

UNIVERSIDAD HISPANOAMERICANA

FACULTY OF EDUCATION ENGLISH TEACHING

THESIS SUBMITTED TO OBTAIN THE LICENCIATURA DEGREE IN ENGLISH LANGUAGE
TEACHING

THE IMPACT OF THE COGNITIVE MINDFUL LEARNING PROCESS TO STRENGTHEN
ENGLISH SPEAKING SKILLS IN STUDENTS FROM 16 TO 18 YEARS OLD FROM
INSTITUTO DE DESARROLLO DE INTELIGENCIA, HATILLO, SAN JOSÉ, DURING JULY
AND AUGUST OF 2023

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2023

SWORN DECLARATION

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THE IMPACT OF THE COGNITIVE MINDFUL LEARNING PROCESS TO STRENGTHEN ENGLISH SPEAKING SKILLS IN STUDENTS FROM 16 TO 18 YEARS OLD FROM INSTITUTO DE DESARROLLO DE INTELIGENCIA, HATILLO, SAN JOSÉ, DURING JULY AND AUGUST OF 2023.

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Cédula: 116650504

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San José, 08 de octubre
de 2023.

Destinatario Carrera

Universidad Hispanoamericana

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La persona estudiante. MELISSA LOPEZ ARCIA, cédula de identidad número 1-6665-0504, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado "THE IMPACT OF THE COGNITIVE MINDFUL LERNING PROCESS TO STRENGTHEN ENGLISH SPEAKING SKILLS IN STUDENTS FROM 16 TO 18 YEARS OLD FROM INSTITUTO DE DESARROLLO DE INTELIGENCIA, HATILLO, SAN JOSÉ, DURING JULY AND AUGUST OF 2023", el cual ha elaborado para optar por el grado académico de Licenciatura.

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

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Atentamente,



Dra. María José Herrera Araya

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LETTER FROM THE READER

San José, noviembre 30 de 2023

Universidad Hispanoamericana

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La estudiante **LOPEZ ARCIA MELISSA**, cédula de identidad 116650504, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado THE IMPACT OF THE COGNITIVE MINDFUL LEARNING PROCESS TO STRENGTHEN ENGLISH SPEAKING SKILLS IN STUDENTS FROM 16 TO 18 YEARS OLD FROM INSTITUTO DE DESARROLLO DE INTELIGENCIA, HATILLO, SAN JOSÉ, DURING JULY AND AUGUST OF 2023, el cual ha elaborado para obtener su grado de “Licenciatura en Enseñanza del Inglés.”

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

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

Atte.

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DEDICATORY

To my previous students from Instituto De Desarrollo de Inteligencia, Hatillo, who taught me how important it is to be a committed teacher, that everyone has diverse ways of learning and that the key for an effective learning process is to teach from the heart. To the students that assisted each class to help me develop this thesis.

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ABSTRACT

English speaking skills are one of the doors to enter a new cultural experience. It can be said that English is the global language, it can be seen in every country, every business: restaurants, schools, companies, museums, and even transportation. However, this does not mean that it is easy to improve English speaking skills, especially when there is not much time, when grammar is prioritized, and most importantly: when native language is not English. Therefore, there are some techniques that can help students to learn and improve their English-speaking skills.

This research will be based on Mindfulness Cognitive Skills applied into classes to bring awareness of pronunciation, fluency, pace, intonation, but even most important: clarity on transmitting ideas. The purpose of this paper is to provide educators with resources and ideas on how to have an actively mindful class to keep students as engaged as possible during their learning process to improve their english speaking skills.

The impact of the cognitive mindful learning process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, Hatillo, San José, during July and August of 2023

INTRODUCTION

Students might try to have a complete and effective learning process in English: grammar, spelling, reading; but it is common to hear people saying: “I understand English, but I struggle to communicate”. This paperwork is not intended on making Professors responsible of failure when it comes to communicate in English, but it intends to inform and provide techniques for those teachers who are willing to try to engage students to the language learning process for improving English speaking skills. It is known that students should try harder, but this paperwork is addressed to those Professors that know how hard it can be for students to commit to learning sometimes and that want to implement different techniques with Mindfulness to ensure a better result of improving speaking skills.

CHAPTER I: RESEARCH PROBLEM

1.1 Problem Statement

What is the impact of the Cognitive Mindful Learning Process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia?

1.1.1 Background of the Problem

English Speaking Abilities can be highlighted as one of the most critical areas of English since they could be considered as the main communication stream between people. These skills can be negatively impacted when there is an incomplete learning process in the Student's Educational Environment, when the student is lacking commitment to their learning process or even when there are no strategies to help students to correctly follow the learning path and no strategies for educators to ease this same process for them.

It is known that students should try harder when it comes to improving their English Skills, but this paperwork is addressed to those Professors that know how hard it can be for students to commit to learning sometimes and that want to approach those weaknesses with impactful and important strategies, skills and resources for students to reinforce and apply a more visible commitment, effort and interest for an improvement on their English-speaking skills.

Teachers can implement cognitive mindful strategies in their educational plans to ensure a commitment from students into their Speaking Classes and to provide guidance for students to learn how to be aware of their own learning process, how to identify their success, difficulties, improvement, blockers and anything impacting the completion of their learning process. This work is intended to fight blockers when it comes to English speaking skills.

1.1.2 Problematization.

Demanding students to be aware of their learning process without providing the required tools for them to achieve it, is impossible. Teachers are not only to empower themselves with vocabulary, speaking skills or pronunciation techniques but to also learn how to present or deliver English to students by using different methodologies, skills, programs and more. Educators need to give that extra mile to ensure a positive educational environment that might help students feel more comfortable and committed to their learning process. Once the educational environment has been set by renovating simple things such as class organization, class rules, interesting topics to impart lessons, and even cleaning up the area; then innovative strategies, methodologies, skills and activities can be implemented.

The pandemic forced everyone to adjust into virtual classes with whatever resources were or were not at home. Technology has multiple, not to say infinite, advantages for every purpose people may have. But how has this been affecting students English learning process? Being in front of an electronic device for more than 2 hours affects and exhausts the brain and the information it should be receiving, not interacting with people face to face, not perceiving others' gestures or manners of speaking, access to inappropriate content, cyberbullying, social disorders, learning development backlog just to mention a few of all the possible consequences that virtual classes could have had into students' life. Therefore, technology is a great tool to implement innovative activities if human interaction is not getting behind. Students now spend a lot of time with their electronic devices, but the learning process can be more effective if it is built from social experiences instead of only individual interaction with a website.

1.1.3 Justification of the Topic

The presented work intends to approach educators with One of the struggles they can face on their day-to-day job: seeking for the correct path to locate students' interest into English. It is well known all the benefits that speaking English brings into every person's life: better job opportunities, professional exposure, travel experiences, sharper memory, increased creativity, and several other advantages that speaking English has. However, this is hard to understand when being a student of 12 – 19 years old, and here is where educators need to present English in so many creative ways that students can really engage not only to English but to how it is being taught, to Speaking English, to the House of English with its culture, skills, and topics that will make students want to learn.

By implementing a Mindful Learning Strategy for Speaking English, cognitive skills will be an essential key for students not only to be aware of their learning process but to be completely involved in cognitive, social, and metacognitive skills. This will complement mindfulness strategies to be implemented in class to approach the improvement in English speaking skills. The information or results from this investigation will support the approach of cognitive mindful skills and strategies involved in the teaching process for Speaking English and the impact that mindfulness strategies can bring into this process as well.

A plan developed with the skills and strategies mentioned will be proposed.

1.2 Formulation of the Problem

What is the impact of the Cognitive Mindful Learning Process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia?

1.2.1 Hypotheses

The Cognitive Mindful Learning Process improves English speaking skills.

1.3 Objectives of the Investigation

1.3.1 General Objectives

Analyze Cognitive Mindful Learning Process to strengthen English Speaking skills.

1.3.2 Specific Objectives

- To describe the cognitive mindful learning process.
- Determine cognitive skills in the educational environment to improve English speaking skills.
- To evaluate English speaking skills with mindfulness strategies in the educational environment.
- To design an educational plan based on cognitive skills and mindfulness strategies to improve English Speaking skills.

1.4 Scope and Limitations

1.4.1 Scope

This research was based on students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, Hatillo, San José, that seek to improve their English-Speaking skills for reasons such as personal growth, goals for this 2023, as a requirement from their English classes, to apply for college or just to refine their knowledge.

1.4.2 Limitations.

There are several factors that have a positive impact on the selected institution and the participants within it. However, many limitations are identified regarding activities, personal schedules but most importantly scholar activities conflicting with the class schedule. Another limitation is that not all students have the same English level, therefore, some of them may improve faster than others. Besides this, the group might not be big enough since there are several complications due to responsibilities and commitments with extracurricular activities.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Historical Context

2.1.1 Mission of Instituto de Desarrollo de Inteligencia

“It is a limited liability company that is framed within the purposes of the Costa Rican education.

Our mission is to serve the parents of children and young people who are looking for a serious educational center with academic and moral quality for their children, within a Christian environment. We give a strong impulse to the disciplines of Mathematics, English and Computers.

We excel in the formation of formal, honest, healthy and homeland-loving children and young people, thus contributing to the community and the environment in which we operate.

We want to grow day by day, and we will do so with the help of our excellent staff, which is our most important resource, since they are the ones who will be in charge of educating our children and youth”.

2.1.2 Vision of Instituto de Desarrollo de Inteligencia

“To be recognized as the educational center that offers the best academic and moral quality in the southern sector of San José, besides of being a model for all the alternatives of education in the formal sector (preschool, elementary and high school).

Wisdom, science and art are our personal motivation.

The values we seek as an institution are honesty, responsibility, security, integrity, honesty, quality, transparency and reliability”.

2.2 Theoretical – Conceptual Context

2.2.1 Cognitive Mindful Learning Process

As stated by Chik N. in 2010, the Cognitive Mindful Learning Process is a set of teaching methods designed to cultivate deepened awareness, concentration, and insight. It fosters additional ways of knowing that complement the rational methods of traditional liberal arts education. Involving this Process into English Classes will activate students' awareness on identifying what is being learned and what is presenting blockers. Once students can identify these, the teachers' role will be added to correctly guide students on how to overcome those blockers to successfully complete the Learning Process addressed into English speaking skills.

The Cognitive Mindful Learning Process intends to bring awareness of the learning process through mindful techniques and strategies such as body scanning that is related to breathing in and out and getting aware of how the body feels. This would lead students to reduce stress and be active in the learning process. Another example of mindfulness strategy is to focus on paying attention not only to what an educator is teaching but also to how the student is learning and how their mind can be approaching and receiving knowledge by acknowledging senses. Mindfulness does not only improve the learning process but will also recognize obstacles that are preventing students to move forward and it might also improve social skills in the learning environment and in a day to day basis as stated by Barbera Schouten (2020), "When it comes to inner strength and resilience, the ability to handle difficult situations and stress and when overcoming obstacles, sensitive people seem to have almost a secret ability to deal with the challenges of life".

2.2.2 Mindfulness

Mindfulness may have more than one definition since it has a lot of approaches, but Mindfulness in Education and included in the Learning Process can be defined as Walsh and Shapito stated back in 2006, “Self-regulation practice focused on training attention and awareness with the goal of bringing mental processes under greater voluntary control”. Or as Kabat-Zinn mentioned in 1994, “The awareness that arises through paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally”. “Mindfulness is an open, compassionate attitude toward your inner experience that creates a healthy distance between you and your stressful thoughts and feelings, giving you the space to choose how to respond to them” (Melanie Greenberg, 2017, Nine Essential Qualities of Mindfulness).

Mindfulness in education will bring awareness and make the individual to be conscious of what is being learned, the environment, comments, errors, successes, and everything surrounding their learning environment. The key word of mindfulness and main principle is “**awareness**,” this strategy requires students to be conscious and informed alert for them to correctly perceive and feel the events impacting their learning process.

Mindfulness will help students to be in the present and to understand the purpose of what they are doing or learning. It will also awaken their attention with the correct strategies. Mindfulness has different strategies that will impact students' mind through mind exercises and body movements as well, which is an advantage since movement also prepares brains to acquire knowledge.

2.2.2.1 Self-Regulation

Self-regulation in mindfulness refers to how individuals can manage responses, emotions, and impulses, it refers to voluntarily controlling thoughts with awareness and by fully

being at present. As stated by Carver (2012), “Self-regulation can be defined as the whole system of standards, thoughts, processes, and actions that guide people's behavior toward desired end states” meaning that the individual decides to control, modify, influence and act on situations, thoughts, reactions, emotions, and behaviors to accomplish or approach a goal. Self-regulation impacts mindfulness by helping individuals to be aware of how to be in a calmed status to start the learning process by reflecting on what is coming across their minds.

Self-regulation has an impact on an individual's physical area for thinking before taking actions and controlling impulses. In the emotional area for helping the individual to regulate feelings and calm down to accurately express feelings. The mental part is also impacted by being able to focus correctly on what they must, for example, their learning process. And lastly, the social space to correctly behave and construct relationships. Self-regulation in mindfulness can be applied by practicing exercising, closing eyes, and taking deep breaths, relaxing, and with slow movements that activate the individual's body.

As Courtney E. Ackerman (2018) explains, self-regulation can also be applied when emotions are understood by identifying likes and dislikes, emotions, emotions on others, when affection and empathy is identified and demonstrated toward others, there are no aggressive behaviors, no fears or phobias are intensively displayed, body language and energy are interpreted in others, deals with being left out of a group, accepts “no” as an answer, do not give up on established goals and define problems to generate possible solutions.

2.2.2.2 Awareness

Awareness is essential for mindfulness, and it refers to an internal understanding of what the mind is going through and what the body is feeling. Awareness intends to approach thoughts, emotions, and sensations for them to be recognized by the individual so they can be

acknowledged and then the individual can calm those thoughts and enter a peaceful state of mind. Awareness brings gratitude and gratitude brings happiness (Jon Kabat-Zinn, 2019), being aware means that individuals can live at the present and understand what is being received, what is being done, what is being worked; even resting can be done with awareness!

This is applied once a complete surrounding is identified towards an individual: acknowledging sounds, smells, air, temperature, feelings, and everything surrounding the individual. Once the environment is identified, the individual will proceed to acknowledge their own body: how air comes in and out, how their body feels. Once these factors are identified, it will become easier to identify what is being learned, difficulties presented and how to proceed, and this is where the learning process will be positively impacted. Everyone can be aware of everything, as stated by Jon Kabat-Zinn (2019), "We no longer choose a focus for awareness, but allow the field of awareness to be boundless. Since awareness is, and always has been boundless."

2.2.2.3 Concentration

Concentration works perfectly in mindfulness; it refers to how individuals can increase focus to pursue success or the best possible results. While mindfulness intentionally decides to identify surroundings and how they influence emotions, concentration intends to hold attention to a specific object or topic to seek for understanding. Mindfulness and concentration create a great match when it comes to the learning process, since students will be mentally prepared to be relaxed and aware of their surroundings but also focused on what is being taught.

2.2.3 Mindfulness Strategies

Mindfulness is all about being aware, being at present identifying every factor surrounding students learning process. However, strategies need to be intentionally included in

the teaching process for them to deliver results in the learning process. “Practicing mindfulness involves breathing methods, guided imagery, and other practices to relax the body and mind and help reduce stress” (Mayo Clinic Staff, 2022). (“Mindfulness exercises - Mayo Clinic”) This means that teachers must add mindfulness strategies into their educational class plan for them to be applied with a determined purpose.

Mindfulness strategies include different techniques to be implemented in class and prepare students to go through their learning process. Breathing exercises are the very beginning of how to apply mindfulness strategies and get students ready to start or continue their learning process. This is implemented with deep breaths, oxygenating their chest, lungs, and brain. Including sensory experiences is also key to activate the mindful process, this can be approached with music, sounds, nature, colors, textures to recognize with touch like sand, water, ice, cotton, sponges, and others. Imagery needs to be included as well, this refers to developing imagination before presenting the topic, guessing what the topic is about, relating key words with the world, with themselves, with news. Lastly, movement is important to activate brains to receive knowledge; our bodies were made to move, this can be performed with dancing, exercising, and any kind of movement that will help students enjoy their class as well.

2.2.3.1 Body Scanning

Body Scanning is a Mindfulness strategy that intends for individuals to look for a reconnection with their own body. This strategy looks for students to notice any kind of sensation to their body: heat, coolness, pulsing, any taste in mouths, or any other sensation just by laying down on the floor and closing their eyes. The mindful coach, Elaine Smookler (2019), has identified two important benefits from practicing body scanning:

Enhances your ability to bring your full attention to real-time experiences happening in the present moment—helpful when emotions or thoughts feel wild. Trains to explore and be with pleasant and unpleasant sensations, learning to notice what happens when we simply hang in there and feel what is going on in “body-land” without trying to fix or change anything.

This indicates the impact that body scanning has in the learning process by helping students to be completely at present with active senses of what is happening in their body and mind. Body Scanning can be practiced by closing eyes, breathing in and out to awake awareness, touching the seat or even the floor, focus on investigating one body part (whichever the individual feels will help with their learning process), start identifying sensations and controlling them until the body is relaxed and comfortable.

2.2.3.2 Acceptance

Being mindful includes to be not only being aware of feelings but also to be aware of mistakes, and this is the main benefit of mindfulness in the learning process, to be aware of what is being learned and what is being done correctly and incorrectly. Acceptance in mindfulness means to identify errors, accept them, and correct them. However, acceptance is also about being gentle with words to self, to be empathic and kind when acknowledging mistakes. Acceptance is about gentle words to self, this will keep an active motivation committed to own and improvement will always be in the loop since one is being kind, real and gentle to self. Acceptance is also about self-motivating with self, as Dave Potter (2021) quoted:

“Mindful “acceptance” means that we fully acknowledge the *current moment* (external situation as well as feelings, thoughts, and perceptions) so that we can respond appropriately in the next moment.” (“How to Practice Acceptance Without

Being Complacent”) For example, a mindful response could be forceful and energetic, or gentle and soothing, or simply pausing for a moment to allow an appropriate response to emerge.

