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**Metacognition as Proposal Strategy to Enhance Oral
Communication in 10th Graders at Liceo De Costa Rica**

Thesis Submitted to Obtain the Bachelor in English with Concentration in Teaching

María José Maltez Alarcón

SEDE-ARANJUEZ

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Dedication

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Abstract

The objective of this investigation is to provide the teacher with a proposal that can help in the learning process of English as a second and to apply Metacognition as a strategy to enhance oral communication in 10th graders at Liceo de Costa Rica during the third quarter of 2019. During an observation process, the investigator noticed that students needed more time and support when speaking in English, as a second language.

The proposal established in the present document will provide teachers with different tools that can help the in development of the second language acquisition using the students' knowledge during the learning process. The most important thing in this investigation is to observe how students receive the information given by their teachers while using different tools as strategies to learn a new language. This investigation tries to help teachers to allow an easier and comfortable learning to the students. The idea of this investigation is to give recommendations that can help teachers and students in the class, and solve the needs the students have.

Resumen

El objetivo de esta investigación es proveer al maestro con una propuesta, la cual pueda ayudar al proceso de aprendizaje de los estudiantes en la adquisición de un segundo idioma y aplicar Meta cognición como una estrategia para mejorar la comunicación oral en los estudiantes de décimo grado en el Liceo de Costa Rica. Durante un largo proceso de observación, el investigador notó que los estudiantes necesitaban más tiempo y más apoyo cuando intentaban hablar en un segundo idioma.

La propuesta establecida en el presente documento le brindará a los docentes diferentes herramientas que les servirán de apoyo durante el desarrollo de la adquisición del segundo idioma, utilizando el conocimiento de los estudiantes durante el proceso de aprendizaje. Lo más importante es ver cómo los estudiantes reciben la información dada por los maestros por medio de diferentes estrategias para aprender un nuevo idioma. Esta investigación intenta ayudar a los maestros a facilitar y hacer más cómodo el proceso de aprendizaje de los estudiantes. La idea de esta investigación es proveer recomendaciones que puedan ayudar a los maestros y estudiantes a tener un buen desarrollo de la clase. La idea principal es resolver las necesidades de los estudiantes en el proceso de aprendizaje.

Chapter I

INTRODUCTORY FRAMEWORK

This project will be focused on metacognitive strategies in English oral communication, specifically on 10th graders students at Liceo de Costa Rica. This project will provide teachers with the main benefits of using the metacognition strategies in the English class. The bases of this project are the concepts used by Malament and Hartmand. In addition, it emphasizes the most important contributions. Furthermore, it shall be provided an analysis of the topic, that is its background and advantages, to simplify the use of this strategy. During this project, it will be easy to comprehend and to use this type of metacognitive strategies because in this way teachers can help students to learn better and using their own knowledge as a tool to assess the knowledge acquired.

1.1 Problem Statement

Today, knowing a second language is important because everyone is surrounded by people and companies that require a second language as an essential skill, and thus, many institutions are teaching of a second language as a priority. Therefore, it is important to learn as second language to be able to start a conversation and express ideas in public without any difficulty or doubt. This project will expose the problem that exist at Liceo de Costa Rica regarding 10th grade students. The purpose of this investigation is to address the problem such students have and allow them to correct by their own mistakes; that is, strategies that can help students to correct pronunciation, grammar mistakes, speaking skills, and lack of vocabulary, among others. For example, if students have problems with pronouns, they can be given some strategies to correct their mistakes.

Moreover, this research is based on how readers can get better speaking skills in a classroom, and what kind of strategies the facilitator can include during the class to have a better communication with the students, as well as, how the strategies can help the students to correct themselves when they make mistake using their own knowledge. The most important part of this investigation is to observe how the students react at the time of using this type of strategies in their learning process, addition to develop a better oral communication in English using the knowledge of the student as a reinforcement. Show students the important of learn and develop a second language to have a better oral communication.

The most important thing is to establish different methods and strategies that can develop the speaking skill of the students. Without neglecting the difficulty that students have to express themselves, Metacognition as a strategy can help to enhance oral communication in 10th graders at Liceo de Costa Rica. Consequently, this is the main purposes of this investigation; in other words, to use metacognition to improve communication in a second language in a classroom. Moreover, this project intends to carry out a description related with the type of metacognition strategy that the students use during the oral communication exercises and identify the problems that exist when they use it. This project will allow the researcher to observe the lack of knowledge that students of a bilingual high school have, and also the lack of motivation that exist with the idea of learning English (a language that nowadays is important to learn).

1.2. Objectives of the Investigation

1.2.1. General Objective

- To analyze the effect of metacognition strategies to enhance the speaking communication in 10th graders at Liceo de Costa Rica

2.2.2. Specific objectives

- To Identify speaking communication problems.
- To apply metacognition strategies in the classroom to improve oral skills.
- To evaluate the metacognitive skills, that learners become more aware of this process and its impact on learning.

1.3. Justification of the Study

During the learning process, metacognition guides our learning strategies. If learners know what they already master, they can focus on acquiring the knowledge they lack and that they need to acquire. The need for the education processes to be oriented towards fostering thinking skills in students is increasingly observed; that is, learning to think for themselves, and not to accumulate knowledge. Therefore, the purpose of the project is to improve the speaking ability of the students, so they can improve their communication skills and be able to speak with each other in English by learning conversation strategies. The 10th graders students at Liceo de Costa Rica will be the base to find the necessary strategies to be applied in a classroom.

This investigation will allow students to speak in a second language by giving them a chance to get new and better opportunities in their future. The objective of the researcher is to design and to carry out a pilot research of a metacognitive intervention in the classroom

through the use of communication tools. Moreover, this investigation is created with the idea of helping students to have a good communication and to forget their insecurities at the moment of expressing their ideas in public, this by giving them different tips, motivation, and strategies to talk in public and among them. This project will have demonstrated how important is for teachers to use Metacognition strategies and the benefits it has.

These strategies will be of great help to the students, as they will put into practice the knowledge learned to correct the errors they make at the time to create a conversation; moreover, it intends to help the students to have better results using their own knowledge. The facilitator has the obligation to give the students the necessary tools when an error occurs. The 10th graders are benefited from this project, since they will be supervised and guided to apply the strategies in a correct way, and they will help the investigator to have better results. Some benefits that can be obtained from the use of this strategy are that students will direct their attention to key information, they will stimulate the coding, linking the new information with the one that is already in the memory, they will build mental schemes to organize and explain the information that is being processed, they will link of information from different areas or disciplines, they will know the actions and situations that facilitate learning, so that we can repeat those actions or create the optimal conditions and situations to learn according to their own style. Metacognition strategy helps students to use the second language as a tool, instead of a problem. This strategy will help the students to feel confident and save at the moment of speaking with someone to express their ideas. Furthermore, metacognition strategy allows to use the knowledge of each person making the learning process easier because students will use what the teacher teaches them in the classroom.

1.5 Antecedents

In education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person. Teaching is the way that we, as facilitators, use to give the necessary information and important tools to the students. Moreover, it must be stated that during the learning process, metacognition guides our learning strategies. If learners know what they know and do not know, they can focus on acquiring the knowledge they are lacking.

Metacognitive skills also have a role in critical thinking and problem solving. Based on Flavell (2017) metacognition is defined in simplest terms as “Thinking about your own thinking.” The root “meta” means “beyond”, so the term refers to “beyond thinking. Specifically, this means that it encompasses the process of planning, tracking, and assessing your own understanding or performance. In addition, Flavell identifies what he believes to be two elements of metacognition: knowledge of cognition and regulation of cognition. If you know what you know and what you do not know, your metacognitive skills help you get the missing information, which is referred to as self-directed or self-regulated learning.

Moreover, to be conscious or metacognitive aware can prevent mistakes as we are aware of our thinking process that leads to better thinking and monitoring of actions. Metacognition strategies are used by a person to evaluate and control the progress of their learning. Unlike cognitive strategies, these allow the individual to contemplate their own process. Furthermore, these strategies are external to this learning process and habitual in any type of learning. Metacognition is the capacity that has a person to self-correct using his own tools to realize by himself when and where the error is being applied.

Base on different investigations made in Costa Rica those types of strategies are less used by professors because it demands a lot of time. According to Bonilla (2018) learning a second language, in case of English, has become a necessity of first order in the current world. The complex nature of the learning process of an L2 is due to the large number of variables that converge and that inhibit or favor learning. Metacognition and the use of metacognitive strategies constitute, in this sense, relevant mechanisms for learning an L2.

According to Vasquez (2015), in Costa Rica, metacognition strategies are used as a tool to promote an inclusive classroom environment for students with disabilities. The objective is aims to encourage reflection on the methodology used to address diversity within the classroom taking disability into account as one of the important groups to consider. Metacognition has not become a focus of research attention until very recently. Although, it remains to be determined how they can be successfully teaching these skills. According to Malamet (2016), metacognition is often referred to as “thinking about thinking”. However, this is just a quick definition. Metacognition is a regulatory system that helps a person to understand and to control his or her own cognitive performance. This investigation can define metacognition as the “thinking about thinking.” It refers to a person’s “knowledge and cognition about cognitive phenomena.” This type of cognition regulates thinking and learning and consists of three self-assessment skills: planning, monitoring, and evaluating.

Metacognition allows students to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies (Hacker, 2009). Metacognition is a group of strategies that help the students to be corrected using methods in which they have

their own rules of correction. Some international studies show how important it is and when we can apply it with our students, as well as the process to follow.

Based on Hartman (2010) “Metacognition is learning, tutoring and describing ways to help students to develop and apply metacognitive knowledge and strategies. A strategy is defined as a conscious, deliberate use of a specific method, whereas a skill is defined as a refined strategy which is used selectively, automatically and unconsciously as needed”. From an information processing perspective, metacognitive is executive control processes, which guide the flow of information through the mind regulate cognition, and explain why some students learn and remember more than others. High achieving students have been found to have more metacognitive awareness and engage in more self-regulatory behavior than low achieving students. Indeed, metacognition in general has been found to be an important characteristic of expertise.

This investigation shows that metacognition strategies can not only be applied; since student needs a specific process that can teach him or her what is the propose of this strategy and what they have to do. According to Printrich (2010), Metacognition knowledge includes knowledge of general strategies that might be used for different tasks, knowledge of the conditions under which these strategies might be used, knowledge of the extent to which the strategies are effective ,and knowledge of the self. Metacognition is an interesting method because it is, according to the researcher, the best way to teach our students to be fluent and feel confident at the moment of speaking in public, so they can have the opportunity to use all the information learned during a long time.

1.5 Scope

The idea of this investigation is that students be able to improve their vocabulary and create formal conversations using English. Moreover, the most important part is that students can

correct the mistakes they make at the time to have a conversation among themselves or with the teacher. Another important thing is that students will be able to comprehend what the teacher explains or says in the classroom using a second language. In addition, the investigation will be developed in an institution where they have to master a second language. This can be an advantage for the students because they have a lot of vocabulary that they can use to understand what the teacher says and to express themselves.

Nevertheless, this can be contradictory since all the knowledge they have is not used in the correct way; in other words, they do not pay attention and they do not dedicate enough time to learn and know more about a second language like an English and its use. The main goal of this investigation is to make students independent at the time to correct the mistakes they make by themselves using the strategies suggested by the researcher and enhance the structure and the vocabulary to have a better oral communication. The final result that the researcher wants to obtain is for students to be able to prepare and create conversations without mistakes and with fluency when they are talking; in other words, that students can correct their mistake using their knowledge, what they know and what they learned during the lessons of a second language.

