

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE WORK

**THE IMPORTANCE OF SOFT SKILLS-COOPERATION, PROBLEM SOLVING,
AND ADAPTABILITY IN THE DEVELOPMENT OF THE SPEAKING SKILL OF
FIRST YEAR HIGH SCHOOL STUDENTS OF BACHILLERATO TECNICO
INDUSTRIAL AT CENTRO ESCOLAR INSA
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LICENCIADO (A) EN IDIOMA INGLÉS OPCIÓN ENSEÑANZA**

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My special dedicatio

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Abstract

In this study, the research team aimed to the importance of the soft skills-cooperation problem solving and adaptability in the development of the English speaking skill of first high school students of Bachillerato Tecnico Industrial during the year 2019. In this research study, the investigators presented all actions, instruments they used with the soft skills-cooperation, problem solving, and adaptability to develop the speaking skill in first year high school students. In addition, researchers used the Embedded model and innovative speaking activities making students put into practice all the vocabulary and structures studied in each intervention with them as well.

For the achievement of the objectives of this research study, the researchers made and executed a plan of action, including an innovative group of English speaking activities used in the intervention plan. After obtaining the respective results, the researchers analyzed, compared and contrasted the baseline to see the achievement of the objectives. This helped the research team to know if first year high school students had developed their English speaking skill or not. Using these results, researchers could build conclusions and give recommendations at the end of this study.

Most first year students were able to use their soft skills in the activities developing in these classes. They were afraid to convey their ideas with their classmates. Besides, these activities also enriched their vocabulary and helped them to express their ideas confidently. Moreover, after the interventions, student cooperation increased, and they learned to help others during working in groups. Finally, their problem solving skill increased effectively.

Introduction

During the implementation of the action research study entitled: The importance of the soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill of first year high school students of Bachillerato Tecnico Industrial at Centro escolar INSA, researchers intended to foster the soft skills-cooperation, problem solving, and adaptability in the education and development of the speaking skill. The present research study was structured in five chapters, which are detailed below.

The first chapter includes the definition of the problem, justification of the problem, and the importance of it, the formulation of the questions, as well as, the general and specific objectives, the delimitation and scope of the work. The second chapter deals with the literature review that gives support to this investigation, and includes the operationalization of the variables with the indicators as well.

The third chapter includes in detail all the steps followed for the development of this action research. In addition, researchers describes all the instruments used to get suitable data and, in that way, to answer the research question. In here, also researchers includes a plan of intervention.

In the chapter four, researchers gives a detailed analysis of the data of the execution of the plan of action, and its corresponding interpretation and discussion of results.

The fourth chapter deals with the data collected by the researcher team. In the last chapter, researchers got some conclusions and recommendations based on the data gathered. Finally, the research team includes all the appendixes with the instruments used to carry out this research investigation.

Chapter I Statement of The Research Topic

“The importance of Soft skills -Cooperation, Problem Solving, and Adaptability in the Development of the Speaking Skill of first year high school students of Bachillerato Técnico Industrial at Centro Escolar INSA”

1.1 Description of the problem

The soft skills-cooperation, problem solving, and adaptability are of overriding importance, students need to take advantage of their resources and overcome challenges. For example, one of the challenges students had was the poor English vocabulary because this made students to find very difficult writing sentences and expressing themselves orally in the classroom. The soft skill- cooperation helps students to work with others, use cooperative learning exchanging, and exchange vocabulary, new ideas, and reinforcement of ideas. In addition, the soft skill-cooperation does not work in isolation since hard skills fostered through the development of this skill, making students’ speaking skill better them eventually.

The Soft skill-problem solving is a highly valued skill that could help students in the way they organize their ideas and in the way, they respond to every situation where they are implied. Moreover, the soft skill- problem solving could help students to be open-minded and use their creativity and the knowledge they have already found out a solution to a problem. Besides, team working foster when using problem solving since some problems are best defined and solved with the input of other people. Also, this skill could help students with their decision making since they could be faced with various options and alternatives in which students had to make a decision. Therefore, the soft skill-problem solving attach to team working and decision-making could be fostering the development of the speaking skill in students.

Moreover, the soft skill-adaptability is indeed important for teachers and students. When students work in-group activity like simulation, dialogue, and role-play. In these situations, students need to adapt to work with others team planning. Doing so, they go out of their comfort zone working in challenging situations, thinking on their feet, and adapting to new situations. Focusing on the challenges of adaptability and being able to make hasty decisions is a skill that students could enhance through the implementation of this research. In addition, soft skills-

cooperation, problem solving, and adaptability play an important part for the success of the development of the speaking skill in education.

The researchers also observe that all students resorted to Spanish inside the classroom; they never use the target language even to ask basic requests such as “Can I go to the bathroom?” “How do you say “Mochila” in English?” “How do you pronounce that word?” “Could you repeat, please?” When the teacher delivers instruction, students always ask the teacher to translate every single word he or she is saying because they do not seem to understand anything the teacher says. Since students are accustomed to teacher’s translation into Spanish for them, they are not pushed to use neither their hard skills nor their soft skills.

Moreover, during the observation, the research team notice that the teacher do not use activities to develop the four macro-skills at the corresponding level. In most classes, the teacher uses only writing and reading activities, so speaking and listening activities left behind. During the observations, researchers see that repetition drill activities are the only ones implemented in class to increase students’-speaking skill and that the only listening practice students have is listening to the teacher. For example, in one of the classes, the teacher explains the use of the “Present Continuous”. After that, the teacher writes sentences on the board to teach students how to conjugate the “the verb to be” correctly. At the end of the class, she just asks students to write them on their notebooks. Also, the researchers observe that the teacher do not provide students with any article or paragraph for students to identify the target structure and use it in the oral form. Furthermore, the activities are not appropriate for the students’ age, interests, and needs. For example, in one of the observations, the teacher brings some worksheets to practice the Present Continuous Tense, but students just have to complete the practice. Through that observation, the researchers notice that students are not interested in participating because they find the activity tedious; what students really need is to interact and share their ideas with their classmates through activities that help students to get involved in groups, adapt to work with others and to foster students’ creativity, select, and to find solutions. This shows that first year high school students do not expose themselves to a variety of activities to put into practice the soft skills-cooperation, problem solving, and adaptability in what they are studying.

To sum up, the factors that affect the importance of soft skills-cooperation, problem solving, and adaptability in the development of first year high school students’ speaking skill.

First, the teaching activities developed are not appropriate to foster students' speaking skill; the classes tend to be monotonous, there are not group work activities to develop the cooperation and adaptability skills and activities that challenged students to put problem solving into practice when they have to react appropriately in a situation. Second, students' attitude towards classmates' errors cause students to be reluctant to participate in English speaking activities. For example, when some students commit a mistake in pronunciation or grammar, their classmates laugh at them; this makes other students not to be willing to participate. Finally, the use of translation to the mother tongue do not promote the use of the vocabulary learned in class; if students are more exposed to the English language, they get more vocabulary; in other words, they are more likely to express better and use the soft skills-cooperation, problem solving, and adaptability in the development of their speaking skill effectively. Thus, this research study could aim to answer the following question: "How do the soft skills-cooperation, problem solving, and adaptability help first year high school students develop their speaking skill?"

1.2 Baseline

When the research team noticed that first year high school students did not have idea of what soft skills were and the importance that these had in the learning process, the researchers talked with the students to let them know about soft skills and how new activities could upgrade their speaking skills. During that meeting, researchers corroborated what they had observed since students did not know that soft skills were important in the development of the speaking skill. Moreover, students say that they found it difficult to communicate in English because they do not have enough vocabulary to express their ideas in class.

Also, students sometimes did not understand what the teacher was saying, and they found it difficult when they had to read since they did not know the correct pronunciation of most of the words. Writing was also challenging for them since they had problems with the structure of the sentences. After having listened to the challenges first year high school students had in the development of their speaking skill, they manifested to agree and be part of this action research study using the soft skills-cooperation, problem solving, and adaptability to develop their speaking skill, so these soft skills could help students with their challenges in English.

The research team conducted an oral interview with students in order to set the baseline of this research study and at the same time to measure the speaking skill. For this interview, researchers formulated 10 questions based on the theme studied in class to evaluate their English level and vocabulary that students managed. The research team also evaluated other aspects such as pronunciation, comprehension of questions and vocabulary to evaluate students' knowledge.

The research team found out that thirty-five students out of forty-four had challenges in pronunciation; the majority of them mispronounced a considerable amount of words; only nine students demonstrated to have a good level pronouncing some isolated words correctly though they found it difficult to say complete sentences. In addition, the research team noticed that forty students out of forty-four showed a high level of misunderstanding; most of them had serious difficulties to answer questions as well when they had to provide complete sentences.

Besides, the teacher said that in some cases, she tried to implement some activities such as warm-ups, role-plays and other activities to motivate students and make classes more

interactive for students, but she sometimes did not have enough time to implement them. The soft skills- cooperation, problem solving and adaptability were skills that could help students to have a better understanding of English and at the same time to develop more their speaking skill. The results that research team obtained with both interviews showed that in first year high school students the importance of soft skill- cooperation, problem solving and adaptability in the development of the speaking skill is not given.

1.3 Justification

This action research study aimed to investigate the main factors that hinder first year high school students (section I) soft skills-cooperation, problem solving, and adaptability at Centro Escolar INSA in Santa Ana. Once the main factors were identified and a baseline is captured, the research team designed a plan of intervention to help first year high school students to understand and use the soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill, properly using familiar every day expressions and very basic sentences to communicate and exchange their ideas.

The research team decided to work at Centro Escolar INSA because this research study could be helpful since the teacher only used the same book; she followed the same routine with students every day, and the importance of soft skill was something the teacher gave a little relevance to. However, researchers decided to work with students by using a series of new speaking activities associated with the soft skills-cooperation, problem solving, and adaptability; these activities were expected to help students get vocabulary that could help them at the same time in the development of their speaking skill, and made them interact more with another inside the classroom.

1.4 Scope of the research work

The action research “The importance of soft skill- cooperation, problem solving, and adaptability in the development of the speaking skill of first year high school students of Bachillerato Tecnico Industrial at Centro Escolar INSA” was focused on first year high school students (section I) because these students specifically presented challenges in the use of soft skills-cooperation, problem solving and adaptability. Besides, researchers realized the problems these students had regarding their speaking skill.

Researchers were aware that with the soft skills-cooperation, problem solving, and adaptability, students could foster the development of those skills. Therefore, the research team considered to focus this action research on developing the speaking skill of first year high school students since each individual of this team noticed that this was one of the skills not implemented by the teacher during classes. One of the skills in which students presented many challenges mostly when performing activities associated with this skill. Also, the soft skills-cooperation, problem solving, and adaptability was a suitable way in which students developed their speaking skill taking into account that they did not show strong communication and decision making skills while they involved in the activities doing in classes.

1.5 Research objectives

General Objective

1. To foster students' development of soft skills- cooperation, problem solving, and adaptability of first year high school students of Bachillerato Tecnico Industrial at Centro Escolar INSA using The Embedded Model in the Speaking Skill

Specific Objectives

1. To strengthen the soft skill-cooperation in the development of the Speaking Skill of first year high school students of Bachillerato Técnico Industrial at Centro Escolar INSA effectively

2. To enhance the soft skill-problem solving of first year high school students of Bachillerato Tecnico Industrial INSA for the development of the Speaking Skills

3. To prompt the soft skill-adaptability in the development of the Speaking Skill of first year high school students of Bachillerato Técnico Industrial at Centro Escolar INSA by employing new activities

Chapter II Theoretical Framework

2.1 The importance of soft skills and the embedded model in the speaking skill

2.1.1 What are soft skills?

Gilman (1989) defines the word “skill” alone as the ability to use one’s knowledge effectively and readily in execution or performance”, it is “learned power of doing something competently. Oxford dictionary (Press 1989) identifies ‘soft skills’ as “personal attributes that enable someone to interact effectively and harmoniously with other people”. In current literature, there is a lack of consensus on the definition of soft skills among scholars. Snell et al. (2002) defines soft skills as “skills, abilities, and traits that pertain to personality, attitude and behavior rather than formal or technical knowledge”. Snell’s definition can comprise the majority of others definitions, e.g. Non-technical skills (Walter and Sirotiak 2011), Non- cognitive Skills (Sirotiak 2008), Non-academic Skills (Selamat et al. 2013), Employability Skills (MacGrath-Champ et al.2010), Lifelong Skills (Toor and Ofori 2008), Generic Skills (Kruss et al. 2012), Essential Skills (Othman 2014), Key Competencies (Ahn et al. 2012), Transferable Skills (Ayarkwa et al. 2012), Enterprise Skills (Merrifield 2013), and General Capabilities (Gann and Salter 2001). The definition of “soft skills can include not only skills and competencies relevant to employment, but also those that are related to the learning process such as: Citizenship, Ethics, Vocabulary and Diversity (Hall and Jaggar 1997). In this research, we define “soft skills” as the needed ability and traits that are often used to describe the Non-technical skills. Soft skills include but are not limited to: cooperation, problem solving, and adaptability.

“Soft skills are the attributes that people have which enable to communicate, work together, and get along with others. They are also key component of enhancing and improving the speaking skills, such as being organized and having a good learning process. Soft skills are hard to measure yet necessary in today’s classroom. Educators who have worked with teacher education students or beginning teachers know exactly what soft skills are needed to be a successful teacher”. (Nancy Armstrong Melsner. 2019).

In other terms, soft skills are the characteristics that individuals use to communicate their ideas with others. Also. Soft skills could be difficult to be taught; besides, soft skills are needed in these days to be successful in the learning process of each individual.

