The Impact of Implementing Critical Thinking and Problem-Solving in Improving the Speaking Skill of 10- 2 Section from Benemérito Colegio Nocturno José Marti, Puntarenas During I Semester, 2022

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Thesis Submitted to Obtain the Licentiate Degree in English Teaching

Tutor: Licda. Judy Villalobos Montero

October 2022

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Sworn Statement

DECLARACIÓN JURADA

Yo **Neythin María Zúñiga Carvajal**, mayor de edad, portador de la cédula de identidad número: 604350689, egresada de la carrera de **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 Enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: **The Impact of Implementing Critical Thinking and Problem-Solving in Improving The Speaking Skill of 10- 2 Section From Benemérito Colegio Nocturno José Marti, Puntarenas During I Semester, 2022,** es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada 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 los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada 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. en fe de lo anterior, firmo en la ciudad de San José, a los diecinueve días del mes de ___ setiembre ___ del año 2022

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Thesis Tutor's Letter

Puntarenas, 19 de setiembre del 2022.

Señor:
Diego Torres Moreno
Director-Enseñanza del Inglés
Universidad Hispanoamericana

Respetable jefe:

La estudiante **Neythin María Zúñiga Carvajal**, Cédula de identidad número: 604350689, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado: **"THE IMPACT OF IMPLEMENTING CRITICAL THINKING AND PROBLEM-SOLVING IN IMPROVING THE SPEAKING SKILL IN 10- 2 SECTION FROM BENEMÉRITO COLEGIO NOCTURNO JOSÉ MARTI, PUNTARENAS DURING I SEMESTER, 2022",** el cual ha elaborado para optar por el grado académico de Licenciatura en Enseñanza del Inglés.

En mi calidad de tutora, he verificado que se ha 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, recomendaciones y propuesta.

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

a)	ORIGINALIDAD DEL TEMA	**10%**	10%
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c)	COHERENCIA ENTRE LOS OBJETIVOS APLICADOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACIÓN	**30%**	30%
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En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,

Licda. Judy Villalobos Montero
Cédula de identidad: 1-1226-0984
Carné Profesional Nº: 76441

Thesis Reader's Letter

San José, 6 de octubre de 2022

Universidad Hispanoamericana
Sede: Puntarenas
Carrera. Licenciatura en la enseñanza del inglés

Estimado señor

La estudiante Neythin María Zúñiga Carvajal, cédula de identidad 604350689, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado " The Impact of Implementing Critical Thinking and Problem-Solving in Improving The Speaking Skill of 10- 2 Section From Benemérito Colegio Nocturno José Marti, Puntarenas During I Semester, 2022", 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.
pública.

Atte.

Roy Alfaro Alfaro

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Cordialmente,

Neythin María Zúñiga Carvajal

Cedula: 604350689

_____
Firma y Documento de Identidad

Dedication

I dedicate this research to God, to my mother Cynthia the most important and significant person in my life; she has been my support over these years, she inspired me to persevere, gave me the strength and knowledge to proceed and seek for my personal goals. I thank my little brother Gerald, who never stop holding my hand and share this journey with me.

Acknowledgments

I give thanks and praise to God who inspires and provides me consolation through the path of my life. I also thank my tutor Judy Villalobos Montero, who guided me during the process of the development of this thesis to achieve the goal of accomplishing the objectives of the study.

Epigraph

"Let me live, love, and say it well in good sentences."

-Sylvia Plath-

Abstract

The purpose of this paper is to explore how the implementation of critical thinking and problem-solving skills can improve the speaking skills of tenth grade learners from Benemérito Colegio Nocturno Jose Martí during the first trimester of 2022. The particularity of this study resides on the significant role soft skills, communication and English has in someone's life. Currently, the acquisition of a second language has impacted the way society is structured; companies, transnationals, and communities are requiring workforce with several abilities to be part of the environment, employees dotted with not just knowledge in their field but also with abilities to show empathy, responsibility, and human values to perform the best version of themselves at work.

English has been implemented in the classroom for many years; since they were kids, students were surrounded by the language, they started by learning basic words to expand their vocabulary, simple sentences were the next step to be introduced, then moving forward to a more complex area where students should have been able to stablish a conversation with a native speaker. However, the panorama is completely different, students' lack of motivation and interest in the methodology has negatively impacted the learning process; the old fashion method: memorization, repetition, and translate-based are the enemies of today's English acquisition process of the second language. Therefore, this study tries to implement a different and innovative approach to overcome these difficulties in acquiring English as a second language in Costa Rican high schools.

Keywords: soft skills/critical thinking/ problem-solving skills/ English

Resumen

El propósito de este trabajo es explorar cómo la implementación del pensamiento crítico y la resolución de problemas pueden mejorar la expresión oral de los estudiantes de décimo grado del Benemérito Colegio Nocturno José Martí durante el primer trimestre de 2022. La particularidad de este estudio radica en el papel significativo que las habilidades blandas, la comunicación y el inglés tienen en la vida de una persona. En la actualidad, la adquisición de un segundo idioma ha impactado la forma en que se estructura la sociedad; las empresas, las transnacionales y las comunidades están requiriendo mano de obra con diversas habilidades para ser parte del entorno, empleados dotados no solo de conocimientos en su campo sino también con habilidad de mostrar empatía, responsabilidad y valores humanos para ser la mejor versión de sí mismos en el trabajo.

El inglés se ha implementado en el aula durante muchos años, desde que eran niños, los estudiantes estaban rodeados por el idioma, comenzaron aprendiendo palabras básicas para ampliar su vocabulario, las oraciones simples fueron el siguiente paso a introducir, luego avanzando a una más área compleja donde los estudiantes deberían haber podido entablar una conversación con un hablante nativo. Sin embargo, el panorama es completamente diferente, la falta de motivación e interés de los estudiantes por la metodología ha impactado negativamente el proceso de aprendizaje; el método antiguo: la memorización, la repetición y la traducción son los enemigos del proceso actual de adquisición del inglés como segundo idioma. Por lo tanto, este estudio intenta implementar un enfoque diferente e innovador para superar estas dificultades en la adquisición del inglés como segundo idioma en las escuelas secundarias costarricenses.

Palabras clave: habilidades interpersonales/pensamiento crítico/habilidades para resolver problemas/inglés

CHAPTER I
RESEARCH PROBLEM

PRESENTATION

Over the past few decades, people have heard about how important education is for people and its impact on society. Education has become the most powerful tool to endow society with competitive and productive citizens. Education is an important aspect that plays a huge role in the modern, industrialized world. Education in society provides knowledge, values, beliefs, habits, cultural norms, basic facts, and job skills; as well as enables an individual with their rights and duties within the same society.

The main goal of education is to produce qualified human beings with different skills capable of working and contributing to society. However, education not only provides qualified human resources with hard skills, and disciplinary knowledge but also offers a well-organized scenario in which people can develop different skills to succeed in their lives. Although, hard skills are related to technical abilities that are required to conduct a specific task or job; soft skills are non-technical skills that allow individuals to interact, coexist, and manage themselves with others. These soft skills are related to special interpersonal traits such as character, behavior, leadership, communication skills, and reasoning, positive characteristics towards others.

At the present time, many schools, universities, and education systems in general are concerned about the benefits of these specific skills due to its significant role in students' life and career development. Regarding this, it is essential to define the term **soft skills,** according to Robles "Soft skills are character traits, attitudes and behaviors-rather than technical aptitude or knowledge. Soft skills are the intangible, non-technical, personality-specific skills that determine one's strengths as a leader, facilitator, mediator, and negotiator" (2012, p.457).

In Costa Rica, the public educational system is also increasingly incorporating these specific skills to train qualified and skilled citizens. Ministerio de Educación Pública (MEP) is currently implementing a methodology with different strategies and activities to improve the acquisition of new knowledge, particularly in English as a Second Language in their students, focusing on high school students due to the relevance in the context of workplace and career development.

However, this new methodology has its flaws. Therefore, there are some interrogations regarding the effectiveness of the process, what is the impact of implementing critical thinking and problem-solving skills in improving the speaking skill in a specific public institution. And the other inquiry is related to which program characteristics are most effective in promoting critical thinking and problem-solving skills to students at a public high school in Puntarenas.

Although there are not enough effective programs and activities to develop soft skills in the English classroom, this paper focuses on implementing two different skills to effectively teach and reinforce speaking skills in high school students at a public institution in Costa Rica.

THE SUBJECT OF THE RESEARCH

This investigation aims to focus on implementing soft skills and technology to improve the speaking skills in teaching English as a second language in tenth grade students.

THE TITTLE OF THE INVESTIGATION

THE IMPACT OF IMPLEMENTING CRITICAL THINKING AND PROBLEM-SOLVING SKILLS IN IMPROVING THE SPEAKING SKILL IN 10- 2 SECTION FROM BENEMERITO COLEGIO NOCTURNO JOSÉ MARTI, PUNTARENAS DURING I SEMESTER, 2022.

This paper shows a different pedagogic strategy to improve the speaking skill in the acquisition of English as a second language in different students of tenth grade from Benemérito Colegio Nocturno José Martí in Puntarenas.

The study of this subject is based on the importance of implementing a variety of methods, strategies, and activities to teach a different language based on meaningful experiences. By providing students different scenarios that motivate them to speak in English in the classroom not only to obtain a degree in high school or speak more fluently, but also to get better job opportunities can positively affect the way students and teachers have experienced the learning process.

Consequently, the study of implementing a different methodology on a well-founded curriculum can highly impact the way things have been done previously, being able to consider this new methodology to be implemented in the acquisition of English as a second language in more educative institutions on this country.

1.1 ISSUE PROBLEM

The investigation is conducted with a group of tenth grade students from Benemérito Colegio Nocturno José Martí in Puntarenas, aged between 16 to 33 years old, in the province of Puntarenas, during the first half of 2022.

1.1.1. Background of the problem

Education has become one of the most essential features in Costa Rica due to its significant impact in society. Since the abolition of the army in 1948, Costa Rican culture has significantly changed. At that time, the government decided to invest more money in training and educating their citizens to offer more opportunities of employment, safety, and wellness. The funds were redirected to improve different areas in society such as environment, health, and education; as Parada (2018) mentioned in his article "In the first instance, the main benefit for the country is to be able to invest the money destined for large-scale defense in other sectors of society.

Costa Rica has recently implemented the Universal Design for Learning (UDL) or Diseño Universal para el Aprendizaje (DUA). The UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into humans learn.

Nevertheless, Costa Rica's educational system is not presenting the results expected in teaching students; specially in teaching soft skills to increase students' job opportunities. Students in Costa Rica are not completely qualified, they either have both hard and soft skills or they do not have any at all. The importance of this issue is that many industries and companies are working with technical and expertise workforce, but there is still a deficiency of soft skills in workers and employees. "In a survey conducted by the American Management Association (AMA) with 2,115 managers and executives worldwide, critical thinking was found to be a crucial skill for workers to have to contribute to their company's growth (The Nation, 2011).

1.1.2 Problematization

The problem focuses on students' abilities to use English as a communication tool to express ideas, feelings, and thoughts. The lack of dynamic, motivating and useful strategies to teach a second language is carrying a big issue for students and educational institutions; old-fashion methodologies based on memorization and repetition are negatively impacting students' progress in their learning process.

Another problem is the incomplete and non-well-developed training for teachers, they were supposed to focus and centralize the attention and teaching methodology to life events and scenarios but the problems and solutions are not involved or based in real challenged scenarios during the English lessons.

1.1.3 Justification of the problem

In the context of Costa Rica, it is critical to contrast the effectiveness of the methodology, strategies, and activities used to teach and reinforce soft skills in high school students due to the increasing demand of these specific skills in employment over the country and the world. More companies are requiring prepared workforce with soft skills, as Mitchell, Skinner & White (2010) mentioned "more jobs require interactions among multiple individuals or departments to complete tasks, and a changing economy has made specific technical skills less valuable".

Due to the globalization and the progress in technology, jobs are constantly evolving, searching, and requiring a variety of skills, so labor force can fulfill the position, brings a new perspective, and expand the company's expectations. "Employees can survive by focusing on their adaptable soft skills, and employers, likewise, can survive by investing in their people and making them resilient to the chaos" (Zezza, 2020)

These soft skills are a range of different skills and abilities related to leadership, communication skills, teamwork, personality development, self-awareness, innovation, creativity, critical thinking, and problem solving. Particularly, this research is focused on these two last skills: critical thinking and problem solving as tools to decide a future career. Also, these two specific soft skills provide students with understanding and ability to analyze, solve and enhance their ideas. According to Lenin (2019):

One of the significant aims of education is to produce learners who are well informed, that is to say, learners should understand ideas that are important, useful, beautiful, and powerful. Another is to create learners who have the appetite to think analytically and critically, to use what they know to enhance their own lives and also to contribute to their society, culture, and civilization (p.3).

Despite the effort of implementing soft skills in higher education, students in Costa Rica have shown a lack of these skills; basic communication and critical thinking are the most common ones. Due to the increasingly vital role soft skills play in employment, this research study focuses on a different method of providing soft skills to high school students.

1.2 FORMULATION OF THE PROBLEM

What is the impact of implementing critical thinking and problem-solving skills in improving the speaking skill in 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective(s):

Analyze the impact of implementing critical thinking and problem-solving skills in improving the speaking skill in 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

1.3.2 Specific Objectives:

a- Define the concept of soft skills: critical thinking and problem-solving skills in improving the speaking ability in students from 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

b- Explain the methodology, strategies, and activities presented in the contents included in the new English curriculum proposed by MEP to improve speaking skills in students from 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

c- Implement critical thinking and problem-solving activities and strategies to improve the speaking skill in students from 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

d- Describe the impact of implementing critical thinking and problem-solving skills in improving the speaking skill in 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

This study is to focus on analyzing the impact of implementing critical thinking and problem-solving skills in improving the speaking skill in 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during first semester, 2022. This research will be conducted in

a group of twenty-six students who will be divided into two groups; group A works with the UDL methodology and group B works with the implementation of critical thinking and problem-solving skills.

