UNIVERSIDAD HISPANOAMERICANA

Faculty of Education

Thesis Submitted to Obtain the Licentiate Degree in English Teaching

THE IMPACT OF SOFT SKILLS FOR AN EFFECTIVE ENGLISH TEACHING CONSIDERING THE FACTORS THAT INTERFERE ON COMBINED EDUCATIONAL ENVIRONMENTS TO STUDENTS BETWEEN 12 AND 13 YEARS AT REPÚBLICA DEL PERÚ VITALIA MADRIGAL ARAYA UNIFICADA SCHOOL DURING THE 2ND SEMESTER 2021.

AUTHOR:

Paola Vannessa Hernández Morera

TUTOR:

Luis Maroto, 2021

Declaración Jurada

DECLARACIÓN JURADA

Yo Paola Vannessa Hernández Moresa , mayor de edad, portador de la cédula de identidad número 1-1432-0498 , egresado de la carrera de Licenciatura en la Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la Enseñanza del Inglés , juro solemnemente que mi trabajo de investigación titulado es una obra original que respetado lo preceptuado por las Leyes Penal, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, ubicada en La Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; articulo 70. Es permitido citar a un autor, transcribiendo pasajes pertinentes siempre que estos no sean tantos y seguidos, que puedan considerarse como una producción simulad y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

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Carta del Tutor

CARTA DEL TUTOR

San José, 07 de abril de 2022.

Sr: Diego Torres
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Estimado señor:

La persona estudiante **Paola Vannessa Hernández Zamora**, cédula de identidad número **1-1432-0498**, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **"The impact of soft skills for an effective english teaching considering the factors that interfere on combined educational environments to students between 12 and 13 years at República del Perú Vitalia Madrigal Araya school during the 2nd semester 2021."**, el cual ha elaborado para optar por el grado académico de **Licenciatura en la Enseñanza del Inglés**.

En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

De los resultados obtenidos por el postulante, se obtiene la siguiente calificación:

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Atentamente,

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San José, 4 de junio de 2022

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Carrera

Estimado señor

La estudiante Paola Vanessa Hernández Morera, cédula de identidad 1-1432-0498, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "**THE IMPACT OF SOFT SKILLS FOR AN EFFECTIVE ENGLISH TEACHING CONSIDERING THE FACTORS THAT INTERFERE ON COMBINED EDUCATIONAL ENVIRONMENTS TO STUDENTS BETWEEN 12 AND 13 YEARS AT REPÚBLICA DEL PERÚ VITALIA MADRIGAL ARAYA SCHOOL DURING THE 2ND SEMESTER 2021.**", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

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CHAPTER I.

RESEARCH PROBLEM

1.1 Research Statement

Historically, education has played a role of great importance for the progress of many countries since it has facilitated both the social and economic development of populations. That is why with the emergence of the pandemic, generated by COVID-19, for many students, it meant that the regular teaching processes stopped, and the virtual modality took place in the educational system. Nowadays the possibility of returning to a full face-to-face modality is uncertain; meanwhile the combined modality will continue being the way of working on schools.

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) at least one billion, five hundred and seventy-five thousand students from approximately 188 countries, have seen the educational process affected due to the pandemic generated by COVID- 19; faced with this, the educational and training process of the learning community has been altered, and state authorities have had to establish measures to contain the spread of this disease. (UNESCO, 2020).

From this perspective, in the Costa Rican context, the national educational authorities determined as a measure not to interrupt the teaching and learning process, the use of information and communication technologies would be used as resources in order to keep an active educational process; thanks to these, it has been possible to give continuity to the development of educational activities, without threatening the integrity of the different actors of the educational community.

Along these lines, the Ministry of Education of Costa Rica has established guidelines aimed at organizing the academic and administrative management of educational institutions, in order to give continuity to the educational process. In this regard, in the document "Guidelines for the support of the distance educational process", it is indicated:

> The new social conditions, imposed by the COVID-19 pandemic, have caused a reinvention of relationships, the functioning of the social structure and the performance of organizations, both public and private. Education systems around the world have also experienced the consequences of this situation and have seen the need to develop immediate transformation

processes, where innovation and ingenuity have been fundamental elements to successfully face the multiple challenges. And Costa Rica is no exception. (p.5)

Not all student´s and teacher´s populations were able to adapt to the educational conditions that under the virtual context they had to face, on this Lurvnik (2020) and Yokozeki (2020) estates that educational institutions, teachers and students have had to face difficulties that surpass educational contexts, since the teaching and learning process no longer takes place in the educational institution, now it takes place at home.

Likewise, the authors Yong, Winson & Maslawati (2021) mention that, in the virtual context, due to the closure of educational institutions, students have had difficulties and obstacles to learn a language such as English; one of the most significant aspects being the development of communication skills. Along the same lines, Yen & Mohamad (2020) point out that to this must be added emotional aspects such as lack of desire and confidence in themselves, nervousness, and lack of knowledge of vocabulary.

Hyseni & Hoxha (2020) show that the change to virtual education in the young population may mean a decrease in the quality of learning, in the performance of teachers and in the knowledge and skills of students. In addition to this, they suggest that, in distance learning processes, considering that students receive lessons at home, it has been a great concern for them, their parents and teachers, since aspects such as evaluation, insufficient learning and overload for students are elements that in this context are not entirely clear.

In addition to the above, Joia & Lorenzo (2021) mention that for the students this implied a very particular adjustment process, considering that it had been taken for granted that the students had already developed the hard skills required for a training process implemented with the support of technological tools. Besides, the authors state that there has been a decline in soft skills, given interpersonal difficulties, stories such as one's ability to manage oneself, as well as interpersonal skills such as the way one handles interactions with others.

Pezer (2015) is clear on indicating that, both in the educational context and in people's professional lives, the development of soft skills is a factor of great importance so that the person can function adequately in the different spaces in which it corresponds to interact. In

this regard, he indicates "Due to the competition of global markets, soft skills are not only good to have, but it is necessary to have them, and the development of the same skills is established more as an imperative ..." (p.76)

In 2021, the Ministry of Public Education of Costa Rica established a strategy called Return, which aims to develop an educational process that combines the activities that the student in this context has been developing from home, with the pedagogical mediation that is implemented by assisting the student in person at the educational institution.

To this end, the document "Orientations for pedagogical mediation for combined education" establishes the guidelines so that teachers and students can participate in an educational process in which face-to-face classes are combined with activities that take place in the virtual environment offered through the Teams platform. Regarding the face-to-face lessons in said document, it is indicated that the students attend the lessons in person, safeguarding the hygiene measures dictated by the health authorities. In this sense, the teacher develops activities that favor autonomous learning together with those that are applicable to this context.

In the case of lessons that are developed with distance educational support, the Ministry of Public Education establishes that the process started in 2020 should be continued, so that the teacher can plan and develop teaching and learning activities that enhance autonomous and self-directed learning of students. On this it is indicated that:

> In this case, the use of the Teams platform or other digital means to monitor distance academic work is a condition that must continue to be maintained in the case of students who have access to digital technologies. Again, it is imperative to consider the bond with the students so that their learning process and their permanence are not put at risk. (p.14)

This new educational reality will generate significant changes in the teaching and learning processes and will make more evident the need to reinforce both hard skills and soft skills in students. Which in turn will imply a great challenge for the teacher considering the efforts that must be made to ensure an effective training process under the combined modality.

The authors Zarzycka, Krasodomska, Mazurczak-Mąka, Turek-Radwan & Jin (2021), state that prior to the pandemic the difficulties in the development and strengthening of soft skills in the educational context were already identifiable, however, given the changes in the landscape of the student population in the world, academic activities developed remotely have generated greater problems in the development of soft skills. From the perspective of these, the distance learning approach may be less useful teaching because it is not enough in terms of the interaction that is generated in the face-to-face lessons.

Based on the above, the development of soft skills is an aspect of great importance not only for the learning of a second language such as English, but also its effects can be reflected in different areas of the professional and personal life of the students. Hence the importance that in the current educational context teachers can face the difficulties that arise both in the educational institution and at home, spaces that currently intervene in blended education.

1.2 Background of the problem

In the United States, Glaittli (2018) carried out an investigation entitled "Soft Skills in High School", which aimed to know the impact of soft skills in the educational process and its link with the curricular proposal of the High School institutions. According to the author, soft skills are a series of skills that are of great importance for people to be able to achieve success in the educational and work context.

From this perspective, the researcher analyzes the factors that intervene in the educational process, both curricular and personal, so that these skills are strengthened. Motivation being one of the main factors identified, because even when students have a curricular proposal aimed at strengthening of this skill, the lack of motivation in class activities and the lack of constructive feedback reduce the possibility that they use soft skills on a regular basis. On this he mentions that soft skills require measurements that allow assessing the student's progress. In addition to this, Glaittli (2018) states that a learning space is required that encourages students to develop skills, being an additional element to consider

the motivation that the student has in the educational context to participate in the different activities carried out by the student.

In this line and considering the perspective raised by Glaittli (2018), the study developed by Özüdoğru (2021) in Turkey called "Problems faced in distance education during Covid-19 Pandemic", allows us to understand how, in the context of the pandemic, teachers had difficulties in the implementation of methodologies that facilitate the participation of students and that added to this due to personal aspects such as isolation and participation in lessons from home, as well as the challenges and technical difficulties generated by the use of new platforms educational, propitiated that the learners did not have a full participation in the educational process.

These aspects acquire importance within the educational process, since in one way or another they are reflected in the processes that the teacher intends to implement with the students. In addition to this, the author raises, the personal factors of the student must be included that within the context of virtual education can influence the educational process.

One of the investigations that also raises some challenges regarding virtual education in the context of the COVID-19 pandemic, is the one prepared in Brazil by Camacho (2020) entitled "Remote teaching in times of the COVID-19 pandemic: new experiences and challenges". In this study the author mentions that in addition to the difficulties that the context has generated in the teaching and learning processes, it is important that teachers consider a different perspective that goes beyond the problems generated in virtual educational processes, considering that by using educational strategies that incorporate and encourage active student participation, it is possible to generate a more effective teaching and learning process.

Additionally, to this, he mentions that aspects such as communication, teamwork, considered within soft skills, can be enhanced even when the lessons are taught through virtual educational platforms.

Along these lines, in Jordan Alsoud & Harasis (2021) developed the research entitled "The Impact of COVID-19 Pandemic on Student's E-Learning Experience in Jordan". This

study focused on exploring the experience of university students in a training process developed using educational platforms.

Even when the research focuses on the analysis of the university population, it is important to consider how the results show that even in this context the students could have a teaching and learning process that strengthened their knowledge, abilities and skills, being in this line a differentiating aspect considering the strategies implemented by the teachers, so that the students participated actively in the classes.

It is worth mentioning that among the difficulties mentioned, in addition to those related to connectivity and the use of educational platforms, the authors identified that the students presented difficulties when they had to carry out projects that involved teamwork.

Likewise, Aperribail et al (2020) establish in their research that the implementation of virtual education due to the pandemic has represented important challenges for both teachers and students, I feel in this line an aspect of significant importance the difficulties of both actors of the educational process when use and adaptation to technologies in the educational process. On this they mention:

> Teachers also experience an important impact. Firstly, their students are concerned because of the interrupted learning and other collateral effects (disadvantages, lack of opportunities, poor nutrition, social isolation, or lack of care), and this makes even more difficult the teaching–learning process, mainly when parents are not prepared for distance and home schooling or they are not available to attend to their children. Secondly, teachers experience confusion and stress because they are often unsure of their obligations and how to maintain connections with students to support learning. Transitions to distance learning platforms tend to be messy and frustrating, even in the best circumstances. In many contexts, school closures lead to furloughs or separations for teachers. Thirdly, moving learning from classrooms to homes at scale and in a hurry presents enormous challenges, both human and technical (i.e., creating, maintaining, and improving distance learning, or measuring and validating learning). (p.2)

Another of the studies considered for this research corresponds to the one carried out in Costa Rica by Rosabal & Solís (2020) who prepared the study entitled "Curriculum management in public schools in Costa Rica during the COVID-19 virus pandemic". The objective of which was to analyze the role of curricular management in educational centers during the pandemic.

In this line, the research carried out by Rosabal & Solís (2020) shows that in the context of the pandemic, teachers and managers of educational institutions had to strengthen the strategies and skills to ensure a quality educational process. Identifying with this some important skills such as communication, teamwork and tolerance, these along with motivation.

This study is important because it allows to visualize that soft skills are important both for teachers, students and administrative staff, since in the current context these skills have been put to the test.

1.3 Problematization

Thanks to the processes of commercial globalization, the Costa Rican labor market requires more and more professionals who have an academic or technical training that allows them to face the challenges that this context demands. However, one of the aspects that has become very important is the development of soft skills.

In this line, employers consider as a decisive factor in the hiring processes that future collaborators have developed soft skills such as teamwork, communication, among others.

In this regard, the Costa Rican Investment Promotion Agency (CINDE) (2021) refers to soft skills as "Soft skills are also referred to as employability skills, enterprise skills and they are transferable between industries and occupations. They include things like communication, teamwork, and problem solving, as well as emotional judgment, professional ethics and global citizenship." (par. 1)

That is why, from the Ministry of Education of Costa Rica (MEP), as mentioned by Arce (2019), it has established as one of its purposes the development of an educational

experience that encourages the development of skills and competencies, which promote learning and provide to the student population of the necessary tools to carry out their life projects.

With the arrival of the pandemic, these already implemented processes had to adapt to a new reality, in which distance and the use of educational platforms represented a great difficulty for the development and strengthening of soft skills in students. This in turn implied that teachers should strengthen them.

Authors such as Appleby (2017) mention that soft skills in the educational context acquire great importance and these to a large extent can determine a successful future of the student in the different contexts in which they develop. In this regard, it indicates:

> After all, preparation for success in the world of work is one of the most important goals of a college education, so it made sense for me to help my students become aware that the soft skills that can help them to succeed in the college classroom will also be those they will need to enter and thrive in the workplace after they graduate. This is exactly why soft skills are also known as transferable skills, and why I believe they are essential characteristics of students who use their educations to become life-long learners after they graduate. (párr. 12)

Mishraa, Guptab and Shreeb (2020) propose the following:

> But noticeably everyone must learn to live and survive with the present crisis as it is the beginning only; in the long run, no can afford the negligence towards digital transformation in HEIs. To develop multimodal approaches to achieve course content objectives for better learning outcome can be a better idea to deal with the complexity of online education. Undauntedly, the governments must ensure the availability of reliable communication tools, high quality digital academic experience, and promote technology-enabled learning for students to bridge the disparities originated in the education system before and after COVID-19 catastrophe which is also inevitably necessitated for uninterrupted learning. (p.5)

That is why it is of great importance to develop an investigative process that allows to demonstrate how soft skills can impact on the teaching and learning process of a second language, considering the current educational conditions of combined education.

1.4 Justification of the problem

According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) one billion, five hundred and seventy-five thousand students from approximately 188 countries have been affected due to the Pandemic generated by Covid-19; Faced with this, the educational and training process of the learning community has been altered, and state authorities have had to establish measures to contain the spread of this disease. (UNESCO, 2020).

From this perspective in the Costa Rican context, the authorities of the Ministry of Public Education (MEP) determined that, in order not to interrupt the teaching and learning process, the lessons would be implemented using virtual platforms. On this the MEP (2020) in the document "Guidelines for the support of the distance educational process", indicates:

> The new social conditions, imposed by the COVID-19 pandemic, have caused a reinvention of relationships, the functioning of the social structure and the performance of organizations, both public and private. Education systems around the world have also experienced the consequences of this situation and have seen the need to develop immediate transformation processes, where innovation and ingenuity have been fundamental elements to successfully face the multiple challenges. And Costa Rica is not an exception. (p.5)

In this line, Chauhan (2017) establishes that the use of digital technologies can generate new opportunities for teaching and learning, however, its implementation requires information about technology, technical infrastructure and knowledge on the part of the teaching staff for an effective implementation. In addition to this, the adjustments to the educational process have implied that teachers must establish strategies that ensure not only the attendance of students to classes, but also their participation in their development.

To this must be linked the perspective proposed by Román (2020) who mentions that people with socioeconomic conditions in the range of poverty will not have the necessary conditions to participate actively in the teaching and learning process, considering that many will use the cell phone of a relative or your own. (s.p)

For König, Jäger-Biela and Glutsch (2020), other aspects should be considered, such as the environment in which the student is receiving the lessons, because in the family context of the home, elements that make it difficult for them to participate and pay attention to the teachings can be identified. and explanations that the teacher may be providing.