Soft skill-cooperation, problem solving, and adaptability include the characteristics, attributes, and competencies needed to teach children as well as interact with colleagues and parents. In this interpersonal setting, they are the interpersonal skills that help teachers relate to their students and teach concepts needed in classrooms. The list is limitless and may vary from person to person, or even day to day; but cooperation, problem solving, and adaptability are of the utmost importance in this field. Students need to pen their minds up to enhance their attributes and competencies to a world where soft skills could get them new opportunities not only in their learning process but also in their job opportunities when students finish their studies.

Each school year, students enter classrooms with eagerness to learn and with interest in discovering new information. These teachers need to possess management and lesson planning skills, and they need to foster soft skills to teach and communicate with children in their classroom since teachers serve as role models for their students. They will need these soft skills in the developing of students' speaking skills because students development is attached to the importance that both students and teachers feed on soft skills-cooperation, problem solving, and adaptability to upgrade their learning process.

In El Salvador, most public schools use the MINED English syllabus for high schools' students in which students must attend three English classes per week. However, at Centro Escolar INSA , first year high school students have the advantage of attending five English classes per week; each of these classes last forty minutes, and they take place on Wednesday from 3:15 to 4:35 p.m. and Thursday from 1:00 to 3:00 p.m. the first year high school class has 5 girls and 39 boys who are between fifteen and sixteen years old.

Even though, first year high school students have the opportunity of having more English classes than the established by MINED, they do not develop their speaking skill and give the importance of the soft skills-cooperation, problem solving, and adaptability

as expected. Some observations show that students have a poor English background in their English learning process, and are reluctant to participate in activities developed in class, especially in the English-speaking activities since most students do not understand what the teacher is asking for. As an example, the teacher gives them a writing practice about “Present Continuous”; the students take almost a complete hour to solve it, which means that some students are waiting for other students to finish the practice and then just copy it. Even, they do not take the time to ask the teacher to help them out or search in other sources like their cellphones to try completing it themselves. So, this class activity has to be monitored constantly by the teacher to have a successful result as it is expected.

2.1.2 The importance of soft skills-cooperation, problem solving, and adaptability

According to Dr K Alex (2014) Soft skill-cooperation, problem solving and adaptability are essential people skills- the non-technical, intangible, personality-specific skills that determine one’s strengths as a leader, listener negotiator, and student. “Hard” skills, on the other hand, are more along the lines of what might appear on one’s result in evaluation, education, experience and level of English. Soft skills is a term which refer to personality traits, social graces, facility to communicate with others, personal habits, friendliness, and optimism that mark people to varying degrees in high school, college and so on.

“Soft skills cannot be taught. However, it can be developed through proper guidance” (Dr. K Alex, 2014). Majority of students have had difficulties expressing themselves properly, and the soft skills can be developing by the implementation of an approach that deals with the enhancing of soft skills-cooperation, problem solving, and adaptability in the developing of the speaking skill. The demonstration of these soft skills should be an outgoing process throughout the learning process. Demonstrate students’ strength by finding an example of when you used a certain skill.

According to Dr. K. Alex (2014) soft skills by nature involve working group with others because these soft skills come naturally, while others need to work harder to work harder to acquire them. When you have a good guidance of the soft skills, students will obtain better rewards in their inn their learning capacity to overcome

every situation day by day. Otherwise, soft skills take discipline to learn them, and obtain the waiting results.

2.1.3 What is speaking skill?

According to Lazarson (2001) Speaking is one of the four-macro language skills, required for students to communicate effectively in different contexts. Experts assume that the ability to communicate is equal to knowing the giving language since speaking is the main means of human communication. “Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information” (Brown, 1994; Burns & Joyce, 1997). In other terms, English speaking involves two important competences: Linguistic and Sociolinguistics. Linguistics competence is about producing English language taking into account grammar, pronunciation, and vocabulary; in the same way, sociolinguistic competence requires to understand when, and in what ways to produce language. Overall, both competences require each other to make English-speaking skill spontaneous, open-ended and involving.

2.1.4 Characteristics of Speaking Skill

According to Levelt (1989) the English speaking skill demands four successive stages: conceptualization, formulation, articulation, and self-monitoring.

2.1.4.1 Conceptualization

It is the process of thinking and forming a principal idea in the speaker’s mind taking into account a topic and a purpose to talk about it.

2.1.4.2 Formulation

This stage demands a linguistic plan to produce the thoughts previously formulated (contextualization). In this step, syntax and vocabulary are essential since the speaker is making a strategic and linguistic choice.

2.1.4.3 Articulation

The third stage of speaking, articulation, demands the use of the organs of speech to produce sounds.

2.1.4.4 Self-monitoring

Despite the three previous characteristics, self-monitoring occurs while conceptualization, formulation, and articulation happened because the speaker must be conscious of what he or she intends to say.

2.1.5 Importance of English-speaking skill

Speaking skill is a significant tool since it gives the opportunity to communicate with others. Learning a new language involves skills of listening, speaking, reading, and writing. Among the 4 macro-skills, speaking is said to be the most direct way to talk to people. As Yunzhong (1985) states, many languages, teachers consider speaking as the most effective means of gaining a fluent reading knowledge and correct speech as the foundation for good writing.

2.1.6 The embedded model

This model uses the approach of embedding the soft skills in the teaching and learning activities across the curriculum. It does not require the students to take special courses. Instead, the students are trained to master the soft skills through various teaching and learning activities that are planned and carried out using specific strategies and methods. In this way, the content and learning outcomes to be achieved for the respective courses are maintained. The learning outcomes related to the soft skills will be integrated and be part of the learning outcomes of the respective courses. This is the suggested model to be implemented in all the courses for the different programs in institutions of higher learning. Each element of soft skills is spelled out in the learning outcomes and then translated into the instructional plan. For the semester. This is followed by implementing several teaching and learning activities such as my friend's fictional life, impromptu speech game, continuous story, action

story, make a commercial, alternative ending, case scenario, and an English fair activity.

In general, the development of soft skills using the embedded model requires the expertise of the lecturers to use the various teaching strategies and methods that are entirely students-centered. It also involves active teaching and learning, and students should participate actively in the activities. Some of the appropriate strategies and methods that are practical include learning by questioning, cooperative learning, and problem-based learning (PBL).

The embedded model will help students by the implementation of interactive activities where the students are the principal executor. In addition, the students have to use soft skill-cooperation, problem solving, and adaptability when they develop the activities used in the embedded model in order to increase their speaking skill as well as their soft skills, relevant in the learning process. In other words, the embedded model objective is to enhance and foster the use of the soft skills in the development of the speaking skill because students will have to work harder than ever to get new vocabulary, to develop their ideas, to enhance their ideas with others. To work in any place with anyone in the classroom, and to solve problems.

2.2 Students' employment of soft skill-cooperation

The soft skill-cooperation is an important skill for students since more schools move to a collaborative model of teaching. Knowing how to work with others by cooperating is a very essential soft skill because students get in contact with others by communicating. Many schools have incorporated the use of this skill bringing good results among students. Also, with the cooperation skill, students learn how to make a correct usage of the written and spoken language which is very important because students are quick to notice proper grammar and language in the classroom.

According to the association for teachers' educators (ATE 2018) "Accomplished teachers educators adopt a collaborative approach to teachers' education that involves a variety of stakeholders e.g., universities, schools, families, communities, foundations, business, and museums in teaching and learning" (Nancy Armstrong Melsner, 2019). In other words, the employment of the cooperation skill

cannot only be used in all those areas described above but also in today's schools allowing students to communicate and get more involved with others by sharing ideas, knowledge, and develop their speaking skill as well.

2.3 Students' employment of soft skill-problem solving

Problem solving is a highly valued skill since this helps students to make decisions. Being able to make clear decisions at the moment's notice is vital for classroom success. Students need to be able to make decisions quickly, which is important because they learn to think on one's feet decisions that occur daily in the classroom. According to the research by Philip Johnson (1990) reveals, "the average classroom student makes 1,500 decisions a week". Therefore, with the problem-solving skill, students will know how to handle decision-making in a quick and appropriate way, which is important for students since they have little experience. In addition, the problem-solving skill is vital for student's success inside the classroom since they will have to face many situations in which the problem-solving skill will be essential.

The employment of the problem-solving skill will help students to consider not only one but also different possible solutions when having to solve a situation in the classroom. They will be taken to the point in which they will have to put into practice their creativity and knowledge they already have in order to get an answer for a situation. "By solving problems and producing results, you set yourself up for future resources and opportunities" (Cary J. Green PhD-2015). This means that developing the problem-solving skill in students will give students great potential to achieve future results not only in the classroom but also in the real life and be even more productive than the past; moreover, this skill will help students realize of those hidden skills they have and strengthen them.

2.4 Students' employment of soft skill-adaptability

"Adaptability includes to adapt to different situations students may face at school such serving in communities, working with others, and team planning" (Cary J. Green PhD-2015). Developing this skill is vital because of all depends of it. For example,

students need to adapt to the evaluations, activities inside the classroom. Besides, with the soft skill-adaptability, students learn to share their strength and weaknesses with others which will help them a lot when working in groups and cooperating with others. The employment of the soft skill-adaptability when working in groups helps students know who is good at classroom management, writing, creating amazing charts, using the computer or painting, which is important because students get to know better and practice the speaking skill. All this helps, in some way, students get more involved in class and interact more with their classmates.

On the other hand, if students do not get adapted inside the classroom, they will find it more challenging to establish a conversation with other students; besides, they will not know what to do in classroom activities where they have to work in groups. The communication would be more challenging, and consequently, would find the developing in their speaking skill affected. For example, when being in a pair activity like a role-play, students need to adapt to the situation and interact with other students, but if these students adapt to work in activities like this, this student will have a poor development in the activity and in the class. That is why, the employment of the soft skill-adaptability is important for students to develop their speaking skill.

2.5 Summary

Many teachers at Centro Escolar INSA will claim that they are lacking in soft skills, such as cooperation, problem solving, and adaptability in the classroom. There are multiple theories as to why soft skills are misused in the classroom. There is also a belief that students have a sense of entitlement, or a feeling of progress in their learning process, but students do not have the proper motivation, or teachers do not provide the certain activities to encourage them increase the soft skills.

By having the soft skills outline in this research, the research team will have some valuable model to help them be successful. These skills are all-important in teaching, and are important to model for the students in one's future classroom. *Cooperation* is increasingly used in today's classroom. As more schools employ grade-level and subject-area team, it is even more important to students to be able to collaborate and work well with others. *Problem solving* helps students solve problems, make wise choices, and be better prepared for life in the classroom. Because they make many decisions during the school day, learning to be competent in this area is an important skill for students.

Adaptability is important to students as well. Even though, teachers have planned the activities and are prepared to the class, students have to be able to go with the flow by remaining that preparing to any chance or activity during the day is one important soft skill. While this research only identified three soft skills that students need to possess in order to be successful, there are many more that impact both the teaching and the learning that occur in the classroom. However, by starting with the three that are outlined in this investigation, students will have an idea of the range of skills they need to acquire, and mentor teachers will know which skills to model and practice when they are supervising students.

Chapter III Methodological Design

This chapter contained a detailed explanation of the steps that the researchers followed in the action research study “The Importance of Soft Skills-Cooperation, Problem solving, and Adaptability in the Development of the Speaking Skill First Year High School Students of Bachillerato Tecnico Industrial at Centro Escolar INSA” during the year 2019. It includes a description of all procedures as well as the techniques, instruments, and materials the researchers used to execute this action research.

3.1 Paradigm and design

To conduct this action research work, the research team used the mixed methods paradigm. To identify the factors that delayed the development of First Year High School Students speaking skills, but they determined how the implementation the innovative English-Speaking activities could foster students’ development of the Soft Skills- Cooperation, Problem solving and Adaptability. The researchers was able to assess and interpreted the data they gathered through the observation checklist, and other tools to identify if the development of soft skills was fostered or not.

After that, to help first year high school student’s development of the speaking skills, the researchers carried out the action research study. This action research study contains the implementation of innovative speaking activities so that students could communicate with the teacher and classmates in an efficient way. Through the implementation of these activities, researchers could provide students English vocabulary and grammatical structures that assisted them to express their thoughts in English.

3.2 Sampling procedure

The target population for this action research was Forty-six first year high school students of Bachillerato Tecnico Industrial at Centro Escolar INSA section I. Since the target population is small, the researchers took into account every student to gather meaningful data that helped researchers to answer the research question.

3.3 Preliminary Phase

In the preliminary phase, the researchers provided the complete description of the way they approached the field of study, the process they followed in the diagnostic study, and the problem to be studied.

3.3.1 Approaching the field of study

The researchers talked to the principal of Bachillerato Tecnico Industrial from INSA in October of 2018 and to the English teacher in charge of the section to ask them both for permission to observe some of the Bachillerato Tecnico Industrial English classes to collect information regarding the main factors hindering Bachillerato Tecnico Industrial students learning of the English language. During the first observation and interview to the teacher in charge of the first year high school students in February 2019, the researchers noticed and identified that there were problems when working in groups in different speaking activities. Also, they identified that students were not willing to participate in speaking or group activities during the classes.

3.3.2 Diagnostic Study

In order to identify the problematic situation of the research study, the researchers conducted different observations to define the scope of the work. Early in February 2019, in order to collect specific information about the development of the speaking skill, the research team measured and understood how extensive the problem was, the researchers wrote different journals that could contribute to know better every necessity that the students from first year of

high school at Centro Escolar INSA could have. In such a way, the researchers made sure about the problem they were to investigate and do the interventions to aid the students' speaking skill.