To conclude, it is fair to be kind to self and to acknowledge success but to also acknowledge errors to gently correct them with continuous self-motivation.

2.2.3.3 Focus on Breathing

Mindful breathing refers to noticing the sensation of when the air gets into the body to reach the lungs by breathing, it is to acknowledge any thought trying to get individuals attention when slowly breathing in and out. Focus on breathing requires deep breath exercises where the individual needs to sit or lay down and control breath in pace and length. The individual will start recognizing the body from the very top of the head to the bottom of the feet; to be aware of how each muscle can be relaxed just by breathing in and out. As Jenna Sinclair (2021) states, focusing on breathing reduces stress and anxiety and helps the body to sleep better and to have better health. Breathing can also increase positive emotions and improve cognitive skills including memory, attention, and focus.

Correct breathing focused on mindfulness requires a good sitting position or laying down on the floor with no distractions, closing the eyes might be a satisfactory solution for it. However, if the individual gets distracted, it's good news since it is being identified and that is part of the mindful process. Some extra help might be to have a drink of water before and after the exercise and to be kind to self when getting distracted. For effective practicing, the individual can count the deep breaths taken, be aware of sensations, and notice the air temperature, density and quantity passing through the nasal cavities.

2.2.4 Teaching Methods

Teaching Methods applied in English Classes will always vary since, as Viktor Wang (2019) stated, personal teaching philosophy and culture influence teaching methods. Therefore, these principles will be different as per each educator's class. For instance, every educator has different rules in class, different objectives, behaviors, interactions, daily activities, and other factors that construct the teaching-learning process and the educational environment.

Teaching methods are used by educators to provide instructions and guidance to the class through specific methods or strategies as per each class personality and educators selection. Teaching methods are usually based in four categories: Teacher-Centered Approach: The main character is the educator, whom will be seen and placed as the main authority model in class and students are seen as unknowledgeable individuals that will start receiving lessons and knowledge from teachers. Another important aspect is that students are evaluated by tests and assessments only. As mentioned, this approach will focus on the educator providing knowledge, students are the second character just receiving information. On the contrary, the Student-Centered Approach will still keep an important figure in the educator but the focus will change to students, this means that both the authority figure (educator) and students will have an equal role in class; however, the teacher will remain as the class leader facilitating the learning process, this approach can be labeled as a cooperative learning.

Regardless of the Teaching Method that is being implemented in class, they intend to make connections to other events so students can relate situations to information they have been aware of to create mental memories and experiences. For example, if an educator is teaching techniques to improve speaking skills with a social issue impacting our country, continent or even the world, the student will be able to set connections and feel comfortable with the topic. These strategies combined with Mindfulness techniques is a success to students'

learning process, however, as it is with everything in life, each method has advantages and disadvantages but it does not mean that a method not good enough to be applied in a class, it only provides visibility on when each method can be used to beneficiate students and their learning processes.

2.2.4.1 Teacher-Centered Approach

This approach is the traditional class method where the educator is the main character in the class who presents information in the class and expects the audience to listen and pay attention. Nowadays, a Teacher-Centered approach requires the educator to put more effort in class to present with interesting topics that will engage students, the educator also has a bigger role to transmit comfort when delivering knowledge and security on the topics to be explained.

Joseph Lathan (2022) lists different benefits and drawbacks from this Teaching Method, the ability to control order in the class because there is an authority managing the class, confidence from students on learning from the expert, and the student knows where to focus their attention. On the other hand, some disadvantages are how students miss their opportunity to have an active communication to share ideas and practice critical thinking skills, not creating social experiences since students usually work on their own, and the educator takes the risk of not creating an interesting enough class to have students committed to their learning process.

2.2.4.2 Student-Centered Approach

Contrary to the Teacher-Centered approach, the Student-Centered approach seeks to have students as the protagonists from the class. There is still an authority figure at class that the educator needs to implement but the teacher's role changes, students become the people in charge of their own learning by actively participating and collaborating in class whilst the educator becomes a coach and facilitator to provide guidance. Some benefits from this method

are how learning becomes social experiences in class, improving communication skills among peers, and exercising independence but also recognizing when to ask for help. This method also has some disadvantages such as how noisy and disorganized the class can get, students feeling uncomfortable due to participation and working in groups, and students might also lose some important information, however, it is all part of the process and that is why even if the educator is not the main character, there is an important role to fulfill.

2.2.4.3 Evaluation

To measure how Mindfulness is impacting English speaking skills and its components, an evaluation must be set. Ellington, 1993 has defined Evaluation as the collection, analysis, and interpretation of information about any aspect of a program of education or training as part of a recognized process of judging its effectiveness, its efficiency, and any other outcomes it may have. (“CONCEPTS OF EVALUATION AND ITS MODELS’ ‘CASE OF SEMANTIC CLARIFICATION’”) The Evaluation for this research will be specifically addressed to English speaking skills: Accent and Fluency. Evaluative materials will be created to effectively measure factors and determine the impact of Mindfulness strategies into English speaking skills.

Evaluating English speaking skills have different points to evaluate such as fluency, pronunciation, intonation, vocabulary, and ability to transmit ideas. Fluency refers to the ease that the student demonstrates on speaking, this is influenced by long pauses and confusion when speaking. Pronunciation refers to how the student articulates to produce words correctly. Intonation is the rhythm and changes of volume that the student applies when speaking to make a better interaction or presentation. Vocabulary is the selection of words used for a speech to have coherence. Finally, the ability to transmit ideas can be defined as positive communication.

All these factors can be evaluated and worked on to make an improvement in English speaking skills.

On the other hand, evaluating Cognitive Mindful Strategies in the English- speaking skills can get complicated, however, it can be evaluated with a comparison of how students' speaking skills were before implementing Cognitive Mindful strategies and after its implementation with a goal to assess students, a scale that measures successes and errors, and descriptions in a rubric to evaluate factors mentioned above. This can be approached with discussions, a presentation in front of the class, a Q&A (questions and answers) session, stories, reading texts and others. To finalize, it is important to know that before evaluating, educators have to explain the rubric that will evaluate their speaking skills and the educator might even provide an example for students to have clarity on the process.

2.2.5 Cognitive Skills

Mindfulness is the golden ticket to activate students' awareness in their learning process and start improving their English- speaking skills. Mindfulness strategies will be incorporated, and they might be related to cognitive skills, which are *“the ways that brain remembers, reasons, holds attention, solves problems, thinks, reads and learns”* (Indeed Editorial, 2021).

Cognitive Skills can be applied in the class with different strategies, but one of the most important strategies is to teach in a “real-world” environment. This means to teach with examples of situations from around the world. Topics taught in class are like an umbrella in the middle of rain; the umbrella is the main topic to be taught and specifically directed into English: the phonetical alphabet, figures of speech, grammatical tenses, and others; raindrops would act as other general topics that will lead the teaching into the specific English Topic; for example,

teaching the phonetical alphabet by talking about vocabulary of classroom resources, or teaching the passive voice by discussing about corruption from countries.

These skills are intended to approach students' commitment to the class or learning process by impacting their concentration to allow students get an easier comprehension of topics and determine an objective to approach its completion. They also impact students' perception, interpretation, and memory of topics by relating and making connections of English topic with "real-life" examples or situations. Lastly, logical thinking is impacted because of cognitive skills being implemented in class, logical thinking allows students to identify what they are understanding and what they are not following completely. Therefore, mindful strategies with cognitive skills make a perfect set for students to succeed in their learning process.

2.2.5.1 Educational Environment

It has been mentioned that Mindfulness impacts the learning process, teaching process, students' awareness, and the educational environment, which is an important term to define to understand the impact of Cognitive Mindful Strategies. Ekaterina Yuryevna Aleshina (2018) has defined the Educational Environment as part of the sociocultural space, a zone of interaction of educational systems, their elements, educational material, and subjects of educational processes. Therefore, the educational environment is all the factors surrounding the students' learning process. This means that Mindfulness is directly creating an impact in this educational environment to positively modify it by providing a better learning experience approaching awareness.

The Educational Environment in the English classroom has an important impact in the learning process. There are different educational environments surrounding students: the

physical environment which involves the classroom colors, resources provided in the class, how desks are organized, lightning of the class, boards, how clean the classroom is, and the physical class structure. The psychological educational environment that seeks to engage students to topics being imparted in class and the interaction that the educator has with the class when presenting, explaining, and helping students with a topic; this also includes the “safe space” that the educator creates with students for them to feel free to comment, speak, ask questions and speak freely. Lastly, the emotional educational environment which refers to attitudes in class, validating students’ feelings, concerns, and questions; and recognizing their success stories.

2.2.5.2 Sociocultural Space

Sociocultural space acts like a sub area of the Educational Environment since this will influence it with cultural forces where students are located at or where students are influenced in their traditions, manners of speaking, behaviors, and others. The sociocultural space in the classroom or the learning process, as Vigotsky’s theory, refers to how the learning process is impacted by social interactions between students and how this impulses students’ learning process.

Nagel (2012, p. 83) states that the sociocultural space “reflects the view that learning and development is not just a process of increased mental sophistication but is also mediated through social and cultural interactions”. (“Sociocultural Theory of Learning in the Classroom - Helpful Professor”) And also, as Bates (2019, p19) states, “knowledge and interactions are constructed through social interactions with family, friends, teachers and peers”. As can be

seen, the sociocultural area does make an important impact in the learning process and helps students to create experiences that will reinforce their acquired knowledge.

Culture is another factor to take into consideration in the learning process. Children develop and learn differently and their culture influences this process, as a result, educators should include topics and approach the class with the culture students are comfortable with, however, since they are also learning another language, it is crucial for educators to also include the language's culture into the class for students to get familiarized with it. Adding the language's culture will also help students to improve their speaking skills since they will be able to train their listening skill, repeat, and then improve speaking skills as a result.

2.2.5.3 Educational Systems

Beyond of the understanding of what Educational Systems are, it is important to call out how these are different in each region and even in each institution due to how teaching is approached, which is different in every institution. However, Educational Systems can be defined by "the economic and social factors that typically make up public schools at the federal, state or community levels. Such factors include public funding, school facilities, staffing, compensation, employee benefits, teaching resources and more" (Top Hat Glossary).

2.2.6 English Speaking Skills

This research work is based on how the Cognitive Mindful Learning Process can improve the English Learning Process in speaking skills, which are the means that learners utilize to communicate with others' ideas, opinions. And there are two crucial factors that will be

key to students English speaking skills: Accent and Fluency. Accent refers to intelligible pronunciation without frequent gross errors or heavy pronunciation, and this will be improved with Mindfulness awareness and the strategies to be implemented. Fluency can be defined as the understandable pace of articulation and time when speaking and avoiding factors like short and slow sentences, incomplete ideas, and repetitive rephrasing words.

English speaking skills might be challenging, but this is why the educator needs to guide the student into a correct path of their learning process to improve these important skills impacting their English communication. Besides including Cognitive Mindful Strategies to significantly help students with this improvement, practice is key for students to get better. For example, listening to native speakers on regular conversations will sensitize students' hearing to understand English conversations, pronunciation, intonation, and recognize fluency and rhythm; and nowadays, there are several resources to approach this technique like movies, podcasts, songs, and audios. Imitating is also another technique that will benefit speaking skills, this will help students with articulating correctly and getting familiarized with intonation and rhythm. Once techniques are applied, speaking is the most important practice that students need to implement: "practice makes perfect" and educators need to implement this for students to make a habit of improving speaking skills.

2.2.6.1 Pronunciation

Pronunciation is as important as any other English skills, and it could be said that is one of the most important aspects when it comes to communication. As Emma, (2016) an English teacher and author said, "Pronunciation is the bridge between you and a native English speaker", and this truly highlights the importance that pronunciation has in English speaking skills. Pronunciation is not about ignoring or avoiding the native tongue but about making the

individual's English to sound clear without any hesitation on what is being said and this also results in increasing one's confidence on the learning process.

Not having a good pronunciation can change the complete sense of one sentence, one mispronounced word can change a complete idea and deliver a different message and, as a result, the listener will not follow the speaker's real idea, it will create very confusing miscommunications. Mindfulness can take a significant role in pronunciation: helping students being aware of how they are articulating and pronouncing words and to recognize the result to evaluate if it was correct or not, recognize or success or ways of improvement.

2.2.6.2 Intonation

Intonation might not change words itself, but it does change the meaning and sense of statements, intonation can make people sound from a very plain robot to the most cheerful person on Earth, or the saddest one. Intonation is important to give color to the message to communicate and transmit feelings and emotions within it. Camille Turner (2022) defines intonation as “the rise and fall of your voice when speaking in full sentences. “Incorrect intonation can change the meaning of a sentence or just sound very strange to native speakers.” (“The Importance of English Pronunciation: How to Speak Clearly ... - FluentU”) It is especially important for conveying feelings or adding nuance to sentences.” Intonation is the factor that contributes for learners to sound natural and to commit listeners to the message being delivered, this is because intonation is how the pitch is varied to communicate meaning.

2.2.6.3 Fluency

The meaning of fluency might be mistakenly taken for “sounding like a native” and this is not necessarily what it means. Fluency refers more to the ability of comprehensibly communicating strings of words, so listeners clearly understand what the speaker is saying.

Fluency is, as Ceri Jones (2020) said, to flow with meaning. The importance of fluency in speaking skills is to be able to communicate without any bedrocks not only in the classroom but internationally. Nowadays, English is the global business language, therefore a great fluency in the language will provide professional success when communicating in both studies and work environments and this is why, as Ceri Jones (2020) confirmed, “is our number one priority as teachers to help our students become successful, competent, fluent communicators.”

Mindfulness’ role in fluency is to help students be aware of how their mouth is producing sounds, the sounds that are coming out and how comprehensible or not they are, and even if there is any area of improvement to apply. However, the educator also needs to guide students on providing confidence and not being afraid of making mistakes and to also celebrate success not only to acknowledge students’ improvement but also to reinforce mindfulness acceptance to practice kind words to self.

2.2.6.4 Clarity on Ideas

Misunderstandings when communicating happen in every single language, it might even happen in own native language because of lack of clarity when speaking. Pronunciation is not equal to clarity; even good pronunciation can lead to misunderstandings due to incorrect clarity when communicating. As stated by Antoni Lacinai (2022), “Clarity is important in communication for several reasons. First, it allows the message to be understood by the person receiving it. If the message is not clear, the person may misinterpret it, which can lead to misunderstandings. Second, clarity prevents misunderstanding and conflict.”

Clarity requires individuals to think and understand what needs to be communicated before communicating it. Speaking without being mindful about thoughts and about what to say might make the speaker feel confused and not confident with their speaking skills. Mindfulness

will help students to be aware of their thoughts, feelings, and emotions, which would increase and strengthen confidence, there, clarity should be improved since as stated by Maurice DeCastro (2021), “the key to high impact presenting and public speaking starts with awareness, clarity, and focus. We call it public speaking mindfulness.”

2.2.7 Educational Plan

Classes need to be planned and plans must be followed. There might be instant and unplanned interventions, but plans must be followed to have a class with purpose. Coombs, Philip has defined what an Educational Plan is, as “The application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society.”

(“Educational planning | Unesco IIEP Learning Portal”)

Plans must be analyzed and structured into students’ necessities and personalities, this cannot be done in a random or fast-thinking manner; educators must adapt each plan to students’ needs, weaknesses, and strengths. This research will include Mindfulness strategies related to cognitive skills in educational plans.

Educational plans provide organization on what steps to follow during a class. They help educators to stay on track with the tasks to be approached in class and to track progress and completion as well. However, for educational plans to bring success they must include several factors or activities during its creation, for example, prior to develop the plan, the topic’s learning objectives must be set to have a guidance and not getting lost in the progress. Once learning objectives are determined, the educator must think and add specific learning activities that will lead students to their learning process. The educator needs to think on what to do to cover the topic, how to explain it with the correct methodology for students to understand and to be

engaged and how to help students to learn and practice the topic. Mindful strategies must be implemented to obtain an improvement and effective learning proces

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.1 Type of Investigation

Chapter III provides a wider understanding regarding the Methodological Area of the Investigation. This project is quantitative research and will give an approximate numerical result of the impact of the application of this project. The results will be measured at specific times during the project application: at the beginning of the class for a personal interview, at the middle of the project implementation to identify progress and then, at the end of the project to have results.

3.1.1 Purpose

English speaking skills can be one of the most crucial factors when learning English since it might be the main channel to communicate to others. However, its importance comes along with its complication: this means that speaking skills can be the learning process that students struggle the most with. English speaking skills can be evaluated in several aspects such as fluency, coherence, intonation, accuracy, pace, and different factor that influence the way that ideas are communicated and the intention of it as well. This project will have a more specific focus on accent and fluency; however, coherence will also be involved. This investigation intends to ease that learning process for students with educators guidance and methodologies added into the class to succeed in English speaking skills.

Classes will be implemented during July and August 2023; it will be a total of eight hours of English- speaking skills Classes for students within 16 and 18 years of age. The class will be made up of 13 students. As stated before, an initial evaluation will be conducted in an individual way and it will be as an interview to have a preliminary analysis to measure students' progress and improvement throughout the implementation of this investigation. This project implementation or the classes itself will have a duration of 1 month and students will be

evaluated three times: the initial interview, a project during the middle of this project, and then a very last evaluation to obtain results probing the success of including mindfulness strategies in the English-Speaking learning process.