1.4.2 Limitations

Regarding the purpose of this study some limitations and adaptations can be presented during the progress of it: limited time, the sample of population, the location of study.

CHAPTER II

THEORETICAL FRAMEWORK

As a fundamental part of the human's history, they have always been involved in a constantly evolution as a matter of culture and background. Society has always demonstrated the importance of learning and acquiring knowledge to improve and develop strong and consolidate abilities that help them seek for efficiency and effectiveness.

This section of the investigation establishes different point of views and opinions from a variety of authors, who have worked to present a simple, dynamic, and consolidate theory based on articles, investigations, and research over the time.

This second chapter represents a point in which most of the data is exposed as a strategy to define, describe, and merge the information and knowledge to understand some terms and definitions particular essential for the purpose of this paper.

Regarding the purpose of this research, three main themes are presented on this second chapter. The most important theme on this paper is related to soft skills definition and importance. Consequently, the soft skills are linked to critical thinking and problem-solving skills. Finally, the methodology used in certain institutions to teach and guide students on their learning process is significant.

The acquisition of English as a second language is critical to look for better job opportunities, as well as to expand culture and knowledge. The evolution is a term that is in society looking to improve and develop the best methodology to implement several theories or beliefs. Therefore, education institutions should always focus their curricula in improving and developing a modern education.

2.1 HISTORICAL CONTEXT

2.1.1 Background of the organization or community

The setting of this research project is the Benemérito Colegio Nocturno José Martí located in Puntarenas's downtown, this community is recognized due to its beautiful beaches and coasts. However, since Puntarenas is a coast, many families engage in fishing, oil palm activities to surviving, it consequently encourages a social environment of low scholarity, as well as few opportunities for investment and source of employment. (The Costa Rica News, 2021)

The Benemerito Colegio Nocturno José Martí is a memorable public institution of high school education in Puntarenas, since its creation in 1941 this public institution has housed thousands of students each year, it is relevant due to the considerable number of students that assist every year to that high school.

By 1940, there was a big problematic for young students who finished school because at that time there were no higher institutions to complete their studies in Puntarenas downtown. Therefore, teachers from Antonio Gámez school gathered to find a solution, their first option was to create a cultural organization with the objective to offer science, letters, and art.

This high school institution was founded as an instrument for "puntarenenses" to have better opportunities to study and learn, an also to be part of the society. As Dirección Regional de Puntarenas (2022) reflects it:

> Benemérito Colegio Nocturno José Martí belongs to Circuit No. 5 of the Puntarenas
> Regional Directorate of Education. This educational institution was founded in 1941 for a
> group of "Puntarenenses" who noticed the necessity of having a high school institution that
> helped, guided, and trained Puntarenas' people to improve their lifestyle and the province.

The institution was created as a tool to increase Puntarenas' economy income to stimulate the acquisition of employments in the area.

Now, this public institution has approximately 1200 students, whose ages goes from 15 years old to 60 years old. Teenagers, workers, mothers, and retired people are studying in this remarkable institution trying to get their bachelor´s degree to continue learning and preparing to obtain a job or simply gain knowledge.

2.2 THEORETICAL CONTEXT- CONCEPTUAL

2.2.1 Definition of Soft skills

Before going any further in debating the importance and the reason to choose critical think and problem- solving soft skills, it is necessary to clarify the question "What exactly are soft skills?", according to Gupta (2009) cited in Majid et all (2012) "Basically, soft skills refer to personalities, attributes, qualities and personal behavior of individuals. Soft skills include certain abilities such as communication, problem-solving, self-motivation, decision-making, and time management skills" (pag.1). Soft skills represent a diversity of interpersonal abilities, personalities and behaviors humans have developed to belong and socialize with their pairs.

To define and describe the inherit of these skills and aptitudes, Sternberg (2003) presents the concept of developing expertise, suggesting that intelligence refers to a developing potential, which results from the interaction between genetic factors and life contexts. Such interaction provides individuals differences in cognitive abilities and in the performance of daily situations. Intelligence is this ability that allows people to select, react, transform, adapt, and use experiences to shape their character, behavior, and attitude. "Intelligence is the ability to learn from experience and to adapt to, shape, and select environments." (Stenberg, 2012)

Human beings are different by nature, a variety of characteristics, aptitudes, cognitive abilities, and traits denote their way of behaving and acting with others. Along with this, humans present a variety of learning styles that are related to their intelligence and their method of learning and processing information, interactions, and experiences provided. Different authors have exposed multiple intelligences, and it is the key to understand and comprehend the complexity of their thinking, development, and progress. The theory of multiple intelligences was presented and first outlined by Gardner in 1983, when he exposed those individuals present not only a methodic way to learn but also present a wide variety of strategies and abilities that using together in education can improve and develop the acquisition of knowledge.

Gardner's theory argues that intelligence, as it is traditionally defined, does not adequately encompass the wide variety of abilities human's display. The theory suggests that, rather than relying on a uniform curriculum, schools should offer "individual-centered education", with curricula tailored to the needs of each child. (PSIA, 2010)

However, as Gardner predicted, schools, high schools and culture focused the most attention on linguistic and logical-mathematical intelligence. Therefore, soft skills such as clear communication, creativity, internal self-awareness, self-control, empath, problem-solving and critical thinking are placed apart. Consequently, society is experiencing difficulties in thinking critically and resolving problems.

Discussing the role soft skills have within the educational field goes beyond better grades or a successful scholar year. It involves a clear understanding of its background, its relevance in every aspect in life, and the side of the goal they intend to achieve or accomplish to actual education. Soft skills are traits and specific characteristics that can help people interact with others and become better citizens by developing these skills since they are in high school to

achieve professional growth and employment. (Odisha State Open University, 20) This research paper especially reviews the last two elements as it aims to provide an approximation to a viable methodology to promote soft skills as a complex, multifactorial tool.

Soft skills are personality traits and behaviors that help people improve different aspects in their life, as mentioned Kalytchak et al (2015) "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" (p.16). Based on this idea, soft skills involve so many aspects and areas in life that can impact the developing of someone's life.

In other words, **soft skills** are:

The skills of learning, how to be nice, how to play together, when and where to use our manners, the development of social graces, how to resolve conflict, how to express appreciation by learning to say 'please' and 'thank you,' developing attitudes of friendliness and optimism, learning how to use language in a way that persuades others. (Mangala, 2010, p.4)

These social skills help in improving citizens potential; for example, in students they increase their comfort level, communication skills, empathy, and expertise.

According to Cimatti (2016) "The term Soft Skills is used to indicate all the competences that are not directly connected to a specific task; they are necessary in any position as they mainly refer to the relationships with other people involved in the organization" (p.98). These abilities are not connected to a specific task, or goal; their purpose is to inspire behaviors and aptitudes to successfully achieve socialization.

Following this idea, Dall'Amico & Verona (2015) mentioned that these competences are influenced by values and other social and emotional traits:

Competences (and thus skills) are strongly influenced by values, which is to say beliefs and ideals shared by the members of a culture about what is good or bad, desirable, or undesirable. Values have major influence on a person's behavior and attitude and serve as broad guidelines in all situations. Inside an organization value can also be expressed in terms of work ethics. (2015, p.9)

Soft Skills give Hard Skills the required plasticity to develop and keep up to date in changing circumstances. Soft Skills are closely related to plastic, rational, elaborating, abilities, elaborated in the prefrontal cortex, developed by Man in the last 50.000 years. Hard Skills allow Man to be what he is: an engineer, a physicist, a philosopher. Soft Skills operate in a direction that is rather separate from the role of the individual and go beyond the strict demands of the profession (Grisi, 2014**).**

2.2.2 Contributing factors to develop soft skills
These skills are also recognized as social skills due to their role in socialization, these soft skills are immersed in how people interact and coexist with different type of people. Following this idea, family is the first group we belong to, it is the most important organization and pilar in early childhood; however, as children grow, they find other groups or clubs more interested than just family. During adolescence teachers, mentors, friends, and partners become a huge influence in expanding these social skills. "Soft skills development is a multifaceted process. It is affected by many different contexts at once, including family, school, community, and the workplace." (OECD, 2015) As mentioned, these competences can be well-developed depending on the

environment; contexts such as family, school and peers can strongly influence the acquisition and development of these skills.

Recent evidence has shown that there are specific period or time for developing soft skills in people. (Guerra et al, 2014). Therefore, adolescence might be the best moment for developing and acquiring social skills.

2.2.3 The importance of soft skills

After having elaborating so much on the definition of soft skills, the focus of attention resides on the importance these skills have in society. There are numerous reasons for exploring the development of someone's soft skills. "Soft skills are identified to be the most critical skills in the current global job market, especially in a fast-moved era of technology" (p.366). One of the main reasons is the lack of qualified workforce, as Tevdovska mentioned "There is a complaint that university graduates, regardless of their level of expertise, very often lack basic communication and soft skills and, as a result, they are not ready for employment" (2015, p.99)

Evolution represents a real notion of improvement and development on society. At the present time, enormous groups of people are learning and educating themselves to be part of the social order; to obtain a job, to have a promotion, to consolidate their dreams and goals or simply gain knowledge. Education is one of the key components for individuals and organizations success. It could form one´s life to the right direction. Education denotes professionalism, wealthiness, and prosperity. Society is immersed in education to obtain incomes and profits; unfortunately, money has become the most essential value around the world.

Due to a variety of factors such as a globalization, the technological era, and modernity; today's business environment is becoming more complex, compound, competitive. All institutions and companies are interested in recruiting capable employees with a wide variety of

denotable aids to not only complete the work but also to demonstrate their value in the market. "Most employers are likely to hire, retain and promote persons who are dependable, resourceful, ethical, having effective communication, self-directed, willing to work and learn, and having positive attitude" (Watts, 2009)

As Shculz (2018) stated, one of these reasons is the job-market which has become increasingly competitive, in this environment candidates for jobs must be extremely competitive and qualified in order to distinguish from the others. Regarding this idea, another reason is that higher education is concerned about their students' personal and academic life, according to Chamorro-Premuzic et al (2010) it is important to implement "a set of non-academic attributes, such as the ability to cooperate, communicate and solve problems, often referred to as generic or soft skills in higher education" (p.221)

Cimatti (2016) "Soft Skills are then considered a strategic element in any industrial organization, and they deserve high attention from the Human Resources management, not only in the recruitment phase but also during the whole professional career of employees" (p.98)

However, society overlooked the basis of what constitutes a remarkable humanity based on values, ethics, and morals. These types of skills are named soft skills which complement hard skills which are the technical requirements of a job the student is trained to do. (Schulz, 2008, p.5)

Besides the benefit in professional life, soft skills can also help people manage and build interpersonal relationships with others. According to Edsys (2018)

Through soft skills training programs, students will be able to better manage interpersonal relationships with a strong sense of empathy. They will also be in a

favorable position to monitor the emotions of others so as to come up with well-informed perceptions about others' behavior and thinking patterns. (para.7)

On the other side, these abilities are modeling people's behaviors and personality, defining the person itself. According to Shculz (2018) "Soft skills are shaping human beings' personality. Any educator's dream is that graduates, especially from tertiary education institutions, should not only be experts in a certain field but matured personalities with a well-balanced, rounded off education" (p.151) Companies and industries not only look for professionalism, but they also reach employees with a variety of skills.

Soft skills are learned behaviours which require training and focused application. Soft skills will enable students with a strong conceptual and practical framework to build, develop and manage teams. They play a significant role in the development of the students' overall personality, thereby enhancing their career prospects. (Mangala, 2010, p.1)

Humans are creatures filled of a variety of skills; they are intelligent, smart, capable, energetic, enthusiastic, kind, lovely, respectful, curious, and able to construct and interact to others. The human is inherently social, humas are born into social groups and live their lives as part of a society. Society has always depended on daily connections with their pairs; family, friends, and coworkers represent the most important sources of interaction.

Our interaction with another is important as it provides us with a vast amount of information necessary to carry out daily activities. With the amount of information that is available to us at one time, the human mind has naturally developed shortcuts that allow us to function more efficiently in a social world. (UKEssays, 2018)

As time passed by, humans have learned and educated themselves to be capable of build, destroy, and rebuild different concepts and knowledge. The ability to form rapid relations and interactions is due to the access they have on building concepts that allow humans to create and produce social connections with people from their environment. Nevertheless, since globalization hits the world with its trade and technological advances, human beings have replaced face to face interactions with cameras, videos, selfies, and reels. The usage of technological devices such as computers, laptops, tablets, and smartphones have grown rapidly and spready all around the civilization.

Technological advances were proposed with the objective of helping people´s lives, provide them with tools and utensils to make their lives better and improve the accessibility of information. Globalization is more than technology and advances, globalization represents economy purposes; a financial phenomenon that involves business, commercial, humankind, and culture.

Both technology and society are co-related, co-influence and co-dependent due to the necessity technology uses to work. Deprived of the relation with society, technology will not be able to exist; without IT using the computer for his job, or without a photographer using a camera to do his photos, or without people posting, sharing, commenting, and reacting to the posts on social networks technology is simply useless without humans.