Outline

Those theories show us that teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually become a routine. Those theories will help the investigation, as they can be applied in a classroom. This investigation will provide a few studies that analyzed the impact of language awareness and metacognitive strategies for intelligibility in the Context of English as an international language.

Theories

- The Theory of Metacognition (P.P,2008)
 - A. Components of Metacognition
 - B. The Skill Components
- Metacognition Theory (louca,2008)
 - A. Vygotsky as Precursor to Metacognitive Theory
 - B. Models of Metacognition
 - a) Metacognition Knowledge
 - b) Metacognitive Experiences
 - c) An alternative Model of Metacognition
- Using metacognitive strategies to raise awareness of stress and intonation. (Panuela,2017)
 - A. Language awareness
 - B. Intelligible stress and intonation
 - C. Metacognitive strategies
 - a) Overviewing
 - b) Self-evaluating
 - c) Think Aloud
- Metacognition, Achievement Goals, Study Strategies, and Academic Achievement: Path ways to Achievement. (Vrugt,2008)
 - A. Strategy uses of Metacognition
 - B. Effort Regulation

This investigation will explain the important of use this type of strategy that can help the didactic development of the learners applying the most specific necessities of the students.

Chapter II

Theoretical Framework

2.2 Literature Review

English-speaking proficiency and metacognitive strategies have been discussed by academic people for many years. On one hand, most authors differ the way they analyze these topics. All the studies explain about how important these issues have been throughout time in the development of oral learning, specifically. The application of both subjects, the metacognitive strategies and English speaking, let to develop the speaking skill and experiences in the learning of a second language. Consequently, the main goal of this investigation is to analyze the impact of metacognition as a strategy to enhance oral communication.

The main goal of this investigation is to see what is the impact of metacognition strategy to enhance the oral communication when the strategies will be applied. In other hand, there are theories that show that teachers who use metacognitive strategies can positively impact students with learning disabilities by helping them to develop an appropriate plan for learning information, which can be memorized and eventually routine. This investigation will consider some studies that have analyzed the impact of language awareness and metacognitive strategies for intelligibility in the context of English as an international language. To have a better knowledge about the investigation, first it is necessary to take into account some definitions that are important for investigation.

The Sheltered Instruction Observation Protocol (SIOP) Model

SIOP is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners. Traditionally, English language learners

would be pulled out of the conventional classrooms and given sheltered forms of English instruction. The objective of this approach is that students achieve greater academic competence while acquiring fluency in the English language. This method is used in high schools, where students have a basic level of a second language. This approach allows teaching the same contents that are taught to a native speaker of the language, to a student whose second language level is basic, at the same time, it allows the process to improve their competence in the second language. The goal of SIOP model is to help teachers to integrate academic language development into their lessons allowing students to learn and practice English as it is used in the context of school including the vocabulary used in textbooks and lectures in each academic discipline.

Who uses the SIOP model and How they use it?

The SIOP model can be use by professionals from a wide range of backgrounds, such as

- Elementary Classroom teachers
- Secondary subject-area teachers
- ESL Teachers
- Two-way immersion teachers
- Bilingual teachers
- Coaches and staff developers

The teachers use the SIOP model to design and deliver effective sheltered instruction lessons to their students. The professionals use this model to give support monitoring the learning process.

Second Language Acquisition in the Classroom

Second language acquisition is the process by which people learn a second language. It is the scientific discipline devoted to studying that process. The field of second language acquisition is a sub discipline of applied linguistics, but it also receives research attention from a variety of other disciplines, such as psychology and education. World-Class Instructional Design Assessment (WIDA) Can Do Philosophy is based on the belief that all students bring to their learning cultural and linguistic practices, skills, and ways of knowing from their homes and communities. WIDA believes that an educator's role is to craft instruction that capitalizes on and builds upon these assets. This belief is based on a synthesis of the literature related to working with culturally and linguistically diverse students. By using this work as a frame, WIDA drafted its Guiding Principles from a synthesis of literature and research related to language development and effective instructional practices for language learners. These Guiding Principles represent WIDA's core beliefs about language development. Some techniques that teachers can use to learn a second language are the next:

The silent period is a concept developed by Stephen Krashen. The silent period is a phase reported to have been observed in second language acquisition where the learner does not yet produce but is actively processing the L2. The silent period in second language acquisition refers to the period of time when the child or adult is first introduced to the second language and the time when she or he begins to speak. The silent period is the first stage of the language acquisition process, because the students or learners do not talk yet using the second language. An important characteristic of this stage is that after some initial exposure to the language, the learner is able to understand much more than she/he can produce. Something important is that all teachers should know about the silent period because it is a stage in the process of learning English that all English Language Learners go through, regardless of age.

The social language is the simple, informal language we use when talking face to face with family members and friends. It allows us to use contemporary or slang terms like “cool”, “awesome”, or “dude.” Learners can also communicate feelings, needs, and desires using symbolic hand gestures for drinking, eating, hot, cold, hurt, tired. Social Language also includes the ability to understand the rules of conversation, such as taking turns, introducing a topic, and staying on topic. Using non-verbal communication appropriately and including eye contact, body position, and facial expression, during social interactions is another critical aspect of social language. Social communication includes three major skills, for example Using Language for different reasons, such as:

- Greeting. Saying “hello” or “good bye.”
- Informing. “I am going to get a cookie.”
- Demanding. Give me a cookie right now.”
- Promising. “I am going to get you a cookie”
- Requesting. “I want a cookie, please.”

Changing Language for the listener or situation, such as:

- Talking differently to a baby than to an adult
- Giving more information to someone who does not know the topic.

Knowing to skip some details when someone already knows the topic.

Following rules for conversations and storytelling, such as:

- Taking turns when you talk.
- Using gestures and body language, like pointing or shrugging.
- Using facial expressions and eye contact.

In this part you can find different problems in these areas, where the learners can forget the correct rules at the time of speaking a second language. If learners have some problems with these rules, they may have some social language problems at the moment to make friends.

Cognitive Academic Language Proficiency can be use in academic language or language used in classroom in the various content areas. It is characterized by being abstract, context reduced, and specialized.

Factors Affecting Second Language Acquisition

The internal factors are the ones that affect the learners; in other words, those that individual language learners bring with them to the particular learning situation.

- **Age:** Second Language acquisition is influenced by the age of the person who is learning a second language. For children to learn a second language is easy because they are in the best position to acquire a new language. For the older learners, it can be very successful too. However, they usually struggle to achieve native speaker equivalent pronunciation and intonation.

- **Personality:** Most of the time, introverted or anxious learners usually make slower progress, in the oral skill areas. They are less likely to take advantage of opportunities to speak.

Motivation: motivation is an important part of learning a second language. Moreover, it strongly correlates with educational achievement. Learners who enjoy language learning and take pride in their progress will do better than those who do not. This investigation will give some important strategies to improve English communication. The idea is to help learners to use their knowledge on the second language, to use their disadvantages and to turn them into an advantage, for the person who is learning a new language.

Linguistic, Psychology and Neurology Areas in the Second Language Learning

Linguistics is the study of language. It involves analyzing language forms, language meanings, and language in context. Linguistics analyze human language by observing an interplay between sound and meaning. Linguistics also deals with the social, cultural, historical and political factors that influence language, through which linguistics and language-based context is often determined. Linguistics analyses how several building blocks of different types and sizes are combined to form a language. While some linguistic theories focus on different varieties that language produces, others focus on the universal properties that are common to all human languages. Therefore, there are several branches of linguistics that receive their own name, some of which are described below.

Phonetics is a branch of linguistics that studies the sounds of speech. It includes understanding how sounds are made using the mouth, nose, teeth, and tongue, as well as understanding how the ear hears those sounds and can tell them apart. Moreover, there is **Phonology**, which makes use of phonetics in order to see how sounds or signs are arranged in a system for each language. In phonology, it matters whether sounds are contrastive or not; that is, whether substituting one sound for another gives a different, or “contrastive” meaning. For example, in English, [r] and [l] are different or contrastive in meaning.

Furthermore, it can be found **Morphology** that is how individual words are formed from smaller chunks of meaningful units called morphemes. For example, the English word ‘united’ is really made up of three parts, one referring to the process of reversing and action (un-), one indicating the action of twisting string like things together so they stay (tied), and the last one indicating that the action happened in the past. In other languages, it is very difficult to form new words, but in English morphology is in charge of this action using the help of phonology and syntax. **Syntax** that is the study of how phrases, clauses and sentences are constructed and

combined in particular languages. Grammar requires defining the rules that govern the structure of the sentences of languages. Such rules involve both, the order of words and the form of words in their various possible position.

Discourse Analysis is part of the branches of linguistics. It looks at bigger chunks of language-texts, conversations, stories, speeches, etc. Discourse analysis considers how a language is used based on the genre. For example, “one upon a time” is an appropriate start to a fairy tale, but not to a new story on the evening news. On the other hand, it can be found **Semantics** that is the study of meaning or sense. It focuses on the relationship between words, phrases, and other bits of language and on how these words and phrases connect to the world. **Pragmatics** is similar, but it involves the study of how speakers of a language use the language to communicate and accomplish what they want. Moreover, there is **Historical Linguistics** that is the study of how languages have changed over the time, as for example on the pronunciation or the meaning of a word. Finally, **Sociolinguistics** that is the study of society and language. For example, sociolinguistics may use surveys to examine in which contexts a language is used. There are different variations in speaking that correlates with social factors, such as speaker age, ethnic identity, location, etc.

Psychological Aspects that Affects Foreign Language Learning

Psychology is the study of the mind and behavior, according to the American Psychology Association. This science is a multifaceted discipline and includes many sub-fields of study such areas such as, human development, sports, health, clinical, social behavior, and cognitive process. The psychology area during the process of learning a second language is important because the teacher or the professional has to work and support to obtain better results. This area is the most sensible due to the brain is where the information will be stored. Moreover, the brain

is the most fragile area because of different aspects that can affect the learning process of the student.

There are different aspects that can affect the learning process of the person, in this case the process of the students. One of them is the **role of the learner in the classroom**. This is an important aspect that teachers have to taking to account because they have to avoid boredom and anxiety, since they are the main culprits for lack of progress in foreign language learning. The idea is for the teacher to create a positive and stimulating learning environment. Learners are encouraged to meet new linguistics challenges that match their increasing and developing communicative skills in the foreign language.

Secondly, there is the **Role of the Teacher** as she/he has the control to catch the whole attention of the student in the classroom. A good emotional atmosphere in the class room does not depend only on learners because teachers have the power to create a positive learning environment. In this aspect, the most important thing is the role of the teacher. This depends on how the teacher makes the learners feel during the learning process. Third, **Personality Factors** are aspects that affects the learner's development most of the time. In this aspect, it should be noted a feature or a quality that is assumed to distinguish one student from another. Depending on how the personality of the student is, his/her development will be. Finally, **Motivation** is an anticipation of reward. Motivation is one of the factors that influence students success when acquiring a second language. Motivation is essential to obtain a good development of the student, as it is important to demonstrate the students how important is their progress.