3.1.2 Temporal Dimension

This research will take place during Wednesdays from July and August of 2023. Classes will be imparted at Instituto de Desarrollo de Inteligencia and the class will be equipped with a whiteboard and desks for students.

3.1.3 Framework

The intention of this Research is to prove the hypothesis: “mindfulness strategies improve English speaking skills in English classes” with a small group of students from Instituto de Desarrollo de Inteligencia to receive English classes. Three evaluative materials will be carried out; therefore, numbers will confirm the effectiveness or failure of this conclusion. The first evaluation will consist of a brief interview to determine student’s English level (basic, intermediate, advanced). The second evaluation will be a follow up test to determine any improvement with the research and applying the studied techniques. The third evaluation consists of a final oral presentation to evaluate fluency, pace, vocabulary, articulation, and rhythm to determine a final score for students and to confirm this Research hypothesis.

3.1.4 Nature

As stated in previous sections, students will be evaluated for the researcher to achieve and reach this investigation’s objective, and with the resource to measure success, this project becomes a quantitative exploration, which as Pritha Bhandari, 2020 defines, “Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to

wider population". ("What Is Quantitative Research Method? - Bliss Tulle") This Research was determined to be quantitative due to the need of evaluating progress in a numerical manner and because of the tools to gather data, the prior studies performed regarding related topics such as mindfulness, the quantitative data to be obtained and the general results from the project.

Quantitative Research has several advantages and most of them are related to the required data: collecting accurate data instead of abstract opinions, quick data collections because the gathering process goes strictly to one specific point, data analysis and eliminating any individual comments, opinions or perspectives since results are numerical and concise. The Quantitative Research will also provide more clear results on the hypothesis of mindful strategies improving the learning process for English speaking skills.

3.1.5 Character

English Language can be considered as the global language since it is common to find several people from most countries that speak English, and this can be seen in different businesses that provide services with their native language and with English in case they receive foreigners regardless of their nationality. As a result of this, people might feel pressed to learn English so they can communicate with people from other countries, and one of the most critical areas or skills they need to improve, is the speaking part so they communicate effectively. It seems necessary for people to seek ways of improving their English- speaking skills, therefore, teachers must be prepared with techniques to help students with their objective.

The Researcher will apply different instruments and techniques to guide students through a learning path to achieve their objective of improving their speaking skills for an international communication, for their language of business, for entertainment, and for any purpose they may have. Improving English speaking skills is valuable due to all the

opportunities and advantages it has. As mentioned by Frank Smith, “One language sets you in a corridor for life. Two languages open every door along the way”.

3.2 Subjects and Sources of Information

3.2.1 Units of Analysis

The units of this research are students from sixteen years old to eighteen years old from Instituto de Desarrollo de Inteligencia. Most of them live near Hatillo or Alajuelita.

3.2.2 First Hand

As a primary source, the Researcher will become an expert of the matter. First, different definitions of speaking skills will be studied to understand the importance and correct focus for English speaking skills. Then, bibliography will be analyzed along with different authors perspectives and techniques to implement mindfulness in English Speaking classes so they can be improved. “The English Teacher’s Companion” from Jim Burke will be utilized to learn about mindfulness and its techniques for the teaching-learning process specialized in speaking skills. The list below contains some other documents consulted:

- Tracie Abram. (2020). What does it mean to be a mindful teacher? August 25, 2020, de Michigan State University Website:
https://www.canr.msu.edu/news/what_does_it_mean_to_be_a_mindful_teacher
- ACAL – Houston, TX. (October 28th, 2019). What are the Advantages of Speaking English Fluently? 2022, de Academy of Culture and Language. Website:
<https://www.acalanguage.com/advantages-of-speaking-english-fluently/>

- Barbara Blake and Tandra Pope. (May, 2008). Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms. Journal of Cross-Disciplinary Perspectives in Education: Vol. 1, No. 1 (May 2008) 59 - 67.
("Developmental Psychology: Incorporating Piaget's and Vygotsky's ...")

3.2.3 Second Hand

Once academical director has granted confirmation to proceed with the research with people from the organization, the Researcher will send an initial questionnaire to determine the sample and confirm the participants to the research project. This questionnaire contains questions to obtain an initial perspective of what participants think about English- speaking skills and to also obtain an approximate of students to be part of the English Classes. Along with this, the researcher will also prepare class plans to have them complete by that start of classes implementation, as quoted by Antoine de Saint-Exupéry, "A goal without a plan is just a wish" and teaching does require preparation, it requires an intentional order of actions to share knowledge and to also seek for students' accomplishment in class.

Articles and reports related to planning will be studied and applied, such as:

- Jim Burke. (1999, 2003, 2008, 2013.). What We Teach In The English Teacher's Companion (10-17). Portsmouth: Heinemann.
- Patricia A. Jennings. (March 30, 2015). Seven Ways Mindfulness Can Help Teachers. March 30, 2015, de Greater Good Magazine Website:
https://greatergood.berkeley.edu/article/item/seven_ways_mindfulness_can_help_teachers

- Courtney E. Ackerman. (2018). "Mindfulness in Education: 31+ Ways of Teaching Mindfulness in Schools." ("Mindfulness in Education: 31+ Ways of Teaching Mindfulness in Schools") March 28, 2022, de Positive Psychology Website: <https://positivepsychology.com/mindfulness-education/>
- Marta Mandolini. (2020). How Do You Bring Mindfulness into the Classroom? 15 September 2020, de Teacher Academy Website: <https://www.teacheracademy.eu/blog/mindfulness-in-the-classroom/>
- Will Capulong. (2019). How to Improve Your Students' Cognitive Skills. November 28, 2019, de Neeuro Website: <https://www.neeuro.com/blog/how-to-improve-your-students-cognitive-skills>

3.2.4 Third Hand

In this stage, the researcher will start preparing the evaluative resources to measure students' progress with the project. The first evaluation will allow the researcher identify students' level of English; this will be a short interview to measure speaking skills factors such as pronunciation, articulation, pace, and others. This will be for the researcher to have a "starting point" of students and to be able to compare it throughout the process, but most importantly, to compare it with results once the hypotheses is applied and the investigation is complete.

The second one will give visibility on the progress; this one will determine if mindfulness is helping students achieve their goal or if any modification needs to be implemented. This will alert the researcher of limitations with understanding, speaking with purpose or even with following up with the class. And lastly, the third evaluation will provide a definitive answer to the

process: this will prove this project's hypothesis right or wrong. Also, the Researcher will start planning the classes to implement Mindfulness and improve students' English- speaking skills.

Every instrument was validated by a subject matter expert in both mindfulness and speaking skills.

- Jim Burke. (1999, 2003, 2008, 2013.). What We Teach In The English Teacher's Companion (10-17). Portsmouth: Heinemann.
- Manuel Campos (2022). How to Assess speaking skills in the ESL Classroom. August 6, 2022. Website: <https://englishpost.org/assess-speaking-skills/>
- Susan Verner. How to Evaluate Speaking. Website: <https://busyteacher.org/4836-how-to-evaluate-speaking.html>
- Psychol., 27 February 2020. Sec. Language Sciences: Jason Fan and Xun Yan. "Assessing Speaking Proficiency: A Narrative Review of Speaking Assessment Research Within the Argument-Based Validation Framework." ("Assessing speaking proficiency: A narrative review of speaking ...") Website: <https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00330/full>

3.3 Sample Selection

3.3.1 The Population

The population for this study will be 13 students from Instituto de Desarrollo de Inteligencia located in Hatillo. Students are aged from 16 to 18 years old. Most of the students' residence is Hatillo or Alajuelita, which is close to the Institution, however, there are other students from Desamparados, Escazú, and other locations.

3.3.2 The Sample

The students selected for this project were volunteers from a survey sent to obtain general responses regarding their thoughts about English speaking skills, this research will use non-probability samples since every student will choose to participate in the English Classes to improve speaking skills or not. There will not be a random selection, on the contrary, the information will be sent to each potential participant, and they will freely choose if they would like to participate or not based on preferences, location, schedules and even based on what the potential participants want.

The initial survey sent to students, provided a preview of information describing the purpose of the English Classes: to improve speaking skills with Mindfulness techniques. Once participants responded to this survey, they were able to say if they would like to participate in the project (the English Classes) or not. Once this was confirmed, participants voted from 3 options of times for the classes. The schedule with the most votes was the definite one and then participants confirmed if they were able to join the project or not.

3.4 Techniques and Instruments for Collecting Information

An initial questionnaire will be sent to determine the sample and confirm the participants to the research project. This questionnaire contains questions to obtain an initial perspective of what participants think about English- speaking skills and how important they are: 1. Do you consider important to learn English? 2. Do you think it is essential to have effective speaking skills in English? 3. Do you currently consider having effective speaking skills in English? 4. Would you like to improve your English- speaking skills? 5. What is the reason you consider important to improve English- speaking skills? 6. Would you like to participate in a short course to improve your English- speaking skills? 7. If your previous answer was “yes”, please share

your full name and phone number to contact you. This questionnaire will also give an approximate of students to be part of the English Classes to work on speaking skills.

There will also be evaluative sections during classes: before and after mindfulness techniques are applied to determine any difference or impact. Besides this, an initial evaluation will be performed before classes start to establish a general English level for each student, this general English level will only be based on speaking skills. They will be evaluated with rubrics that are made to address speaking skills progress.

3.5 Operations of the Variables

3.5.1 Conceptual, operative, and instrumental definitions

3.5.1.1 Mindful Cognitive Techniques as a Definition

Teaching is one of the most important professions, as it is well-said, teaching is the only profession that creates all the other professions, and this is why it is essential for educators to always be as updated as possible, implementing new techniques to help students achieve their goal of learning or improving a specific area of the language. Educators might not be forced by contract to keep learning and implementing new techniques into their class planning, but it is usual to expect educators to look for new ways of implementing techniques since, as part of morality, professionalism, and passion, it can be said it is part of the job. And this is where mindfulness cognitive techniques come to take place and change the old or previous rules of the game of teaching and learning.

Mindful Cognitive Skills are defined by Chik N. in 2010, as the set of teaching methods designed to cultivate deepened awareness, concentration, and insight. It fosters additional ways of knowing that complement the rational methods of traditional liberal arts education.

Mindfulness strategies might be related to cognitive skills, which are *“the ways that brain remembers, reasons, holds attention, solves problems, thinks, reads and learns”* (Indeed Editorial, 2021). Mindful Cognitive Techniques as a Definition is just the very start of a whole new teaching plan to look for effectiveness towards improving English speaking skills.

3.5.1.2 Strengthening of English-Speaking Skills

A learning journey to improve English speaking skills does not end with oral presentations and good or bad grades from them, there are several other activities that can be done to strengthen English speaking skills. The purpose of this project is exactly to go beyond a regular and basic plan for an English speaking skills Class, and this is because English speaking skills are essential to have a positive and effective communication in different areas such as business reasons, international communication for tourism or more, personal growth to achieve goals, for parents to help kids acquiring a second language, confidence when communicating with others, and other different areas that might be impacted in each individual.

From a survey sent for this research, 56.5% of responses indicated that people need to improve their English Skills for the varied reasons mentioned above. People are seeking to have better communication skills when speaking in English.

3.5.1.3 The application of an educational plan to improve English Speaking Skills.

Once mindfulness cognitive skills are defined and the importance of strengthening English speaking skills is also identified, it is time for the educator or researcher to apply knowledge into teaching plans to provide a better and more effective learning process for students and to commit for an actual strengthening of English- speaking skills. Planning is not only for teachers to mark a checklist for completing steps in the class, but also to ensure an

effective time management to provide knowledge and perform different activities that ensure completion on topics or practices. Educational plans to improve English speaking skills should include connections, critical thinking, activities for students to create experiences that will help them learn and most importantly: every step with mindful techniques to comply with the hypothesis.

3.5.2 Mapping Method to build the Theoretical Framework

The chart below presents how this project variables will be approached, their conceptual definition, instrumental definition, and operational definition as well:

Table 1 Theoretical Framework

Specific Objectives	Variables	Conceptual Definition	Operational Definition
1. To describe the cognitive mindful learning process.	The application of the definition given to the cognitive mindful learning process when improving English speaking skills.	The teaching method that brings awareness of the learning process through mindful techniques and strategies that would lead students to reduce stress and active effectiveness in the learning process.	Individual questionnaire before and after the implementation of the project for participants to confirm understanding of the meaning of the cognitive mindful learning process when improving English speaking skills.

<p>2. Determine cognitive skills in the educational environment to improve English speaking skills.</p>	<p>The use of Cognitive Skills in the educational environment to improve English speaking skills.</p>	<p>Strengthening English speaking skills by cognitive techniques.</p>	<p>Evaluate students' development in cognitive skills in each session to strengthen English speaking skills with rubrics.</p>
<p>3. To evaluate English speaking skills with mindfulness strategies in the educational environment.</p>	<p>The effect of Mindfulness Cognitive Skills strategies in the educational environment to improve English speaking skills.</p>	<p>Strengthening English speaking skills by mindfulness cognitive techniques.</p>	<p>Individual interview before the implementation of mindfulness strategies to evaluate students' English- speaking skills and a final oral presentation after the implementation of the project.</p>
<p>4. To design an educational plan based on cognitive skills and mindfulness strategies to improve English speaking skills.</p>	<p>The result of an educational plan based on cognitive skills and mindfulness strategies to improve English speaking skills.</p>	<p>The application of an educational plan to improve English speaking skills.</p>	<p>Design an educational plan implementing cognitive skills and mindfulness strategies to improve English speaking skills addressing four sessions.</p>

CHAPTER IV: RESULTS AND ANALYSIS OF DATA

4.1 Diagnostic of the Current Situation

4.1.1 Description of Data

The first questionnaire was intended to determine students' initial point of view regarding English speaking skills and Mindfulness; and how they perceive themselves with mindfulness when speaking English.

4.1.2 Objective 1

To describe the cognitive mindful learning process.

4.1.2.1 Variable 1: Description

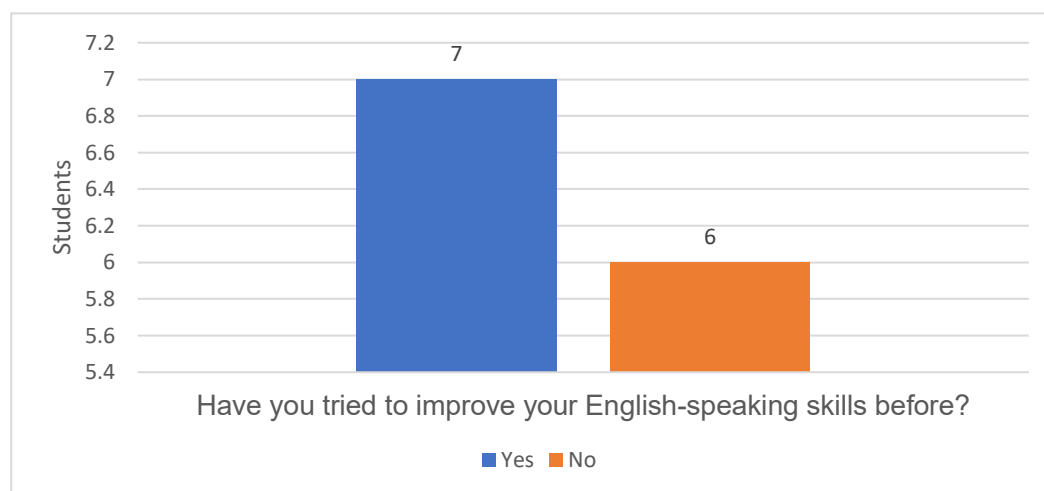


Figure 1 Initial Questionnaire – Question #1

Note This graphic represents the answers from students in regards to the question: “Have you tried to improve your English-speaking skills before?”.

Seven students replied “yes” and six students replied “No” during July, 2023.

In the first question, seven students answered they have tried to improve their English-speaking skills; this represents a 53.8% of the population, while the other six students that

represent a 46.1% of the population, answered they have never tried to improve their English-speaking skills. More than half of the population has tried to look for other ways to succeed when it comes to speaking in English, however, no success has been granted since they keep struggling with this skill.