Globalization contributes most to increasing speed, volume, and number of participants to information transfer between people, as well as between communities. The process of globalization produces many benefits for mankind but also some unintended and undesired negative effects like economic crises, unemployment, poverty, pollution and even disrupting social cohesion and communities. (Hayat at all, 2020, p. 44)

Using technology as the first contact is degrading relations between friends, family, and coworkers. Day to day, technology is affecting the connections and links that groups, families, and friends have built for all these years. As GeekforGeek stated globalization affects culture, "It affects the life of people and changes the way of their learning, thinking, and communication" (2021, para. 1)

Nonetheless, the most impacting effect that technology is causing in society is the deficiency of thinking and analyzing surrounded situations. The accessibility people have on using the internet to search for information and facts are denoting in a lack of critical thinking, analyzing, and ways to resolve different scenarios that are part of daily situations.

The same scenario is altering students' learning process, students are not paying attention to details and vital data from their classes because they think by using their technological devices and searching on the internet, they will find the information there.

Students are no longer interested in thinking critically, solving a complex problem, communicating with others or because they have accessibility to all type of information on the internet. Therefore, institutions for high education such as schools, high schools, college, universities, and academies are currently looking for improvement on this area.

2.2.4 Types of soft skills

Before going any further in debating the role of soft skills in students' life we must clarify the questions "What soft skills are there?" How many soft skills are there? Therefore, to answer these doubts it is essential to verify the literature presented about this concept.

Also, Sailah (2008) mentioned in Dewiyani (2015, p.119) stated that:

There are plenty of soft skill attributes owned by every individual in different level. This is due to different habits of thinking, speaking, acting, and taking certain attitude on various contexts. However, these attributes can develop as the individual is getting used to applying the attributes until finally, they can be instilled as characters.

Now, to answer one of the questions previously set at the beginning of this section, the Center for entrepreneurship education and development, Halifax, Nova Scotia cited in Dewiyani (2015, p.119) declares there are twenty-three attributes of soft skills dominating job opportunities.

According Dewiyani (2015) these soft skills can be classified in two categories: intrapersonal skills, and interpersonal skills:

Intrapersonal skills refer to individual's ability in managing himself for optimally developing works, for example, time management, stress management and creative thinking. Meanwhile, interpersonal skills are defined as individual's skills in managing their relationship with others for optimal work developments, i.e.: ability to motivate, to lead and to negotiate. (p.119)

Following the classification mentioned before, it is essential to define what are the intra-personal skills, as Rostrata PS Technology Resources (2015) mentions:

Intra-personal Skills are internal skills, perceptions and attitudes that occur within a person's own mind… Skills that individuals use to work through real world situations. Skills that allow individuals to respond using awareness, thought, and intentional strategy in order to gain positive outcomes. (para.4)

These intra-personal skills include such things as self-esteem, open mindedness, being aware of your own thinking, the ability to learn, being able to understand and manage your own emotions, self-confidence, self-discipline, self-motivation, being able to overcome boredom, being patient, being a self-starter, being able to take initiative, working independently, being persistent, having a positive attitude, and being a good manager of time. (Rostrata PS Technology Resources, 2015)

On the other hand, "Interpersonal skills are **the qualities and behaviors we exhibit while interacting with other people.** They are considered to be one of the most sought-after soft skills" (Kerr, 2019)

The group of inter-personal skills include a variety of skills and abilities related to the individual itself. For instance, active listening, oral communication, emotional intelligence, people management, teaching skills, and written communication are part of this group. (Lecis et al, 2020, p.9)

2.2.5 Strategies to develop soft skills

Educating citizens implies more than just teaching them, providing information and the acquisition of knowledge in general. Despite teaching and learning, students must combine every aspect in their educational life; along with this, teachers must be aware of this great responsibility, specifically English teachers should try to teach more than just the target language. In fact, English teachers should integrate these soft skills in students' development through English teaching learning process.

Planning is the way teachers prepare and design their lesson plans, according to Burden and Byrd (1999:51), mentioned in Abbas&Hum (2013):

A comprehensive planning preparation is needed for effective teaching in all grade levels. He further states that planning is a critical function to ensure student learning, and it was taken from two reasons: (1) the planning process helps the teacher to organize the content of the curriculum and to address the complex classroom variables. The variables are instructional objectives, time, appropriate teaching strategies, available materials, media, and so forth, (2) the planning process provides the teacher with a sense of direction and feeling of confidence and security. (p. 367)

According to Abbas&Hum (2013):

Materials, especially authentic materials, play a significant role in foreign language teaching…they are an embodiment of the aims and methods of the particular teaching/learning situation. Through evaluation and development, teachers can assess whether the materials are the most appropriate for the target learners at various levels and in various teaching settings. (p.367)

Another valuable strategy to develop soft skills is the use of learning activities because these activities give students an opportunity to develop their soft skills. As Timothy (2016) claims "Learning activities are the resources that help in achieving the learning objectives of an eLearning program. … learning activities motivate a learner to participate more actively in a learning program." These learning activities are organized and well-intentioned to provide a clear scenario to improve students' learning process.

2.2.6 Explaining critical thinking skill

Moving on with this premise, for the purpose of this investigation two specific soft skills were selected to obtain a denotated sample of the current situation going on in the present time

with students 'abilities. Critical thinking and critical thinking skills are about to be deeply included in the curricula of 10th grade students from Liceo Nocturno José Marti in Puntarenas.

This research project is focused on two main soft skills: critical thinking and problem-solving skill. In order to better understand these abilities is necessary to explain each of them. According to Abbas&Hum (2013) critical thinking and problem-solving skills:

With this skill, students should be able to think in a critical, creative, innovative, and analytical manner which includes the ability to apply knowledge. Elements that students must possess under this aspect are the ability to identify and analyze complex situation as well as making evaluations that are justifiable. They should also have the ability to expand and improve thinking skills, to provide ideas, and alternative solutions. (p.366)

Another accurate definition of this ability is given by Aclan et al (2016):

Assessing the entire debate can help debaters to be critical and open-minded to see how they performed. Metacognition is necessary in learning as it is the way individuals evaluate themselves after performing or doing a certain task. It can also be related to Intrapersonal Intelligence when people have the ability to assess themselves to reflect and monitor their own progress, thoughts, and feelings, as well as their strengths and weaknesses. This monitoring needs critical thinking as it is an evaluation or assessment of oneself. In Bloom's Taxonomy, assessing, comparing, monitoring, and evaluating fall under the higher order thinking skills which are suggested to avoid rote learning and achieve meaningful learning outcomes. (p.232)

Critical thinking is a skill that allows you to analyze, criticize, and value ideas, information, and content presented in distinct aspects. By learning how to think critically, citizens can determine the viability of an idea or an argument. As The Open University (2010) states "Developing critical thinking skills will allow you to develop more reasoned arguments for your assignments, projects, and examination questions. You will be able to use and draw on evidence to justify your own arguments and ideas" (p.8).

2.2.7 Explaining problem solving skill

After discussing one of the skills this research project is focused on, it is time to move on into the next one, problem-solving skills. This skill is related to thinking, solving, problems, analyze, and examine probabilities.

The meaning of problem-solving is the process of defining a problem, determining its cause, and implementing a solution. The definition of problem-solving is rooted in the fact that as humans, we exert control over our environment, through solutions. We move forward in life when we solve problems and make decisions. (Harappa, 2020)

According to Tevdovska (2015) activities that involve problem-solving are meaningful for students' learning process, "These types of activities provide the students with a task/problem which needs to be solved. At the same time, they require the students to use the target language. These activities involve meaningful, real-life situations." (p.103)

Another important aspect of this skill is that problem-solving skill involves other different skills while using it. For example, when resolving a problem people are using different skills at a time; they are analyzing, communicating, creating, examining, and some other things. "Problems take place in the personal lives of the individuals as well. In personal lives, they are

related to household, family, relationships and other tasks and activities, which the individuals

would get engaged in as part of their personal lives." (Kapur, 2020)

The individuals, who possess the abilities to cope with problems and identify the

situations in a calm and composed manner are able to achieve their academic goals in a

well-defined manner as well as these individuals are regarded as assets by the

organizations. (Kapur, 2020)

Cognitive skills can be considered as simple abilities or characteristics everyone should

have but unfortunately if people are not involved or practicing, they will not develop them

appropriately.

Problem solving and critical thinking refers to the ability to use knowledge, facts,

and data to effectively solve problems. This does not mean you need to have an

immediate answer, it means you have to be able to think on your feet, assess problems

and find solutions. (p.98)

2.2.8 MEP's curriculum developing soft skills
The Ministry of Education (MEP) in Costa Rica is currently implementing an innovative

approach to teach English as a second language based on real-life situation activities. As this is a

renew and updated approach it deals with the role of the student as a principal agent or author of

his/her own learning, the teacher as a facilitator and learning resources as authentic materials to

learn the target language. (MEP, 2017)

This methodology is also founded in principles that lead the goal itself. According to

MEP (2017):

Basic Principles of the Action-Oriented Approach

1. The students are social agents that use the target language to perform specific actions in real life contexts meaningfully.

2. Language performances, in oral or written form, respond to language functions and are carried out in specific scenarios.

3. Enabling and communicative activities are task-based and real-life.

4. Learners use authentic materials as comprehensible input, as much as possible.

5. The ICT become an important tool to create meaningful learning experiences.

6. A great degree of autonomy is placed on the learner; therefore, the teacher works in the development of learners' meta-cognitive, meta-affective, and meta-social strategies.

7. Intercultural awareness plays an important role for getting meaning across and facilitating communication among cultures.

8. Vocabulary, syntax, cohesive forms, and phonology are taught with the purpose of facilitating communication

2.2.9 Ideas, purpose of MEP

This action-oriented approach deals with different competences to achieve the main purpose of the method. As MEP mentioned (2017):

General competences

Consist of knowledge, skills, and abilities to learn and existential competence that are not language-specific but learners use them when performing all kinds of actions including language activities.

Based on this general competence, the action-oriented approach is divided into other different competences.

The communicative competence: it involves knowledge, skills. And it is divided into three categories:

• Linguistic Component: Deals with the knowledge of phonology, morphology, lexicon, and syntax.

• Sociolinguistic Component: Refers to the socio-cultural conditions of language use such as social group repertoires or politeness rules.

• Pragmatic Component: Covers, among others, speaker´s and receptor´s attitudes and beliefs, their understanding of the context of an utterance and the functional use of language; for example, the use in specific scenarios of how to act in a given social event or how to participate in a job interview. (MEP. 2017, p.16)

2.2.10 Definition of UDL as an approach of teaching

The Universal Design for Learning (UDL) is a flexible approach to access materials, engage students, and develop lesson plans. It is a way of teaching and learning that give all students an opportunity. According to Teaching Excellence in Adult Literacy (2010):

UDL is an approach to curriculum design that can help teachers customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background. UDL provides a blueprint for designing strategies, materials, assessments, and tools to reach and teach students with diverse needs. (p.1)

Therefore, this approach is used to break all the barriers of one-size group, old-fashion curricula. This methodology is inclusive because its premise is to include all type of students regarding, needs, background, and disabilities. As Teaching Excellence in Adult Literacy (2010) mentioned "UDL is different from other approaches to curriculum design in that educators begin the design process expecting the curriculum to be used by a diverse set of students with varying skills and abilities".

The main objective of this approach is to create a variety of teaching methods, strategies, techniques, and activities to develop and improve students' education. As Morin (2015) agreed:

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's strength and need. (par.3)

Regarding the origins of this methodology, the Universal Design for Learning has its roots on the civil rights legislation, according to Hitchcock et al (2005) mentioned in Ralabate (2011):

The roots of UDL are found in early civil rights and special education legislation that emphasized the right of all students to a free, appropriate public education in the least restrictive environment. The UDL framework was conceived by researchers at the Center for Applied Special Technologies (CAST) in the late 1980s as the result of the alignment of three conceptual shifts: advancements in architectural design, developments in education technology, and discoveries from brain research.

2.2.11 Characteristics, strategies of Universal Design for Learning

The Universal Design for Learning is an approach use in education to help students' learning process. This approach values diversity though designing an inclusive curriculum, eliminating barriers, and providing opportunities to enhance students' learning-teaching process. This methodology is based on three different principles to stablish a connection between goals and objectives and finally achieve them. These principles are representation, action and expression, and engagement. According to Morin (2015), these principles are defined as follows:

1.   **Representation:** UDL recommends offering information in more than one format.

2.   **Action and expression:** UDL suggest giving kids more than one way to interact with the material and to show what they have learned.

3.   **Engagement:** UDL encourages teachers to look for multiple ways to motivate students.

Another author defines these principles as:

1)   **Multiple means of representation** – using a variety of methods to present information, provide a range of means to support.

2)   **Multiple means of action and expression** – providing learners with alternative ways to act skillfully and demonstrate what they know.

3)   **Multiple means of engagement** – tapping into learners' interests by offering choices of content and tools; motivating learners by offering adjustable levels of challenge.

(Teaching Excellence in Adult Literacy, 2010, p.1)

The purpose of these three principles in the UDL is to produce independent students able to create and generate their own knowledge experience. As Ralabate (2011) states "The purpose of UDL implementation is to create expert learners — learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interest, effort, and persistence during a learning task."

- **Use multiple strategies to present content.** Enhance instruction through the use of case studies, music, role play, cooperative learning, hands-on activities, field trips, guest speakers, Web-based communications, and educational software.

- **Use a variety of materials**. To present, illustrate, and reinforce new content, use materials such as online resources, videos, podcasts, PowerPoint presentations, realia, manipulatives, and e-books.