3.3.3 Definition of the Problem

The deficiencies that students presented in the use of the soft skills-cooperation, problem solving, and adaptability in the development of their speaking skill were an alert to the researchers to observe and generate a change to the current situation. First, the teaching activities developed in the class were not suitable to foster students' speaking skill; the classes tend to be monotonous, and there were not group work activities to develop the cooperation and adaptability skills and activities did not challenge students to put problem solving into practice whenever they had to react appropriately in a situation. Second, students' attitude towards classmates' errors caused students to be reluctant to participate in English speaking activities. For example, when some students committed a mistake in pronunciation or grammar, their classmates laughed at them; this made other students unwilling to participate. Finally, the use of translation to their first language did not promote the use of the vocabulary learned in class. In other words, they were more likely to express better and use the soft skills-cooperation, problem solving, and adaptability in the development of their speaking skill effectively.

3.4 Planning Phase

After defining the problem, the researchers began to execute a planning phase to build the theoretical framework. First, researchers searched and looked for reliable and valid information in order to help them define the variables needed in this study. After that, a plan of interventions was necessary as well as the instruments for data collection. Then, the researchers approached two experts on the field to give their opinion, help, and validate instruments to make sure that these were most the appropriate to collect the data for action research study.

3.4.1 Literature Review

As the researchers specified in the theoretical framework, it required to look for the best model to improve students' use of the soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill. This strategy was very essential, as they overcame students' weaknesses such as student's use of soft skill-cooperation, problem solving, and adaptability. Besides, the necessity to better students' speaking skill when using the soft skills-cooperation, problem solving, and adaptability was essential since the English speaking skill was the one that gave them the opportunity to communicate with others, and its aim in a language context was to promote communication effectively. That is why, the use of the embedded model was a powerful tool to sharpen students' use of the soft skills-cooperation, problem solving, and adaptability since they practiced more, listened to their mistakes, and gained confidence. In the words of Green (2015) when you solve problems and produce results, you set yourself up for future resources and opportunities. This means that developing the problem-solving skill in students give them great potential to achieve future results not only in the classroom but also in real life and be even more productive than the past; moreover, this skill helped students to realize of those hidden skills they had and strengthen them.

3.4.2 Operationalization of Variables

The research team operationalized the variables by taking into account not only the four objectives proposed in this project but also the hypothesis of change. From the hypothesis of change, two variables (dependent and independent) derived to analyze whether they are measurable or not. Only in this way, it was possible to take out the indicators from the variables in order to have reliable information and results.

General Objective	Specific Objectives	Hypothesis	Unit of observation	Variables	Indicators
To foster students' development of soft skills-cooperation, problem solving, and adaptability of first year high school students of Bachillerato Tecnico Industrial at Centro Escolar INSA using the Embedded Model in the Speaking Skill	To strengthen the soft skill-cooperation in the development of the Speaking Skill of first year high school students of Bachillerato Tecnico Industrial at Centro Escolar INSA effectively	The soft skills-cooperation, problem solving, and adaptability by using the Embedded Model will help first year high school students develop their Speaking Skill effectively.	Forty-six first year high school students (section I)	<u>INDEPENDENT</u> The soft skills-cooperation, problem solving, and adaptability of developing new speaking activities	New Speaking activities: -My friend's fictional life -Impromptu game -Continuous story -Action story -Make a commercial -Alternative ending -Case scenario -English fair
	To enhance the soft skill-problem solving of Bachillerato Tecnico Industrial at Centro Escolar INSA for the development of the Speaking Skill			<u>DEPENDENT</u> Students' development of their speaking skill implementing the soft skills-cooperation, problem solving, and adaptability	-Students' English cooperation -Problem solving -Adaptability -Pronunciation -Vocabulary -Fluency
	To prompt the soft skill-adaptability in the development of the Speaking Skill of Bachillerato Tecnico Industrial at Centro Escolar INSA by employing new activities				

Table 1: Operationalization of variables

3.4.3 Data Collection Instruments

The researchers used three data collection instruments: The first was an expert validation sheet (see appendix B) that consisted of five statements in order to identify every step to validate the tools. The first item represented was “clarity and directions of items” which dealt with the vocabulary level and structure and conceptual level of the participants. The item number two exemplified the presentation and organization of items, which looked for the most adequate way to place every step evaluated during the activities, so these could be understandable. The item number three dealt with the suitability of items in order to identify if every step evaluated in the activities fitted with the study and were the best option. The item number four threatened about the adequateness of content, which focused on the different questions in order to identify if they were enough per every area evaluated in the study. The last item was the attainment of purpose, which identifies if the items fulfilled the objectives marked on the research study.

The second instrument was an observation checklist (see appendix C) which had as a main purpose to identify students’ knowledge and abilities at the time of expressing their ideas in English and how they managed the language when participating in different activities. This observation checklist consisted of five statements which were answered with a YES or NOT and that began stating different points considered as relevant now of identifying students’ capabilities and weaknesses. The first statements (1) “students can express their ideas in front of the class” identified if students were able to adapt themselves at the moment of speaking in front of their classmates and teacher without any inconvenient., The statement number two (2) “students use their ideas to help others” focused on the cooperation students had at the moment of helping their classmates during the activities the teacher implements. The item three (3), “students consider possible solutions in the activity” looked for possible ways students used to overcome different situations they faced at the time of developing any speaking activity. The fourth statement (4), “students are able to share their ideas with their classmates” looked as well for the cooperation students used in order to help their classmates to connect different points of view to develop an activity accurately. The statement number five (5), “students have the capacity to work with any classmate/s” identified the adaptability that the students have when working in groups and working with classmates they usually did not work with. The main purpose of this observation checklist was to identify students’ needs in the implementation of

the soft skills in the development of the speaking skills in the English class. As well to work better to foster students' development of soft skills-cooperation problem solving, and adaptability of first year high students.

The third instrument was the evaluation checklist (see appendix D) that was used in every speaking activity in order to collect the necessary data, so the researchers could identify if their objectives are set at the end and to identify which areas they had to cover more to help the students. The first item showed in this evaluation checklist (1) “face to face interaction between students” focused on the soft skill adaptability identifying if students were able to interact among them showing willingness to participate and doing it without hesitating. The second item (2) “Sharing ideas with other classmates” dealt with the soft skill cooperation considering that in order to perform an activity students needed to provide different ideas to have a better performance at the time of speaking. The third item (3) “consider possible solutions” was focused on the soft skill solving problem because students needed to deal with different situations and different activities that were difficult for them to develop, so they had to look for the best option and solution to perform it accurately. The statement number four (4) “understandable interpretation of the activity” dealt with the soft skill solving problem due to the complexity that some of the activities had, and how students could manage that trying to look for solutions to have an excellent performance on them. The item number five (5) “capacity to work with other classmates” looked for the adaptability students had at the time of working with different people when developing the speaking activities. The last item “versatility to work in any group” (6), as well identified the adaptability students had when working any specific group and with people, they did not work on particular. This evaluation checklist was focused on the use of every soft skill at the moment of performing any of the speaking activities chose by the researchers.

3.3.4 Validation of Data Collection Instruments

After the design of the instruments, it was necessary and vital for this research study to validate these instruments. Two experts on the field of research and teaching carried out the validation. The experts were chosen from the Western Multidisciplinary Campus of the University of El Salvador; they used a validation sheet (see appendix B) in order to make

arrangements or provide recommendations to the researchers for improvements on the instruments.

3.3.5 Validity and Reliability

The research team based the validity of the tools on some characteristics of validity criteria. In the criteria for the evaluations, researchers chose carefully each of the aspects to evaluate students. These criteria basically involved the use of the three soft skills-cooperation, problem solving, and adaptability to see how students could develop each of them and put them into practice in each of the activities during the interventions in class.

3.4.6 Ethical Aspects

Given the importance of ethics when conducting a research, the research team adopted some codes related to research ethics. These rules are as follows:

1-Honesty. The research team compromised themselves to report honestly all data and results of the investigation.

2-Objectivity. The research team compromised themselves to avoid bias and place personal interests that might affect the research.

3-Openness. The research team agreed to be open to criticism and new ideas and share data, results, or ideas.

4-Confidentiality. The research team made the compromise to protect confidential communications.

5-Social responsibility. The research team compromised themselves to promote social good with their results.

3.4.7 Plan of Intervention

Purpose	Implementation activities	Soft skills in Study	Resources	Responsible person	Data gathering activity	Research tool	Responsible person	Timeline Beginning/Ending
To establish the baseline	Observing classes	Cooperation, Problem Solving, and Adaptability	Observation questions	Cristian M. Gabriela S. Marvin M. Fidel T.	Knowing students' use of soft skills-cooperation, problem solving, and adaptability	Observation sheet	Cristian M. Gabriela S. Marvin M. Fidel T.	From April 9 th To June 25 th
To establish the baseline	Observing classes		Observation questions	Cristian M. Gabriela S. Marvin M. Fidel T.	Knowing students' use of soft skills-cooperation, problem solving, and adaptability	Observation sheet	Cristian M. Gabriela S. Marvin M. Fidel T.	

Table 2: Baseline Update

Purpose	Implementation activities	Objective and Soft Skills in Practice	Resources	Responsible person	Data gathering activity	Research tool	Responsible person	Timeline Beginning/Ending
To make students use the present perfect progressive when speaking during the class.	“Present perfect progressive” explanation of the tense.	To foster the usage of the soft skills	Lesson plan Markers Charts Masking tape Eraser Whiteboard	Cristian M.	Reinforcing students’ knowledge	Pair evaluation checklist	Gabriela S.	July 2 nd
To make students develop the activity “My friend’s fictional life”	Making students talk about the fictional life of her/his classmate	Cooperation and Adaptability when developing the speaking activity	Lesson plan Markers Charts Masking tape Eraser Whiteboard	Cristian M.	Observing students’ use of the soft skills in practice			

To make students use the present perfect vs present perfect progressive	Explaining the use of “present perfect vs Present perfect progressive”	To enhance the use of Solving Problems and cooperation between students at the time of using random topics to perform in class.	Lesson plan Markers Charts Masking tape Eraser Whiteboard	Gabriela S.	Reinforcing students’ knowledge	Individual evaluation checklist	Cristian M.	July 5 th
To make students develop the activity “Impromptu game”	Giving students some topics to study in order to perform and explain one topic in front the class		Lesson plan Markers Charts Masking tape Eraser Whiteboard Copies	Gabriela S.	Observing students’ use of the soft skills			

Table 3: Action Plan, Week 1

Purpose	Implementation activities	Objective and Soft Skills in practice	Resources	Responsible person	Data gathering activity	Research tool	Responsible person	Timeline Beginning/Ending
To make students use the past perfect	Explaining the use of "Past perfect"	To implement the Adaptability soft skill at the time of sharing a part of a long term invented story while speaking.	Lesson plan Markers Charts Masking tape Eraser Whiteboard	Marvin M.	Reinforcing students' knowledge	Individual evaluation checklist	Fidel T.	July 9 th
To make students develop the activity "Continuous story"	Making students create a story quickly		Lesson plan Markers Charts Masking tape Eraser Whiteboard	Marvin M.	Observing students' use of the soft skills			
To make students use the modal auxiliaries: must, have, and had better	Explaining the use of "Modal auxiliaries: must, have, and had better"	To apply the use of Cooperation and Adaptability soft skills to create a story to tell in front of the whole class, so there can be a use of the speaking skill as well.	Lesson plan Markers Charts Masking tape Eraser Whiteboard	Fidel T.	Reinforcing students' knowledge	Group's evaluation checklist	Marvin M.	July 12 th

<p>To make students develop the activity “Action story”</p>	<p>Making students perform and tell a story that they considerate interesting to share with their classmates</p>	<p>To apply the use of Cooperation and Adaptability soft skills to create a story to tell in front of the whole class, so there can be a use of the speaking skill as well.</p>	<p>Lesson plan Markers Charts Masking tape Eraser Whiteboard Copies</p>	<p>Fidel T.</p>	<p>Observing students’ use of the soft skills</p>			
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Table 4: Action Plan, Week 2

Purpose	Implementation activities	Soft Skill in practice	Resources	Responsible person	Data gathering activity	Research tool	Responsible person	Timeline Beginning/Ending
	Making students perform a situation	To create a speech about a specific country in help with soft skill cooperation at the time of creating it and developing it.	Masking tape Scenario Material	Marvin M.	Observing students' use of the soft skills	Group's evaluation checklist	Fidel T.	July 23 rd
To make students develop the activity "English fair"	Making students talk about a specific country		Masking tape Tables Material	Fidel T.	Observing students' use of the soft skills	Group's evaluation checklist	Marvin M.	July 25 th

Table 5: Action Plan, Week 3

3.5. Execution phase

In this part, the research team included a description of the interventions. The research team taught four weeks (two classes per week); they developed a class on Monday from 8:35 am to 9:55 am and the other one on Friday from 8:35 am to 9:55 am. The researchers began to teach on July 2nd and end on July 25th. What the research team follows with these interventions was to use the soft skills-cooperation, problem solving, and adaptability to develop the speaking skill in students by the implementation of the embedded model in the activities with them.

3.5.1 Data Collection Procedures

In order to collect data, the research team administered some instruments to get reliable information. All the members of the research team had specific responsibilities to get the necessary data during the four interventions. For instance, the researchers used an observation checklist with First Year high school students to evaluate various aspects during classes such as soft skill-cooperation, soft skill-problem solving and soft skill-adaptability when students used their speaking skill.