Neurolinguistics Aspects of Second Language Acquisition

Neurolinguistics is the study of the neural mechanisms in the human brain that control the comprehension, production, and acquisition of language; in addition, it studies how language is represented in the brain, how and where our brain stores our knowledge of the language that we

speak, understand, read, and write, what happens in our brain as we acquire that knowledge, and what happens as we use it in our everyday lives. This is called **lateralization and bimodality**. A great deal of research has focused on brain lateralization of language functions. Some hypothesis reveal that there is a natural flow of information processing from the right to the left hemisphere of the brain during language learning; therefore, language instruction should reflect that flow's direction by providing concrete forms of instruction at early language learning stages and more formal and abstract instruction at later stages. Concerning **bilingual brain mapping**, the idea is to help the brain to obtain the information saved in an easy way the information learned in the past. This aspect helps the brain to organize the information in the best way for the students.

Human Brain Process During the Second Language Learning

It has been long known that the different regions of the brain have specialized functions. For example, the frontal lobes deal with abstract reasoning and planning, while the posterior lobes deal with vision. To understand that the brain has areas of specialization has brought the tendency of teaching in ways that reflect these specialized functions. For example, research related to specialized functions of the left and right hemispheres, has led to left and right hemisphere teaching. Brains are not all the same. For most individuals, the left hemisphere is critically involved in most normal language functions.

Paul Broca's theory: Paul Broca was an innovative surgeon, who combined anthropology with medical research and practice, specially neurology. Throughout the 1850s, he studied aphasia, condition in which language is affected. In 1861, he became the first to demonstrate it in an autopsy. Broca's discovery had a renewed interest in the relationship between the physical brain and psychological and intellectual characteristics. The approximate region he identified has become known as Broca's area, and the deficit in language production as Broca's aphasia. Broca's area is now typically defined in terms of the pars opercularis and pars

triangular to the inferior frontal gyrus. The disorder is considered as several complex symptoms that, together, contribute to the syndrome of Broca's aphasia. These symptoms can include problems with fluency, articulation, word-finding, repetition, production, and comprehension of complex grammatical structures, both in oral and in writing.

Wernicke's Theory: Wernicke was largely inspired by research on language and communication carried out in Paris, France, specifically the work of Paul Pierre Broca. Wernicke's interests in psychophysiology and aphasiology related to language was influenced by Broca's work on motor aphasia. Wernicke began to question the relationship between dysphasia and the location of lesions that caused brain damage and language problems. Wernicke published *The Aphasic Symptom Complex* in 1874, when he was 26. In this work, he developed many of his ideas about brain localization. He related different types of aphasia to specific damaged regions of the brain. In contrast to Wernicke's aphasia, motor aphasia involves damage to the part of the brain known as Broca's area. With this syndrome, a patient understands speech, but cannot speak by himself. Wernicke postulated that Broca's area and Wernicke's area were connected, and he predicted that damage to this connection would cause conduction aphasia; a syndrome wherein a patient could both speak and understand language but would misuse words and could not repeat them. Wernicke's prediction turned out to be correct.

Language disorders is a type of communication disorder in which a person has persistent difficulties when learning and using various forms of language. People with this disorder have some difficulties to express ideas in public or in different environments. Moreover, people with this disorder have a delayed in learning or speaking their first words and phrases, and when they speak, their sentences are less complex and shorter than it would be for their age. They are not

coherent enough at the time of speaking or telling something. In addition, an important point is that for them it is very difficult to understand what people say.

Thought disorders refers to disorganized thinking as evidenced by disorganized speech. This disorder refers to an impaired capacity to sustain coherent discourse. It can occur in the patient's written or spoken language. Whereas delusions reflect abnormal thought content, formal thought disorder indicates a disturbance of the organization and expression of thought. Indeed, the most basic assessment of thought content requires at least some degree of language competence.

When people are diagnosed with a thought disorder, they are often diagnosed with some other condition that causes or contributes to disordered thinking. Some symptoms of thought disorders are:

- Rapid, incoherent, or illogical speech
- Frequent interruptions in a person's train of thought
- Belief that a person or entity has to remove the person's thoughts
- Delusions and false beliefs
- Extremely tangential speech patterns, during which a person rapidly discusses several apparently unrelated topics
- Inability to follow a logical train of thought or to clearly tell a story or convey an idea

As a conclusion, the idea of this part of the project is to demonstrate that there exist different learning disabilities that can affect or interfere in the development of the learning process of second language acquisition. Sometimes, thought and language disorders can endanger the people who experience them. A person might, for example, believe that something is safe, when in fact it is not. It can make them understand and

participate in risky behavior or act on false beliefs that endanger others. When a thought disorder interferes safety, people with the condition may require psychiatric hospitalization. When teachers begin to teach a second language, the last thing they do is to ask or pay attention to the student's behavior. The most important thing is to be aware with our student's development.

2.2.1 Theory of metacognition

According to Cambridge Dictionary (2019) "Metacognition is the knowledge and understanding of your own thinking." The root "meta" means "beyond," so the term refers to "beyond thinking." This means that it encompasses the processes of planning, tracking, and assessing your own understanding or performance. It is usually related to the learner's knowledge, awareness, and control of the processes through which they learn, and the metacognitive learner is thought to be characterized by the ability to recognize, evaluate and, where needed, reconstruct existing ideas. Metacognition is considered one of human's most sophisticated cognitive capacities.

Metacognition is an important tool that as humans, teachers can use to their favor. Culatta (2019) states that metacognition refers to one's knowledge concerning one's own cognitive processes or anything related to them, the learning-relevant properties of information or data. Metacognition is considered a critical component of successful learning, as it involves self-regulation and self-reflection of strengths, weaknesses, and the types of strategies you create. It is a necessary foundation in culturally intelligent leadership because it underlines how you think through a problem or situation and the strategies you create to address the situation or problem.

The very concept of metacognition has been the focal point of metacognitive instruction for many years. In the field of educational psychology, metacognition has been

simply defined as thinking about thinking. Devine (1993) stated that metacognition is a form of cognition which includes active control over cognitive procedures. Another important contribution to the metacognition theory was made by Flavell (1976), who was the first researcher to introduce and use the term metacognition to the realm of educational and cognitive psychology. He used the term to refer to an individual's awareness related to thinking and learning.

Metacognition enables to be more active when learning to mobilize all resources to have successful learning experiences. In order to do this, students must know how they learn and be aware of the steps that are followed, as well as the means that are used to acquire knowledge, solve problems, and perform tasks. Metacognition is the understanding and awareness of one's own cognitive processes. Some examples of metacognition are student learns about what things help him or her to remember facts, names, and events; a student learns about his or her own style of learning; and a student learns about which strategies are most effective for solving problems. Students become increasingly autonomous in their learning as they become aware of their strengths and weaknesses and understand that being successful depends on the effort they make and the strategies they implement. Their ability to regulate their cognitive processes increases accordingly and their self-image improves. Students with learning disabilities can improve their learning capacity through the use of metacognitive strategies.

Moreover, it is necessary to have a procedural knowledge about the execution of procedural skills and how to use strategies. Individuals with a higher degree of procedural knowledge use skills more automatically, are expected to structure strategies effectively, and use qualitatively different strategies to resolve problems and difficulties. Procedural knowledge, as mentioned, includes knowledge about how to use the strategies. Consequently, metacognition

has some important components that help this strategy to be more complete and effective at the time to apply it to the individuals.

According to Cambridge Assessment International Education (2019) some benefits of using the metacognition strategy are important it helps learners to plan, monitor and evaluate their own progress and take control of their learning as they read, write, speak and solve problems in the classroom and outside of the classroom. In addition, research indicates that metacognition is a powerful predictor of learning. Metacognitive practices make a unique contribution to learning over and above the influence of cognitive ability. The implication of this research is to allow a learner's metacognitive practices may compensate for any cognitive limitations they may have.

Cohen (1998) explains that learning strategies refer to the steps or actions consciously selected by learners to improve the learning or use of a second language. Metacognitive strategies are defined as the skill to oversee, regulate and direct the language learning processes. Based on Vandergrift (1999) "These strategies, which involve thinking about the learning process, include planning, monitoring, and evaluating". The growing number of research on listening and speaking strategies reflects the importance of oral and listening skills in language development. Metacognitive knowledge and metacognitive strategies are two separate and distinct components of the broader notion of metacognition. Therefore, they should not be considered interchangeable or similar. Metacognitive knowledge refers to information learners acquire about their learning; On the other hand, metacognitive strategies are general skills through which learners manage, direct, regular, guide their learning, planning, monitoring and evaluating. Some investigators point that metacognitive knowledge is essential for learners to select and activate strategies.

Metacognitive practices have been shown to improve academic achievement across a range of age, cognitive abilities and learning domains. This includes reading and text comprehension, writing, mathematics, reasoning and problem solving and memory. Metacognitive skills can help students to transfer what they have learned from one context to the next, or from a previous task to a new task. The teacher can support this by explaining how what has been learned from one task that can be applied to the next.

2.2.2. Language Knowledge

Language knowledge refers to a domain of information in the memory that is available for creating and interpreting discourse in language use. Moreover, it is considering as grammatical knowledge and vocabulary knowledge. The latter denotes the students' breadth of vocabulary. Grammatical knowledge signifies students' knowledge of syntactic rules, prepositions, and word usage. It should be noted that in a theoretical framework of language ability, vocabulary knowledge and grammatical knowledge are components of the language ability. There are lots of studies dealing with effect of vocabulary and grammar knowledge on reading comprehension, but very few on speaking and listening skills. Koizumi (2005) examined the relationship between vocabulary knowledge and speaking performance on 225 Japanese learners of English at a novice level. His findings demonstrated that the learners with larger and deeper productive vocabulary knowledge produced a greater number of tokens and types and had better speaking performance mainly related to vocabulary knowledge.

Knowledge of Language

People are language users. They read, write, speak, and listen. They and they do all these things in natural languages such as English, Russian, and Arabic. Many philosophers and linguists have been interested in knowing what accounts for this facility that language users have with their language. A language may be thought as an abstract system, characterized either as a

set of grammatical rules or as an axiomatic theoretical structure (think, for example, of the way one would characterize chess as a set of rules, or the way one conceives geometry as an axiomatic system). Therefore, the question posed is, what relationship do speakers of a language have to abstract a system that constitutes the language they speak? The most popular line of thought is to cast this relationship in terms of knowledge; specifically, knowledge about linguistic facts. Those who have mastered English have knowledge on the syntax and semantics of English. Moreover, it is because they have this knowledge that they are able to read, write, speak, and have conversation in English.

According to Webster (2019) **communication** “is a processes by which information is exchanged between individuals through a common system of symbols, signs, or behavior”. However, communication is more than just exchanging information, as it is It’s about understanding the emotion and intentions behind such information. Moreover, to clearly convey a message, you need to also listen carefully to gain the full meaning of what is being said, so the other person can feel heard and understood. Communication is the process of sending and receiving messages through verbal or non-verbal means, including speech or oral communication; writing and graphical representations (such as infographics, maps, and charts); and signs, signals, and behavior. More simply, communication is said to be “the creation and exchange of meaning.” Media critic and theorist James Carey, defined communication as “a symbolic process whereby reality is produced, maintained, repaired, and transformed.” In his book, *Communication as Culture*, he stated that that you define your reality via sharing your experience with others. To break it down, in any communication there is a sender and a receiver, a message, and interpretations of meaning on both ends. The receiver gives feedback to the sender of the message, both during the message’s conveyance and afterward. Feedback signals

can be verbal or non-verbal, such as nodding in agreement or looking away and sighing or other myriad gestures. To break it down, in any communication there is a sender and a receiver, a message, and interpretations of meaning on both ends. The receiver gives feedback to the sender of the message, both during the message's conveyance and afterward. Feedback signals can be verbal or non-verbal, such as nodding in agreement or looking away and sighing or other myriad gestures.