- **Provide cognitive supports.** Give students organizing clues. Present background information for new concepts using pictures, artifacts, videos, and other materials that are not lecture-based. (Teaching Excellence in Adult Literacy, 2010, p.2)

By applying universal design for learning in the classroom, all students are allowed to take in, digest, and express information in the way that is easiest for them. This improves the learning experience for everyone and helps each individual student to expand his or her knowledge of the subject without the constraints of the traditional classroom. (Nisbet, 2019)

2.3 HYPOTHESIS

With the correct implementation of critical thinking and problem-solving, the best students' performance on improving speaking skills.

2.3.1 Variables, definition

There are two main variables to be considered during the development of this investigation. Critical thinking, which constitutes one of the bases in which this research paper is focused to improve the acquisition and performance of tenth grade students by providing them scenarios which they are challenged to develop and practice their analytical thinking. The second

variable is problem-solving, which focuses on the scenarios previously presented to students, who need to analyze distinct factors and work towards a solution.

2.4 OPERATIONALIZATION OF HYPOTHESIS
Table I

Operationalization of hypothesis

Hypothesis	Concepts	Variables	Indicators
With the correct implementation of critical thinking and problem-solving, the best students' performance on improving speaking skills.	Soft skills Speaking skills Technology	Critical thinking Problem-solving	Previous knowledge Speaking skills Listening skills Writing skills Reading skills Grammar

CHAPTER III

METHODOLOGICAL FRAMEWORK

This chapter presents the methodology used in the development of this investigation process; describing the purpose, framework, temporal dimension, the condition in which the research is made, nature, and type. Through this classification readers can understand the relevance of this research project.

To conclude, this chapter covered all the information related to bases, methods, authors, year of publication in different type of information sources such as scientific articles, thesis, investigations, research, books, magazines as a form to explain opinions, point of views, and criterion related to soft skills and education methodologies.

3.1 PORPUSE (THEORETICAL OR APPLIED)

The purpose of this investigation is based on the application of soft sills as a motivation instrument for developing and improving students speaking skill in high school. Therefore, based on its purpose this is an applied investigation, the goal of this type of investigation is to find strategies that can be used to address a specific research problem. Applied research draws on theory to generate practical scientific knowledge (DiscoverPhDs, 2020). This applied investigation is because it explores the impact of implementing new skills as critical thinking and problem-solving in the same population and confirm if incorporating soft skills is the best to teach, improve, and acquire the English language.

For this paper, two different soft skills: critical thinking and problem-solving are used to persuade and influence the use of speaking skills in an English classroom. The results of the present research can be measured in a qualitative way, by observing, perceiving, and analyzing the students' performance when introducing these two factors in their classroom.

This investigation aims to suggest possible different strategies to abord the speaking skill in the English classroom. Acknowledging learners to use and practice natural conversations while they are in the classroom.

3.1.1 Temporal Dimension (transverse/longitudinal)

The present work is a transversal study constructed on the students´ behaviors and attitude before and after implementing a different methodology based on two different soft skills.

3.1.2 Macro (mega-macro-micro)

The magnitude and extension of the organization for this work is micro. The principal idea of implementing two different soft skills instead only one soft skill is based on directly influenced the development and improvement of speaking abilities in this specific group of students by exposing them to most factors possible.

A particular and delimited sample of students are given a series of scenarios and issues that needs to be solved by implementing and developing critical thinking and problem-solving skills. Likewise, the dimension of this work focused on a subtopic in which the investigator will complete his research.

3.1.3 Nature (qualitive, quantitative, and mix)

The objective of this study is to present, expose, describe, recollect, analyze, and understand the results of implementing a methodology based on soft skills as critical thinking and problem-solving skills to interiorize, develop, improve, and reinforce speaking skills in 10th grade students from a public institution in Puntarenas. As mentioned by Bhandari (2020) "Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research"

3.1.4 Caracter (exploratory, descriptive, correlational, explanatory)

The descriptive research is the research method that is focused on presenting and describing the characteristics and traits of a subject or phenomenon. This research project attempts to describe the characteristics in the classroom of students who receive a methodology based on the influence of soft skills techniques and the singularity that this represents for them.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Analysis Unit (objects and subjects of study)

In this part, the researcher explains the population to be studied in a particular manner, refer as (universe and sample). Both terms are essential parts of the case study for this investigation.

After clarifying these two concepts, in terms of the universe, it refers to the public institution where the investigation is located. The universe is the place where the research acts, in this case the entire Benemerito Colegio Nocturno José Martí is the house of the whole investigation, and the sample is part of it.

Moving on with the second concept, the sample is represented by the selected section 10-2 where the tenth grades students assist to. The researcher will focus the attention in observing and perceiving the learners from this group, as well as to implement and apply the instruments of this investigation.

The inclusion criteria of this paperwork are focused on the tenth-grade students from section 10-2 from Benemérito Colegio Nocturno José Martí in Puntarenas, in range of age from 15 and 35 years old, because is the population that the researcher wants to be studied.

The exclusion criteria in the present research mentions that all those students from a lower grade than tenth year are not allowed to be included in the research, also those students above the age of fifteen and higher the age of 65 years old.

3.2.2 Firsthand

For this investigation primary sources are valuable for collecting data and gathering information related to the methodology, strategies, activities, and dynamics used in a normal English lesson, to determine if the current methods are appropriate to develop soft skills in high school students.

The primary sources of this research are presented below, according to their authors, university, country, and year.

Table #2 Firsthand

Author or authors	University or Organization	Country	Year
Daniel Madriz-Granados Anthony Serrano-Calderón,	Instituto Tecnológico de Costa Rica	Costa Rica	2019
César Toruño Arguedas	Universidad Técnica Nacional	Costa Rica	2020
Abbas, Azwar Hum, M.	English Education Study Program, Ahmad Dahlan University	Indonesia	2013
Aclan, E.M.	Universiti Putra Malaysia press	Malasya	2016

Abd Aziz, Noor Hashima Valdez, Nena P.			
Dewiyani, M. J.	Institute of Business and Informatics Stikom Surabay	Indonesia	2015

Source: Zúñiga Carvajal 2022

3.2.3 Second hand

On this part of second-hand sources, Books used during the research are included, both as reference sources and bibliographic sources, and they will be shown with the author's name, article name and year of publication.

Author	Title	Year of publication
Kalytchak, R. Kharlamova, G. Klimenkova, O. Lutsenko, O. Paschenko, S. Pavlenko, V. Senyk, O.	SOFT SKILLS (ACADEMIC GUIDE / TEACHING MATERIALS)	2015
Nancy Guerra Kathryn Modecki Wendy Cunningham	Developing Social-Emotional Skills for the Labor Market	2014

Source: Zúñiga Carvajal 2022

3.2.4 Third hand

On this part, scientific articles from known and un-index magazines are going to be shows and expert articles according to name of the article, name of the magazine and year of publication

Name of the article	Name of the magazine	Year of publication
Improving Students Soft Skills using Thinking Process Profile Based on Personality Types	International Journal of Evaluation and Research in Education (IJERE)	2015
Definition, development, assessment of soft skills and their role for the quality of organizations and enterprises	International Journal for Quality Research	2016

Source: Zúñiga Carvajal 2022

3.3 SAMPLE SELECTION

3.3.1 The population

The setting of this research project is the Benemérito Colegio Nocturno José Martí located in Puntarenas's downtown. The Benemérito Colegio Nocturno José Martí is a memorable public institution of high school education in Puntarenas, since its creation this public institution has housed thousands of students each year, it is relevant due to the considerable number of students that assist every year to that high school.

For the present work the population constitutes the universe of the setting in which the research is managed, the investigator of the project work with all the population from a specific and selected section from Benemerito Colegio Nocturno José Martí.

3.3.2 Sample

The instruments are applied to a group of twenty-six tenth graders with ages from 16 to 33 years old, specifically the section 10-2, they are a group of tenth grade students of the

Educación Diversificada according to MEP's standards, coursing the first trimester of 2022. As mentioned before the Benemérito Colegio Nocturno José Martí is characterized by its considerable number of students, and this group is overcrowded. Choosing tenth graders is a relevant aspect for this investigation because these students are in their last two years of high school education, in other words they are about to finish this stage and go to university; therefore, their education must be focused on developing a variety of different abilities and skills to work.

3.3.3 Probabilistic or Non- Probabilistic

The type of research is non-probabilistic due to the delimited sample of the population that was previously selected by the researcher. As Semasinghe (2019) said "In this method, personal knowledge and opinion are used to identify the individuals/items from the population" (p.4)

3.4 TECHNIQUES AND INSTRUMENTS TO COLLECT DATA

The instruments in research are essential to collect data and information, as well as to determine the level of complexity of the method and research used. Therefore, for this research project an observation and two different questionnaires were chosen to collect information about the methodology implemented by the teachers. The first instrument: the observation includes a checklist to focus on the performance and the activities presented during a normal English class to define if soft skills are included in the lesson plan.

On the other hand, there is a students' questionnaire that includes thirteen questions, most of them are close questions and at the end of the questionnaire there are two open questions. The

objective of applying this questionnaire is to analyze if the activities and dynamics extensively used by teachers include soft skills or any critical thinking or problem-solving skills. Finally, the teachers' questionnaire is adapted with ten mix questions between close and open questions related to the planning and the methodology applied by these teachers.

In terms of this investigation one observation (see annex 1) and two questionnaires, one for students (see annex 2) and one for teachers (see annex 3), are applied during the process to collect significant information about the methodology implemented in this specific group of tenth graders for teaching English as a Second Language as a way to verify and analyze the effectiveness of activities and dynamics when developing and encouraging soft skills among students.

The students' questionnaire is distributed among the participants in one of their English lessons and they will have from 15 to 20 minutes to respond. All the participants are duly informed about the purpose of the study and their rights. Also, they are informed that they have the right to not answer any question they feel uncomfortable with. On the other hand, the teachers' questionnaire is distributed to the teacher in charged that day, he/she has the same time as students to respond.

3.5 OPERATIONALIZATION OF VARIABLES

3.5.1 Specific Objective

Implement critical thinking and problem-solving activities and strategies to improve the speaking skill in students from 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

3.5.1.1 Independent Variable

Application of critical thinking and problem-solving skills.

3.5.1.2 Conceptual Definition

In particular, the definition of this soft skill is based on the ability to think in a critical,

innovative, and analytical way from students of tenth grade from Benemérito Colegio Nocturno

José Martí, Puntarenas during I semester, 2022.

3.5.1.3 Operational Definition

Applying a new methodology based on a different criterion which incorporate the soft

skills to improve the acquisition of English as a second language focused specifically on

speaking skills in the target language.

3.5.1.4 Instrumental Definition

To collect the necessary information about the method and strategy use in the classroom,

the researcher will use an observation and a questionnaire that includes a checklist to focus on

the performance and the activities presented during a normal English class to define if soft skills

are included in the lesson plan.

3.5.2 Specific Objective

Describe the impact of implementing critical thinking and problem-solving skills in

improving the speaking skill in 10- 2 section from Benemérito Colegio Nocturno José Martí,

Puntarenas during I semester, 2022.

3.5.2.1 Dependent Variable

The results of implementing soft skills in improving speaking skills.

3.5.2.2 Conceptual Definition

Based on describing the impact of implementing different concepts as critical thinking and problem-solving in the curricula of tenth grade students from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

3.5.2.3 Operational Definition

Implementing critical thinking and problem-solving skills can highly improve the speaking skill in tenth grade students by providing new scenarios to acquire and improve their English as a second language.

3.5.2.4 Instrumental Definition

To collect the data from this specific point, a questionnaire will be applied to students to analyze and describe their learning process once implemented this specific soft skill.

3.6 OPERATIONALIZATION OF VARIABLES CHART:
3.6.1 General objective

Analyze the impact of implementing critical thinking and problem-solving skills in improving the speaking skill in 10-2

section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

SPECIFIC OBJECTIVE	VARIABLE	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INSTRUMENTAL DEFINITION
Implement critical thinking and problem-solving activities and strategies to improve the speaking skill in students from 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.	Application of critical thinking and problem-solving skills	In particular, the definition of this soft skill is based on the ability to think in a critical, innovative, and analytical way from students of tenth grade from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.	Applying a new methodology based on a different criterion which incorporate the soft skills to improve the acquisition of English as a second language focused specifically on speaking skills in the target language.	To collect the necessary information about the method and strategy use in the classroom, the researcher will use an observation and a questionnaire that includes a checklist to focus on the performance and the activities presented during a normal English class to define if soft skills are included in the lesson plan The students' questionnaire focuses on exposing if the soft skills were previously implemented by the teacher in the classroom. It contains the following questions: 1,2,3,4,5,6,7,8,9,10,11,12,13 QualitativeChecklist for classroom observation: an instrument to gather data about the methodology and strategies used by the professor on a

				normal English classroom, it helps to determine if there is previous knowledge about soft skills during the lesson.
Describe the impact of implementing critical thinking and problem-solving skills in improving the speaking skill in 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.	The results of implementing soft skills in improving speaking skills	Based on describing the impact of implementing different concepts as critical thinking and problem-solving in the curricula of tenth grade students from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.	Implementing critical thinking and problem-solving skills can highly improve the speaking skill in tenth grade students by providing new scenarios to acquire and improve their English as a second language.	To collect the data from this specific point, a questionnaire will be applied to students and professor to analyze and describe their learning process once implemented these specific soft skills The teacher's questionnaire contains: 1,2,3,4,5,6,7,8,9,10 Qualitative The previous mentioned questionnaire attempts to visualize if the teacher is used to the term soft skills and observe if soft skills were previously used in a normal English classroom.

Source: Zúñiga Carvajal 2022

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

4.1 ANALYSIS AND INTERPRETATION OF DATA

This chapter grants the results obtained after the application of the instruments and strategies for collecting the information. For this, the responses provided by the research subjects are considered and analyzed to work towards the purpose of this research.