Faced with this reality, teachers must resort to attention grabber strategies that allow the student not to be distracted and have an active participation in the activities that the teacher has planned for the classes. On this, Kumar, Saxena and Baber (2020) state that this reality represents a challenge for teachers who have been accustomed to the rhythm and strategies implemented in the context of face-to-face classes, from this perspective ensuring effective interaction with students.

Regarding this, Bernard et al (2009) mentions that the importance of the model in the learning process should also be considered, in this line being of great importance the interaction processes that students can sustain with their peers and teachers, being the context of virtual platforms for education a challenge for the teacher.

From this perspective, educational institutions and teachers are challenged to use the attention grabber strategies necessary to achieve a successful teaching process, in which the learning and personal growth of students is ensured.

Finally, it is important to consider that this research takes learners between the ages of 12 and 13 as the population under study, due to the importance of analyzing how soft skills impact the process of training and acquisition of a second language, such as English in student populations of transitory age, this taking into account that the training process carried out with this population will lay the foundations so that when they enter the college they have command of English. From this perspective, the research contributions will serve for future research to provide follow-up to the approach of this population at college.

1.5 Formulation of the problem

1.5.1 Research question

What is the impact of soft skills for an effective English teaching considering the factors that interfere on combined educational environments to students between 12 and 13 years at República del Perú Vitalia Madrigal Araya School during the 2nd semester 2021?

1.6 Objectives of the investigation

1.6.1 General Objective.

To explore the impact of soft skills for an effective English teaching considering the factors that interfere on combined educational environments to students between 12 and 13 years at República del Perú Vitalia Madrigal Araya School during the 2nd semester 2021.

1.6.2 Specific Objectives.

- To describe the influence that the soft skills have on students during their learning process.
- To explain the most relevant strategies implemented in education for an effective English teaching within a virtual environment.
- To identify the most relevant factors that interfere on the combined educational process to students between 12 and 13 years at República del Perú Vitalia Madrigal Araya School.

1.6 Scope and limitations

1.6.1 Scope

This research takes as reference the following:

The documentation that allows identifying the relationship that soft skills have with the development of a successful educational process, considering the conditions that the current context of the pandemic generates in teaching-learning processes implemented in the combined educational modality.

The accurate analysis of the skills and competences in order to achieve the appropriate teaching-learning process to the English language.

The relevance of the implemented strategies by teachers for the soft skills´ development, during the learning process of a second language.

1.6.2 Limitations.

Among the main limitations, it is identified that due to the pandemic generated by COVID-19, the application of measurements and instruments may be affected by the restrictions and indications of the health authorities when they are intended to be carried out in the face-to-face mode.

Other constrains:

Another limitation that can impact the research process is the anxiety and motivation that students may feel in English classes due to the educational conditions generated by the pandemic.

CHAPTER II .

THEORETICAL FRAMEWORK

2.1 Historic context of the institution

According to Chaves et al (2016) the Escuela República del Perú Vitalia Madrigal Araya "It is located in San José on the south side of the Morazán Park. It was born in 2002, from the union of two institutions that were working in parallel in the same building." (p.142)

This educational center has a population of approximately 820 students, in a low-income, intermediate condition and with good economic possibilities. In this, the origin of the students is diverse, as it is made up of both students who live in the surroundings, as well as some who come from remote areas such as Tres Ríos.

2.1.1 Mission

Chaves et al (2016) state that the mission of this educational institution is:

… Offer a comprehensive quality education in a way that provides students with tools for life, to respond to the demands of the immediate and medium context. For this, it makes one of the various technological means that merit interactivity, collaborative learning and a humanistic, creative training and commitment to society. (p.143)

2.1.2 Vision

Chaves et al (2016) indicate regarding vision:

Through institutional guidance and support, the República del Perú-Vitalia Madrigal Unified School will be a leader in teaching and learning processes with the support of information and communication technologies. Likewise, it will train critical and supportive people to respond to the needs of society. (p.143)

2.1.3 Contextual-theoretical context

This section presents the main concepts and theories regarding the impact of soft skills for an effective English teaching and their relationship with the factors that interfere on combined educational environments to students.

According to the variables of the object of study, these are derived from the specific objects, indicated below

2.1.3.1 Independent Variables

- Influence of soft skills on students.
- Most relevant strategies implemented in education for an effective English teaching within a virtual environment.
- Factors that interfere on the combined educational process to students.

2.1.3.2 Dependent Variables

- The influence of soft skills on students ensures the management of linguistic competences.
- The strategies applied by teachers are essential for the effective development of the teaching-learning process in virtual environments.The factors that intervene in the educational process are linked to the classroom environment, pedagogical mediation strategies and the students 'attitude.

According to Joia and Lorenzo (2021), with the emergence of the pandemic, government authorities around the world had to give a quick response to ensure that the educational process was not interrupted due to the restrictions that the health authorities established to protect people's health. From this perspective, the use of digital tools and platforms became the only accessible resource that could be implemented.

Along these lines, Joia and Lorenzo (2021) mention that these platforms have historically been very useful in commercial and even educational contexts, especially in

higher education institutions that are taught under a virtual modality, however in education directed to children and adolescents. The experiences have been more limited, which is why its implementation has meant a challenge both for the administration of educational institutions, as well as for teachers, parents and students.

Özüdoğru (2021) raises in this regard:

> During the Covid-19 pandemic, institutions, administrators, educators, students and even parents have unpreparedly found themselves in the distance education process. Transition from face-to-face teaching methods to more indirect methods, has forced schools into a flow of learning which is full of complexities and limitations. This process has had a great impact on school, teachers and students. In this process, individuals inevitably have faced specific difficulties and obstacles in institutions. Students have been affected psychologically by school closures, lack of equipment to participate in courses, being unable to access online materials from home and being unable to leave home for a long time. (p.323)

Di Pietro et al. (2020) indicate that the implementation of a training process for students from the virtual modality has many risks in terms of learning, skills and abilities that students in a regular educational context should generate. In this regard, they indicate:

> According to the European Commission, distance learning is expected to negatively affect students' achievement, due to the reduction in time de voted to learning, the decrease in motivation for school tasks, the changes in the way of interacting with classmates, and the mental burden to students, caused by quarantine. The danger of falling behind both cognitively and socio-emotionally is greater for younger children, children from less-advantaged backgrounds, and students with disabilities (p.7).

Along these lines, the appraisals made by Farrell (1999) are interesting, who warns that the implementation of educational processes under the virtual modality can lead to

teaching and learning strategies not always generating meaningful learning in students. In addition to this, it indicates that educational institutions are not fully prepared to implement the lessons in this modality, considering the impact and implications of communication technologies in the learning process. It is worth mentioning that this analysis has been carried out by Farrell since 1999, taking into account the gradual incorporation of educational platforms for both basic and university education.

Likewise, the author identifies opportunities and challenges that are evident in this context with respect to education in virtual environments, in this regard he mentions:

The opportunities include:

- Increasing the focus on interactivity
- More individualized instruction for students
- Enhanced time and place flexibility
- Greater potential for students to reach global audiences
- Potential for greater cost effectiveness · Better provision of computer and technology skills

The challenges raised are:

- Concern over adequate socialisation for some students
- Lack of technology standards/requirements in teacher training
- High costs of technology
- Problems of equity of access for those who are not computer literate or don't have access to computers
- Resistance by some teachers and administrators
- Inability for some students to function in a less structured environment. (p.20)

Many of the aspects identified by Farrell (1999) have become very important in the context generated by the pandemic, since they imply that in reduced times, important adjustments should be made in the teaching and learning process. It is also evident that since 1999, soft skills in virtual educational contexts were among the challenges that educational institutions had to face.

On this Di Pietro et al. (2020) mention:

> Most of children's formal learning takes place in schools. The closure of school buildings and the move to a remote learning environment may result in children spending less time in learning. According to the Schul-Barometer (School Barometer) survey, which took place from 25 March until 5 April 2020 and was targeted at Austrian, Swiss and German students aged between 10 and 19 years3 , students' weekly learning time during the COVID-19 lockdown is reduced by between 4 and 8 hours, compared to when schools are open (Huber et al. 2020). Additionally, one in five students says that they study less than 9 hours per week. (p.8)

Joia and Lorenzo (2021), based on the analysis carried out, add an additional variable taking into account the flexibility that in some countries has occurred for the implementation of combined education, in this regard they indicate that combined education presents challenges that are accentuated if takes into account the school period in which students saw reduced interaction processes with their teachers and peers. In this line, it should be considered that one of the wealth of education lies in the processes of the socio-construction of learning, which in the virtual context can be reduced to the implementation of strategies focused on activities and processes that integrate instructivism / behaviorism and constructivism / cognitivism.

In this regard, Di Pietro et al. (2020) mention that:

> Additionally, classroom activities provide a central role in helping students acquire social skills that have important implications for their future personal and professional growth (Goodman et al. 2015). The interaction with teachers and other students is found to be essential for the development of positive self-esteem, self-confidence, and a sense of identity. It also improves students' ability to work in groups in collaborative and productive ways. There is significant evidence showing that social skills are positively associated with cognitive skills and school achievement (Malecki and Elliot 2002; Cunha and Heckman 2007). (p.12)

2.2 Combined education

According to the MEP (2021), combined education allows the teacher to offer the student an accompaniment in two different learning environments, which facilitates that the link with the educational community is not lost. In this regard, it is indicated:

> ... combined education is a flexible, cyclical and diverse opportunity for the teaching person to offer accompaniment to the student in two different learning environments, work in person and work at a distance, favoring the permanence of the educational community bond . (p.10)

This arises in response to the conditions generated by the COVID-19 pandemic, in which the conditions of the educational system required to be modified so that the school year was not interrupted. It has a humanized approach, in as much as it focuses on the individual characteristics of the students, thus fostering spaces that allow the strengthening of interrelation with their peers.

From the perspective of authors such as Nikoubakht and Kiamanesh (2019), even though the learning environments generated in educational platforms offer some advantages for both teachers and students, it is undeniable that phase-to-phase lessons are irreplaceable. This perspective is also supported by the studies carried out by Anderson (2016), Bates (2015) and Graham (2006) who mention that even when there is an enigma between the effects generated on students in the phase to phase of classes and those that are developed in virtual environments, suggest that combined education proposes a key solution that allows students to have different forms of learning and in turn access the content of the classes, according to their needs through the platforms used for these purposes.

On this, the MEP (2021) states that the pedagogical mediation implemented in this context has core elements such as technological resources, materials that with the teacher's guidance and monitoring become key to the learning process. That is why the work of the teacher is key, as it must provide the conditions for the student to be motivated, excited and therefore show passion for the learning that they have both in the face-to-face and virtual context.

In this line, Mzangwa (2019) and Bunting (2006) in support of the implementation of combined education, which although virtual education offers many advantages, has also shown clear differences in terms of the possibilities of receiving a quality educational process considering the economic restrictions of some students to access technological resources to participate in the lessons. About this Mpungose (2020) mentions:

> In addition, the digital divide—the gap between those who have and do not have access to computers and the Internet—seems to be a huge factor limiting the feasibility of e-learning … These latter studies further assert that issues such as socio-economic factors, race, social class, gender, age, geographical area and educational background determine the level of the digital divide... (p.2)

From this perspective, the MEP (2021) proposes three processes considered fundamental in the process of implementation of blended education:

> 1. Development of the study program for the corresponding year. The teaching person must develop pedagogical mediation strategies that enable the development of the complete study program for each subject, year and cycle.
>
> 2. Articulation of the indicators of the expected learning not developed in the 2020 school year with the study program to be developed in the 2021 school year. It is about the teaching person combining the knowledge of the study program of both levels, the previous and the current one, to be able to associate the processes according to a pedagogical sequence that must be planned. The teaching person must assess the pedagogical moment indicated to articulate these learnings (expected learning not developed in 2020 and the related subject of the year that the 2021 person attends that enables its articulation), either as part of the previous learning, the moment of connection or deepening the pedagogical strategy.
>
> 3. Emphasis on the basic learning of each subject, level and cycle. As of the 2020 school year, the teacher has knowledge of the base learning of each study program, so they must ensure the development of pedagogical

mediation strategies that promote the achievement of the best performance levels in each base learning according to the individual possibilities of each student.

It should be remembered that they are called base learning because they meet one of the following criteria:

Relevance: results in a required curricular area for other levels of cognitive progress.

Relevance: represents a level of curricular centrality, it can be a core area, a "trunk" for the development of other skills.

Homogeneity: it is learning that can be approached at various educational levels. (p.12)

2.3 Combine education enviroments

According to the MEP (2021), pedagogical mediation in combined education is provided in two environments, face-to-face educational sessions and distance educational supports.

2.3.1 Face-to-face educational sessions

The face-to-face educational sessions are those that require both the teacher and the student to be physically in the educational institution. In this regard, the MEP (2021) establishes:

In this scenario, due to the characteristics of the health provisions of distancing, it is proposed that the teacher plan and direct the learning activities also through the autonomous learning guide with the complement of other didactic activities considered as viable in this scheme, in such a way that the students work focused on clear orientations with the teacher accompaniment ... Of course, the presence allows a greater depth in the interaction, which should be used by the teacher to promote the creation of

social and cultural ties and foster collaboration spaces in learning for skills development. (p.13)

On this Miliszewska (2007) argues that in the educational context face-to-face classes allow the student to have a contextualization and interpretation of the contents and tools implemented for the class, this with the guidance and guidance of the teacher will help the student to count with a better learning process. In addition, it is important to consider how learning is strengthened through interaction with peers. A similar perspective is mentioned by Ziguras (2000) who considers that "The relationship between students and face-to-face teachers is crucial in making foreign materials relevant to students". (p. 33)

Likewise, Ziguras (2003) establishes that:

Face-to-face teachers are able to introduce a significant degree of local interpretation for imported educational materials. Being in close contact with students, they are in a position to know how much local contextualisation these materials may require, and can achieve a balance in the use of various types of material according to students' level, interests, language skills, and so on. (p. 33)

On the other hand, Marold & Haga (2004), following the perspective of the previously indicated authors, emphasizes that the interaction that is achieved in the face-to-face educational context generates opportunities for teachers to emphasize the importance of content and help students can apply the contents.

From this perspective, it is clear that the incorporation of face-to-face lessons implies a challenge for both students and teachers, considering that, for approximately one year, due to the conditions generated by the pandemic, the educational process had to be located in a face-to-face context. However, as the authors have established, presence facilitates student learning.

In this regard, the MEP (2021) indicates that this process becomes more collaborative between the teacher and the students. This coincides with what is stated by Marold & Haga (2004) who insist that the group interaction generated in the classrooms clearly contributes to the learning process.

Chen (1997) considers that having a direct group of interaction in the learning processes facilitates the development of dialogues that not only allows students to achieve learning, but also allows a sense of community to be generated with others. students. This, in turn, can help alleviate the distancing problems that students report in the context of the pandemic. Being clear, from the perspective of Chen (1997) that virtual lessons confront teachers and students with three weaknesses, isolation, individualization and inflexibility of content and study methods.

Finally, Evans & Tregenza (2002) mention with respect to a comparative study developed in Australia and Hong Kong, that students consider face-to-face contact as a necessary aspect for their learning process; They also determine as an aspect of great value the contextualization that teachers in face-to-face classes can provide them.

2.3.2 Distance educational supports.

Distance educational supports are from the perspective of the MEP (2021) structured and planned processes, whose purpose is that the student can autonomously and self-directed to develop the educational activities that the teacher implements in order to build knowledge, develop skills and expand experiences.

In this regard, the MEP (2021) mentions:

> In this case, the use of the Teams platform or other digital means to monitor distance academic work is a condition that must continue to be maintained in the case of students who have access to digital technologies. Again, it is imperative to consider the bond with the students so that their learning process and their permanence are not put at risk. In this case, it is essential that the teacher provide autonomous work guides and GTA with Supports as appropriate, according to the characteristics and particularities of the students, so that they can really achieve the proposed learning objectives (or learning indicators expected). These guides must be accompanied by other resources such as audios, videos, or tangible materials that allow the student to appropriate the knowledge. (p.14)

Gherhes et al (2021) indicate that during the pandemic, education developed in virtual environments became the tool that facilitated that the educational process was not interrupted. In this line, both teachers and students had to change behaviors, teaching and learning styles, the forms and methods of evaluation in order to adjust to what this context demanded.

