UNIVERSIDAD LATINA DE COSTA RICA

UNIVERSIDAD LATINA DE COSTA RICA FACULTAD DE CIENCIAS SOCIALES LICENCIATURA LA ENSEÑANZA DEL INGLÉS

The Implementation of Cognitive Development Techniques to Improve the Speaking Competence Level in the Knowledge Construction Process.

Santiago Bozzoli Calderón

Daniela Elizondo Cardenal

TESIS DE GRADUACIÓN PRESENTADA COMO REQUISITO PARCIAL PARA OPTAR POR EL GRADO DE LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

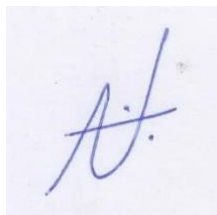**Pérez Zeledón, Costa Rica Agosto 28, 2022**

**UNIVERSIDAD LATINA
DE COSTA RICA**
POWERED BY Arizona State University

Sworn of declaration

Yo, <u>Santiago Bozzoli Calderón</u> estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual de la Tesis / Proyecto de Grado titulada (o):

<u>The Implementation of Cognitive Development Techniques to Improve the Speaking Competence Level in the Knowledge Construction Process</u>

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

Es todo, firmo en <u>Pérez Zeledón</u> a los <u>28</u> días del mes de <u>Agosto</u> del año <u>2022</u>.

_____ Firma

<u>Santiago Bozzoli Calderón</u>
Nombre sustentante

<u>115580103</u>
Cédula sustentante

Sworn of declaration

Yo, <u>Daniela Edith Elizondo Cardenal</u> estudiante de la Universidad Latina de Costa Rica, declaro bajo la fe de juramento y consciente de las responsabilidades penales de este acto, que soy Autor Intelectual de la Tesis / Proyecto de Grado titulada (o):

<u>The Implementation of Cognitive Development Techniques to Improve the Speaking Competence Level in the Knowledge Construction Process</u>

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

Es todo, firmo en <u>Pérez Zeledón</u> a los <u>28</u> días del mes de <u>Agosto</u> del año <u>2022</u>.

_____ Firma

<u>Daniela Elizondo Cardenal</u>
Nombre sustentante

<u>604340637</u>
Cédula sustentante

**UNIVERSIDAD LATINA
DE COSTA RICA**
POWERED BY **Arizona State University**

Jury's approval sheet

Esta tesis fue aprobada por el Tribunal Examinador de la carrera de La Enseñanza del

Inglés**,** requisito para optar por el grado **Licenciatura en la Enseñanza del Inglés**

Roy Alfaro Alfaro Solorzano

Ana Alicia Rodriguez

NOMBRE DEL TUTOR

NOMBRE DEL LECTOR

Tutor

Lector

Ariel Gustavo Vargas Vindas

NOMBRE DEL LECTOR PRESIDENTE

Lector quien Preside

VERIFICACION DEL TRIBUNAL EXAMINADOR

Nombre del Director de Carrera

Firma

Fecha

CARTA SEGMENTADA DEL TRIBUNAL EXAMINADOR

Estimados señores:

En mi calidad de Tutor, como miembro del Tribunal Examinador, confirmo la aprobación del siguiente Trabajo Final de Graduación para optar por grado académico de Licenciatura en la Enseñanza del Inglés.

- **Titulo:** The Implementation of Cognitive Development Techniques to Improve the Speaking Competence Level in the Knowledge Construction Process.
- **Modalidad:** Licenciatura en la Enseñanza del Inglés
- **Autor(es)** Santiago Bozzoli Calderón

  Daniela Elizondo Cardenal
- **Fecha de aprobación:** 8/08/22

Roy Alfaro Alfaro

Firmado digitalmente por Roy Alfaro Alfaro
Fecha: 2022.08.22 13:33:00 -05'00'

MSc.. Roy Alfaro Alfaro
Ced: 203060905

CARTA SEGMENTADA DEL TRIBUNAL EXAMINADOR

Estimados señores:

En mi calidad de lector, como miembro del Tribunal Examinador, confirmo la aprobación del siguiente Trabajo Final de Graduación para optar por grado académico de Licenciatura en la Enseñanza del Inglés.

- **Titulo:** The Implementation of Cognitive Development Techniques to Improve the Speaking Competence Level in the Knowledge Construction Process.
- **Modalidad:** Licenciatura en la Enseñanza del Inglés
- **Autor(es)** Santiago Bozzoli Calderón
  Daniela Elizondo Cardenal
- **Fecha de aprobación:** 8/08/22

ARIEL GUSTAVO VARGAS VINDAS (FIRMA)
Firmado digitalmente por ARIEL GUSTAVO VARGAS VINDAS (FIRMA)
Fecha: 2022.08.20 14:17:01 -06'00'

MSc.. Ariel Vargas Vindas

CARTA SEGMENTADA DEL TRIBUNAL EXAMINADOR

Estimados señores:

En mi calidad de lector, como miembro del Tribunal Examinador, confirmo la aprobación del siguiente Trabajo Final de Graduación para optar por grado académico de Licenciatura en la Enseñanza del Inglés.

- **Titulo:** The Implementation of Cognitive Development Techniques to Improve the Speaking Competence Level in the Knowledge Construction Process.
- **Modalidad:** Licenciatura en la Enseñanza del Inglés
- **Autor(es)** Santiago Bozzoli Calderón
  Daniela Elizondo Cardenal
- **Fecha de aprobación:** 8/08/22

Lic. Ana Alicia Rodríguez Solórzano

Carta CRAI

Abstract

This paper analyzes the role and exposes the benefits of **t**he implementation of

cognitive development techniques to improve the speaking competence level in the

knowledge construction process as a mode of shared and encourages other researchers to investigate and provide more input related to the uses and implementation of cognitive practices to improve the speaking competence among students. The thesis importance is to highlight the path that the researches are interest in order to become the teachers that they desire. On this paper the value and the relation of cognitive practices to improve the educational progress is remark and explain thought out the paper, the goal is to instructed the reader and guide them to understand each point of view and perception of the subject aiming to connected the reader by presenting a clear and consistent regarding the implementation of cognition during the construction of knowledge to enable the student to enhance and become active English speakers.

.

Resumen

Este trabajo escrito analiza el papel y expone los beneficios de la implementación de técnicas de desarrollo cognitivo para mejorar el nivel de competencia oral en el proceso de construcción del conocimiento como un modo de compartir y animar a otros investigadores a continuar y proporcionar más información relacionada con los usos y la implementación de prácticas cognitivas para mejorar la competencia oral entre los estudiantes. La importancia de la tesis es resaltar el camino de interés de los investigadores para convertirse en los docentes que desean ser. En este

trabajo se comenta y explica el valor y la relación de las prácticas cognitivas para mejorar el progreso educativo, el objetivo es instruir al lector y guiarlo para así comprender cada punto de vista y perspectiva del tema con el objetivo de conectar el lector al presentar una clara y consistente idea con respecto a la implementación de la cognición durante la construcción del conocimiento para permitir que el estudiante participe y se convierta en hablantes activos de inglés

Acknowledgment

Dedicatory

We dedicated this project to our beautiful and lovely family and friends, whose patience and support for the last year never let us quit. Also, we dedicated this to ourselves, for all the sacrifices that we made and for always keep working on this project.

Table of Content

List of graphs

Graph 1: Do you know what are cognitive techniques?

Graph 2: Did you learn English using any cognitive technique in the process?

Graph 3: Do you consider that the application of cognitive techniques can help the students to be fluent during the learning process?

Graph 4: How often do you as a teacher develop activities that require the use of cognitive knowledge rather that classroom knowledge?

Graph 5: Do you implement the use of popular songs in your English classes?

Graph 6: Do you think that your students are improving their speaking skill using cognitive knowledge outside the classroom?

Graph 7: Are students motivated to participate in impromptu speaking?

Graph 8: Is this method effective to promote ideas in your students?

Graph 9: Do you think that oral presentation activities helps students to improve the spoken skill?

Graph 10: Do you consider that your students perform literary work in their oral presentations or that comes naturally from them?

Graph 11: Do you know what how to learn in a natural way?

Graph 12: How often do you use cognitive knowledge to speak with others in English?

Graph 13: Do you consider that you can learn more with cognitive techniques?

Graph 14: How often do you see movies, series or listen to music in English? **Graph 15:** Do you learn new vocabulary or pronunciation with those shows, series, or songs?

Graph 16: Do you enjoy making oral presentations when you have already learned about the topic?

Chapter I Introduction

1.1 Introduction

Among English teachers, it is well known the consequences and positive outcomes of transmitting excellent speaking skills to the students; nevertheless, accomplishing this task is not easy to fulfil, especially not without the proper teaching tools and the disponibility of the teacher. Speaking is one of the most critical skills in English teaching as it is the one that allows people to communicate their ideas. However, according to the Programa de Estudios de Ingles de III Ciclo de la Educación Básica y Educación Diversificada MEP (2016), "learners who receive English lessons in elementary and high schools are not reaching the expected English proficiency levels after eleven or twelve years of instruction" (p.12). Meaning that there is something that teachers or the educational system are not considering and is causing disruption in the teaching process. This paper aims to illustrate and conduct research on improving the educational process of teaching speaking skills by improving cognitive development and mental function. Teach properly speaking skills help the learner to activate cognitive processes that are important to enhance the language of mental imagery, thinking, reasoning, problem-solving, and memory development according to Sreena and Ilankumaran

The most essential task in the communicative process is being able to convey and carry out an idea, a concept or an outlook through speech or speaking. The learners are able to create relativity on what they are thinking in an effective and direct way which allows them to communicate successfully with others in a variety of situations. (2017, p. 1046)

Meaning that the key to helping students to accomplish speaking competence relies on the implementation and mix of the cognitive process while teaching, since strong communication skills dependent not only on the grammar and syntax rules but on

how well the learner can react to a variety of situations that will demand fast and fluid responses to obtain satisfactory and positive interaction and experiences. Also, by putting cognitive development into action while teaching, students will build confidence towards language and be a step closer to becoming active learners. Speaking is an undeniable skill that teachers need to prioritize since, through speaking, the student has the opportunity to practice other linguistic skills to communicate effectively within and outside the classroom using spontaneous and creative responses during any interaction.

Cognitive processes during the development play an essential role as well in the construction and acquisition of a foreign language (English). Lane (2011) suggests that the "cognitive development in English Language Teaching paves avenues for English language users to facilitate the contextual language and thereby to enhance the creative competence that can make learners as effective communicators in accordance with the context" (p. 1) Lane describe a situation where the student needs more than just grammar and syntaxis rules to be accurate during a social or classroom interaction. Enhancing creativity, thinking, reasoning, and problem-solving skills are crucial for nourishing and healthy growth of the knowledge construction process by concording with the context in which learners are involved.

Teaching speaking along with cognitive development can be difficult; nevertheless, there is an aspect that the teacher can improve to increase the success rate of the teaching time by creating a classroom atmosphere where the student feels comfortable at the time of classroom participation. Shernoff (2013) highlights that "the higher the environmental challenge and teacher expectations, the more of a need there is for relational support, and the greater the payoff" (p. 154). Thus, teachers have to provide a healthy and cooperative environment to establish an atmosphere where the student freely practice not only verbal aspects of the language but the mental as well by

adding more and more difficulty to the practices and the demand on quality to students. The paper aims to illustrate the importance of involving cognitive development to achieve speaking competence during the construction of knowledge. The report will exhibit how the teacher can improve the English lessons to enhance speaking competence and techniques by activating the cognitive process within the students' minds before the class begins to increase the learner's response, creativity, and spontaneity through practices, to keeps the student's attention focused on executing more and more challenge and practical speaking skills. In the next part the reader will have an insight about the problem statement, justification, general and specific objectives along with the scopes and limitations of research paper so the reader can understand more about the main idea in which is base the whole paper.

