assessment” (Holmes & French, p.313). Based on the information provided thanks to the book, diagnostic test provides the teacher a base of information that can be used for the benefit of the pupils due to the teacher can analyze which are the parts on which they are failing or having problems in order to help them.

The importance of the implementation of this kind of instrument for the learners in an English classroom is to obtain a base in which the students can give the facilitator the information for analyzing and trying to obtain results that can be used to apply the strategies that can help to improve the knowledge construction process of the students focus on the speaking

skill primary, according with the book *The SAGE Encyclopedia of Educational Research* (2018) explain that

a diagnostic test in education aims to assess criteria in the field of teaching and learning.

This can be learning conditions such as knowledge, competences, motivation, self-regulation, learning disabilities, and learning achievements, or more general, such as intelligence or school qualification (Frey, p.1325).

According with this, a diagnostic test has relevance and can help with different aspects of the learners in the process of obtaining new acquisition of knowledge. In the next segment is going to be explain the pre-test and the relevance that this instrument has for the knowledge construction process.

3.5.2 Pre- test

The pre-test has relevance in this alternative methodological proposal and is essential for the process of the knowledge construction process of the pupils, it helps to guide the professor to find a possible solution to a problem that can appear related on the education and the learning process of each student. According to the book called *Mixed Methods Data Collection Strategies* (2006) explain that

pretest gives the investigator first-hand knowledge of the strengths and weaknesses of the data collection plan, it allows the investigator to discover dimensions of the data collection plan that are not working as planned, and it allows investigators to make changes to the data collection plan to ensure that the final implementation is in fact successful (Axinn & Pearce, p.85).

Based on what the book mention, pre -test help to collect data in order to investigate which are the problems or failures that the student can present in order to look for possible solution to

provide them, with this helping to make changes in the planning if is necessary or implement another kind of strategies or methodologies to obtain better results and help the student in their process of improving in this case their speaking skill.

The purpose with the pre- test, as it was mention previously, is to obtain information from the population the is being studied, from their opinions gather from interviews or questionnaires used by the facilitator based on what he or she can observe during the classes. According with the information provided by the book *The Research Imagination* (2007) “The pretest often suggests necessary or desirable changes in wording, format, or layout; identifies ineffective questions that should be deleted; and sometimes uncovers new issues to which additional questions should be addressed” (Gray, P et al., p. 138). Based on this information provided, the facilitator has to pay attention to the different information gather from the pre-test applied to the diverse population to obtain results that can be used for the benefit of the participants. This specific instrument has it relevance due to it provide a data that can be used to apply strategies that can help to improve the knowledge construction process of the pupils because is information that they give to the facilitator through the pre- test to analyze it. The next part of the chapter is going to mention the final instrument which is the post test.

3.5.3 Post-test

The post-test is fundamental after a process that was finished, to see if the process that was used work or not. According with the book *Educational Research* (2012) explain that post-test is “a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment” (Creswell, p. 298). The post-test is used in the participants after a process to obtain the effectiveness of what has been implemented, in this case the used of cognitive-linguistic skill were implemented in order to enhance the speaking skill in the students,

and when the students finished the previously test, they are going to take another test in which is going to be examined to define the effectiveness of the use of cognitive-linguistic skill to obtain a positive or negative result in the knowledge construction process of the students. The idea of the use of the post-test in an alternative methodological proposal is that the researchers can take the information of the pre-test and analyzed this information, and after this they can compare it with the results that they obtained from the post-test to see how the cognitive skill help in the speaking skill. Moreover, as a fundamental aspect, the use of the pre-test helps that the learners have more confidence in which they do previously and with this, when they take a post-test can improve their mistakes and obtain a better result. According to the book *Educational Research Quantitative, Qualitative and Mixed Approaches* (2017) stated that

Taking a test familiarizes you with the content of the test. After taking a test, you might think about errors you made that you could correct if you took the test again. When the test is administered a second time, you are already familiar with it and might remember some of your prior responses (Johnson & Christensen, p.622).

For that reason, if the students after the pre-test, they try to correct their mistakes, when they take the post-test the results of this, can be better, and this can show that the use of the cognitive-linguistic skill worked for the improve of the speaking skill. The post-test is essential in this alternative methodological proposal because this give the learners the opportunity to learn better, because the used of this increase the knowledge construction process of the pupils, and this is the idea of this proposal, to improve the speaking skill regardless of the language gaps that the learners have.

As a conclusion, the instruments play an essential role in an action research proposal, because as mentioned before, the used of the instruments are fundamental to help to answer the

questions that were created previously in the proposal, and also, the instruments helps to prove or disprove if the hypothesis that was created is correct or not. As an essential point, exist distinct types of instruments that the researchers can be used, but in this case the mixed approach is used, and the instruments that can be used are diagnostic test, pre-test and post-test. The diagnostic test is used to see what is the knowledge that the students have in a topic or in a specific skill during their knowledge construction process. The idea of this, is to see if the pupils understand or master the speaking skill and if not, the teacher can look for distinct solution to improve this. Also, the pre-test as a mentioned before, is fundamental in this alternative methodological proposal because this allows that the researchers have more knowledge about the mistakes that the pupils have in the development of the speaking skill, because this kind of instruments help the researchers to see the distinct needs that the pupils have and based on this changed the method that are using to enhance this skill. And the last instruments that was used is post-test, this type of instruments are used after finished the previous tests, to see if the implementation of cognitive-linguistic skill have positive or negative results in the knowledge construction process of the students. Also, as a fundamental point the used of the diagnostic test, pre-test and post-test are used to know if the students are getting the level that they need to know and if not, the researchers have to search a solution to improve this problems in the speaking skill of the students. The following segment is going to expose the conclusion of the present chapter in order to mention essential points that was mentioned.

3.6 Chapter Conclusion

As mentioned before the methodology of this action research is in order to choose the correct tools to achieve the results that the researchers want. As an important aspect that was mentioned previously, the design of the methodology consists in distinct steps that the researcher

has to development to obtain the goal of the research proposal, which are the research method that is going to be implemented, the type of approach to carry out the research, all the data collections tools and instruments that are necessary to create and implement during this alternative methodological proposal. The main goal of this research proposal is to analyze is if the implementation of cognitive- linguistic skills helps to improve the speaking skill in the knowledge construction process. Another essential point that was mentioned previously was the different between methodology and method, in which the research method are techniques that can help the research to find a solution to the problem, on the other hand there is research methodology and research methodology are those criterias or rules that the researchers apply in order to obtain results, and with this know if the information is reliable and valid. In this alternative methodological proposal, the research method that was chosen is action research as a mentioned before action research is focus on the problematic that is affecting the pupils in their process of knowledge construction process. This research method as mentioned previously it is ideal that the teachers can implement this in class for the benefit of the pupils and this research proposal is focus on improving the speaking skill in the knowledge construction process through the cognitive- linguistic skill, due to the problematic here is the acquisition of knowledge referring to the speaking skill, that is why this research is centered in the action research in order of looking better solution to it and as an fundamental aspect the action research is divided into different kind of action research but for this project the action research that was focused is collaborative action research. Another fundamental point is the type of approach that was exposed in this proposal, previously was mentioned the quantitative and qualitative approach, but for this, the type of approach that was chosen is mixed approach this was based on both approaches, giving the researchers both perspectives and this give an advantage, because the

teacher can use this in order to obtain an excellent results and with this help to improve the speaking skill of the students.

Moreover, in order to apply the instruments in this proposal the researchers have to search the data collection tool to prove or disprove the hypothesis that was created at the beginning to know if is correct or not. As a mentioned before the purpose of the data collection tool in this alternative methodology proposal is to identify a certain situation, and based on this, detect a solutions and ways of how to improve it. The data collection tools are chosen according with what the researcher need to collect. In this proposal was exposed some of the data collection tools that can be use in an action research, such as interviews, surveys, focus groups, ethnographic studies and so on. But, for this collaborative action research the instruments that was chose based on the mixed approach is diagnostic test, pre-test, and post-test As mentioned previously in this chapter the instruments are an essential part of this alternative methodology proposal to prove or disprove the hypotheses that was created at the beginning of the research. Also, the use of the instruments has the function to answer the questions previously prepared and the idea of the use of this in a research is to find the problem and offer a solution to improve it, the instruments are devices created for gathering data that the researcher wants in order to improve their classes and give the pupils a better teaching. These instruments created for the pupils are the ones mention previously diagnostic test, pre-test and finally post- test. The diagnostic test was designed to measure the information gather from this, the strengths and weaknesses of the pupils in order to adapt the class or apply another kind of strategies to give the opportunity to the learners to be able to understand better the topic or subject that us being taught, it gives the facilitator the tools to look for a solution for the students, everything that was apply in this part is for the benefit of the population that is being teaching. Then there is the pre-

test, which is the other instrument apply to help with the improvement of the knowledge construction process of the social agents, this instrument provides the teacher data that can be used in the benefit of the pupils, to analyze which are the failures that can be happening, and with this look for possible solutions to apply it.

All of this information is gathering from the opinions and thoughts from the students by interviews or a set of questions in order to help them in their journey of their knowledge construction process. The final instrument is the one called post- test; this particular instrument is used on the participants after all the process that they were participating in order to obtain the effectiveness of what was implementing. The idea with the use of the post-test in this alternative methodological proposal is that the facilitator can take the data gather of the pre-test and analyzed this information, and after this they can make a comparison with the results that they obtained from the post-test to see how the cognitive skill help in the speaking skill of the pupils. In the current alternative methodological proposal, it is going to be seen how the diagnostic test, pre-test and post-test will help with the ending results of the implementation of cognitive linguistic skills to improve the speaking skill in the knowledge construction process of the pupils.

Chapter IV: Findings

4.1 Introduction

This chapter is going to develop one of the fundamental part of this alternative methodological proposal in which every of each aspect play an essential role in this, because in this chapter will be explaining the justification of this proposal in which it will be explained the reasons of why this alternative methodological proposal is fundamental to enhance the speaking skill. Also, in this chapter is going to be explained the importance, the necessity and the scopes of this proposal, is essential to know that in this first point is going to be explained the importance of why it is fundamental to promote the knowledge construction process, the second point is going to be develop about why it is a necessity to foster the knowledge construction process and the third point is going to be explained the scopes to encourage the knowledge construction process. Moreover, in this chapter is going to be explained the teaching strategies that will be used for the development of this, which are the indicators that were previously developed in the chapters, of which three will be chosen, and is fundamental to know that with the development of this chapter the facilitator can understand better how to improve the speaking skill in the social agents. For that reason, two variables and three indicators were selected, the variables that were chosen are cognitive linguistic and speaking skill, in which cognitive linguistic have one indicator called metacognitive, this has the function of help the social agents to understand their own learning process, and the idea with this indicator, is that with the use of this during the classes, this can help with the improvement of the cognitive linguistic skills that the social agents have and with this the facilitator can enhance the ability to speak in the learners. According to Harris and Meltzer (2015) explain that metacognitive

refers to each student's understanding and beliefs about how he or she thinks and learns as well as the strategies that can be used to accomplish specific tasks. As students'

metacognitive awareness increases, they begin to understand their strengths and weaknesses, which, in turn, influences their selection of specific executive function strategies (p.6).

Based on this, the metacognitive can help with the improvement of the cognitive linguistic skills that social agents have to learn a new language, and if during the class the facilitator increase that the students use their metacognitive skills this can help that they improve their speaking skill.