Larreamendy-Joerns & Leinhardt (2006) suggest that in the virtual context a learning environment is generated in which the student is connected to a platform through which he receives the teacher's instructions. For this reason, as mentioned by Palloff & Pratt (1999) and Tam (2000), the teacher has the role of facilitator and guide, leaving aside the perspective of the sole authority in charge of providing knowledge. Pallof & Pratt (2003) indicate in respect "good online learning course design makes learning resources and instructional activities available to students instead of providing [formal] instruction" (p.126)

From the perspective of the teacher, must generate a flexible learning environment and also be willing to take the roles that the student requires in this context and linked to the difficulties of the pandemic, namely, a guide, facilitator and motivator. In addition to this, Keller and Hrastinski (2008) consider that this change in turn implies that the teacher rethinks his pedagogical approach in order to incorporate strategies that promote an interactive participation of students.

This line, authors such as Menchaca and Bekele's (2008) propose a critical vision in which the emphasis that teachers must give to motivation, feedback and clarification in the face of doubts or questions is established as key elements of education imparted in virtual environments that students can present in this context.

That is why Lock (2002) emphasizes that the design of a learning environment in the virtual context has a clear impact on student success throughout their training process. This perspective shows that the planning and design of the activities generated by the teacher must generate a high impact on the students. The same author considers that there are four key points in education developed in virtual environments, namely, communication, collaboration, interaction and participation. Which are essential for a successful educational process.

In this line, the MEP (2021) establishes that distance educational supports can be developed in two ways, synchronous or asynchronous, these are established according to the possibilities of teachers and students, as well as the time limits that each educational institution establish at its opening. In this regard it is mentioned:

Synchronous sessions: Previously planned with the families, the teacher can generate an interaction event in real time with the students to build knowledge, expand the experiences or develop skills in a group of students, who are learning at the same time.

Asynchronous sessions: Asynchronous learning refers to the performance of activities or tasks related to a learning objective, but which are carried out at different times and spaces by students. The teaching person plans these workspaces, produces the necessary material to support the learning construction process, but the student person will develop it in their own time and location. (p.14)

2.3.2 Combine education methologies

In the Costa Rican context, the MEP (2020) has established a series of guidelines whose purpose is that the academic activities developed in the context of the pandemic allow not only the continuity of the educational process, but also ensure that the student has a training process that encourages their learning.

From this perspective, the MEP (2021) proposes moments for the implementation of pedagogical mediation in blended education, namely the moment of connection, the moment of collaboration, the moment of clarification and the moment of construction / application.

The moment of connection refers to the establishment of all possible connections between the knowledge already acquired by the students, linked to their experiences, interests, emotions and the new knowledge that is generated in this context. In this regard, the MEP (2021) indicates:

In this cognitive phase, the main aspects should be integration and contextualization, which will allow all these elements to be linked in a

unique way, in order to build the learning routes necessary to achieve their educational objectives. In this way, the central figure in the knowledge construction process will be the student, since it is from their personal characteristics (level of educational achievement, learning styles, among others), their expectations and particular needs, that the surrounding environment will be defined. of learning in which he is going to perform. (p.15)

This moment focuses on the experiences that the student develops in the classroom, making use of materials that have been designed that can be implemented in the virtual context. This seeks to generate learning that makes it easier for the student, thanks to the connections established between their previous experiences and those developed in class, to remain active and excited about the learning process in which they are.

Maintaining the enthusiasm and active the student, makes it easier for them to have an active participation in the educational process and interact with their peers, thereby generating not only the potentiality of their skills, but also a collaborative learning in which so much is generated knowledge as an emotional connection with students.

Likewise, as previously indicated in this research, the teacher's work is fundamental in this process, since his orientation and guidance also facilitate that the student can connect both learning and emotions.

As a second moment, the MEP (2021) establishes that of collaboration, on which it indicates that:

Moment to create educational spaces that allow communication, effective participation in the process of knowledge construction through the establishment of learning networks between student-student, student-teacher and student-family, student-community.

For the moment of collaboration to be effective, efforts should be made to implement actions such as: giving the student person greater participation and granting them spaces to cultivate their learning process and even that of their classmates, allowing the responsibility to be shared with the person

teacher, organize students into small groups to work together and seek to

obtain the best learning results, both individually and in groups. (p.17)

The third moment, that of clarification, aims to open spaces so that students can express doubts, queries or concerns that they have had during the process and thus deepen and strengthen the knowledge and skills previously acquired.

It is the responsibility of the teacher to respond in a flexible and clear way, the clarifications that the student may have. In such a way that it encourages them to have security and thus develop an autonomous role of their learning.

In relation to the moment of collaboration, what is sought is to generate the necessary educational space so that communication and effective participation of the student is evidenced in the knowledge construction process. From this perspective, the importance of the learning networks that students generate with their peers and in turn the interaction that these generate with the teacher have for the process. On this the MEP (2021) indicates:

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implement actions such as: giving the student person greater participation

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their classmates, allowing the responsibility to be shared with the person

teacher, organize students into small groups to work together and seek to

obtain the best learning results, both individually and in groups. (p.17)

Finally, the MEP (2021) considers as the fourth moment, that of construction and application, which seeks that the student, based on the experience acquired, demonstrates what he has learned during the educational process.

The teacher, in line, must have the necessary knowledge so that he knows about the different scenarios in which the student operates, in such a way that the application of specific techniques and strategies that allow the student to participate in the construction of the knowledge that is generated in the classrooms.

On this, as a support document, the document "Autonomous work guide" has been determined as a means to facilitate this, through which tools are provided for the teaching staff to promote the development of skills oriented to learn to learn, as well as the

competences that from the pedagogical perspective it is considered necessary to reinforce or develop in the student.

In this line, said document indicates a series of steps that the teacher must consider when working with students:

1. Preparation prior to the development of the guide: Before starting with the planning of the Guide for autonomous work, the teacher must identify, as part of this planning; the materials and didactic resources that are going to be required for the approach of the pedagogical mediation activities and the diagnostic and formative evaluation, proposed for the achievement of the learning results that it raises. Likewise, she must consider the conditions that the e + (sic) place must have where said activities will be implemented and the estimated time for the development of the guide by the student.

2. Inquiry-based learning: as part of the aspects included in the guide, there are sections in which the teacher describes, clearly and precisely, the instructions to carry out each of the activities, following a step by step . In addition, the teacher must write a series of exploratory questions, which allows the student to reflect and investigate previous knowledge, to answer the questions raised. Learning is a process in which both students and teachers explore, engage, and engage; These three elements are key to quality learning and to obtain the necessary commitment that creates an environment in which students take a leading role in their learning. The teacher can rely on diagrams, mind maps, diagrams, drawings, synoptic tables or others that help the student to remember.

3. Practical execution of what is learned in class: The teacher writes the instructions that the student must follow, in which he specifies what the student should do, how to do it, where the work is done and what materials it requires. As part of the activities included, the teacher must promote the inclusion of concrete actions that promote a methodology aimed at achieving learning results; in addition to activities that promote decision-making and critical thinking. It should be noted the importance of promoting

communication with family members, observation of their surroundings, the search for information according to their availability, as well as the use of specialized readings on the topics, textbooks, which should be included in the guide. (MEP, 2020, pp. 2-3)

2.4 Supervision of the Students´ role during the virtual sessions

According to the MEP (2021), the teaching staff has clearly identified functions in the educational process, in such a way that the main ones applicable in combined education are established below:

- It takes care of the organization of the groups, days and schedules defined in the opening plan of its educational center that take into account its face-to-face and remote actions.
- Take advantage of digital technologies, resources and guidance available for the design of learning environments necessary for combined education.
- He plans his work in an experienced and intentional way, in order to facilitate pedagogical mediation strategies taking into account the immediate context (presence and distance) and the social, economic and cultural scenarios in which the students with whom he shares the mediation process.
- It attends to the inquiries of students and their families in a more agile way, and it is easier for them to maintain fluid and assertive communication, to the extent of their possibilities, with the student body, as well as to be able to offer better monitoring of progress during development of the GTA.
- Consider the reality of student people to maintain a
- constant communication with the family and legal guardians, in addition to a verification and updating of the reality of the students

that must be known by all the teachers of each educational center and promote, if necessary, the activation of the Early Warning.

- It is actively involved in the opening plan of the educational center, and the actions of the Return strategy.

- Collaborates in the attention of sanitary provisions both in the classroom, as well as in leisure and recreation spaces. (p.36)

From the foregoing it is clear that the teacher has a transcendental work during the educational process, in such a way that their interventions and actions always have repercussions on the student's academic performance, their actions and even on the motivational part. Along these lines, Kumar, Kumar and Taylor (2020) mention and characterize the actions of the teacher in the context generated by the pandemic.

As a first point, the authors indicate the connection, understood as the link that teachers generate with students. The context generated by the pandemic has implied how many students feel isolated and affected by the restrictions that this context has generated, in such a way that the connection that they can generate with the teacher is transcendental and has very positive effects on the educational process.

As a second aspect, communication is identified, in this line the progress that the student develops in the teaching and learning process can be affected by the type of communication that the teacher has with him. For this reason, Kumar, Kumar and Taylor (2020) mention that in this context the way of communicating in both face-to-face and virtual classes is essential.

The third point refers to the establishment of a link between the student and the teacher, since it has been previously indicated the teacher has a role not only as a guide, but also as a support and motivator, which is why it is transcendental that it can be built a relationship based on trust and collaboration.

As a fourth point, Kumar, Kumar and Taylor (2020) mention that it is important that the teacher is always aware of the expectations that the student may have about him, because in many cases a misunderstanding of what the student expects from his teacher can lead to That they show this discouraged or without interest to carry out the activities that are established in the context of the class.

Along these lines, authors such as Cheng et al. (2019) highlight that the teacher's supervisory work is essential for students to achieve the objectives established for the class, without it is transcendental that in this context the teacher establishes good communication, carries out a good planning of the class and provides the respective feedback throughout the educational process. From the perspective of Cheng (2019), a change in the teacher's perspective towards the student is necessary in such a way that the class also becomes a process of construction and closeness between the teacher and the student.

2.4.1 Combine education difficulties

According to García (2020), in the context of the pandemic, the ministries of education worldwide had to establish strategies that had the purpose of both ensuring the safety and health of students and teachers, as well as giving continuity to the educational process. In this line, steps were taken to put into operation virtual educational environments that allowed the teacher and students to be close regardless of the distances.

In principle, the implementation of this strategy would have positive results and would ensure that students could complete and finish their school year regularly. However, in practice some important difficulties were evidenced that have largely made it impossible for 100% of students worldwide to participate in the educational process on equal terms.

From this perspective, Garcia (2020) citing the UN (2020) mentions:

> … In times of confinement, in developed countries digital distance education covered between 80 and 85% of the student population, while in low-income countries, the coverage of virtual education systems would not reach 50% . According to UNESCO data (2020), half of the total number of students, about 826 million, who were kept out of the classroom by the COVID-19 pandemic, did not have access to a computer at home and 43% (706 million) did not have the Internet at home, at a time when digital-based distance learning was used to ensure educational continuity in the vast majority of countries. For this and other reasons, the digital divide, and other gaps, have possibly worsened (Dreesen et al., 2020), hence the UN is betting on a

generalized change in the world of work towards a more inclusive and focused digitization. people (UN, 2020b). Perhaps this serious problem supposes a knock on the socio-educational policies implemented by the different governments. (p.16)

Along these lines, it was becoming more and more evident that students were having difficulties to participate in the different activities that teachers established in the educational platforms set up for these purposes. It was also evidenced that not all students had the same connectivity possibilities, that there was digital illiteracy regarding the use of educational platforms and that economic and family conditions did not always facilitate that students could be part of the educational process.

On this, García (2020) indicates the following as the main difficulties evidenced in this process:

• Difficulty reaching students who do not have connectivity or appropriate devices.

• Saturation of networks and low bandwidth, especially in institutions with large masses of students.

• Situations of dropout or discouragement in students who show little concentration and persistence in online learning, by offering modules or units of high density, very long and long duration, or learning activities that are not very motivating.

• Lack of support systems and tutoring for the student that suppose motivation for participation, permanence, support for the resolution of academic and psychological problems.

• Problems when going from the face-to-face image of the teacher, his gestures and his voice, live, to a remote situation, in which sometimes everything remained in the cold text.

• Cautions, resistance and even aversion of certain teaching groups to the use of technologies.

• Lack of technical support for classroom teachers who are not used to handling these interactive technologies.

• The instances of synchronous or asynchronous sessions of presentations and teacher orientations were not adequately combined with the individual or group work of the students, synchronous or asynchronous.

• A more consolidated formative and continuous evaluation model was lacking, which would have reduced the great difficulties of a massive online final evaluation, especially in institutions with large numbers of students.

• It was not possible to refine the different online evaluation models that responded to criteria of reliable identification, quality, equality, fairness, respect for privacy, data protection, soundness of technological infrastructures, etc. (pp. 15-16)

Based on the above, it can be determined that, given the haste to sustain the teaching and learning process, many of the personal variables of teachers and students were not considered, which largely affected the fulfillment of educational goals and objectives. In addition to this, it can be determined that:

- There was no adequate planning
- There were connectivity problems that affected both teachers and students.
- Teachers did not have adequate training
- Students lacked knowledge to use educational platforms.
- Students showed difficulties with respect to self-discipline and self-regulation of their work, in virtual environments.
- Emotional and family factors, both teachers and students, could influence academic performance.

García (2020) also identifies other elements to take into consideration, namely:

• The moods, socio-emotional impact and perceptions of teachers, administration and services personnel, students and families after the experiences during confinement;

• The need to recover learning by those students most affected by the impossibility of face-to-face learning;

• The provision of training for students in the necessary digital skills and in the prevention of addictions and misuse of technologies;

• Possible solutions for the most vulnerable students, who suffer negatively from the impact of social inequalities and the digital divide;

• The aforementioned fatigue from continuous exposure to the screen by students;

• The responsiveness of technological infrastructures;

• The consideration of privacy, confidentiality and data protection issues in the face of invasive technologies;

• Economic difficulties due to a greater number of teachers, which requires the reduction of students by groups;

• The specific training needs of teachers in methodological competencies for online teaching and in digital competences that reduce the generational digital gap;

• The arrangement and adaptation of the units or centers for technical support for teachers;

• The most relevant qualitative and quantitative research that has been carried out in order to assess the models with the best guarantees of success;

• At the local and institutional level, assess which were the most notable weaknesses and strengths during the time of confinement and 100% distance education, considering the precautions already indicated in this work

• Strengthen the levels of cooperation in educational, institutional and organizational networks, public and private, that promote cooperation in the search for the best models, the best practices and the most appropriate software. (p.22)

On the other hand, authors such as Astafeva, Astafiev and Osipova (2020) identify that the educational experience developed in virtual environments during the pandemic has generated another series of difficulties in students, among which the following may be mentioned:

- Some students are distracted or fail to understand assigned material
- The home does not provide the appropriate atmosphere for the development of the educational process.
- The load of assignments and homework that teachers request from students is high.

Along these lines, the European Students' Union (2020), based on a study that analyzes the conditions of students in the context of the pandemic, identifies some important aspects:

- Readings: Students were exposed to a variety of reading formats in the development of academic activities. However, in the opinion of the students, the preferred method of online lectures is with the lecturer lecturing in real time (57.43%), which suggests that most students like to have face-to-face lecturer-student interaction.
- Supervisions: For many of the students the supervision or hours of attention of the teachers were reduced and in ways that made personal contact impossible. From this perspective, students prefer face-to-face interaction with academic staff.
- Workload: Many of the students felt that the workload due to teacher assignments increased during the pandemic. Along these lines, it became clear that teachers compensated for the lack of face-to-face classes with a higher workload.
- Emotional well-being: The emotional factor is one of the most important for students, considering that many of them have felt anxious and bored with regard to academic activities. In addition to this, for many students, their homes did not provide the necessary conditions to receive the lessons, which in turn was reflected in attention problems and difficulties in obtaining good academic performance.
- Skills and infrastructure for studying from home: Although some students indicated that they felt comfortable using virtual platforms, a high percentage said they did not have the necessary skills and

abilities to adequately handle technological resources. In addition to this, not all students had the required technological equipment and in many cases the lessons and use of educational platforms had to be done from mobile phones.

- Life circumstances: In addition to the difficulties previously indicated, many of the students expressed concern about the health risks generated by COVID-19. Similarly, many lost family members or people close to them.