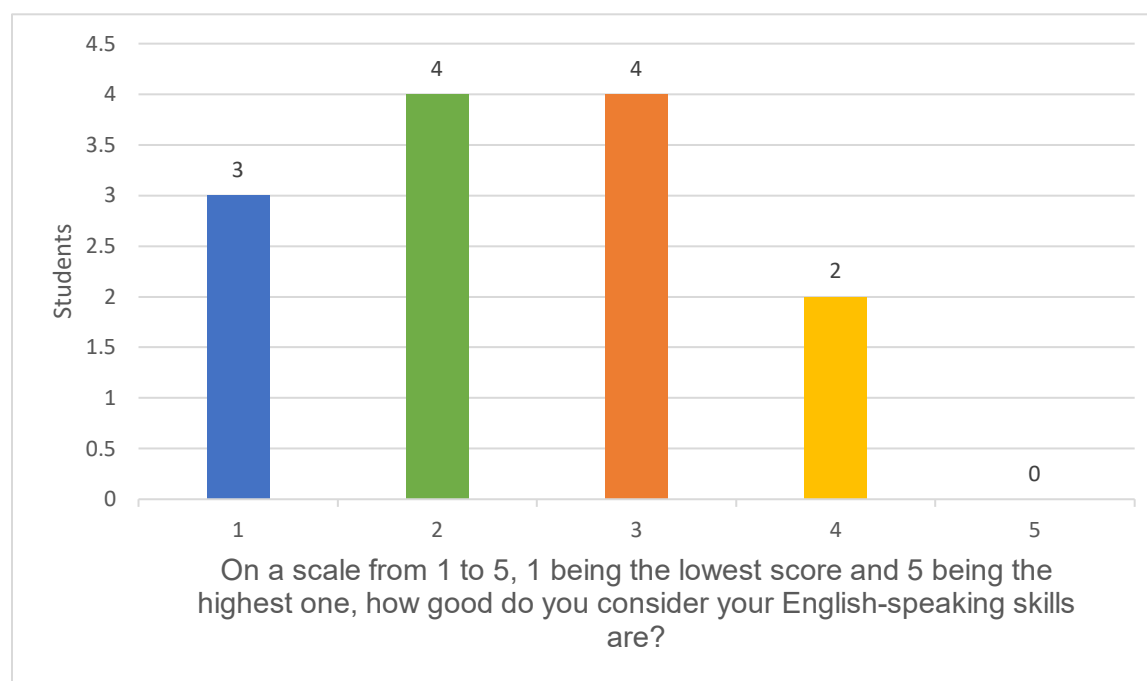


Figure 2 Initial Questionnaire – Question # 2

Note This graphic represents the answers from students in regards to the question: “On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how good do you consider your English-speaking skills are?”. All the students replied with a number to prove how their English-speaking skills are during July, 2023

The second question was for students to answer how good they perceived themselves when speaking English. Students had to rate their speaking skills on a scale from one to five, with one being the lowest score, and five being the highest one. Three students marked the lowest option, this represents 23% of the population. Four students, meaning 30.7% of the

population, selected scale option number 2, which is also an exceptionally low option. Other four students representing a 30.7% of the population, rated themselves with number 3 which is an intermediate level for English speaking skills. And finally, 2 people, representing 15.3% of the class, rated their English-speaking skills with number 4 which is high rating. A 0% of population selected number 5, the highest option, to rate their English-speaking skills.

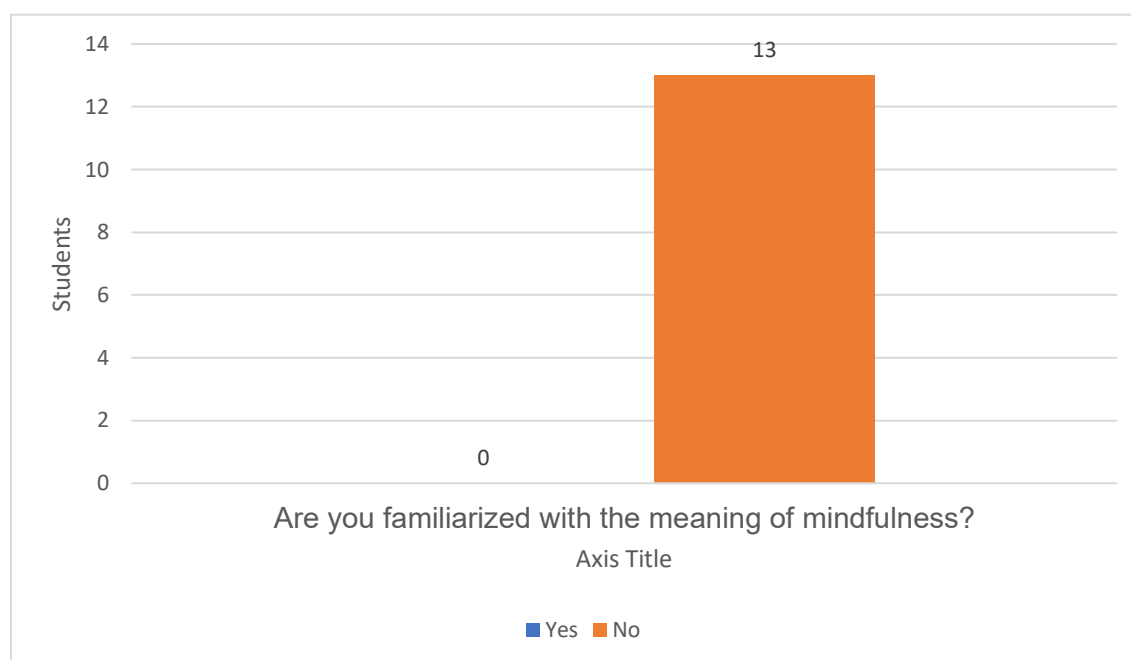


Figure 3 Initial Questionnaire – Question #3

Note This graphic represents the answers from students in regards to the question: “Are you familiarized with the meaning of mindfulness?”. The entire population confirmed they are not aware of this term during July, 2023.

For question number three, which intended to know how many students were familiarized with mindfulness as a term, the entire population confirmed they are not aware of the term meaning that they do not know the meaning of it. This represents 100% of the population.

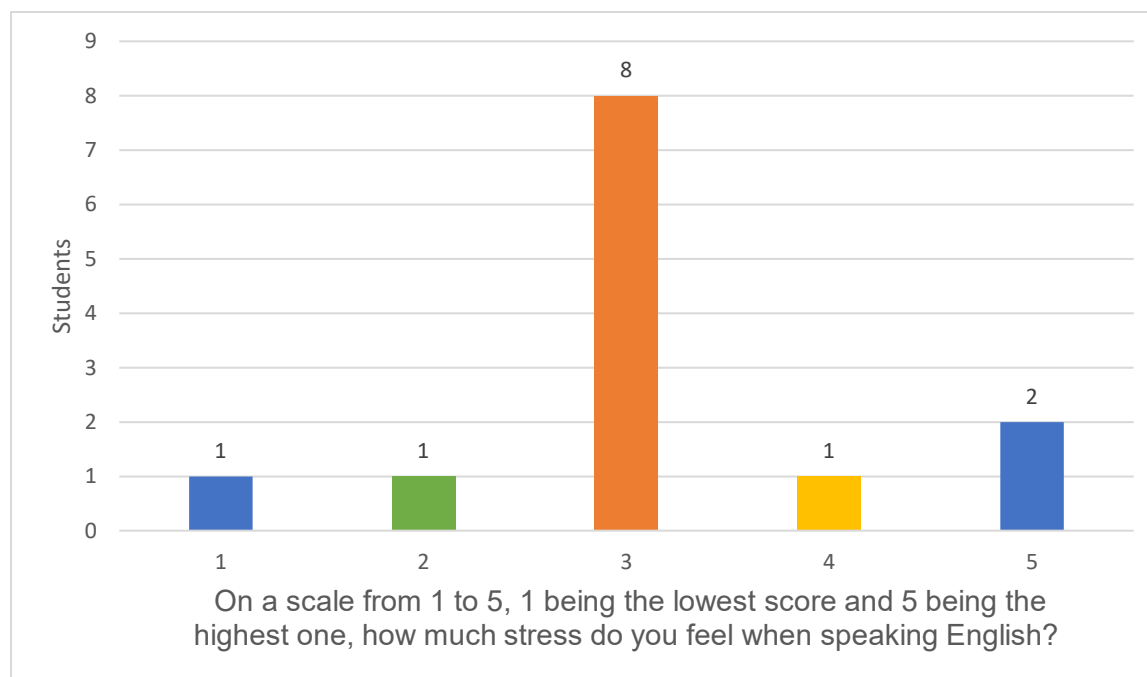


Figure 4 Initial Questionnaire – Question #4

Note This graphic represents the answers from students in regards to the question: “On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how much stress do you feel when speaking English?”. All the students replied with a number to prove the stress they feel when speaking English during July, 2023.

The fourth question was for the educator to have visibility on how much stress impacts students when they speak English. Students had to rate their level of stress on a scale from one to five, one being the lowest stress level and five being the highest one. One student (7.69%) rated the stress level in option number one, which is the lowest level; another student (7.69%) marked option 2, another low level. Eight students rated their stress level with option three, which is an intermediate level of stress, they represent 61.53% of the population. One student, 7.69% of the population, rated the stress level with a number four, which is a high rating. And

finally, the other 15.38% of the population, meaning two students, selected number five, the highest score, to rate their stress level when they speak English.

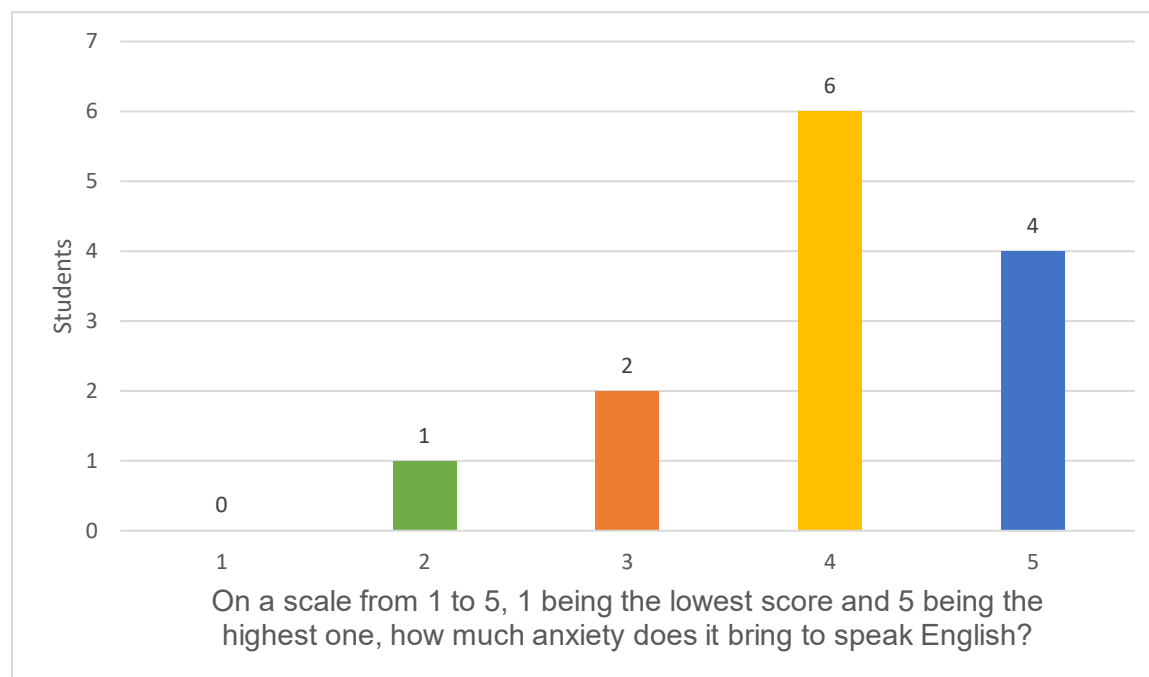


Figure 5 Initial Questionnaire – Question #5

Note This graphic represents the answers from students in regards to the question: “On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how much anxiety does it bring to speak English?”. All the students replied with a number to prove the anxiety they feel when speaking English during July, 2023.

Remarkably similar to the previous question, this one intended to rate students’ anxiety when speaking English. Students had to rate their anxiety on a scale from one to five, one being the lowest level and five being the highest one. One student, representing 7.69% of the population, rated their anxiety at level two, which is a low one. Two students, meaning 15.38% of the population, rated the anxiety at level three, which is intermediate level. Six students,

representing a 46.15% of the population selected level four, which means they face a high anxiety when it comes to speaking English. And lastly, four students, a 30.76% of the population, rated their anxiety of speaking English with the highest level presented; this means they struggle a lot with worry, nervousness, and uneasiness when they must speak English.

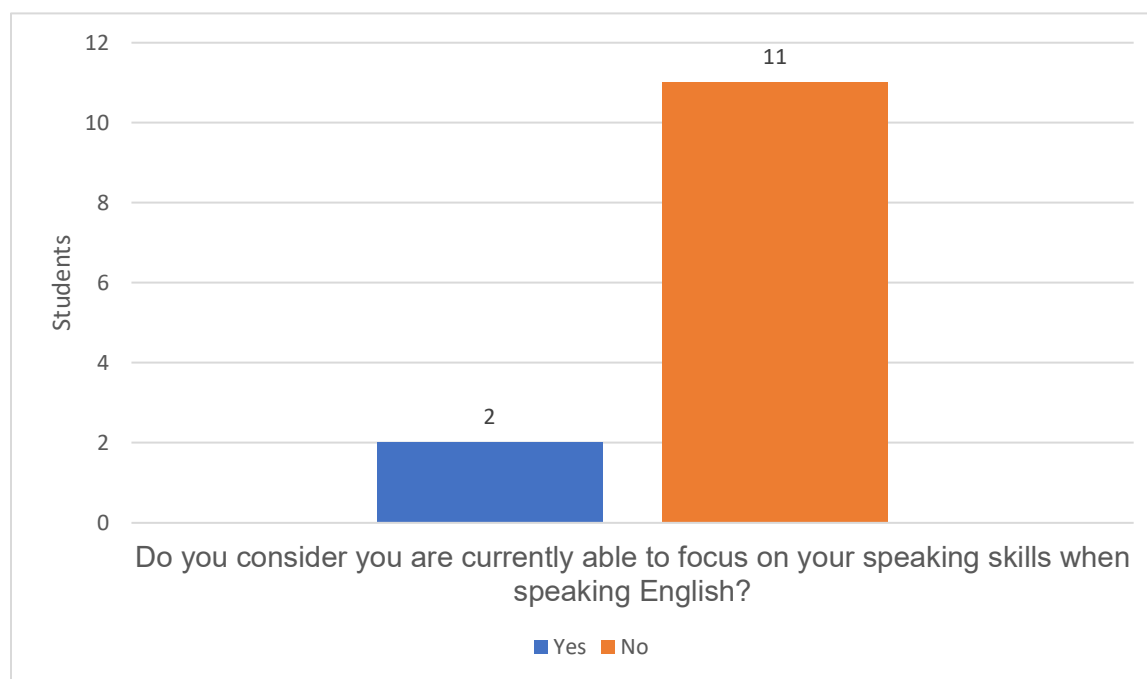


Figure 6 Initial Questionnaire – Question #6

Note This graphic represents the answers from students in regards to the question: “Do you consider you are currently able to focus on your speaking skills when speaking English?”. Two students replied they are able to be focused and eleven students confirmed they are not able to focus when speaking English during July, 2023.

The last question was for students to respond if they can have a correct concentration or focus of their speaking skills when speaking English. Two students answered they are able to focus correctly, they represent a 15.38% of the population, while the other 84.6%, meaning

eleven students, responded they are not able to focus on their speaking skills when speaking English.

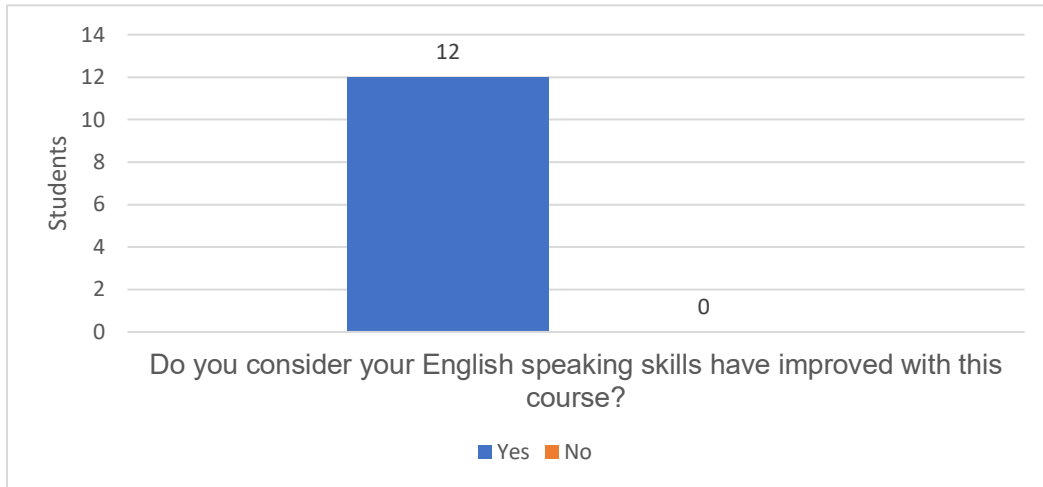


Figure 7 Final Questionnaire – Question #1

Note This graphic represents the answers from students in regards to the question: “Do you consider your English-speaking skills improved with this course?”. The complete population confirmed this course helped them improving this skill during August, 2023.

In the first question, the 100% of the population (twelve students), confirmed this course allowed them to improve their English- speaking skills.

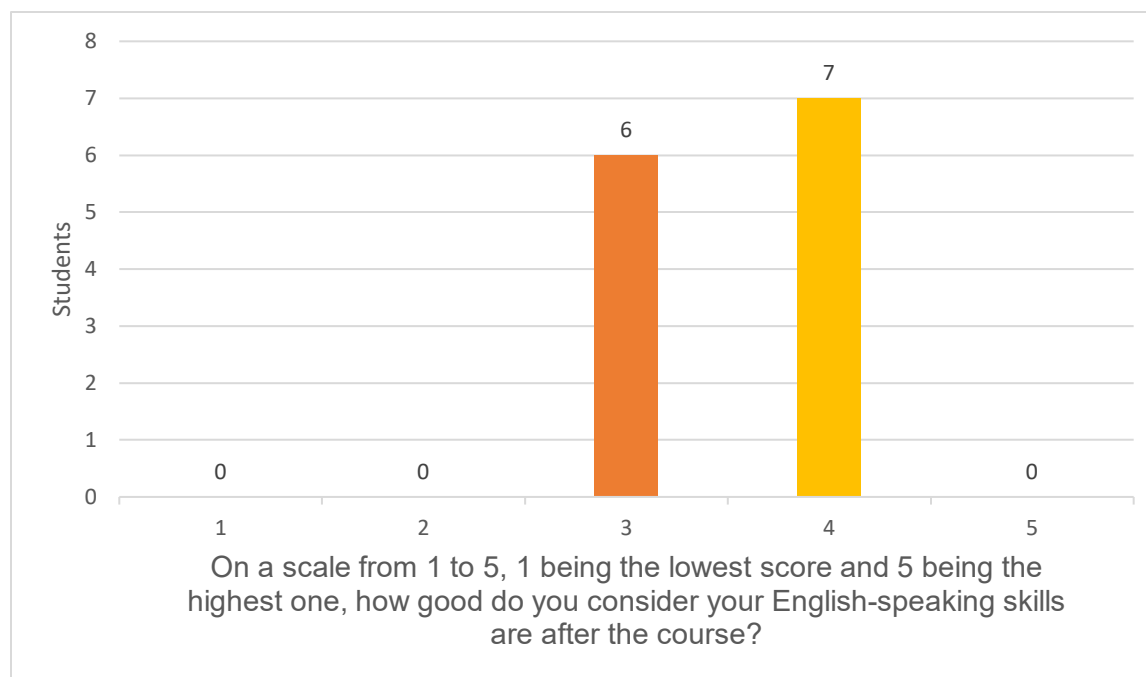


Figure 8 Final Questionnaire – Question #2

Note This graphic represents the answers from students in regards to the question: “On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how good do you consider your English-speaking skills are after the course?”. All the students replied with a number to prove how good they considered their English-speaking skills to be during August, 2023.