Also, the other variable that was selected is speaking skill, this have two indicators the first is oral interaction, that is based on the ability that the social agents have to express themselves appropriately in a group conversation, this indicator is essential to have an excellent development of the speaking skill because with this, exist a constant communication between the social agents with the facilitator and this help to increase the improvement of this skill in the social agents. According to the book *What English Language Teachers Need to Know* (2010) explain that “The focus on classroom interaction has placed an emphasis on the study of learner discourse and social interaction and the ways in which learners manipulate their interlanguage resources to make their messages understandable to others” (Murray & Christison, p.173). For that reason, oral interaction has an essential role in the development of the speaking skill, because if the social agents have in constant interaction with their facilitator and classmates, they have opportunities to improve their English and with this development better the knowledge construction process. The second indicator that was chose to improve the speaking skill is fluency, this is the most relevant points in the ability to speak, since if there is not an excellent fluency in the students when it comes to speaking, this will cause their communication to not be the most understandable for other people, for this reason, fluency was selected to improve the

speaking skill in the social agents. According to the book *International Perspectives on Teaching the Four Skills in ELT* (2018) stated that “In addition to learning the linguistic features of the language, speakers must manage a combination of accuracy, fluency and complexity so that they can meet the heavy processing demands of spontaneous talk” (Burnes & Siegel). For that reason, fluency have an essential role to obtain an excellent result in the development of the speaking skill, because the social agents with problems of fluency sometimes they will not feel comfortable starting a conversation or participating in assignments during class, and this can affect in the development of the knowledge construction process.

The purpose of this chapter is to explain the justification of this proposal. Also, the distinct teaching strategies that is going to be develop in this proposal and understand the importance of each one of these strategies in the development of the knowledge construction process of the social agents. Also, in this chapter is going to be explain the importance, the necessity and the scopes in the knowledge construction process, all these aspects are going to be development throughout this chapter.

In conclusion, in this chapter essential points will be explained in order to understand the importance of each one of these points mentioned above in the knowledge construction process of the social agents. As mentioned before, in this chapter is going to be explained the justification of why this alternative methodology proposal is fundamental to the improvement of the speaking skills. Also, the importance, the necessity and the scopes of this alternative methodological proposal in the development of knowledge construction process of the social agents for this reason, throughout the chapter, this points will be mentioned and explained in detail, to give a better vision of what we want to achieve in this proposal. Also, in this chapter exist the distinct teaching strategies, which are metacognitive, oral interaction and fluency are

going to be development and explaining throughout the chapter, to understand the importance of each of them in the development and improvement of the ability to speak in the social agents. For that reason, every of each point play a fundamental role in the development of this proposal, because each one gives an idea of what is the goal to achieve with the implementation of this proposal. In the next segment is going to be mentioned the title of the proposal and also is going to be explained the justification of the alternative methodology proposal.

4.2 Title of the Proposal

The Implementation of Cognitive-Linguistic Skills to Improve the Speaking Skill in the Knowledge Construction Process

4.3 Justification

The importance of an alternative methodological proposal is to assist the facilitators and the social agents to find a solution for a problem that they are facing or provide them with an alternative that can help them to improve the skills of the social agents that they need to develop in order to obtain the goals that were set for the English classes, that is the reason of why is relevant this particular alternative methodological proposal which is based on the implementation of cognitive linguistic skills for the development of the speaking skill which is the focus on this proposal, to have an improvement of the skills in the oral part of the social agents in which they can have the tools to understand in a better way their learning process to achieve in which they can understand better their learning process in order to develop their English speaking skill, based on the book *Ways of Learning* “A basic understanding of processes of learning is essential for those who intend to develop activities that will have the potential to lead to effective learning taking place in classrooms”(Pritchard, p.1). Based on the information provide on the book, the idea is to bring them both, the professor and the social agents with the

proper strategies for their searching of the knowledge construction process, due to if the social agents are aware of their learning process they can be able to understand better and for instance to obtain different results in their education, and in other words, that is the purpose of this alternative methodological proposal, to help as many as possible in the process of their education, that in this case the main goal is to develop a high level of English through the cognitive linguistic skills to manage it more.

Education is always in constant changing, and the institution who is in charge of it, which is the Ministerio de Educación Pública is always trying to improve and train teachers to be qualify enough to bring the social agents a different experience while they are learning English, that is why the cognitive linguistic skills were taken into account as an innovative approach to develop in a proposal for the benefit of the education of the social agents, in fact based on the book *The Oxford Handbook of Cognitive Linguistics* mention that “Cognitive linguistics is a relatively new school of linguistics, and one of the most innovative and exciting approaches to the study of language and thought that has emerged within the modern field of interdisciplinary study known as cognitive science”(Geeraerts & Cuyckens, p.5). Based on the previous information, cognitive linguistic skills can be an innovative approach that can be apply in the classrooms in order to provide the social agents with a new strategy that can be put into practice to obtain the level that they want to achieve. Basically for this proposal, the idea is to be focus on the cognitive part of the social agents due to the cognitive linguistic skills are related with the information processing that is focus on the use of memory, attention, perception, interaction, among others, in fact based on the book called *Corpora in Cognitive Linguistics* “Cognitive Linguistics often makes reference to the way in which humans perceive, and interact with, the world, an approach that will recur in most of the papers of this volume” (Gries & Stefanowitsch,

p.2). According with the previous information provided by the book, cognitive linguistic skills implementation is beneficial in the different aspects mention before in the proposal, related with their interaction and perception, that helps to exercise diverse part of the brain in the process to assist them in their knowledge construction process.

In conclusion, an alternative methodological proposal is created with the purpose of face or attack a problem that is being affecting the social agents in their process of acquiring new knowledge or it also could facilitate to improve a skill that needs a little push to be develop more. The relevance of this particular proposal is to give the teacher strategies that can be apply in the class for the benefit of the social agents applying cognitive linguistic skills for the development of the speaking skill in which they can evolve more in the language that they are learning that in this case is English, which is well known that for the development of this skill the social agents need to be expose to practice and methods that are going to support them to acquire new knowledge and vocabulary to apply at them moment of speak with others. Applying cognitive linguistic skills gives an alternative in the education of the social agents to understand better their learning process in order to obtain the knowledge in a different way been aware of it. The education of the social agents is key for their future and equally is the acquisition of a new language which is English, as a matter of fact the institution that is in charge of it, that is the Ministerio de Educación Pública is constant searching for innovative strategies and alternatives to support both teachers and social agents for the improvement of the knowledge construction of process in the English department, due to they are aware of the relevance of having a proper management of the language for the benefits of the future of the social agents, that is why the implementation of cognitive linguistic skills were taken in to account, to develop a proposal in which they can assist the professors in the process of teaching the language and for the social

agents to understand it better and acquire the proper tools to do it. In the next segment there is going to be explain the alternative methodological proposal including three different aspects which are the importance, the necessity and the scopes, and also is going to be explained the alternative methodological proposal implementation.

4.4 Alternative Methodological Proposal

The process of learning English in the social agents is an essential stage in their education. It is fundamental to know that the way in which the class is development can bring interest and confidence in the social agents to learn. According to the book *Teaching to Empower* (2020) stated that “Creating appealing and effective learning tasks for our diverse students involves locating and sharing our own enthusiasms and positive associations with learning” (Zacarian & Silverstone, p.69). The purpose is that the social agents with this, they can feel this teaching as a positive experience and based on that, they can learn in a good way and improve their speaking skill, because if the social agents received classes in a excellent environment this can benefit in their knowledge construction process. The need for the social agents to learn English to can communicate during their knowledge construction process, arose the idea of creating this alternative methodological proposal with the purpose that the social agents can use the cognitive linguistic skills to improve their speaking skill during the teaching process. According to the book *Applying Cognitive Linguistics to Second Language Learning and Teaching* (2008) stated that

One of the contributions that cognitive linguistics makes to second language learning and teaching is to suggest ways in which the relationships between grammatical expressions and their original lexical meanings can be made apparent in the language classroom to enhance learning and memorization (Littlemore, p. 3).

Base on that, this innovative alternative methodological proposal is essential in the knowledge construction process of the social agents, because with this, they can have a great opportunity to enhance their speaking skill through the use of cognitive linguistic skills make that the teaching process make it easier for the social agents.

As an explained before and the necessity to develop the speaking skill in the social agents during their knowledge construction process, this alternative methodological proposal is composed of three distinct strategies based on the seventh grade. The first strategy is called “Let me know about you!”, and it is focused on the use of oral interaction to improve the speaking skill in the social agents while asking question to their classmates about personal information. According to the book *Second Language Interaction in Diverse Educational Contexts* (2013) stated that “interaction is believed to facilitate the process of second language (L2) learning by exposing learners to meaningful input, providing them with feedback on their linguistic performance and allowing them to produce and modify their output” (McDonough & Mackey, p.4). Based on this, the oral interaction is essential for the social agents to have an excellent knowledge construction process, for that reason, this strategy is based on the social interaction to improve the speaking skill. The aim of this strategy is that with this, the social agents can have the chance to have an oral interaction with their classmates during the class, through a conversation in groups or pairs in which they have to ask a series of questions related with the topic and with this, they can improve their speaking skill.

The second strategy of this alternative methodological proposal is called “tell me what you like to do”. This strategy was created to reinforce the speaking skill in the social agents through the use of fluency. According to the book *Fluency Disorders* (2019) stated that “Speakers who routinely produce disfluent speech at greater-than-normal frequencies often find

it challenging to communicate the spoken messages that are essential for participation in daily activities” (Logan, p.04). For that reason, fluency is fundamental to the development of the speaking skill, because if the social agents do not have an excellent fluency, this can generate problems in their speak. The aim of this strategy is that the social agents have the opportunity to have a conversation in which they can ask simple questions about daily routines, eating habits, hobbies and hanging out activities and answering distinct questions from their classmates with the idea of improve their knowledge construction process and their speaking skill.

The last strategy of this proposal is called “I want to travel, but where I can go?”. This strategy is based on metacognitive in where the social agents have to work in groups or in pairs to ask distinct questions about information related with places, tour and plans to reinforce their knowledge construction process. The purpose of this, is that with this they can enhance their cognitive linguistic skills, that will allow them to improve their speaking skill. According to the book *Teaching Students to Drive Their Brains* (2016) stated that

As in driver’s education, students need explicit instruction on how to steer their thinking, when they need to slow down and when it’s OK to speed up, where they might take shortcuts to get to their learning goals, and when they might benefit from a leisurely road trip along the back roads of knowledge (Wilson & Conyers, p,2).

For that reason, this strategy arose, to implement the use of the metacognitive to reinforce their cognitive linguistic skills and with that the social agents can have an excellent development of the speaking skill, because with this strategy the social agents can know about their own learning process and based on this, they can know the ways their learn to reinforce their speaking skill. Moreover, with the implementation of these three strategies, the social agents will can

increase their speaking skill, and also, with the use of this they can feel more relax and comfortable working in this way.

4.4.1 Importance

Nowadays, English have become in one of the most language used and practiced around the world, but the learning of this language has challenges for the social agents, because being able to master the speaking skill represents the most difficult part of this, because in this part the social agents have to practice constantly to achieve a good fluency. It is fundamental to improve the knowledge construction process of the social agents and the speaking skill, through this alternative methodological proposal, because with the use of this during the teaching process, the social agents have the opportunity to enhance their speaking skill. As mentioned before, this proposal is made up of three distinct strategies, each one of these, are composed for variables and indicators. The first strategy is based on the indicator oral interaction, the implementation of this point is essential to promote the knowledge construction process, because with this, the social agents can interact with their classmates during the classes, and the interaction that they are going to have is going to improve their ability to speak, because if the social agents have a lot interaction during their teaching process, they will acquire knowledge to improve their ability to speak. According to Bilbrough (2007) stated that

all learning is dialogic. That is, learning is jointly constructed through the interaction between the learner and a “better other” (whether parent, sibling, peer, teacher or supervisor). This process of joint construction is conducted largely or entirely through dialogue, and has occurred throughout the history of human interaction”(p.08).

Base on this, interaction play an essential role in the development of the knowledge construction process of the social agents, this can be practice both inside or outside of the

classroom, and if the social agents, practice it frequently, they can have an excellent knowledge construction process.

The second strategy is based on the indicator fluency, this is fundamental to foster the knowledge construction process of the social agents, because as mentioned before fluency is essential in the speaking skill, since with this the social agents can communicate with their classmates in a better way, due to if they have a excellent fluency during the teaching process this can generate that the social agents feel more comfortable talking in front of their classmates. According to the book *Fluency in Native and Nonnative English Speech* (2013) stated that

The overall goal in English language teaching is to prepare language learners to be able to engage in “successful communication” in the target language. In this context, therefore, [f]luency is mainly of interest because it is related to communicative effectiveness (Gotz, p.01).