- Student adjustment: Many students expressed concern when they saw how their academic performance declined in virtual classes compared to that received in face-to-face lessons. In this line, for students, receiving lessons from home did not mean a better educational process, due to the constant interruptions of relatives, poor internet connection, economic difficulties due to the closure of sources of employment in their homes.

2.4.2 School Students' characteristics

In 2018, the State of the Nation Program in Sustainable Human Development, in the Seventh Report on the State of Education (2018) indicated that according to data from the MEP, Costa Rica has a net rate of primary schooling of 93.1 % Being some of the main difficulties of this historical period that at least 93.4% of the students do not receive the complete curriculum and deficiencies in the quality of teaching according to the guidelines established by the MEP.

On the other hand, the Eighth Report on the State of Education (2021) reflects how many of the difficulties mentioned in the previous paragraph are increased by the pandemic. In this regard, said report indicates:

> The health crisis lays bare unresolved issues that the Report had been pointing out in its previous editions. It also served to recall the importance of educational centers in Costa Rican society, not only as spaces to learn and develop skills, but also for nutrition, the construction of social relationships and coexistence, and for the care and protection of students against situations

of violence in homes and on the streets. Public educational centers constitute a space that mitigates social inequality in our society, which has experienced a strong concentration of income in recent decades and places households in very different conditions to face the pandemic. The differences between rich and poor households in terms of housing conditions, connectivity, educational climate, cultural capital of households, unemployment, presence of female heads, underline that the improvised school at home is profoundly unequal. Boys, girls and adolescents who come from poor homes and low educational climates and who mostly attend public schools and colleges have lost out of this situation. (p.21)

The aforementioned reflects how the Costa Rican school population prior to the pandemic already faced complex conditions for the development of an educational process in accordance with the same MEP guidelines, and during the pandemic aspects not considered emerged as key elements that to a large extent have been reflected in the educational quality and the difficulties faced by the students.

In this line, authors such as Dwarma and Rahadian (2018) mention that the characteristics of the students and the sociodemographic conditions, types of learning, motivation and cognitive styles are important aspects for the progress of the students.

It is for the above, that during the context of the pandemic these have been taken with great consideration and analysis by the educational authorities, since they influence not only the fulfillment of national goals and standards, but also impact quality. of the educational process.

Sánchez, Luque de la Rosa, Gutiérrez and Vargas (2021) state that many of the characteristics of children in the context of the pandemic were modified mainly due to the restriction of the spaces for interaction and socialization offered to this population by children. schools.

This perspective is supported by Sandin, Valiente, García and Chorot (2021) who mention that together with the health difficulties caused by COVID-19, mental health has been one of the aspects that has generated the greatest concern in the authorities, especially

when analyzing its effects on school-age populations. In this line Sánchez, Luque de la Rosa, Gutiérrez and Vargas (2021) mention:

> The results obtained show the existence of common fears and concerns that arise in response to the current pandemic, with the fear of disease, contagion, and death, as well as fear related to social issues such as isolation and loneliness, work problems, and economic problems, being highlighted, among others. On the other hand, other different problems come to light that can have repercussions on emotional aspects such as fear, of which sleep problems, anxiety, stress, restlessness, nervousness, and constant worry stand out. Likewise, the media are considered to be one of the vehicles that can foster uncertainty in society and, therefore, may have an impact on the prediction of COVID-19. (p.19)

2.4.3 Students' difficulties.

According to Yang, Chen and Chen (2021) during the pandemic, many students faced complex realities that greatly hindered the development of their educational process. Along these lines, the authors identified three main stressors among students during the pandemic, namely academic load, separation from school and fear of being infected.

Regarding the academic load, the authors mention:

> The academic pressure easily comes from taking and preparing for exams, grade level competition, and acquiring a large amount of knowledge in a short period of time [7]. Perceived stress is a response to stressors, referring to the state of physical or psychological arousal [27]. College students experience adverse physical and psychological outcomes when they perceive excessive or negative stress. Excessive stress may induce physical impairments, including lack of energy, loss of appetite, headaches, or gastrointestinal problems [28]. Numerous studies have evaluated academic stress associated with various adverse outcomes, such as poor health [29, 30], anxiety [31], depression [32], and poor academic performance [33, 34].

In particular, Hystad et al. [35] found significant associations between academic stress and health, both psychological and physical. (p.3)

Regarding the separation from the school, Yang, Chen and Chen (2021) indicate that this process has generated stress and emotional dissonance in them. In this line, even when it is considered that they have a greater facility to adapt to some changes in their immediate reality, the separation of the educational context has represented a challenge for the students, considering the importance that the interaction and relationship processes have for them. with their peers. The educational institution from this perspective has become the space for the development of the main social interactions and this separation for many has implied affectations on an emotional level due to the isolation generated.

Fear of contagion, one of the main characteristics that the evolution of COVID-19 has been able to demonstrate the difficulties in understanding the forms of contagion, the immune response to the virus and the slow development of drugs or vaccines to provide a protective factor to the people. For students, as indicated by Yang, Chen and Chen (2021), this is a reality that has affected them equally. For this reason, the affectation has been reflected both in physical health and in psychological well-being. The authors suggest that even when the virus containment measures have been relaxed, many school and college students avoid exposure and contact with other people in order to reduce the chances of contagion. That is why the authors indicate that:

Several anecdotal reports by health care professionals note the COVID-19 pandemic triggers individuals' anxiety and stress, particularly surrounding the uncertainties brought by COVID-19 [48]. Therefore, we suggest that fear of having or contracting COVID-19 may lead to college students' stress and health problems. (Yang, Chen y Chen, 2021, p.4)

For their part, Park et al (2019) indicate that both social isolation and fears of infection have generated in student's combinations of elements that become very dangerous as a whole. In this regard, they mention that the relationship between stress, anxiety and depression has increased in students during the period of the pandemic.

Added to this, Hovenkamp-Hermelink et al. (2019) indicate that science has established that primary social interaction processes, that is, those that take place in homes, influence the reactions that people may have to life events and circumstances. In such a way that for the authors it is clear that the time that students have had during the development of virtual lessons, at home, has increased their perception of stress, anxiety and depression.

Another of the present difficulties that different studies have shown with respect to students in times of the pandemic is that of self-confidence and self-efficacy. According to Malureanu, Panisoara and Lazar (2021), self-confidence implies that the person has the ability to deal with various situations effectively by himself and having a constructive personal assessment.

From this perspective, as previously indicated, students have shown difficulties with self-control and self-management, both elements have been related to self-confidence, for this reason Malureanu, Panisoara and Lazar (2021) mention that students who have shown a higher level self-confidence and better performance results in lessons developed in virtual environments, have shown higher levels of self-control and self-management. This has been evidenced in the self-learning activities and the responsibility of the educational process that these students have wanted to assume.

Likewise, Malureanu, Panisoara and Lazar (2021) mention that self-confidence and self-efficacy are two fundamental elements within the teaching and learning process that in the context of the pandemic have been diminished due to the difficulties that students have had with regarding academic performance and the use of educational platforms.

Another of the difficulties that in this context have been evidenced by students is related to what was stated in the previous paragraph, while students in the context of the pandemic, for various reasons, have seen their motivation diminish. In this regard, Ford, Fatehiboroujeni, Mills and Ritz (2021) have identified that students, due to the stress generated by the conditions of the pandemic and the changes generated in the educational process, have seen their academic motivation diminish.

Along these lines, although stress can generate a positive reaction in people that prompts them to react and generate changes in the face of complex situations they experience,

it can in turn, if the person does not have the necessary personal resources affect their motivation and ability to resolve difficulties. Ford, Fatehiboroujeni, Mills and Ritz (2021) are clear in indicating that in this context, not a single situation that people must face, on the contrary, is the historical period in which more disadvantageous situations have been present. For example, the possibility of getting sick, difficulties in the internet connection, financial uncertainty and social isolation, affect the motivation of students.

It should also be considered that academic responsibilities, such as burden of exams, impending project deadlines, and extracurricular commitments, are also elements that the studies carried out by Ford, Fatehiboroujeni, Mills and Ritz (2021) have been valued as important by students within of the factors that influence the decrease in motivation.

2.4.4 Class management and class performance

Gopal, Singh & Aggarwal (2021) have identified a series of factors related to class management and student results, namely quality of the instructor and satisfaction of the Students, course design and satisfaction of students, prompt feedback and satisfaction of student's and satisfaction and performance of the students.

Regarding the quality of the instructor and satisfaction of the students Gopal, Singh & Aggarwal (2021) mention that the quality of the teacher helps the student to be linked to a greater extent in the educational process, therefore they consider that:

> Quality of instructor is one of the most critical measures for student satisfaction, leading to the education process's outcome (Munteanu et al., 2010; Arambewela & Hall, 2009; Ramsden, 1991). Suppose the teacher delivers the course effectively and influence the students to do better in their studies. In that case, this process leads to student satisfaction and enhances the learning process (Ladyshewsky, 2013). Furthermore, understanding the need of learner by the instructor also ensures student satisfaction (Kauffman, 2015). Hence the hypothesis that the quality of instructor significantly affects the satisfaction of the students was included in this study. (p.10)

Another of the aspects considered by the authors previously indicated refers to how the design of the course impacts on the satisfaction of the students. In this as much they indicate that:

> Active course design indicates the students' effective outcomes compared to the traditional design (Black & Kassaye, 2014). Learning style is essential for effective course design (Wooldridge, 1995). While creating an online course design, it is essential to keep in mind that we generate an experience for students with different learning styles. Similarly, (Jenkins, 2015) highlighted that the course design attributes could be developed and employed to enhance student success. Hence the hypothesis that the course design significantly affects students' satisfaction was included in this study. (p.10)

In relation to the prompt feedback and satisfaction of students, it is considered as a key aspect, since it allows us to know the aspects in which students should improve. In this sense, Yorke (2003) considers that good feedback benefits students in their learning process and helps teachers to improve students' learning experience.

Finally, the satisfaction and performance of the Students is identified, in this line Zeithaml (1988) establishes that satisfaction is the main performance result in any educational institution. Gopal, Singh & Aggarwal (2021) state in this regard:

> Teaching quality and course material enhances the student satisfaction by successful outcomes (Sanderson, 1995). Satisfaction relates to the student performance in terms of motivation, learning, assurance, and retention (Biner et al., 1996). Mensink and King (2020) described that performance is the conclusion of student-teacher efforts, and it shows the interest of students in the studies. The critical element in education is students' academic performance (Rono, 2013). Therefore, it is considered as center pole, and the entire education system rotates around the student's performance. Narad and Abdullah (2016) concluded that the students' academic performance determines academic institutions' success and failure. (p.11)

Along these lines, Gopal, Singh & Aggarwal (2021) state that in this context, for many students of different educational levels, the use of information technologies and the implementation of lessons on educational platforms has not largely met their expectations. regarding the educational process. In this regard, the authors indicate that:

> …the impact of ICT in the educational context have not been satisfactorily fulfilled, by its superficial and merely instrumental integration of ICT in the teaching and learning processes, due to the attitudinal response of teachers in the integration of techno pedagogical tools. We must emphasize the lack of formation denounced by the teachers of the diverse educational levels, that leads to approaches of effective use of the ICT from the initial formation and permanent during the professional development to adapt to the technological change in education, establishing digital competencies that include skills, knowledge, strategies and attitudes.

2.4.5 Soft Skills

According to Schultz (2008), proposing a conceptual definition of soft skills can become complex considering that it can change depending on the context in which they are applied. Along these lines, authors such as Balcar (2014), Isaacs (2016) and Robles (2012) mention that soft skills are known in different ways, some authors know them as non-cognitive, people, personal, applied, essential, employability or 21st century skills.

On this Glaittli (2018) mentions:

> The broadest definition is that soft skills are any non-technical skill or ability needed for success in the workplace. The list of soft skills noted across research includes adaptability, critical thinking, empathy, integrity, optimism, problem solving, decision making, goal setting, self-advocacy, proactivity, resilience, grit, teamwork, self-motivation, communication, positive attitude leadership, independence, self-regulation, creativity, time management, organization, professionalism in dress, work ethic, and punctuality. (p.4)

Likewise, authors such as Weber et al (2011) define soft skills as interpersonal and behavioral skills, which are not specific to a particular job and are not usually generated through formal education. For their part, Hendarman et al. (2018) defines "soft skills are largely intangible, not associated with a deliverable or a real output, and they are employed without the use of tools or templates". (p.32)

AbuJbara et al (2018) state that these skills are important in work contexts, because even when hard skills are required for the development of tasks, organizations have focused their attention on workers who have a good level of soft skills . Klaus (2010) mentions that at least 25% of success in the workplace depends on hard skills, while 75% depends on soft skills. On this AbuJbara et al (2018) states that "cultural diversity, globalization and technology are factors that influence the need for enhanced soft skills in the workplace" (p.247)

2.4.6 Types of soft skills

According to Wayne (2019), the authors' perspectives regarding the main soft skills that have transcendence both in the educational and work contexts are diverse, however this author emphasizes 12 soft skills in particular:

1. Work ethic (dependability and reliability)
2. Communication skills (listening, verbal, written)
3. Problem solving/Reasoning/Creativity
4. Professionalism and integrity
5. Teamwork
6. Flexibility/adaptability/managing multiple priorities
7. Health and safety
8. Planning/Organizing
9. Interpersonal abilities
10. Leadership/Management skills
11. Analytical/Research skills
12. Technology as a tool (p.20)

Meeks (2017) considers that 3 are the most important in the different application contexts, these are communication skills, critical thinking skills and leadership skills.

Regarding Communication skills Meeks (2017) mentions:

One of the most desired attributes in an employee is the ability to communicate and convey complex ideas orally, in writing, and interpersonally. Moreover, with the increase in technical jobs, more diverse workplaces, and more cross-functional teams, communication skills are an essential trait of any individual who is looking for a job. (p.33)

For its part, Remedios (2012) indicates that it is correct to consider that these skills involve not only the development of ideas, but also practicing active listening, responding and maintaining the conversation. Along these lines, Reinsch & Gardner (2014) mention that these skills are a good resource to influence other people and thereby create a positive effect on team performance. At the same time they facilitate that people have a behavior that is effective and appropriate according to the context in which they operate.

Goleman (1998) and Awad and Alhashemi (2012) mention that good communication for any organization is very important to maintain its health, in this sense communication becomes the main resource so that goals can be achieved in a work and educational context and objectives set.

In relation to critical thinking skills Meeks (2017) considers that:

The transformation of knowledge is significantly different from the application of knowledge. Transformation of knowledge requires the application of critical thinking, and critical thinking means to analyze objectively. Furthermore, the lack of critical thinking skills may be demonstrated in the inability to integrate multiple perspectives. Critical thinking allows an individual to use analytical skills to assimilate and evaluate information and then produce a response based on the analysis. (pp. 34-35)

Based on the above, the perspective of Flores et al. (2012) is clear when considering that critical thinking skills have as their point of origin the formal training processes, personal

experiences and their consequences, which show how efficient and effective people are at the time of solving some of the problems. difficulties or problems they face in the different contexts in which they operate. For this reason, the proper development of this ability facilitates not only achieving achievements, but also allows you in a correct and practical way to make decisions and solve.

Northouse's (2010) for its part, regarding Leadership skills, mentions that these are understood as the ability to inspire people both individually and in groups to achieve and fulfill a goal.

Burke and Ng (2006) mention that in the understanding of leadership as a skill, the process of influencing others that all people have must be taken into account, however not everyone manages to develop it. That is why, in organizational contexts, institutions develop programs aimed at awakening this ability in their collaborators in such a way that the company can benefit from this.

Meeks (2017) quoting Marques (2013) mentions:

> that employers' perception of leadership skills has evolved. In the past, employers considered qualities such as harisma, eloquence, and extroversion to be important qualities for a leader; however, these traits are no longer considered sufficient for leadership. Marques indicated that a new set of leadership skills has emerged. The researcher explained that a study conducted in Europe identified the following set of subskills that comprise good leadership: (a) integrity, (b) caring for others, (c) ethics, and (d) accepting other people's opinions.

For their part, Maducho and Vidal (2020) mention three important skills not contemplated in what Meeks (2017) and others raised, namely: interpersonal skills, Strategic influencing skills and Problem solving skills. Following is the description provided by these authors:

- Interpersonal skills: Interpersonal skill can also be referred to as relationship building skill. This skill enhances the ability to work and build relationship with people. With increasing globalization and

cultural diversity in workplaces, interpersonal skills become even more important (DuBrin, 2013). Through interpersonal skills, workers in an organization build synergy that enhances organizational performance. Interpersonal skills include being patient, empathetic, personable and having self-control and a sense of humor (Robles, 2012). Managers with interpersonal skills build confidence and synergy with their team.