1.2 Problmen Statement

Although students have been learning the language for more than ten years, when they graduate from high school, the domain of the language fluently is poor. Learning progress could be lost if more emphasis is given only to grammar, listening, and not speaking. If alternatives for teaching the speaking skill are not implemented, the consequences and the impact for the students can be irreversible. Producing new solutions for properly teaching has become the top priority for professors and investigators in education worldwide to keep the knowledge floating for the new generations and their expectations. As mentioned in the literary review, the necessity for finding new ways to encourage the students to enhance a second language is crucial for the learning progress of the learners. Although it is not accepted or preferred by many teachers, the cognitive techniques have brought into the light other examples and tools to overcome this difficult situation.

One of the problems that regular classes have is the limited interaction that the professor can provide to students, which negatively affects the learning and teaching process since personal interaction is almost impossible to incentivize group participation. That is why most students are used to having someone type of guidance or supervise that the interactions are correctly performance given to the lack of motivation or any other external and internal factor. Moreover, it is essential to bring to the class alternative forms of learning as it is crucial since learners need a new source of knowledge that brings the information of their interest and keeps them connected with the topic. To maintain the students' focus on the subject is relatively new; the ramification and uses are unlimited. Both student and teacher will discover the many benefits that these types of practices bring to the table.

How can the implementation of cognitive development techniques in the knowledge construction process help to improve learners speaking competence?

1.3 Justification

As teachers reach a higher competence level of speaking skills among the students during the English lessons should be one of the top concerns since learning how to communicate effectively provides the learners an invaluable positive impact on how they will perceive the linguistic experience during the construction process of the new language. The implementation of strategies to encourage the student to practice and improve their verbal communication skills is fundamental to ensure that the students can face any possible situation or scenario that involves speaking interaction in and outside the classroom. The development of cognitive techniques requires a high amount of concentration and discipline from the teacher to help the students to achieve the expected results as Lane (2009, p. 34) mentions the "teacher plays in the role of facilitator and has to make space for the learner with relevant context. The needs of the

teacher in the classroom are; identify learner´s needs, organizing language acquisition opportunities and measuring students' achievement". The outcomes of the teaching will reflect the effort demonstrated by the teacher that will help in creating a deeper connection between the subject, the learner, and the educator. By involving the student and teaching them how their brains acquire information during a spoken interaction through cognitive processes the teacher can increase the opportunities for improvement since the "student teacher will be confident of what they are doing because they understand the cognitive skills required to intellectually organize the information" (Languis et al., 1991, p. 306). The value that the cognitive processes bring to the learning lessons are incomparable thanks to the multiple benefits that come along with these types of practices, Rajesh points out that the

> "Cognitive development process strengthens the learners to improve
> their cognition and consequently to enhance the language acquisition process
> and their creativity…which involves the process of insight formation and
> problem-solving. When the language is contextualized, the learner can acquire
> the language to use it for suitable context" (2009, p. 62).

As its mentions, the cognitive development process is necessary to catch the learner's attention to eventually enhance and nourish the insight formation and critical thinking that empower the students to feel comfortable with any social situation and have affective and faster responses during a speaking interaction. Language and cognitive processes are intertwined, both, acquirees information through non-verbal and verbal expressions, must speaking interaction involves more than just talking, Nelson (1996, p. 6) suggest that language "rest on prior non-linguistic perceptual, conceptual, and social-communicative process. Thus, is not separable from cognitive development generally, and the reverse: Cognitive development is not separable from language" and

as the cognitive process involves organization and structure to understand the information, language as well Robinson and Elis (2008, p. 3) indicated that "language is used to organize, process, and convey information, from one person to another, from one embodied mind to another" meaning that as the learners exchange information they are not only practicing the language, but improving their cognitive skills which will benefit and positive affects different aspects on their lives. Furthermore, to accomplish higher levels of speaking competence the cognitive process is necessary during the construction process and is key to keep the student connected with the subjects which eventually will lead them to achieve their true potential. In a conclusion, the aim of this research is to find those aspects within the cognitive process in the syllabus to enhance the learner speaking competence level and increase the interest for the language on scholars.

1.4 Objectives

1.4.1 General Objectives

a) To develop a proposal for pedagogical action that involves cognitive development techniques to improve learners speaking competence in the learning process.

1.4.2 Specific Objective

a. To state the need to enhance learners speaking competence through the application of cognitive development techniques in the knowledge construction process.

b. To substantiate conceptually cognitive development techniques to reinforce learners´ speaking competence in the knowledge construction process.

c. To plan sequential activities that allow the implementation of cognitive development techniques to improve learners´ speaking competence in the knowledge construction process.

1.5 Scopes and Limitations

1.5.1 Scopes

This proposal was created with the intention of showing the scopes that the use of cognitive techniques have in the knowledge construction process in the speaking skill for students. By using cognitive techniques learners have more opportunities to learn and practice speaking inside and outside the classroom feeling more comfortable with the language and others around them. The investigation help us to understand as future teaches how advantageous it is for teachers and students, the use of cognitive techniques to learn a foreign language, as it allow students to use their potencial in different ways in the learning process and for teachers because it is the natural way of teaching and learning.

1.5.2 Limitations

As researchers we had some limitations while working with this project. The first limitation it was time, due to the pandemic and the return of students to high schools, it was difficult to make an observation of any class to check the use of cognitve techniques and the way that English is being teach. Another limitation it was that the programs of Ministry of Public Education does not make enfasis on this techniques in their classes proposals, so it was difficult to analyze if students knew about this techniques or ir teachers were using them to teach speaking and that the programs have more enfasis in the other skills rather than all be equal for a better learning.

Chapter II Theoretial Framework

2.1 Theoretical Framework

English teachers are always in the hunt for implementing and improving methods to enhance the teaching techniques and approaches to increase the speaking competence during the English lesson is vital to produce and provide quality tools for the learners to dominate the skill. Teaching a linguistic skill (Speaking) in another language such as English can be a difficult task that faces issues like lack of interest, confusion, and misconceptions towards the subject given to inefficient used of practices or teaching techniques that lead to demotivation form the students and a lack of complete interest towards the language (Khan and Ghosh, 2016, p. 3). Conventional teachers most use any means at their disposal to guide the students to learn and dominate the subject. Therefore, is crucial to (while teaching) show learners how they learn and digest information within their brains to increase the changes to avoid confusion and prevent unnecessary delays during the lesson time, and this is when cognitive development comes to play. As teachers, wonder what was going on inside the students' heads is a constant concern since to provide effective teachings the teacher most knows how to identify the student's learning necessity, pace, limitation and capabilities otherwise the teacher will have a terrible performance. Cognitive development covers and enhance the possibility of knowing the learners within the classroom, but before talk about how implement cognitive process within the teachings is crucial to explain first what is cognitive and its connection with learning. According to psychology's

"Cognition is the process of acquiring and understanding knowledge through our thoughts, experiences, and senses. Learning involves acquiring knowledge through

experience, study, or being taught… learning requires cognition and cognition involves

learning. Whenever you see or hear something new, you go through a series

of cognitive processes, which are the processes that result in learning. (Cognitive

Processes in Learning: Types, Definition & Examples, 2015)

Meaning that every process of learning comes along with cognitive actions as

well, it is impossible to mention one without involving the other, which makes

cognition part of the learning process and vice versa since both share aspects and

similarities during the practice complimenting each other. Therefore, teacher needs to

focuses on helping students learn how to maximize your brain's capacity by adding the

cognitive factor to the practices since it will provide the necessary flexibility to create

practices that involves physically and mentally effort to maintain the student focus on

the task. Hence is necessary to be on top of the details on how to mix cognitive process

with the teaching so both can be combined and create a suitable healthy classroom

atmosphere for the teacher to impart the class and the students to enhance the speaking

competence during the knowledge construction process; otherwise, the teaching will be

meaningless causing misguidance and demotivation negatively affecting the teacher and

the student development. Now that the definition of cognitive and its relation to learning

has been established is crucial to move on with the implementation and the practices

that were chosen to support this Thesis. As teachers, there are many essential factors to

keep in mind, like attention short- and long-term memory. For students obtaining

knowledge can represent hard work depending on the task; educational psychologists

suggest that to start using cognitive tools, the teacher as to be clear and consistent,

students need to remain focused since learners' attention is unlimited. Furthermore,

education psychologists also mention that the average person can only perform two

similar tasks at the same time without making mark mistakes (Cognitive Processes in

Learning: Types, Definition & Examples, 2015), wherefore is crucial to provide students with singular practices and tasks with concordance and explicit instructions during the teaching lessons without putting aside to increase or lower the level depending on the student that way, the student will feel challenged without having more pressure than they can handle by making the teaching an easy and consist process the student excuses will be significantly reduced. Searching for the best academic practices to implement a method or technique is impossible since not all students learn or have the same capabilities either the condition on how the class will develop will always be the same. Therefore, having variety and practices involving daily activities like touching, smelling, talking, watching, listening, and speaking is crucial to providing influential teachings that will stick within the student's mind improving the speaking competence and the practical knowledge within the student. Th cognitive development of the students' minds is an aspect that cannot be ignore if the teacher wants that the learner accomplishes speaking competence. By using daily life situation is possible to create a link to events that the student is familiar with so he can create a memory and relate the information and used when is necessary which will help the student not only to overcome classroom situation but social interactions as well.

The expansion of culturalization has crown English has an essential language tool used worldwide to communicate. Speaking competence nowadays plays an indispensable role according to Akhyak and Indramawan (2013, p. 13)

Language is a means of communication or speaking. In this case, as a human being, it must be able to communicate or speak orally. language has a main role in students' intellectual, social, and emotional development and it is the key towards the successful studying all of the subject.

Therefore, teacher has to prioritize help students achieve outstanding speaking skills and build confidence towards the language to increase competence and enhance knowledge otherwise the student will not be able to effectively communicate with others causing negative response and interaction that could drive away the student from the subject and as teachers that is the least desired outcome, thus the teacher obligation is to prevent the issue by using cognitive process. Moreover, speaking as a linguistic skill help the student to engage to practice other skills in a passive way since to transmit a speech the student will need to write and read to achieve the desired goal.

Speaking competence is one of the primary goals for English teaching since "speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence) but sociolinguistic competence" Sutjiati et al., 2017, p. 16 meaning that to increase the knowledge and dexterity of students the teacher has to involve and mix context and social interactions with the teaching so the student not only develop academic knowledge but social skills increasing the used of cognitive process to obtain information and relate every aspect of the language to digest what has been taught enhancing the confidence and motivation of the student. Therefore, by using social context the teacher has the opportunity to provide students with input that regardless if it is another language, they can relate the situation to another that they already experience making easy the process of acquiring and retaining new information, that later on will be necessary to progress the speaking competence.

To understand the importance of developing adequate speaking competence its crucial to keep in mind that "speaking is divided into two areas: spoken interaction and spoken production" (MEP, 2016, p. 45). Spoken interaction is when the speaker acts as the listener to obtain every piece of information to form meaning. On the other hand,

spoken production is the part of the communicative process where the listener becomes the speaker and starts expressing ideas and thoughts. One cannot be thoroughly taught without the other since they complement each other it is impossible to form meaning without understanding or respond without forming meaning, not to mention each synthesizes and define the main aspects or goals to reach if the teacher truly desires that the students achieve adequate speaking competence during the knowledge constructions process. To increase the speaking competence the teacher has to take into consideration many aspects involving linguistic, from verbal to non-verbal interaction. The teacher has to inform the student that every aspect of communication has its value for that is necessary to know how control your attention to those important details that help to convey meaning even if they are not a spoken interaction and just examples or simple indications.

The "example" is a tool that teachers can use to teach students how to act since observation is the primary means people use to obtain information, and for that, teachers must have a clear strategy on what type and how is going to provide non-verbal information to achieve the desired outcome among the students. Teachers can use modeling as a teaching technique to pursuit this goal. Salisu and Ransom (2014, p.1) mention that modeling "is an instructional strategy in which the teacher demonstrates a new concept or approach to learning and students learn by observing. Modeling describes the process of learning or acquiring new information, skills, or behavior through observation". Wherefore, modeling works as a tool to illustrate through the experience of simple observation physical aspects of the language, teachers that are practicing speaking with the students can used this method to teach mouth movements, tongue and lips position to pronounce words and sentences. With modeling the teacher can enhance the speaking competence and transmit information and instructions to the

students along with non-verbal input that the student will relate with the information helping and exercising the student cognitive abilities as well. The implication of modeling as a teaching technique before speaking interactions or practices are "useful to teach any procedure, or skill that students need to do in a particular way over and over again" (Wilson, 2012, p. 30) meaning that modeling can also use as a set of precise instructions to provide order and guidance by explaining a new concept or exercise step by step to provide more verbal and non-verbal information that the student will relate before the exercise takes place avoiding confusion or negative feelings through the language.