Metacognition primarily consist of metacognitive knowledge (a declarative component) and regulation (a procedural component). On one hand, the first one refers to the knowledge on cognitive task, strategies and knowledge that learners possess about themselves and people. On the other hand, **regulation** refers to the monitoring and control of one's cognitive processes while learning. In addition to these two prime components, recent findings show that metacognitive knowledge requires competence to use it. The use of learning strategies is certainly a necessary component in the learning process.

Another major component included in this investigation is evaluation of or reflection on the result of one's learning and experience. This metacognitive activity is an overall judgement of the product of a learning experience. It provides feedback to the learner on the selection and use of strategies leading to the refinement of one's metacognitive knowledge. This investigation shows that to apply this strategy one has to be very careful because not everyone is prepared to use it. For example, if you apply that strategy to kinder garden children, it will be difficult for them understand what they have to do. The components of this strategy make easier to understand the purpose of this strategy.

The skill components are an important part of the metacognitive strategy; consequently, the investigator will discuss the necessary things to include at the moment of applying the

strategy, as for example what is the purpose of this the components of this skill. These scales examine students' perceptions (metacognition) of their learning strategy skills and the thought processes related to identifying, acquiring, and constructing meaning for important new information, ideas, and procedures. The scales related to the skill components are to see the information processed; in other words, the ability to process ideas by mentally elaborating on them, and to organize them in meaningful ways. Moreover, there is the selection of main ideas or the student's ability to identify the important information in a learning situation. Finally, the test strategy, which is the student's ability to prepare effectively for an examination and to reason through a question when answering it.

The scales related to the skill components are the next one, first you can see the information processing, the ability to process ideas by mentally elaborating on them and organizing them in meaningful ways. Then here are the selection main ideas it is the student's ability to identify the important information in a learning situation. And finally the test strategy, the student's ability to prepare effectively for an examination and to reason through a question when answering it. There are different components that support this theory and that can help the reader to understand the importance of this investigation. One important component that is part of this metacognition strategy, is the will component. This scales measures the student's perceptions concerning their receptivity to learn new information, their attitudes and interest in college, their diligence, self-discipline and willingness to exert the necessary effort to successfully complete academic requirements, and the degree to which they worry about their academic performance. Moreover, there are some points that can be fixed through this component, as well as some-areas that can be benefited from this. First, attitude of the students; in other words, the perceived motivation and interest that they have to succeed in his/her studies,

as well as their willingness to perform the necessary tasks for their academic success. Students must have motivation, so they can accept responsibility for performing academic tasks by using self-discipline and hard work. Finally, the degree of anxiety perceived by the student when approaching academic tasks.

Moreover, it has to be considered the self-regulation component that shows how the students manage, self-regulate, and control the whole learning process by using their time effectively, focusing their attention and maintaining their concentration over time, checking if they have met the learning demands of a class, assignment, or test, and using study support such as review sessions, tutors, or special features of a textbook. Some areas in which these component works are first, the ability that the students have to focus his or her attention, and avoid distractions while working on school-related tasks like studying. Second, time management, so the students can create and use schedules to manage their responsibilities effectively. Third, self-testing, as the students need to see the importance of self-testing and reviewing when they are learning a material, and using some practices. Finally, students' aids; that is their perceived ability to use or develop study aids that assist them during the learning process.

Metacognition functions are divided in three different definitions like awareness, evaluation, and regulation, and they require careful specification. Metacognition awareness relates to individuals' understanding of where they are in their learning process or in the process of solving a problem, content-specific knowledge, and knowledge about their personal learning or problem-solving strategies. It also includes their knowledge of what it has needs to be done, what has been done, and what might have been done in particular learning contexts or problem-

solving situations. Metacognitive awareness encompasses an individual's cumulative knowledge of acquired competences and on-going knowledge of mental process in progress.

Metacognitive evaluation refers to judgements made regarding one's thinking processes, capacities, and limitations as these are employed in a particular situation or as self-attributes. For example, individuals could be making a judgement regarding the effectiveness of their thinking or of their strategy choice. Such an evaluative function assumes some awareness of the individual's thinking processes and anticipates the possible regulation of those processes. Moreover, the metacognitive regulation is an important function that you have to consider. It occurs when individuals make use of their metacognitive skills to direct their knowledge and thinking. Metacognitive regulation draws upon the individual's knowledge (about self-strategies, including how and why they use particular strategies) and executive skills (such as planning, self-correcting, setting goals) to optimize the use of their own cognitive resources.

Based on Thenmiozi (2019) it can be found seven different models of metacognition created by cognitive psychologists that can help students and people; however, ~~but~~ in this case, the investigator will talk about only four models. The first model is the automation of cognitive process. Crowley and his associates have demonstrated the relationship between automation of cognitive processes and the emergence of the metacognitive thinking. They suggest that strategies become "associative mechanisms," which operate without conscious effort and allow children to devote more mental processing space to the metacognitive and creative aspects of learning. Strategies eventually generalize by forming "goal sketches," which are the result of metacognitive mechanisms decaying from conscious access over time. Goal sketches are generalized strategies, as they are not particular to any task. Nevertheless, they are useful across many and are used automatically based on recognition general tasks. Another strategy is

attending errors; if the initial letter to sound mapping in early readers do not become fully automated, it is possible that this may result in reduced metacognitive activity and in reading tasks where phonological ability is tested. Thus, meta linguistic abilities may be hindered because extra processing space is required to process phonological input.

The second model is social and emotional aspects of metacognition. This includes what a particular strategy can achieve, what tasks match its use, the range of its usefulness, the benefits of regularly using it, how much effort would it be required to use it, and how enjoyable or laborious it would be. This is a successful strategy when children are faced with impasses, they experience success and failure, and they receive feedback which, if given frequently, it develops into ingrained attributions of success and failure. These attributions govern self-esteem, self-efficacy, and the effect they have on successful strategy learning and their transfer to other content areas. The third model of metacognition is domain general versus domain specific metacognitive skills. Some investigators looked at task and domain of metacognitive skills in novices. They adopted what they called a “working method” approach. Individuals working methods can vary in quality. Expertise is the height of quality with optimized knowledge and automaticity, and a developed repertoire of self-regularity skills in the domain of expertise.

The fourth model of metacognition is private speech and development of metacognition. This model is categorized into four levels. Level one is the lowest level and is associated to task-irrelevant private speech such as, effective expression, (emotions, feelings), or off task commenting or questioning. Level two is associated to task-relevant private speech that did not facilitate task completion, such as giving up or complaining about the task. Level three is associated to task-relevant private speech of facilitative nature that describes content, process, or structure, and is was used as a strategy to focus attention.

2.2.3. The Importance of Metacognition Strategy in the Speaking Skill Area

In the learning process of a second language, the most important thing is how you express your ideas or thoughts in public. The idea of this project is to provide the readers with a particular way in which the students can use their knowledge on a second language and apply it in the best way. When learning of a second language, one of the most important domains is speaking, which in this study is the most important variable and also is the focus of this research. Speaking is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.

This type of strategy helps the students to improve the speaking, reading, writing, and listening areas, using the own knowledge of the students. There is not a specific strategy applied only to the speaking area, but for different skills there exists different methods. This investigation will use different strategies or methods used in the writing skill to see if those strategies can help the students. Some practical tips that students can consider to apply metacognition in the best way, is to prioritize professional development in metacognition. There should be an explicit focus on teaching both, cognitive and metacognitive techniques, and how create a learning environment that supports the development of metacognitive skills and motivation. Teachers must be encouraged to work together and share practices that promotes the development of metacognitive abilities in the classroom. For example, a group could meet regularly to talk about a reading or to share their experiences when implementing a new strategy. Teachers must be supported and encouraged to use metacognitive practices at school. For example, exam wrappers are worksheets that learners complete before and/or after they receive test feedback. These include questions to help learners to reflect on the processes of planning, monitoring and evaluation when preparing for and sitting the test.

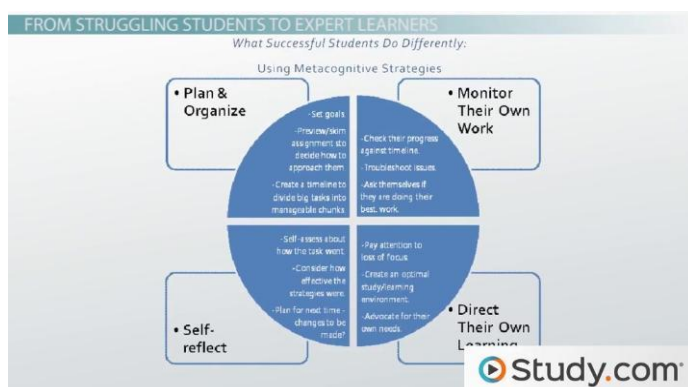
Based on Iftikhar (2014) “It is imperative to know that when metacognitive strategies should be used and what types of strategies are required in given scenario.” The purpose is to explore the different types of strategies, so the use of such strategies could be beneficial to learners. Summarizing is a skill that has been used on a broadened scale in the pedagogical domain. To be efficient in this skill, it is greatly required that students can understand that to only comprehending the text is not enough, but to present the crux of the matter by applying critical thinking skills. In order to summarize, students must have the ability to assess the key points of the text. Moreover, they must be aware of metacognition in this context. In 1993, Brown and Day stated that some rules are essential to summarization and students must know about them so that they could easily summarize in a perfect manner. They must know that they are required to delete redundancies from the text. In addition, they must be able to synthesize the information and to delete trivia in order to be accurate. To select a topic sentence and/ or invent a topic sentence is also considered a technique in summarization.

Second Language Learning and Use of Strategies

The following represents a broad definition of second language learning and use strategies. Second language learner strategies encompass both, second language learning and second language use strategies. Taken together, they constitute the steps or actions selected by learners either to improve the learning of a second language, its use, or both. Language use strategies actually include retrieval strategies. What makes the definition for language learning and language use strategies broad is that it encompasses actions that are clearly aimed at language learning, as well as those that may well lead to learning but do not ostensibly have learning as their primary goal. Whereas language learning strategies have the explicit goal of assisting learners in improving their knowledge in a target language, language use strategies focus primarily on employing the language that learners have in their current language.