The second question was for students to answer how they considered their English-speaking skills are after the course, there are zero students (0%) in levels 1 or 2, this means an improvement was performed in students English speaking skills. Four students representing a 33.33% of the population answered level 3 which is an intermediate English level, this means a 25% of the population no longer considers their English-speaking skills to be in level 2. Seven students representing 58.33% of the population selected level 4, which is an important level, this means there was an increase of 33.33% for improvement based on the initial questionnaire filled out by the students.

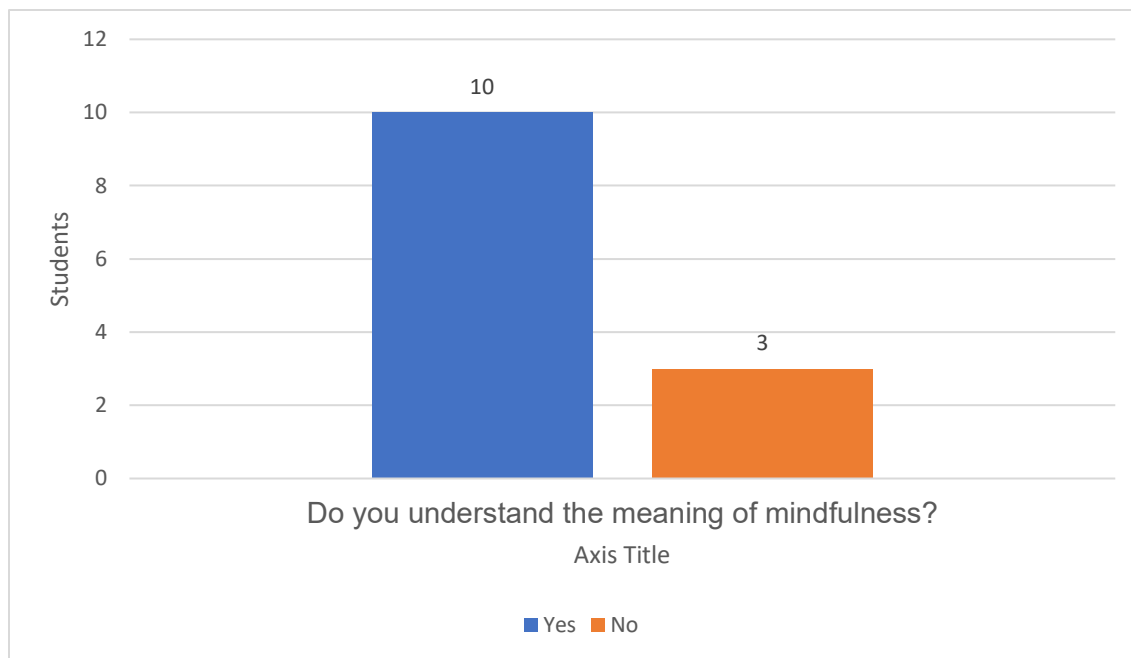


Figure 9 Final Questionnaire – Question #3

Note This graphic represents the answers from students in regards to the question: “Do you understand the meaning of mindfulness?”. Ten students confirmed this course helped them improving this skill during August, 2023.

For question number three, which intended to know how many students were familiarized with mindfulness as a term after the course, 100% of the population (twelve students) confirmed they understand what mindfulness is. There was an improvement of 50% based on the initial questionnaire.

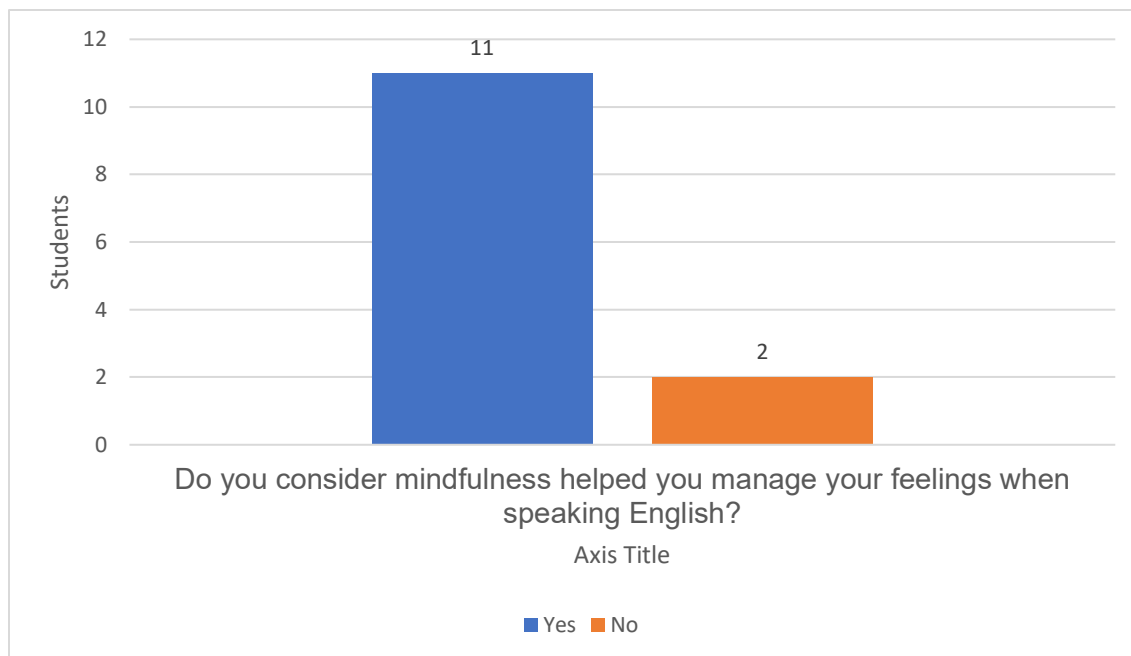


Figure 10 Final Questionnaire – Question #4

Note This graphic represents the answers from students in regards to the question: “Do you consider mindfulness helped you manage your feelings when speaking English?”.

Students confirmed their answer during August, 2023.

The fourth question intended to confirm if mindfulness helped students to have control of their feelings when speaking English. 100% of the population (twelve students) confirmed affirmative.

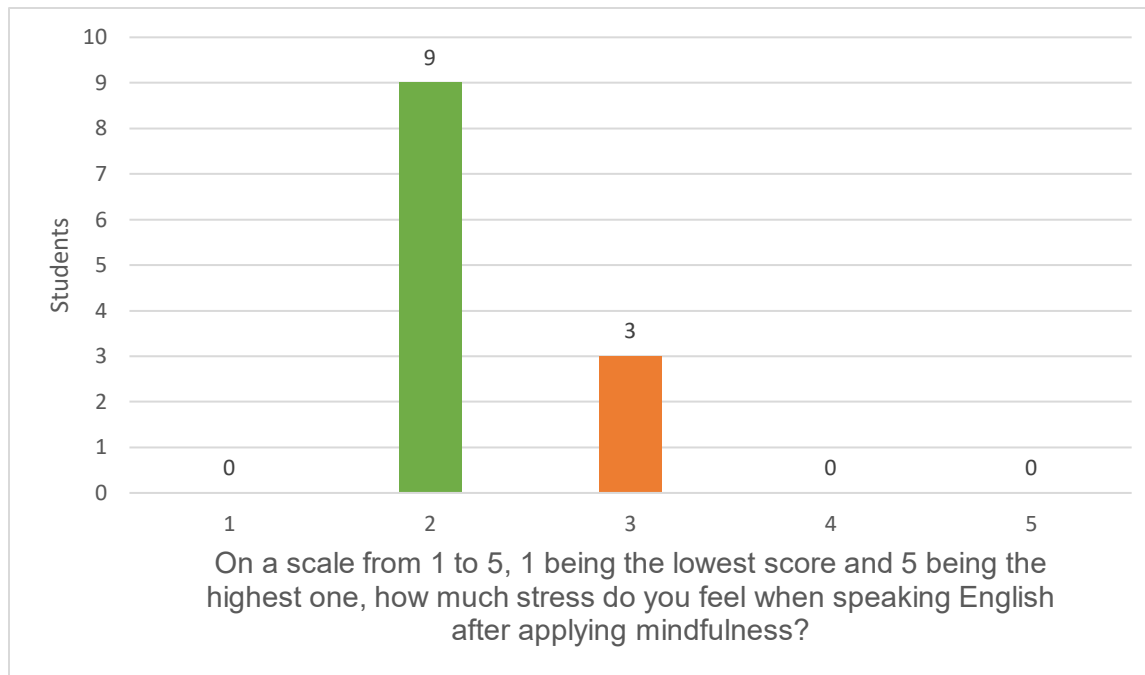


Figure 11 Final Questionnaire – Question #5

Note This graphic represents the answers from students in regards to the question: “On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how much stress do you feel when speaking English after applying mindfulness?”. All the students replied with a number to prove how good they considered their English-speaking skills to be during August, 2023.

Question number five intends to display how much stress impacts students when they speak English. Level 1 has a 0% of students and no improvement either. Students had to rate their level of stress on a scale from one to five, one being the lowest stress level and five being the highest one. Nine students representing a 75% of the population selected level 2, which is a low stress level when speaking English, this was improved by a 58.33% in comparison to the initial questionnaire. Three students (25%) selected level 3, which is an intermediate level, and which also had an improvement of 8.33% of the population. Levels 4 and 5 have 0% of the population and have an improvement of 25% each based on the initial questionnaire responses.

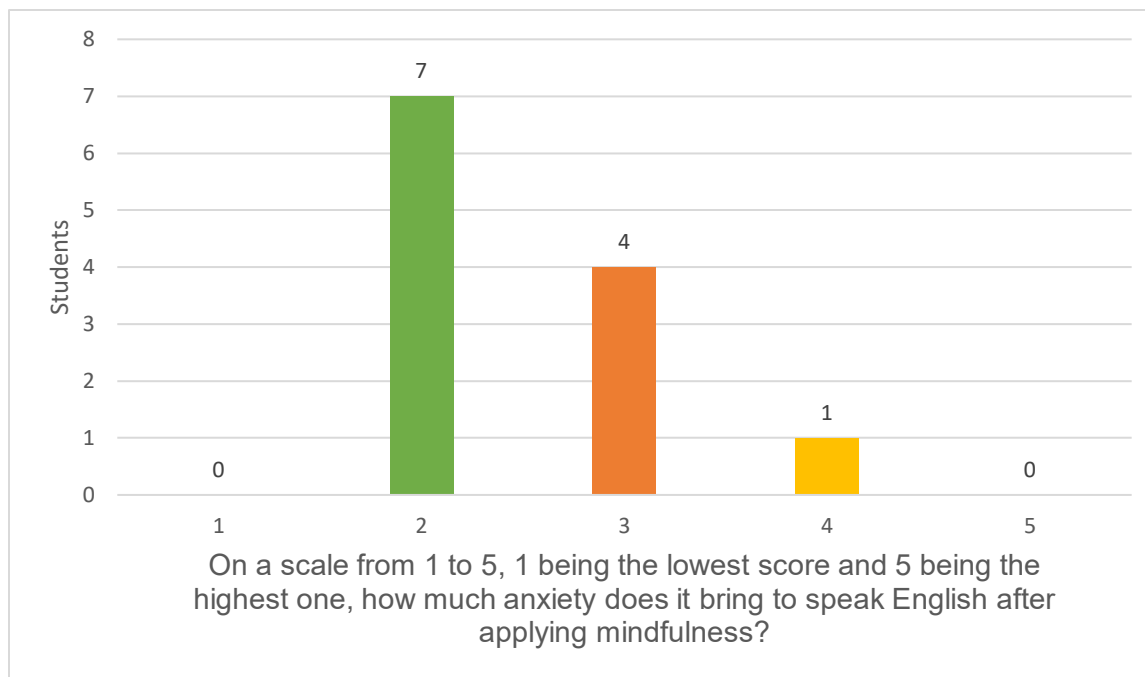


Figure 12 Final Questionnaire – Question #6

Note This graphic represents the answers from students in regards to the question: “On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how much anxiety does it bring to speak English after applying mindfulness?”. All the students replied with a number to prove the anxiety it is provoked when speaking English during August, 2023.

Remarkably similar to the previous question, this one intended to rate students’ anxiety when speaking English. Students had to rate their anxiety on a scale from one to five, one being the lowest level and five being the highest one. Level 1 has a 0% of students and no improvement either. Seven students representing 58.33% of the population selected level 2, which is a low anxiety level, this was improved in a 33.33% from the initial questionnaire. Four students representing 33.33% of the class selected level 3, which is an intermediate level with an improvement of 25%. Level 4 has 0% of the population and an improvement of 25% based on

the initial questionnaire responses, and level 5 has 0% of the population with an improvement of 33.3% based on initial responses from the first questionnaire.

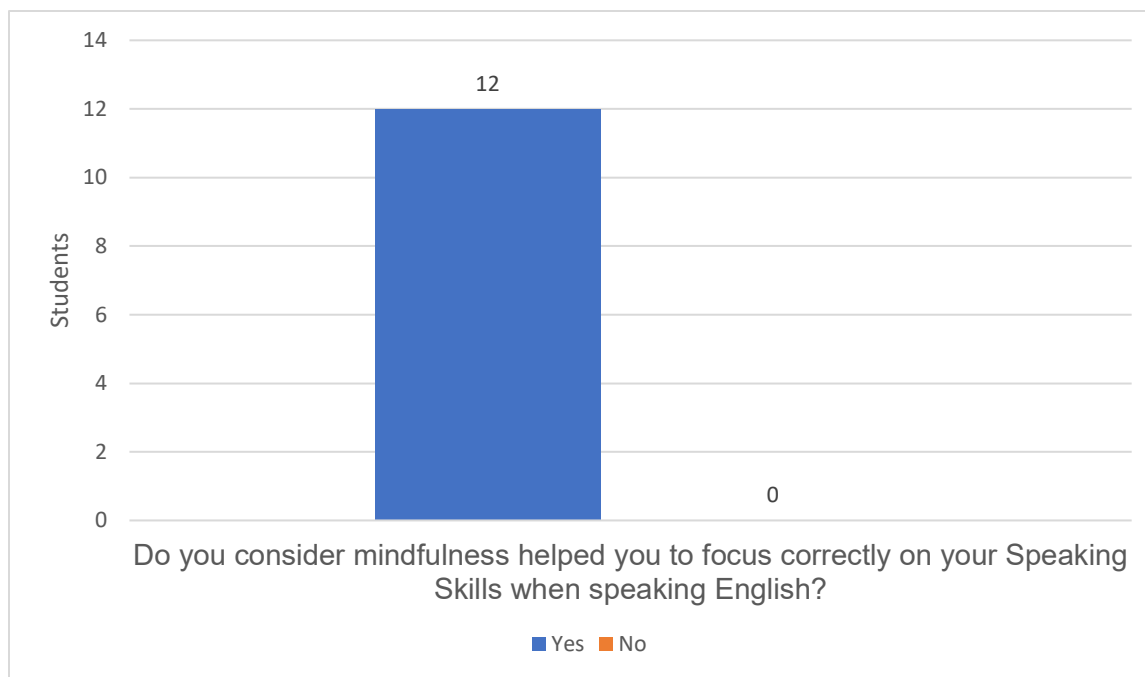


Figure 13 Final Questionnaire – Question #7

Note This graphic represents the answers from students in regards to the question: “Do you consider mindfulness helped you to focus correctly on your speaking skills when speaking English?”. Students confirmed their answer during August, 2023.

The last question was for students to respond if mindfulness has helped them having a correct concentration or focus of their speaking skills when speaking English. A 100% of the population (twelve students) confirmed mindfulness has improve their concentration when speaking English. This was improved by 16.66% from the initial questionnaire.

4.1.3 Objective 2

Determine cognitive skills in the educational environment to improve English speaking skills.