The analysis of results is one of the key elements to be considered in a research investigation, because is based on the information recollected that those investigators could analyze and found the bases of what needs to be improve and what is working. The results obtained after applying most of the instruments are significant because based on the data collected, they provide the necessary information to analyze and examine the implementation of critical thinking and problem-solving to improve the acquisition of English as a second language in tenth grade students from Benemérito Colegio Nocturno José Martí in Puntarenas.

4.1.1. Analysis of students' data

This observation was conducted in a tenth-grade level with section 10-2, a group of students from Benemérito Colegio Nocturno José Martí which is the sample of this investigation. The class observation was on May 30th, 2022, with a total participation of nineteenth students of the whole group.

The class started at 6:10pm because some students were late, so the teacher decided to begin some minutes later to wait for the rest of the students to come. Once the class started the teacher greeted, called the roll, and did a refresh from the last topic.

Students were finishing the second unit of the contents for tenth graders, this unit talked about movies and cinema. Therefore, based on a series of questions previously provided students had to answer them and produce their own ideas in order to create a complete paragraph where they can use their opinion about their preferences and likes.

On the other hand, based on the scenario, the dynamic of the group, and the activities during the class observed, various results were obtained. After the class finished, it is evidenced that students paid attention to the teacher´s instructions to work on the assigned task. Also, students asked questions related to the topic presented that day. Teacher plays a vital role in the class dynamics because she always tried to monitor students' development and performance.

Another significant point noted during the class is that students worked together in a collaboratively manner, however, it was not focused on getting results, using the target language, or learning, it was based on the idea of belonging, be part of something, and interacting with their peers. Along with this, learners talked and consulted which represents the item four work

collectively, but it ended up in a completely different conversation that is not focused on the objective of the class.

Now focusing on the improving areas of this English class, it was a shortage in implementing or using soft skills in the activities and methodology used by the teacher and students. Throughout the course of the class students were never asked to make predictions about the possible results they could get by doing and working on these specific activities. Students were provided with some questions at first, though it was not enough to cover several areas and fields to develop the speaking skill.

Consequently, learners were not involved in group/pair discussions or teamwork strategies in which a problem-solving based is required. Additionally, students are not expected to think critically because the dynamic of the class is not asking them to do so. In an effort to successfully implement the critical thinking and problem-solving skills more complex scenarios are supposed to be offered during the learning and acquisition process to students.

With this scenario other than research and look for necessary information, students only answer questions with simple sentences using the alternate solution of dictionaries and translators. These tools are necessary during a second language learning process, but they should not be the basics of the methodology.

Results obtained for question number **1**

Graphic 1
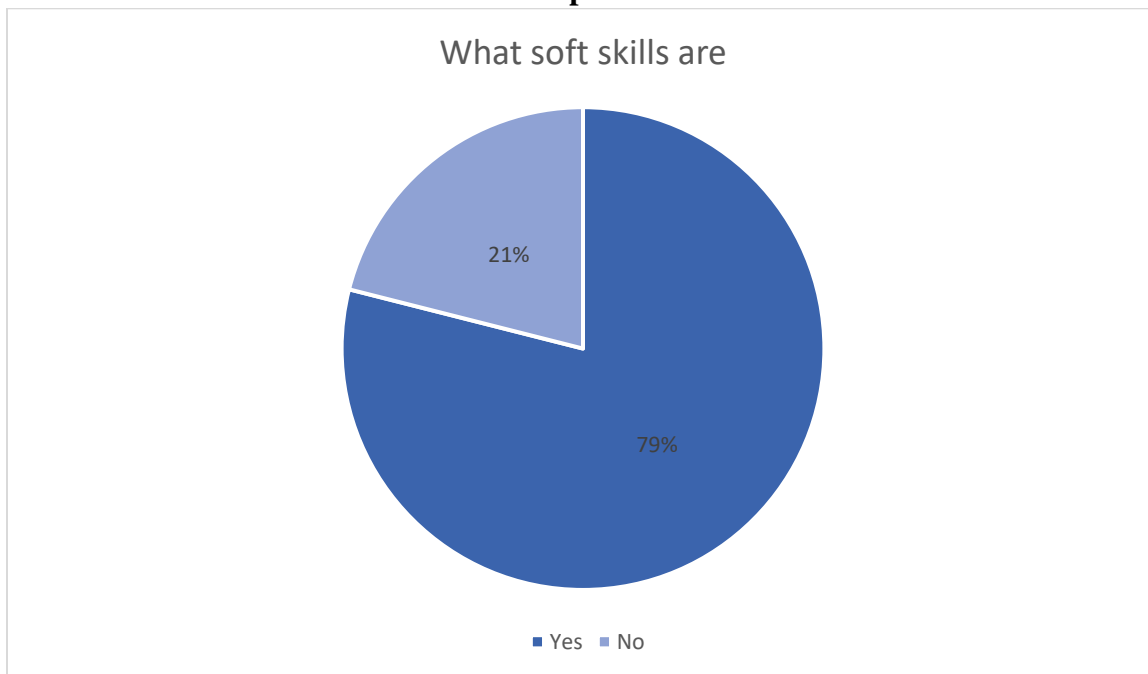
What soft skills are

21%

79%

■ Yes ■ No

Source: Instrument applied to tenth-year students in Benemérito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

According to the graph, 79% of the sample had previous knowledge about what soft skills are, relevant information that help them to construct their learning and help the researcher in stablishing how relevant and practice these skills have been in the classroom. However, 21% of the sample expressed they did not know what these skills are.

Results obtained for question number **2**

Graphic 2

Students like the methodology implemented

0%

100%

■ Yes   ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

Based on the data collected, 100% of the sample demonstrated to like the methodology implemented within this research investigation, what is highly relevant for the purpose of this investigation. The way students perceived the methodology applied has a positive impact in future research.

Results obtained for question number **3**

Graphic 3

Students enjoy the class
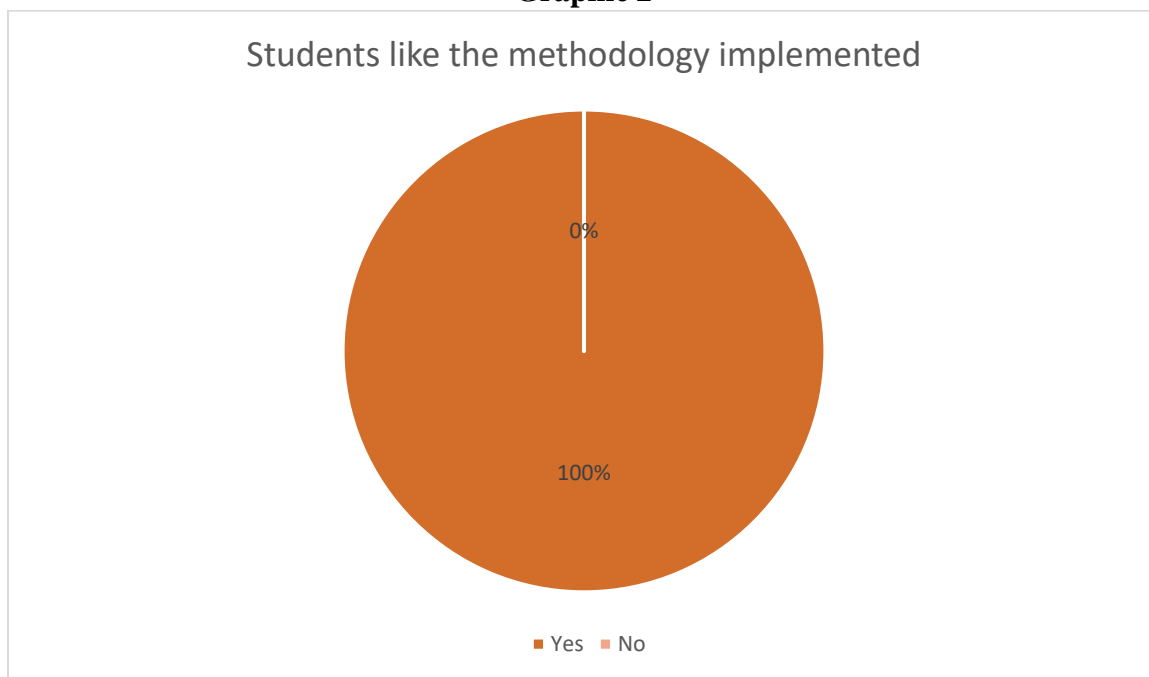
0%

100%

■ Yes ■ NO

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

According to the information collected, 100% of the sample enjoyed the strategies and activities applied based on the methodology of implementing critical thinking and problem-solving skills to improve the speaking skill in the English classroom. Students also commented that these activities had them go beyond the common and basic interaction I the target language.

Results obtained for question number **4**

Graphic 4

The teacher implemented a variety of activities
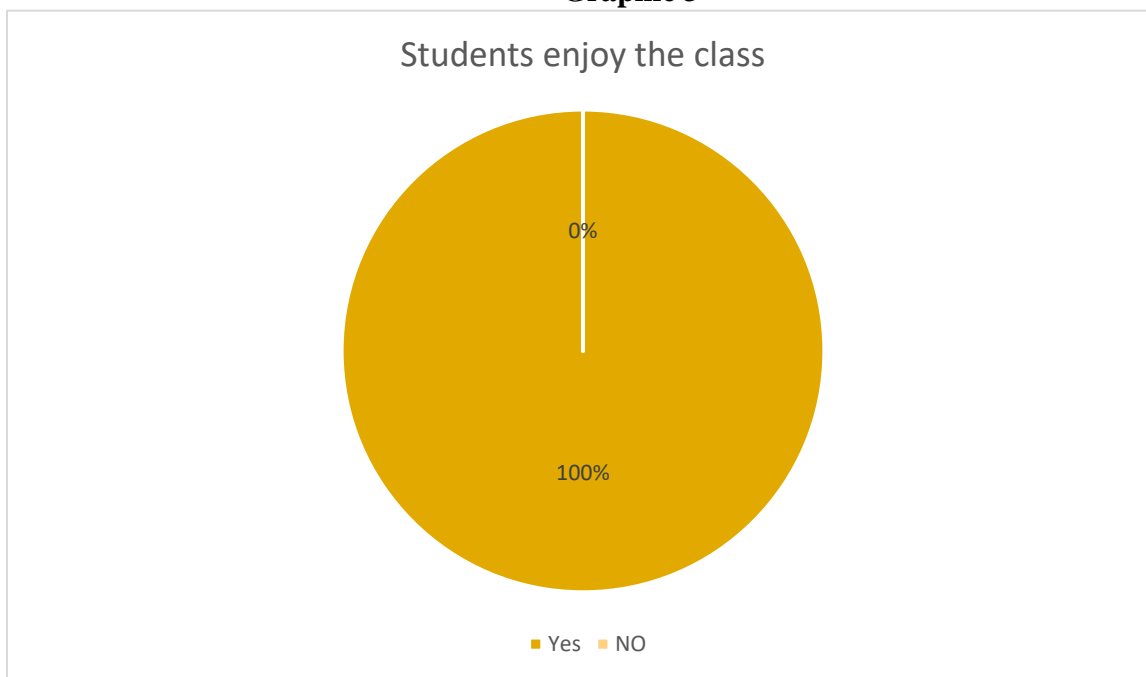
0%

100%

☐Yes ☐No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

The previous graphic indicates that 100% of the sample agreed there was a variety of activities during the methodology applied. The researcher-teacher implemented and used various activities and strategies to engage students in participating in the dynamic of the classes. The implementation of a variety of activities can impact the results obtained in this research because based on the student's responses, the researcher needed to continue with the strategy or no.

Results obtained for question number **5**

Graphic 5

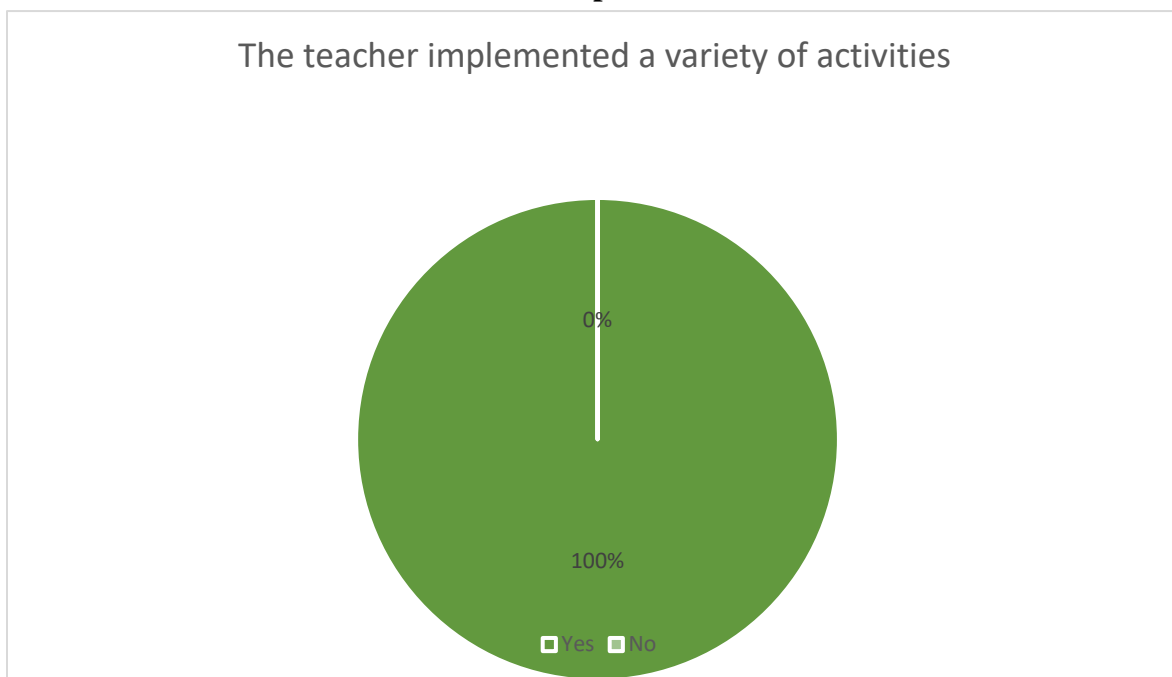Teacher encourages teamwork activities

0%

100%

■ Yes ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

The graphic previous presented indicates that 100% of the sample agreed that the researcher-teacher encouraged teamwork activities. Based on the soft skills premises, teamwork activities are essential in the pursue of developing these skills in a higher level. It is not only to develop soft skills at a singular and personal level, but also to incorporate them in plural and collective aspects of life.