Metacognitive strategies in speaking area task calls for metacognitive strategies of planning the speech, monitoring own speech, and evaluating how well one has done the speech. When a student is planning the speech, he can be involved in other learning strategies such as note-taking, resourcing, elaborating, and interacting with fellow students and teacher. The activities classified as metacognitive strategies belong to indirect strategies together with effective and social strategies. This investigation has the purpose of stating that there are some metacognitive strategies that a good language student has to learn before he speaks a second language. When helping students to develop their speaking, teachers and text books make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies. In order to be effective learners, students must not only use their memory and the language skills they have internalized, but they must also develop their own way of learning. Students who “learn to learn” gain control of their learning process and gradually develop the ability of mastering their mental processes more effectively. A student’s inner language is what enables him/her to develop the high-level cognitive skills associated to metacognition.

metacognitive strategies 1metacognitive strategies



According to LAOeng (2014) “Implementing metacognitive strategies refers to the methods used to help students to understand the way they learn; in other words, it means processes designed for students to ‘think’ about their thinking.” Teachers who use metacognitive strategies can create a positive impact on the students who have learning disabilities or students who wants to learn something new by helping them to develop an appropriate plan for learning information, which can be memorized and eventually be a routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information, and consequently, become more independent thinkers. Some metacognitive strategies that are appropriate in the classroom, for students with and without learning disabilities, include:

- Thinking-Aloud (for reading comprehension, fluency and problem solving)
- Organizational tools (such a check list, rubrics and solving word problems)
- Explicit teacher modelling (for math instruction)

There are some types of learning strategies and supports that teachers can use to give the students an opportunity to be independent at the moment to study by themselves. For example, rehearsal, which is reciting items to be learned from a list. A benefit of this strategy is that it is believed to influence the attention and coding process. However, it does not seem to help students to connect current information with prior knowledge. Another strategy is elaboration: summarizing or paraphrasing.

A benefit of this strategy is that it improves a student’s ability to store information into the long-term memory by building internal connections between items to be learned and assisting with the integration of new information with prior knowledge. The last strategy is organization: outlining. A benefit of this strategy is that it helps learners to select appropriate information and make the connections to be learned. Motivation is essential in metacognition. Students who are

not motivated to complete tasks may struggle with self-reflection. Though metacognitive strategies can be taught and learned over time, students must be motivated, so the strategies can be effective. To help these individuals to succeed, it may be necessary to teach self-evaluation skills and to identify what finished work looks like.

CHAPTER III

METHODOLOGICAL FRAMEWORK

This chapter deals the development of the instruments. In this chapter, you can find the approach of the study, the instruments and how they will be applied. Moreover, it will be described each part of the investigation using the theory from books. This chapter also shows the research design, as well as to how the information will be collected to obtain the results of the investigation.

3.1 Research Approach

This is an important part of the information of the research because here it will be defined the type of method the investigator will use. However, it is important to mention the different types of methods that exist. Base on Hernandez Sampieri (2013) the Quantitative approach is sequential and evidential, the order is rigorous. Moreover, this approach uses the collection of data to prove hypothesis in base of the numerical measurement and statistical analysis, with the end to stablish patterns of behavior and prove theories. The qualitative approach is used as a guide to some areas or topics of significant investigations. This approach uses the analysis and collection of data to improve the questions of the investigation or to reveal new questions during the investigation process. This present investigation will be focused on the qualitative approach, since the most important is the analysis of the cases. This approach is based on non-standardized data collection methods. This recollection consists on obtaining the perspective and point of view of each of the participants (their emotions, priorities, experiences, meanings and other subjective aspects). This approach also is known as naturalistic investigation, phenomenological, interpretative or ethnographic. It is a kind of “umbrella” in which it includes a variable of concepts, techniques.

Based on Sparkes and Smith (2014), there exist a lot of different interpretative framework such as, interactionism, ethnomethodology, constructivism, feminism, phenomenology, psychology of the personal construct, critical theory. All this is included in the “umbrella to do studies.” In this approach, the investigator recognizes the values and believes, as even they are part of the investigation. The investigation will be guided to provide a higher understanding on the experiences of 10th graders students at Liceo de Costa Rica.

The theory is a building basis on forward empiric data obtained and analyzed. The research rather than be based on the literature review to select and define the variables or key concepts of the study, it relies on the research process itself to identify them and discover how they relate. A few cases are involved because it is not necessarily intended to generalize the results of the study, but not to analyze them intensively. In general, the analysis does not start with preconceived ideas about how the concepts or variables are related. As the verbal, textual and/or audiovisual data are gathered, they are integrated into a database, which is analyzed to determine meanings and describe the phenomenon under studied from the point of view of its actors. It files us individual and collective cases where it shows us the most important characteristics (strengths and weakness). This approach will help to study a specific group to obtain the necessary results to know which are the necessities of this group of students.

Metacognitive Strategy Teaching

Teachers can implement metacognitive strategies to assist students to become self-regulating learners and to develop a strong sense of agency in their learning. Metacognitive strategies empower students to think about their own thinking. This awareness of the learning process enhances their control over their own learning, as well as the personal capacity for self-regulation and managing one’s own motivation for learning. Metacognitive activities can include

planning how to approach learning tasks, identifying appropriate strategies to complete a task, evaluating progress, and monitoring comprehension.

Strategies for Developing Metacognitive Behaviors

It is necessary to identify what students know and do not know. Students need to make conscious decisions about their knowledge. Initially students write “what I already know about” and “what I want to learn about.” As students research the topic, they will verify, clarify and expand, or replace the information with more accurate one, each of their initial statements. Talking about thinking is important because students need a thinking vocabulary. During planning and problem-solving situations, the teacher should think aloud so that students can follow the demonstrated thinking processes. Modeling and discussion develop the vocabulary students need for thinking and talking about their own thinking. Labeling thinking processes when students use them is also important for student’s recognition of thinking skills. Keeping a thinking journal is a means for developing metacognition-is through the use of a journal or learning. This is a diary in which students reflect upon their thinking, make note of their awareness of ambiguities and inconsistencies, and comment on how they have deal with difficulties; in other words, this journal is a diary process.

Students to assume increasing responsibility for planning and regulating their learning. It is difficult for learners to become self-directed when learning is planned and monitored by someone else. Students can be taught to make plans for learning activities including estimating time requirements, organizing materials, and scheduling the necessary procedures to complete an activity. The resource center’s flexibility and access to a variety of materials allows the students to do just this. Criteria for evaluation must be developed with students, so they learn to think and ask questions about themselves as they proceed through a learning activity.

Closure activities focus student discussion on thinking processes to develop awareness of strategies that can be applied to other learning situations. A three-step method is useful. First, the teacher guides students to review the activity, gathering data on thinking processes and feelings. Then, the group classifies related ideas by identifying the thinking strategies used. Finally, they evaluate their success, discarding inappropriate strategies, identifying those valuable for future use, and seeking promising alternative approaches.

Guided self-evaluation experiences can be introduced through individual conferences and checklist focusing on thinking processes. Gradually, self-evaluation will be applied more independently. As students recognize that learning activities in different disciplines are similar, they will begin to transfer learning strategies to new situations. Self-evaluation, guided self-evaluation experiences can be introduced through individual conferences and checklist focusing on thinking processes.

Stablish the Metacognitive Environment

A metacognitive environment encourages thinking awareness. Planning is shared among teachers, school library media specialists, and students. Evaluation is ongoing. In the creation of a metacognitive environment, teachers monitor and apply their knowledge, deliberately modeling metacognitive behavior to assist students in becoming aware of their own thinking.

Metacognitive strategies are already in teachers' repertoires. We must become alert to these strategies, and consciously model them for students. Problem solving and research activities in all subjects provide opportunities for developing metacognitive strategies.

Teachers need to focus the students' attention on how tasks are accomplished. Process goals, in addition to contents goals, must be established and evaluated with students, so they discover that understanding and transferring thinking processes improves learning. The challenge of teaching is to help students to develop skills that will not become obsolete. Metacognitive

strategies are essential today. They help students to be successful in new situations and to try to find a solution without help of the teacher. Teachers can use the tools they can find in the schools; for example, the school library so if the students need something more specific to solve a problem, they can find the solution to a problem and with that, the teachers can create a metacognitive environment which fosters the development of good thinkers who are successful problem solvers and lifelong learners. This is the best way to create a good environment for the learners in the school; that is, by using what they have around them.

Boost your students' metacognitive skills by increasing their agency. Students who have the opportunity to exercise voice, agency and leadership in designing, developing and assessing their own learning have a greater chance of becoming resilient and independent learners. Teachers co-design learning opportunities for students to exercise authentic agency in their own learning when they:

- Assist students to take ownership of their learning by identifying strategies that support them to attain learning goals.
- Assist students to become increasingly self-direct over time, and to gain confidence in their ability to complete learning tasks.
- Provide opportunities to reflect on the effectiveness of their learning and plan for future development.
- Enable students to negotiate assessment methods and criteria matched to their learning goals.

Some approaches to integrate metacognitive strategies into everyday teaching, as part of everyday teaching, to embed metacognitive strategies are:

Explicit teaching, with a focus on activating prior knowledge, introducing new knowledge and skills, modeling the application of knowledge and skills, and providing ample opportunity for independent practice and reflection.

Supporting students to plan, monitor, and evaluate their work /learning; explicitly teaching skills in these areas, and structuring work around these phases, will give students the opportunity to gradually internalize these techniques and use them to take control of their own learning.

Developing rubrics (and wherever possible co-designing them with students); assist students with the monitoring of learning and the setting of individual learning goals that are specific, measurable, achievable, realistic and timely (smart).

Modelling of thinking; verbalize the thought processes used to consider, analyze and solve problems. This may be as simple as “thinking aloud”.

Questioning; in terms of using questions to engage students, to monitor their progress and stimulate their thinking, as well as valuing questions from students as a form of feedback and an opportunity for clarification/extension of learning.

Activities for metacognition; metacognition or thinking about one’s thinking, is key to facilitating lasting learning experiences and developing lifelong learners. Metacognitive activities can guide students as they:

- Identify what they already know
- Articulate what they learned
- Communicate their knowledge, skills, and abilities to a specific audience, such as a hiring committee
- Set goals and monitor their progress
- Evaluate and revise their own work

- Identify and implement effective learning strategies
- Transfer learning from one context to another

Activities that promote metacognition should:

- Facilitate equal participation
- Ensure students do most of the talking
- Take place before, during, and after an experience
- Happen in different group configurations (individuals, pairs, small group, large group)

3.2 Research Design

This investigation will be developed with 10th graders students at Liceo de Costa Rica with a group of 15 students. The investigation will last approximately a quarter. The researcher will attend classes every day with the idea of achieving the objective of completing the information and give more flexible solutions to students. This investigation will try to correct about 90% of the mistakes. The instruments that this investigation will use are interview, observation forms, and rating scales, and the information will be taken from the students and the professor.

An interview is a conversation where questions are asked, and answers are given. In common parlance, the word “interview” refers to a one-on-one conversation between an interviewer and an interviewee. The interviewer asks questions to which the interviewee responds. Usually information may be transferred from interviewee to interviewer (and any other audience of the interview), and some other times, information can be transferred in both directions. It is a communication, unlike a speech, which produces a one-way flow of information. Moreover, the researcher will use observation forms. Something important to mention is that during the observations the behavior of the students and professors can change because of the person who is making the observation. The investigator will be as objective as

possible, without interpreting or evaluating. The complement observation form can assist in doing self-assessment and hence, improving the didactical skills. Finally, the rating scale is a set of categories designed to elicit information about a qualitative attribute. In the social sciences, particularly psychology, common examples are the like response scale and 1-10 in which a person selects the number considered to reflect the perceived quality of a product. This investigation counts with a budget of thirty thousand colones to use if it is necessary. However, in the case of making the rating scales if it is necessary the money will be used for that. In the case of the interviews the researcher counts with the consent of the students to do an audio recording to have a backup for the analysis. For the observation forms the investigation counts with the support of the teacher to observe and make notes when she is doing the lesson.