For teachers to provide clear and consistent instructions during a lesson, it is a matter of "life and death" from an educational point of view. Focusing on the content behind implementation, execution, and learning outcomes to performance and implementing adequate practice modeling is vital to creating an instructional strategy that explains how to perform any task through several examples and repetition of the instructions that way, the students will have a better opportunity to achieve a vast understanding of the subject. which is beneficial to enhance speaking competence among learners also, M.E.P (2016, p. 34) mentions that "modeling the language as much as possible before and during the time when learners practice it in meaningful ways is recommended" indicating that modeling is an indispensable tool that increases speaking competence during the constructions process. Anyone who knows anything about language knows that language is more than spoken interaction and that humans must learn more from what they see than from what they hear. Therefore, teachers have to keep in mind factors like body language and gestures during any explanation since the brain will have more success in learning the information by connecting the interaction with something even if is just movement.

To accomplish such a task, the teacher has to ask the students not only to focus on what he said but how he said it and the movements that come with it, and then the student will be asked about the content of what the teacher said that way the learner can form their connection to the information and have easy access. Wilson, recommend implementing interactive modeling "because it combines critical elements to effective teaching-modeling positive behaviors, engaging students in active learning and assessing their understanding throughout lesson" (2012, p. 7) meaning that by adding interactive explanations, the opportunity to create more closeness between teacher and students will be more significant since they will be involved front top to end without losing the lesson's dynamic. To finalize, for any teacher, the necessity to find new and old methods to develop in the classroom for the benefit of the students should be the sole purpose of their moral compass. Modeling as a teaching tool fulfill this purpose by providing the students time and a structure to synthesize the information and it should often need and used as a repeated strategy to achieve a higher level of speaking competence during the construction process by disarming and providing step by step how to overcome complex processes that are entirely new to a learner. The process to accomplish speaking competence has characteristics such as pronunciation, fluency, and coherence without controlling any of those aspect the teachings will not comply with the requirements turning into aspects that are important to define and explain its connection with cognition development.

When it comes to pronunciation, proper guidance comes to play an essential role. The teacher's job is to provide adequate guidance that will vary according to the level, starting by correcting the student at the right moment and teaching them how to be self-aware on how they pronounce words, "proper pronunciation can be defined as a

reproduction of language sounds in such a way that the intended message is passed easily. The exact meaning of pronunciation is how word is pronounced" (Prashant, 2016, p. 16) Hence, pronunciation is a pillar for taking on step closer to achieving speaking competence, nevertheless as any aspect of speaking the teacher has to keep in mind the importance of the same and not ignore that part because is difficult for students or the teacher itself. The educator has to overcome its own limitation to provide quality teaching regarding pronunciation. Once the teacher has a clear mindset is time to identify and deal with the students' errors and insecurities toward the teachings and the language that negatively affects the speaking competence, construction of knowledge and cognitive development, without the proper care, the teaching might fail causing language distortions, frustration and demotivation. As Pennington and Rogerson-Revell (2018) indicate, "pronunciation can have a crucial impact not only on evaluations of an individual's communicative ability but also on the person's social standing, in terms of identity and status" (p. 344). Therefore, the teacher has to be careful on how and when to use the resources wisely to provide positive experiences that impact the healthy development of the language construction and protect the student against any embarrassment or mistake that could make the student lose interest and eventually neglect that aspect of language causing miscommunication and frustration. Furthermore, the teacher has to remember the student that mistakes are part of the learning and most be accepted and overcome turning the nature of mistakes into a positive aspect so student do not feel unencouraged.

As teachers is crucial to perceived pronunciation as a tool to enhance cognitive skills, short and long-term memory, thinking and imitation since the student constantly will be repetitive pronunciation patterns and indications form the teacher. The process in which students get to recognize tones according to Kan and Ito (2020, p. 4) involves

the use of three stages of the memory necessary to form meaning, also by the practice of imitation the speech memory increases helping the student to have more control over the skill. Therefore, by practicing pronunciation and all the aspects that surrounds this beautiful skill the teachers are able to help the students to advance at the construction of knowledge to increase the speaking competence during the cognitive development. Furthermore, is vital to remember that even if is good to protect the students from bad experiences is not always necessary. The teacher has to bring challenge into the practice no matter what type of skill is been put into practice to increase the cognitive development and the confidence within the learners. As part of the learning process there is some aspects easier than others, nevertheless, the teacher job is to help the student to overcome those obstacles by giving support and be fluent with the teachings in order to connect the student with the subject.

English is the language that possesses the power to connect people from different places worldwide, thanks to its ever-growing expansion in the past decades. Fluency while speaking is critical in developing a connection with others, considering that it is vital to understand and be understood to convey with others since clear communication is the most reliable communication. Nevertheless, studying to gain speaking fluency can be difficult for beginners and even advanced students, and that could be happening for either a lack of interest of the student or the teacher itself for practicing speaking fluency. Hill (2020) mentions that "most people can't achieve fluency because they aren't immersed in English, and because learning how to converse in English naturally actually involves a serious amount of practice" (p. xiii), meaning that like any other speaking skill, fluency needs proper instructions and constant supervision to enhance the student motivation and commitment toward the language otherwise the teachings will not be as effective as expected. For this reason, the teacher

has to make sure that the classroom environment is optimal for students to engage in any task without feeling harassed or pressed by others. Thus, foment a healthy atmosphere is a benefit that will support the student to carry out any type of practices alongside with building confidence and motivation to participate actively.

Engaging student into practices to stimulate and active the students to engage into participate before the practice begins is critical to start involving the student to practice Speaking. According to Shernoff (2013), engaging is defined as *"the heightened, simultaneous experience of concentration, interest, and enjoyment in the task at hand," (p.13)* thus, to achieve total students engaging the teachings has to be as fluent, dynamic, and challenging as possible to encourage and help the students maintain their minds focus on the task at hand, which will increase the interest and the concentration of the student while they are asked to participate and resolve classroom exercises. Therefore, the teacher has to motive the student and provide exercises according to the level of knowledge without put in aside the challenging factor and hype the student into participation.

Fluency as a speaking skill is fragile, can be tricky to teach and entails to invest hard work and time to dominate. Fluency works as the key for student to achieve speaking competence, Richards (2006) on his books points out that "fluency work thus requires extra attention on the part of the teacher in terms of preparing students for a fluency task, or follow-up activities that provide feedback on language use. " (p, 16) Hence, the teacher's job is to correct and prevent mistakes and teach the learners with effecting techniques that involve constant practices and open spaces where the student feels the freedom to make and fix lexical errors without taking more pressure than the one that they carry with themselves already. In sum, through healthy environment the teacher will have better opportunities to identify fluency discrepancies in the learners as

the students will be more open on engage in classroom participation improving the speaking competence and personal aspects that are crucial for the student success.

The mental well-being of the student also plays an important role when the teachers try to nourish the engagement spirit within the student during the formation and construction of knowledge, the teacher, as instructor has to take care of that aspect as well during the lessons otherwise the engagement to practice and participate will be de minimum and the student will fail. Shernoff (2013) indicates "engagement provides a useful lens for viewing the promotion of psychological well-being as an important end of education in addition to academic achievement" (p.13), meaning that the mental wellbeing and the academic outcomes are strictly linked with each other. By helping students accomplish fluency competence, the learner will grow strong with the language and within themselves, causing that the amount of confidence and interest towards any challenge besides accomplishing speaking competence during the knowledge construction process is going to be more remarkable compare to anybody else, which will help to achieve more than one goal in life, in the end, this is the true path that every teacher should aim for; building independent, intelligent, strong and capable people in order to create a better society.

Speaking fluently and having a good pronunciation is not enough; learners need to be coherent with their message to convey and form meaning; otherwise, the learner will not be fully understood as intended. Hughes (2011), in her book, defines *coherence* as "The ability to talk with normal levels of continuity, rate, and effort and to link ideas and language together to form coherent, connected speech." (p. 105). Therefore, it can be inferred that coherence is the part of the speech that gives sense, structure, and continuity to the ideas of the speaker, which essentially plays a fundamental role in the outcome of achieving total speaking competence without it the speech will sound

disorganize creating confusion and possible rejection by the receiver, putting the student in unnecessary and uncomfortable situations negatively affecting the develop of the speaking competence during the knowledge construction process. Master fluency and pronunciation skills are not enough to be considered a good English speaker; students also need to be coherent while speaking.

When students begin to learn English, their first spoken interactions may not be the greatest. This is when the teachers step forward and provide the vocabulary, the grammatical rules, and guidance with order and coherence to explore and teach the necessary background knowledge of a topic so learners can elaborate the structure and organize the ideas before having the chance to speak and express themselves aloud. As mentioned by Goh and Burns (2012), "Through a range of conversation strategies, adult speakers help children increase opportunities for using the language they are acquiring and, at the same time, help them notice problems in their speech and express their meaning more clearly". Hence, the learners will be able to effectively communicate inside and outside the classroom atmosphere without any fear or doubt in their minds increasing the opportunities to enhance the speaking competence level in the knowledge construction process, enriching and positively benefiting the intellectual and linguistic development of the student. Coherence is the logical arrangement of the speech, is the hearth that complements and unifies skills like fluency and pronunciation to convey the message connecting every idea as one solid piece of information playing a vital role in achieving total speaking competence.

The teacher works as the first guideline, every aspect of the teaching has to be consistent and coherence with the level, so the student mind subjectively starts do applying the same order in every task that is required to develop. Gernsbacher and

Givón (1995) point out that "coherence encompasses not only relationships between linguistic elements within the stream of speech, but also the fit between the action and content of an utterance, and the social situation within which it is embedded" (p. 118), which means that coherence involves more than linguist figures to function. It is also affected by elements like circumstances, environment, time, and social atmosphere, which indicates that besides academic outcomes enhancing coherence leads the student to achieve and develop speaking abilities and at the same time social dexterity to speak that consequently will positively impact the improvement of the speaking competence during the construction process of the language

Cognition development is involved with every learning process and vice versa. For teachers is essential to know and have vast knowledge on how and with what type of practices cognition should apply to triumph during speaking lessons. When it comes to teaching, there is no accurate formula since every aspect that involves education is always different, the circumstances could not be as favorable as before, or the student might have more issues than the teacher is prepared to deal with; therefore, the teacher needs to create a practice system to which the student feels connected. The subject or exercises must be as fluent and coherent as possible so the student can perform sequentially and organize, helping the learner's mind form a set of rules that will help him with academic outcomes and social. As English teachers, it is necessary to enhance and prepare the students to keep pursuing speaking competence since English has become a requirement for almost every aspect of daily life. There is no limit to the uses that people give to English, from communication to even playing a game; for that reason, teachers must take teaching seriously. As a former high school student is easy to remember which parts of the teachings back them fail and the few but strong distracted that the student's face. The teacher, since like sometimes forgets what it is to be a

student and that creates misunderstanding and conflicts with the learners, is critical to remember that, as educators, it is necessary to try to be comprehension and adapt the level of the teaching according to the student pace, abilities, knowledge control, and coordination that the cognitive development brings when it comes to teaching practical speaking skills.