Based on this, fluency is fundamental to foster the knowledge construction process of the social agents, because with this they can have a better understandable communication both inside and outside of the classroom and have an excellent opportunity in their daily life.

Moreover, the last strategy is based on the metacognitive, this other indicator is essential to promote the knowledge construction process, because as mentioned before this is based on the ability that the social agents have to know their own learning process, and with this, the social agents can learn in a better way and based on this they can have a better development of their knowledge construction process to improve their speaking skill. According to Mazorodze and Reiss (2019) stated that

Metacognition refers to a person’s thinking about their cognitive processes. It constitutes metacognitive knowledge (knowledge about tasks, persons and strategies),

metacognitive monitoring and regulation. This includes knowing relevant properties of information or data, observing one's limitations concerning knowledge and realising the need to review certain aspects of work during and after undertaking it (p.12).

Based on this, the metacognitive is fundamental to the development of the knowledge construction process of the social agents, because is essential for the learners to have a better understanding of their teaching process and with this achieve new knowledge.

4.4.2 Necessity

It is essential to know that for the social agents the knowledge construction process can be difficult, because is common that they in the teaching process, feel anxiety and stress, and this can affect to accomplish the goal that the educational system wants them to achieve. According to the book *Speaking English as a Second Language* (2020) stated that “low self- esteem, fear and shyness of making mistakes, anxiety, attitude and motivation have been of great difficulties or obstacles in L2 oral communication” (Jamshidnejad, p. 16). For that reason, this alternative methodological proposal provides distinct tools and instructions for the facilitator in a way in which they can create meaningful tasks that can improve the knowledge construction process of the social agents, based on the distinct topics that was mentioned before. In nowadays, English is an essential tool for the social agents, to can communicate with other people, this is why it is necessary to develop this alternative methodological proposal, because this is focused in the development of the speaking skill of the social agents, not only for academic purposes but also to prepare them for the future. According to Patel and Jain (2008) mention that “The more effective grasp of English in all its diversities of speech, vocabulary, structure and meaning, the more will be benefit personally and contribute to the growth of our country as a modern nation of the 21st century” (p.10). For that reason, promote the knowledge construction process in the

social agents is a necessity, because this can help them grow both academically and personally, allowing them to have better opportunities in life. Each one of these strategies arose with the necessity to foster the knowledge construction process of the social agents, because each one of these has an essential role in the development of the speaking skill, the indicators called metacognitive, oral interaction and fluency were selected for the necessity to improve the speaking skill, because each one of these are necessary for development of the English language, by the reason of that if not exist metacognition in the development of the social agents, this can be difficult to them, know about their knowledge and the ways that they learn, also, if not exist an excellent fluency and oral interaction during the teaching process, this can cause that their knowledge construction process and their speaking skill not be the most suitable for their development.

4.4.3 Scopes

The alternative methodological proposal pretends to assist the social agents to foster their knowledge construction process with the implementation of three different strategies that were created with the purpose of helping them to reach the goals. The focus that has this proposal is that the social agents can reach a level of English in their speaking skill with the assistance of the strategies to obtain the results that are expected with the alternative, to prepare the social agents in which with the tools provided and that were taken into account based on the difficulties that they can have during their process of learning, giving an alternative to the facilitator in order to guide their social agents to accomplish the goals of getting a level of English in which they can talk and discuss easily in other language besides Spanish. In the scopes there are different aspects to develop in order to promote the knowledge construction process that will be develop in the chapter.

The idea is to improve different aspects for support the knowledge construction process of the learners, one of them is the fluency in the speaking skill to reach an English in which they can communicate easily knowing that they are speaking clear, in fact fluency is a key component of the speaking skill, based on the book *Formulaic Language and Second Language Speech Fluency* “If oral performance is to be assessed, fluency is a key area of ability which needs to be pinned down to specific proficiency criteria and levels”(Wood, p.10). For that reason, fluency is relevant due to if they obtain an accurate level of fluency they are going to be understand when they are speaking with other people. Based on this, the fluency can help to enhance the social agent speaking skill due to, if they have a balance in this aspect, not too fast or to slow, more in the between of both, their speaking skill is going to be affect for it, because they are going to feel more confident at the moment of develop their speaking part.

As same as fluency, oral interaction plays a relevant focus in knowledge construction process of the speaking skill due to is the way in which the social agents express themselves between others, according to Oliver and Philp (2014) stated that “Oral interaction is the spoken language that takes place between two or more people and, as the name implies, it is the type of speaking and listening that occurs in real time” (p,3). Based on the previous information, oral interaction is one of the main elements that social agents need to have in order to interact between others to develop their speaking part. According with this, oral interaction can affect the speaking skill, due to if they develop this in class interacting with the facilitator and their classmates for instance they are going to practice more helping with this in the process of speaking more and feeling more confident to do it because is an activity or strategy that are doing every day in class.

And the final focus is the cognitive linguistic skills that looks to improve the metacognitive part of the social agents, due to metacognitive has the function to support the social agents with their learning process, in other words, to understand better their learning process, and with this improving their knowledge construction process, according to Velzen (2016) stated that “The starting position in describing metacognitive learning is that students can differ in their general knowledge of the learning process”(p,4). This is essential due to with this, the social agents can understand which is the form in which they learn and obtain the new information in the classroom in order to obtain a better knowledge construction process. According with this cognitive linguistic skill can impact in the metacognitive learning, due it can help them understand their learning process and, in the process, creating an environment in which they can feel confidence of speak or give their opinions or thoughts. At the end with all of these aspects what is looking for is that they can develop the language in a comfortable environment, because if the facilitator provides them that, it is more likely to obtain better results and that the social agents wants to participate more.

In conclusion, this alternative methodological proposal has the aim of help the social agents to enhance their speaking skill, with the used of three distinct strategies that will be focused on metacognitive, oral interaction and fluency. As mentioned above these strategies have a fundamental role in the development of the knowledge construction process of the social agents, because as explained before, the metacognition help the students to understand their own learning process, the fluency, is fundamental for the students to have a better development of their speaking skill and the oral interaction, helps the social agents to have interaction with their facilitator and classmates, and this generate that they have a better development of their speaking skill. Also, the purpose is that with this proposal the social agents can feel this teaching as a

positive experience and based on that, they can learn in a good way and improve their speaking skill. Also, is fundamental to know the necessity to foster the knowledge construction process in the social agents and as mentioned before this proposal is necessary because in nowadays the social agents have the requirement of learn English to have a better opportunity in their education and their personal life. Also, as a explained before the social agents need to feel motivated and relax when they are learning new topic during the class because they need to feel like this to can be able to communicate in English in an excellent way. And in the last point was explained the distinct scopes to promote the knowledge construction process, the first one is to achieve that the social agents have an excellent fluency in their speaking skill, the other one is to have a good environment in which the students can feel motivated and with this know about their own learning process and the last one is to implement activities in which the social agents have to interact with their classmates and with this enhance their knowledge construction process. In the next segment is going to be explained the alternative methodological proposal implementation in which is going to be covered a brief introduction of each strategy that is going to be development through this proposal.

4.5 Alternative Methodological Proposal Implementation

This part of the chapter is about the implementation of the proposal and the aspects that contain, each one of them are taken into account based on the level that is going to be selected, knowing that the ability or skill that is going to be develop for this proposal is the speaking skill. According to the book *Teaching the core skills of listening and speaking* (2013) stated that

By developing speaking skills in the first language, then, we can support second-language acquisition. When oral communication skills are strong, dialogue comes alive, retention is

improved, the patterns of the target language are more easily detected, and interest and engagement are increased (Palmer, p.20).

According with this information, if speaking skill is develop in an excellent way, the social agents have more interest in learning this language and have a lot of opportunities to enhance their speaking skill. The idea with this is to implement the strategies for the speaking skill in order to enhance the ability to speak of the social agents, taking into account different aspects that are going to be explain in this segment of the proposal, all of this with the same goal, assist the social agents in their knowledge construction process for their speaking skill.

For this alternative methodological proposal there are three different strategies that were mention before in the proposal that contain different aspects that are relevant for the development of it, these aspects are the unit, level, theme, scenario, didactive sequence and the assessment strategy, all of these elements were selected from the 2016 English Syllabus “Educating for a New Citizenship”, which is the instrument that the facilitators use for the planning of their classes in the high schools in which they can use it as a guide to follow. For this proposal the level that is going to be use is seventh grade and the scenarios that were chosen are “Here I am”, “Enjoying Life” and “Getting Back to Nature”. Then there are the three different themes related with the scenarios that are “Let’s Get Personal”, “Eating Habits” and “A World of Wonders”. The another aspect of this part are the assessment strategies which are “Ask others for personal information”, “ask and answer in a predictable pattern simple questions about daily routines, eating habits, hobbies and activities” and the third one is “ask people for information related to places, tours and plans.” Each assessment strategy has the focus of the skill selected for the proposal, with the idea of implementing cognitive linguistic skill in order to improve the speaking skill of the social agents, to follow all of this aspects is necessary to have a kind of

sequence which is known in the English syllabus as didactic sequence, in which in the spoken interaction is divided into different steps called planning, organizing, rehearsing and interaction. The idea of a didactic sequence is to follow different steps which are going to help to understand better the activities that were set to accomplish, which according with the book *Helping English Language Learners Succeed* (2007) explains that “As children learn English, they progress through stages of language development. Various programs for teaching English as a second language may have different labels for these stages” (Zuñiga & Marino, 9,71). Based on this information teach with stages or steps like the didactic sequence is develop, is beneficial to the social agents, for a better understanding of what is explaining at the moment at the class by the facilitator, due to it is not explain as a whole, rather it is developed in parts for them to catch better the information provide.

The different strategies that were created for the proposal are composed by name, objective, process, evidence and evaluation based on the assessment strategies mention previously, in which the first strategy “let me know about you”, and the objective related with it is: To reinforce the speaking skill through oral interaction by means of asking others for personal information, then in the process of this first strategy, it is expected for the social agents to be able to perform an interview in which they have to ask questions about their classmates 'personal information, in the evidence will be provided a video of a job interview, in which two people ask questions for distinct personal information, in the evaluation, it is expected that the social agents ask questions to their classmates based on the topic to obtain an adequate management of the speaking skill using oral interaction. The second strategy is “tell me what do you like”, in which the particular objective for this is: To reinforce the speaking skill asking and answering simple questions to improve the fluency about daily routines, eating habits, hobbies and hanging out

activities , in the process of it, is expected that the social agents make groups or pairs in which they have to ask to their classmates questions about eating habits. In the evidence the facilitator will be provided a video called What Do Your Eating Habits Say About You? in which different personalities are shown according to how people eat. In the evaluation, it expected to observe that the social agents are asking and answering with the appropriate information simple questions related with the topic.

The third and final strategy is “I want to travel, but where I can go?”, for this strategy the objective is: To implement metacognitive skills in the knowledge construction process to improve the cognitive linguistic skill by asking and answering questions about places. In the process of this strategy it is expected that the social agents in a group create a dramatization in which they have to ask and answer about directions of distinct places. In the evidence, will be provided by the facilitator distinct Wh-questions and distinct prepositions with which the social agents will create questions, and in the evaluation, it expected to observe how well the social agents develop a conversation asking and answering questions about directions of distinct places.

In conclusion, as mentioned before in this proposal there are three different strategies that contain different aspects that are relevant for the development of it, these aspects are the unit, level, theme, scenario, didactic sequence and the assessment strategy. These strategies were created with the idea to enhance the speaking skill in the social agents, and these strategies are composed by name, objective, process, evidence and evaluation based on the assessment strategies mention previously. As mentioned previously the first strategy was created to reinforce the speaking skill through oral interaction by means of asking others for personal information and it was expected for the social agents to be able to perform an interview in which they have to ask questions about their classmates 'personal information. The second strategy as mention

before was created to reinforce the speaking skill asking and answering simple questions to improve the fluency about daily routines, eating habits, hobbies and hanging out activities , and it was expected that the social agents make groups or pairs in which they have to ask to their classmates questions about eating habits, and the third strategy was created to improve the cognitive linguistic skill by asking and answering questions about places and it was expected that the social agents in a group create a dramatization in which they have to ask and answer about directions of distinct places. The idea of the creation if each one of these strategies were created to reinforce the speaking skill in the knowledge construction process. In the next segment, the first strategy mentioned before, “let me know about you” is going to be develop in detail to be aware what is going to be about and what is expectation of it.