Implementation of Action	Data Collection Procedures
Submission of different activities every week	Checking the use of the soft skills
Correction of different mistakes at the moment of developing each activity	Assessing contents after every session Provide feedback to teachers Reflection after every class
Implementation of topics making use of the soft skills, cooperation, problem solving and adaptability	Assessing contents using the soft skills Reflection after each implementation Sorting and Graphing data

Table7: Implementation of action and Data collection procedures

The researchers could reach this whole process taking into account every indicator from the Operationalization of Variables. During the interventions, the researchers assessed the

performance and ability of the students at the time of participating in different speaking activities through specific checklists, and this whole process linked to the use of the soft skills Cooperation, Solving Problems, and Adaptability. The first intervention evaluated the students' performance when talking about "My Friend's Fictional Life", which was a speaking activity that made students use new vocabulary, and challenge them when speaking as fluent as they could do it; all of this was coordinated with the use the Present Perfect Progressive tense. As well, the speaking activity was in set with the soft skills Cooperation and Adaptability, which was an important part of how the students developed this activity since it was in pairs. In order to collect the necessary data from this intervention, the researchers used a checklist, which contained a specific rubric (see appendix C) to determine the development and assessment that the students had. After the intervention and evaluation, the researchers verified all the checklists that they used and saw the results, so they had the results and discussed them to provide the necessary feedback to the students. The researchers used this criterion and procedure to evaluate every speaking activity during all the interventions.

The second intervention had an increased level of complexity. Students had to develop an impromptu speech, which was associated with the soft skills Problem Solving and Cooperation as well as fluency. For this speaking activity, the researchers paid attention carefully to the speech that the students presented, so the researchers made use of a checklist to assess their performance and took notes as a complimentary part for any future feedback.

During the intervention number three, the researchers conducted a different activity to collect the data for this project. The students had to invent a different ending for a story that the researchers provided. The students had to be precise and improvise to make sure that the soft skills Solving Problems and Adaptability were part of the evaluated parts in the checklist that the researchers used. This checklist (see appendix C) let the researchers know the way in which the students developed the activity, so they evaluated the students in order to collect the data.

The researchers implemented a speaking activity called "Action Story" with the use of Modals and cooperation and adaptability as the soft skills in study during the fourth intervention. This activity made the students to tell an interesting story, which they must know very well because the researchers evaluated it to provide an assessment tool , so the researchers collected the data from the checklist (see appendix D) that they used regarding to the rubric they used to

evaluate this activity. Since this was the fourth intervention, the researchers discussed the results from this activity in order to see the improvements during the time they had been working with the students, and which were the areas where students needed to improve as well.

The intervention number five asked the students to create an innovative commercial in groups. This speaking activity made students work with other classmates they did not usually work. Nevertheless, the commercial was going to take into account the soft skills cooperation, solving problems, and adaptability noticing the complexity that this activity had. One more time, the checklist to evaluate the groups of students provided the researchers an exact score of assessment for the entire group. In such a way, the researchers knew the students active performance (taking the soft skills, and the vocabulary they made use of as well).

In the sixth intervention, the researchers implemented the use of reported speech, so the students could provide an assertive, creative, and alternative ending to a movie, which was going to be the parameter to evaluate the soft skills solving problems, and cooperation as well as fluency, and pronunciation with the use of the checklist. The use of checklist made sure the researchers that provided them a specific and general information about the speaking activity attached to the class, so they took conclusions about it.

Continuing with the last two interventions, in the seventh intervention the level of complexity increased. The researchers collected the data from the speaking activity, which was called “Case scenario”, and at the same time, they evaluated the three soft skills in study. The students knew that this case scenario required time to present it, so they had one week to prepare it. The checklist (see appendix D) worked as the only tool to collect the data, and to make sure that every participating group obtained an assessment according to their performance. During the last intervention, the students had to prepare an “English Fair” in which they felt free to decide for a country they wanted to visit, lived, or simply like it. They prepared a speech to see if they made use of the soft skill cooperation, and as well their fluency and pronunciation during the time of presenting it. As the last intervention, the way in which the researchers collected the data did not have any variation; in fact, the researchers had a final discussion to evaluate the end of the interventions and if the objectives were set. The checklist (see appendix E) gave the researchers a specific score to compare it to the previous, and this process helped them to have a clear and deep conclusion about the interventions.

During every intervention, the researchers used one of the two specific checklists to assess student's performance when developing the speaking activities, using the soft skills in study and the indicators as well. The same procedure took place in every intervention owing to the reason that all the activities was related with the speaking skill.

3.5.2 Execution of Plan of Action

On July 2nd and July 5th, 2019 the instructor began the first week of the plan of intervention with the help of a researcher. The instructor delivered a class on Tuesday from 8:35 am to 9:55 am. In this class, he made an introductory activity, so the students had a better idea of the target content to develop with the Speaking activity. This was "My friend's fictional life" taking into account not only the speaking part (which was the most important) but also that the target structure, so they did it in a better way to exceed the expectations. The researcher used a pair evaluation checklist to evaluate students' use of the soft skills-cooperation, problem solving, and adaptability. On Friday, the instructor delivered a short target structure explanation to make sure that students developed the speaking activity accurately. To perform the activity "impromptu game" The students worked individually and the investigator evaluated students' development of the soft skills-solving problems, and adaptability with the use of a checklist.

The second week of intervention, took place on July 9th and July 12th, 2019 from 8:35 am to 9:55 am, the instructor provided an explanation of the structure that the students needed to develop during the activity. This was a group activity with the name of "Continuous story" in which the researcher used a group's evaluation checklist to evaluate students' use of the soft skills-cooperation, problem solving, and adaptability at the time of improvising in front of the whole class. On Friday, the instructor developed the short class and then asked the students to see if the students were fostering the soft skills-cooperation, problem solving, and adaptability as well as fluency and vocabulary to use. The investigators evaluated students' performing during the activity "Action Story", which allowed students to use their imagination to create a story that they could share with their classmates and make it as fascinating as they wanted. The researchers assessed the performance of the students with the use of an individual evaluation checklist.

On July 16th and July 19th, 2019 the instructor began the third week of the plan of intervention with the help of a researcher. The instructor followed the same procedure as the previous classes to make sure that first students knew how they developed the speaking activity and with the help of which structure they supported their performance. The instructor delivered a short class, on Tuesday from 8:35 am to 9:55 am. In this class, he made an introductory activity, and provided an explanation of the target structure to develop it. Students had to “Make a Commercial” to share it in front of the class performing it and making it funny. This commercial was from any specific product that the students considered hilarious to promote; the researchers evaluated them in groups taking into account the soft skills in study. On Friday, the instructor elaborated an introductory explanation of the structure that the students used to develop the activity in which they worked in groups. The students had the opportunity to choose a movie they liked and provided an “alternative ending” for it. The researchers evaluated students’ development of the soft skills-cooperation, problem solving, and adaptability with the use of a group evaluation checklist.

The fourth week of intervention, took place on July 23rd and July 25th, 2019 from 8:35 am to 9:55 am, the instructor developed the speaking activity “Case Scenario” to evaluate the use of the soft skills-cooperation, and adaptability. In this activity, the students had the opportunity to elaborate a short dramatization of an interesting topic they wanted to perform in-group. This case scenario provided a very vital information about the improvements that students had due to this complex activity. The investigator evaluated it with the use of a group’s checklist. On Friday, the instructor developed the last speaking activity “English Fair” in which the students had to decide about any interesting, beautiful or a specific country that they would like to talk about it. This English Fair will test the use of the three soft skills in study: cooperation, problem solving, and adaptability to see if the students are fostering them when working in the activities. The researchers evaluated students’ performing during the activity with the use of a group evaluation checklist. As the last activity to implement in the execution plan, the English Fair had the closing time for the interventions to corroborate the students’ improvements.

An exceptional part of these interventions was that the short target structure explanations in some of them only had the purpose of helping the students to understand better every speaking

activity, and support their performance at the time of developing one of these. The researchers considered that these short explanation helped students to have a better idea of what they involved when performing any assigned activity.

3.5.3. Data Processing

The researcher team processed, classified and interpreted the data using Microsoft Excel; they generated different frequency tables and graphs that helped them to analyze, interpret, and reflect upon all the results that would obtain during the interventions with First Year high school students.

3.5.4 Data Analysis and interpretation

To gather meaningful data, the research team classified, defined and examined the data making use of the quantitative paradigm. In addition, the research team used the tables and graphs in the data processing section to analyze the results in the target population to see if there was a change during the intervention process in order to compare the results and if the objectives were achievable.

3.6 Expected results

With the implementation of this action research, the researchers expected to achieve the objectives established at the beginning of this investigation with Bachillerato Técnico Industrial at Centro Escolar INSA. In addition, the research team expected to improve students' use of the soft skills-cooperation, problem solving and adaptability in the development of the speaking skill in the English class development not only inside the classroom but also outside.

3.7 Timeline

The research team considered the timeline to assess students' progress. In the present timeline, the research team planned the development, data collection, data analysis, implementation and reporting findings were included. They also took into consideration the weeks in which they carried out each of the activities as well as the target population of each activity.

Activity	Person in charge	Year 2019																			
		April				May				June				July				August			
		W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Planning and developing	Research group	[Red]																			
Action and Data collection	Research group					[Red]				[Red]											
Implementations	Research group													[Red]							
Data analysis	Research group																	[Red]			
Reporting	Research group																	[Red]			

3.8 Budget

The following budget took into account the sources that the research team needed and the cost per each of the items that helped the researchers to conduct the research project.

3.8.1 Supplies

Type of supply	Name	Cost per item	Type of item	Total
Office supplies	Pens	\$0.15	8	\$1.20
	Pencils	\$0.15	8	\$1.20
	Printer Paper	\$5	4	\$20.00
	Printer Ink	\$25.00	4	\$100
	Stapler	\$1.00	2	\$2.00
	Folders	\$0.15	25	\$3.75
			Total	\$128.15

Chapter IV Analysis and Interpretation of Data

This chapter presented the analysis and interpretation of the data gathered during the four sessions of the action research project. The importance of soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill was assessed through the implementation of the speaking activities, which helped students improve their soft skills. During the four weeks of the plan of intervention, the researchers carried out different activities to foster the importance of soft skills-cooperation, problem solving, and adaptability in the development of their speaking skill.

The researchers implemented the Embedded Model in which new speaking activities took place making this process attractive to students who were not interested on the same outdated activities; moreover, they had the opportunity to foster their three soft skills in these activities. Based on the observation checklists administered during the eight weeks of the intervention plan, the researchers evaluated the students' usage of the soft skills-cooperation, problem solving, and adaptability when developing any of the speaking activities for this research study.

4.1 Analysis of the soft skills-cooperation of developing new speaking activities

Based on the observation checklists administered during the eight weeks of the intervention plan, the researchers obtained the current results to foster the importance of soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill of first year high school students of Bachillerato Tecnico Industrial.

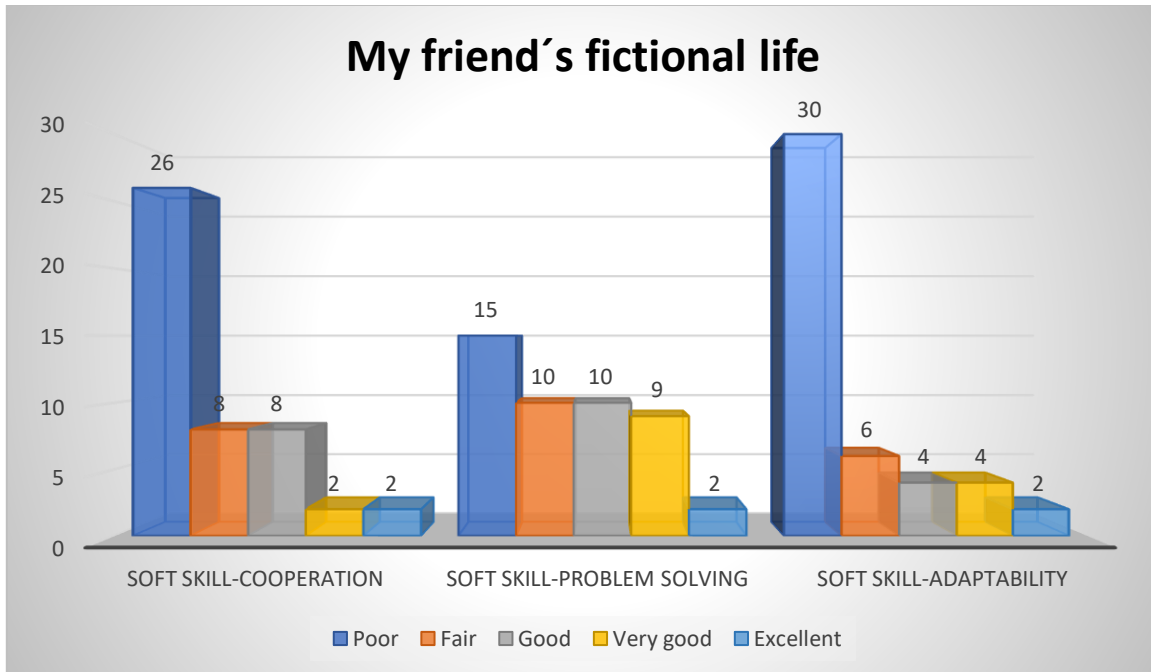


Figure 1: Soft skills-cooperation, problem solving, and adaptability showed during the interventions

Source: Observation checklist

The “My friend’s fictional life” activity unfortunately did not work as expected. The researchers observed that though this activity designed to help students foster their soft skills-cooperation, problem solving, and adaptability. For example, students found difficult to cooperate and share their ideas with their classmates; also, students misunderstood the activity and the instructions the researchers had given them, and students did not want to work in some groups randomly because they wanted to work with the students they felt more comfortable. However, some students were not paying attention and were talking with their classmates. That is why students could not finish the activity in the expected time. On the other hand, few of the students made a great effort trying to do their best and worked diligently during the whole activity.