Results obtained for question number **6**

Graphic 6

The teacher is a facilitator
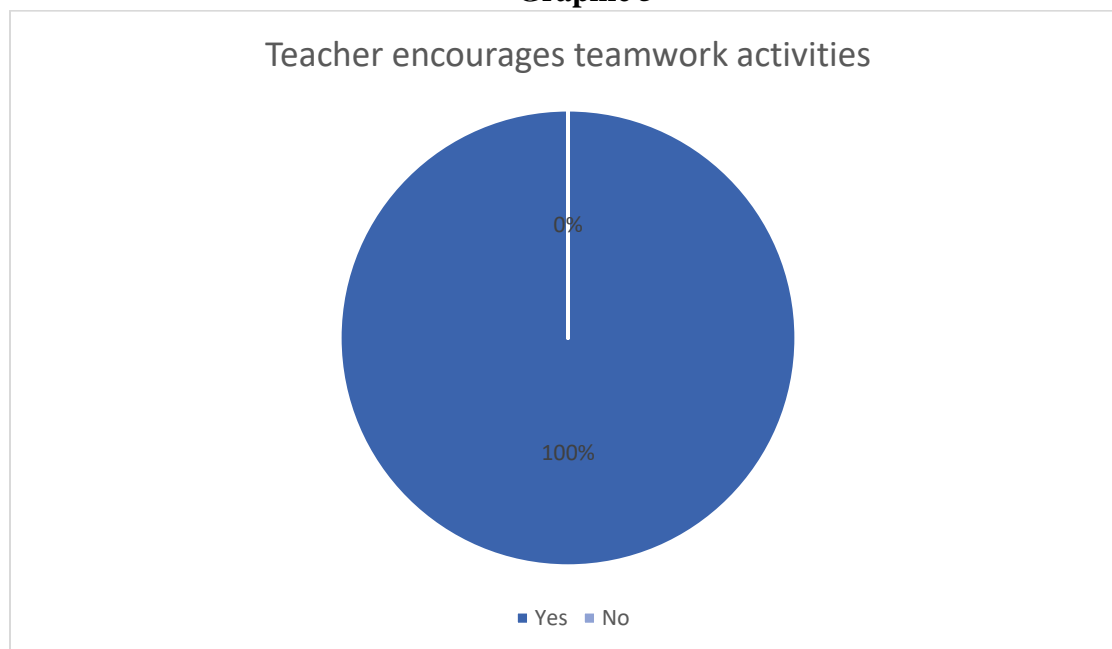
0%

100%

■ Yes   ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

As presented in the graphic, 100% of the sample states that during this process of implementing soft kills such as critical thinking and problem-solving in the English classroom, the teacher accomplished the role of a facilitator of knowledge, which represents an enormous piece of data to apply this idea in future generations.

Results obtained for question number **7**

Graphic 7

The teacher helps to resolve problems
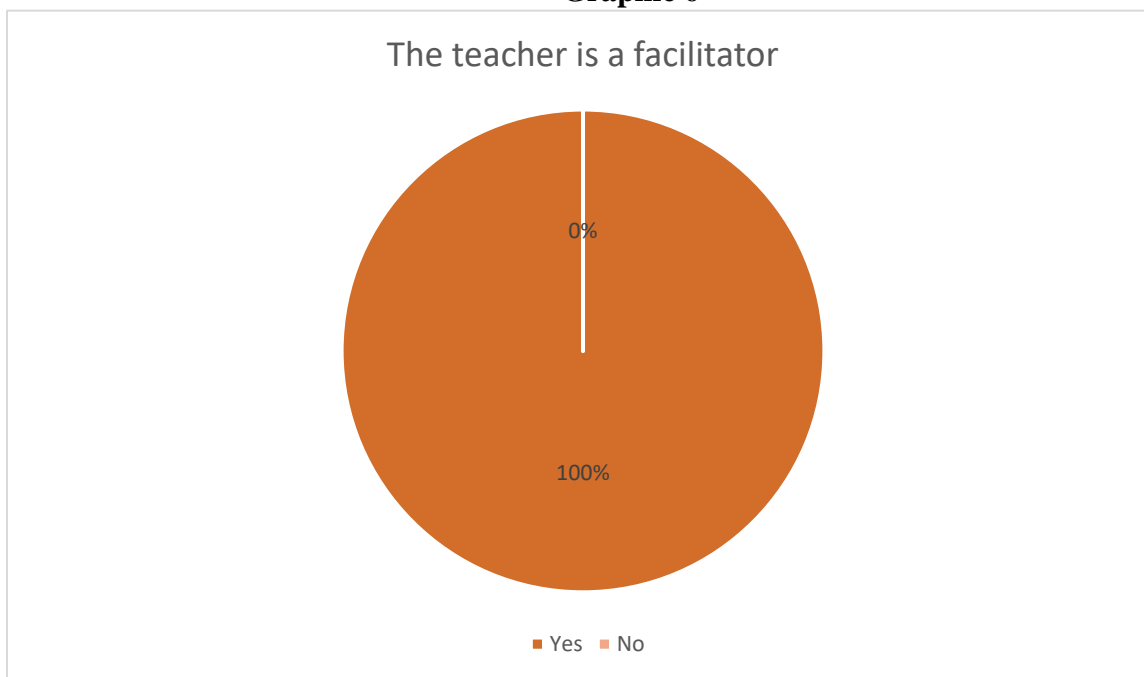
0%

100%

■ Yes ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

As outlined in the presented graphic, 100% of the sample mentions the teacher helped them to resolve problem during the classroom activities. During the sessions, the teacher always tried to walk around the classroom to clear any doubt during the process of solving the problem provided to the students.

Results obtained for question number **8**

Graphic 8

Students like participating in discussions
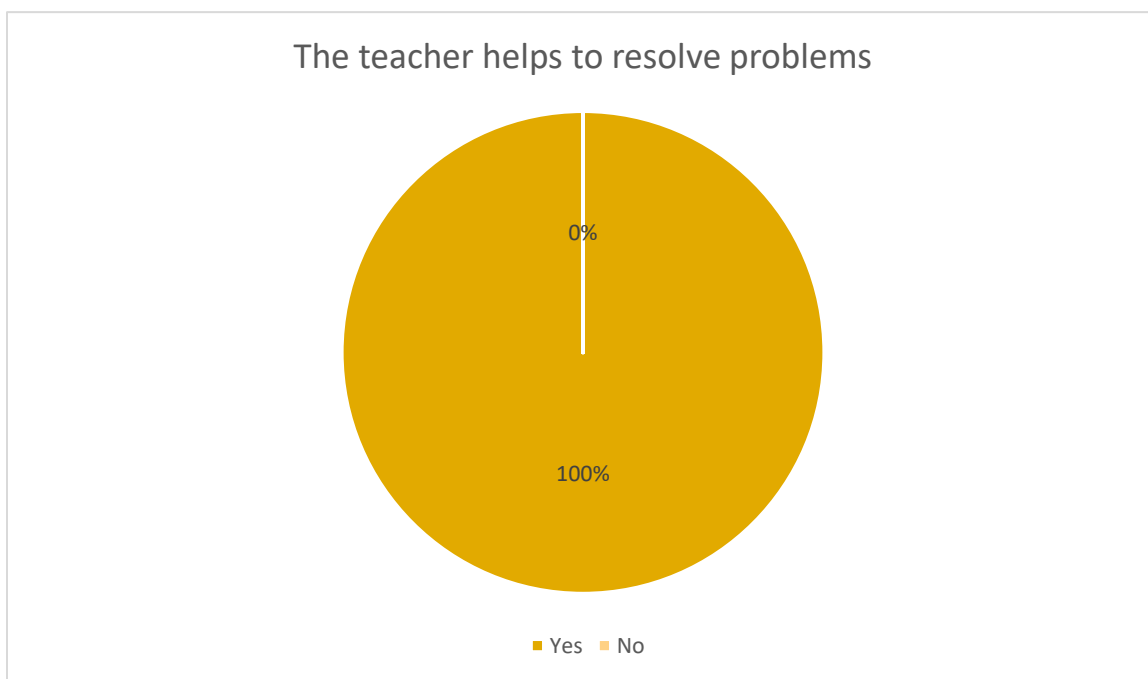

5%

95%

■ Yes ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

The previous graphic shows that 95% of the sample liked participating in discussions. During the sessions students were provided with different scenarios to encourage critical thinking and problem-solving skills to implement and request students the usage of speaking in English as a result. However, the remaining 5% of the sample did not like being participant of discussions during the class.

Results obtained for question number **9**

Graphic 9

Students were challenged to resolve a problem

No
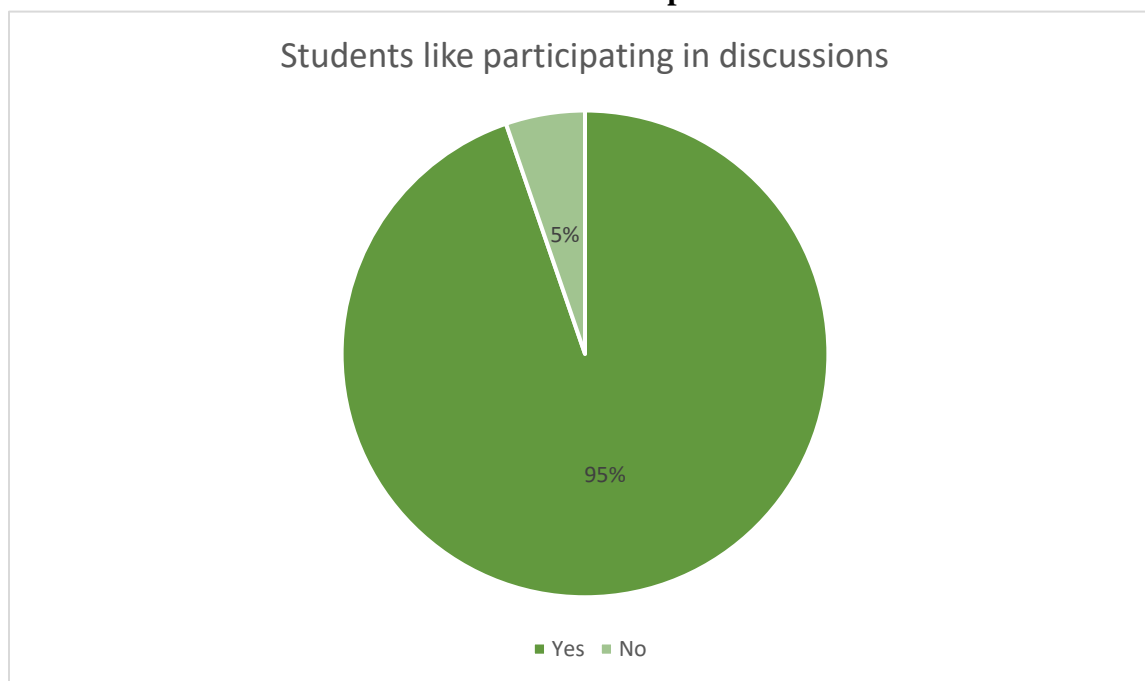0%

Yes
100%

■ Yes   ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

According to the previous graphic presented, 100% of the sample indicates that they were challenged to resolve a problem during the sessions. In fact, the strategy implemented provided students with different scenarios to actively use critical thinking and problem-solving skills to improve the speaking skill in English.

Results obtained for question number **10**

Graphic 10

The teacher provides scenarios to think critically

0%

100%

■ Yes ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

Based on the data collected, 100% of the sample indicated that the teacher in charged provided scenarios to use and practice critical thinking and problem-solving skills during the English class.