Chapter III Metodological Framework

3.1 Research Method

Researching to obtain general or specific information can be a nightmare

without the adequate method to proceed. Therefore, to accomplish the thesis purpose,

the inductive research method was chosen for its characteristics fit with the purpose of

the study. According to Worster (2013, p. 7), "Induction is often described as drawing inferences from specific observable phenomena to general rules, or "knowledge expanding." Meaning that researchers use induction to extract information through observation and interactions focusing on specific and general panthers regarding the goal of the investigation to obtain results by using cognitive processes along the way. The value of using the induction method to acquire relevant information about a subject "is related to, and it could be argued is central to, a number of other cognitive activities, including categorization, similarity judgment, probability judgment, and decision making." (Feeny and Heit, 2007, p. 1) Therefore, by implementing the induction method, the research will extract the desired intel and put into practice cognitive techniques that later the teacher can use to instruct others or even students how to execute them during any educational or social activity. Through inductive research, the teacher can use the acquired information to develop theories that, in the long term, will set and help the teacher to create a hypothesis related to the collected data either to find a solution or the root of the problem from scratch. The benefits of using inductive research can fit into three primary aspects that will help the research recollect information: adaptability, finding probability, and pattern recognition. The teacher must apply each aspect to segregate the reliable data to address the range of subjects and circumstances to find a viable solution by examining and applying methods to understand the results and the procedures (Indeed Editorial Team, 2021). Given to the many obstacles that this 2022 scholar year is crucial to innovate and find solutions by adapting the methods of investigation, inductive research is an educational tool that teachers can administer to extract information from a subject or a set of circumstances to gain a deeper understanding through specific observation to provide a generalizing theory by developing ideas or hypotheses to address the matter in question and to

uncover trends in the student thoughts, opinions, and actions. Using inductive, the teacher can develop and exercise necessary cognitive abilities that can be extrapolated to implement and show during any academic lesson, which will increase the quality of the lesson since the teacher will be able to spot any discrepancy or disturbance in the teachings to improve or remove. Every teacher that knows a little about education is aware that the investigation, analysis and solve-problem skills are crucial to provide students with examples that they can follow to succeed, every classroom and every group are opportunities to improve those practices and implement the necessary aspects to provide acceptable results and solution to hard or easy educational problems through educational research methods.

3.2 Tye of Investigation

Investigating or researching an issue can be problematic if the investigator does not know how to implement the correct research type. It is crucial to know the nature of the investigation, limitations, and scopes. Researchers use a variety of research designs, and they all have different purposes, but for the purpose and the nature of the thesis, descriptive research will be the one chosen. According to Loeb et al., descriptive research as a

Phenomenon—answering questions about who, what, where, when, and to what extent. Whether the goal is to identify and describe trends and variation in populations, create new measures of key phenomena, or describe samples in studies aimed at identifying causal effects, description plays a critical role in the scientific process in general and education research in particular. (2015, p. 1)

Meaning that descriptive research plays a crucial role in the educational setting in several areas such as interaction, commutation, information developing, search and

educational outcomes by measuring the collective and singular data and applying the concepts into practice. The goal is to identify problems or describe simple issues regarding students' disadvantage, teaching application and classroom atmosphere to improve the impact of the teaching along with the quality, improving not only the students' outcomes but the teachers experience as well. According to Kumar (2015, p. 9)

Research using a descriptive mode of inquiry simply describes an existing phenomenon by using numbers to characterize individuals or a group. It assesses the nature of existing conditions. The purpose of most descriptive research is limited to characterizing something as it is. Therefore, the definition indicates that the used of descriptive research focus on singularities within the subject in order to describe some aspects during interactions to obtain a specific respond or solution according to what is going on. Thus, the primary purpose of descriptive research is description of affairs as it exists at present. As future teachers the importance of keeping in mind that descriptive research can be utilized and apply during any classroom scenario since the teacher will have the tools and the knowledge to find and work out the student's necessity and educational obstacles. The goal of the descriptive research is to "attempt to study language learning and teaching in their naturally occurring settings without any intervention or manipulation of variables." (Nassaji, 2015, p. 1), meaning that the first tool that teachers have to extract information from the subject using the descriptive research is through observation of the natural setting in where the language is developed which can and is applied during any classroom interaction in order to understand more the student's attitudes, weaknesses, and strength to improve the quality of the teachings and time management

3.3 Research Approach

Choosing which type of approach can be frustrating for researchers and teachers who want to extract information from general or specific events to identify the root of the issue and solve it or find gaps for improvement. There are many research tools that teachers can utilize to seek information to improve several educational aspects. Still, the approach chosen for this paper was the combination of the qualitative and quantitative approach since both are necessary to convey meaning and fill the spaces that the other cannot when it comes to education. The approach chosen was the combination of the qualitative and quantitative approach since both are necessary to convey meaning and fill the spaces that the other cannot, but first to understand the mix of qualitative and quantitative approach it is crucial to define their components; qualitative and quantitative. In the research from Lapan et al. (2011, p. 70), "qualitative research is an approach that enables researchers to explore in detail social and organizational characteristics and individual behaviors and their meanings". Therefore, qualitative research investigates and collects information on the social part of education that impacts the relationship between the student's behavior and academic outcomes and how much this affects one another and correlates to form meaning and understanding front the subject's perspective through observation and personal contact. Thus, the research will compile information to track down behavior patterns to determine the core of a problem to start forming a plan to find a solution understanding and covering more the student necessity, which will help increase and improve the teacher response against a problematic event or situation. Knowing how and what to observe is crucial for any aspect of life, and education is not extensive or is foreign to this concept. As teachers, it is imperative to pay attention to what the students have to say and what they do to understand negative and positive aspects that can influence and change the course of an

event and even a classroom lesson. Now that the definition and the value of qualitative have been covered is time to move on with quantitative. According to Aliaga and Gunderson (2002, cited on Muijs 2004, p. 1), quantitative research "Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)." Meaning that the quantitative approach can be used to determine a phenomenon affecting not individuals but different educational, social groups by using mathematical formulas that involve statistics to determine general problems like lack of attention, interest from the students, and even teachers in order to provide a solution. Therefore, the implementation of quantitative research provides large-scale insight into problems that are affecting social groups and the general population, which will help the teacher to identify the common denominator and work in a solution based on the numerical data provide. Nevertheless, to address a problematic and consisting event to change it or improve it is necessary to take every social and individual aspects into consideration, this is why is consider that the mix between the qualitative and quantitative approach is the key to unrevealed the solutions, Ahmad et al., suggest that

These two research methods don't conflict with each other. They actually work much better as a team. In a world of Big Data, there's a wealth of statistics and figures that form the strong foundation on which your decisions can rest. But that foundation is incomplete without the information collected from real people that gives the numbers meaning (2019, p. 2830)

Therefore, to complement and compensate for the other weakness the quantitative and qualitative research can be combine to produce more accurate results increasing the way on how the teachers perceived students learning pace according to the data collected by both research approaches.

Concepts like innovation and improvement are constantly present in the educators' minds through ideas on how to improve the teachings and classroom performance. Using suitable techniques to find and identify flaws in the teachings is crucial for educators who wish to optimize their performance and communicative skills. The action research used as an improvement tool works in favour of the teacher to study the errors in the teachings and weaknesses on the performance helping the teacher to figure out how to fill the gaps of knowledge and find solutions to ameliorate the way of transmitting information that will not only affect their construction of knowledge but the students as well. To sum, qualitative and quantitative research can be implemented as a educational tool that not only benefits the teacher but the students as well because if the teacher improve most likely the teachings and process will be better, clear and organize. One important aspect of the teaching is that the educators should be able to detect flaws on the teachings first before determining the flaws of the students this is why the action research is so important for the teachers that are looking for improvement since to improve others its necessary to improve yourself first before taking any other step towards accomplish effective teaching skills. The qualitative and quantitative research opens the teachers mind to new spectrum of possibilities and changes that affects the personality of the teacher and the student for better, this is why the teacher has to implement this method not only to improve the teachings but to improve the quality on how the information is transmit to teach the students and arm them with tools and knowledge that can used in and outside the classroom improving the knowledge construction process and the teacher development

3.4 Sources and Subjects of Information

In this part are mentioned the sources used in the previous chapters and the subjects that are part of the survey.

3.4.1 Subjects of Information

The subjects of information that are use in this investigation are the students from Colegio Tecnico Profesional de Quepos.

3.4.2 Sources of Information

This investigation use two types of sources, meaning that the information was obtained using primary and secondary sources

3.4.2.1. Primary sources

A primary source is the most direct evidence of information as they were created by the researchers to obtain specific information from the subjects. In the case of this research the primary source created is a survey that is answered by the students from Colegio Tecnico Profesional de Quepos.

3.4.2.2. Secondary sources

This thesis also includes secondary sources, they are explained as second-hand information as it belongs to other researchers. This type of sources synthesizes, describes and interpret primary sources from the researches that later were published. Books like Teaching and Researching: Speaking by Rebecca Hughes and Cognitive development in English language teaching by Rajesh Lane are important secondary sources of information used in this research.

3.5 Population

In any investigation population refers to a group from which the researchers wish to gather information to get a conclusion to the problem. Then sample refers to a specific group from that population that the researchers will work with to implement the instrument, to work in the problem stated in the research before. In the case of this

research, the population that is taken into consideration will be the students of Colegio Técnico Profesional de Quepos, in Quepos downtown. The sample being used is be specifically the groups 10-1 and 10-2 of the institution, in charge of the professor Carlos Thomas and other English teachers from the institution. The groups have 36 students in total around 16 years old. The students are from the area, that have attend for the last 4 years in the institution. The reasoning behind this is the fact that students are in a level where the knowledge of the language it is not low but it is not the highest one, as it has been more directed to the grammar part of the language, so they need to learn it in a more dynamic way, which is the purpose of the research. The reason for this population being used, is that the investigation is looking to gather information on what cognitive teachniques the students are using in their daily life inside and outside the classroom to practice their English and the way that can be implemented in the clasroom so learners can improve their speaking skill and this high school provides the opportunity to students to relate with native speakers.

3.6 Instrument

To understand and analyze how the implementation of cognitive techniques helps to improve speaking competence level in the knowledge construction process, the instruments that is applied is a survey. The instrument is use in this research to identify and get clearer information about the use of cognitive techniques in the speaking learning process. The instrument has 10 closed questions to the professor and 6 closed questions to the students, to obtain more accurate information about the main knowledge of cognitive techniques and the practice of the speaking skill inside and outside the classroom. Therefore, the instrument provide to the researchers real information about the problem under this research.

Chapter IV Results and Analysis

4.1 Data Analysis

From an educational innovation point of view, most teachers and researchers agree that to accomplish effective teaching outcomes is necessary to involve the teachings with practical daily activities that the students recognize to catch their attention towards a subject, especially if the subject to teach is a new language. In the theoretical framework of this paper, the idea of involving daily activities so the student

can relate the information and learn faster thanks to techniques focus on the development of cognitive processes within the brain is illustrated throughout the entire chapter. Among the Authors that were used to support the ideas and provide an insight on how to use cognitive development to increase the quality of the teachings, it is worth noting the ideas of Khan and Ghosh and Cognitive Processes in Learning: Types, Definition & Examples. Both agree that teaching a language such as English is crucial that the students feel a connection, otherwise, no matter how good the teaching is the student will not engage, turning the teachings into something meaningless. Therefore, the teacher has to take into account every aspect of the teaching from the classroom atmosphere to the way they introduce topics and exercises to accomplish success.

The idea of creating a safe atmosphere for the students to practice English without being negatively judged for their mistakes and errors is illustrated in all the respective Authors' books and articles used to support this paper, they all agree that is crucial while teaching to treat the students with respect and patience so they can be open to the teachings. Show the students the way how they acquired and digest information to avoid confusion and unnecessary delays or misconceptions is crucial to move forward with the acquisition and construction of knowledge. Authors such as Akhyak (2013) and Rogerson-Revell (2018) share the idea that successful communication skills are linked and act as the main character of the students' intellectual, social, and emotional development since this process involves many aspects of social interaction and cognitive responses in and outside the classroom. The importance of Akhyak idea relapses in the fact that to help the student to achieve effective oral communication skills the teacher must know how to identify the student's learning necessity, pace, limitation, and capabilities. Once the teacher is familiar with those aspects RogersonRevell recommend to always involve challenge upon the exercises and practices otherwise the teacher will have a terrible result causing that the learners lost interest.

Most of the authors used agree that the teaching process is delicate and represent a lot of effort from the students and sometimes for the teachers. To reduce effort and complications along the way they suggest that regardless the linguistic skill taught the teachings must be a line with the students necessity and pace in order to accomplish proper construction of knowledge and that as teachers is necessary to be on top of the cognitive techniques to develop and enhance the student learning progress that way the teacher will not only work as a guide but as the facilitator of the knowledge to over come the obstacles to come.