4.5.1 Description of the first strategy

Name of the strategy:

Let me know about you!

Objective:

To reinforce the speaking skill through oral interaction by means of asking others for personal information.

Variable:

Speaking skill

Indicator:

Oral interaction

Level:

Seventh grade

Number of the unit:

One

Scenario:

Here I Am!

Theme:

Let's Get Personal

Assessment strategy:

Asks personal information to others.

Didactic sequence:

- Planning
- Organizing
- Rehearsing
- Interacting
- Describing

Implementation of the first strategy

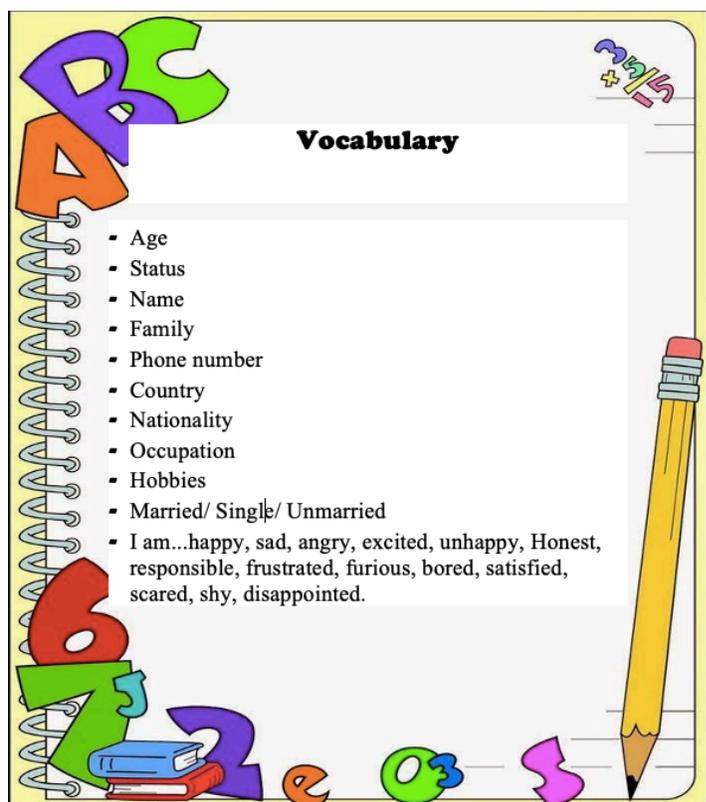
The first strategy proposes to implement oral interaction activities by asking other for personal information for the improvement of the speaking skill in the social agents. The strategy “Let me know about you!” allow the social agents to interact between them by the creation of a dramatization in which they have to ask questions based on personal information. The teacher provides some questions to the social agents to have a guidance of what they can ask to their classmates. In this activity the social agents have the chance to interact with their classmates and this help that they have a better development of the oral interaction to help to improve their

speaking skill. The aim of this strategy is that the social agents can be able to have a conversation in which they ask questions about personal information to the other classmates

Planning

For the first stage of this didactic sequence, the facilitator explains to the social agents that they are going to review basic vocabulary seen in the previously class, the social agents based on this, have to create a series of questions that they are going to ask to the other classmates. Also, the teacher will show a video about an interview with the idea that the social agents know about how to do it. After watching the video, the teacher divides the social agents in groups of three to do the other stages.

<https://www.youtube.com/watch?v=hQEeGqZxhgA>



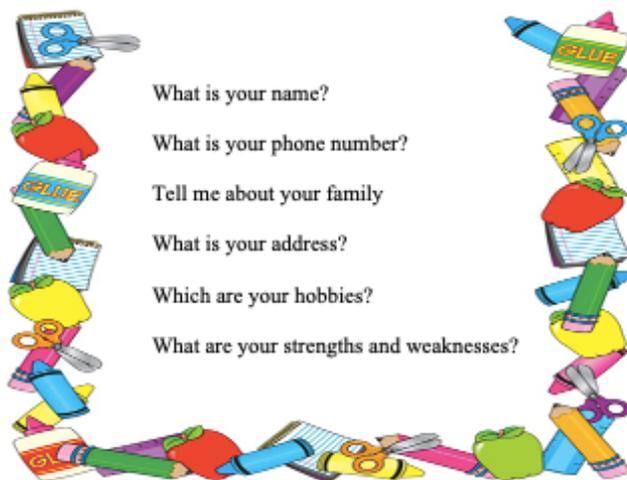
Organizing

In this second stage, the facilitator is going to indicate to each group that they must agree, to select who will be the interviewer and who will be the interviewees, because they are going to create an interview in which they ask personal information to their classmates, they must also think about the name of their company and think about the questions that they like to ask to the interviewees. The teacher will tell them, that they should record their interview using “Tik Tok”, but before that, the facilitator will be shown a video tutorial on how to use this app.

https://drive.google.com/file/d/1fx3-nFTx5s9QL23RiBpimBPIWGaOO3C_/view?usp=sharing

Rehearsing

For this third stage, each group are going to create their own Tik Tok account with the help of the teacher if needed. Then, they will write the questions that they thought before using the vocabulary that the teacher gives them previously. After that, the social agents are going to practice the interview in their own groups, they have to ask questions about personal information to the other partners to make everything clear before recording the Tik Tok video. The teacher gives to the social agents distinct questions for help them with the other questions that they created.



Interacting

In this stage, each group have to record their interview in Tik Tok, the interviewer is going to ask the question of personal information that they create previously to his other two groupmates and the questions that the teacher gives them, after this they will exchange roles so that everyone can ask the questions created. After recording the video, the social agents have to create a chart in which they write the answers of each one of them.

Answers			
	Pablo	María	Carlos
Question #1			
Question #2			
Question #3			
Question #4			
Question #5			
Question #6			
Question #7			

Describing

In this stage the social agents are going to show to the other classmates their video of Tik Tok in which they created their job interview and show the chart that they wrote to compare their answers with their classmates. After watching the video, the social agents have to ask questions of personal information to the group that are in front of the class, to practice the questions created.

Evaluation

In order to evaluate if the social agents can ask question of personal information ,the teacher is going to explain to the social agents that they are going to play “Bingo”, in this bingo the social agents have to complete each chart with the correct information, the idea of this is that each one of them have to stand up and go around to the classroom and ask the distinct questions based on

personal information that appear in the bingo, and search to distinct classmates ask the questions and write the answer and the name of the classmates that their asked below to the questions, the first one to complete the bingo win.



Bingo

Let me know about you!



Ask one of your classmates their name	Ask one of your classmates their birthdate	Ask one of your classmates their phone number
Ask one of your classmates their address	Ask one of your classmates their full name	Ask one of your classmates their strengths
Ask one of your classmates their weaknesses	Ask one of your classmates about their hobbies	Ask one of your classmates about their family
Ask one of your classmates their age	Ask one of your classmates their nationality	Ask one of your classmates their occupation

4.5.2 Description of the second strategy

Name of the strategy:

Tell me what do you like

Objective:

To reinforce the speaking skill asking and answering simple questions to improve the fluency about daily routines, eating habits, hobbies and hanging out activities.

Variable:

Speaking Skill

Indicator:

Fluency

Level:

Seventh grade

Number of the unit:

Two

Scenario:

Enjoying life

Theme:

Eating Habits

Assessment strategy:

SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.

Didactic sequence:

Planning

Organizing

Rehearsing

Interacting

Implementation of the second strategy

The second strategy proposes to implement speaking skill activities by asking and answering questions to improve the fluency about eating habits. The strategy “Tell me what do you like”

allow the social agents to interact between them by the creation of a conversation in which they have to ask and answer distinct questions based on eating habits. The teacher provides some guidance, but it is up to the social agents to speak about what food they like or dislike, or what is their eating schedule. In this activity the social agents have the opportunity to interact with the other classmates and with this helping in their speaking part to talk clearer and slower in order to have a better fluency. The main idea of this strategy is for students to be able to have a conversation in which they give their ideas and also ask questions related to the topic.

Planning

For this first stage of the didactic sequence, the facilitator explains to the social agents that they are going to play Maze chase to review their knowledge of the vocabulary seen in the previously class, the social agents according to the question that will appear, must choose the one that best suits it. After the game, the facilitator will present a video called What Do Your Eating Habits Say About You?, in which different personalities are shown according to how people eat. After the video, the social agents will form pairs and among themselves they must ask and answer the questions that the facilitator will provide according to the video seen.

What number in the video represents you?

Would you like to change your way of eating?

According to the number you chose, would you like to change something?

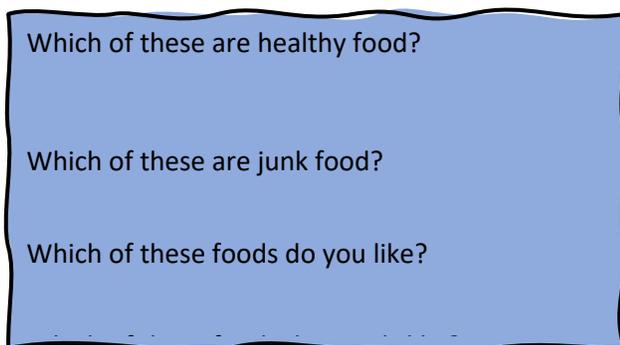


<https://wordwall.net/resource/28707335> (Link to the game)

<https://youtu.be/08fi5Tb5Ttc?t=6> (Link to the video)

Organizing

In this second stage, the facilitator is going to place different foods on the board, and he is going to explain to the social agents that they must choose four different foods, when each of them has their 4 different foods, they must form groups of four, the teacher is going to give to the social agents a series of questions which they must ask and answer between each group, according to each food that they chose previously, when each group finishes asking themselves the questions, they must create a list with all the foods that they chose in that group, after that the teacher will give them instructions on what they have to do in the next stage.



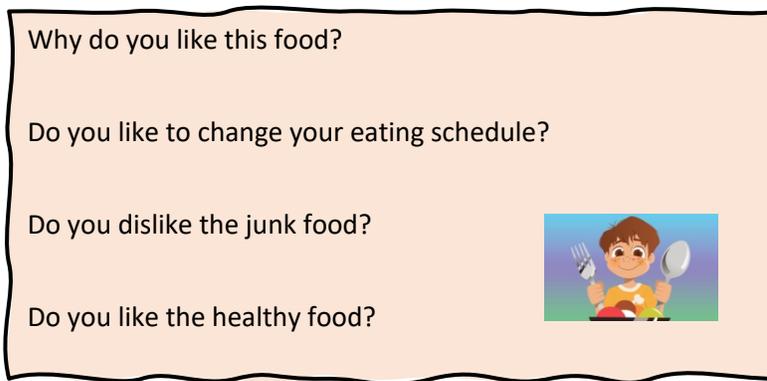
Rehearsing

For this third stage, the social agents must stay in the same groups, the facilitator will explain to the social agents that they must create a conversation with each of the foods that they have on the list, in the conversation the social agents must ask and answer questions about the foods that they like, the ones they dislikes, their eating schedule, the healthy food that they prefer , the junk food they like to eat, and if they do any type of exercise. After creating their conversation, students must use the app called CANVA to recreate the conversation in a comic strip. But first the teacher will show to the social agents a video tutorial on how to use CANVA.

<https://drive.google.com/file/d/1WjcU7-xUQdkobTTICSf67N4GfF3HzVJs/view?usp=sharing>

Interacting

In this fourth stage, after the social agents created their conversation and their comic, they must go to the front to present the conversation that they created previously in their respective groups and they must show their comic strip to their classmates, after each group comes to the front, they will have a space for the rest of the class to ask questions or give some comments related to the interview from their classmates. The teacher will provide some examples of what they could ask their classmates.