4.1.3.1 Variable 1: Development in skills

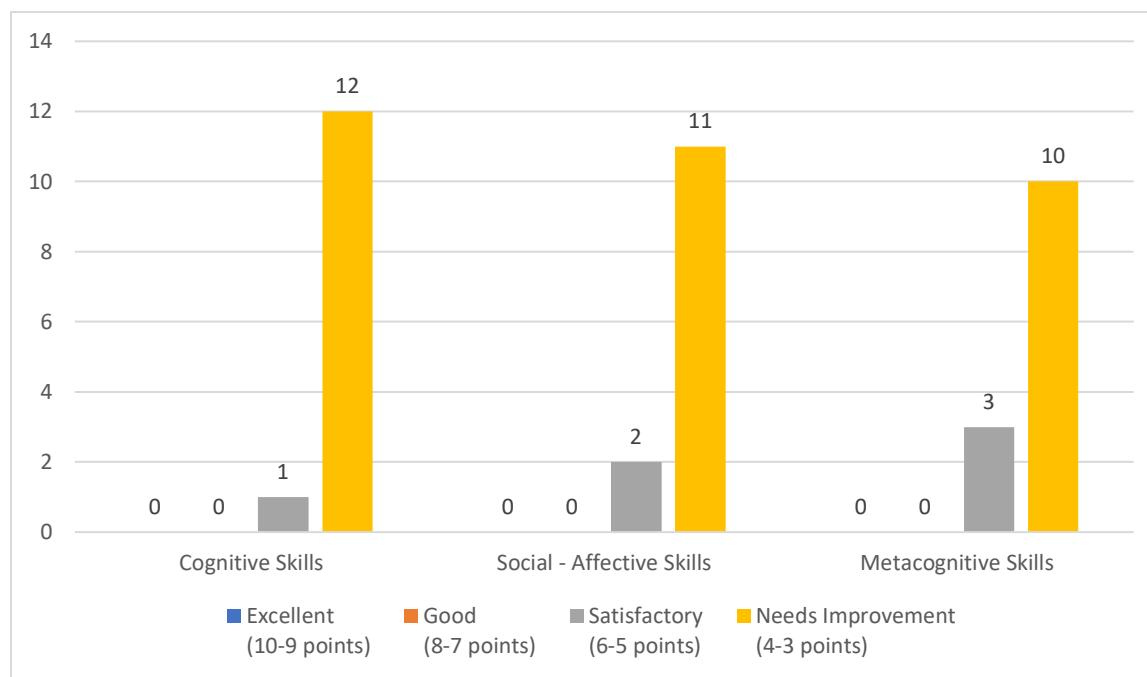


Figure 14 Cognitive Skills Rubric - Class #1

Note This graphic represents the rubric and grades from students in regards to their cognitive, social-affective and metacognitive skills during their first class in July 2023.

Cognitive skills rubric evaluates students management and development in class regarding cognitive, social affective and metacognitive skills. The following information was gathered from the first class: in the cognitive skills, one student representing 7.6% of the population has a “satisfactory” result in the rubric; and 12 students, 92.3% of the class is with the “needs improvement” evaluation. For the social affective skills, two students (a 15.3% of the population) obtained a “satisfactory” result, and eleven students, which is the 84.6% of the class was rated for “needs improvement”. Finally, metacognitive skills were evaluated with a 23% of

the class in the “satisfactory” result and 76.9% of the class was evaluated as “needs improvement”.

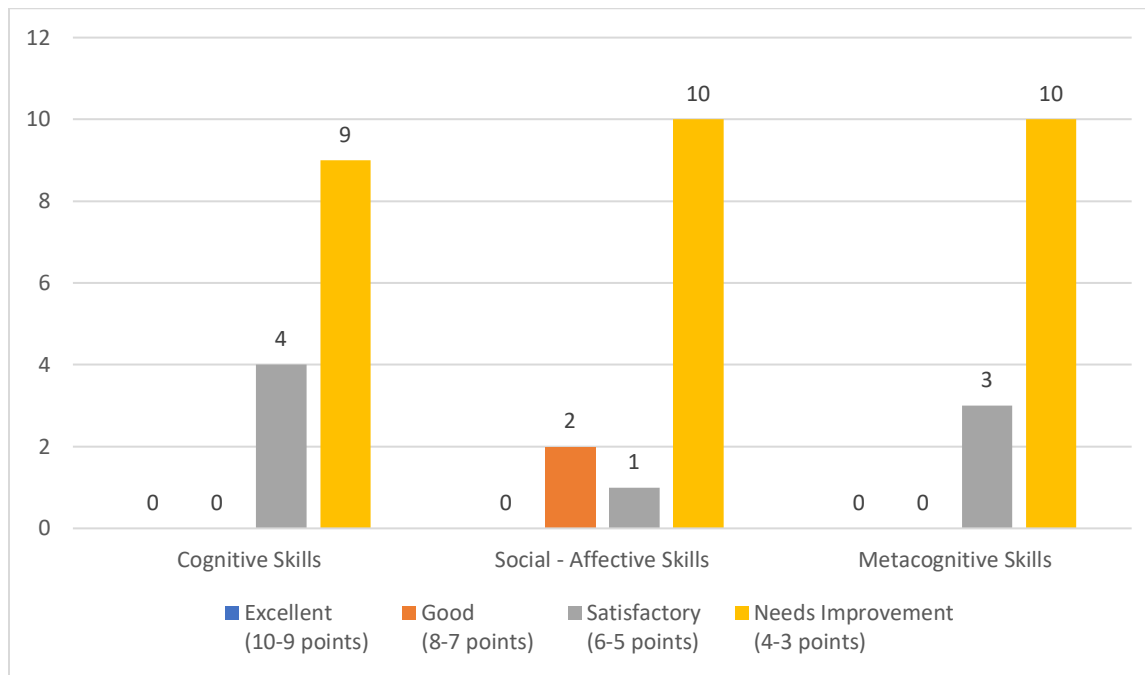


Figure 15 Cognitive Skills Rubric - Class #2

Note This graphic represents the rubric and grades from students in regards to their cognitive, social-affective and metacognitive skills during their second class in July 2023.

The data above was gathered from the second class: in the cognitive skills, four students, 30.7% of the class had a “satisfactory” result, and the other 69.2% of the class was evaluated with a “needs improvement” score. For the social affective skills, two students (a 15.3% of the population) obtained a “good” result, one student had a “satisfactory” evaluation; and the rest of the class representing a 76.9% of the population was rated for “needs improvement”. Lastly, metacognitive skills with three students, a 23% of the class in the “satisfactory” category and ten students that are a 76.9% of the class in the “needs improvement” result.

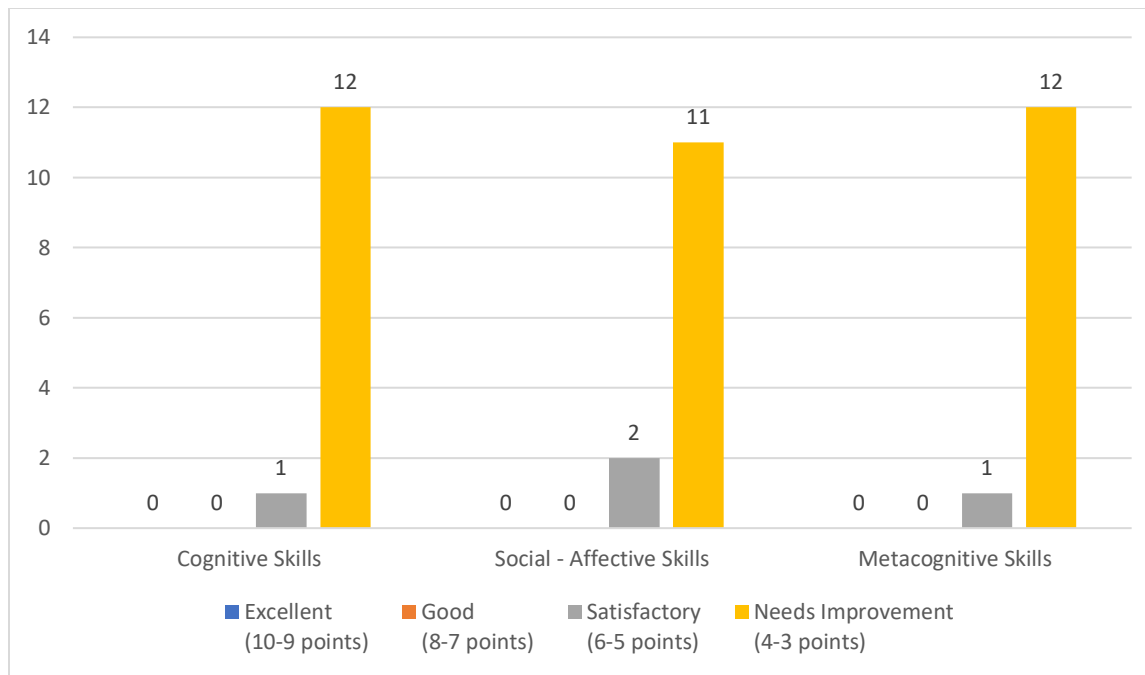


Figure 16 Cognitive Skills Rubric - Class #3

Note This graphic represents the rubric and grades from students in regards to their cognitive, social-affective and metacognitive skills during their third class in July 2023.

Students had similar results for the third class. In cognitive skills, one student that is the 7.6% of the class got a “satisfactory” result, and twelve students representing a 92.3% obtained the “needs improvement” result. For the social affective skills, only two students, a 15.3% of the class, were in the “satisfactory” category; and eleven students were in the “needs improvement” category. Finally, in the metacognitive criteria, one student representing a 7.6% of the population had the “satisfactory” result and twelve students representing a 92.3% obtained the “needs improvement” result.

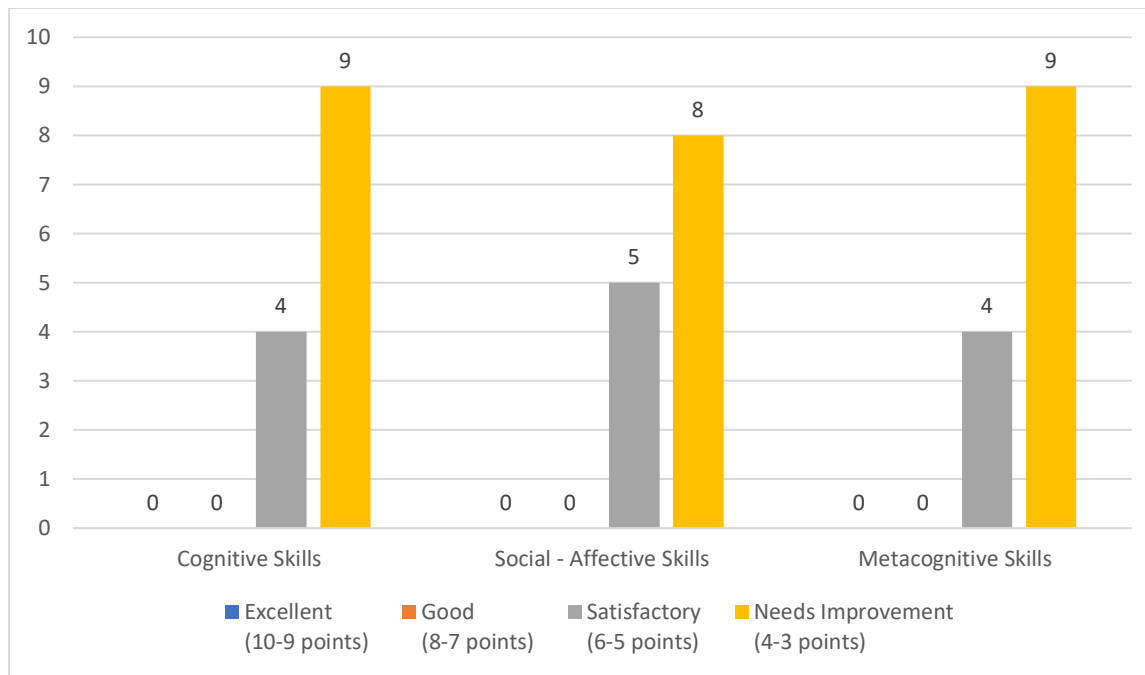


Figure 17 Cognitive Skills Rubric - Class #4

Note This graphic represents the rubric and grades from students in regards to their cognitive, social-affective and metacognitive skills during their fourth class in July 2023.

The fourth class had a little improvement in students' development of skills. For the first criteria, four students representing a 30.7% of the class, obtained the "satisfactory" category, and nine students were in the "needs improvement" result. As of the social-affective skills, five students, a 38.4% of the population, had a "satisfactory" result and a 61.5% of the class had the "needs improvement" result. Finally, the metacognitive criteria had three groups of results; four students (30.7%) had the "satisfactory" result, and nine students were in the "needs improvement" result.

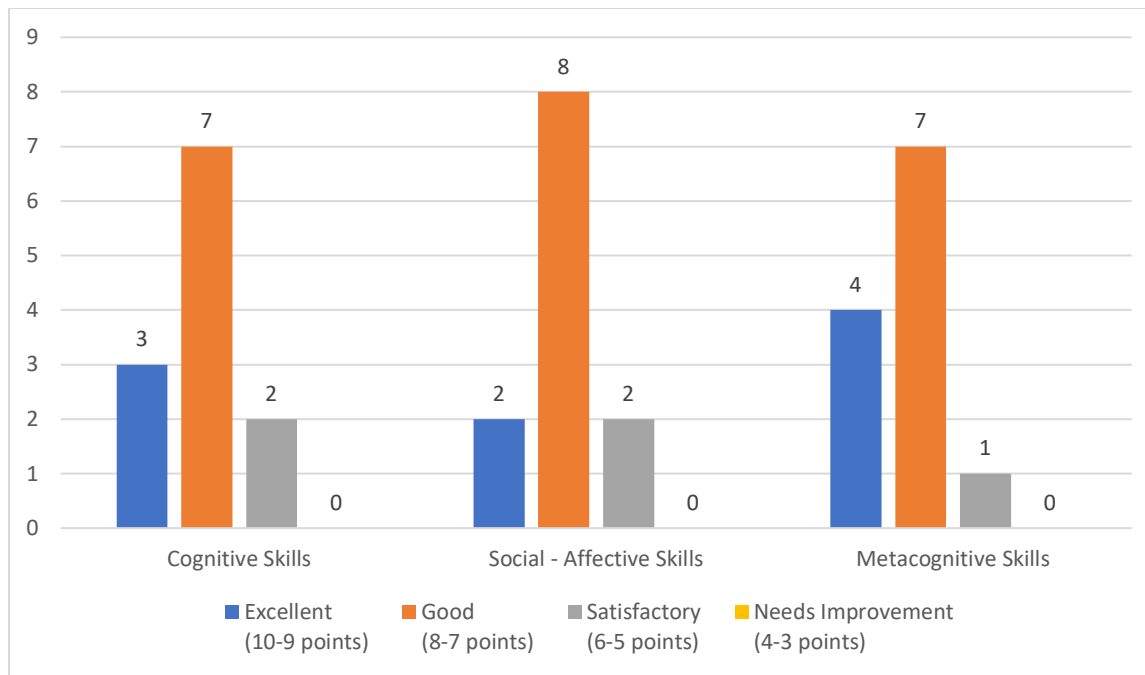


Figure 18 Cognitive Skills Rubric - Class #5

Note This graphic represents the rubric and grades from students in regards to their cognitive, social-affective and metacognitive skills during their fifth class in August 2023.

For the fifth class, the cognitive skills criteria had three students (25%) in the “excellent” result, seven students (58.33% of the class) obtained a “good” result; two students (a 16.66% of the population) were in the “satisfactory” category, and no students (0%) were in the “needs improvement” category. For the social affective criteria, two students (16.66%) obtained “excellent” as a result, eight students (66.66%) were in the “good” criteria, two students (16.66%) obtained the “satisfactory” result, and no students (0%) were in the “needs improvement” category. Lastly, in the metacognitive skills criteria, four students (33.33%) obtained “excellent”, seven students (58.33%) got a “good” result, one student (8.33%) had the “satisfactory” category, and no students (0%) obtained a “needs improvement” result.

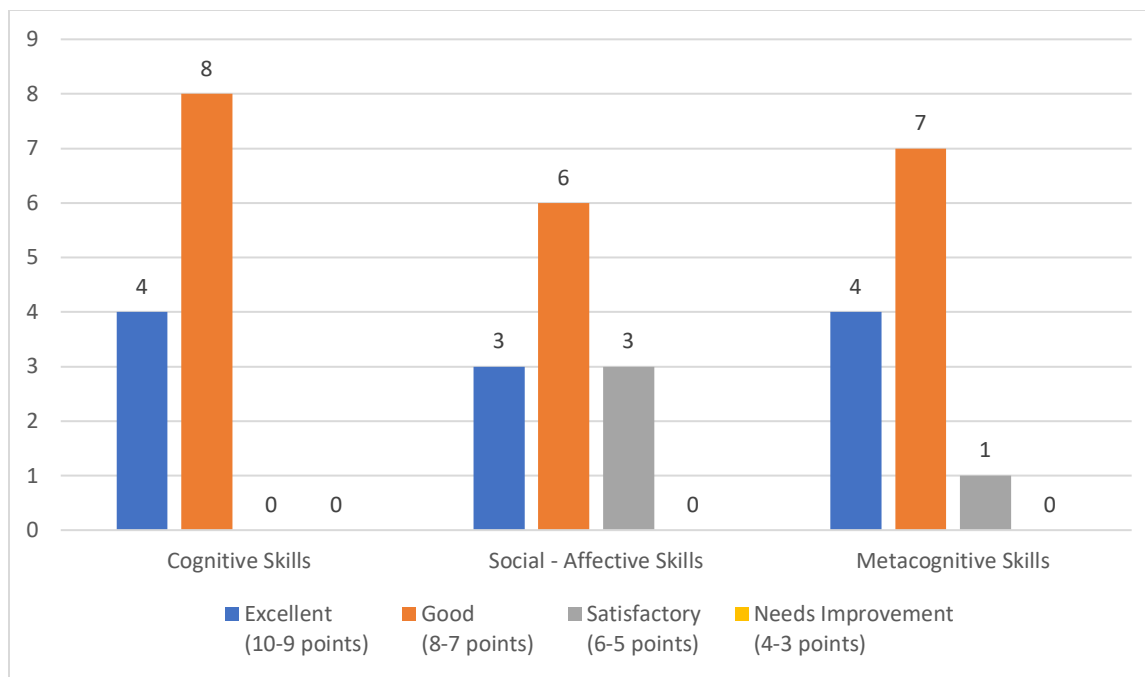


Figure 19 Cognitive Skills Rubric - Class #6

Note This graphic represents the rubric and grades from students in regards to their cognitive, social-affective and metacognitive skills during their sixth class in August 2023.