3.3 Information Sources

The present investigation will be applied at Liceo de Costa Rica. Based on the information of the institution they educate gentleman for the future because the institution counts only with boys as students. In addition, the institution counts with an international bachelor that gives the students an important opportunity to travel to other countries. Moreover, the institution counts with approximately 900 students. They use a different plan of study in the English department. They grade the four skills, as they divide them like Reading and Grammar (RAW) and Listening and Speaking (LAS). It supposes to be an advantage for the students because they can use the four skills in their plenitude.

Since this investigation started, it counts with the participation of the administrative staff at Liceo de Costa Rica and the supervision of the teacher in charge, who will be a big help to obtain the information of the students during the investigation. The help of different teachers at of the institution will support the investigation and its main purpose, which is to the communication skills of the students during the investigation. The knowledge and the

experiences of the teachers will be a big help. The students are willing to collaborate in this investigation and they will provide their thoughts on their English lessons; in fact, they open to see and help with the investigation because they want a solution due to they are frustrated with the small control they have over the English lessons.

The researcher talked with the groups about the investigation and explained them they have to act naturally, because it is important for the investigator to see how they are and what problems they have with the language under study and how the investigation can find a strategy that can help them to have the control of their communication in a second language. When carrying out an investigation, it is important to find information that can give support and help to the investigator. For example, the primary sources are theories, anthologies and books. They are called primary because they are the main source information related with the topic. Then, it can be found the secondary sources that are theses, articles, magazines, and journals. They are called secondary because they are taken by people that made an investigation and took the information from other people. Finally, there are the tertiary sources that are dictionaries and encyclopedias. These sources are used to find meanings and definitions about important words of the investigation. The sources frequently used in this investigation are thesis from other countries, theories from important investigators of metacognition strategy, articles of people that thing metacognition is a great strategy to use.

3.4 Analysis Categories

In this part of the investigation, the analysis of different variables will be carry out, as different theories can help to support and guide it to apply metacognition as a strategy to improve speaking. **Speaking** It is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth, and

lips. **Oral Communication** is the process of expressing information or ideas by word of mouth; as well as of verbally transmitting information and ideas from one individual or group to another. It can be either formal or informal. The researcher with the help of some examples of informal oral communication can identify if the students are using informal methods of communication or if they are having problems at the time to create a conversation in English. Some examples of informal communication are face to face conversations, telephone conversation, and discussions that take place in business meetings. On the other hand, formal communication examples can be used as a guide to see if communication is fulfilled in the correct way; that is, good pronunciation in presentations, classroom lectures.

Along with technology, new formats of oral communication have continued to develop. Videos phones and video conferences are the most common, as they allow the ear to become accustomed to a second language and, thus, allow students to have a better mastery of English.

Metacognition Strategy Metacognition strategy refers to the methods used to help students to understand the way they learn; in other words, the processes designed for students to “think” about their “thinking.” Teachers who use metacognitive strategies can positively impact students who have learning disabilities by helping them to develop an appropriate plan for learning information, which later can be memorized like an eventual routine. As students become aware of how they learn, they will use these processes to efficiently acquire new information and consequently, become more independent thinkers. Many theories organize the skills of metacognition into two complementary processes that make it easier to understand and remember. According with some theories, metacognition consist on two important parts, the first one is: **the knowledge of cognition**, which has three important components that can help the investigation, the first one is the knowledge of the factors that influence one’s own performance;

second, the knowledge of different types of strategies to use for learning; and finally, the knowledge of what strategy to use for a specific situation. Moreover, **The Regulation of Cognition** involves the different things, setting goals and planning, monitoring and controlling learning, and evaluating one's own regulation (assessing results and strategies used).

3.5. Data Collection Instrument

In this part of the investigation the most important thing is the instruments that the investigator will use to obtain the information required and see how the instruments will be applying during the recollection of information. The reason to use those instruments is because have a better perspective of what the investigation needs. Those instruments will help to the investigator to have a better analysis of the study. The instruments will allow the researcher have a better perspective, as well as. to better analyze the data of the study. The instruments that will be used in ~~on~~ this investigation are pre and post-test, observation forms, and rating scales. The Pre-test will give a better perspective of what students feel and think about English, as well as their opinion on how the teacher impacts the lessons, and their oral communication level in English. The idea is to obtain important information about the English lessons and how the class is developed by the teacher, using a specific test that can make the students express their knowledge.

Meanwhile, observation forms provide two different points to compare, what students said in the pre-test and what the investigator saw in the observation without the help of any person in the classroom. With the observation, the investigator can include some questions that can throw natural results at the end of the project. This observation will be done because its intention is to obtain information related to lack of mastery of the second language. The last instrument is the rating scales. It will be applied to know if student's failure is due to their lack of interest on the subject, they do not like the teacher, they do not study, they do not practice in

classes, or just because they do not understand. All this since at the moment of knowing the real reason of their poor oral communication skills, it will be easier to identify the solution.

3.6 Collection Data Process and Data Analysis

In this part of the investigation, the most important thing is to know how the investigator collected the information on the needs of the students at this institution. During the teaching practicum, the investigator had to work with these students for four months and in that moment she noticed the lack of knowledge that the students had referring to English. In addition, it is important to mention that the data was collected during by the visits made by the person how is making the research, during the English lessons with the idea to know why the students were failing. It is assumed that the information can be collected through different methods, as for example a pre-test to observe the real situation of the students. Moreover, the observations can be a big help to understand the reason why such low communication performance among students and teachers, and to observe the behavior of the teacher at the moment of answering the questions made by the students or how he or she explained the topics.

During this investigation, it is important to see the behavior and temperament of the teacher throughout the lessons, as it will provide the researcher with a what really happens in the class. Furthermore, it will be interesting to see the reaction of the students regarding the teacher in a real English lesson. The rating scales will work with the idea of knowing the affinity of the students with the subject, the confidence that exist among the teacher and the students, how the teacher performs the lesson and if they feel confident at the moment of expressing their doubts. Something important is that with this instrument, the investigator will identify the problems of the students and how the strategy can be applied to make the learning process easier. In the case of the pre-test, the investigator can use a dialogue to see how the students developed the

vocabulary learned during the classes. Regarding the rating scales, the facilitator can see how the strategies help the students to fix their learning process and how they can express their ideas.

Chapter Iv

Data Analysis

The purpose of this chapter is to summarize the data collection process and analysis, as well as to provide results obtained from the instruments applied during the process of the investigation. This chapter is very important because the readers can understand the English level of the students, pronunciation problems, lack vocabulary, and other factors that affect the learning process of such students. Moreover, it had to be taken into account the environment of the students and the social pressure they felt. The importance of this chapter is that investigator can prove how different strategies can help the learning process of the students.

“Education is what survives when what has been learned has been forgotten”

-Burrhus Frederic Skinner

4.1. Reasons to Create a Proposal

Due to different circumstances, the country is going through a difficult situation due to Covid-19; therefore, all schools and high schools were closed under a guideline issued by Ministerio de Salud de Costa Rica and executed by a circular made by Ministerio de Educacion Publica, with the idea of avoiding the spread of the virus. The circular can be found in the following link (<https://www.mep.go.cr/sites/default/files/page/adjuntos/resolucion-ms-dm-2382-2020-mep-0537-2020-suspension-nacional-lecciones-como-medida-preventiva.pdf>).

Due to the 10th graders at Liceo de Costa Rica have a lot of problems regarding English to express their ideas, this proposal was created. The intention of such is to improve the oral communication of the students during the English classes and daily life. Moreover, it tries to give functional tools that will give teachers different strategies to teach the second language in a more

bearable way to students. This proposal will help the structural function and oral expression of students when they want to say or create a phrase, an idea, or a sentence. Furthermore, it aims to help teachers to be able to give students, who have difficulty mastering the second language, a more appropriate way to enhance their level of English, so they can use what they have learned without feeling forced or frustrated when using new or sophisticated words.

Proposal to Improve the Oral Communication in 10th Grader Students

According to the information obtained from the 10th grader teachers at Liceo de Costa Rica, students need to work in different areas to improve the speaking skill. Therefore, the idea of this proposal is to help teachers and students by providing different ways to enhance oral communication. This proposal is divided in four parts. The first part was created with the idea of helping students to speak in a freeway using their vocabulary and their style at the time to create a conversation. This will help students to feel comfortable when expressing their ideas in public. Moreover, it tries to provide the students with the tools they need to speak in public using vocabulary practiced in class.

Activity number 1

Role Play Activity

- Aim:**
1. To encourage students to use the vocabulary learned in class.
 2. To motivate students to say what they want using English.
 3. To incite students to speak, adaptive giving information.

Method: - Students have to create a role play using music vocabulary.

- Students have to perform a situation where they are in Hollywood and they have to imagine that they are in an interview, so they have to answer different questions using the simple past tense.

- Another group of students have to perform a situation simulating that they are in a horror movie where they have to use simple past tense and they have to recreate a scenario.
- In other scenario a pair of students have to make a dialogue simulation a conversation between two important actress or actors that made something relevant for the world or for the children around the world. This conversation will be based on the simple past tense.
- To carry out this activities, the teacher will use rubric number one (see annexes [Rubric number one for oral presentation](#))

The idea of this activity is to improve the speaking skill of the students, try to stimulate the oral communication area of the participants by giving them the tools to be comfortable at the time of expressing ideas, feelings, situations or moments in a second language. Moreover, these activities will provide the teacher with different tools to help students in oral classes with funny ideas, and to make the classes more bearable in one way or another.

Exercise # 1

QUESTIONS ABOUT YOU

PAST SIMPLE



- Answer the questions about you. Use the past simple in your answers.

1. What did you do yesterday?

2. What time did you go to bed last night?

3. What time did you get up this morning?

4. What did you have for breakfast this morning?

5. What time did you arrive in class today?

6. What did you watch on TV yesterday?

7. How much money did you spend yesterday?

8. Did you go on-line this morning?



Activity number 2

This proposal was created with the idea of helping students to solve a problem or situation that they are going through in their life. The idea is to give students different tools to allow them to find a solution to a controversial situation or problem, and thus, to teach students they can create a conversation and a solution of something using all the vocabulary and the information learned during the English lessons. This proposal tries to make students to understand that they do not need sophisticated words to express ideas.

Conversation activity

Aim: - To improve the structure of questions and answers created by students using different parts of speech.

-To implement conversation skill in normal and common situations.

- To apply grammatical rules using the correct verbal tense and correct structure.

Methods: - Students have to create a conversation using current topics, that this situation is happening around the world or in the country.

-Students in pairs have to solve a problem that is affecting the environment using their imagination and applying the vocabulary they need.

-In groups students have to create a debate related with a controversial topic around the word and try to find a solution or something that can help with the problematic situation.

-Students will use the tools given by the teachers in class to solve a problem and to find a solution using the correct grammatical structure and good pronunciation.