Results obtained for question number **11**

Graphic 11
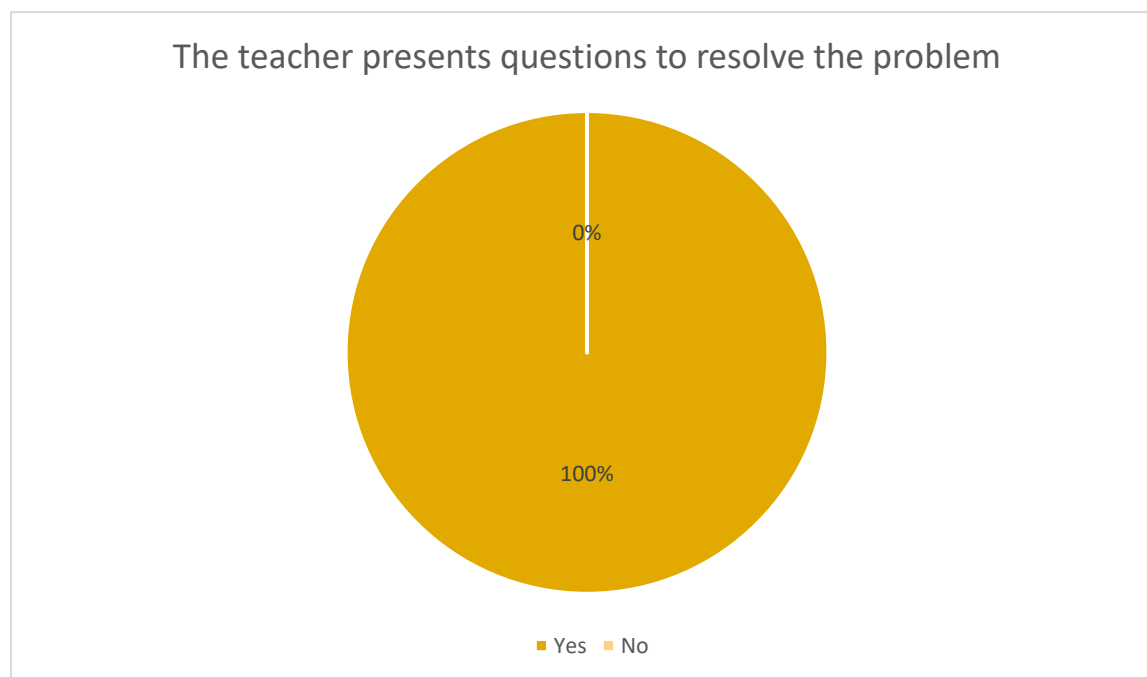
The teacher presents questions to resolve the problem
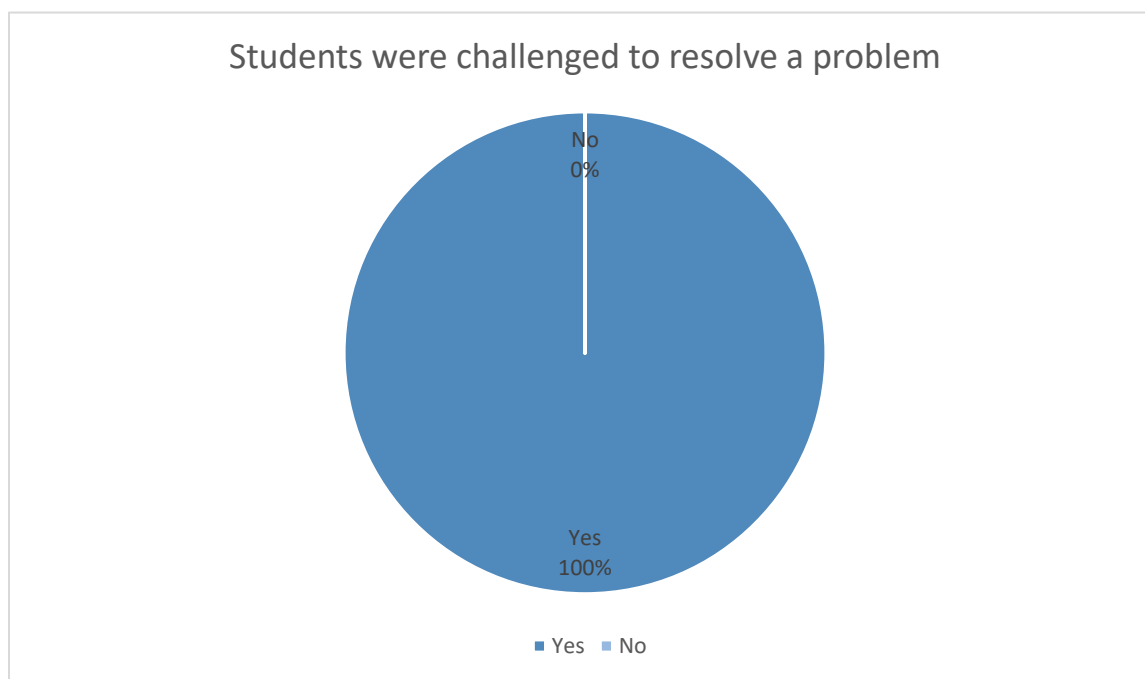
0%

100%

■ Yes ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

Based on the previous graphic, 100% of the sample mentions that the teacher in charged presented a variety of questions to resolve a given problematic. The purpose of these questions was to guide students understanding and learning process to develop critical thinking to solve a problem speaking in the target language.

Results obtained for question number **12**

Graphic 12

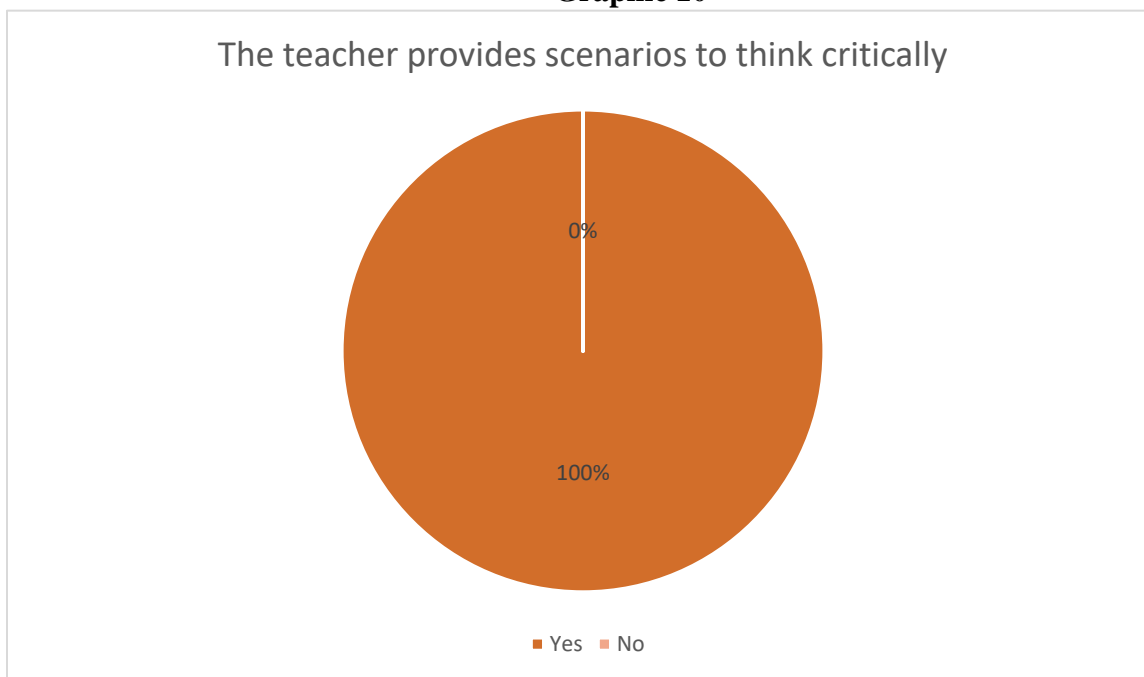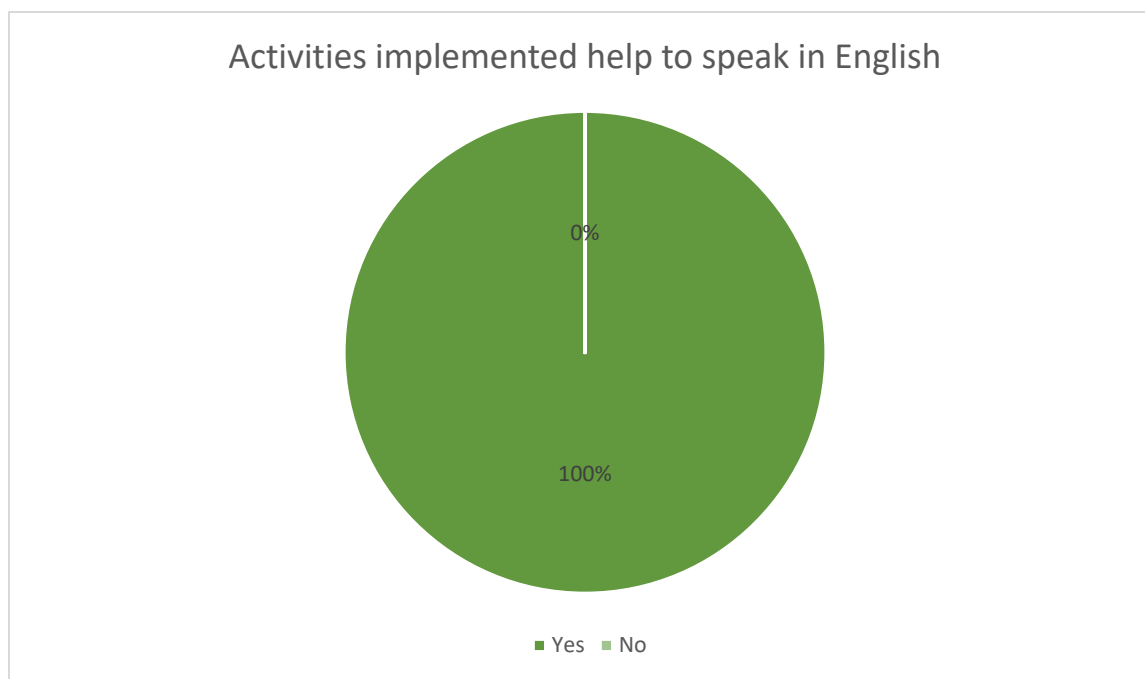Activities implemented help to speak in English

0%

100%

■ Yes ■ No

Source: Instrument applied to tenth-year students in Benemerito Colegio Nocturno José Martí. Data collected by the researcher Neythin Zúñiga, July 2022.

According to the graphic presented, 100% of the sample indicates that the activities implemented during the sessions helped and encouraged them to speak in the target language. The activities used during this period of time had the purpose of challenging students to speak in English to express and communicate their ideas about a resolution of a problematic.

4.1.2 Analysis of teacher's data

This questionnaire was applied to the teacher on charge of the tenth graders, it was presented in the last session with the groups on June 22nd, 2022. The questionnaire is an instrument applied to determine if the teacher recognized and previously used soft skills in her classroom, the key elements use in this research project to improve speaking skills in English as a second language.

Based on the responses provided by the teacher, it is cleared that she has always tried to conduct dynamic activities and strategies that includes some soft skills and that catch students attention to learn a second language in a entertain way; also, is deducted that "soft skills" is a term used and sometimes applied in the English classroom flow.

On the other hand, it is evident that there is an absence of activities that encourage students to use the target language to communicate and share ideas, therefore, students do not have the necessity to think critically to improve their speaking skills.

CHAPTER V

CONCLUSIONS AND RECOMMENDATION

5.1 CONCLUSIONS

This section presents the main conclusions obtained based on the analysis of results conducted on the information obtained through the research instruments developed for this.

5.1.1 Regarding to the problem formulation

Regarding the problem formulated before in this research, it is clear that learners are facing difficulties and issues in the English field; based on the experience of working specifically with this group of tenth grade students it is exposed the lack of interest students and teachers have developed during the process. Nowadays this represents one of the most challenging problematics teachers and in general the educational system needs to overcome to close the bridge and fulfill the existent gap in our education.

Moving on to the problem presented, based on the data collected it is evidenced that including soft skills during the English class was beneficial for students to forget about that shyness, struggling with their own thinking and processing time to response in the target language. Students were exposed to a different level of English in which they were asked to produce their ideas by resolving an issue.

5.1.2 Regarding to the general objective

In the current context, society is utilizing technology at every moment, to work, to study, to entertain, to explore, to research, to live in all terms. Technological devices are all over around the world, being part of adults, young adults, teenagers, and kids. Therefore, students are also immersed in the technological area, where the majority of student have access to them including the access to the internet not only to be informed but also to search for every piece of information provided.

Based on the necessity of catch students' attention, this investigation tried to implement the technology so students were comfortable with the environment and the strategy will be more inclusive; resources such as internet, videos and audios were used to engage learners in the learning process.

In conclusion, it is perceived that implementing soft skills such as critical thinking and problem-solving can positively impact students learning process; as a result, these skills must be include and incorporate new methods, strategies, and activities to maintain the class interesting so students can be part of the dynamic. By presenting students with a specific structure, they are exposed and requested to practice, use, and implement the resources, knowledge, and previous information given.

By implementing these opportunity areas of new, fresh, and renew methods, activities students can fulfill the existent gap in English. This method facilitates teachers' job by promoting students' participation, engaging students' attention, involving and developing areas of improvement. Critical thinking and problem-solving request students to be completely part of the class dynamic because is not just writing or listening to someone, it involves students participating to generate a result.

5.1.3 Regarding to the first specific objective

Based on this first objective, after commenting and implementing these two soft skills, students now have a more extended view of the importance of these skills in life. In the current perspective, the reinforcement of these skill is significant to develop different and a variety of skills in students. Soft skills are the skills for life.

5.1.4 Regarding to the second specific objective

During the past years, the Ministerio de Educación Publica from Costa Rica has been trying to implement a methodology that encourages, motivates, helps, and challenges students to learn English as a second language incorporating life scenarios and events which students can relate to as a strategy to impact meaningfully the learning process.

Therefore, the current MEP's curriculum includes the action-oriented approach as a tactic to challenge students in their learning process. This methodology requires the use of soft skills to resolve the problems presented in the classroom; however, the implementation of these essential skills has been replaced and placed apart. The main reason for this is that teachers are not well-trained in this field, so they have not been able to fully implement the methodology in their classroom consequently the planning and activities remain basically the same affecting students' performance.

This panorama is affecting students' learning process by demotivating them and losing interest in the English class because it includes the same activities, problems, and actions to learn.