4.2 Results

The following graphs represent the answers from two questionnare created by the researchers, the first one with 10 questions applied to seven English teachers from Colegio Tecnico Profesional de Quepos and the second one with 6 questions applied to students from the same high school, to obtain information about the impact of cognitive techniques in their classrooms.

4.2.1 Graphs from Teachers questionnare

Graph #1

1. Do you know what are cognitive techniques ?

7 respuestas

- Yes
- No

100%
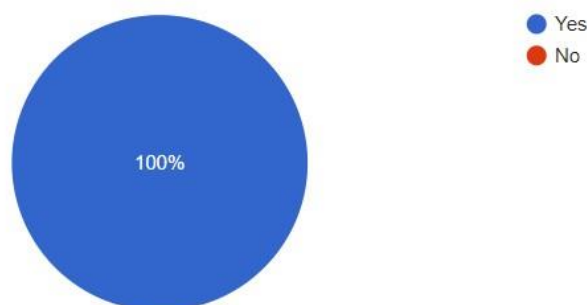
Source: From the instrument applied by the researchers

In the graph #1 it can observed that 100% of the teachers know what cognitive techniques are. It demostrates that in their learning process as students or to become teachers, they acquire knowledge about what they are and how to use them or teach using them.

Graph #2

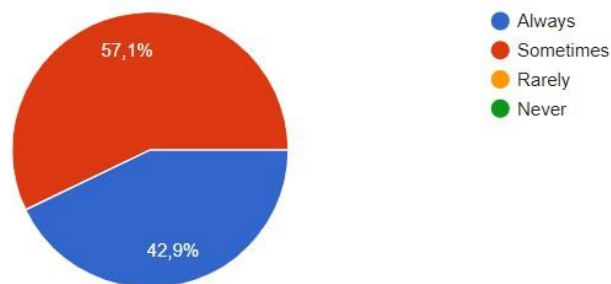2. Did you learn English using any cognitive technique in the process?

7 respuestas
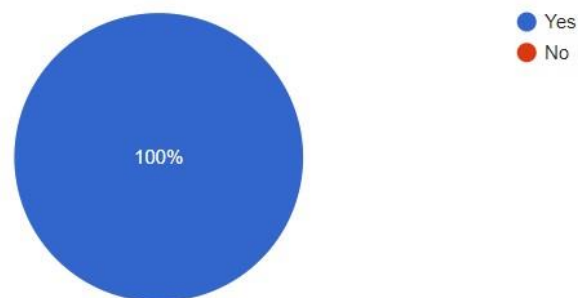
Source: From the instrument applied by the researchers

In the second graph can be observed that the 100% of the teachers answer that they learned English using at least one cognitive technique. For example making mind maps, visualisation, association, mnemonics, using clues in reading comprehension, underlining key words, scanning and self-testing and monitoring.

Graph #3

3. Do you consider that the application of cognitive techniques can help the students to be fluent during the learning process?

7 respuestas

Source: From the instrument applied by the researchers

In the third graph can be observed that the opinion is divided, 42.9% of the teachers say that the application of cognitive techniques always help the students to be fluent during the learning process, while the 57.1% of the teachers say that cognitive techniques sometimes help students to be fluent.

Graph #4

4.   How often do you as a teacher develop activities that require the use of cognitive knowledge rather that classroom knowledge?

7 respuestas
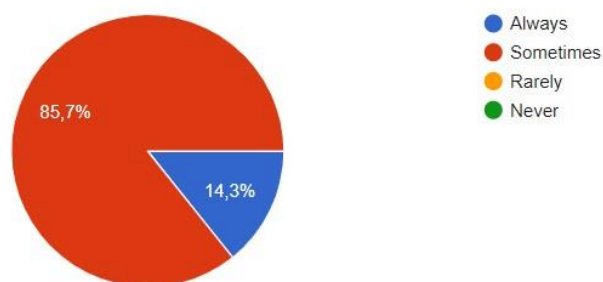
Source: From the instrument applied by the researchers

It can be seen in the graph #4, that 85.7% of the teachers answer that they sometimes develop activities that require cognitive knowledge rather than classroom knowledge, and only 14.3% of the teachers answer that always develop activities of that type.

Graph #5

5. Do you implement the use of popular songs, movies or series in your English classes?

7 respuestas
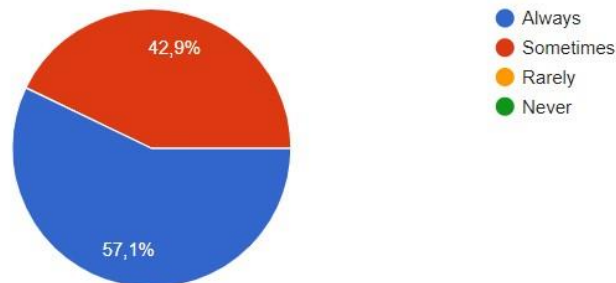
Source: From the instrument applied by the researchers

This graph shows that 57.1% of the teachers always implement the use of songs, movies and series in their English classes, and the 42.9% of the teachers only use them sometimes due to different situations.

Graph #6

6. Do you think that your students are improving their speaking skill using cognitive knowledge outside the classroom?

7 respuestas
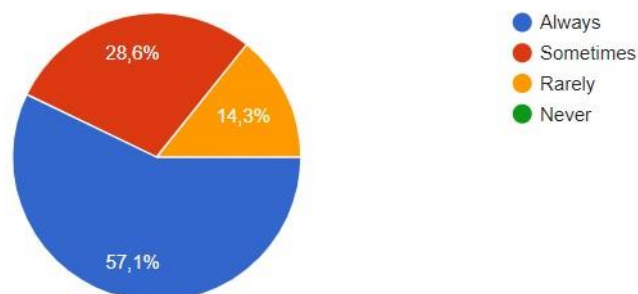
Source: From the instrument applied by the researchers

Graph #6 shows that 57.1% of the teachers consider that their students always improve their speaking skill outside the classroom using cognitive knowledge, 28.6% say that sometimes learners improve their speaking skills, and 14.3% say that rarely any knowledge is use outside the classroom.

Graph # 7

7.Are students motivated to participate in impromptu speaking?

7 respuestas

- Always
- Sometimes
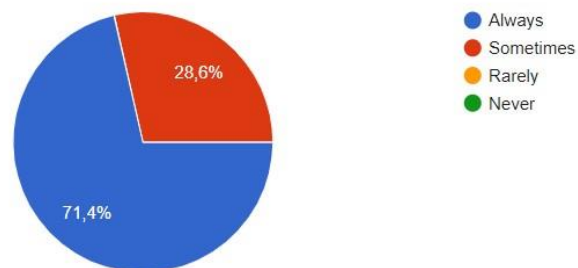- Rarely
- Never

71,4%

28,6%
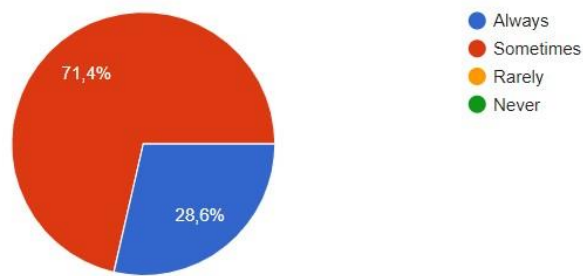
Source: From the instrument applied by the researchers

Graph # 7 shows that 71.4% of the teachers agree that their students sometimes are motivated to participate in impromptu speaking activities while the 28.6% say that their students are always motivated to participate.

Graph # 8

8. Is this method effective to promote ideas in your students?

7 respuestas

- Always
- Sometimes
- Rarely
- Never

28,6%

71,4%

Source: From the instrument applied by the researchers

It can be observed in the graphic that 71.4% of the teachers agree that teaching with cognitive teachniques is always effective to promote ideas in the studens, and 28.6% of the teachers agree that sometimes this method is effective to promote ideas to the students.

Graph # 9

9. Do you think that oral presentation activities helps students to improve the spoken skill?

7 respuestas
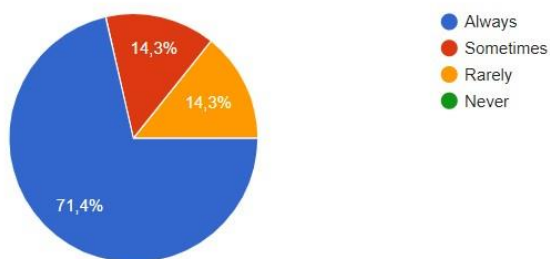
Source: From the instrument applied by the researchers

Graphic #9 shows that 71.4% of the teachers believe that oral presentations always help students to improve their spoken skill, while 14.3% believe that sometimes this activities help students and 14.3% of the teachers be of the opinion that rarely this activities help students.

Graph # 10

10. Do you consider that your students perform literary work in their oral presentations rather than naturally?

7 respuestas
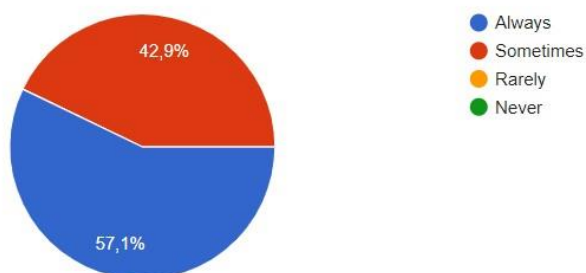
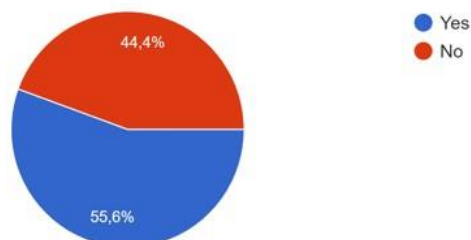Source: From the instrument applied by the researchers

In graph #10 can be observed that 57.1% of the teachers maintain that their students always perform literary work while a 42.9% of them agree that sometimes the performance can be literary and part of it comes naturally.

As a conclusion all teachers agree that the use of cognitive techniques in the classrooms can help learners to acquire knowledge and they normally use it in their classes so the students can use the knowledge outside to communicate with others.

4.2.2 Graphs from Students questionnare

Graph # 11

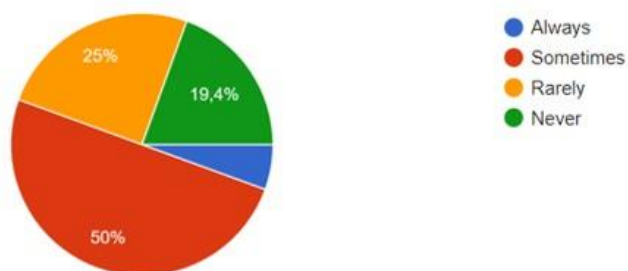1. Do you know what how to learn in a natural way?

Source: From the instrument applied by the researchers

It can be observed that 55.6% of the students say that they know how to learn in a natural way, while the 44.4% of the learners say that they do not know how to learn in a natural way.

Graph # 12

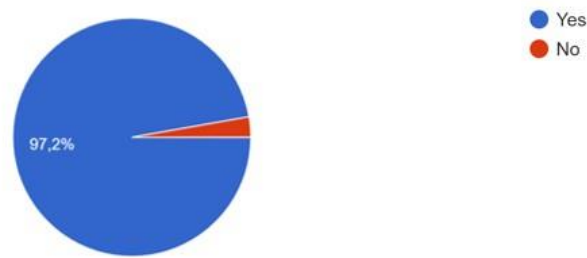2. How often do you use your own vocabulary to speak with others in English?

Source: From the instrument applied by the researchers

In Graph #12 can be observed that only 5.6% of the students always use their own vocabulary to communicate with others, 50% of the students use it sometimes, 25% of the population rarely use it, while 19.4% agree that never use it.

Graph # 13

3. Do you consider that you can learn more with cognitive techniques?

Source: From the instrument applied by the researchers

It can be seen that 97.2% of the students agree that they can learn more English with cognitive techniques, while only 2.8% of them say that they do not consider that are capable of learn Engish using cognitive techniques. All students learn in a different way, but the majority of them consider that they can learn using cognitive techniques.