Evaluation

In order to evaluate if students can ask and answer simple questions related to the topic, the teacher will use an online roulette, and will give the social agents a piece of paper with a written number, the roulette will contain the numbers that each one of the social agents has, as the numbers come out, the social agents who has the same number must answer some questions that the facilitator is going to ask them, after that, the social agents must ask any of his classmates a question related with the topic.

<https://es.piliapp.com/random/wheel/>

4.5.3 Description of the third strategy

Name of the strategy:

How do I get to...?

Objective:

To implement metacognitive skills in the knowledge construction process to improve the cognitive linguistic skill by asking and answering questions about places.

Variable:

Cognitive- Linguistic

Indicator:

Metacognitive

Level:

Seventh grade

Number of the unit:

Sixth

Scenario:

Getting from here to there

Theme:

Knowing where it is

Assessment strategy:

SI.2. Interacts in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.

Didactic sequence:

Planning

Organizing

Rehearsing

Using

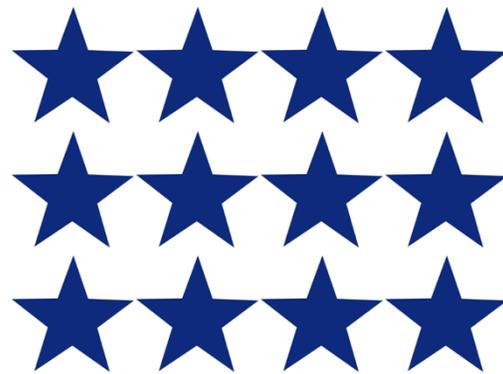
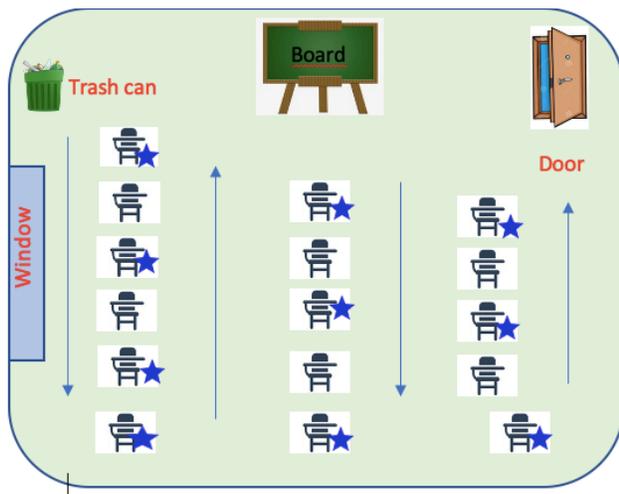
Implementation of the third strategy

The third strategy proposes to implement metacognitive skills by asking and answering questions to improve the cognitive linguistic skills about directions of places. The strategy “How do I get to...?” allow the social agents to interact with the other classmates by the creation of a dramatization in which they have to ask and answer about directions of distinct places. The teacher provides some questions that the social agents can use. In this activity the social agents have the opportunity to interact with the other classmates and this help that the social agents can talk more clearer and slower in order to improve their speaking skill. The main idea of this strategy is that the social agents can be able to make a conversation in which they can ask and give directions of distinct places.

Planning

For this first stage, to evaluate the vocabulary seen in the previous class, the facilitator is going to give to the social agents two Wh-questions (where / how), and four prepositions of place (in / on / between / in front of). The social agents will have to create a question with one of those Wh-questions, which asks about the address of a place, and with the prepositions they must use one and create an answer for the question that they created. The social agents after creating the question and the answer, they have to pass to the board and write what they created for all classmates to see it. After this, the social agents are going to play a game with the idea that they are going to practice how to give and follow directions of places, the facilitator is going to indicate to the social agents that they have to create two groups, group A and group B, and the

teacher will provide to the social agents a map, with the distinct directions of each hidden star. The facilitator is going to explain that inside of the classroom, it would be hidden 10 stars, each group are going to have a map only with pictures of where is going to be hidden each star, the members of each group have to rotate each turn, one of them gives the direction and the other one have to follow this direction to find the star, each social agents have to participate in both situations. The maximum time for each group to find the stars is 5 minutes, after the time pass the group B return to the classroom and have to do the same dynamic, at the end of time the group with the most stars wins.



Organizing

In this second stage, the facilitator is going to divide the social agents in group of three, then the teacher is going to give a series of questions. Each social agent will have to ask the questions that the teacher gave them. The idea is that each one of them ask to their classmates the direction of each place based on the community that they live. The social agents have to do both roles, they have to ask and also to answer the questions that their classmates are going to ask. Each one of them have to write the question and the respective answer of their classmates in the notebook. After this, the teacher is going to give the indications for the next stage.

Where is the church?
How far is this place to the school?
How do I get to the supermarket?
Do you know where the closest park is?
Excuse me, where is the drug store?
Where is the restaurant?
How do I get to the police office?
Where is the library?

Rehearsing

For this third stage, the social agents with the information that they collected previously, they have to recreate a map using CANVA, with this information they have to create a new community, when each group have the map ready, they have to save the map in PDF and exchange it with the other groups. When each group has a map, they must recreated a dramatization in which one of them is the local person and the other two are foreigners, the foreigners are going to have the map that they obtain previously, the foreigners have to ask questions about how to get to three touristic places on the map, and the local person must give the directions of each of those places. The social agents will have to practice the dramatization between them for the next stage.

<https://drive.google.com/file/d/1cWjogCWXyb7iM6abC53zzvHxcOxnXAJd/view?usp=sharing>

Using

In this fourth stage, after the social agents created their dramatization, they have to go to the front of the class to present it. After each group present their conversations, they will have a space for the rest of the class to ask questions about the map that each group created, each social agent have to ask about the direction of the place that they like to visit in this map. The teacher will provide some examples of what they could ask their classmates.

Can you tell me the way to...?

How far is this...?

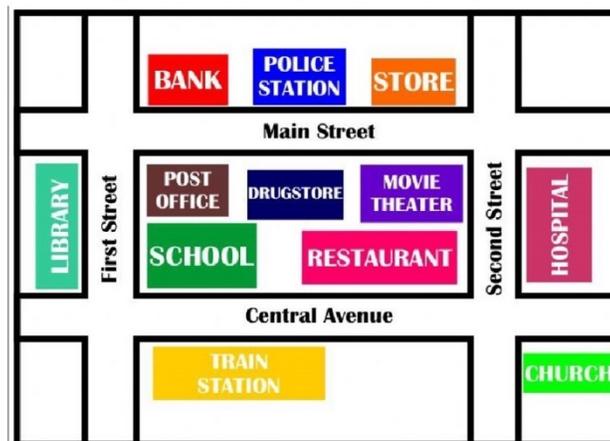
How do I get to...?

Excuse me, where is...?



Evaluation

In order to evaluate if students can ask and answer questions about directions of places. The teacher is going to show in the board a map with distinct places. The facilitator is going to choose two social agents for turn, one of them have to create the question based on the map, and the other social agents have to give the direction of this place. Then, they have to exchange the role in order that all social agents can practice the both roles.



4.6 Educational Impact

In Costa Rica there has been changes through the years in educational aspects in order to give the social agents and the facilitators new strategies that can be apply in the class for the benefit of the knowledge construction process for the teaching of English classes. In previous chapters it have been mention the relevance of learning a second language which in this case is English, the benefits that can imply for the future of the social agents are different, to have a job opportunity or even for their own benefit if they need to communicate with other people if they are in another country, which is an important aspect, to know how to communicate with others to anything that they need to do, because is well known that human beings are social people and for instance the communication is a must, based on this, learning the language has to be a priority. According with the book called Programa de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016)

the CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction. Most of the tasks to be accomplished have a meaningful communication objective, for example, solving a problem in a given scenario. (p.22)

Based on this, the communication is a key for the interaction of the social agents in order to practice more the language, because they have to put into practice their communication skills that the facilitator is in charge of develop this in class. Knowing that the communication is a key component for the social agents, is necessary that the facilitator gives different task and challenges to them in order to obtain the results that are expected and give more opportunities for

them to communicate in class through the second language that they are learning that in this case is English, which helps them to be more spontaneous and more active in class, which the objective is to prepare the social agents to have different aspects and skills train in order to provide positive human beings that are going to implement and benefit the society with well-educated and train people.

To promote a society that is well-educated, with principles and values is relevant in education, as much as obtain a second language for them to evolve in the society better, to have more job opportunities due is known that nowadays to have management of English is a must in different companies due they have business with other countries in which they have to communicate in English in order to do their job. In fact, based on the book *Education for life and work* (2012) stated that

To achieve their full potential as adults, young people need to develop a range of skills and knowledge that facilitate mastery and application of English, mathematics, and other school subjects. At the same time, business and political leaders are increasingly asking schools to develop skills such as problem solving, critical thinking, communication, collaboration and self-management. (Hilton & Pellegrino, p.1).

According to this, the education has an impact in different areas nowadays, helping to create a critical thinker, which is going to have the ability of problem solving among others in order to integrate more capable professionals in the society that are going to contribute with their abilities and capabilities for a better future and better people. That is the relevance of what the education can impact, not only for learning an specific aspect for a test or for a task assign in class, is more than that, now the education has a big responsibility with the pupils that are been training in the different educational institutions since they were in pre-school, because everything has to come

since they start to be integrated in education in order to begin the proper stimulation in their capabilities.

The impact that the education can have in the knowledge construction process can be used for beneficial purposes of the social agents in their journey of learning the language and also learning how they can understand it better depending on their needs and capabilities of each social agent, due if they understand how they can understand better the how they can learn easier what the facilitator is giving, is going to be more comfortable for them and easier the process, thanks to the part of metacognitive, which according to the book called *Teaching Students to Drive their Brains* (2016) stated that

Teaching students to become more metacognitive equips them with skills to “drive their brains” and become self-directed learners. As in driver’s education, students need explicit instruction on how to steer their thinking, when they need to slow down and when it’s OK to speed up, where they might take shortcuts to get to their learning goals” (Wilson & Conyers, p.2)

Based on this previous information provided by the book, is relevant to integrate in education the part of metacognition in the classes in order to help the social agents in the process of the knowledge construction process, it can provide them diverse benefits in their learning and for instance in their process of learning in a different way the second language that is been teaching. Knowing this have an impact in the knowledge construction process of the social agents, due to, nowadays the education have been in constant looking for methodologies and strategies that can be apply in the class with the pupils for them to have a better quality of learning, and the facilitators can notice the impact, is different from previous years, the institution in charge of this is worried about giving this, to have a change in education and to find innovative strategies

and methodologies for a better education of the social agents, which is the main goal on this.

Moreover, with this innovative Project, it was observed that the principal problem of the social agents is that they are not competent in English when they are graduating from the high schools. According to the Programa de Estudio de Tercer Ciclo y de Educación Diversificada (2016), “learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency level after eleven or twelve years of instruction.” (p.12). Based on this information provided by the Ministerio de Educación Pública is worrying to know this kind of information, and that is something that must change for a better future of the social agents, to be capable of manage a better level in English, for all of this, the alternative methodological proposal is created. The first strategy proposed, pretends to reinforce the speaking skill through oral interaction activities by means of asking questions about personal information. In this strategy the social agents have the change to enhance their speaking skill with the creation of a dialogue in which they have to interact with their classmates and ask questions about personal information. According to the book *Academic Language in Diverse Classrooms* (2013) stated that

Students do not learn a new language from listening to a language, they learn a language when they produce a language. This means that teachers have to ensure that students have ample opportunities to talk and interact, and that this talk is academic in nature (Gottlieb & Slavit, p.8).

Based on this, the social agents can produce the language, in other words, the facilitator is in charge of giving them task in which they can talk and interact between them for the construction of their speaking part, that is what it means to produce a language, and that is the idea with this first strategy, to improve the oral interaction with the implementation of this

strategy design it for it.