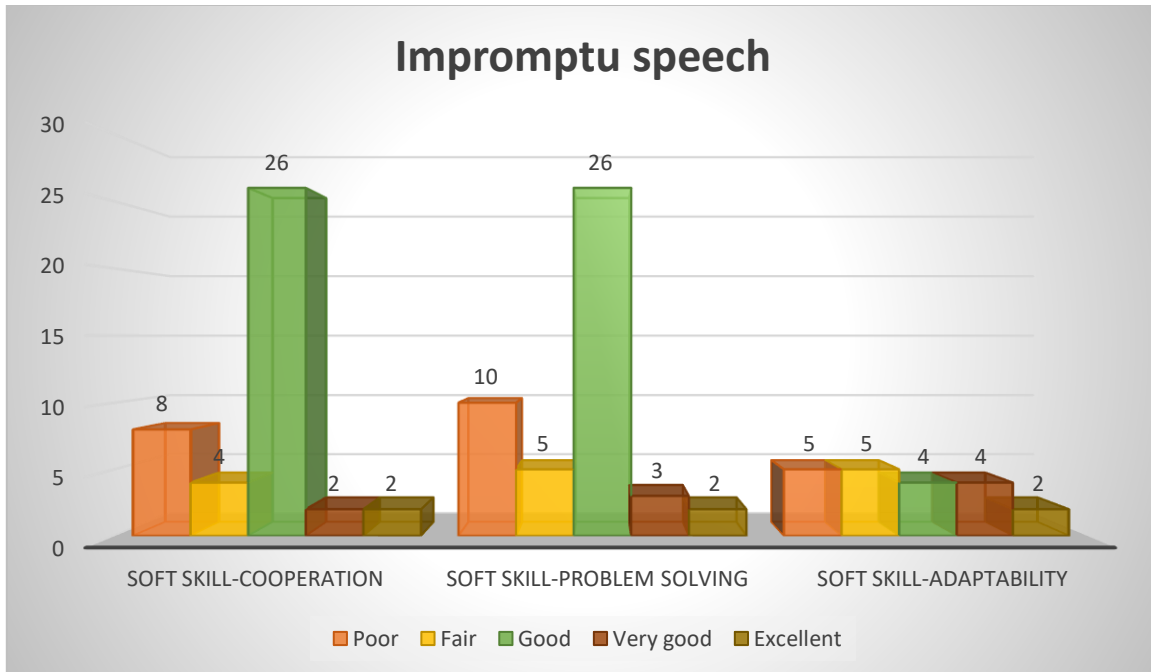


Figure 2: Soft skills-cooperation, problem solving, and adaptability showed during the interventions

Source: Observation checklist

The results of Figure 1, the researchers realized that “The impromptu speech” activity did not have a great impact on student’s use of the soft skill-cooperation, problem solving, and adaptability. At the beginning, students did not engage in the activity, and they seemed to be lost about the steps they had to go over. During this first activity, the students demonstrated more interest in finishing the activity than performing properly at the time of working on it. Based on figure 2, the results showed that there was poor implementation of the soft skills in study due to a very limited implementation of speaking activities in classes by the students. However, this activity worked as a parameter to make improvements and identify a clear way to make students feel comfortable with the following speaking activities.

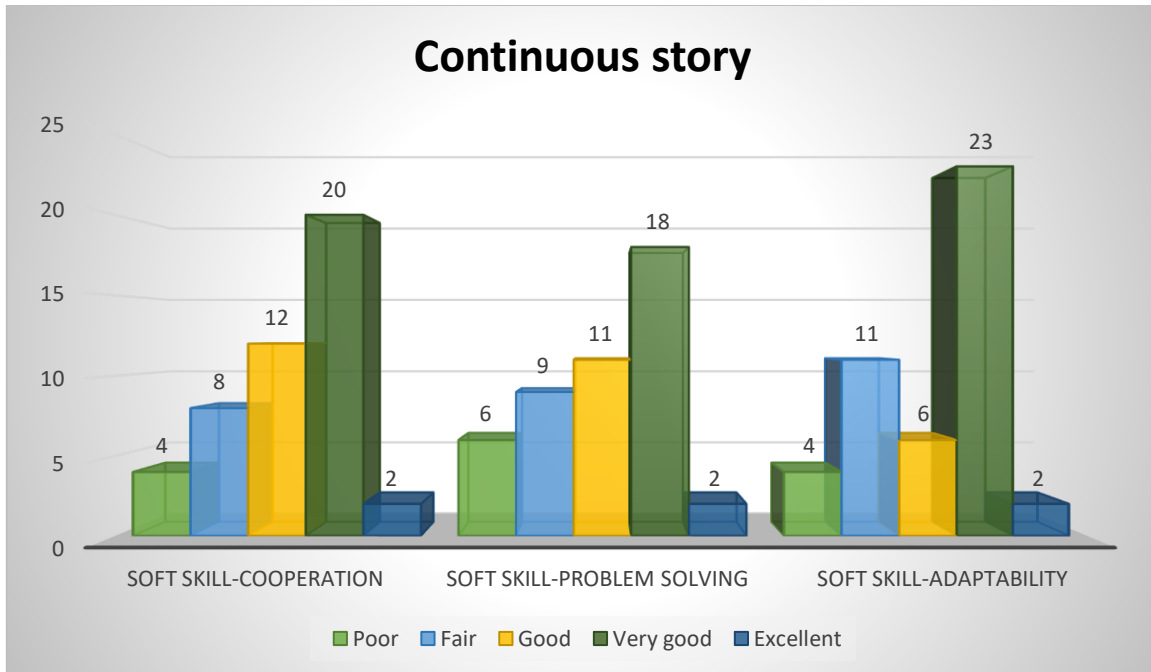


Figure 3: Soft skills-cooperation, problem solving, and adaptability showed during the interventions

Source: Observation checklist

“The continuous story” was one of the activities students found more difficult to work with; otherwise, students’ use of soft skills-cooperation, problem solving, and adaptability since the results gathered through the observation checklists showed that this activity was helpful to develop their soft skills because first year students engaged in this activity and most of them wanted to participate. For example, students seemed to feel comfortable in the group they were in and open to make the activity; also, students asked questions to understand the activity better and instructions given to the researchers.

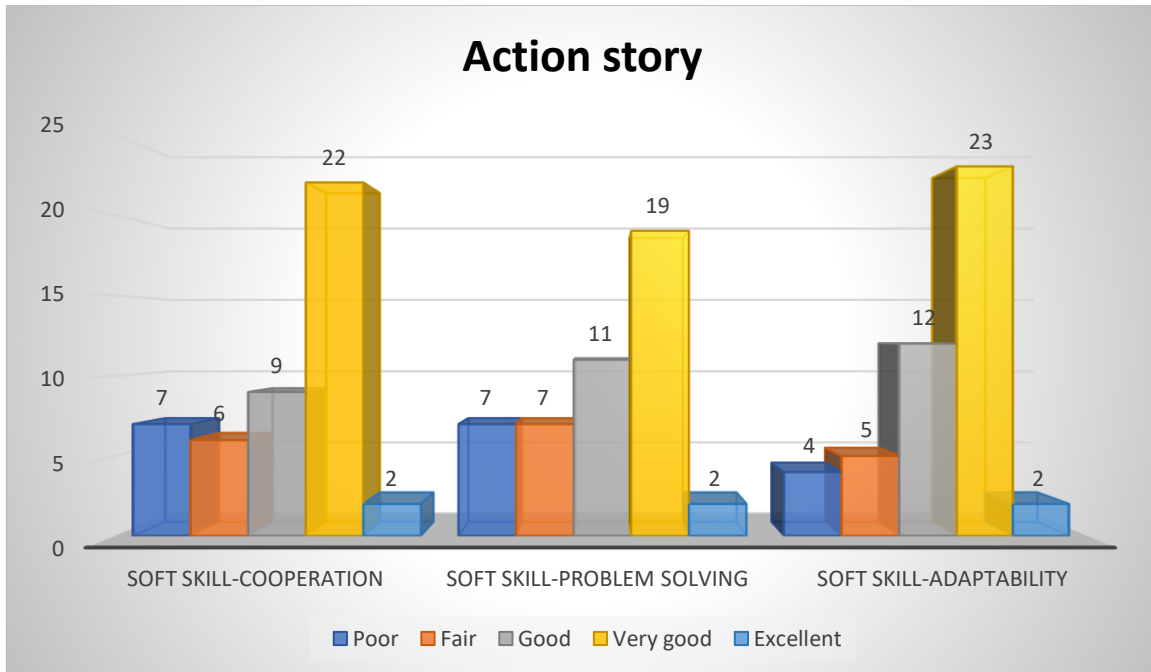


Figure 4: Soft skills-cooperation, problem solving, and adaptability showed during the interventions

Source: Observation checklist

Figure 4 shows that the “Action story” activity was ranked as very good activity because students enrolled during every step in the activity. In the class observed, students had to make a video in which they performed like an action movie. Hence, students were interested and showed very confident during the performance of this activity and most of them were willing to participate. The researchers could notice that the students’ interest was because of the activity. This activity was creative and attractive to students to use their soft skills-cooperation, problem solving, and adaptability besides to use their imagination to create an action story and create a video about whatever they wanted, but the main was they worked together.



Figure 5: Soft skills-cooperation, problem solving, and adaptability showed during the interventions

Source: Observation checklist

Figure N 5 shows the students’ use of the soft skills in study when performing the activity “Make a Commercial”. This activity made students cooperate among them to develop an interesting commercial about any specific item they wanted to describe. The bar of the soft skill cooperation shows a good use of this by the students since it was required a development of the activity in groups, and some of the students showed interest, but the complexity at the time of developing it made them doubt about their capacity to perform it correctly. The bar for the soft skill Solving Problem shows that most of the students participated actively at the time of sharing ideas in order to create a good commercial. However, as mentioned before, the complexity of the activity made some of these students not to feel comfortable, so as a result eleven of these students did not participate actively when trying to solve and provide ideas for the commercial. The last bar, which shows the results for the adaptability soft skill is in fact, the aftermath of the previous results: the few students who showed a decreased interest on the activity due to its difficulty, and the result was just good according to the checklist. The

researchers recognized that one of the main reasons for students to feel incapable and doubtful when developing the activity was the limited vocabulary they had according to their level. Nevertheless, the results were good in all the way.

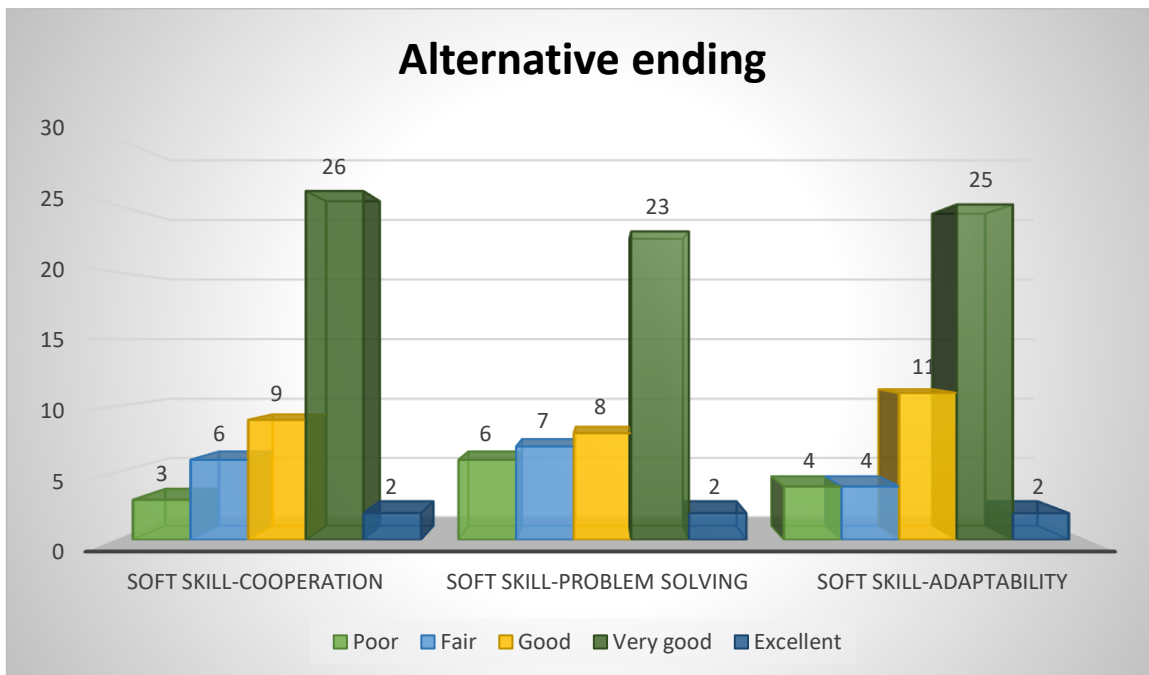


Figure 6: Soft skills-cooperation, problem solving, and adaptability showed during the interventions

Source: Observation checklist

The graph N 6 shows the assessment for the performance of the students when creating an alternative ending to a specific story that they had the chance to create. This speaking activity demonstrated that students were ready to build a huge story in which as showed in the graph, they had a very good performance due to time they had to invent a very personal ending for it, and their solving problem skill took part at that time. Sharing their ending for the story, the students made use of the solving problem skill very well. The activity was designed to be fitted accurately with most of the students because at that time, almost all of them were capable of sharing their ideas without any type of fear. As in all the previous interventions, a minority of these students did not develop the activity in an accurate way, and the only reason was in a huge part the insufficient vocabulary they had in order to provide a better idea. Despite this

inconvenient, all of the students worked actively and even some of them did it excellent. At that point, the researchers noticed that students were making use of the soft skills better than in previous activities even though this activity was complex and required wiliness from students as well as more vocabulary.