- Strategic influencing skills: Although strategic influencing skills is somewhat similar to interpersonal skills, it goes further than just been personable, to been able to exert influence on people. Strategic influencing can also be said to be leadership skills, since the purpose of leadership is to influence people (DuBrin, 2013). Innovative and strategic ideas need to be sold out within an organization through communication and influencing skills. Successful leaders are masterful in the art of influencing

- Problem solving skills: The ability to solve problems quickly and appropriately is an important soft skill useful to organizations. Problems ranging from internal conflicts within an organization or a team, to external conflicts with customers and other stakeholders need to be solved appropriately. Marando (2012) listed problem solving as one of the soft skills required by project managers. Problem solving also involves having a good sense of judgement as well as been decisive (DuBrin, 2013). Analytical and critical thinking skills as noted by Rao (2018) are part of problem-solving skill. (p.8)

2.4.7 Perspectives of soft skills

With respect to soft skills, different perspectives have been raised that have responded to the historical, economic and social contexts in which they have been established. From this perspective, Marando (2012) considers that these skills are related to Project management and its link with interpersonal skills, within which they mention leadership

skills, communication skills, negotiation skills, influencing skills, problem-solving skills and decision-making skills, which are precisely essential for the people in charge of managing and developing projects.

Rao (2018) also defends this position by considering that soft skills are directly related to the leadership perspective, which is very important in many organizations. Along these lines, Hendarman (2018) considers that soft skills are key to innovation and are linked to passion, optimism, tolerance of uncertainty and the maintenance of social relationships.

2.4.8 Soft Skills in Education.

Francis (2017) mentions that soft skills are characteristic features of people's personality, therefore their teaching can be complex. However, from the perspective of learning and cognitive functions, it is possible thanks to brain plasticity to generate changes thanks to a training process and with the commitment of the person to improve these skills.

From this perspective, it is understood how both in the educational context and in the work context, teaching and training processes of these skills have been established. These processes eventually become an advantage in employment terms for students and professionals. On this, Robles (2012) comments on the experience of some educational centers in Great Britain and Sacramento, in which soft skills have been incorporated into the curriculum. In this experience, the students generate portfolios for the recording and monitoring of the activities proposed in the classes, these have a score and are evaluated.

Carlgren (2013) mentions that in some high schools, students must take courses that are intended to develop soft skills. Critical thinking, decision making, and problem solving are emphasized in these courses. However, some barriers have been evidenced in these processes considering that not all educational institutions are prepared for their execution. Some of the experiences documented according to Carlgren (2013) show resistance and difficulties on the part of teachers due to poor preparation or difficulties in assessing student progress.

Given this, Carlgren (2013) argues that the main point of improvement so that the teaching of soft skills can have positive results lies in the change that must be made both in the evaluative part and in the implementation by the teachers. In this line, educational institutions must focus on what is important for the development and growth of the student, that is, the applicability of these skills in the real world, without meaning evaluations or compliance with standards.

Continuing in the educational context, Ingols and Shapiro (2014) valued the integration and assessment processes of soft skills in an MBA program at a university. The results of this assessment showed how employers asked teachers to send students who had not only met the academic requirements, but also had received training in soft skills.

Charoensap-Kelly et. al (2016) examined the effectiveness of virtual soft skills training processes in workplaces, the results showed significant differences in the people who received this training virtually compared to those who were part of a face-to-face program. The latter were more motivated and had better levels of growth in the development of soft skils compared to virtual training. On this Charoensap-Kelly et al. (2016) mentions that these differences are because those trained in virtual programs are more interested in complying with the delivery, while those who receive face-to-face training are motivated to present changes in the work context and implement the new knowledge acquired.

That is why Levasseur (2013) considers that training programs are not an effective way to teach a person about soft skills, considering their nature and characteristics. In this sense, a training in which these can be applied in the immediate contexts of the students or participants of the training is more effective, since as the author proposes, more space is provided for reflection and feedback, aspects that are not evident in the training programs.

2.4.9 Building Soft Skills.

Musa et al. (2012) mention that soft skills can be promoted in people in different ways, one of these ways is by generating project-based learning in which students can participate, taking real-life situations as a context. From this approach, students develop both technical and soft skills for problem solving. This is one of the strategies that allow the

student to understand the importance of improving their soft skills and the importance they have in the work context.

Another of the strategies that help with the development of soft skills according to Levasseur (2013) is the development of practical experiences related to work contexts. This strategy, even though it is less organized than the first, requires that the student be committed and motivated to learn these skills.

Khasanzyanova (2017) proposes a strategy that aims to involve students in volunteer experiences in which they can develop both professional experience and personal skills. According to the author, the soft skills that students have developed in this context are communication, teamwork, open-mindedness, and project management.

Dyson & Plunkett (2012) mention that collaborative learning generates both interpersonal and group skills in students, which are key to the development of soft skills. The author in this line refers to the documented experience in an Australian educational center, in which cooperative learning practices were implemented to teach leadership skills among students. Highlighting the feeling of trust and ability to better understand others.

2.4.10 Soft Skills Assessment

Gibb (2014) mentions that the assessment of soft skills in the current work context has acquired great importance and concern for employers, however, in the educational context there are many teachers who consider their development as unimportant and express that these they are distracting compared to other academic activities.

In this line, Chamorro-Premuzic et al. (2010) compiled the opinions of students and practitioners, who express that the development of soft skills has become a difficult process to achieve in the educational context due to two main reasons, the first because the list of soft skills It is diverse and differs between authors and the second due to how subjective the assessment that can be made to a student can be to determine that it has been achieved.

Zhang (2012) agrees with this by indicating that there are no instruments for the objective assessment of soft skills and interpersonal skills, which is why he considers it understandable that many teachers prefer to omit them. Despite this, Meeks (2017) mentions

that "Although Chamorro-Premuzic et al. and Zhang asserted that the assessment of soft skills should not be avoided due to challenges in using preestablished methodologies, it is valid not to discard less conventional methodologies to assess soft skills. " (p.29)

Considering the above, in an educational context, rather than providing a grade to the student, what is sought is to assess whether I can understand and achieve the goal of developing soft skills. By Gib (2014) states that for the measurement of achievement with respect to the development of these skills, three different theories can be considered, (a) control theory, (b) goal setting theory, and (c) attribution. In this regard Meeks (2017) mentions:

- Control theory: An assessment based on control theory compares a reference level of performance to the actual measured level of performance. The feedback is formulated with information that intends to minimize the gap between the expected level and the measured level (Gibb, 2014; Jawahar 2010).

- Goal setting theory. goal setting theory is an option to assess soft skills. Goal setting allows the evaluated person and the evaluator to determine in advance what goals to achieve (Tews & Tracey, 2009). Goal setting has a social dimension since both parties, subordinate and supervisor, need to reach a consensus on which goals comprise the aim (Gibb, 2014).

- Attribution theory: according to attribution theory, success or failure may be attributed to internal or external circumstances. To illustrate, unfavorable results are due to external attributions and favorable results are attributed to internal attributions. Gibb highlighted that in the attribution theory, self-validation and self-improvement receive strong emphasis. Self-validation and self-improvement can be positive strategies to improve soft skills (Gibb, 2014). (pp. 29-31)

2.5 Effective communicative Skills in students

According to Seiler & Beall (2005), communication is a process that involves both the sharing and giving meaning of symbolic interactions in real time. In this line Sulaiman (1997) states that the communication process begins from the moment in which a message or information is transmitted and transferred from the sender (speaker or writer) to the receiver (listener or reader), making use of a channel or instrument. Finally, the receiver, in this process, will provide feedback through the encoding and interpretation of the received message.

For this, it is necessary to have a communication space that makes it easier for students to learn all aspects related to language and communication, and in this way their communication skills are strengthened. However, as previously indicated, the pandemic has generated new conditions that may make it difficult to comply with this aspect.

Nascente (2001) considers that in the case of students who are learning a second language, the development of oral competence may present difficulties, which are directly linked to the student's contextual elements. From his perspective "it deprives them of their normal means of communication" (p.18). Considering the above, the development of lessons in two different contexts, school and home, represents a challenge for the development of these skills.

Khambayat (2016) mentions that communicative skills can be categorized in different ways, however, these include four transcendental elements: listening, speaking, reading and writing skills. From this perspective, during the educational process, in the context of learning a second language, the student must have spaces and opportunities that facilitate their interaction and communication with their peers.

The previously cited author indicates that these competencies can be viewed as:

- A dynamic interplay between the teacher and the student through the communication skills content.

- The dynamism exists due to interaction between teacher"s behaviour and students" behaviour.

- Due to this interaction, a special and purposeful environment is created. This creation of an environment is guided by some norms or standards.

- The created environment helps students to make their learning process more effective.

- The effective learning process of students improves their communication skills achievement qualitatively. (Khambayat, 2016, p. 8802)

The methods used to teach these skills depend largely on the pedagogical principles and strategies used in the classroom during the lesson. In this line, Khambayat (2016) identifies two categories or approaches: teacher centered, and student centered. The author categorizes both as follows:

> In teacher centered approach- the teacher is the authority. Students are considered as empty vessels, whose primary responsibility to passively receive information with an objective of testing and assessment. Here, the most important role of the teacher is to pass knowledge and information about communication skills onto their students. The student"s learning is measured through objectively scored tests and assessments.
>
> In student centered approach- the teachers are primarily concerned with the coaching and facilitating the students" learning and overall comprehension of the communication skills content. The learning of the students can be measured through both formal and informal ways of assessment, including group projects, student portfolios, and class participation. Teachers assess continuous the learning outcomes of students. (Khambayat, 2016, p. 8802)

Khambayat (2016) states that in any way the teacher must ensure in the classroom that the student can understand the link between the knowledge acquired and real life. In addition to this, a teacher who inspires students facilitates the development of communication

skills and this becomes very important if one considers that this is not the students' native language.

About this Brown and Atkins (1999) mention: "it is better to teach clearly and stimulate the students to think by drawing their attention to particular issues than it is to be deliberately confusing." (p.32)

For this reason, Khambayat (2016) mentions that in order to develop an effective teaching of communication skills, it is necessary for the teacher to implement strategies that take into consideration the characteristics of the students and the social, economic and cultural media that are in their lives. context. The author mentions in this regard some methodologies for the work of communication skills, namely:

- Discussion Method: In a classroom, students share their knowledge; as a result, discussion takes place. Discussion is an orderly process of face-to-face interaction in which participants exchange ideas about an issue for solving a problem, answering a question, enhancing their learning or making a decision. Here students take over the communication skills subject from various points of view and with the help of questioning and answering. In this method of teaching, teacher acts as a moderator. This is an appropriate method for teaching communication skills subject, which is social in nature.

- Role Playing Method: Role-playing refers to the changing of one"s behaviour to assume a role, either unconsciously to fill a social role, or consciously to act as an adopted role. also refer to the role training, where students can rehearse situations in preparation of a future performance and to improve their abilities within a role. The most common examples are occupational training role-plays, educational role play exercises, and certain military war games. In role playing technique the teacher puts the students in situations about which he/she wants to teach them. He/she also instructs them to interact in the way if really, they have been put in that situation.

- Demonstration Method: In this method, the teacher displays or shows or exhibits something. It may be a model human behavior, objects, or models. Demonstration method can be used in highlighting of various sub-skills of

communication skills that could be demonstrated by the teacher during practice session. Students can also perform demonstrations individually or in groups.

- Group Work Method: Like discussion method, group work relies on input from students. In group work, students are required to work together with no direct intervention by the teacher. The main reason for using this method is that the students when they work in a group get greater opportunities for learning, which is not possible, when work in the whole class teaching. However, it does not mean that group work should always be preferred. It is advisable that teachers should use a combination of both. (Khambayat, 2016, pp. 8806-8810)

2.6 Prepare students for problem solving during their lives

According to Korkut (2002), problem solving is defined as repeating certain experienced behaviors, as well as providing alternative answers for it. In this line, problem solving includes emotional and behavioral aspects, social skills and cognitive skills.

Güçlü (2003) mentions that an individual with a high level of problem-solving skills will have an easier time solving the difficulties that they may have throughout their lives. This is based on personality aspects that encourage them to be positive, confident, bold and self-critical people, who are not afraid to assume responsibilities and present ideas that meet the requirements that different life situations pose.

Creative problem solving teaching

Hall et al (2013) state that creativity is a complex construct, which in addition to implying the generation of ideas, implies the resolution of a specific problem to which resources tending to solve it are determined. Lerner and Johns (2012), for their part, consider the cognitive assessment that people make of the problem to be solved to be important, since it is not only about generating new ideas, but also implies the evaluation of previous experiences that they may have had. a positive or a negative result.

That is why Bybee (2011) introduces the concept of creative problem solving, understanding that in the process the creative capacity of the person comes into play to solve a certain situation. From this perspective, Mostafa & Esmaeel (2012) indicate that creative problem-solving focuses on a flexible vision of reality and the facts that underlie a certain problem, in such a way that the person has several measures before selecting and stirring the problem. problematic.

In educational terms, Sun (2014) considers that the participation of the teacher is important, since he has a role as a facilitator of knowledge and thus promotes the development of attitudes that include telling the truth, valuing, and considering the opinion of others. others, attitudes of reserve and mistrust that lead to the investigation. Doig et al. (2011) mentions that in this process, teachers must make the right decisions, identify the roles of diagnosers and problem analyzers, to generate environments that foster teaching and the desire to create on the part of the students. In this way, students can search for problems based on aspects of real life, learn about them, and solve them.

Attitudes toward learning

Sun et al. (2014) considers that there are attitudes towards learning such as positive or negative emotion, evaluation and approval, or the direct rejection of students towards the content and techniques used by the teacher during classes.

In this line, Chang (2011) mentions some dimensions regarding learning:

- Cognitive component: Cognitive component refers to individual belief or knowledge about affairs that the cognition of attitudes often appears true statement with evaluation, i.e. individual agreement or objection to the attitude object. For example, students know the rich professional knowledge of teachers to present the teaching materials with good organization.
- Affective component: Affective component refers to individual emotional feelings, including positive and negative feelings of respect and contempt, like and dislike, sympathy and rejection. For instance, students evaluate a teacher as a friendly person and would like to be close to the teacher.

- Behavioral tendency component: Behaviors refer to individual response tendency toward the attitude object, i.e. individual action to the attitude object as the explicit behavior toward certain affairs or people. It contains the possibilities of approaching, avoiding, or disregarding affairs. For example, students, with respect, would accept the activity arranged by teachers and actively inquire teachers for professional questions. (p.193)

CHAPTER III.

METHODOLOGICAL FRAMEWORK

3.1 Purpose

For this inquiry, it will be interpreted through the descriptive investigation, where Hernández, Fernández y Baptista, (2014) adduced when stating that "It seeks to specify the properties, characteristics and profiles of people, groups, communities, processes, objects or any other phenomenon that is subject to analysis." (p.92) The main purpose for this type of investigation is to measure the relation between two or more concepts, categories, or variables in a specific context.

This type of research seeks to determine the dependence´s degree of a particular variable or category, knowing the behavior of one or more other variables for the actual study object.

After the literature analysis review process, we proceed with the identification of the type of study that governs this research, in accordance with the research objectives and the criteria that have been established for these purposes.

According to Rojas (2015) there are many nomenclatures that throughout the history of research have been proposed for the classification of investigative processes, according to the purposes of the study, their level, the sources of information that are used and according to the evolution of the phenomenon under study.

In this line, according to the objectives and scope of this research, it is classified as applied research, considering that its general objective seeks to explore the impact of soft skills for an effective teaching of English considering the factors that interfere in educational environments Combined for students from 12 to 13 years of the Escuela República del Perú Vitalia Madrigal Araya during the 2nd semester of 2021.

Regarding applied research, Muntané (2010) states that it:

> It is characterized because it seeks the application or use of the knowledge that is acquired. Applied research depends on the results and advances of basic research. In other words, all applied research requires a theoretical framework, although what interests it are the practical consequences. (p. 221)

3.1.1 Temporal dimension

For the purposes of this research, the reference time for the collection of data from information sources is developed in the months of October to December 2021. From this perspective, this research is classified as a cross-sectional study.