Graph # 14

4. How often do you see movies, series or listen to music in English?

Source: From the instrument applied by the researchers

In graph #14 can be observed that 44.4% of the students always see movies, series or listen music in English, 38.9% agree that sometimes do it, and 16.7% of the students say that rarely watch or listen any content in English.

Graph # 15

5. Do you learn new vocabulary or pronunciation with those shows, series, or songs?

● Always
● Sometimes
● Rarely
● Never

Source: From the instrument applied by the researchers

Graph #15 shows that 52.8% of the students always learn new vocabulary by watching movies, series or listening music in English, 41.7% of the students agree that sometimes they learn new vocabulary, while 5.6% rarely learn new words or phrases. Even though there are students who do not learn new vocabulary by watching movies or series, the majority of the students learn at least one word every time that they access to that type of content.

Graph # 16

6. Do you enjoy making oral presentations when you have already learned about the topic?

● Always
● Sometimes
● Rarely
● Never

Source: From the instrument applied by the researchers

Graph #16 demostrates that learners have different opinions when it comes to oral presentations, 27.8% of the learners say that always enjoy presenting when they are comfortable with the topic, 38.9% agree that sometimes feel comfortable, while 25% rarely enjoy making oral presentations and 8.3% never enjoy presenting even though

knowing the topic. This graph shows that not all students enjoy making oral presentatios, it does not matter if they know about the topic, it is related to feel comfortable with the activity.

  As a conclusion the students answer that they can learn English using cognitive techniques such as learning vocabulary by watching movies, series or listening music and repeting them. When it comes to make oral pesentations they not always enjoy it, but makes them feel more comfortable by having the knowledge.

Chapter V   (Activities and Strategies)

5.1 Proposal

Upon searching the principal issue that many teachers face has at the time to be able to help students to accomplish competent English speaking skills it was discovered that the main problem relapses in the fact that must be practiced and classroom exercises tend to be boring or too difficult for the level in which the learners currently are, therefore the teacher must focus on knowing the students' capacities and limits in

order to implement alternative options so the learners can practice, otherwise the teaching process will not achieve the desired goal. Speaking as is well known is the primary way of communication and when it comes to learning a new language such as English speaking correctly can be a fine line between a motivate student and the fine line between a student who is motivated and interested in the language and one who is not, Hosni (2014, p. 22) mention that

Spoken language is the medium through which new language is encountered, understood, practiced, and learned. Rather than oral skills being simply one aspect of language learning, the spoken form in the young learner's classroom acts as the primary source of language learning. However, speech problems can be significant challenges to effective foreign language learning and communication.

Therefore, teaching the students to learn how to speak properly and fluently should be the primary concern of the teacher since this will help the learner to build confident and determination duo to the fact that learning how to master and dominate speaking skills require time effort from the learner, this is why researchers must innovative methods, practices, and student approach to help mitigate this problem during the learning process. This is why in this paper the goal is too illustrated how beneficial can be improving the cognitive responses of the students through practices that involves the stimulation and encouragement of cognitive process within the practices and classroom exercise to achieve the desire goal that is to help the student to become fluent and coherent English speakers. During the develop of this paper the researchers formulate two questions within themselves: It is enough the current practices and methods? and What can be done to improve the current methods through innovation? And the answer to those questions was simple, researches get to the conclusion that must of the time learners are taught new information but not so much on

how to process, storage and utilize the information properly (given to past personal and non-personal experiences) which at the end lead the researches to conclude that to strengthen this part of the teaching and learning process it is necessary to know about the cognitive process and how to implement them during the lesson time since cognition involves and activates vital mechanisms for the learning process such as, retention, storage, retrieval, coding in order to teach the students how to utilize the information properly during social and classroom interactions, which will provide the students more than just practical information given to the fact that through cognition elements like sensory registers or receptors, short-term memory, long-term memory, and expressive effectors or response generators are activate and stimulated, therefore is necessary the use of learning strategies and properly practices that go alone with each to complement and strengthen the teaching and learning process for both teacher and students (Atkinson & Shiffrin, 1968, as cited in Paniagua, 2020, p. 4), therefore is crucial for teachers to formulate new methods and improve the old ones combining both with cognitive learning and activities to challenge the students so later on they are able to apply the information to not only academic but practical and social interactions thanks to carrying and top quality teachings using cognitive learning as a tool to reinforce the cognitive development techniques to improve the speaking competence level in the knowledge construction process of students since

The cognitive learning process aims to chart the learning process for optimal thinking, understanding and retention of what we learn. When you master the fundamentals of cognitive learning, it becomes easy to maintain a lifelong habit of continuous learning. Not only can these strategies make you a better learner, but they can make you more likely to excel in your profession. (Indeed, Editorial Team, 2021) meaning that by combining standard practices with cognitive process the teacher will

not only be able to help learners to master the language but will lead students to become active and independent learners making continuous learning as a normal and healthy habit that will accompany for the rest of their lives. Now that the important and the perspective of the researchers has been illustrated is vital to move on with the practices that were chosen to support the ideas and learning strategy selected on this paper.

5.2 Activities

a. Level: 10th Unit: 2

SP3. Express opinions of a short story, play, essay, or poem examined in class.

Teacher present the short poem "When great trees fall" (See Anex #3) to the students, read it with them and then together repeat the poem and words that are not clear. Teacher explains the unknown vocabulary with easier words so students can get a clearer idea of what means without telling them the direct meaning. Once that is made, teacher ask students to work in pairs so learners can share their thoughts about what the poem makes them feel, what they think about it, then present it in front of the class share the two points of view.

Production: Working in pairs teacher asks students to write in a piece of paper three new words related to the topic, once they have the three words, they are going to discuss ideas for a new ending to the poem using the new words, it must have at least four lines.Once learners have the ending, they need to present it in front of the class and give a small explanation about why they give it that ending.

b. Level: 10th Unit: 3

SP.2. Derive interviews from others if the questions have been prepared beforehand. Sometimes, can pose a further question without having to pause very long to formulate the question.

Teacher request students to prepare 5 questions about cultural diversity, like where are you from, what languages do they speak, where do they parents come from, where do they live and others, then learners need to ask the questions to 3 classmates, learners need to take notes about the answers and then they need to make a comparisson of the answers and then present it to the class. By doing this they can just select the main ideas of the answers so later on they can share their thoughts to the class. Then teacher reproduces the video "Cultural diversity: How can I celebrate my friends?" (https://youtu.be/RqE47pTcAIk), then teacher selects different learners so they can share their opinion of the video and give one recommendation to the class on how to be more inclusive with other cultural diversities.

c. Level: 10th Unit 4

SP.2. Explain and justify points of view briefly about the topic

Learners will select one company or product that is not sustainable (See Anex #4). Using their phones or computers, learners need to look for information about what damage the company is causing to the environment and what things they could change to be more environmentally friendly. They can add recommendations for the company selected and also to the classmates while consuming their services or products. Once they have the information, they are going to present it in front of the classroom, explain why they select the product/company, what damage is making to the world and a possible recommendation.

d. Level: 10th Unit 4

SP.1. express opinions about the fragile world and the way of mitigating effects responsibly, welcoming questions with others' opinions.

The teacher provides the students with imagines related to the care for the environment (See Anex 5), asks the students about opinions and relate information, starting a brief debate on how the environment should be priority nowadays, once that is done the teacher asks the students to take a sit and think about the subject for 2 minutes then the teacher will ask the students to give their opinions to the rest of the classroom one by one.

Production: The teacher will ask the student to pick an element the affected positive or negatively the environment, then after they pick, the students by using their phones will search about the subject and prepare a speech to explain why the chosen element affects the environment the way it does. Once the students had their ideas complete the teacher will ask each one to stand up and go to the hall way and tape a recording of themselves talking about the topic they choose using complete sentences to connected each idea including simple examples, then the teacher will ask the students to pass the video around through Whatsapp each student will pick two videos and draw the main ideas of what the other student is talking, once each student have draw the information for the videos the teacher will throw a several candies the student who grab a candy will go at front and talk about what they learn about the videos and expose their opinions towards the topic.

e. Level: 10th Unit 5

SP.2. Explain and justify points of view, briefly, about the digital world.

The teacher will the practice talking about tech tool, there positive and negative aspects and the many uses that it can be given. Then learners will choose a tech tool such as apps, video games, programs, tech tools in general. Once they pick one the learner will create an expository paragraph about the chosen tech tools (e.g., apps, video

games, programs, tech tools), using complete sentences that are connected to each other, that way the student will be able to connect the ideas and information making easy to comprehend the data, using previous knowledge and implement creativity to create a criterion about tech tool, likes and dislikes, advantages and disadvantages.

Learner will fill out a conceptual map given by the teacher (See Anex #6) with the information and descriptions that they will gather in order to keep or discard the data that is not need it to create a clear idea by using simple sentences. With the collected information the learner creates a draft of an expository paragraph (See Anex #7) which includes the name of the app, advantages disadvantages, main reasons (arguments), facts and one possible example (evidence) and a conclusion of the idea that could be a personal opinion. Then learner will go in front of the class to expose the written ideas through an oral presentation then he or she will ask 3 questions to the audience with the single goal of finding contrasting opinions with classmates and create a brief discussion to share ideas and opinions.

f. Level: 10th Unit 6

SI.2. Sustain a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time.

The teacher will start the lesson by introducing the student with the question "What comes next?" after a brief talk about the teacher personal point of view exposing his or her thoughts when he or she was a teenager, then the teacher will reproduce a video related to the topic to provide another perspective on how to aboard or view the subject (https://www.youtube.com/watch?v=R7iN71uJcG0) then after the video ends the teacher will give the instructions to do the activity which will consist in creating

groups to share ideas and carry on interviews focus on question related to the description of personal goals, intentions and expectations

The teacher will divide the class into groups of three people, one of the students on each group will be the interviewer and the other two the interviewed, then the teacher will ask the students to start doing questions such as "Where do you see yourself one year after graduation? Do you want to go to collage and if you do which one? Will you like to continue studying and which career, after that is stablish, the students will put together all the information to create a fake interview.

The students will put together all the information and form an interview where the thematic is two students that are been interview by television program and the third student will be the presenter presentation. The students will start to review what they created in order to be ready to carry out a demonstration in front of the all class with clear pronunciation and speaking at a normal speed so the ideas and the sentence can be understood without forcing the student. Once that they are ready, they will start the demonstration will take place.

After playing Hot potato to decide the order of the groups, the students will start the demonstration, when every group has finished the teacher will ask each one how the feel with the practice, then each student will take a spot on the classroom and the teacher will choose four kids to go around asking some questions related to the topic, each has 1 minute per person to ask questions, then after the first four students finish, the teacher will choose another four and so on until all student have talk to each other.

Chapter VI Conclusion

6.1 Conclusion

The following part introduces and explains the conclusions with the single goal of providing a better understanding of the result and outcomes of the investigation, remarking on the importance of cognitive development during the learning and construction of knowledge while practicing speaking skills. Conclusions are vital to provide closure or a improve insight on what the authors mean during the investigation providing final resolutions as Robinson (2018, p. 1) suggest that "conclusion is not a summary; it is a belief based on your reasoning and the evidence you have accumulated. This is the place to share with readers the conclusions you have reached through your research (p.1) meaning that conclusions are made to merely introduce the intention of the authors at the time of writing the thesis by guiding the readers to have clear idea of the motives and the resolutions that it was accomplish by illustrating the readers the importance, effects, and consequence of the whole research. Therefore, the meaning and importance relapses on the final result and the overall impact of the achievements accomplish that the research formulate to give a closure to this thesis providing a new perspective regarding the implementation of cognitive development techniques to improve the speaking competence level in the knowledge construction process.