5.1.5 Regarding to the third specific objective

The purpose of this project was the implementation of soft skills specifically critical thinking and problem-solving as a new strategy to help students' performance in the English learning process. Consequently, the researcher based their classes using only soft skills creating situations that require students to use and implement critical thinking and problem solving to resolve the issue or to get a resolution in general.

During the process it was evidence that learners have not used these skills very frequently because some of them barely know what critical thinking and problem-solving skills involved and why they are used to.

5.1.6 Regarding to the fourth specific objective
Regarding the fourth objective of this research, it was evidence that implementing soft skills has a positive impact in students' performance during their English classes. For the specific sample used in this research, learners reacted and were engaged in the process, they were very attentive, paid attention and showed interested in this methodology.

Based on the results obtained during this process, the teacher highly recommends applying soft skills in particular critical thinking and problem-solving skills to improve the acquisition of English as a second language because these skills are beneficial for students in their learning process and in life situations.

5.2. RECOMMENDATIONS
In this section, the researcher of this research project presents significant aspects and recommendations to implement the use of critical thinking and problem-solving to improve the speaking skill in high school students from superior levels.

- **Implemented for a longer period.** For future researchers, it is recommended that this methodology will be implemented for a longer period of time to obtain better results. Students must be challenged to think critically and resolve problems for longer periods, which includes not only one scholar year but also during the whole learning process to accurately develop and produce these skills as part of their routine.

▪ **Early start**. To develop and acquire critical thinking and problem-solving skills, students must begin at early stages in life, when they are still capable of modeling their reasoning and thinking behaviors, student´s critical thinking can improve.

▪ **Guide the learning process with necessary questions**. It is highly recommended that this method will be implemented by providing students with the necessary information and data to develop their own reasoning and thinking behaviors. Questions, inquiries, and different scenarios should be included in the activities to foster critical thinking and problem-solving skills in all learners.

▪ **Focus on discovering and researching.** It is proposed that students from Benemérito Colegio Nocturno José Martí use different means such as internet, books, magazines to start researching about the topics presented in their classes to reinforce the knowledge and data given during the class. It is also recommended that students take advantage of technological devices currently presented in the society to investigate and look for reinforcement to acquire the practice.

▪ **Follow base structure: ill-structured problems, criteria for assessing thinking, student assessment of thinking, and improvement of thinking**. The presented structure was vital to start a change in students lack of using the English-speaking skill. A well-structured planning with a purpose, explanation, and details can significantly help the use of speaking skills in every class.

▪ **Critical thinking and problem-solving require training, practice, and patience**. As, with any other skill, critical thinking and problem-solving requires training to have the bases on how to start and be part of the process, also it needs practice to develop what was learned and understand the goal of doing it. Finally, it demands

patience from both the teacher and the student to acquire and build the ability of think critically and resolve problems as daily basis.

- **Support the speaking skill.** For future purposes, it is proposed that high schools along with their teachers use the target language (English) all the time as a method of exposure. The most students are exposed to the target language the most they feel comfortable using the language.

- **Workshops and courses to practice speaking.** The following recommendation is to Benemérito Colegio Nocturno José Martí that should create spaces such as workshops, courses, round tables, discussions, contests, English fest, or spelling bee fest to develop, practice and improve the English-speaking skill.

CHAPTER VI

PROPOSAL

6.1 PROPOSAL NAME

The proposal name is **"The impact of implementing critical thinking and problem-solving in improving the speaking skill in 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022"**

6.1.1 Place to be developed and involved population

This proposal will take place at Benemérito Colegio Nocturno José Martí, Puntarenas.

The population for this proposal is tenth-year students from ages between 16 to 33 years old.

6.1.2 General and specific objectives

6.1.2.1 General Objective

To implement critical thinking and problem-solving skills in improving the speaking skill in 10- 2 section from Benemérito Colegio Nocturno José Martí, Puntarenas during I semester, 2022.

6.1.2.2 Specific objectives

To incorporate critical thinking and problem-solving skills in the English classroom to improve the speaking skills in the acquisition of a second language.

To develop critical thinking and problem- solving skills to improve the acquisition of speaking skills in the English classroom for tenth grade students.

6.2 CHRONOGRAM OF THE ACTIVITIES AND RESPONSIBLE

For the purpose of this research project the person responsible for the implementation of this planning is Neythin María Zuñiga Carvajal.

Activity	Duration		Date		
			June		July
	Start	End	13th	15th	11th
1- Greeting and teacher's introduction	6:00pm	6:10pm			
2- Introducing vocabulary and language for "These are my people"	6:10pm	6:20pm			
3- Listening to an audio about indigenous problems	6:20pm	6:30pm			

4- Monitoring students	6:30pm	6:40pm	■ (blue)	■ (blue)	
5- Discussing about cultural identity and issues faced by Indigenous groups in Costa Rica.	6:40pm	6:55pm	■ (yellow)		
6- Feedback and observations	6:55pm	7:00pm	■ (green)	■ (green)	
7- Debating about benefits and the impact REED+ have in Indigenous territories.	7:00pm	7:10pm		■ (red)	
8- Evaluation	7:10pm	7:45pm			■ (dark blue)

6.3 BUDGET NECESSARY FOR ITS IMPLEMENTATION

According to "Almacénes El Rey" (n.d.) the prices of the following materials are:

One green whiteboard marker: ¢650

One red whiteboard marker: ¢650

One black whiteboard marker: ¢650

One blue whiteboard marker: ¢650

Three set of the permanent markers: ¢2,475

One board eraser: ¢1050

8 Cardboards: ¢1200 (¢150 each one)

10 printed information tittles of REDD+ article: ¢500 (¢50 each one).

Twenty-six printed handouts: ¢1300 (¢50 each one).

28 Printed evaluation rubrics: ¢1400 (¢50 each one).

Total: ¢ 10,525

6.4 CONTENT OF THE PROPOSAL

The proposal of this research consists of explaining how to improve the speaking skill using critical thinking and problem-solving. The sample of this plan are the 100% of the total population of the 1oth grade from Benemerito Colegio Nocturno Jose Martí.

Level 10th			Unit 3		
Scenario: A world of differences			**Theme:** These are my people		
Number of lessons: four			**Date:** June 13th, 2022 / June 15th,2022		
Vocabulary & Language	**Objectives**	**Mediation Activities**		**Time**	**Materials**
– maleku, cabécar, bribri, ngäbe, buglé, boruca, térraba, chorotega, huetar – Hang out, talk down, put up, take out, speak up, put down		**Pre-teaching** **Participating** -Teacher greets learners, asks them how they feel today. -Teacher introduces herself as a teacher -Teacher deliver a handout. In groups of four students, learners must solve a word search about "these are my people" vocabulary made by teacher. **Engaging** - Once learners finished the Word search handout, teacher asks groups to write the words they found in the board, then t. asks them what these Word have in common. **Introducing**		20 mins	Handout delivered by the teacher. Whiteboard Markers Pencil Pen Notebook

	Describing people and places, feelings, emotions, and attitudes	-After finishing the warm-up activity teacher explains learners that this unit talks about a world full of differences. Teacher asks learners what other differences they can mention in our society. **Planning** **Pre-listening** 1. In the same groups, learners prepare themselves to listen carefully an audio about costarican Indigenous culture. https://www.youtube.com/watch?v=QalZEs26UVY 2. Teacher presents the cover of the video by asking learners to predict what the video is about. The video talk about REDD+		
	Expressing opinions, agreement and disagreement.			
	Managing interaction (resuming or continuing).	**Listening for the first time** Learners listen carefully and pay attention to the information provided in the audio and video. **Listening for the second time** Learners listen carefully and pay attention for the second time to the video in order to confirm and understand what the main idea is presented. **Post-listening** After listening for the second time the video, learners share what they think is the main idea and message presented in this audio.	20 mins	

| | | -To reinforce the idea, teacher asks learners some questions related to the audio #1 about Boruca group:

•   What was the audio about?
•   What did you understand from the audio?
•   What is the groups of Indigenous people in the audio?
•   Where are they located?
•   What are two traditions of this Indigenous group?
Questions for video about REDD+

•

Oral Production

Speaking Interaction
Checking
– Teacher provides learners an article about REDD+ a commonly issue faced by Indigenous groups.
    For this task, learners only focus on the front page or tittle of the article.

Planning
    -Teacher provides a series of agreement / disagreement / contrasting opinion phrases to be use in this exercise.
    Agreement/Disagreement
    I think that too
    Sorry but you are wrong
    I agree/I disagree | 30 mins | |

		<u>Contrasting opinion</u>
		On one hand
		    On the other hand
		    Even though
		
		Using
		− After reading the main tittle of this article, learners in the same groups share their ideas of what is the article about. Also, learners are asked to implement the phrases previously provided by the teacher.
		      • What is the article about?
		      • Can you tell in your own words what REDD+ is?
		      • What are the benefits of this program to Indigenous reserves?
		      • Do you think this program is beneficial for Indigenous groups?
		      • Why is it beneficial?
		      • Do you think this program can be harmful for forest and mountains in Indigenous territories?
		
		Interacting
		− In a conversation by repeating what has been said and conveying this information to another person and asking for reported speech in performing dialogues.
		
		Expressing
		− Once learners have developed their ideas using the required phrases, teacher asks them to express their		

		opinions about cultural identity and issues faced by Indigenous groups in Costa Rica.		
		<u>Speaking Production</u>		
		Planning Based on the audio and the article previously presented about REDD+, learners take a position about this program to be part of a debate: - Does REDD+ benefit Indigenous groups and their forest reserves? - Does REDD+ affect Indigenous groups and their forest reserves?	30 mins	
		Organizing In small groups, learners research on the internet what are some benefits and impacts of the REDD+ format. Then, learners organize their ideas based on the information, vocabulary and phrases provided by the teacher. Teacher asks them to do a brainstorm of their main ideas to work towards them.		
		Rehearsing Once learners had their brainstorm, they start preparing short phrases to be used in the debate.		
		Explaining In a round table, groups gather and start the debate by providing their ideas supporting by their research.		

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ANNEXES

Instrument 1:

Checklist for Classroom Observation

Date of Observation: _____ Level: 10-2 Starting time: ___ Ending time: ___

Instructions: This checklist will serve you as a reference to conduct classroom observations on active learning. The instrument requires that you observe student and teacher activities to assure the implementation of soft skills in the classroom. You make a quick note of what takes place during the lesson.

All the information is confidential and only is going to use by the researcher

N°	Criteria	Yes	No
1	Students ask questions related to the studied topic.		
2	Students listen carefully to the teacher's directions.		
3	Students make predictions about what will happen next in the class		
4	Students work collaboratively to achieve the task.		
5	Students are challenged with some questions, inquiries, and problems about the topic.		
6	Students participate in discussions with peers.		
7	Active exchange of ideas.		
8	The teacher is a facilitator of learning.		
9	The teacher encourages critical thinking.		
10	Teacher motivates teamwork.		
11	The teacher asks students to explain their results.		
12	Activities encourage analyzing, examining, and comparing		
13	Activities involve problem-based learning.		
14	The methodology is focused on active learning and problem-solving.		

Source: Zuñiga Carvajal 2022

Observations:

_____

_____

Instrument 2:

Students Questionnaire

The following research is conducted by Licentiate degree students from Universidad Hispanoamericana as part of a research project. This questionnaire will be applied to tenth grade students from Colegio Nocturno José Martí in Puntarenas. The purpose of the following questionnaire is to compare the effectivity of the current methodology when implementing activities that encourage soft skills in high school students.

Instructions: The following questions are answered based on your learning process experience.

All the information is confidential and only is going to use by the researcher

N°	Questions	Yes	No
1	Do you know what soft skills are?		
2	Did you like the methodology used in your English classes?		
3	Did you enjoy your English class?		
4	Did your teacher implement a variety of activities?		
5	Did your teacher encourage teamwork activities?		
6	Did your teacher take the role of facilitator during the lessons?		
7	Did your teacher help you to resolve any unknown task or activity?		
8	Did you like participating in discussions, round tables, or debates in your English **class?**		
9	Were you challenged to resolve a problem, a statement, or a dilemma **related to** the topic studied?		

Source: Zuñiga Carvajal 2022

10. How frequently do you analyze, examine, or investigate information related to the topic studied during your English class?

Very frequently   Occasionally   Rarely   Never

11. Do you think the activities implemented by the teacher helped you to speak in English?

_____
_____

12. What strategies were the most helpful for you to improve the speaking skill in the English class?

_____
_____

Instrument 3:

Teachers Questionnaire

The following research is conducted by Licentiate degree students from Universidad Hispanoamericana as part of a research project. This questionnaire will be applied to English teacher from Colegio Nocturno José Martí in Puntarenas. The purpose of the following questionnaire is to compare the effectivity of the current methodology when implementing activities that encourage soft skills in high school students.

Instructions: the following questions are answered based on your teaching experience, and your methodology to teach English to high school students.

All the information is confidential and only is going to use by the researcher

N°	Questions	Yes	No
1	Do you use a variety of activities and dynamics for your English class?		
2	Do you know what soft skills are?		
3	Do you think soft skills can be beneficial for your students?		
4	Have you ever taken into consideration soft skills in your activities?		
5	Have you ever implemented any soft skills during your English class?		
6	Have you ever heard about the Universal Design for Learning methodology?		

Source: Zuñiga Carvajal 2022

7. How frequently do you incorporate critical thinking activities in your class?

Very frequently   Occasionally   Rarely   Never

8. How important is to innovate in your English lessons?

Very important   Not so much important   Not important at all

9. What methodology, approach, or strategy do you use in your lesson?

_____
_____

10. Which are the most common activities and tasks you apply in your lessons?

_____
_____