In this regard, Hernández et al (2014) propose that this type of study aims to describe a variable and analyze its incidence and interrelation at a given time. According to Risquez et al (2002) propose that in cross-sectional research:

> the variables are studied simultaneously, in a given moment, making a cut in time, in this time it is not important; that is, the status of the object of study is investigated for a relatively short time by making comparisons and examining the factors that influence it. (p. 45)

For their part, Zangirolami-Raimundo, Oliveira and Leone (2018) mention that "The aim of cross-sectional studies is to obtain reliable data that make possible to generate, robust conclusions, and create new hypotheses that can be investigated with new research." (p.356)

3.1.2 Framework

According to Cívicos and Hernández (2007):

> At this level, the results are defined in terms of the desired social impact; where the expected results derive from an ideal vision of society based on which the mission of the organization and its members are defined. Mega results include those social indicators that impact the minimum ideal vision through the growth and development of society, the market and customers, stability and social progress, among others. (p. 27)

Based on the above, this research aims to generate results with social impact, by exploring the impact of soft skills for an effective teaching of English, considering the factors that interfere with education, this in the context of the pandemic.

3.1.3 Nature

Considering the characteristics and objectives of this research, it is categorized as qualitative research. On this, Escudero and Cortéz (2018) mention that:

> It is that research that collects non-quantifiable information, based on the observations of the behaviors for its subsequent interpretation. Its purpose is the description of the qualities of fact or phenomenon. Qualitative research is interested in accessing experiences, interactions and documents in their natural context. (p.22)

In this line, qualitative research allows the researcher to delve into the facts, experiences and perspectives of the participating subjects, acquiring, thanks to this process, knowledge of human behavior and the reasons underlying that particular behavior, or reaction. (Escudero and Cortéz, 2018)

3.1.4 Character

This research is descriptive, considering that its purpose is to describe a certain phenomenon and its characteristics. In this regard, Samaja (2002) explains the following concept:

> The purpose of the researcher is to describe situations and events. That is, to say how a certain phenomenon is and manifests itself. Descriptive studies seek to specify the important properties of people, groups, communities or any other phenomenon that is subjected to analysis. They measure or evaluate various aspects, dimensions or components of the phenomenon or phenomena to be investigated. From a scientific point of view, describing is measuring. That is, in a descriptive study, a series of questions is selected and each one of them is measured independently, in order to describe what is being investigated - and worth the redundancy. (p. 51)

For his part, Muntané (2010) mentions that this type of study allows the researcher to carry out a detailed analysis of the phenomenon that is intended to be studied, from this it is possible to characterize in a more concrete way, with respect to the purpose of this research

the impact of soft skills for an effective teaching of English, considering the factors that interfere with education.

3.2 Subjects and Sources of Information
3.2.1 Subjects.

For the purposes of this research, the research subjects are students between 12 and 13 at República del Perú Vitalia Madrigal Araya school. According to Hernández, Fernández and Baptista (2014): "The population: set of elements that have characteristics in common ... They can be finite or infinite" (p. 165).

3.2.2 Study unit

According to Krathwohl (1997), the purpose of defining a sample is to select a small number of units from a population, so that the researcher can make more reliable inferences regarding the nature of the population. In this line, for the purposes of this research, considering its qualitative and descriptive approach, a non-probabilistic sample has been determined, composed of 7 sixth grade students at República del Perú Vitalia Madrigal Araya school. In total, these groups are made up of a total of 133 students.

On the choice of samples, Hernández, Fernández and Baptista (2014) mention that: "It is seldom possible to measure the entire population, so a sample is obtained or selected and, of course, it is intended that this subset is a faithful reflection of the entire population. " (p. 240).

Based on the above and given the characteristics of this research, a non-probabilistic sample has been established, composed of 3 of sixth grade students.

3.2.3 Primary sources.

Hernández, Fernández and Baptista (2014), establish that primary sources provide direct information about a certain topic or problem, therefore within these the information that can be directly provided by subjects directly related to the object of study is considered, books, magazines, newspapers, articles and monographs.

For the purposes of this research, the primary source of information is sixth grade students at República del Perú Vitalia Madrigal Araya school, who will provide direct

information on the aspects that this study intends to analyze. According to Monje (2011) "it is a personal writing referring to their own experiences, research and results" (p. 75).

3.2.4 Secondary sources.

Taking as reference the definition proposed by Monje (2011), secondary sources of information are those that do not participate directly in the investigative process, however they provide a theoretical foundation for research. In this regard, the author indicates "description of the study by a person who did not participate in the research, or different from the original researcher… information is obtained from another person, book or material". (Monk, 2011, p.76)

The secondary sources consulted in this research are: scientific articles, thesis and books.

3.3 Techniques for gathering information

The literature review shows that in the research context there are many techniques and tools for collecting information. Authors Yousuf and Asger (2015) identify different types of techniques that the researcher can select according to the nature of the study and the objectives set, within this classification identifies traditional techniques (interviews, documentary analysis, among others), contextual techniques within of which there is observation and ethnography; and finally the cognitive techniques (laddering, card sorting, repertory grids)

For his part, Yin (2014) mentions:

> Six sources can be used for collecting evidence in a case study: documents, record keeping, interviews, direct observation, participatory observation, and physical artifacts. Through them, they seek to obtain different perspectives on an event or behavior. (p.25)

For the purposes of this research, the technique selected for the collection of information is the focus group.

3.3.1 Focus group.

According to Hamui-Sutton and Varela-Ruiz (2013), the focus group technique allows a space of opinion to be generated in which the feeling, thinking and living of individuals can be captured, these aspects being very rich for research qualitative. For his part, Martínez-Miguelez (2012) states that this "is a collectivist research method, rather than an individualist one, and it focuses on the plurality and variety of attitudes, experiences and beliefs of the participants, and does so in a space of relatively short time ". (p.32)

For the purposes of this research, the use of this technique has the purpose of knowing from the point of view of the students the impact of soft skills for an effective teaching of English considering the factors that interfere in combined educational environments. This technique allows us to respond to the objectives of the research and considering the relaxation of the restrictions established by the COVID-19 virus, it will be carried out in person at the educational institution.

On this, authors such as Sutton and Varela (2012) establish a series of criteria for the development of focus groups, namely:

- Criterion Group interview Focus groups
- Number of participants 6-10
- Objective Opinions experiences
- Structure level
- Depth of experience
- Scope of experiences
- Level of participation of the moderator

3.4 Operationalization of Variables

The last section of this chapter exposes the definition and operationalization of the variables of this research, based on them the instruments are structured, the results, conclusions and recommendations are presented.

According to Santiesteban Naranjo, E. (2017): "Operationalizing means giving values to the main constructs that appear in it. The operationalization of variables is carried

out because there are qualities of the object that are not directly observable; these require the atomization in dimensions and indicators that are directly quantifiable." (p.114).

3.4.1 First Variable

Influence of soft skills on students

Conceptual definition

It refers to the influence that soft skills can have on the teaching and learning process of students. In this regard, the European Commission (2018):

> Soft skills is a term often associated with a person's Emotional Intelligence Quotient, the cluster of personality traits, social graces, communication, language, personal habits, friendliness, managing people, leadership, etc. that characterize relationships with other people. Soft skills, also known as people skills, complement hard skills to enhance an individual's relationships, job performance and career prospects. It's often said that hard skills will get you an interview but you need soft skills to get – and keep – the job. (p.16)

Instrument definition

To assess this variable, a series of question items have been established that will be assessed through a focus group. The questions established for these purposes are:

1. How important is it to put yourself in someone else's shoes?
2. Why is it good to put yourself in someone else's shoes?
3. Do you consider teamwork important? Why?
4. How does it feel to help others while we are working in class?
5. Why is it important to be creative while learning?
6. Do you know what soft skills are?
7. How important is communication (listening, speaking, writing) to you during class time?
8. How important is problem solving during class time to you?
9. How important is teamwork to you during class time?
10. How important is interpersonal relationships for you during class time?
11. How important is the use of technology during class time to you?
12. Which of the above do you consider to be the most useful for learning English?

3.4.2 Second Variable

Most relevant strategies implemented in education for an effective English teaching within a virtual environment.

Conceptual definition

It refers to the strategies implemented in education for an effective English teaching within a virtual environment. According to Dabbagh (2007), education developed in virtual environments has a series of characteristics that include aspects of both students and teachers and the platform used for these purposes. Therefore, the strategies implemented must encourage the student to be independent, self-motivated, disciplined, self-starter, and goal-oriented.

Instrument definition

To assess this variable, a series of question items have been established that will be assessed through a focus group. The questions established for these purposes are:

1. What activities do you do in the English class to learn the language?
2. Which ones do you like the most? Why?
3. How often are games related to the topic being worked on in class performed? How much do these activities help you to learn English?
4. Describe one of the most significant activities, in class, that have helped you learn English? And explain why it was important to you?

3.4.3 Third Variable

Factors that interfere on the combined educational process to students

Conceptual definition

It refers to the factors that can interfere in the teaching and learning process developed through combined education. Harrell and Bynum (2018) mention the following in this regard:

> Although classrooms may have access to technology initiatives, there are several circumstances that affect the proper implementation of technology in classrooms such as poor infrastructure, inadequate technology, lack of sufficient technological tools, effective professional development (external factors), low teacher self-efficacy and teacher perceptions (internal factors). (p.13)

Instrument definition

To assess this variable, a series of question items have been established that will be assessed through a focus group. The questions guide that makes up the focus group interview is presented below, this guide is applied to the student's population mentioned in this research, the questions are distributed according to the corresponding variable. The questions established for these purposes are:

1. Do you enjoy virtual or face-to-face classes more? Why?
2. Does the space in your house where you receive classes allow you to pay attention and participate?
3. Describe the space where you receive lessons at home
4. Do you have support at home from a family member, tutor or person in charge to carry out the GTAs after your virtual session?
5. How much domain do you have in the use of virtual platforms (TEAMS)?
6. Do you have study schedules and time to do your GTA and support material sent by the teacher?
7. What actions of the teacher have affected you to feel interested in the class? What other activities would you like the teacher to apply during the lessons?

CHAPTER IV.

ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis and Interpretation of Data

This section presents the analysis of the results obtained by applying the technique for collecting information selected for this study. According to Hernández et al (2014), this phase of the process is defined as "the close link that exists between the composition of the sample, data collection and analysis" (p.427). For this, the responses provided by the research subjects are analyzed to the guiding questions established for the focus group.

From this perspective, the data collection technique facilitates the compilation of information that will be analyzed from the qualitative research approach. Regarding this, Hernández et al (2014) mentions that "It uses the collection and analysis of data to refine the research questions or reveal new questions in the interpretation process". (Hernández, Fernández, Baptista, 2014, p.7).

Likewise, on this Barrantes (2014) mentions "It mainly studies the meanings of human actions and social life... the data is generally treated in an explanatory manner" (p. 87).

4.1.1 Focus group

The analysis of the results interpreted from the interview guide, take to the focus group technique, is established below, which was applied to the students from the school.

It is important to indicate that taking advantage of the relaxation of the restriction measures brought by the health authorities of Costa Rica, in the face-to-face sessions the focus group was held for the students selected for these purposes.

As indicated in chapter III, the questions were raised in accordance with the research objectives and their respective variables.

Objective 1: To describe the influence that the soft skills have on students during their learning process.

Questions regarding objective 1
1. How important is it to put yourself in someone else's shoes?
2. Do you consider teamwork important? Why?

3. How does it feel to help others while we are working in class?

4. Why is it important to be creative while we are learning?

5. Do you know what soft skills are?

6. How important is communication (listening, speaking, writing) to you during class time?

7. How important is problem solving during class time to you?

8. How important is teamwork to you during class time?

9. How important is interpersonal relationships for you during class time?

10. How important is the use of technology during class time to you?

11. Which of the above do you consider to be the most useful for learning English?

Objective 2: To explain the most relevant strategies implemented in education for an effective English teaching within a virtual environment.

Questions regarding objective 2

1. What activities do you do in the English class to learn the language?

2. Which ones do you like the most? Why?

3. How often are games related to the topic being worked on in class performed? How much do these activities help you to learn English?

4. Describe one of the most significant activities, in class, that have helped you learn English? And explain why it was important to you?

Objective 3: To identify the most relevant factors that interfere on the combined educational process to students between 12 and 13 years at República del Perú Vitalia Madrigal Araya School.

Questions regarding objective 3

During your English classes…

1. Do you enjoy virtual or face-to-face classes more? Why?

2. Does the space in your house where you receive classes allow you to pay attention and participate?

3. Describe the space where you receive lessons at home

4. Do you have support at home from a family member, tutor or person in charge to carry out the GTAs after your virtual session?

5. How much domain do you have in the use of virtual platforms (TEAMS)?

6. Do you have study schedules and time to do your GTA and support material sent by the teacher?

7. What actions of the teacher have affected you to feel interested in the class? What other activities would you like the teacher to apply during the lessons?

4.1.2 Analysis of the questions that correspond to objective 1

Question 1: How important is it to put yourself in someone else's shoes?

Results: According to the answers provided by the students, putting themselves in the shoes of others implies closeness and understanding regarding the reality of the other, in such a way that this is important for them.

In this line, it should be considered that the conditions generated by the pandemic allow students to visualize from a different perspective how the understanding of the reality of others is important, since in several of the answers reference is made to feelings and that others can feel.

Table 1. Systematization question 1

How important is it to put yourself in someone else's shoes?	
Students group 1	Student 1: Quite a lot because you have to see how the other person feels.
	Student 2: You have to know how you feel, because you can't judge it with the naked eye because you don't know what's happening...
Students group 2	Student 1: It would be very important, because it would help the person who is

	doing it, because that person would be very proud and grateful.
	Student 2: He has to do a good job since he plays with the presence of that person, what he feels
	Student 3: The same
Students group 3	Student 1: Putting yourself in someone else's shoes for example, not hurting their feelings or not treating them badly and feeling how the other person is going to feel depending on what I am going to say.
	Student 2: The same
	Student 3: The same, it is important for people not to feel bad and to know that people have feelings.

Question 2: Do you consider teamwork important? Why?

Results: Based on what the students raised in this question, teamwork is important for strengthening interpersonal relationships, developing and acquiring new knowledge together.

From perspective, it can be identified as in the context of the pandemic the possibilities of participating in joint activities have been limited, in such a way that for students the development of group activities is important as it facilitates contact with other people and thus they don't feel isolated.

Table 2. Systematization question 2

Do you consider teamwork important? Why?	
Students group 1	Student 1: It depends on the occasion because there are times, there are things in which it is better to do it as a team and

	everything, than to do it alone because the whole world contributes. The good thing about teamwork is camaraderie.
	Student 2: Yes, sometimes there are things that you have to do alone, but it is also good to do them as a team and not be doing everything alone. The good thing about working as a team is working together.
Students group 2	Student 1: Yes, yes it is very important.
	Student 2: To work as a team you can help each other
	Student 3: Collect a lot of ideas
Students group 3	Student 1: Yes, it is important to have good social relationships with others.
	Student 2: It is important to get along with people and do the job better.
	Student 3: Yes

Question 3: How does it feel to help others while we are working in class?

Results: The answers raised by the students show that it is important for them to be empathetic towards the difficulties that their classmates may present in the classroom context and that thanks to this they are willing to collaborate in what the others may need.

Their responses allow us to understand that interaction and closeness with their peers is an important element in their training process and in the context of the pandemic it is one of the actions that should be reinforced given the difficulties that peers and their families have had. suffered.

Table 3. Systematization question 3

How does it feel to help others while we are working in class?	
Students group 1	Student 1: Good.
	Student 2: Okay
Students group 2	Student 1: I would be very happy to help this person to learn more.
	Student 2: Very proud since I can offer my knowledge towards this person
	Student 3: That I can help people who don't know the answers or don't know something.
Students group 3	Student 1: Well, because they do need help, we must help them so that they don't feel bad for not receiving help from others.
	Student 2: We all need help at some point.
	Student 3: Same.

Question 4: Why is it important to be creative while we are learning?

Results: Creativity in the learning process acquires a meaning that should be given importance because, based on the answers provided by the students, this becomes the means so that their activities, projects or actions that take place in the classroom are not boring or repetitive.

In the context of the pandemic and classes in the combined modality, creativity is the turning point between content, processes that can be developed from a traditional perspective, and actions that, under pedagogical mediation, teachers can innovate and improve so that the student exploits his potential and abilities.