Moreover, the second strategy pretends to reinforce the speaking by asking and answering questions to improve the fluency during a conversation. This activity gives to the social agents the opportunity to interact with their other classmates with the idea that they improve their speaking skill, because they have to create a conversation about eating habits in which all the social agents have to participate in the creation of questions and answers, meaning that a lot of communication must happen. According to the book called *Ways of Learning* (2009) stated that “Learning requires effort on the part of the learner, and without some effort and some mental activity, it is very unlikely that learning will take place”(Pritchard, p.29).Based on this previous information given by the book, the process on which the social agents have to do in order to learn, requires the effort of them too, that is why the second strategy was design for, in order to obtain a different result in their speaking skills, they must take part on the creation of questions and answers those questions in order to prepare a conversation that they are going to put into practice, all of this taking into account for the interaction and improving the communication between them.

The last strategy implements metacognitive skills in the knowledge construction process to improve the cognitive linguistics skill by asking and answering questions about places. This strategy gives to the social agents to know about the own learning process, this help that the social agents can have a better development in the speaking skill. Because in this strategy the students have to find distinct directions to get to distinct places, and this generate that the students have to use the part of their brain that solving a problem. According to the book *Improving Student Information Search* (2014) stated that

Metacognitive activities are also described in sense-making interviewing techniques in information studies such as “how the individual saw self as stopped, what questions or confusions he or she defined, what strategies he or she preferred for arriving at answers, what success he or she had in arriving at answers, how he or she was helped by answers” (Blummer & Kenton, p.15).

Based on this, this strategy was focused on the metacognitive part of the social agents, to achieve that they can improve their speaking skill, because as a mention previously with this the students need to think more during the teaching process and this help that they can have a better knowledge construction process. The strategies proposed are from distinct units of the 2016 English Syllabus. All of this were to create an educational impact. First, with oral interaction the social agents have confidence that they are able to propose and create ideas and be able to ask and answering questions. Then, with fluency the social agents can have a better understanding when they are talking with their classmates and this help that they improve in their speaking skill. Lastly, with metacognitive, the strategy it is intended to show the social agents that they have a certain control over their own learning process and this help that they can improve the speaking skill in the knowledge construction process.

4.7 Chapter’s Conclusion Critical analysis

The idea of the creation of this alternative methodological proposal comes to the problematic of the social agents with the process of learning a second language, due to the traditional methods and techniques that were using for teaching this. For this reason, this proposal emerges with the idea of implement innovative strategies for the improvement of the speaking skill in the knowledge construction process. According to the book *Innovative Practices in Language Teacher Education* (2017) stated that “The main advantage of their innovation is

that focusing on such skills enhances the well-being of the teachers themselves as well as their learners” (Gregersen & MacIntyre, p.6). Based on this information, is essential to use innovative methods and leave behind the use of the traditional methods, to can achieve the goal of improve the speaking skill in the social agents, and with this the facilitator can change their mindset about teach with traditional methods.

As mentioned before in the chapter, the implementation of the strategies developed previously, gives to the social agents the opportunity to enhance their speaking skill through interaction with their classmates. The strategies that were implementing are based on the current syllabus and following the didactic sequence focused on oral interaction which helps the facilitators to implement innovative strategies inside of the classroom that will help the social agents in the process of constructing their speaking knowledge part. Been aware of the principal purpose of this alternative methodological proposal, it is relevant to mention the distinct advantages of using modern methods to teach inside of the classroom, and the significance of teach the facilitator to change the way of teaching the social agents in the class, to be more open mind.

The main reason of implement innovative strategies is to change the way of learning that the social agents have with the traditional methods, the idea is to be more focused in modern methods, that helps with the knowledge construction process of the social agents with innovative materials. Is fundamental to bring innovation in the knowledge construction process of the social agents for the improvement of the speaking skill. According to the book called Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language “Innovation results in the creation of new knowledge and learning within a community” (Moloney & Ling Xu, p.4). Based on the previous information provided by the book, innovation

can provide better results for the knowledge of the social agents and help with the construction of a new one. Moreover, in this proposal, cognitive linguistic skills were focused as the main way to achieve the goal which is that the social agents can communicate in a better way, because if the facilitator use modern methods this provides to the social agents the opportunity of developing the tools that they need to have better opportunities in the society. According to the book *Innovating Education and Educating for Innovation* (2016) stated that “changes are needed to increase efficiency and improve the quality and equity of learning opportunities” (p.9). For that reason, is essential that the facilitator make changes in their way of teaching in the classroom, to gives the opportunity to the social agents to improve their level and learn in an efficient way.

The traditional methods are obsolete to teach in the classroom, because this kind of material does not give to the social agents a real scenario for them to put into practice, in order to obtain a better development of the speaking skill. According to the *Programa de Estudio de Ingles Tercer Ciclo y de Educación Diversificada* (2016) stated that “learners need an updated curriculum that reflects the knowledge, skills, and abilities needed to communicate in a range of language use contexts” (p.14). Based on the previously information, the social agents need to be qualified with innovative teaching methods, that help with the development of the speaking skill of them, and provide that the social agents have the chance to communicate in a better way to achieve the goal not only for educational purposes but also for social purposes. Is fundamental to know that not only the teaching methods needs to change, is essential that the facilitators can change their way of think about education, all of this needs to be transformed to have a better quality in the education. According to the book *What English Language Teacher Need to Know* (2011) “teachers need to develop new curricula or adapt a curriculum for their own particular

context” (Murray & Christison, p.4,). According to this previous information provided by the book, the facilitators have to try to innovate in their classes and be aware of the context of it to apply the strategies that better suit to the class and the social agents.

The reality is that the facilitator did not expect that education is going to be pass for changes through the years because they were used to the traditional methods, and this is difficult for them to have an open mind and use innovative methods to teach in the classroom. According to the book *Innovative Practices in Language Teache Education (2017)* stated that the role of the teacher is “to construct new identities. Reflection, inquiry, and critical discussion are keys in this construction process” (Gregersen & MacInty, p. vii). The idea of implement these innovative strategies, is to help to the facilitator of construct new ways of teaching in which their mindset changes to have a better development of the class. Is essential to know that the facilitator are the ones in charge of making a change in the way that the social agents learn, but for this happens the facilitator have to face distinct challenges. According to the book *Exploring Innovative Pedagogy in the Teaching and Learning of Chinese as a Foreign Language (2016)* explain that in order that the teacher can adapt the modern methods in the classrooms is necessary that they un-learn previous practice, then learn how to teach effectively to local learners, gain understanding of the school system, the domestic culture, the characteristics of the students, and gain a new critical view of both themselves and their local colleagues (Moloney & Ling Xu p.07).

Based on this information the facilitators have to change their way of thinking about the teaching, to have a better development of the speaking skill in the social agents. For this reason, this alternative methodological proposal emerges, to have an impact in the knowledge construction process of the social agents, and also to the mindset of the teachers change. Based

on the strategies that were created, the idea is to implement technology and the use of cognitive linguistic skills that can improve the speaking skill in the social agents. For that reason, the three strategies are created with the idea that the students can use their distinct cognitive linguistics skills in the development of each activity, and with this achieve that the social agents can improve their knowledge construction process. The social agents with tasks in which they can interact and listen to their other classmates can generate that they feel more confident when they are going to speak, for this reason the strategies are focused on interaction in order to achieve this. In the following segment is going to be explained the chapter V in which the reflections will be explained in detail.

Chapter V: Reflections

5.1 Introduction

The idea with this proposal about the implementation of cognitive linguistic skills to improve the speaking skill in the knowledge construction process it is intended to stand out the purpose and the importance of this proposal. As mention before in previous chapters the problem that exist in the Costa Rican high schools is that they when graduating from the high school they are not competent in English, and the goal for this is to change this scenario, to promote more competent social agents in which they can reach a high level of English and an excellent management of it, due to this language is a requirement nowadays in different aspects that the social agents are going to fight with, and for this, they need to have the adequate tools to be capable to face it, for that reason, as mention in the book *Introduction to teaching* (2008) teachers need to know

how to develop meaningful lessons, activities, and assessment tools. They must understand the knowledge and preconceptions of their subject that students bring to the classroom and draw on this knowledge to help relate new information to what students already know. Good teachers provide multiple paths to learning; that is, they present material in a variety of ways so that students of all learning styles can be successful (Johnson, et al, p. 21).

Based on this, the researchers to obtain and to find a better solution for that problem that was mention before, in this section of the proposal is going to be about the reflections, talking about nine research questions that were created in the chapter two, these questions were create to have a better understanding of what the researchers pretend with this proposal, and in order to observe if the principal goal has been reached and also to know if the social agents were benefit from this alternative methodological proposal that emerged from the problematic that they have.

The purpose of this chapter is to explain the distinct research questions that are going to be development, and to understand the importance of each one of these, also is going to be explained the conclusions and the recommendations of this alternative methodological proposal. For that reason, each one of these will be explained throughout the chapter.

It is fundamental to know the importance of the reflections in this proposal because as mention in the book *Introduction to Research Method* (2009) “It is useful to include this section because it shows that you are aware of the wider picture and that you are not trying to cover up something which you feel may be lacking from your own work” (Dawson, p.140). Based on the previous information is relevant to know that the researchers not only have to focus in the knowledge that they know, if not be able to comprehend and to gives distinct perspectives about how to improve the speaking skill in the social agents through cognitive linguistics skills in the knowledge construction process. The purpose is to improve the speaking skill and this can be observe through the development of the reflections and how cognitive linguistic skills gives to the researcher the chance to create a proposal in which they can help the social agents graduated from high school but also help the social agents in their life to have a better opportunities in the future.

5.2. Reflections

In this part of the chapter, the research questions are going to be answered in the corresponding order that were made. The first variable for the alternative methodological proposal is the one called Cognitive Linguistic which is divided into three different indicators meta-social, socio-affective and Metacognitive. The second variable is speaking skill that is composed with the indicators linguistic competence, oral interaction and fluency. Finally, the

third variable is knowledge construction process that is composed with the indicators action-oriented approach, didactic sequence and task.

5.2.1 Cognitive- Linguistic

- **How can meta-social help to improve cognitive- linguistic skill?**

Meta-social as mentioned in the previous chapters is the skill of social agents to interact with other people during the learning process, this help to students to become more social during class or assignments. According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that meta-social “Allow learners to interact with others. Cooperate, work with classmates, coach each other, questioning, and empathizing, questioning for clarification” (p,49). Based on this, meta-social plays an essential role in the development of the speaking skill of the social agents, because this is in charge of allowing the social agents to interact with their classmates during the classes or activities. For that reason, meta-social helps to improve the distinct cognitive linguistics skills that the social agents have, because with this, provide that they can be confident to give opinions or ideas about a topic or when working with other classmates in a task, and all of this help in the knowledge construction process of the social agents

- **What are the benefits of cognitive-linguistic on the socio-affective in the learning process?**

Socio-affective has a relevant role in the development of cognitive skill of the social agents, because this was based on the emotional part of them, this means that this help with the distinct fears and frustrations that the pupils have when they have to speak with other people, and with the implement of this indicator in the teaching process of the social agents, According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that socio

affective “Help learners gain control and regulate personal emotions, attitudes and values” (p,49). Socio- affective is fundamental in the development of the knowledge construction process, because this create a level of empathy between the pupils and the facilitator, creating an environment in which they can feel comfortable to be, and to study, giving them the opportunity to express themselves and been able to practice the language.

- **How does the cognitive linguistic impacted on metacognitive learning?**

Been aware that metacognitive is about how the social agents can evaluate their own language helping them in the process of acquiring new knowledge, this is related with cognitive linguistic skill, due to is based on distinct ways of learning that the students have related with the information processing like the use of memory, attention, perception, among others According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) explain that cognitive “Enable learners to understand and produce new language”. Both, are a complement to each other in order to give the appropriate tools for the social agents to improve their learning process. Meta-cognitive is relevant in the knowledge construction process due to it has the function of help the social agents to understand their own learning process, this is essential because with this, they can find or understand what is the form in which they can learn better in the classroom.

5.2.2 Speaking Skill

- **How effective is the linguistic competence on speaking skill?**

Linguistic competence is a fundamental aspect in the process of learning of the social agents, because as mention in the previous chapters, linguistic competence is based on the unconscious knowledge of grammar that allows a speaker to use and understand a language. According to Sarno (n.d.) stated that

Second-language learners, who are exposed to a new language in a classroom situation, in addition to acquiring some linguistic competence through practice in conversational settings, consciously memorize a considerable body of metalinguistic knowledge, which, contrary to implicit linguistic competence, is learned consciously by focusing on the very items that are consigned to memory, stored explicitly, and available for conscious recall (p.536).