The sixth class had a significant improvement in the cognitive skills criteria: four students, a 33.33% of the population, obtained the “excellent” result; eight students representing a 66.66% of the class obtained a “good” result, and 0% of the class had a “satisfactory” or “needs improvement” result. For the social affective criteria, three students (25%) were evaluated with the “excellent” category, 50% of the class obtained the “good” result, three students (25%) had a “satisfactory” result, and 0% of the class had the “needs improvement” result. For the last criteria of metacognitive skills, four students (33.33%) had the highest result, seven (58.33%) were in the “good” category, one student (8.33%) resulted in the “satisfactory” category, and no students (0%) were in the “needs improvement” category.

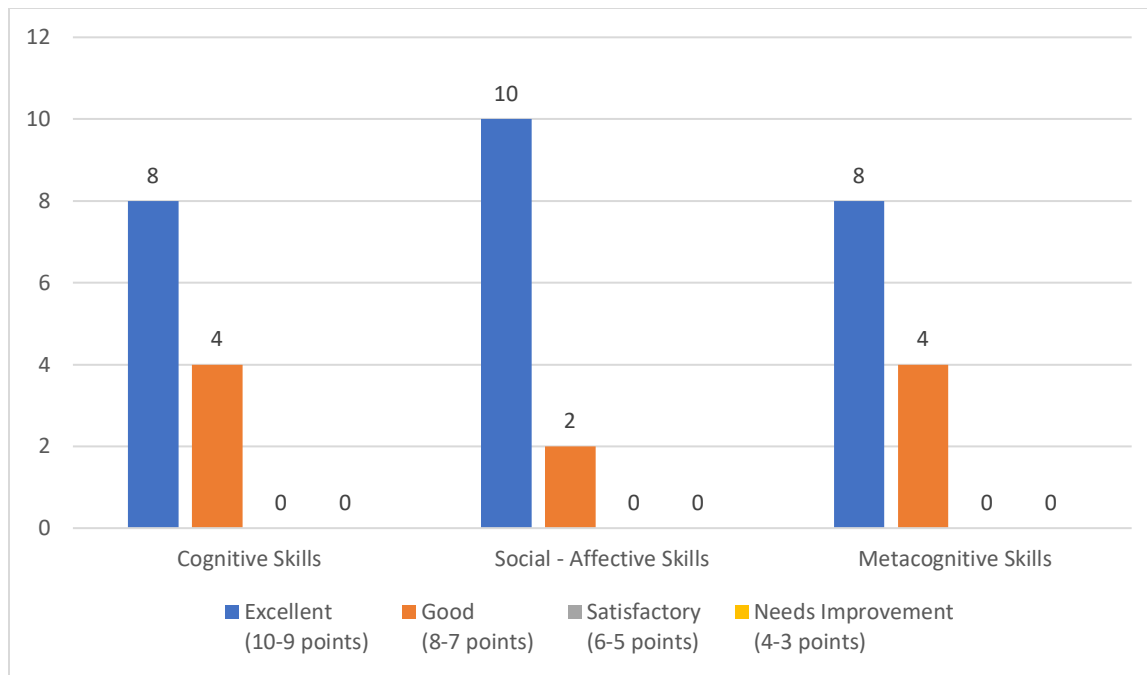


Figure 20 Cognitive Skills Rubric - Class #7

Note This graphic represents the rubric and grades from students in regards to their cognitive, social-affective and metacognitive skills during their seventh class in August 2023.

Class seven had more impactful results. Each result category had two groups of students: in cognitive skills, eight students (66.66%) were in the “excellent” category and four students (33.33%) were in the “good” category, the other categories had a 0% on each one. In social affective skills, ten students representing 83.33% of the population were evaluated as “excellent”, two students (16.66%) obtained “good,” and the other categories had a 0%. For the metacognitive criteria, eight students (66.66%) were in the “excellent” category and four students (33.33%) were in the “good” one. No students (0%) were in the other categories.

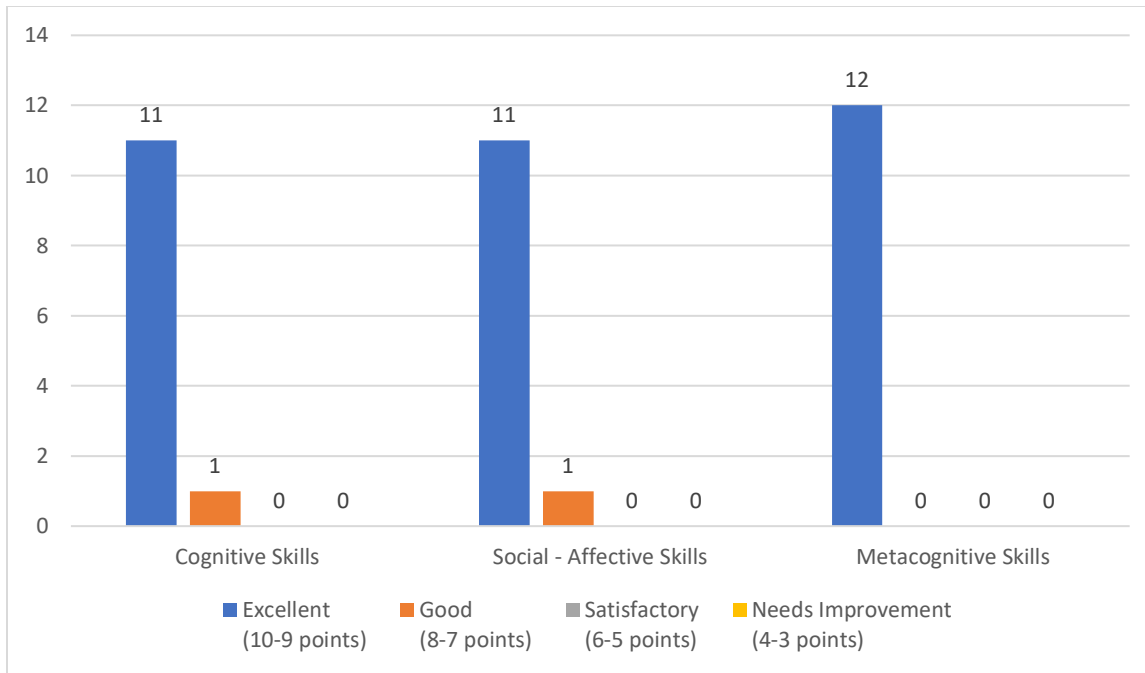


Figure 21 Cognitive Skills Rubric - Class #8

Note This graphic represents the rubric and grades from students in regards to their cognitive, social-affective and metacognitive skills during their eight class in August 2023.

For the last class prior to the final evaluation, a more impactful and considerable progress was evaluated in each criterion. In cognitive skills, eleven students representing a 91.66% of the population were evaluated with “excellent” results and one student (8.33%) was rated in the “good” result; same in the social affective skills criteria: eleven students representing a 91.66% of the class were evaluated with “excellent” results and one student (8.33%) was rated in the “good” category. Moreover, in the metacognitive skills criteria, 100% of the population obtained “excellent” for being able to identify their own progress, improvement, errors, and abilities to develop.

4.1.4 Objective 3

To evaluate English speaking skills with mindfulness strategies in the educational environment.

4.1.4.1 Variable 1: Evaluation of English-speaking skills – Initial Evaluation

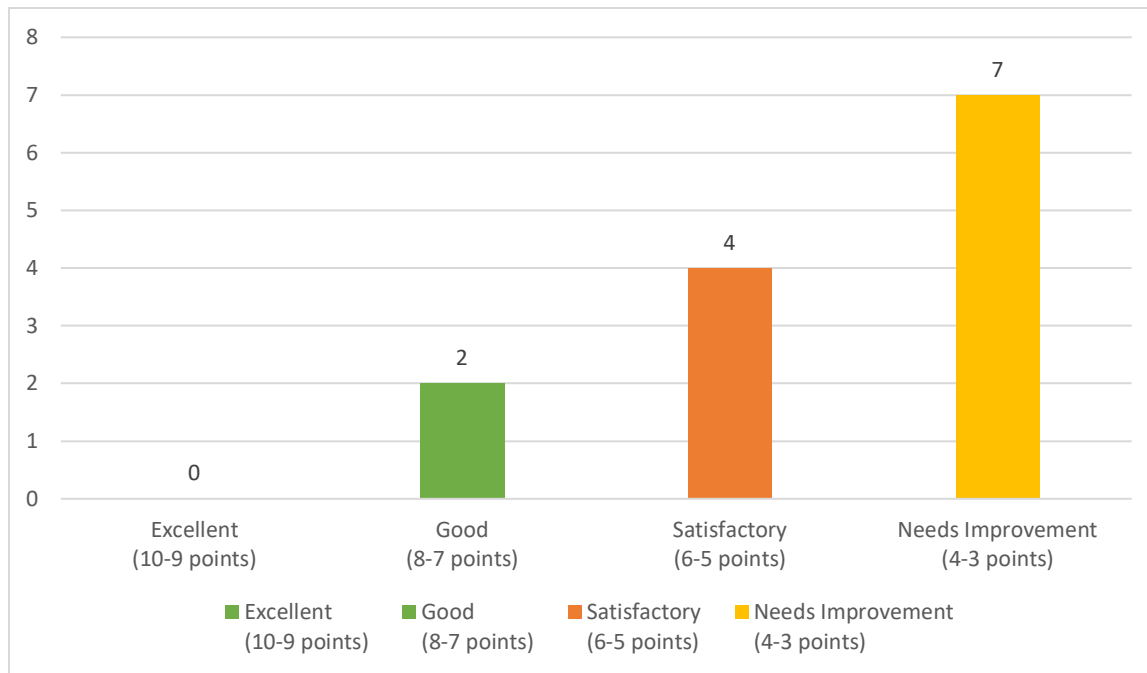


Figure 22 Fluency – Initial Evaluation

Note This graphic represents the rubric and grades from students in regards to their fluency for the initial evaluation held in July, 2023.

From the initial interview applied to all students, the first criteria to evaluate was fluency, which as mentioned before, refers to the ability of comprehensibly communicating to others with a clear understanding of what the speaker is saying. The educator evaluated two students, representing 15.3% of the population, with the “Good” criteria which provides students with seven - eight points in the rubric. Four students, 30.7% of the population, were scored with the “Satisfactory” criteria which is a low score where areas of opportunities are identified. Lastly, seven students representing 53.8% of the population were evaluated with the “Needs

Improvement” criteria from the rubric, which is the criteria with less points and with more areas of improvement to be worked on.

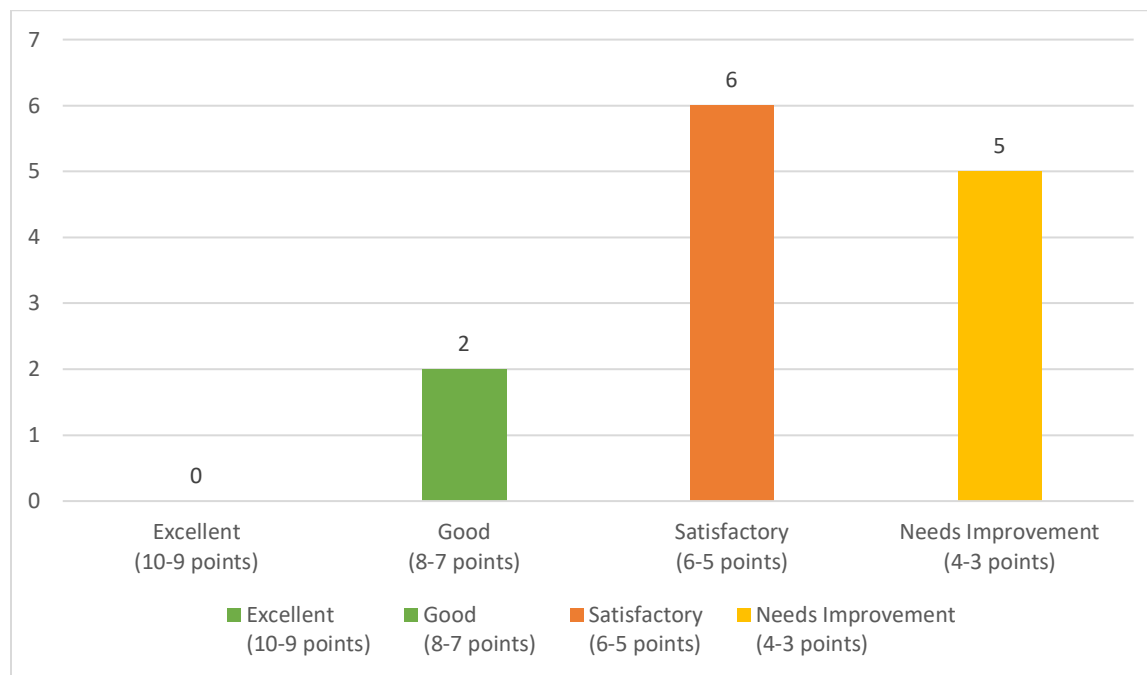


Figure 23 Pronunciation – Initial Evaluation

Note This graphic represents the rubric and grades from students in regards to their pronunciation for the initial evaluation held in July, 2023.

The second criteria from the rubric was to evaluate students in their pronunciation. Two students, meaning 15.3% of the population, was scored as “Good” with seven – eight points out of ten. Six students, 46.1% of the population, were evaluated as “Satisfactory” with five to six points out of ten. And finally, five students representing 38.4% of the class were evaluated as “Needs Improvement” which is the criteria with the lowest points since more improvement is required for pronunciation.

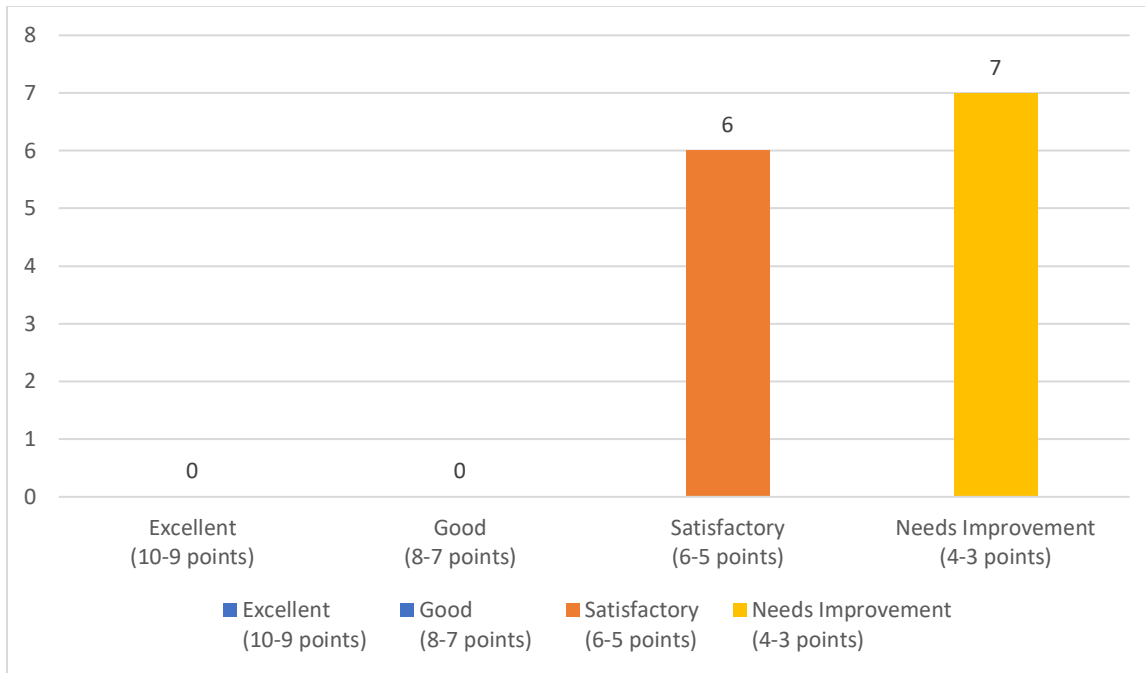


Figure 24 Intonation – Initial Evaluation

Note This graphic represents the rubric and grades from students in regards to their intonation for the initial evaluation held in July, 2023

From the intonation criteria, most of students need improvement in this specific area; a 53.8% of the class was scored with the lowest points criteria and six students, which is a 46.1% of the population, scored a “Satisfactory” which is equivalent to three to four points.