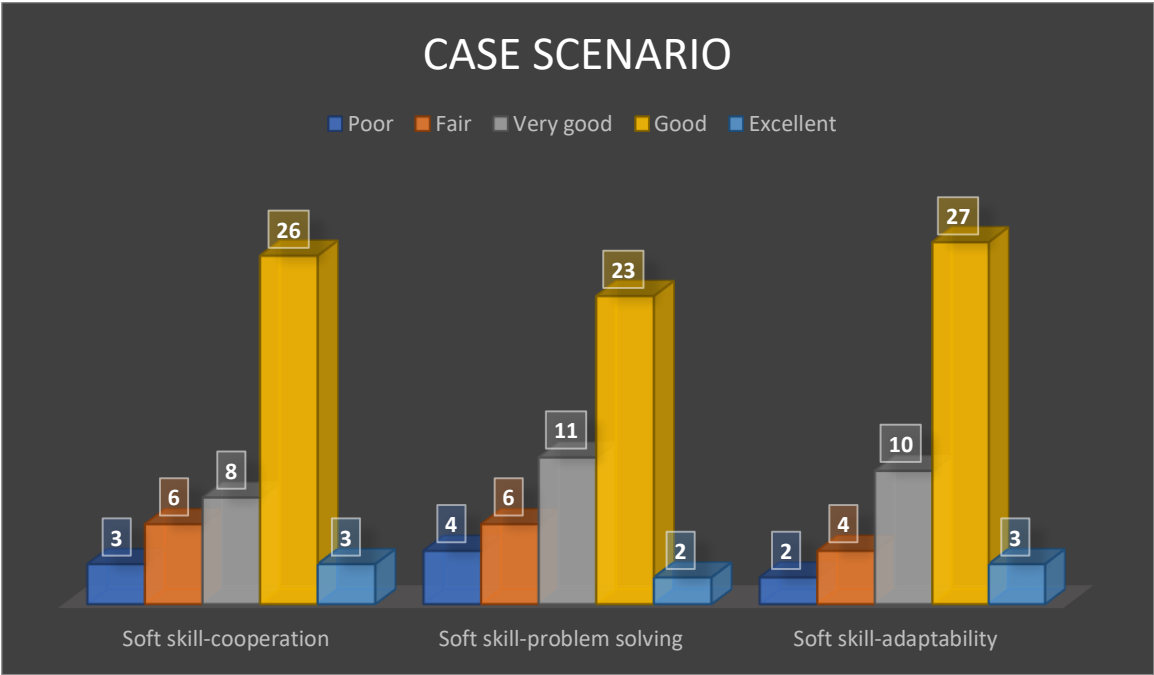


Figure 7: Soft skills-cooperation, problem solving, and adaptability showed during the interventions

Source: Observation checklist

The activity N 7 was a Case Scenario. This case scenario was one of the most challenging activities implemented during the intervention plan, and even the researchers knew that there was a huge error range with this activity. Even at the university students show that this is a very complicated activity to develop; however, there was no doubt that trying it almost at the end of the interventions was a plus to determine how well students were making use of the soft skills in study when speaking. The graph shows that students cooperated among them to work in groups, perform the activity since they had time to memorize it, and get in agreement to choose every character for the case scenario. The researchers analyzed and assessed the students when performing the activity in order to see if they were capable of improvising when

they forgot some parts of the script. In this part, students as well did it very acceptable and there was no doubt that they took the necessary time to learn their script. The fact that students were not able to choose their groups and participate in this activity gave the researchers a method to test how good they could adapt themselves to work with different people. As a result, the students not only showed a great capacity to develop the activity but also to let the researchers know that they were able to foster their soft skills. Then, adaptability took a very important part of this activity as seen on the graph.

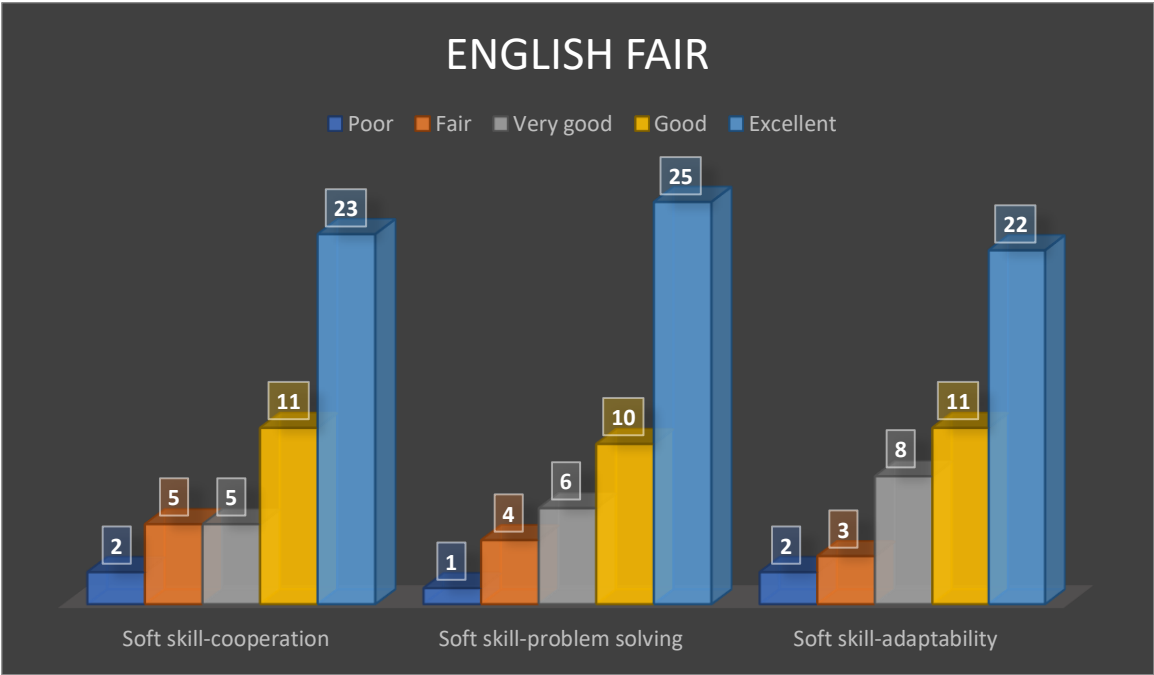


Figure 8: Soft skills-cooperation, problem solving, and adaptability showed during the interventions

Source: Observation checklist

The last graph N 8 represents the activity English Fair. This activity was the last one during the interventions. To make a great closing to the intervention plan, the researchers conducted this activity making the students work in groups, so they could create a short but a very good presentation of a specific country they would like to talk. On the cooperation soft skill graph, students showed an excellent demonstration of what group work means. They actually represented every country they talked about detailed with different charts, pictures, and even some clothes. The researchers could notice that the students made use of cooperation even

when sharing the information about the country they chose. The researchers tested the problem solving skill as well at the time of seeing if the students had everything they were going to use for their presentation; one more time, the students showed that they were ready and in this part, 23 students did it excellent. Most of them shared any specific detail they liked about the country (music, sports, curiosities, etc.). The results were incredible. This last activity was in some instance the one in which students demonstrated that the use of the soft skills goes better. They adapted themselves not only to the environment (sharing their presentation when different students and teachers) but also creating a very good order at the time of speaking.

4.2 Discussion of results

In order to be able to use the soft skills-cooperation, problem solving, and adaptability when speaking the students needed to be part of different activities in which they could show that the soft skills-cooperation, problem solving, and adaptability formed part of a strict base at the time of developing these speaking activities. However, the first observations carried out on February 2019 showed that most of the target population (in this case “the students”) were not able to make use of the soft skills correctly since they did not know that there is a deeper meaning at the time of working in groups with different people, and performing activities. Besides that, the educational system and its program just provides them a very limited quantity of this type of activities.

The researchers noticed that there was a huge opportunity for implementing speaking activities in which students could make use of the soft skills in study to perform. These activities had a main purpose of helping the students to overcome some deficiencies at the time cooperating, solving problems and adapting themselves to the environment and situations they were part. Goldsmith (2015), emphasizes that in order to develop activities and behaviors, there is a necessity to have the correct attitude. The soft skills-cooperation, problem solving, and adaptability were part of the daily life of a student despite the knowledge this may have about them can be limited.

During the process of intervention, the researchers could confirm that a very remarkable part of students’ interest in developing these new speaking activities was the fact that they needed to see if the activities fulfill their expectations (these had to be funny, creative and

unconventional). For example, based on the last results from the final activities, the researchers noticed that by working in groups the students seemed to be confident and willing to express their opinions among them. These activities developed in groups had a better acceptance due to an easier way to solve and perform them.

Comparing the first activity “My friend’s fictional life” with the last activity “English fair”, the researchers could confirm that the only way to foster the students use and development of the soft skills-cooperation, problem solving, and adaptability is implementing new speaking activities that can adapt and carry out the requirements of what students demand nowadays. In such a way, the use of soft skills through speaking activities depends sometimes on how good and how updated the activity can be, so the students can participate in it.

In the questionnaire addressed to students, they stated that the activities implemented in the interventions helped them when expressing their opinions in groups, actively participate in classes, and feel confident when developing any specific role in the activities. Analyzing all the interventions, the researchers identified some points, which worked and played an important role for the students to participate in all the activities though they knew that their vocabulary was limited. According to the results from the interventions, the researchers could confirm that to strength the use of the soft skills-cooperation, problem solving, and adaptability; it is necessary to look for different solutions or activities, so the students can overcome deficiencies at the time of speaking and using the soft skills as well.

4.2.1 Research question

This study drove the researchers through the whole process of investigation to answer the following question: “How do the soft skills-cooperation, problem solving, and adaptability help first year high school students develop their speaking skill effectively?” After deeply analyzing all the data gathered, the research team confirmed that the use of soft skills-cooperation, problem solving, and adaptability using new activities helped first year high school students to foster their speaking skill. Based on the observations, students engaged in class and use the soft skills-cooperation, problem solving, and adaptability to communicate with their classmates.

As shown in Graphs N 7 and 8, at the end of the plan of intervention, most first year students were able to use their soft skills in the activities developing in these classes. They were afraid to convey their ideas with their classmates. Besides, these activities also enriched their vocabulary and helped them to express their ideas confidently. Moreover, after the interventions, student cooperation increased, and they learned to help others during working in groups. Finally, their problem solving skill increased effectively.

4.2.2 Hypothesis of change

The results of this action research studied that the hypothesis of change “The soft skills-cooperation, problem solving, and adaptability by using the Embedded Model will help first year high school students develop their Speaking Skill effectively” was verified. On the one hand, based on the observation checklists, the research team confirmed that “Case scenario” and “English fair” were the activities really contributed to foster first year high school student use of the soft skills-cooperation, problem solving, and adaptability since these activities allowed students to work in groups, to find proper solutions and adapt themselves working together. Besides, based on results of Graphs N 1 to 6, researchers realized that these activities did not bring the results expected, but these activities were the parameter to enhance students’ confidence, interest and comfortability in the two last activities which helped them the most.

On the other hand, even though all the new speaking activities aimed to enable students to use their soft skills, the researchers found out that not all the activities developed during the intervention process worked as expected. Moreover, first year high school students stated that all the activities were helpful for them even though they found some activities difficult to develop. In addition, they felt comfortable with the activities because they were different from the ones they are accustomed to perform in classes.

Chapter V Conclusions and Recommendations

After the research study “The importance of the soft skills-cooperation, problem solving and adaptability in the development of the speaking skill of first year high school students of Bachillerato Tecnico Industrial at Centro Escolar INSA” was conducted, the following conclusions and recommendations were written.

5.1 Conclusions

Fostering students’ development of the soft skills-cooperation, problem solving, and adaptability using the embedded model in the activities was successful since these helped students interact more with the soft skills and develop the speaking skill in students. the “Soft skills are personal attributes that enable someone to interact effectively and harmoniously with other people”. (Oxford dictionary, press 1989). Since the Embedded Model is focused on increasing the knowledge or the use of something in specific, students participated actively in most of the activities developed inside the classroom, and they seemed to be interested on trying to perform what was assigned to them; then, the researchers realized that it worked well when implementing innovative activities, so the students could make use of the soft skills in study. With this, the research team confirmed not only the Embedded Model helped the students but also the soft skills at the time of participating in the activities.

Researchers concluded that first year high school students strengthened their soft skill cooperation in the development of the speaking skill since they were able to share ideas when working in group, and work easily with other students in all the activities carried in the interventions. “Soft skills by nature involve working with others because these soft skills come naturally, while others need to work harder, to work harder to acquire them”. (Dr. K. Alex, 2014) The researchers realized that the cooperation students had was helpful for students to develop their speaking skill, and it was just a matter of time for them to feel comfortable working in different groups.

The research team confirmed that through activities implemented “My fictional life, impromptu game, continuous story, action story, make a commercial, alternative ending, case scenario, and English fair”, students enhanced their soft skill-problem solving. Students showed how well they were dealing with different situations they were exposed to, making decisions and creating different solutions to solve them. “By solving problems and producing results, you set yourself up for future resources and opportunities”. (Cary J. Green PhD, 2015). This means that developing the problem-solving skill in students will give students great potential to achieve future results not only in the classroom but also in the real life and be even more productive than the past.

The research team concluded that first year high school students prompted their soft skill-adaptability. The results demonstrated that adapt well to the activities at the end. This was in fact, one of the reasons why the researchers implemented activities in which students needed to work in different groups, so they needed to adapt themselves to overcome obstacles and help their groups to perform everything in a right way. “Adaptability includes to adapt to different situations students may face at school such serving in communities, working with others, and team planning”. (Cary J. Green, 2015) Developing this skill was vital because helped the students be more creative and capable.

5.1 Recommendations

The following recommendations are provided based on the final results of the plan of action.