Based on the previous information, linguistic competence is essential in the improvement of the speaking skill, because with this, the social agents can use distinct knowledge that they have unconscious and use this during the class to have a better development of the speaking skill. That this why, linguistic competence is effective in the enhance of the speaking skill, because with this, the social agents can obtain a better result in the knowledge construction process, because as mention above being an unconscious knowledge that the social agents have, they can have a better development during the classes, because they unconsciously can put into practice this knowledge, which would allow them to have a better development in the ability to speak.

- **How is the speaking skill affected by learners' oral interaction?**

Oral interaction is an indicator that influence the variable of speaking skill because it allows that the social agents can transmit their knowledge to the other classmates during the class, and they can learn from each other, to can become competent in speaking, because the idea of the oral interaction is that the social agents have constant interaction during the class, and this can help that they can enhance the speaking skill. According to the book *Second Language Interaction in Diverse Educational Context* (2013) stated that “interaction is believed to facilitate the process of second language (L2) learning by exposing learners to meaningful input, providing them with feedback on their linguistic performance and allowing them to produce and

modify their output” (McDonough & Mackey, p.4). That this why oral interaction plays a fundamental role in the improvement of the speaking skill in the social agents, because if students are in constant interaction in class and during the activities that the facilitator create, they can enhance their speaking skill. In other words, if during the class does not exist a constant interaction between the social agents, this can affect to not have an excellent management of the speaking skill. For that reason, oral interaction is fundamental in the development and the improvement of the speaking skill, because this contributes in distinct aspects in the knowledge construction process of the social agents, that will help that they have a better progress in the process of learn a second language, because with the interaction the social agents can have a lot opportunities to learn new knowledge and have distinct experiences during the interaction between their classmates and teacher , that can help the social agents to have a better development of the speaking in class and in real life situations.

- **How can fluency help to enhance learners speaking skill?**

This indicator is one of the goals to reach in the ability to speak when people is learning English, due they can be able to communicate with their peers in class and to be prepared to communicate outside the class. According to the book Formulaic Language and Second Language Speech Fluency explain that “If oral performance is to be assessed, fluency is a key area of ability which needs to be pinned down to specific proficiency criteria and levels” (Wood, p,10) knowing this, to reach this a key component in the part of speakinf for the social agents to evolve with others at the momento of communicate. According to the book Social Context and Fluency in L2 Learners states that (2007) “ fluency takes learner outside the classroom and into community” (Pritchard, p.116). Fluency is necessary for a better comprehension of the language and to communicate effectively with others in English, which is the purpose of teaching this, that

the social agents can be capable of communicate in an effective way to be more competent in the language.

5.2.3 Knowledge Construction Process

- **How does the action-oriented approach help to improve pupils' knowledge construction process?**

The implementation of the action-oriented approach is fundamental for the knowledge construction process of the social agents due to it helps the social agents to be more active in the class and to practice the language more, because the action-oriented approach is focus on the social agents, in which they are the center of the class and the focus is not in the facilitator explaining the topic and that is it, helping with this to them to construct by themselves their knowledge but with the guidance of the facilitator to put into a real life context the task that is been given in order to be easier for them. According to the Teacher's guide for the New English Curriculum Seventh Grade (2017) stated that "The students are social agents that use the target language to perform specific actions in real life contexts meaningfully" (p,15). Action-oriented approach is fundamental for the knowledge construction process of the social agents due to it helps the social agents to be more active in the class and to give them the chance to practice the language, because the action-oriented approach is focus on the social agents, in which they are the center of the class helping with this to them to construct by themselves their knowledge but with the guidance of the facilitator to put into a real-life context the task that is been given in order to be easier for them to understand and retain even more.

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

It is known that if the social agent follows an order while they are learning, like step by step they are going to understand in a better way, didactic sequence is based on distinct sequences that they have to follow in order to achieve the task or activity that is being given by the facilitator. Based on the book *The Skill Approach in Education* (2018) stated that “phases provide a model of instruction helping the teachers perform their teaching effectively” (Güneş & Söylemez). Following a sequence is relevant in order to obtain better results, and to be one step at a time to not overwhelm the social agents with a lot of aspects at a time, that is why in the syllabus there is a sequence in the speaking skill, divided into four stages like planning, organizing, rehearsing and interaction, with this giving the chance to follow each stage with calm. Didactic sequence is fundamental in the knowledge construction process of the social agents due to it is beneficial for them to learn step by step, in which they are going to obtain the knowledge little by little and not at once, giving the chance of retaining more.

- **How does the implementation of task improve the knowledge construction process?**

Tasks are beneficial for the knowledge construction process of the social agents due to it is created with a purpose of providing them an opportunity to put it into test their knowledge and practice it, this is going to be meaningful for them, is being given this to provide them a task that they can remind and use it when they need it, not just for a test, is for real life, that is the purpose. According to the *Programa de Estudio de Inglés Tercer Ciclo y Educación Diversificada* (2016) stated that “Learners have to perform real life tasks that can be used in real exchanges out of the classroom setting” (p.46). Task is essential in the knowledge construction process of the social agents due to it helps them to use the language inside the class but also to

implemented outside the class in order for them to be able to face real life scenarios, because with the use of this during the teaching process the social agents can have opportunities to practice the language to obtain a better results in the enhance of the speaking.

Chapter VI Conclusions

6.1 Introduction

In this chapter the conclusions of the variables Cognitive Linguistic Skill, Speaking Skill and Knowledge Construction Process are developed through the indicators of each variable to provide the facilitator a better perspective of what is the goal that is expected that the social agents gain with this alternative methodological proposal about The Implementation of Cognitive Linguistic Skills to Improve the Speaking Skill in the knowledge construction process. These conclusions are fundamental in this alternative methodological proposal because this show why the indicator proposed of the previously variables are essential and how they can help and assist to improve the speaking skill in the knowledge construction process of the learners. According to the book *Writing Around the World* (2009) stated that “The function and purpose of a conclusion is to recap and summarize a paper. The conclusion is also the time for reasserting an argument, reconsidering a counterargument, and offering suggestions” (McCool, p. 78). Based on this, the conclusion plays an essential role in this alternative methodological proposal to give the reader a better perspective of all the results that this proposal can lead. The purpose of this chapter is to explain the conclusions that are based on the distinct nine indicators that were created previously based on the three different variables that were explain in the previous chapters in this project in order to provide a better idea of each one of them, and to understand the distinct results that was obtain during the process of the investigation for this alternative methodological proposal in order to obtain a trustful data to provide to the reader to be aware of the topic. For that reason, each one of these conclusions will be explained throughout the chapter in order to provide to the reader a clear and concise idea of what can be done for the benefit of the social agents to improve their speaking part with the information provided.

6.2 Conclusions

From the variable Cognitive Linguistic Skill and its indicators meta-social, socio-affective and meta-cognitive the following conclusions can be done.

- **Meta-Social**

It is concluded that meta-social helps to improve the distinct cognitive linguistics skills that the social agents have, because with this, provide that they can be confident to give opinions or ideas about a topic or when working with other classmates in a task, and all of this help in the knowledge construction process of the social agents. According to the book *Critical Thinking Skills for Education Students (2009)* stated that “It is likely that we will all be tackling similar tasks. Therefore, it makes sense for us to consider challenges together. The group members we are working with will bring to the discussion their individual experiences of education” (Judge et al, p.17). Based on this, meta-social plays an essential role in the knowledge construction process of the social agents, because this can help in both in the cognitive part and in the improvement of speaking skill and with this the social agents can be able to development better during the class. Nevertheless, if the facilitator does not implement the use of the meta-social during the knowledge construction process, this can generate a negative impact in the development of the speaking skill of the social agents, because without the use of this, the development of the speaking skill can be poor, affecting their development of learn new knowledge and to have a better opportunities in their real life.

- **Socio-Affective**

It is concluded that socio- affective is fundamental in the development of the knowledge construction process, because this create a level of empathy between the pupils and the facilitator, creating an environment in which they can feel comfortable to be, and to study, giving

them the opportunity to express themselves and been able to practice the language. According to the Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that socio- affective “Help learners gain control and regulate personal emotions, attitudes and values” (p. 49). Based on this information, socio-affective help the social agents to overcome their emotional, psychological and social problems such as reducing anxiety and apprehension, be capable of facing real life situations to put into practice what they learn during the teaching process. Nevertheless, if during the classes does not exist socio affective between the social agents and the facilitator this can generate that the students have a lot of security problems with themselves to be able to development in the best way during the classes without being afraid to speak in front of the other people.

- **Meta-Cognitive**

It can be concluded that meta-cognitive is relevant in the knowledge construction process due to it has the function of help the social agents to understand their own learning process, this is essential because with this, they can find or understand what is the form in which they can learn better in the classroom. According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) explain that cognitive “Enable learners to understand and produce new language”. Based on this, it empowers the social agents to have a better criterion of their own learning process. This can have a positive effect in the process of learning due to it contributes significantly to the improvement of pupil’s learning, been able to understand how they can acquire the language in a different way that can give them the results that they want. However, if this indicator it is not included in the process of learning of the social agents, they are going to present difficulties trying to acquire new knowledge, due they are not aware of how they could

learn better what the facilitator is giving them, the idea with this is to improve the ability to understand their distinct forms of learning that they have.

From the variable Speaking Skill and its indicators Linguistic competence, oral interaction and fluency the following conclusions can be done.

- **Linguistic Competence**

It is concluded that linguistic competence is effective in the enhance of the speaking skill, because with this, the social agents can obtain a better result in the knowledge construction process, because as mention above being an unconscious knowledge that the social agents have, they can have a better development during the classes, because they unconsciously can put into practice this knowledge, which would allow them to have a better development in the ability to speak. According to the book *Introducing Applied Linguistics* (2009) stated that “There must be some minimum linguistic competence required for successful communication” (Hunston & Oakey, p.92). Based on this, linguistic competence is fundamental in the development of the knowledge construction process of the social agents, because with this, they can have a better communication with their classmates and teacher. However, linguistic competence can have distinct negative consequences if the facilitators do not use it during the knowledge construction process of the social agents, this can generate that the social agents have a poor advance in the process of improve their speaking skill, because if the social agents does not put this into practice during the classes, they can have difficult to development in a good way their knowledge and with this the opportunity to improve the speaking skill.

- **Oral Interaction**

It is concluded that oral interaction is fundamental in the development and the improvement of the speaking skill, because this contributes in distinct aspects in the knowledge construction

process of the social agents, that will help that they have a better progress in the process of learn a second language, because with the interaction the social agents can have a lot opportunities to learn new knowledge and have distinct experiences during the interaction between their classmates and teacher , that can help the social agents to have a better development of the speaking in class and in real life situations. According to the book Classroom Interaction for Language Teachers (2015) stated that “Most important, in a language classroom, it is through language in interaction that we access new knowledge, acquire and develop new skills, identify problems of understanding, deal with “breakdowns” in the communication, establish and maintain relationships, and so on” (Walsh, p.8). Based on this, oral interaction has a positive effect in the knowledge construction process of the social agents, because with this they can have a better development in the process of learn new information and with this improve their speaking skill. Moreover, if during the classes the facilitator does not implement the oral interaction between the social agents, this can generate that they present problems during the process of make an activity or to work in groups, because if not exist a constant interaction between them this can bring a deficiency in the knowledge construction process of the social agents, and with this affect their speaking part.

- **Fluency**

It can be conclude that fluency is necessary for a better comprehension of the language and to communicate effectively with others in English, which is the purpose of teaching this, that the social agents can be capable of communicate in an effective way to be more competent in the language, according with the Programa de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) “Development of the learner’s communicative competence as well as the knowledge, skills,abilities,values, and competence of a 21st century citizen”(p.21)based on this

the social agents can develop communicative competence but also it benefits another aspects that are also important for a more competent social agent. for instance it can have a positive effect in the knowledge construction process of the social agents, giving them the ability of communicate in a better way, due to if it is not included the fluency in the process of learning English there is going to be a lack in their speaking part, in which their communication is going to be affected. From the variable Knowledge Construction Process and its indicators action-oriented approach, task and didactic sequence the following conclusions can be done.