Conclusions as everything play a crucial role in providing the readers the final thoughts and deductions that the researchers accomplish during the recollection, investigation, and analysis of data to create the thesis. Apart from the educational assignment to finalize their career and become professional, the researchers took this opportunity to increase their knowledge and develop new connections to topics of selfinterest, aiming to improve as future English teachers. While the literature was taking place, researchers found that cognition is in every aspect of education and mental development since the human brain needs to relate the information and put it into

practice in order to truly learn. The collected data regarding the uses of cognition to improve speaking skills during English lessons provide crucial information to prove once more that every aspect involving cognition development is strictly interconnected with the way humans learn and develop practical but social skills. As researchers, it was easy to realize that since early stages, the social skills, are linked to the ability to speak, having good commutation skills form confidence on the person regarding the age. Therefore, stimulating the cognitive development during speaking interaction will benefit the student academically and personally by fomenting and improving the levels of challenge which undeniably will scale into the person forming the student to become successful by accomplishing determination and value. Cognition can be used as a "master hack" to breach the students' minds and provide necessary information to develop speaking skills while teaching English since improving speaking skills is indispensable to learning how to relate to and used the information taught. Depends on each teacher on how to implement the information. The importance of the literature review besides been the soul of the thesis was the tool and the playground whereas researchers was easy to improve the knowledge and educational skills since with every paragraph read more information was acquired and process which only help to form more structured professional ready and with a strong willing to teach.

The main question that researchers face during the investigation and elaboration of the thesis was: How can the implementation of cognitive development techniques in the knowledge construction process help to improve learners speaking competence? And the answer is simpler that it can be imagine. Cognition according to the information and the professional that took and answer our questionary agree that trough cognitive practices the brain connections tend to be more active since the student will be constantly relating every piece of information to form the final picture or outcome, for

the student the regular stimulation is important and with the implementation in cognitive techniques during the classroom and speaking interactions learners can achieve higher understanding of the topics since the information will be easy to access and have control over it. To maintain the student attention is crucial to have a clear understanding of the level in which each learner is otherwise the teachings will not be as effective as expected, meaning that the teacher need to know or have an expectation on which ground is standing regarding the level of knowledge of the students, by implementing cognition as an educational tool the teacher can measure the time of respond, reaction and analysis that each student has since the practices related to cognitive development presents many aspects to challenge learners to show their limitations, strengths and weaknes toward the subject or assignment as learning a secondary language as English. To conclude, the interviewed teachers agree that all of them used cognitive techniques while they teach their lessons regardless the subject or the linguistic skill put into practice, but that it comes a lot more handily when it comes to teach and improve speaking skills since to speak is crucial no know how to relate the information and create connection with the old and new information receive and by helping the student to develop cognitive skills the teaching become more easy and fast compere to other educational skills this is why cognitive development is important and irreplaceable educational tool.

The goal of the general objective was to create a proposal that can be utilize by other teachers or researchers to have another perspective or support to their own ideas related to the used with cognitive techniques to develop competence speaking skill in the student. Through the investigation the proposal form into a consist idea that the students can go beyond their limits to accomplish more consisting results related to personal success by knowing the way they acquired, constructed, and utilize the

information received to produce competence speaking skills. Thanks to cognitive development the teacher can impulse the student to achieve better results on the long run since the learner will know how to approach the topic and take as much advantage as possible in order to obtain information by recognize and understanding how their own learning process works which will potentially increase the motivation of the student towards the language and its spoken form. To finalize, the perspective of the proposal was to provide more information and deductions regarding the uses of cognitive techniques to improve the student speaking skill, and interest to learn a foreign language

The need to develop teaching techniques to improve speaking competence in the knowledge construction process is vital to prevent students from having the wrong perspective and perception of English as a language. The application of cognitive development techniques is crucial for the learner's growth and nourishment, by involving cognition in the lessons the student will be able to become self-sufficient and active at the time of engage into lesson activities and social interaction in and outside the classroom. The necessity for teachers to find new or improve old teaching techniques to enhance the student's speaking competence has been always around and cognitive techniques can be used as a education tool to instruct the student while using practices related to what they already know and understand mix with unknown elements or information so they can feel challenge and motivate to overcome their limits and overtake them to keep constructing acquiring and developing new knowledge that will only benefit them on the long run.

Cognitive development as any other education technique or tool has to be plan with sequence must than any other since it involves many aspects related with the way on how the brain obtain, process, and retain the information especially if is used to

enhance speaking skill during an English lesson. To conclude, the importance of applying any practice with sequence is to provide the student with a playground where they can develop without feeling that the subject is too difficult or confused by the overwhelming amount of information and stimuli that they will received. As future or old teachers is crucial to always keep in mind that the road of learning is full of obstacle and that the teacher main goal is to provide the students with the necessary tools to overcome each one of them not to become one more.

Chapter VII
Recommendations

7.1 Recommendations

Nowadays, it is evident that learners in English lessons are not getting real speaking knowledge to use it outside the classroom, because of that the use of cognitive techniques in class creates an environment where students have more opportunities to develop their speaking skill and acquire knowledge in an easy way. This paper presented the importance and how beneficial is involving cognitive techniques for students to improve their speaking competence during the construction of knowledge. With this proposal researchers demostrate that it is easier for learners to acquire new language by repiting words, organising new language, summarising meaning, guessing meaning from context or using imagery for memorisation. The researchers found useful recommendations to the Ministry of Public Education, to Colegio Técnico Profesional de Quepos, to the teachers and the students.

The first recommendation it is for Ministry of Public Education, learning English can be difficult for students if it is not practiced with regularity and if only one skill is developed more than the others. Right now with the current program and the hours of english classes per week, students are not achieving the goal, it is recommended to the MEP to add more hours for English classess to the programs, in that way learners can practice more what they have learned. Moreover, speaking activities are the key in this language, where is necessary that students acquire real experiences, so new topics related to the daily life should be included, so teachers can make use of the different cognitive techniques.

In the case of the Colegio Técnico Profesional de Quepos and the teachers it is recommended that they should be a more active guide in all this process and correct their learners in any moment and provide them confidence to participate in their classes and activities in the institution to increase their knowledge. In addition, teachers have a

great responsibility by offering students activities that help their learners to achieve different skills and create activities that students have the benefit and the knowledge to speak English fluently inside and outside of the class, the activities explained in this research require real teachers, people that want positive results at the end of the year of their learners. The interviewed teachers agree that all of them used cognitive techniques while they teach their lessons regardless the subject or the linguistic skill put into practice, but that it comes a lot more handily when it comes to teach and improve speaking skills since to speak is crucial not only know how to relate the information and create connection with the old and new information receive but also by helping the student to develop cognitive skills the learning become more easy and fast compere to other educational skills this is why cognitive development is important and irreplaceable educational tool.

By knowing and understanding the different cognitive techniques the student known and are aware of different methods that they can used con construct and increase their speaking skills, techniques, and performance. The recommendation to the students is that as they have the different resources to acquire knowledge available like their teachers, their classmates, people around them and even tecnollogy, to use them every possible time to keep improving and in that way achieve the goal of speaking a fluent English. Moreover, to use the as they can take full advantages of this techniques because if they do not feel completely confident to participate due to their lack of knowledge, with this techniques they can learn in an easy and fun way. To conclude, the researchers recommend the use of cognitive techniques in the learning process as it is the natural way of learning and by using this techniques the learning process it can be more fun for students and teachers.

References

Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019).

Qualitative V/s. quantitative research- A summarized review. *Journal of Evidence*

Based Medicine and Healthcare, *6*(43), 2828–2832.

https://doi.org/10.18410/jebmh/2019/587

Brown, J. D., & Coombe, C. (2016). *The Cambridge Guide to Research in Language*

Teaching and Learning (Cambridge Guides) (1st ed.). Cambridge University

Press.

Costello, P. J. M. (2003). *Action Research*. Bloomsbury Academic

Tomal, D. R., & Hastert, D. J. (2010). *Action Research for Educators*. Macmillan

Publishers.

Feeney, A., & Heit, E. (2007). *Inductive reasoning: experimental, developmental, and*

computational approaches. Cambridge University Press.

Gernsbacher, M. Givón, T. (1995). Coherence in Spontaneous Text.
  https://book4you.org/book/2364390/0a25f4

Hill, C. (2020). The Black Book of Speaking Fluent English: The Quickest Way to

Improve Your Spoken English. The Black Book of Speaking Fluent English: The

Quickest Way to Improve Your Spoken English (Unabridged) on Apple Books

Hughes, R. (2011). Teaching and Researching: Speaking. Teaching and Researching:

Speaking | Rebecca Hughes | download (book4you.org)

Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. Retrieved

from https://www.researchgate.net/publication/270340628_Speaking_Difficulties_Enc

ountered_by_Y oung_EFL_Learners Indeed Editorial Team. (2021). Cognitive

Learning: Definition, Benefits and Examples. *Indeed Editorial Team*.

Inductive Research: What It Is, Who Uses it and How. (n.d.). Indeed Career Guide.

    https://www.indeed.com/career-advice/career-development/inductive-research

Khan & Gosh. (2016). Analysing the impact of poor teaching on student performance.

    Analysing the impact of poor teaching on student performance | Request PDF

(researchgate.net)

Kothari, C. R. (2004). *Research methodology: methods & techniques*. New Age

    International (P) Ltd., Publishers, Cop.

Lane, R. (2009). *Cognitive development in English language teaching*. BookRix-

    Edition. Cognitive Development in English Language Teaching (Rajesh Lane)

    (bookrix.com)

Languis, M., Martin, D., & Buffer, J (Eds). (2012). *Cognitive science contributions to*

    educational practice (*63th Vol*), (p.p.01-396). Routledge. Cognitive Science:

    Contributions to Educational Practice - Google Libros

Loeb, S., Dynarski, S., McFarland, D., Morris, P., Reardon, S., & Reber, S. (2017).

    Descriptive analysis in education: A guide for researchers. (NCEE 2017–4023).

    Washington, DC: U.S. Department of Education, Institute of Education

    Sciences, National Center for Education Evaluation and Regional Assistance.

Murcia, M. Brinton, D. Goodwin, J. (1996). Teaching Pronunciation: A Reference for
Teachers of English to Speakers of Other Languages. https://book4you.org/boo
k/3391446/a2adb0

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, *19*(2), 129–132. Sagepub. https://doi.org/10.1177/1362168815572747

Nelson, K.(2002). *Language in cognitive development*. Cambridge University Press.

   Language in Cognitive Development: The Emergence of the Mediated Mind - Katherine Nelson - Google Libros

Paniagua, W. G. C., Epiquen, A. C., & Gago, D. O. (2020). Effects of Cognition, Meta-Cognition and Social Affective Strategies through application of the module "Learning to Learn" in University Students. *Revista Brasileira de Educação Do Campo*, 1–16. https://doi.org/10.20873/uft.rbec.e7967

Prashant, P. (2018). Importance of Pronunciation in English Language

   Communication. http://www.voiceofresearch.org/doc/Sep-2018/Sep-2018_5.pdf

Rajesh, R. (2009). *Cognitive development in English language teaching*. Lulu Press

   Inc. Cognitive Development in English Language Teaching - Rajesh Lane - Google Libros

Reed, M. Levis, J. (2019). The handbook of English Pronunciation. The Handbook of English Pronunciation - Marnie Reed, John Levis - Google Libros

Richards, J. (2006) Communicative Language Teaching Today. Richards-Communicative-Language.pdf (professorjackrichards.com)

Rickheit, G. Habel, C. (2011) Focus and Coherence in Discourse Processing.

https://books.google.co.cr/books?id=fRUICTb3ysoC&pg=PA195&dq=Speaking +Coherence&hl=en&sa=X&ved=2ahUKEwi_3fvlsuzzAhVqnGoFHUaNDrYQ6 wF6BAgKEAE#v=onepage&q&f=false

Roach, P. (2009). English Phonetics and Phonology a Practical Course. Fourth edition.

https://www.academia.edu/34074049/Peter_Roach_English_Phonetics_and_Phon ology_4th_edition_Cambridge_

Robinson, P., & Ellis, N (Eds). (2008). *Handbook of cognitive linguistic and second language acquisition*. Routledge (p.p.03). Handbook of Cognitive Linguistics and Second Language Acquisition - Google Libros

Rodriquez, M. (2000) Perspectives of Communication and Communicative Competence.https://books.google.co.cr/books?id=SAwQn7mcIC&pg=PA156&d q=communicative+competence&hl=es419&sa=X&ved=2ahUKEwjFy8uB_unz AhUZRjABHfQDCNgQ6wF6BAgKEAE#v=snippet&q=commicative%20comp etence&f=false

Salisu, A. & Ransom, E. (2014). The role of Modelling Towards Impacting Quality Education. https://www.scipress.com/ILSHS.32.54.pdf

Worster, W. T. (2013). The Inductive and Deductive Methods in Customary International Law Analysis: Traditional and Modern Approaches. *SSRN Electronic Journal*. https://doi.org/10.2139/ssrn.2197104

Anexes

Annex #1

Teacher's Questionnaire

UNIVERSIDAD LATINA DE COSTA RICA
LICENCIATURA EN ENSEÑANZA DEL INGLÉS

The purposes of this questionnaire are strictly informational. In addition, the data collected will be kept confidential. The researcher will take the data into account and analyze them to develop a proposal for pedagogical action that involves cognitive development techniques to improve learners speaking competence in the learning process

   Instructions: Take the time to answer the following questions. Your answers are important and necessary to realize the impact that cognitive techniques caused in your classroom, so you can know how your students' response to some activities and if those activities are really achieving the purpose of speaking skill.