- To carry out this activities, the teacher will use rubric number two (see annexes [Rubric number two for oral presentation](#))

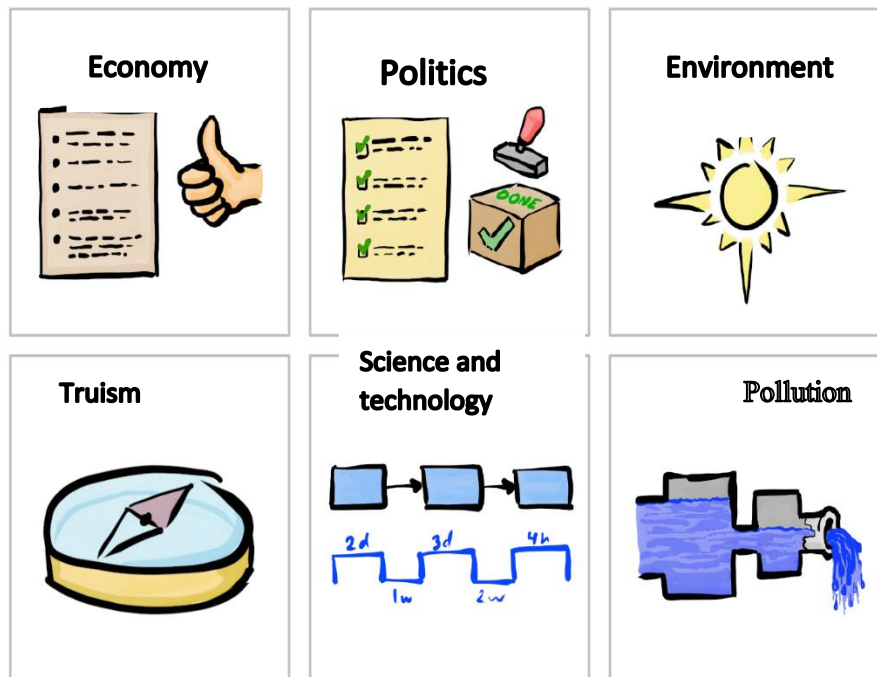
The purpose of this activity is to teach students a practical skill for communication. Frequently, language learners can be speaking English and encounter a moment where they do not know a

word and they may feel stuck or unable to continue with the conversation. The idea of this activities is to give the students the tools and the confidence to use the second language as they use their native language.

Exercise # 2

Type of questions

- . Did you know who was your president in 2002?
- . Were you agreeing with the election of the president?
- . How do people damage the environment?
- . which is the best beach to visit in Costa Rica?



Activity number 3

This proposal was created with the idea of improving the vocabulary of the students during the English classes. Other important aspect is that this activity will help students with the grammar structure process using basic verbal tenses and their formula to create a sentence. This proposal shares with the learners the facility to use this skill to speak English inside or outside the class.

Word Game

Aim:

1. To improve the vocabulary of the students.
2. To identify different vocabulary in a conversation.
3. To implement the correct way and the correct structure of different verbal tense.
4. To develop a conversation using vocabulary learned in class.

Methods:

- Students can talk about something that is important or interesting for them for one minute using their imagination or a picture given by the teacher.
- Students can guess the song that the teacher is playing.
- Students have to create groups to guess the instrument that one of his partners has in his head.
- Using the ABC students have to find a noun, adjective and a verb with the same letter.
- To carry out these activities, the teacher will use rubric number three (see annexes [Rubric number three for oral presentation](#))

Activity number 4

This proposal was created with the idea of giving the students the opportunity to create sequential actions. The second important objective of this proposal is to give the students the trust to believe in their capacities to create stories, news, tales and biographies using all tools provided by the teachers, as well as to help them to improve the oral communication inside or outside the classroom, using their knowledge.

Story building

Aim:

1. To give students the opportunity to develop sequence of actions by themselves.
2. To teach students how to use sequence words in a context.
3. To improve vocabulary using telling or retelling stories applying their own vocabulary.

Methods:

- Students have to create groups. The teacher will give them a picture and with the intention of the students to create a story by themselves.
- Students will practice a story competition, where the teacher starts to tell a story and then students have to continue with the story using their imagination and vocabulary learned during the class.
- Students have to look for a new word and give a short meaning of the word. Then students have to make a sentence using the new word.
- To carry out these activities, the teacher will use rubric number four (see annexes [Rubric number four for oral presentation](#))

Exercise #4

Hooty's Story Helper

Name: _____

Help Hooty finish the ending of his story.

Hooty liked to have picnics. He invited all his friends to join him. As they arrived, it began to rain.



| Round | Animals | Food and drink | House | Jobs |
|----------|---------|----------------|-------|--------|
| 1 | camel | chips | chair | cook |
| 2 | lion | lemon | lamp | lawyer |
| 3 | panda | pasta | pan | potter |

Recommendations for Teachers During the Application of this Proposal

These recommendations will help the teacher with the application of the proposals to improve the learning process of the students, as well as to cover all the points that students need to learn. **Group**, during the application of this proposal, it is advisable to follow the correct distribution of the group suggested by the researcher. The group counts with 22 students, so the teacher has to divide the group in 4 groups, 2 groups of 5 students and 3 groups of 4 students. Moreover, the teacher has to observe which students have a good command of the English language and try to distribute them in each of the groups. The idea of this distribution is that students who do not have any problem with the second language help their partners with pronunciation or vocabulary.

Time, another important part of the application of this proposal is time. The teacher has to make the activities in the exact time, so she can give the instructions and finish the activities on time, as in this way it can be created an environment of order and respect and thus, the students can have the opportunity to make questions, create a good idea, or have enough time to prepare themselves. It is important to take into account the time because it can be used in favor of students who feel nervous when they express their ideas in public. Time can be a functional tool or a destructive weapon for students who cannot work under pressure, for that reason teachers have to establish a specific time, so students can work safely and calmly to create their idea.

Materials are one of the most important parts of the application of this proposal. Facilitators can be prepared with useful materials to support the activities. For the first proposal, the teacher can give the student different dialogues from movies or a video with dialogues that can give ideas to the students. Depending on the situation that students will perform, the teachers can paste posters or decorations around the classroom. Moreover, by using the student's imagination, the facilitator and the students can create a scenario with all they need. Teachers can include

different materials for example: trees, houses, animals, music and lights. This part of the proposals is important because this can give students the motivation to and perform his character in front of the class.

Class, the environment of the class is the principal thing teachers have to take to account.

Teachers need to have the control of the class. They need to make rules that students have to respect and follow, so there is harmony and respect in the classroom and students can feel comfortable and safe when express ideas. Facilitators have to teach students solidarity and consideration. During the application of the proposal, the teacher has to look for a classroom where all the students can work without problems of the space. Students need a classroom where they can enough space to move from one side to another. The classroom also has to be clean because students need a healthy environment. Other important thing of a classroom is lighting. Students need a with the requirements to feel comfortable when they have to present their ideas or speech in front of the class.

Possible Challengers During the Application of this Proposal

Here you can find different possible challengers that can make difficult the application of the proposal. **Pronunciation Mistakes** can be a challenger, as some students will have mispronounce words they are presenting their speech, so the teacher has to wait that students finish the presentation to give them feedback. Other option is to write in a paper the mistakes that students did during the presentation, or even students can ask the teachers the pronunciation of the words they have doubts with before their speech.

Participation. Many times, students do not want or like to participate, so this is an important aspect to take into account when the teachers have to make an oral class. Teachers have to develop interactive and funny class for students can feel safe to participate and to make mistakes without being judged. Teachers also can ask students something related with the topic to make

students participate during the class. Other option is to make la lesson like a game, as this will make students feel prepared to play or participate in the class. In case of the **light goes out**, teachers can use the green area of the high school to carry out the class with the students, or even to look for a classroom that has a big window to use the natural lights. If **students forget the materials** they need, they can use the markers of the teacher to create the environment in the whiteboard using their imagination; moreover, if the teachers have some papers or materials, they can lend from the teacher to create the scenario they need.

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Purpose of the Conclusion

In this section, the researcher will give the most important recommendations and conclusions to help teachers and students to have a good development of the class. The aim of this project was to create techniques based on the necessity of the students and try to solve the problems found in the oral communication area of the students. The main purpose is to solve the needs that the students have in the English classes using their knowledge; therefore, this investigation was promoted with the idea of providing teachers with tools that can be applied in a very simple and easy way and allow students to enhance their learning process. Furthermore, the researcher had the intention of satisfying the needs of the students through simpler and more comfortable processes for them. The idea of these strategies is to support teachers by proving them with accessible activities in which it is not necessary to spend many hours trying that students understand.

5.2 Conclusions

These conclusions will show the reader if the main objectives of this investigation could help the students' development during the English class. The most important objective to analyze was if the strategies had a better reach than it was expected. These conclusions show the reader the work made for a long time applying and correcting different strategies. These conclusions will mention the specific objectives in which this investigation works. These conclusions are totally related with the information obtained from the investigation. The conclusions show to readers if the research obtained some positive results.

5.2.1 To Identify Speaking Communication Problems

During the process of the investigation, the investigator discovered the low English oral communication that students had. Therefore, the speaking communication problems found in the students were low command in verb tenses. This area was one of the first that investigator noticed during the observation process because when the students said or tried to formulate a sentence, they used in a wrong way the structure of the verb tense. When students tried to express something by themselves, they had a lot of problems to transmit the idea. Moreover, the researcher found another speaking communication problem, which was the lack of coherence and sense when the students tried to establish a conversation, as well as lack of trust and frustration, among others.

5.2.2 To Apply Metacognition Strategies in the Classroom to Improve Oral Skills

Using strategies like asking questions about the amount of information the students have about a topic can help the students to see that they know about something, that they can use the information learned in class to create a conversation, to make questions or even answer questions made by the teachers. Inferring is another technique that students can use when someone tells them something. For the investigator, the most important was the knowledge that students learned during the English lessons. Applied metacognition strategies helped a lot the learning process of the speaking communication. These techniques give the students trust and security when they speak in public.

5.2.3 To Evaluate the Metacognitive Skills, that Learners Become More Aware of this Process and its Impact on Learning

The metacognitive skills taught students the great benefit they have, and that they can to help and apply the knowledge they have in their brains. The impact of these strategies was to allow students to participate in oral classes without fear. Strategies gave students support tools

and trust in the knowledge acquired during the English classes. Throughout the learning process, the strategies tried to be functional and had a positive effect on the students, with the idea to obtain good results.

5.3 Restatement of the Research Question

What kind of strategies the facilitator can include during the class to have a better communication with the students? The most important thing was to establish different methods and strategies that could develop the speaking area of the students. Students had difficulties to express themselves, so the researcher applied Metacognition as a strategy to enhance oral communication in 10th graders at Liceo de Costa Rica. During this project, the final result was very positive due to teachers used different metacognitive strategies like the students' knowledge, inferring, asking questions among other.