- **Action-Oriented Approach**

The implementation of the action-oriented approach is fundamental for the knowledge construction process of the social agents due to it helps the social agents to be more active in the class and to give them the chance to practice the language, because the action-oriented approach is focus on the social agents, in which they are the center of the class helping with this to them to construct by themselves their knowledge but with the guidance of the facilitator to put into a real-life context the task that is been given in order to be easier for them to understand and retain even more. According to the Teacher's guide for the New English Curriculum Seventh Grade (2017) stated that "The students are social agents that use the target language to perform specific actions in real life contexts meaningfully" (p,15). Based on this, giving them a real-life context can help them to use more the target language, with this giving the opportunity of practicing more. However, if there is not included this indicator in the process of the social agents, they are going to have problems, due to they not having more opportunities to participate more if the facilitator is focus in explaining and giving the chance of them to talk and express their opinions and ideas, due to the idea with this is to have more active social agents in which they can develop their speaking skill.

- **Task**

With the part of task it can be concluded that it has its relevance in the knowledge construction process of the social agents due to it helps them to use the language inside the class but also to be implemented outside the class in order for them to be able to face real life scenarios, stated by the Programa de Inglés de Tercer Ciclo y Educación Diversificada (2016) “tasks are set in a context that learners would face in everyday life within scenarios and domains” (p.29) based on this, task can give them scenarios in which they can practice for a future to face real life situations. The effect that can provide to the knowledge of the social agents is going to be positive for them and is going to give them better results in their process of learning and acquiring knowledge. If this indicator was not included, their process will be affected due to task gives them the opportunity to enhance their knowledge construction process by giving them real life context in which they are learning for facing their life and not only for a test.

- **Didactic Sequence**

It can be concluded that didactic sequence has its relevance in the knowledge construction process of the social agents due to it is beneficial for them to learn step by step, in which they are going to obtain the knowledge little by little and not at once, giving the chance of retaining more. Based on the book *The Skill Approach in Education* (2018) stated that “phases provide a model of instruction helping the teachers perform their teaching effectively” (Gunes & Soylemez). Based on this, teaching English in steps or stages, can benefit the English teaching, helping with this in the process of learning of the social agents. For instance, didactic Sequence is going to give a positive effect in the knowledge construction process of the learners, in which the facilitators give them an appropriate time for each stage in order for them to understand better. If it is not included in the process of teaching, the social agents are going to face problems in their

learning due is necessary to provide them time, and to be organize with the different stages for the skills that they are going to be develop.

Chapter VII: Recommendations

7.1 Introduction

Throughout the process of this alternative methodological proposal the researchers have created distinct steps with the idea to achieve a goal of develop a proposal that included the implementation of cognitive linguistic skills to improve the speaking skill in the knowledge construction process. In this proposal the main problem that was found and identify is that the social agents that was graduated from high school were not competent in English and present different problems on this but the part that is more affected is the speaking skill, and for this reason the implementation of a proposal was a necessity to improve this problem in the social agents with the idea of providing strategies on which the facilitator can apply in the class in order to achieve the goals that were set. According to the book *Introduction to Research in Education* (2006) stated that “recommendations should be used both to improve the quality of qualitative proposals and reports and to evaluate the quality of the research conducted” (Ary et al, p. 506). Based on this, the recommendations are a fundamental part of this alternative methodological proposal, for the main reason that this is where the suggestions for the facilitators are addressed, each one of these recommendations are based on the distinct data collection and the strategies that was suggested previously. The purpose of this section is to show the distinct ways that can be taken when applying this proposal, and the importance that this have in the knowledge construction process of the social agents with the different variables and indicators that were selected for this project in order to enhance the methodologies that the facilitator can put into test in the class. The recommendations are fundamental in a proposal because this gives to the facilitators a better understanding and distinct ways of how implement this in order to achieve the general objective of this proposal and to give effectiveness on the conclusions that were mention previously on this alternative methodological proposal.

7.2 Recommendations

The recommendations that are going to be mentioned in this alternative methodological proposal it is directed to the facilitators who want to apply them in the classroom. For the first variable Cognitive Linguistic Skill and its three indicators Meta-Social, Socio- affective and Metacognitive, the following recommendations was created.

- **Meta-Social**

It is recommended to implement meta -social in the classrooms to provide that the social agents can be confident to give opinions or ideas about a topic or when working with other classmates in a task, and all of this help in the knowledge construction process of the social agents. According to the book *Critical Thinking Skills for Education Students* (2009) stated that “critical thinking is essentially a questioning, challenging approach to knowledge and perceived wisdom” (Judge et al, p.1). Based on this, the meta- social play a fundamental role in the knowledge construction process of the social agents. This recommendation can be solved through the use of activities in which the social agents have to use their critical thinking giving distinct opinions with their other classmates during the teaching process to enhance their knowledge construction process.

- **Socio- Affective**

It is recommended to implement socio - affective during the teaching process to help the social agents to overcome their emotional, psychological and social problems such as reducing anxiety and apprehension, be capable of facing real life situations to put into practice what they learn during the knowledge construction process. According to *Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada* (2016) stated that socio affective “Help learners gain control and regulate personal emotions, attitudes and values” (p,49). Based on this, socio-

affective is essential for the social agents to enhance their speaking skill, because with this the social agents can have more control with their distinct emotions that can be generate an obstacle in the knowledge construction process. This recommendation can be solved through the use of tasks in the classroom in which the social agents need to talk with their other classmates and with this the social agents have the opportunity to practice more their speaking part, giving the opportunity to control their fears and anxiety.

- **Metacognitive**

It is recommended to include metacognitive for the knowledge construction process of the social agents, due to it helps them to understand in a better way their own learning process, which is essential because including this in their process of acquiring knowledge it can assist them to can find or understand what is the form in which they can absorb more the knowledge.

According with the book called Teaching Students to Drive their Brains (2016) stated that

educators report that teaching with metacognition has helped to transform their classroom practice and attitude about their profession. As one teacher put it “My students now have a teacher who has the strategies and tools to help them learn to think metacognitively and to teach them how to become successful in school and in their personal lives.”(Wilson & Conyers, p.5).

Based on this, is well recommended to implement metacognitive in the classroom to help the facilitator to guide the social agents to understand better, in order to obtain the goals that were set. Not including metacognitive in the learning process could develop a problem in their knowledge acquisition, due to is relevant for the social agents to be aware of how they can learn the language, to help to develop this in class is necessary to apply task on which they can be able to identify it.

For the second variable Speaking skill and its three indicators Linguistic competence, oral interaction and fluency the following recommendations was created.

- **Linguistic competence**

It is recommended linguistic competence to enhance the knowledge construction process of the social agents because as mention previously being an unconscious knowledge that the social agents have, they can have a better development during the classes, because they unconsciously can put into practice this knowledge, which would allow them to have a better development in the ability to speak. According to Programa de Estudios de Inglés Tercer Ciclo y Educación Diversificada (2016) mention that linguistic competence is “The knowledge, skills and abilities which are called upon when performing language acts” (p,40). Based on this, linguistic competence is fundamental to the development of the speaking skill of the social agents because this help to perform the language in a good way. This recommendation can be solved through the use of tasks in which the social agents need to put into practice their knowledge, like activities that involves solving problems or in which they have to think more to find an answer, and this help that the social agents use their linguistic competence.

- **Oral interaction**

It is recommended the oral interaction to improve the speaking skill in the knowledge construction process, because this gives a lot opportunities to the social agents to learn new knowledge and have distinct experiences during the interaction between their classmates and teacher , that can help them to have a better development of the speaking skill in class and in real life situations. According to the book Speaking in a Second Language (2018) stated that “The interaction reveals how people envision, conceptualize and talk about comprehension processes in social encounters” (Alonso, p.72). Based on this, oral interaction is essential to the social

agents to improve their speaking skill, because with this they have to interact more with their classmates. This recommendation can be solved through the use of tasks in which the social agents have to interact more with their classmates and teacher in which they put into practice their speaking skill through the interaction to have a better development in the knowledge construction process.

- **Fluency**

It is recommended to apply tasks on which the fluency of the social agents can be enhance for the better comprehension of the language and to communicate effectively with others in English, for the social agents to be capable of communicate in an effective way to have the ability of being competent in the language. According to the book called *Fluency in Native and Nonnative English Speech* (2013) stated that “fluency is mainly of interest because it is related to communicative effectiveness” (Gotz, p.1). Based on this previous information provided by the book, obtaining fluency in the speaking part is essential for the communication to be effective and understandable. Not including fluency can help to develop a lack in the speaking part of the social agents, is relevant to include task in which the part of fluency can be enhance and provide them with tasks on which this can be practice it in order for them to develop, due to is well known that for this to be acquire is necessary the constant practice.

For the third variable knowledge construction process and its three indicators action-oriented approach, didactic sequence and task, the following recommendations was created.

- **Action Oriented Approach**

It is recommended to implement action-oriented approach in the classes in order to help the social agents to be more active in class, with this giving them the chance to practice more the language and enhance it. The facilitator is going to be a guide in the class on which he or she is

going to develop task on which they have to put into practice the language by the use of real life scenarios on which it the social agents put to test the knowledge that they acquire with this, being them the center of the class, in other words the main focus, on which they are going to construct by themselves their knowledge. According to the book called Teaching and Learning English through Bilingual Education (2012) stated that “describes in a comprehensive way what language learners have to learn to do in order to use a language communication and what knowledge and skills they have to develop so as to be able to act effectively” (Martinez, p.10). Based on this, AoA is relevant for the communication of the social agents and to develop diverse skills. Not including action oriented approach can affect the learning process of the social agents due to the implementation of this is relevant for the learning process of them, it provides the social agents the appropriate tools to be more active and for them to evolve in the real life in the language by the use of task with real life context on which they can apply it not only for a test, also for the real life when they have to develop a conversation with another person.

- **Didactic Sequence**

It is recommended to have a sequence in the development of the tasks due it is going to be more organized, and it provides an order to the social agents to understand in a better way, due to they will be working in a stage and try to success it before pass to the next stage and start working on that, for instance, is going to give a positive effect in the knowledge construction process of them, in which the facilitators gives them a appropriate time for each stage in order for them to absorb better the knowledge that is being giving in each stage. According to the book called The Programa de Estudio de Inglés Tercer Ciclo y Educación Diversificada (2016) stated that the main goal of having a sequence is to “carry out a set of purposeful actions in a particular domain with a clearly defined goal and a specific outcome” (p.35) based on this, didactic

sequence is relevant in the learning process of the social agents in order of obtaining better and different results in their knowledge. Not including this in the process of the social agents can lead to problems in their acquisition of knowledge due to is well known that is better to provide the different aspects that are going to be teach in different stages and little by little and not all of a sudden because this only stresses the social agents and they are not going to have any result, and the idea is to provide them with an environment on which they can feel comfortable and they want to assist to class due to they are understanding the class with the sequence that is being giving.

- **Task**

It is recommended to implement task in the classrooms due to it has it relevance in the knowledge construction process of the social agents due to it main purpose is to guide and help them to use English inside the class but also the idea is to give them real life scenarios on which they can put into practice outside the class in order to be able to evolve in the language.

According with the book called Teaching and Learning English through Bilingual Education (2012) stated that “real-life-like activities are to bridge the gap between the learning situation and the normal use of language” (Martinez, p.10). Based on this previous information provided by the book, the use of task on which there is a real-life activity can provide benefits to the social agents helping them to learn in a better way the language and to learn how to use it outside the classroom. Not including task in the classroom can be develop in social agents that cannot be autodidactic and are going to present problems on their knowledge construction process of them, the idea is to implement tasks in the classroom for the learners in order to create an environment on which they can be able to evolve in the language and that the acquirement of knowledge can be successful.

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Firma del estudiante(s):

Kristel Venegas

Melissa