1. Do you know what are cognitive techniques?

    (   ) Yes   (   ) No

2. Did you learn English using any cognitive technique in the process?

    (   ) Always   (   ) Sometimes   (   ) Rarely   (   ) Never

3. Do you consider that the application of cognitive techniques can help the students to

    be fluent during the learning process?

    (   ) Always   (   ) Sometimes   (   ) Rarely   (   ) Never

4. How often do you as a teacher develop activities that require the use of cognitive

    knowledge rather that classroom knowledge?

    (   ) Always   (   ) Sometimes   (   ) Rarely   (   ) Never

5. Do you implement the use of popular songs in your English classes?

( ) Always   ( ) Sometimes   ( ) Rarely   ( ) Never

6. Do you think that your students are improving their speaking skill using cognitive knowledge outside the classroom?

( ) Always   ( ) Sometimes   ( ) Rarely   ( ) Never

7. Are students motivated to participate in impromptu speaking?

( ) Always   ( ) Sometimes   ( ) Rarely   ( ) Never

8. Is this method effective to promote ideas in your students?

( ) Always   ( ) Sometimes   ( ) Rarely   ( ) Never

9. Do you think that oral presentation activities helps students to improve the spoken skill?

( ) Always   ( ) Sometimes   ( ) Rarely   ( ) Never

10. Do you consider that your students perform literary work in their oral presentations or that comes naturally from them?

( ) Always   ( ) Sometimes   ( ) Rarely   ( ) Never

Ann
   ex #2

Students Questionnaire

UNIVERSIDAD LATINA DE COSTA RICA
LICENCIATURA EN ENSEÑANZA DEL INGLÉS

The purposes of this questionnaire are strictly informational. In addition, the data collected will be kept confidential. The researcher will take the data into account and analyze them to develop a proposal for pedagogical action that involves cognitive development techniques to improve learners speaking competence in the learning process

Instructions: Take the time to answer the following questions. Your answers are important and necessary to realize the impact that cognitive technique in your speaking competence

1. Do you know what how to learn in a natural way?

   (   ) Yes   (   ) No

2. How often do you use cognitive knowledge to speak with others in English?

   (   ) Always   (   ) Sometimes   (   ) Rarely   (   ) Never

3. Do you consider that you can learn more with cognitive techniques?

   (   ) Yes   (   ) No

4. How often do you see movies, series or listen to music in English?

   (   ) Always   (   ) Sometimes   (   ) Rarely   (   ) Never

5. Do you learn new vocabulary or pronunciation with those shows, series, or songs?

   (   ) Always   (   ) Sometimes   (   ) Rarely   (   ) Never

6. Do you enjoy making oral presentations when you have already learned about the

   topic?

Annex #

    ( ) Always   ( ) Sometimes   ( ) Rarely   ( ) Never

3

When great tress fall, by More Maya Angelou

When great trees fall, rocks
on distant hills shudder, lions
hunker down in tall grasses,
and even elephants lumber
after safety.

When great trees fall in
forests, small things recoil
into silence, their senses
eroded beyond fear.

When great souls die, the
air around us becomes
light, rare, sterile. We
breathe, briefly. Our eyes,
briefly, see with a hurtful
clarity.
Our memory, suddenly sharpened,
examines, gnaws on kind words
unsaid, promised walks never
taken.

Great souls die and our
reality, bound to them,
takes leave of us. Our
souls, dependent upon
their nurture, now
shrink, wizened. Our
minds, formed and
informed by their
radiance, fall away.
We are not so much maddened
as reduced to the unutterable
ignorance of dark, cold caves.

And when great souls die,
after a period peace blooms,
slowly and always irregularly.
Spaces fill with a kind of
soothing electric vibration.
Our senses, restored, never to
be the same, whisper to us.
They existed. They existed.
We can be. Be and be better.
For they existed.

4

Annex #

THE TOP 10 CORPORATE PLASTIC POLLUTERS IN GLOBAL BRAND AUDITS

PEPSICO 5,720 · Mondelēz International 1,664 · Nestlé 2,950 · Coca-Cola 9,216 · P&G 1,324 · DANONE ONE PLANET. ONE HEALTH 1,843 · Unilever 1,230 · MARS Incorporated 676 · PERFETTI van Melle 1,085 · CP COLGATE-PALMOLIVE 615

#breakfreefromplastic

5
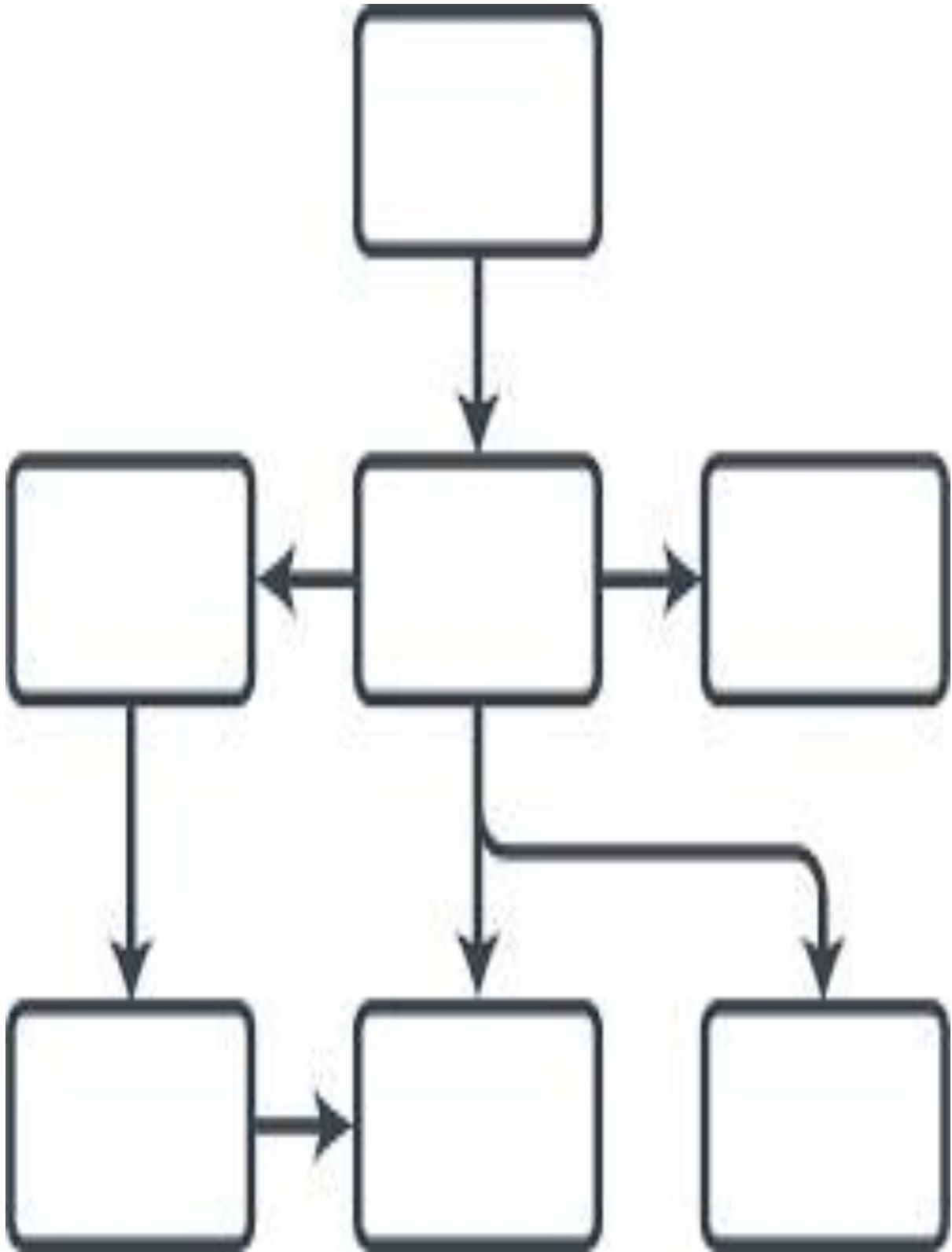
Annex #

Annex #

Annex #7

Rough Draft!!!

Check your work:
- Capital
- Punctuation
- Finger spaces
- Focused
- Does it make sense?

Name: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Licencia De Distribución No Exclusiva (carta de la persona autora para uso didáctico) Universidad Latina de Costa Rica

Yo (Nosotros):	**Santiago Bozzoli Calderón y Daniela Elizondo Cardenal.**
De la Carrera / Programa:	**Licenciatura en la Enseñanza del Ingles**
Modalidad de TFG:	**Tesis**
Titulado:	**The Implementation of Cognitive Development Techniques to Improve the Speaking Competence Level in the Knowledge Construction Process.**

de todo tipo de fotografías, audios, imágenes, grabaciones, o cualquier otro tipo de presentación relacionado con la **OBRA**, y el **AUTOR**, está consciente de que no recibirá ningún tipo de compensación económica por parte de la **UNIVERSIDAD**, por lo que el **AUTOR** haya realizado antes de la firma de la presente autorización y cesión. **OCTAVO**: El **AUTOR** concede a **UNIVERSIDAD.,** el derecho no exclusivo de reproducción, traducción y/o distribuir su envío (incluyendo el resumen) en todo el mundo en formato impreso y electrónico y en cualquier medio, incluyendo, pero no limitado a audio o video. El **AUTOR** acepta que **UNIVERSIDAD.** puede, sin cambiar el contenido, traducir la **OBRA** a cualquier lenguaje, medio o formato con fines de conservación. **NOVENO**: El **AUTOR** acepta que **UNIVERSIDAD** puede conservar más de una copia de este envío de la **OBRA** por fines de seguridad, respaldo y preservación. El **AUTOR** declara que el envío de la **OBRA** es su trabajo original y que tiene el derecho a otorgar los derechos contenidos en esta licencia. **DÉCIMO**: El **AUTOR** manifiesta que la **OBRA** y/o trabajo original no infringe derechos de autor de cualquier persona. Si el envío de la **OBRA** contiene material del que no posee los derechos de autor, el **AUTOR** declara que ha obtenido el permiso irrestricto del propietario de los derechos de autor para otorgar a **UNIVERSIDAD** los derechos requeridos por esta licencia, y que dicho material de propiedad de terceros está claramente identificado y reconocido dentro del texto o contenido de la presentación. Asimismo, el **AUTOR** autoriza a que en caso de que no sea posible, en algunos casos la **UNIVERSIDAD** utiliza la **OBRA** sin incluir algunos o todos los derechos morales de autor de esta. **SI AL ENVÍO DE LA OBRA SE BASA EN UN TRABAJO QUE HA SIDO PATROCINADO O APOYADO POR UNA AGENCIA U ORGANIZACIÓN QUE NO SEA UNIVERSIDAD U LATINA, S.R.L., EL AUTOR DECLARA QUE HA CUMPLIDO CUALQUIER DERECHO DE REVISIÓN U OTRAS OBLIGACIONES REQUERIDAS POR DICHO CONTRATO O ACUERDO. La presente autorización se extiende el día**

03	**de**	**setiembre**	**de**	**2022**	**a las**	**02:30pm**

Firma del estudiante(s):