Soft skills are not easy to enhance since these go beyond than just to know how to develop a certain activity. That is why, it is necessary to provide more time for these soft skills to be enhanced and produce better results in students.

In future investigations on this topic, the implementation of more activities that promote the development of soft skills in students would be helpful. Though these skills are conditioned by the personality of the person itself, there are many activities that can be used to enhance soft skills in students as the ones implemented by this research team. For example, some activities for the development of soft skills may be activities focused on group work, leadership, feedback, communication, problem solving, flexibility, critical thinking, active listening among others.

Soft skills are important in students because these include, learning, empathy, communication, leadership, autonomy, punctuality, responsibility, motivation among other personal attributes that mark the difference at the time to develop an activity in whatever environment students are enrolled. Nowadays, it is necessary more social and interpersonal skills since these will help students be more successful in the classroom and in their real life.

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Appendixes



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Appendix A

OBJECTIVE: To gather information regarding first year high school students soft skills: cooperation, problem solving, and adaptability

First Class Observation

By Gabriela Sosa

The teacher started the class on time. First, the teacher asked students to work on their notebook since they were confusing the present progressive structure. Most students showed willingness to do it, so they reviewed the structure already studied. After that, the teacher gave students a practice; using a dialogue, students got in pairs and had to go the front and perform it. Some students did it in the affirmative form, and others did it in the negative form. Then, the teacher made some grammar and pronunciation corrections to students.

In this class, the research team observed that first year high school students' teacher always translated into Spanish what she said in English since most of students did not understand what she was saying. Also, it was noticeable that students did make use of the soft skills-problem solving and adaptability. At the end of the class, the teacher had students get their workbook and made a practice of the present progressive.



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JOURNAL ENTRY

Second Class Observation

By Cristian Martinez

In this class, the teacher started playing a song. During this activity, students were willing to sing and have fun at the same time. The purpose of the song was also to introduce the new topic “Modal verbs”. After this, the teacher explained the grammar structure of the modal verbs; through the explanation of the teacher, students were paying attention and even some were asking questions about things they did know. They were interested on the class.

On the other hand, it was observed that there were still deficiencies in the use of the soft skills because the implementation of activities that foster such skills was poor. After that, the teacher got students work on the workbook and fill out the blanks with the correct modal verb. Most of students did not present troubles working on the activity. Finally, the teacher read the paragraph and asked students to say the modal verb; after that the teacher asked students to investigate the usage of the simple for the next class.



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Third Class Observation

By Marvin Mancia

This day, the teacher began the class using an activity by playing a game similar to the hot potato, but instead using a ball, the teacher used a marker. Students seem to be interested on the game; all students who got the marker when the song stopped would say one of the uses of the simple past and say a sentence. After that, the teacher began a deeper explanation of the topic explaining some of the rules of the simple past. Some students were working on activities not related to the thematic being studied. However, some others were eager to learn the new topic, but as in previous classes, students were not making use of the soft skills-cooperation, problem solving and adaptability being these very important in the development of the English speaking skill. At the end, the teacher made a review of the topic studied in the class.



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Fourth Class Observation

By Fidel Toledo

To begin the class, the teacher introduced the new topic providing some examples of the simple future. Then, the teacher asked students to write some examples of the simple future to make sure, if students had understood the topic. Then, she chose some students randomly to say the sentences, but some of them, presented problems when ordering ideas and expressing them.

Also, it was observed that with the kind of activities the teacher was using, soft skills were not being enhanced. This factor made students feel not interested on participating in class. At the end of the class, the teacher assigned a homework to students where they had to write ten sentences using the simple past in its three forms, affirmative, negative, and interrogative, but students complained about the homework showing a negative attitude since they thought it was not necessary.



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Appendix B

EXPERT VALIDATION SHEET

Validator's Name: _____ **Date:** _____

Objective: To collect data from students' use of the soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill.

Direction: Please indicate the rate of the items found by checking the line of each corresponding items. The questionnaire's rating will be based on the following scale:

5-Excellent 4-Very good 3-Good 2-Needs Improvement 1-Poor

	Excellent	Very Good	Good	Improvement	Poor
<p>1. Clarity and directions of items The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.</p>					
<p>2. Presentation and organization of items The items are presented and organized in logical manner.</p>					
<p>3. Suitability of items The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.</p>					
<p>4. Adequateness of the content The number of the questions per area is a representative enough of all the questions needed for the research.</p>					
<p>5. Attainment of purpose The instrument as a whole fulfills the objectives needed for the research.</p>					

Remarks:

Validator's Signature



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Appendix C

OBSERVATION CHECKLIST: ADDRESSED TO FIRST YEAR HIGH SCHOOL STUDENTS OF BACHILLERATO TECNICO INDUSTRIAL AT CENTRO ESCOLAR INSA.

Activity: _____ **Date:** _____ **Time:** _____ **Week:** _____

Researcher: _____

Objective: To collect data from students' use of the soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill.

Instruction: First year high school students (section I), must demonstrate knowledge, skills, and competences in the following criteria. Please complete the following observation checklist based on what you observed during the class. Place a check in the appropriate box for each item below. Honest and thoughtful opinions are welcome.

No.	CRITERIA	Yes	No
1	Students can express their ideas in front of the class		
2	Students use their ideas to help others		
3	Students consider possible solutions in the activity		
4	Students are able to share their ideas with their classmates		
5	Students have the capacity to work with any classmate/s		

Observations:



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Appendix D

GROUP'S OBSERVATION CHECKLIST: ADDRESSED TO FIRST YEAR HIGH SCHOOL STUDENTS OF BACHILLERATO TECNICO INDUSTRIAL AT CENTRO ESCOLAR INSA.

Activity: _____ **Date:** _____ **Time:** _____ **Week:** _____

Researcher:

Objective: To collect data from students' use of the soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill.

Instruction: First year high school students (section I), must demonstrate knowledge, skills, and competences in the following criteria. Please complete the following observation checklist based on what you observed during the class. Place a check in the appropriate box for each item below, poor (1-2), fair (3-4), good (5-6), very good (7-8) and excellent (9-10). Honest and thoughtful opinions are welcome.

Student 1:

CRITERIA	Poor	Fair	Good	Very Good	Excellent
1.Face-to-face interaction between students					
2. Sharing ideas with other classmates					
3.Consider possible solutions					
4.Understandable interpretation of the activity					
5.Capacity to work with any classmate/s					
6. Versatility in any group					

Comments:

Student 2:

CRITERIA	Poor	Fair	Good	Very Good	Excellent
1.Face-to-face interaction between students					
2. Sharing ideas with other classmates					
3.Consider possible solutions					
4.Understandable interpretation of the activity					
5.Capacity to work with any classmate/s					
6. Versatility in any group					

Comments:

Student 3:

CRITERIA	Poor	Fair	Good	Very Good	Excellent
1.Face-to-face interaction between students					
2. Sharing ideas with other classmates					
3.Consider possible solutions					
4.Understandable interpretation of the activity					
5.Capacity to work with any classmate/s					
6. Versatility in any group					

Comments:

Student 4:

CRITERIA	Poor	Fair	Good	Very Good	Excellent
1.Face-to-face interaction between students					
2. Sharing ideas with other classmates					
3.Consider possible solutions					
4.Understandable interpretation of the activity					
5.Capacity to work with any classmate/s					
6. Versatility in any group					

Comments:

Student 5:

CRITERIA	Poor	Fair	Good	Very Good	Excellent
1.Face-to-face interaction between students					
2. Sharing ideas with other classmates					
3.Consider possible solutions					
4.Understandable interpretation of the activity					
5.Capacity to work with any classmate/s					
6. Versatility in any group					

Comments:

Student 6:

CRITERIA	Poor	Fair	Good	Very Good	Excellent
1.Face-to-face interaction between students					
2. Sharing ideas with other classmates					
3.Consider possible solutions					
4.Understandable interpretation of the activity					
5.Capacity to work with any classmate/s					
6. Versatility in any group					

Comments:



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Appendix E

QUESTIONNAIRE ADDRESSED TO FIRST YEAR HIGH SCHOOL STUDENTS OF BACHILLERATO TECNICO INDUSTRIAL AT CENTRO ESCOLAR INSA.

Interviewer: _____

Objective: To collect data from students' use of the soft skills-cooperation, problem solving, and adaptability in the development of the speaking skill.

1-How did you help you the activities performing in classes?

2-Which activity did you help you fostering the soft skills-cooperation, problem solving, and adaptability?

3-Which was the easiest activity to develop for you? Why?

4-Do you believe the implementation of these activities will help you prompting your soft skills-cooperation, problem solving, and adaptability?

5-How did you feel in the development of each activity?



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Appendix F

Week 1

INSTRUCTOR: Cristian Martínez

CENTRO ESCOLAR INSA

TARGET STRUCTURE: Present Perfect Progressive

GENERAL OBJECTIVE: During the class, students will be able to implement the Present Perfect Progressive using soft skills-cooperation, problem solving and adaptability.

SPECIFIC OBJECTIVES: AT THE END OF THE CLASS SWBAT:

- ✓ To perform the activity *My fictional life*.

MATERIALS: whiteboard, markers, eraser, notebooks, flashcards, charts.

ALLOWED TIME: 120 minutes

🚦 LANGUAGE NOTES: The Present Perfect Progressive (20 minutes)

The present perfect continuous (also called present perfect progressive) is a **verb tense** which is used to show that an action started in the past and has continued up to the present moment. The present perfect continuous usually emphasizes duration, or the amount of time that an action has been taking place.

Present Perfect Continuous Forms

The present perfect continuous is formed using ***has/have + been + present participle***. Questions are indicated by inverting the subject and *has/have*. Negatives are made with *not*.

Affirmative form

Subject + have/has + been + past participle

You **have been waiting** here for two hours.

I **have been practicing** baseball since last year

My **family has been living** here for 20 years.

Interrogative form

Have/Has + subject + been + past participle + ?

Have you been waiting here for two hours?

Have I been practicing baseball since last year?

Has my family been living here for 20 year?

Negative form

Subject + have/has + not + past participle

You **have not been waiting** here for two hours.

I **have not been practicing** baseball since last year.

My family **has not been living** here for 20 years.

Uses of the Present Perfect Progressive

USE 1 Duration from the Past Until Now



We use the present perfect continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the present perfect continuous.

Examples:

- **They have been talking for the last hour.**
- **She has been working at that company for three years.**
- **What have you been doing for the last 30 minutes?**
- **James has been teaching at the university since June.**
- **We have been waiting here for over two hours!**
- **Why has Nancy not been taking her medicine for the last three days?**

USE 2 Recently, Lately



You can also use the present perfect continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

- **Recently, I have been feeling really tired.**
- **She has been watching too much television lately.**
- **Have you been exercising lately?**
- **Mary has been feeling a little depressed.**
- **Lisa has not been practicing her English.**
- **What have you been doing?**

🚦 PRE-ACTIVITY (20 minutes)

- The teacher will perform an example for students to see how to do the activity.

✚ PAIR ACTIVITY: MY FRIEND'S FICTIONAL LIFE (80 minutes)



Directions:

- Students will get in pairs
- The teacher will play a song and pass a marker.
- The student who gets the marker when the song stops will be the first with his pair in passing to the front.
- Students will have to invent a life for their mates; they have to do it using the Present Perfect Progressive. For example:
Hi, this is Neymar. He is a famous soccer player. He has been playing professional soccer for seven years. He has been playing with the Paris- Saint Germain team since last season. He has feeling very nice to play for this amazing team. Besides, he has been exercising very hard to be the best of the world.
- Then, students will have to pass the marker again until the song stops.

✚ HOMEWORK



Give students a worksheet for them to practice the Present Perfect Progressive Tense. This homework will be done individually and handed in the next class.



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Week 2

INSTRUCTOR: Gabriela Sosa

CENTRO ESCOLAR INSA

TARGET STRUCTURE: Present Perfect Progressive versus Present Perfect

GENERAL OBJECTIVE: At the end of the class, students will be able to make use of the Present Perfect and Present Perfect Progressive using the soft skill- cooperation, problem solving and adaptability.

SPECIFIC OBJECTIVES: AT THE END OF THE CLASS SWBAT:

- ✓ To make students develop the activity “*impromptu game*”

MATERIALS: whiteboard, markers, eraser, notebooks, flashcards, charts.

ALLOWED TIME: 120 minutes

🚦 LANGUAGE NOTES: The Present Perfect Progressive (20 minutes)

The present perfect continuous (also called present perfect progressive) is a **verb tense** which is used to show that an action started in the past and has continued up to the present moment. The present perfect continuous usually emphasizes duration, or the amount of time that an action has been taking place.

Present Perfect Continuous Forms

Affirmative form

Subject + have/has + been + past participle

I have been working out at the gym since last year.

My sister **has been paying** rent for six months.

Interrogative form

Have/Has + subject + been + past participle +?

Have I been working out at the gym since last year?

Has my sister **been** paying rent for six months?

Negative form

Subject + have/has + not + past participle

I have not been working out at the gym since last year.

My sister **has not been paying** rent for six months.

Uses of the Present Perfect Progressive

USE 1 Duration from the Past Until Now



We use the present perfect continuous to show that something started in the past and has continued up until now. "For five minutes," "for two weeks," and "since Tuesday" are all durations which can be used with the present perfect continuous.

Examples:

- **They have been watching TV for three hours.**
- **She has been working at the gym for three years.**
- **What have you been waiting this moment for the last 3 years?**

USE 2 Recently, Lately



You can also use the present perfect continuous WITHOUT a duration such as "for two weeks." Without the duration, the tense has a more general meaning of "lately." We often use the words "lately" or "recently" to emphasize this meaning.