5.5 Recommendations

- **Some recommendations that teacher can use to enhance the oral communication are to add pictures to learn vocabulary. For example, write the new word and then use a drawing or a picture to have a clear idea of what the word means and for the learners to be easier to learn it.**
- **Moreover, it is recommended look for something in particular that reminds the students of the word. For example, if the word is “cow,” the teacher can make the sound of the animal.**
- **Explicitly teach the students how to organize and have an effective manage of their independent learning.**

- **Show own thinking to help students to develop their metacognitive skills, like for instance inferring when they do not understand a part of a sentence or instruction gave by the teacher.**
- **Set an appropriate level of challenge to develop self-correction skills, so the students can use the knowledge acquired during the learning process.**
- **Promote and develop motivational talk in the classroom to give students trust and security.**
- **Apply a plan to monitor the task of the students during the learning process, as this is very useful to see the progress of each student.**

Take into account a series of steps that begin with prior knowledge and leadership of a practice that aims at structured reflection for different topics, ages, and contents

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Annexes

Rubric number one for oral presentation

Liceo de Costa Rica

10th Grade

| Category | 5 Pts Excellent | 4 Pts Good | 3 Pts Fair | 1 Pts Needs to improve |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Use (grammar and syntax) | -Use perfect sentence structure. -Use perfect structure of the verbal tense. -Use good ideas that support the presentation. | -Make 2 mistakes sentence structure. -Make 2 mistakes applying verbal tense. -Use one weak idea that support the presentation. | -Make 3 mistakes sentence structure. -Make 3 mistakes applying verbal tense. -Use two weak ideas that support the presentation. | - Student makes three or more mistakes in sentence structure. -Students makes three or more mistakes applying verbal tense. -Weak ideas to support presentation. |
| Pronunciation | -speak clearly and distinctly all the time and does not mispronounces words. | -Speaks clearly and distinctly all the time but mispronounces one or two words during the presentation. | -Speak clearly and distinctly most of the time, mispronounces three or 5 words during the presentation. | -frequently mumbles all the time and mispronounces 6 or more words during the presentation. |
| Content and vocabulary | -Demonstrate full knowledge about topic. -Provides clear purpose, pertinent facts, supports conclusion and ideas with evidence. | -shows knowledge about the topic. - provides facts, conclusion and ideas with evidence. | -student is uncomfortable with the information of the topic. -provides weak evidence with facts, conclusions and ideas. | -student does not have enough information and mastery of the topic. -student does not provides facts and conclusion with evidence. It does not have sufficient support ideas. |

| | | | | |
|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Tone of voice, body language, posture and eye contact . | -Perfect tone of voice. Correct body language and posture during the presentation. Eye contact during all the presentation. There aren't any nerves expressions. | -Good tone of voice. Appropriate body language and posture during the presentation. Eye contact with almost the entire class. | - Normal tone of voice. Use body language. Student tries to keep eye contact. There are some nerves expressions. | - Student does not have a good tone of voice. A bad body language. he does not have eye contact with the audience. There are a lot of nerves expressions. |
| Organization | -Speech is always organize. -Main ideas are show first and then secondary. | -Speech is not always organize. -Main ideas are normally show first and then secondary. | -Speech is organize but not in a logical order. First main ideas and then the rest. | -Speech is not organize sequentially. -main ideas are not show first. |

Student's name: _____ Score: _____ Total Pt: _____

Rubric number two for oral presentation

Liceo de Costa Rica

| Category | 5 Pts Excellent | 4 Pts Good | 3 Pts Fair | 1 Pts Needs to improve |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Use (grammar and syntax) | <ul style="list-style-type: none"> -Use perfect sentence structure. -Use perfect structure of the verbal tense. -Use good ideas that support the presentation. | <ul style="list-style-type: none"> -Make 2 mistakes sentence structure. -Make 2 mistakes applying verbal tense. -Use one weak idea that support the presentation. | <ul style="list-style-type: none"> -Make 3 mistakes sentence structure. -Make 3 mistakes applying verbal tense. -Use two weak ideas that support the presentation. | <ul style="list-style-type: none"> - Student makes three or more mistakes in sentence structure. -Students makes three or more mistakes applying verbal tense. -Weak ideas to support presentation. |
| Pronunciation | <ul style="list-style-type: none"> -speak clearly and distinctly all the time and does not mispronounces words. | <ul style="list-style-type: none"> -Speaks clearly and distinctly all the time but mispronounces one or two words during the presentation. | <ul style="list-style-type: none"> -Speak clearly and distinctly most of the time, mispronounces three or 5 words during the presentation. | <ul style="list-style-type: none"> -frequently mumbles all the time and mispronounces 6 or more words during the presentation. |
| Content and vocabulary | <ul style="list-style-type: none"> -Demonstrate full knowledge about topic. -Provides clear purpose, pertinent facts, supports conclusion and ideas with evidence. | <ul style="list-style-type: none"> -shows knowledge about the topic. - provides facts, conclusion and ideas with evidence. | <ul style="list-style-type: none"> -student is uncomfortable with the information of the topic. -provides weak evidence with facts, conclusions and ideas. | <ul style="list-style-type: none"> -student does not have enough information and mastery of the topic. -student does not provides facts and conclusion with evidence. It does not have sufficient support ideas. |
| Organization | <ul style="list-style-type: none"> -Speech is always organize. -Main ideas are show first and then secondary. | <ul style="list-style-type: none"> -Speech is not always organize. -Main ideas are normally show first and then secondary. | <ul style="list-style-type: none"> -Speech is organize but not in a logical order. First main ideas and then the rest. | <ul style="list-style-type: none"> -Speech is not organize sequentially. -main ideas are not show first. |
| Materials | <ul style="list-style-type: none"> -Students uses high quality material to support the speech. | <ul style="list-style-type: none"> -Student uses good quality materials to support speech. -Materials are using usually in the correct way. | <ul style="list-style-type: none"> -Students uses materials in the right way but it is not high quality. | <ul style="list-style-type: none"> -Students do not use material to support presentation. |

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| | -Materials are using in the correct way. | | | |
|--|------------------------------------------|--|--|--|

Student's name: _____ Score: _____ Total Pt: _____

Rubric number three for oral presentation

Liceo de Costa Rica

10th Grade

Student's name: _____ Score: _____ Total Pt: _____

| Category | 5 Pts Excellent | 4 Pts Good | 3 Pts Fair | 1 Pts Needs to improve |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pronunciation | -speak clearly and distinctly all the time and does not mispronounces words. | -Speaks clearly and distinctly all the time but mispronounces one or two words during the presentation. | -Speak clearly and distinctly most of the time, mispronounces three or 5 words during the presentation. | -frequently mumbles all the time and mispronounces 6 or more words during the presentation. |
| Content and vocabulary | -Demonstrate full knowledge about topic. -Provides clear purpose, pertinent facts, supports conclusion and ideas with evidence. | -shows knowledge about the topic. - provides facts, conclusion and ideas with evidence. | -student is uncomfortable with the information of the topic. -provides weak evidence with facts, conclusions and ideas. | -student does not have enough information and mastery of the topic. -student does not provides facts and conclusion with evidence. It does not have sufficient support ideas. |
| Organization | -Speech is always organize. -Main ideas are show first and then secondary. | -Speech is not always organize. -Main ideas are normally show first and then secondary. | -Speech is organize but not in a logical order. First main ideas and then the rest. | -Speech is not organize sequentially. -main ideas are not show first. |
| Materials | -Students uses high quality material to support the speech. -Materials are using in the correct way. | -Student uses good quality materials to support speech. -Materials are using usually in the correct way. | -Students uses materials in the right way but it is not high quality. | -Students do not use material to support presentation. |

Rubric number four for oral presentation

Liceo de Costa Rica

| Category | 5 Pts Excellent | 4 Pts Good | 3 Pts Fair | 1 Pts Needs to improve |
|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Use (grammar and syntax) | <ul style="list-style-type: none"> -Use perfect sentence structure. -Use perfect structure of the verbal tense. -Use good ideas that support the presentation. | <ul style="list-style-type: none"> -Make 2 mistakes sentence structure. -Make 2 mistakes applying verbal tense. -Use one weak idea that support the presentation. | <ul style="list-style-type: none"> -Make 3 mistakes sentence structure. -Make 3 mistakes applying verbal tense. -Use two weak ideas that support the presentation. | <ul style="list-style-type: none"> - Student makes three or more mistakes in sentence structure. -Students makes three or more mistakes applying verbal tense. -Weak ideas to support presentation. |
| Pronunciation | <ul style="list-style-type: none"> -speak clearly and distinctly all the time and does not mispronounces words. | <ul style="list-style-type: none"> -Speaks clearly and distinctly all the time but mispronounces one or two words during the presentation. | <ul style="list-style-type: none"> -Speak clearly and distinctly most of the time, mispronounces three or 5 words during the presentation. | <ul style="list-style-type: none"> -frequently mumbles all the time and mispronounces 6 or more words during the presentation. |
| Content and vocabulary | <ul style="list-style-type: none"> -Demonstrate full knowledge about topic. -Provides clear purpose, pertinent facts, supports conclusion and ideas with evidence. | <ul style="list-style-type: none"> -shows knowledge about the topic. - provides facts, conclusion and ideas with evidence. | <ul style="list-style-type: none"> -student is uncomfortable with the information of the topic. -provides weak evidence with facts, conclusions and ideas. | <ul style="list-style-type: none"> -student does not have enough information and mastery of the topic. -student does not provides facts and conclusion with evidence. It does not have sufficient support ideas. |
| Tone of voice, body language and posture | <ul style="list-style-type: none"> -Perfect tone of voice. Correct body language and posture during the presentation. | <ul style="list-style-type: none"> -Good tone of voice. Appropriate body language and posture. | <ul style="list-style-type: none"> - Normal tone of voice. Use body language. There are some nerves expressions. | <ul style="list-style-type: none"> - Student does not have a good tone of voice. A bad body language. There are a lot of nerves expressions. |

| | | | | |
|--------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------------|
| Organization | -Speech is always organize. -Main ideas are show first and then secondary. | -Speech is not always organize. -Main ideas are normally show first and then secondary. | -Speech is organize but not in a logical order. | -Speech is not organize sequentially. -main ideas are not show first. |
| Materials | -Students uses high quality material to support the speech. -Materials are using in the correct way. | -Student uses good quality materials to support speech. -Materials are using usually in the correct way. | -Students uses materials in the right way but it is not high quality. | -Students do not use material to support presentation. |

Student's name: _____ Score: _____ Total Pt: _____

Tribunal Examinador

Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés.

Título académico y nombre
Tutor(a)

Título Académico y nombre
Lector/Lectora



Lic. Leslie Elizondo
Director de las Carreras de Inglés

Carta del Director de Carrera

San José, 22 abril de 2020

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito Lic. Leslie Elizondo, Director de las Carreras de inglés, hace constar que ha revisado la Tesina del estudiante, María José Maltez Alarcón, portadora de la cédula de identidad no. 115430660, que ha titulado: **Metacognition as Proposal Strategy to Enhance Oral Communication in 10th Graders at Liceo de Costa Rica.**

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



Lic. Leslie Elizondo
Director de las Carreras de Inglés

Carta del Lector

San José, 20 marzo del 2020

Licenciado
Leslie Elizondo
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante María José Maltez Alarcón, portadora de la cédula de identidad no. 1 1543 0660 ha presentado para su lectura y corrección de estilo la tesina denominada _____ . He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,

.....

Nombre tutor externos Se les da el nombre unos días antes de la defensa
Lector (a) de Tesis

Carta del Revisor

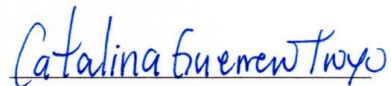
Martes, 8 de abril del 2020

Licenciado
Leslie Elizondo
Director de las Carreras de Inglés
Universidad Internacional de las Américas

Estimado señor:

La estudiante Maria José Maltez Alarcon, portadora de la cédula de identidad no. 11543 0660, ha presentado para la respectiva revisión la tesina denominada *Metacognition as Proposal Strategy to Enhance Oral Communication in 10th Graders at Liceo de Costa Rica*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



M.Sc. Catalina Guerrero Troyo
Cédula: 1-1012-0519



Universidad Internacional de las Américas Código de Ética

La suscrita **María José Maltez Alarcón**, número de carné: 1 1543 0660 graduada del grado de **Bachiller** de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

María José Maltez Alarcón

1 1543 0660

Nombre de estudiante

Cédula