Table 4. Systematization question 4

Why is it important to be creative while we are learning?	
Students group 1	Student 1: To see things in another way
	Student 2: Yes so it's not all so boring.
Students group 2	Student 1: This is how you learn new things
	Student 2: Yes, because it generates new ideas, new projects.
	Student 3: That one is free to imagine their creativity, to be free.
Students group 3	Student 1: To have different opinions and not do the same to others and have our own imagination
	Student 2: Same.
	Student 3: In order to have imagination when learning

Question 5: Do you know what soft skills are?

Results: The answers provided by the students show that the concept of soft skills is not as well known to them. In this line, even when soft skills are reinforced by teachers within the educational process, the majority of students do not state that they do not know much or that they do not know what it is at all.

In this line, as proposed by the different authors considered in this research, the development of soft skills is circumscribed to the conditions that, within the context of the classroom, are conducive to their development. However, due to the pandemic, the normal conditions that can favor its development are changed by an educational platform, from which it is possible that not all the tools for the teaching and learning process have been used.

Table 5. Systematization question 5

Do you know what soft skills are?	
Students group 1	Student 1: More or less
	Student 2: Didn't answer.
Students group 2	Student 1: Yes
	Student 2: Yes
	Student 3: Yes
Students group 3	Student 1: No.
	Student 2: No.
	Student 3: No.

Question 6: How important is communication (listening, speaking, writing) to you during class time?

Results: The responses provided by the students show that for them communication is one of the most important elements within the educational process, however, it is more visualized within the processes of social interaction, than in an educational context in which the activities proposed by the teacher allow to reinforce skills and knowledge in listening, speaking and writing.

In this line, it can be understood that the context generated by the pandemic and the impossibility of social interaction among students means that the responses focus a lot on understanding others.

Table 6. Systematization question 6

How important is communication (listening, speaking, writing) to you during class time?	
Students group 1	Student 1: Very important
	Student 2: Yes, because you need to understand, so… with the conversation you can understand.
Students group 2	Student 1: Communication is very important because that way you know how the other person feels
	Student 2: Didn't answer.
	Student 3: Did not answer
Students group 3	Student 1: To understand their different thoughts
	Student 2: To understand different people
	Student 3: To communicate with each other and know the opinion of others.

Question 7: How important is problem solving during class time to you?

Results: The responses provided by the students in relation to the importance of problem solving show that the interpretation they make of this soft skill focuses more on correcting an error in both the educational and personal contexts and not on development. of an ability that allows them to solve different types of problems to which they can provide solutions.

This vision is based on the evaluative perspective that is provided in the educational context, which focuses on obtaining grades that allow them to pass the school year.

Table 7. Systematization question 7

How important is problem solving during class time to you?	
Students group 1	Student 1: Quite a lot because you have to remove the doubt then
	Student 2: Diay the same
Students group 2	Student 1: He did not answer
	Student 2: It is very important because it can generate good things
	Student 3: He did not answer
Students group 3	Student 1: In order not to make a mistake and make the mistake again, it is important to solve it
	Student 2: Didn't answer.
	Student 3: It is quite important to solve the problems or correct them

Question 8: How important is problem solving during class time to you?

Results: In relation to teamwork in classes, it is important to indicate that not all students provided an answer, however, in the cases in which it was obtained, this soft skill is interpreted as a means for the development of knowledge and sharing opinions.

Based on the above, it is important to consider that teamwork effectively fosters a space for learning in which students can solve problems, strengthen communication and develop creativity, however, to strengthen this soft skill, the conditions must be generated, in order to that make it easier for students to work together. From this perspective, the context of the pandemic and the development of lessons in virtual educational environments have not made it easy for students to develop it.

Table 8. Systematization question 8

How important is teamwork to you during class time?	
Students group 1	Student 1: Sometimes yes, but sometimes also like no, it's better alone.
	Student 2: Didn't answer.
Students group 2	Student 1: Did not answer
	Student 2: Teamwork can help us students to know more, to study more
	Student 3: Did not answer
Students group 3	Student 1: Did not answer
	Student 2: Didn't answer.
	Student 3: Did not answer

Question 9: How important is problem solving during class time to you?

Results: As has been previously indicated, interpersonal relationships in the current context have become very important for students, considering that sanitary restrictions made it impossible for them to attend educational centers in 2021 and in 2022 the school year will be developed under the combined mode.

In this line, the answers provided by the students show that thanks to interpersonal relationships they interact and in socialization they manage to learn more from others.

Table 9. Systematization question 9

How important is interpersonal relationships for you during class time?	
Students group 1	Student 1: Good, because you interact and everything and it doesn't stay there "cornered"
	Student 2: I think the same
Students group 2	Student 1: He did not answer
	Student 2: He didn't answer.
	Student 3: He did not answer

Students group 3	Student 1: To socialize and learn more about others, to know what their thoughts are and not to hurt them.
	Student 2: He didn't answer.
	Student 3: He did not answer

Question 10: How important is the use of technology during class time to you?

Results: The use of technology in the context of the pandemic has acquired a greater degree of importance because students had to use educational platforms to receive the lessons. However, the perspective of the students when faced with the question asked shows a use of technologies focused on the search for information.

In this line, it is important to mention that students, prior to the pandemic, were more accustomed to the use of technologies as a means of communication, specifically with the use of social networks and as an information source for the development of assignments that teachers left.

Table 10. Systematization question 10

How important is the use of technology during class time to you?	
Students group 1	Student 1: It really helps a lot.
	Student 2: Yes it helps a lot
Students group 2	Student 1: I think that technology can also help you, for example, if one asks oneself a question, what is that? did not finish the answer
	Student 2: The internet is to find the information that you need to do a job or an experiment.
	Student 3: Yes, because you can provide information that we cannot have.
Students group 3	Student 1: Same.

	Student 2: To investigate a topic
	Student 3: To investigate something we don't know or a doubt

Question 11: Which of the above do you consider to be the most useful for learning English?

Results: The responses provided by the students suggest that the most important soft skill for them is interpersonal relationships, the use of technology and communication. In this line, their answers are closely linked to the experiences that they have had to face in the current context, where the use of technology in the educational field has become an obligatory action for them, the affectation of interpersonal relationships due to the lack of face-to-face interaction that is very important for students, and finally, communication, a basic element that had to be adapted to digital media.

Table 11. Systematization question 11

Which of the above (soft skills mentioned) do you consider to be the most useful for learning English?	
Students group 1	Student 1: Wow, I think that we all relate to each other, talk about the problems and everything, talk and so on.
	Student 2: Practice and live with others so that everyone helps each other.
Students group 2	Student 1: This, for example, Google helps, there is a translator in Google and you can put the language you want and be able to pass it
	Student 2: Technology helps a lot and also communication
	Student 3: Did not answer
Students group 3	Student 1: They are all important but for me the most important is communication
	Student 2: Communication
	Student 3: Communication to learn all new things

4.1.3 Analysis of the questions that correspond to objective 2

Question 1: What activities do you do in the English class to learn the language?

Results: The purpose of this question was to assess the pedagogical mediation implemented by the teachers in the English courses. In this line, the answers provided by the students show that in the classes the teachers implemented various strategies such as conversation, writing, reading and in some cases games.

Table 12. Systematization question 1

What activities do you do in the English class to learn the language?	
Students group 1	Student 1: Diay talk, talk, they make us read and everything
	Student 2: The teacher reads and that we read it so that we say it
Students group 2	Student 1: Write
	Student 2: Read, answer some questions
	Student 3: Games
Students group 3	Student 1: Read books and sometimes communicate with classmates
	Student 2: Communicate with other classmates and read sentences in English
	Student 3: Pay attention to the teacher

Question 2: Which ones do you like the most? Why?

Results: Regarding the strategies that were most liked by the students, the answers provided focus on reading, spelling words and conversations. In these strategies, it is important to consider that the teacher has a role of transcendental importance, not only as a facilitator, but as the person who must provide the corresponding observations to the students to correct any error that occurs in the execution of class activities.

Table 13. Systematization question 2

Which ones do you like the most? Why?	
Students group 1	Student 1: Read because, for me, what is most difficult for me is the pronunciation, so
	Student 2: Or also know how to spell words that makes us spell words, to know how they are written.
Students group 2	Student 1: Draw
	Student 2: Read
	Student 3: The activities
Students group 3	Student 1: Communication to understand others
	Student 2: For me, communication because we all learn new things
	Student 3: Pay attention

Question 3: How often are games related to the topic being worked on in class performed? How much do these activities help you to learn English?

Results: From the students' perspective, the use of games in class is not one of the strategies regularly implemented by teachers. From the above, it is evident that, in the context of combined education and virtual classes, teachers used more classic pedagogical mediation strategies, focused on reading, writing and conversation.

Table 14. Systematization question 3

How often are games related to the topic being worked on in class performed? How much do these activities help you to learn English?	
Students group 1	Student 1: Little. Yes some yes. I don't remember right now
	Student 2: Yes little.
Students group 2	Student 1: Yes, it happens a few times.
	Student 2: Rarely, since you have to understand several things
	Student 3: Did not answer
Students group 3	Student 1: Not much, about once a month. they are valuable
	Student 2: They are quite valuable to learn more things
	Student 3: Did not answer

Question 3: Describe one of the most significant activities, in class, that have helped you learn English? And explain why it was important to you?

Results: Regarding the most significant activities, the students mention that reading and translation are the most important for them, since it has helped them with learning English.

In this line, reading and translation are activities that have made it easier for students to learn a language that is not their native one.

Table 15. Systematization question 4

Describe one of the most significant activities, in class, that have helped you learn English? And explain why it was important to you?	
Students group 1	Student 1: Not this year.
	Student 2: It is that this year we have hardly had, so that is why we do not remember many activities
Students group 2	Student 1: English is very important because now, all colleges and schools and universities need English in case they are sent to another country.
	Student 2: Yes because it helps us speak a new language to learn if we go to a country. The translation. Learn the alphabet.
	Student 3: Gives new teachings. Read and learn to translate the words. Learn the numbers.
Students group 3	Student 1: That the teacher has made us read different paragraphs. To better learn pronunciation and new words
	Student 2: That the teacher has made us read in groups
	Student 3: Did not answer

4.1.4 Analysis of the questions that correspond to objective 3

Question 1: Do you enjoy virtual or face-to-face classes more? Why?

Results: The answers provided by the students are clear when it is evident that the lessons developed through the virtual educational platforms made it difficult to understand

some of the contents and activities that the teachers implemented. In addition to the above, in the face-to-face context, the interaction between peers enriches the teaching and learning processes.

From this perspective, it should be considered that for the students, both the explanation and the feedback provided by the teachers in the virtual context can be affected by the group dynamics, the noise that can occur in the students' homes and the distracting factors that these can have when being in a space that is not conducive to the development of classes.

Table 16. Systematization question 1

Do you enjoy virtual or face-to-face classes more? Why?	
Students group 1	Students 1: Face-to-face because I understand more why not online.
	Student 2: Face-to-face because in virtual you hardly learn and you can't understand things well.
Students group 2	Student 1: I feel that face-to-face is more important, because that way you learn better than virtual
	Student 2: These two are very fun, because in person we can study and be with classmates that we haven't seen in a long time. In the virtual ones we can learn with technology and do activities.
	Student 3: The face-to-face ones since they are better understood or they have some important factors.
Students group 3	Student 1: The face-to-face classes, for the same reason, being more in communication,

	the teacher is better understood and they explain better.
	Student 2: Face-to-face because we can communicate with the teacher, clarify doubts and interact more with classmates
	Student 3: Because being here is not the same as being at home.

Question 2: Does the space in your house where you receive classes allow you to pay attention and participate?

Results: Regarding the space in which the students receive the lessons and the facilities that it offers them to pay attention to the classes, the experiences mentioned are varied considering that the space that some of them use is conducive to participating in the lessons, however For others, the space is not ideal because there is a lot of noise.

Along these lines, it is important to consider that homes are not the right place for students to receive lessons, so in the context of the pandemic, many families had to make some adjustments so that their children could finish the school year. Even so, economic possibilities, geographical location and aspects of family dynamics are factors that have influenced the educational quality of many students.

Table 17. Systematization question 2

Does the space in your house where you receive classes allow you to pay attention and participate?	
Students group 1	Student 1: Yes actually yes
	Student 2: Yes
Students group 2	Student 1: Yes
	Student 2: Yes
	Student 3: Yes

Students group 3	Student 1: Sometimes not because you hear noises outside and then that bothers you and you can't understand the teacher well.
	Student 2: Same.
	Student 3: I think not because at home we have many distractions, the cell phone and the television.

Question 3: Describe the space where you receive lessons at home?

Results: As evidenced in the answers provided in the previous question, not all students have the ideal space to receive lessons, in this line, the answers provided show that many of the students had to adapt their rooms, the living room or other spaces of the home, so as not to see the educational process interrupted.

From this perspective, it should be considered that homes refer to an intimate space for family interaction, enjoyment and coexistence, therefore it does not have the necessary infrastructure to ensure that students can receive the lessons in an adequate way.

Table 18. Systematization question 3

Describe the space where you receive lessons at home?	
Students group 1	Student 1: In my room is where
	Student 2: Likewise, in my room.
Students group 2	Student 1: I do them in my room.
	Student 2: In a room where you can pay close attention and be alone
	Student 3: In my mom's room.
Students group 3	Student 1: In the room
	Student 2: In the room
	Student 3: In my room.

Question 4: Do you have support at home from a family member, tutor or person in charge to carry out the GTAs after your virtual session?

Results: The responses raised by the students show that the family nucleus has been in charge of providing support for the development of the GTAs and clarifying doubts that may remain after the lesson.

This coincides with the perspective previously analyzed in which the students mentioned that they would prefer face-to-face lessons since they could directly clarify the doubts they had with the teacher, in addition to understanding him better.

Table 19. Systematization question 4

Do you have support at home from a family member, tutor or person in charge to carry out the GTAs after your virtual session?	
Students group 1	Student 1: Ehh sometimes, not always, but sometimes yes sometimes. My dad is the one who knows a little more English.
	Student 2: Yes, also my dad sometimes
Students group 2	Student 1: Yes, for example, my mom helps me a lot to do them and she helps me, for example, if I don't know that question, I ask my mom and she helps me.
	Student 2: Yes, my aunt or my mother, because I can no longer understand some things.
	Student 3: My brother and my uncle who help me translate words well or solve something in English
Students group 3	Student 1: My mom sometimes helps me when I don't understand a question.
	Student 2: My mom
	Student 3: My dad

Question 5: How much domain do you have in the use of virtual platforms (TEAMS)?

Results: The use of the Teams virtual platform as a means to continue the educational process represented difficulties for many students and teachers who were not familiar with its use.

From this perspective, the responses of the students reflect two realities, that of the students who were able to adapt to the use of said platform and that of those who presented difficulties. In this line, it should be considered that the 2021 school year was developed entirely using the TEAMS platform, this year being a critical period for the student population, more accustomed to the use of communication platforms and social networks.

Table 20. Systematization question 5

How much domain do you have in the use of virtual platforms (TEAMS)?	
Students group 1	Student 1: Like 90% because there are some things that aren't.
	Student 2: Yes, 90%, because there are times when new things come in and then and there you get lost.
Students group 2	Student 1: I play it very well
	Student 2: Good, but I have a hard time finding pending work
	Student 3: Fine with me.
Students group 3	Student 1: Yes, I know how to use it because my mom taught me
	Student 2: We know how to use it.
	Student 3: Yes, I will use it.

Question 6: What actions of the teacher have affected you to feel interested in the class? What other activities would you like the teacher to apply during the lessons?

Results: The responses provided by the students show the need to incorporate and strengthen teaching and learning strategies in which the student can have direct interaction with the teacher and with peers.

The foregoing reflects that for students, interaction and communication is a necessity that helps them with the training process.

Table 21. Systematization question 6

What actions of the teacher have affected you to feel interested in the class? What other activities would you like the teacher to apply during the lessons?	
Students group 1	Student 1: Because you explain well and translate them. Because there are words that I don't know what they mean so where he translates them, I already understand. Yes, like being able to ask him more. Sometimes it's embarrassing.
	Student 2: Same. I like group chats, so If I I don't know what to say we can talk between us and make everything more interactive. Because you feel like shame.
Students group 2	Student 1: For example, when teachers teach the subjects, they ask the students if they want to repeat it again.
	Student 2: In the explanations of a topic. An activity where everyone participates so that they do not remain silent and do not want to participate.
	Student 3: Same as the partner.
Students group 3	Student 1: Let the teacher include us in the conversation. Let us talk to our colleagues.
	Student 2: Let the teacher make us talk. Let us play and talk with our peers

	Student 3: I don't know.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This chapter presents the main conclusions and recommendations taking the results obtained as a reference.