Examples:

- **Recently, I have been working extra hours at my job.**
- **She has been using Facebook too much lately.**
- **Have you been exercising lately?**
- **Lisa has not been practicing her English lately.**
- **What have you been doing lately?**

🚩 PRE-ACTIVITY (20 minutes)

During the class, the teacher will perform a topic in front of the class just to give an example to students how the activity must be done

Directions:

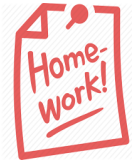
- The teacher will start giving a little introduction of a topic “ *social networks* ”
- Then, she will move on to the main part of the topic mentioning some important fact, examples.
- At the end, the teacher will make a conclusion of all the things said before.

CLASS ACTIVITY (80 minutes)

Directions:

- Students were given, with a week in advance, a page with a topic and some advantages and disadvantages.
- Then, in the class, students will get 10 minutes to refresh and get ready.
- Then, the teacher will pick up randomly a name from the list for this student to past to the front.
- The student will have to start following the steps given by the teacher (introduction, main part and conclusion).
- Then, the same flow will be followed with each student.

HOMEWORK



Give students a worksheet of the Present Perfect Progressive and the Past Perfect for students to work on them.



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Week 3

INSTRUCTOR: Marvin Mancía

CENTRO ESCOLAR INSA

TARGET STRUCTURE: Past Perfect

GENERAL OBJECTIVE: In the class, students will be able to practice the Past Perfect using the soft skills-cooperation, problem solving, and adaptability in the activity *continuous story*

SPECIFIC OBJECTIVES: AT THE END OF THE CLASS SWBAT:

- ✓ Make students develop the activity “*continuous story*”

MATERIALS: whiteboard, markers, eraser, notebooks, charts

ALLOWED TIME: 120 minutes

🚦 LANGUAGE NOTES: Past Perfect (20 minutes)

The past perfect is used to demonstrate an action that occurred before another action in the past. There are usually two completed actions in the sentence; one happens before the other.

Structures:

Subject + had + past participle form of the main verb + before + subject + simple past tense

Example:

Alex had completed the task before the teacher asked.

I had bought a phone before you came here.

Before + subject + simple past tense + subject + had + past participle form of the verb

Example:

Before I went to the office, I finished some business with her.

Before she went home, she had taken a test.

Subject + simple past tense + after + subject + had + past participle

Example:

Mark ate after I had bought him a bat.

I went to the office after I had finished some business with her.

After + subject + had + past participle + subject + simple past tense

Example:

After I had bought a phone, she came to the shop.

After she had gone, I came in.

Subject	Had	past participle
Affirmative		
<i>She</i>	<i>Had</i>	<i>Given</i>
Negative		
<i>She</i>	<i>hadn't</i>	<i>asked.</i>
Interrogative		
<i>Had</i>	<i>They</i>	<i>arrived?</i>
Interrogative Negative		
<i>Hadn't</i>	<i>You</i>	<i>finished?</i>

Examples:

- I had written articles on various topics before he came.
- He had read different kinds of books before you came.
- They had played football in that field before it started to rain.
- She had gone to the coffee shop before she came home.
- He had studied in the library before he came to the class.
- I came here after you had left.
- We had shopped in that shop before we came home.
- We had watched a movie in that Cineplex before he came.
- You had shopped in that market before you came home.

PRE-ACTIVITY: Continuous story (20 minutes)

- The teacher will make an example of a continuous story “*My first day of class*”

CLASS ACTIVITY: CONTINUOUS STORY (80 minutes)

A TRIP TO EL SALVADOR

Directions:

- The teacher will start with a story.
- After that, he will point out at someone else to continue the story.
- This student will have to say another sentence without going through the bushes
- Then, the next student will have to continue the story with another sentence
- The activity will continue in that way until everybody participates.

HOMEWORK



Students will have to write, in a separate sheet of paper, 10 sentences using the Past Perfect. This assignment will be submitted the next class.



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Week 4

INSTRUCTOR: Fidel Toledo

CENTRO ESCOLAR INSA

TARGET STRUCTURE: Modal auxiliaries, *must, have to, had better*

GENERAL OBJECTIVE: At the end of the class, students will be able to use the modal auxiliaries, *must, have to and had better* using the soft skill- cooperation, problem solving and adaptability.

SPECIFIC OBJECTIVES: AT THE END OF THE CLASS SWBAT:

- ✓ To make students develop the activity “*action story*”

MATERIALS: whiteboard, markers, eraser, notebooks, flashcards, charts.

ALLOWED TIME: 120 minutes

🚦 LANGUAGE NOTES: Modal auxiliaries *must, have to, had better* (20 minutes)

- We use **must** for real obligation, rules or laws, when following rules. In schools, and work places there are rules we must follow.

Example:

You **must** respect your teacher.

John **must** arrive at 8: am to the job.

Children **must** obey what their parents demands.

You **must** dress formal in the office.

- We use **have to** to say something is obligatory, we use it for impersonal obligation and it is forced to act by a separate, external power. for example:

Children **have to** go to school.

In France, you **have to** drive on the right.

In England, most school children **have to** wear a uniform.

PRE-ACTIVITY (20 minutes)

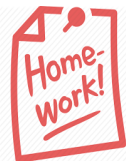
- For students to have an idea of the activity, the teacher will explain how to make it.
- Students will have to create a video of a movie of their preference and play it. For that video, they will have to make use of their creativity.
- Then, the teacher will show them an example of a video for student to have a better idea of how they will do.

CLASS ACTIVITY: Action story (80 minutes)

Directions:

- The teacher will choose the group that will present the videos first.
- Then, everybody will say, in short words, how was the experience of making that kind of activity and challenges they had.
- The same flow will be followed with the other groups.

HOMEWORK



Give students a worksheet of the Present Perfect Progressive and the Past Perfect for students to work on them.



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Week 5

INSTRUCTOR: Cristian Martínez

CENTRO ESCOLAR INSA

TARGET STRUCTURE: Reflexive pronouns

GENERAL OBJECTIVE: During the class, students will be able to practice reflexive pronouns using the soft skills-cooperation, problem solving and adaptability in the class activity *make a commercial*

SPECIFIC OBJECTIVES: AT THE END OF THE CLASS SWBAT:

- ✓ To evaluate the activity *make a commercial*

MATERIALS: whiteboard, markers, eraser, notebooks

ALLOWED TIME: 120 minutes

✚ **LANGUAGE NOTES: Reflexive Pronouns (25 minutes)**

➤ **What Are Reflexive Pronouns?**

The reflexive pronouns are *myself, yourself, herself, himself, itself, ourselves, yourselves, and themselves*. A reflexive **pronoun** is used with another noun (or pronoun) when something does something to itself.

- When the Subject and the Object in a sentence refer to the same person or thing we use a **Reflexive Pronoun**.

It is the only area of English grammar that is reflexive.

Subject Pronouns	Reflexive Pronouns
I	Myself
You	Yourself
He	Himself
She	Herself
It	Itself
We	Ourselves
You (pl)	Yourselves
They	Themselves

If you are using **YOU** in the plural, the reflexive pronoun is **yourselves**.

Examples of sentences using reflexive pronouns:

- **My daughter** likes to dress **herself** without my help.
- **I** taught **myself** to play the guitar.
- **My cat** always licks **itself**.

For example:

- **John** pinched himself.

(The reflexive pronoun *himself* tells us that *John* did something to *John*.)

Contrast the example above with this:

- John pinched his sister.

(There is no reflexive pronoun in this example.)

Examples of Reflexive Pronouns

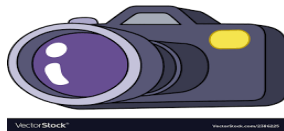
In the following examples of reflexive pronouns, the reflexive pronoun in each sentence is italicized.

1. I was in a hurry, so I washed the car *myself*.
2. You're going to have to drive *yourself* to school today.
3. He wanted to impress her, so he baked a cake *himself*.
4. Jennifer does chores *herself* because she doesn't trust others to do them right.
5. That car is in a class all by *itself*.
6. We don't have to go out; we can fix dinner *ourselves*.
7. You are too young to go out by *yourselves*.
8. The actors saved the local theatre money by making costumes *themselves*.

✚ PRE-ACTIVITY: Make a commercial (20 minutes)

- The teacher will present students an example video “ *One plus 5: The perfect phone for students*” to see how the video must be done
- The teacher will have students get in seven groups of six students each

✚ GROUP ACTIVITY: MAKE A COMERCIAL (80 MINUTES)



Directions:

- The activity will take two-hour class
 - Students will present the video in the order set by teacher
- ✚ In the video, the teacher will evaluate the use of the soft skills-cooperation, problem solving, and adaptability.

✚ HOMEWORK

Students will work in a practice of the Reflexive Pronouns





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Week 6

INSTRUCTOR: Gabriela Sosa

CENTRO ESCOLAR INSA

TARGET STRUCTURE: Reported speech

GENERAL OBJECTIVE: At the end of the class, students will be able to use reported speech using the soft skill- cooperation, problem solving and adaptability.

SPECIFIC OBJECTIVES: AT THE END OF THE CLASS SWBAT:

- ✓ To make students develop the activity “*Alternative ending*” in class.

MATERIALS: whiteboard, markers, eraser, notebooks, flashcards, charts.

ALLOWED TIME: 120 minutes

LANGUAGE NOTES: Reported speech (20 minutes)

- We use reported speech when we want to repeat what someone had previously said.
- Let's look at the difference between direct speech and reported speech.

Direct : Tomie said = 'I am tired.'

Reported: Speech = 'Tomie said (that) she was tired.'

- In reported speech we need to use the past tense form of the verb. In direct speech the present tense is used. As you can see, in the above sentence 'am' changes to 'was' when we use reported speech.

- **Using reported speech for questions**

So far, we have looked at using 'said' in reported speech. When a question is asked we do not use 'said'. Instead we use 'asked'.

We also need to use an interrogative (wh- word) or if / whether.

Take a look at the examples:

- **Questions using interrogatives**

Direct: John: 'What is your name?'

Reported: 'John asked me what my name was.'

Direct: John: 'Where does she live?'

Reported: 'John asked me where she lived.'

- **Using *reported speech* for requests**

As we have seen, 'said' is used for statements and 'asked' is used for requests. We use 'told' for requests and 'to' before the clause:

Examples:

Direct John: 'Go home'

Reported: 'John told me to go.'

Direct John: 'Stop crying'

Reported: 'John told me to stop crying.'

- **Using *suggestions* in reported speech**

When someone gives us advice in direct speech, we use 'suggested' or 'recommended' in reported speech:

Examples:

Direct John: 'You should take a holiday'

Reported: 'John **suggested** that I took a holiday.'

Direct John: 'You should take a holiday'

Reported: 'John **recommended** that I took a holiday.'

PRE-ACTIVITY (20 minutes)

- The teacher will explain students the activity
- The teacher will make eight groups of six students (with a week in advance)
- Then, students will have to choose a movie, the one they like, and make a short video.
- Students will have to create a different ending for the movie
- For this activity, students will have to be very creative and use the soft skills- cooperation, problem solving and adaptability
- The teacher will show students an example video for them to have a better idea of how to make it

CLASS ACTIVITY: Alternative ending (80 minutes)

Directions:

- Students will pass in the order the teacher assigns
- The teacher will evaluate the activity using the same criteria for every group.
- In the criteria to evaluate the video, the teacher will include the use soft skill- cooperation, problem solving, and adaptability, too.

HOMEWORK



Students will get a worksheet to turn the sentences into reported speech; students will have to use the correct form of the verb in the sentences.



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Week 7

INSTRUCTOR: Marvin Mancía

CENTRO ESCOLAR INSA

TARGET STRUCTURE: A refresh of the last three topics studied (Present Progressive, Past Perfect and Reflexive pronouns)

GENERAL OBJECTIVE: In the activity, students will be able to perform a case scenario using the soft skills-cooperation, problem solving, and adaptability

SPECIFIC OBJECTIVES: AT THE END OF THE CLASS SWBAT:

- ✓ Make students develop the activity “case scenario”

MATERIALS: whiteboard, markers, eraser, notebooks

ALLOWED TIME: 120 minutes

🚦 GROUP ACTIVITY: CASE SCENARIO

Directions:

- ✓ The teacher will make seven groups of six students each (with a week in advance)
- ✓ Students will be free to choose the topic for the case scenario (with a week in advance)
- ✓ In the criteria for the activity, the teacher will evaluate the use of the soft skills-cooperation, problem solving and adaptability
- ✓ Topics for the case scenario



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Week 8

INSTRUCTOR: Fidel Toledo

CENTRO ESCOLAR INSA

GENERAL OBJECTIVE: Students will be able to put into practice the soft skill-cooperation, problem solving and adaptability when developing the activity “English Fair”

SPECIFIC OBJECTIVES: AT THE END OF THE CLASS SWBAT:


- ✓ To have students develop the “English Far” activity

MATERIALS: whiteboard, markers, eraser, notebooks, flashcards, charts.

ALLOWED TIME: 80 minutes

🚦 PRE-ACTIVITY (20 minutes)

- The teacher will make eight groups of six students each
- The teacher will assign each group a country for them to talk about
- In the activity, students will be able to talk about the most common things of the country; for example, gastronomy, music, sport, history, etc....
- In the activity, students will be free to use their creativity, use didactic materials and take advantage of technology to make it.
- The teacher has students make a pre-activity a day before the real activity.
- This practice helped students a lot with the logistic of the activity; also, students will have the chance to clear out doubts towards pronunciation

 **CLASS ACTIVITY: English fair (80 minutes)**

Directions:

- Students will have to be on time in the classroom, so they can prepare the material for the activity
- The criteria for the activity will include the use of soft skills-cooperation. problem solving and adaptability
- The activity will take 80 minutes (two-hour class)
- List of the countries