5.1.1 Regarding to the problem formulation

Regarding the problem formulation, it is concluded that the conditions generated by the pandemic implied in the educational context that the lessons should be carried out under the combined education modality. This implied that teachers had to prepare the lessons for both the virtual and face-to-face context.

In terms of teaching English, this implied that teachers had to adapt the teaching and learning methodologies in order to meet the objectives of their courses and ensure the continuity of the educational process.

In addition to the above in this process, some of the soft skills, such as camaraderie, communication and the use of technologies were strengthened, because the students, considering the conditions generated, required to face the changes and needs, that the pandemic and education combined generated.

From this perspective, it can be determined that soft skills have a positive impact on the English language teaching and learning process, however, it should be considered that these were strengthened due to contextual aspects and not as part of the strategies implemented by teachers in the study. educational process. In this way, this research shows that soft skills could, if incorporated in the planning and content of classes, become a tool that enhances the learning of a second language.

5.1.2 Regarding to the general objective

Regarding the conclusion of the general objective of this research, when considering the conditions generated by the pandemic and the implementation of the lessons under the combined education modality, it is evident that in terms of the effective teaching of English,

communication, the use of technology and interpersonal relationships were the soft skills that had the greatest impact on students.

It is worth mentioning that these soft skills were not specifically strengthened within the educational process by activities or processes developed by the teacher, on the contrary, their development was due more than anything to contextual aspects that the pandemic itself generated. In this line, it can be recognized that even when strategies are not established in the class that strengthen soft skills, contextual aspects can contribute to their development or, failing that, to be strengthened.

The foregoing is an important aspect for the teaching exercise, because based on what happens in the educational context, teaching and learning strategies can be established that favor both the effective teaching of English and the development and strengthening of soft skills.

It is also important to consider that the students who received the lessons under the combined education modality presented difficulties, especially in the virtual lessons, due to the physical conditions of their homes and requiring the clarification of doubts by their parents to carry out the assignments. of the teachers.

In this line, the training process of the students and the impact of the soft skills for the strengthening of the teaching of English, is not evidenced to a great extent, considering that the teachers and the methodologies used did not generate much impact on the students, At least in the virtual context.

5.1.3 Regarding to the first specific objective

In conclusion, regarding the first research objective, it can be determined that students are not very familiar with the concept of soft skills, however some of these such as communication, empathy and the use of technologies have been developed precisely by the conditions generated by the pandemic. It is worth mentioning that problem solving and teamwork were not considered by students as soft skills that were generated or strengthened in the educational process.

From this perspective, it can be considered that there is an impact of soft skills in the educational process of students, however, there is no evidence that their result is derived from specific actions that are developed within the course, but on the contrary, these have been the result of contextual aspects generated by the pandemic and combined education.

In this line, it should be considered that for the development or strengthening of soft skills, it is necessary to establish conditions that allow their gradual development and subsequent evaluation. Based on this, it is important that students are aware that the class activities they develop strengthen or develop specific soft skills. Likewise, the student must know the degree of progress in the development of soft skills.

Therefore, based on the results obtained in this research, it is determined that soft skills have an influence on the learning process of students, however these are not the result of the teaching and learning process implemented by teachers, but contextual aspects. that encouraged students to strengthen these skills.

5.1.4 Regarding to the second specific objective

Regarding the second objective, it is concluded that in the context of English lessons, teachers have implemented traditional teaching and learning strategies, such as reading, spelling, and word repetition.

In this line, it is important to consider that the context of the combined lessons could have implemented other teaching and learning strategies in which collaborative activities are integrated, in which learning can be strengthened by making use of soft skills.

In this way, the training process of students and the learning of a second language can be reinforced with the use of teaching and learning methodologies that include cognitive strategies (developed through tasks), metacognitive strategies (linked to learning in general) and socio-affective strategies that are developed in interaction spaces. Based on the above, it should be noted that the use of these strategies is strongly linked to the soft skills that students can develop in the classroom.

As previously indicated, according to the results of the research, the teachers implemented strategies to teach classes that were not entirely relevant to the students, considering the contextual aspects generated by the pandemic. For this reason, the students did not express feeling motivated with the activities developed in the classes specifically in the virtual modality.

5.1.5 Regarding to the third specific objective

Regarding the third objective, it is concluded that students in the context of combined education have found it difficult to participate in an adequate way in the teaching and learning process, among the main difficulties are the conditions that the physical space of their homes offers. to receive the lessons.

In addition to this, it should be considered that in their homes they have had to resort to the help of relatives for the development of the tasks and activities that the teachers assign them. In this line, the answers obtained show that the students required more attention from their teachers, which is why, since their relatives were not in the classrooms, they were the only option to answer their questions.

Another aspect that should be considered is that in the context generated by the pandemic, the emotional affectation of students, due to family losses, economic difficulties and lack of contact with classmates. These affectations greatly affect academic performance.

Considering the above, one of the aspects mentioned by the students has been the importance they give to social interaction that has been recovered through face-to-face lessons. In this way, within the affectations that the students have suffered in the context of the combined lessons, the emotional part must be considered as an important factor.

Based on the conclusions previously exposed, it is determined that the impact of soft skills in the English teaching process under combined modality, fails to establish itself as an effective tool for the development of the class, since both the teaching and learning strategies, as the contextual conditions of the students did not facilitate its implementation in such a way that this involved learning English effectively.

5.2 Recommendations

As a result of the investigation, the following recommendations are made. Considering the advantages offered by soft skills in the educational process, it is recommended that teachers of English teaching be able to incorporate them into the educational process, through the implementation of activities that favor collaborative learning, which is applicable both for the virtual and face-to-face context.

It is recommended that the incorporation of soft skills can be developed gradually, namely basic level communication, teamwork, interpersonal relationships, intermediate level leadership and use of technology and in the advanced level problem solving and innovation. All these soft skills are linked to the teaching and learning strategies that the teacher can implement in the lessons.

Considering the conditions generated by the pandemic, it is recommended that teachers, even when they return to face-to-face lessons, can make use of technological tools, such as the TEAMS educational platform, as a reinforcement of the activities they regularly carry out in classes and doing use of educational material.

It is recommended that the university promote the development of other research that deepens the implication of the use of soft skills for learning languages other than the native language.

Soft skills to strengthen English learning

Strategies to be implemented in the classroom

6.1 Introduction

This document compiled some strategies that can be implemented by teachers to strengthen English learning, making use of soft skills. According to Glaittli (2018), soft skills are understood as:

> The broadest definition is that soft skills are any non-technical skill or ability needed for success in the workplace. The list of soft skills noted across research includes adaptability, critical thinking, empathy, integrity, optimism, problem solving, decision making, goal setting, self-advocacy, proactivity, resilience, grit, teamwork, self-motivation, communication, positive attitude leadership, independence, self-regulation, creativity, time management, organization, professionalism in dress, work ethic, and punctuality. (p.4)

Based on the above, some techniques are proposed based on the following soft skills that can be useful for teaching English:

1. Work ethic (dependability and reliability)
2. Communication skills (listening, verbal, written)
3. Problem solving/Reasoning/Creativity
4. Professionalism and integrity
5. Teamwork
6. Flexibility/adaptability/managing multiple priorities
7. Interpersonal abilities

6.2 Recommended strategies for teachers to employ

Khambayat (2016) mentions that in order to develop an effective teaching of communication skills, it is necessary for the teacher to implement strategies that take into consideration the characteristics of the students and the social, economic and cultural media that are in their lives. context. The author mentions in this regard some methodologies for the work of communication skills, namely:

- Discussion Method: In a classroom, students share their knowledge; as a result, discussion takes place. Discussion is an orderly process of face-to-face interaction in which participants exchange ideas about an issue for solving a problem, answering a question, enhancing their learning or making a decision. Here students take over the communication skills subject from various points of view and with the help of questioning and answering. In this method of teaching, teacher acts as a moderator. This is an appropriate method for teaching communication skills subject, which is social in nature.

- Role Playing Method: Role-playing refers to the changing of one‟s behaviour to assume a role, either unconsciously to fill a social role, or consciously to act as an adopted role. also refer to the role training, where students can rehearse situations in preparation of a future performance and to improve their abilities within a role. The most common examples are occupational training role-plays, educational role play exercises, and certain military war games. In role playing technique the teacher puts the students in situations about which he/she wants to teach them. He/she also instructs them to interact in the way if really, they have been put in that situation.

- Demonstration Method: In this method, the teacher displays or shows or exhibits something. It may be a model human behavior, objects, or models. Demonstration method can be used in highlighting of various sub-skills of communication skills that could be demonstrated by the teacher during practice session. Students can also perform demonstrations individually or in groups.

- Group Work Method: Like discussion method, group work relies on input from students. In group work, students are required to work together with no direct intervention by the teacher. The main reason for using this method is that the students when they work in a group get greater opportunities for learning, which is not possible, when work in the whole class teaching. However, it does not mean that group work should always be preferred. It is advisable that teachers should use a combination of both. (Khambayat, 2016, pp. 8806-8810)

It is also important that the teacher consider the attitudes that students may have towards learning, in this regard Sun et al. (2014) considers that there are attitudes towards learning such as positive or negative emotion, evaluation and approval, or the direct rejection of students towards the content and techniques used by the teacher during classes.

In this line, Chang (2011) mentions some dimensions regarding learning:

- Cognitive component: Cognitive component refers to individual belief or knowledge about affairs that the cognition of attitudes often appears true statement with evaluation, i.e. individual agreement or objection to the attitude object. For example, students know the rich professional knowledge of teachers to present the teaching materials with good organization.

- Affective component: Affective component refers to individual emotional feelings, including positive and negative feelings of respect and contempt, like and dislike, sympathy and rejection. For instance, students evaluate a teacher as a friendly person and would like to be close to the teacher.

- Behavioral tendency component: Behaviors refer to individual response tendency toward the attitude object, i.e. individual action to the attitude object as the explicit behavior toward certain affairs or people. It contains the possibilities of approaching, avoiding, or disregarding affairs. For example, students, with respect, would accept the activity arranged by teachers and actively inquire teachers for professional questions. (p.193)

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Annexes

Guía de grupo focal

INICIO

1. Es recomendable que cada grupo focal se inicie con una breve presentación del moderador y una explicación del propósito por el cual se realiza ese encuentro. A los participantes les debe quedar claro cuál es la finalidad por la cual fueron convocados.

2. El moderador debe indicar en la presentación la confidencialidad y el anonimato en el uso de la información recabada. No se asociará ni personalizará la información obtenida con el sujeto o sujetos que la brindaron, por consiguiente sus opiniones serán analizadas en conjunto con los demás participantes.

3. Se solicita la auotirización de los particpantes para grabar la sesión, contextualizando que la finalidad de la grabación es para agilizar la toma de los datos y que sus usos serán solo para fines de análisis. En caso negativo, el moderador deberá reafirmar el objeto del estudio y en caso de ser negativo, deberá tomarse nota fiel de las opiniones de los particpantes.

DURANTE

1. Desde el inicio de cada grupo, se recomienda generar un clima de intimidad y comodidad entre los entrevistados, necesario para que puedan expresarse sin censuras. Esta condición es sumamente importante que se sostenga durante el encuentro para que las opiniones vertidas dentro del grupo sean tanto más espontáneas y completas.

2. Resulta fundamental que el moderador no dé por obvios los conceptos que surgen en cada grupo. No se debe presuponer el significado o la representación de una idea o concepto; el significado puede variar de una persona a otra. Para ello, es imprescindible repreguntar para profundizar y comprender a qué refiere el participante con sus expresiones.

   En este sentido el moderador puede repreguntar a los participantes:

   - ¿Por qué opinan así?
   - ¿En qué sentido lo dicen?
   - ¿Podrían darme un ejemplo de ello?
   - ¿Por qué les parece muy importante esa acción?

3. El moderador debe estar atento a las preguntas previstas en esta guía, pero sin descuidar el proceso. Las preguntas de la guía siguen un esquema, que permiten la captura de datos específicos. Lo que debe buscarse en primer término son las respuestas espontáneas de los entrevistados y luego, profundizar sobre la información.

4. Considerando que el grupo focal es una entrevista grupal, el moderador debe estar atento a las situaciones que pueden ocurrir en el proceso. Por ello es importante que este tenga en consideración que no es necesario el consenso en las opiniones de los participantes. El moderador, deberá promover y habilitar el intercambio de todos los puntos de vistas que surjan, las razones que justifican cada una de las posturas.

5. Asimismo, el moderador, deberá tener la pericia para moderar las diferencias que puedan surgir entre los participantes. Así como los casos de participantes que imposibiliten a los demás sujetos participar. Deberá evitarse por lo tanto la monopolización e intimidación que imposibilite la libre expresión de los participantes.

CIERRE

1. Cada grupo se dará por concluido cuando el moderador considere que ya se han abordado todos los temas previstos en esta guía y que se ha profundizado lo suficiente al respecto.

2. Es aconsejable ofrecer a los participantes un espacio de reflexión e incluso la posibilidad de ampliar algún tema en particular, o bien algún comentario/sugerencia sobre las acciones evaluadas o sobre la evaluación en sí misma.

3. Al finalizar se agradece a los participantes por el tiempo brindado y la importancia de las opiniones aportadas.

Universidad Hispanoamericana

English Teaching

Final Thesis Project

Instrument for students

El presente instrumento se desarrolla con el fin de recoger información acerca del impacto de las habilidades blandas para una enseñanza efectiva del inglés considerando los factores que interfieren en los entornos educativos combinados de los estudiantes entre 12 y 13 años en el Colegio República del Perú Vitalia Madrigal Araya durante el 2do semestre de 2021.Toda la información recolectada es para uso académico y será confidencial.

Objetivo: Explorar el impacto de las habilidades blandas para una enseñanza efectiva del inglés considerando los factores que interfieren en ambientes educativos combinados a estudiantes de entre 12 y 13 años de la Escuela República del Perú Vitalia Madrigal Araya durante el 2do semestre de 2021.

Guía de preguntas a estudiantes:

Yo soy…… y estoy realizando este estudio para precisar algunos datos y valoraciones sobre impacto de las habilidades blandas para una enseñanza efectiva del inglés considerando los factores que interfieren en ambientes educativos combina

En este sentido pueden sentirse libres de expresar sus ideas y opiniones en este espacio. Aquí no hay respuesta correctas o incorrectas; lo que importa justamente es la opinión sincera que ustedes expresen sobre los temas tratados. Es importante recalcar que sus opiniones son únicamente para efectos de esta investigación, sus respuestas serán unidas a otras opiniones de manera anónima y en ningún momento se identificará qué dijo cada participante

Para agilizar la toma de la información, resulta de mucha utilidad grabar la conversación. Tomar notas a mano demora mucho tiempo y se pueden perder cuestiones importantes. **¿Existe algún inconveniente en que grabemos la conversación?** El uso de la grabación es sólo a los fines de análisis. ¡Desde ya muchas gracias por su tiempo!

Preguntas con respecto al objetivo 1:

¿Qué tan importantes es ponerse en los zapatos del otro?

¿Por qué es bueno ponerse en los zapatos del otro?

¿Considera importante trabajar en equipo?, ¿por qué?

¿Cómo le hace sentir el poder ayudar a otros mientras aprende?

¿Es importante ser creativo mientras está aprendiendo?, ¿por qué?

¿Sabías que las habilidades blandas son comunicación (escucha, expresión oral, escritura), resolución de problemas, trabajo en equipo, interpersonales y uso tecnología?

¿Cuál o cuáles de las anteriores se han trabajado en las clases?

Preguntas con respecto al objetivo 2

¿Qué actividades hacen en la clase de Inglés para aprender el idioma?

¿Cuáles son las que le gustan más? ¿Por qué?

¿Se realizan ejercicios prácticos en la clase? ¿Qué tanto le ayudan estas actividades para aprender Inglés?

¿Cuáles actividades que utiliza el profesor en clase le han facilitado el aprendizaje del inglés?

Preguntas con respecto al objetivo 3

¿Qué situaciones afectan la comunicación que se da en las clases virtuales y presenciales?

¿Disfruta más clases virtuales o las presenciales?

¿Cómo es el acompañamiento que le brinda el docente en las clases?

¿Cómo se siente en las clases?

¿El espacio en su casa donde recibe las clases permite que pueda poner atención y participar?

¿Cuál de los dos ambientes, virtual o presencial le ayudan a aprender mejor?