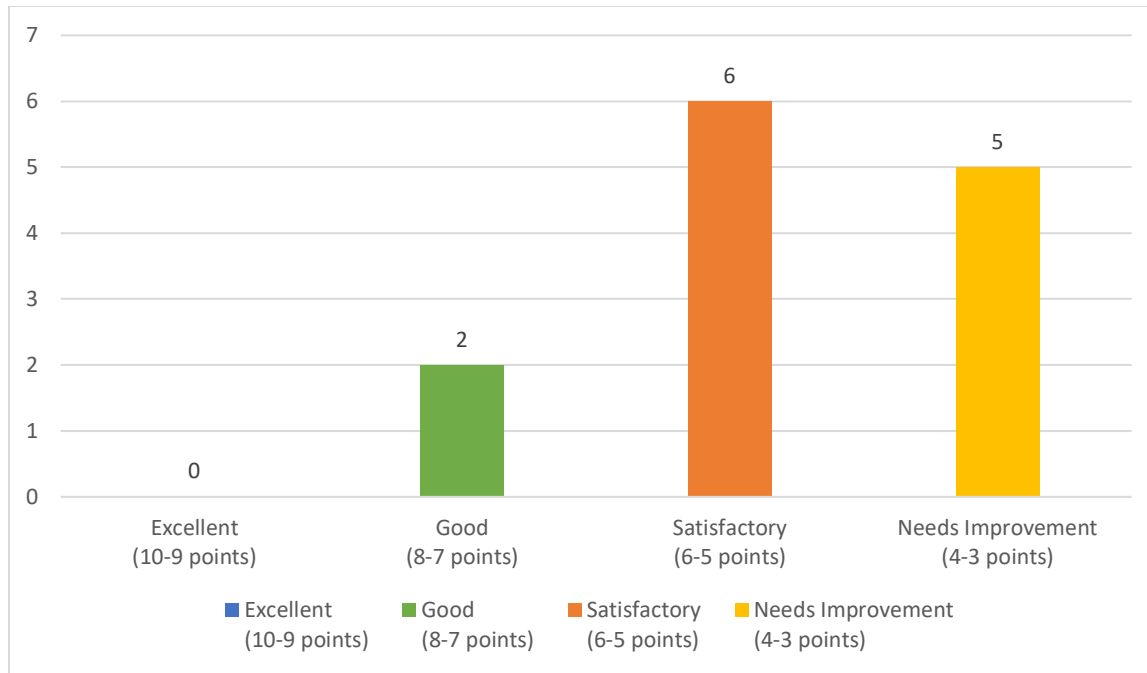


Figure 25 Clear Ideas – Initial Evaluation

Note This graphic represents the rubric and grades from students in regards to the clarity of their ideas for the initial evaluation held in July, 2023.

The last criteria evaluate how clear students communicate their ideas in English. Two students, meaning 15.38% of the class, got between seven to eight points with a “Good” score. Six students representing 46.15% of the population had a “Satisfactory” score on their clarity of ideas, which is not the lowest score but still requires improvement. Finally, five students, 38.46% of the population, require more improvement due to getting the lowest score from three to four points.

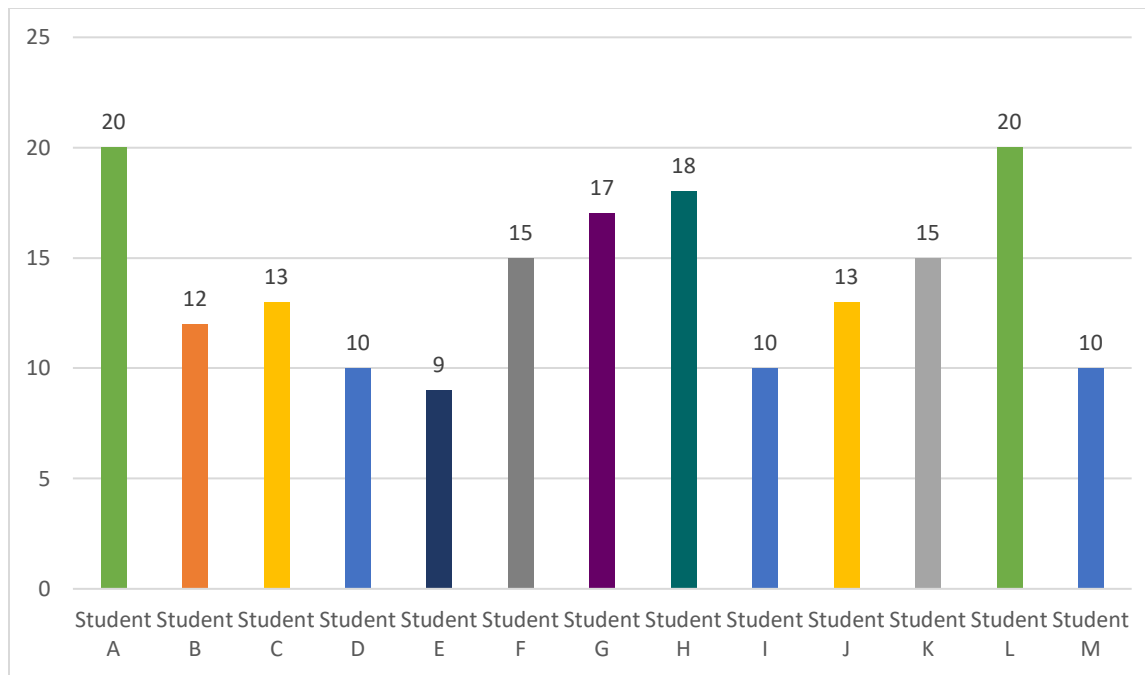


Figure 26 Rubric's Final Score – Initial Evaluation

Note This graphic represents a summary of the final score for students based on the initial evaluation during July, 2023.

Students final score was a result of the sum of the points received in each criterion: points obtained in pronunciation plus points obtained in intonation plus the points obtained in intonation plus the ones received in clearance of ideas. The lowest possible result is nine points in case a student had the lowest score (three points) in each criterion; and the highest possible result is forty points in case a student had the highest score (ten points) in each criterion. For this initial interview, there are eight different results. The population had the following results: three students (23% of the class) scored 10 points which is a 25% of the total of points. Two students, 15.3% of the class, on each score: thirteen points (32.5%), fifteen points (37.5%), and twenty points (50%) which was the highest score. The last four results are nine points (22.5%), twelve points (30%), seventeen points (42.5%) and eighteen points (45%), each result with one student, each student represents a 7.6% of the population.

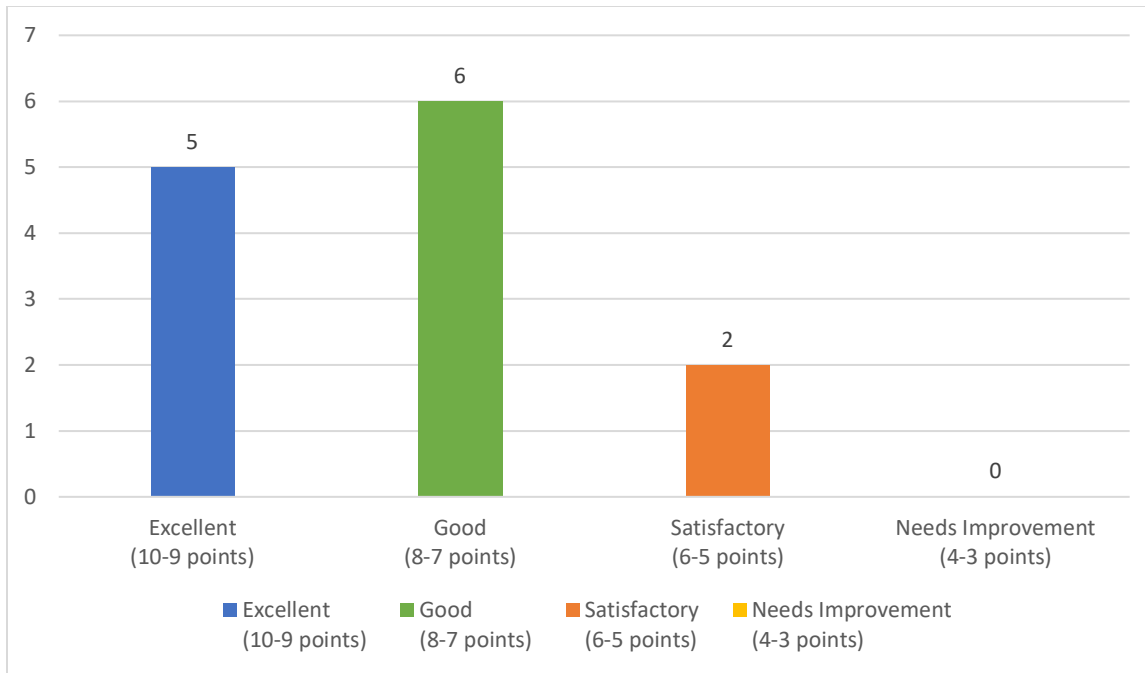


Figure 27 Fluency - Final Evaluation

Note This graphic represents the final rubric and grades from students in regards to their fluency during August, 2023.

From the final evaluation applied to all students, the first criteria to evaluate was fluency, the ability of comprehensibly communicating to others with a clear understanding of what the speaker is saying. The educator evaluated five students representing 38.46% of the population, with the “excellent” category, which adds nine to ten points to students’ rubric. Six students, 46.15% of the population, were scored with the “good” criteria, which is still a high score of seven to eight points for the rubric. Two students (15.38%) was rated in the “satisfactory” category, providing five to six points in the rubric. No students (0%) were evaluated with the “needs improvement” result.

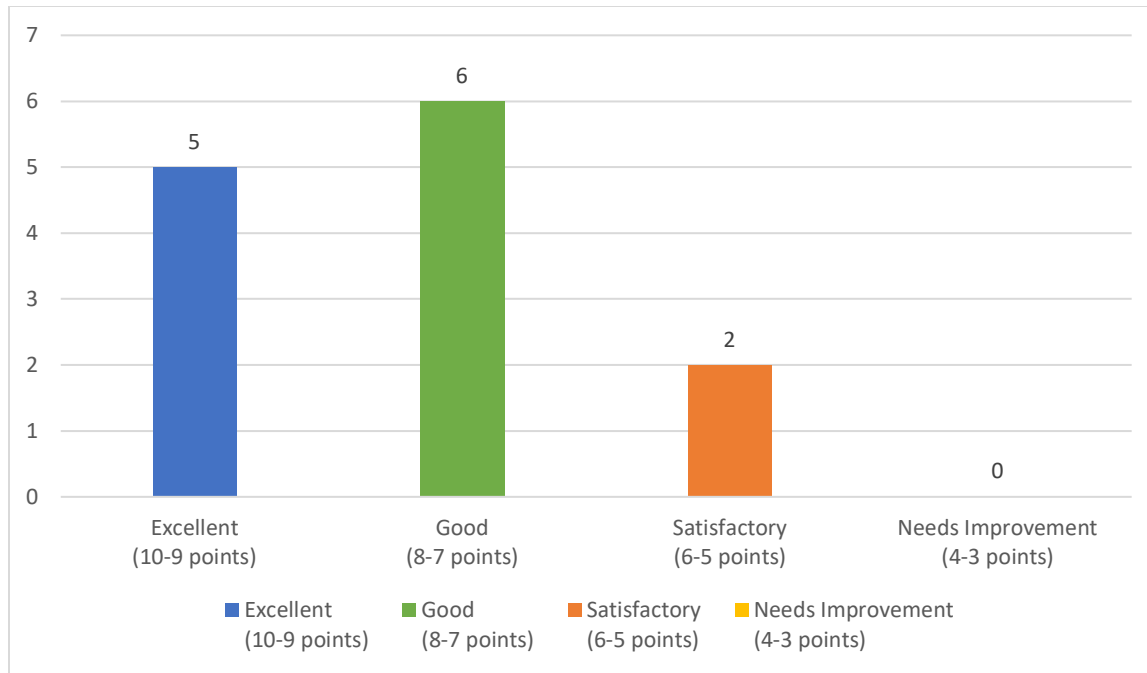


Figure 28 Pronunciation - Final Evaluation

Note This graphic represents the final rubric and grades from students in regards to their pronunciation during August, 2023.

Pronunciation presented a lot of improvement. Five students representing the 38.46% of the population were evaluated with the “excellent” result that provides nine to ten points to students’ rubric, six students (46.15%) obtained “good” as the result (seven to eight points to the rubric), two students, which represents a 15.38% of the population, was in the satisfactory criteria and no students (0%) obtained the “needs improvement” category.

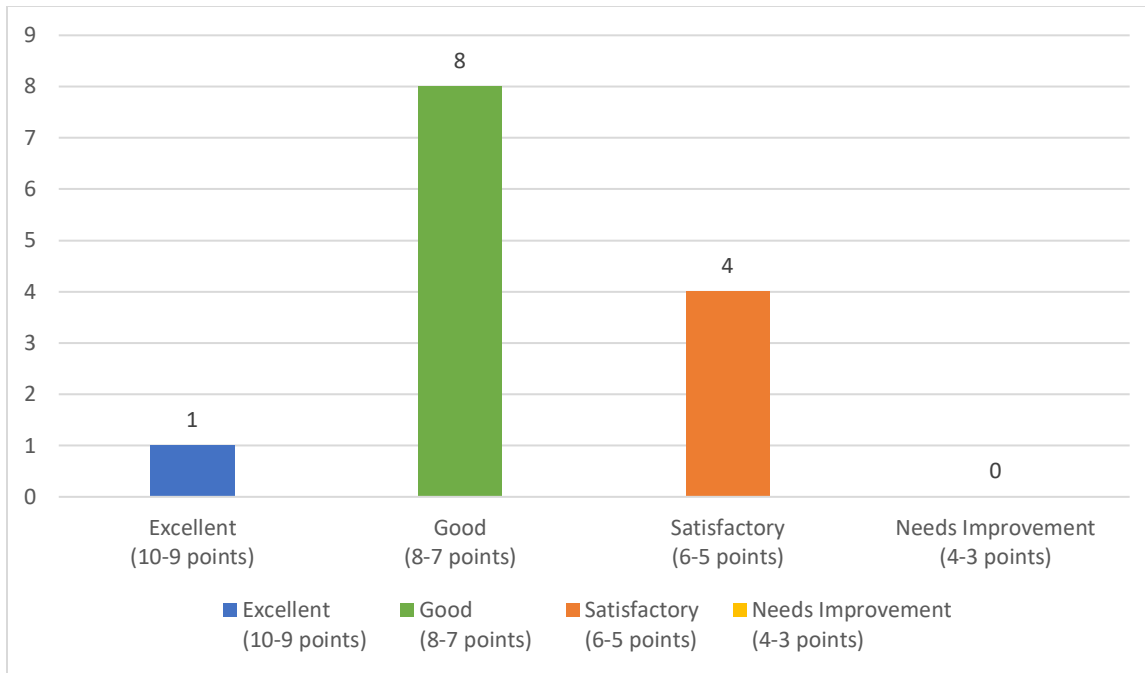


Figure 29 Intonation - Final Evaluation

Note This graphic represents the final rubric and grades from students in regards to their intonation during August, 2023.

In the Intonation criteria, only one student (7.69%) was evaluated with the “excellent” category, adding from nine to ten points to their rubric, eight students representing a 61.53% of the class obtained the “good” category adding from seven to eight points to the rubric, which even if it is not the highest score, it is still a good one presenting improvement from the initial evaluation. Four students (30.76%) was categorized with the “satisfactory” result, adding from five to six points to the rubric. And 0% of students got the “needs improvement” category.

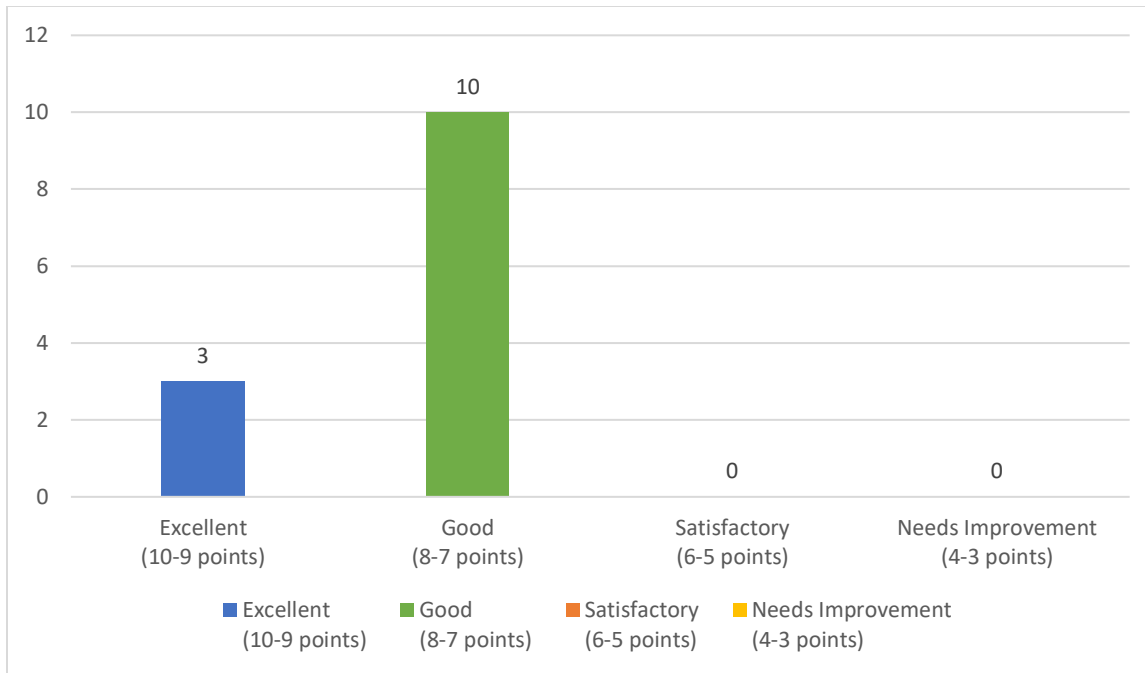


Figure 30 Clarity of Ideas - Final Evaluation

Note This graphic represents the final rubric and grades from students in regards to their clarity of ideas during August, 2023.

Clarity on Ideas had a significant improvement as well. Three students representing 23.07% of the population obtained “excellent” which adds from nine to ten points to the rubric. And ten students, 76.92% of the class, were evaluated with “good”, adding from seven to eight points to students’ rubric. Finally, no students got the “satisfactory” or “needs improvement” result.

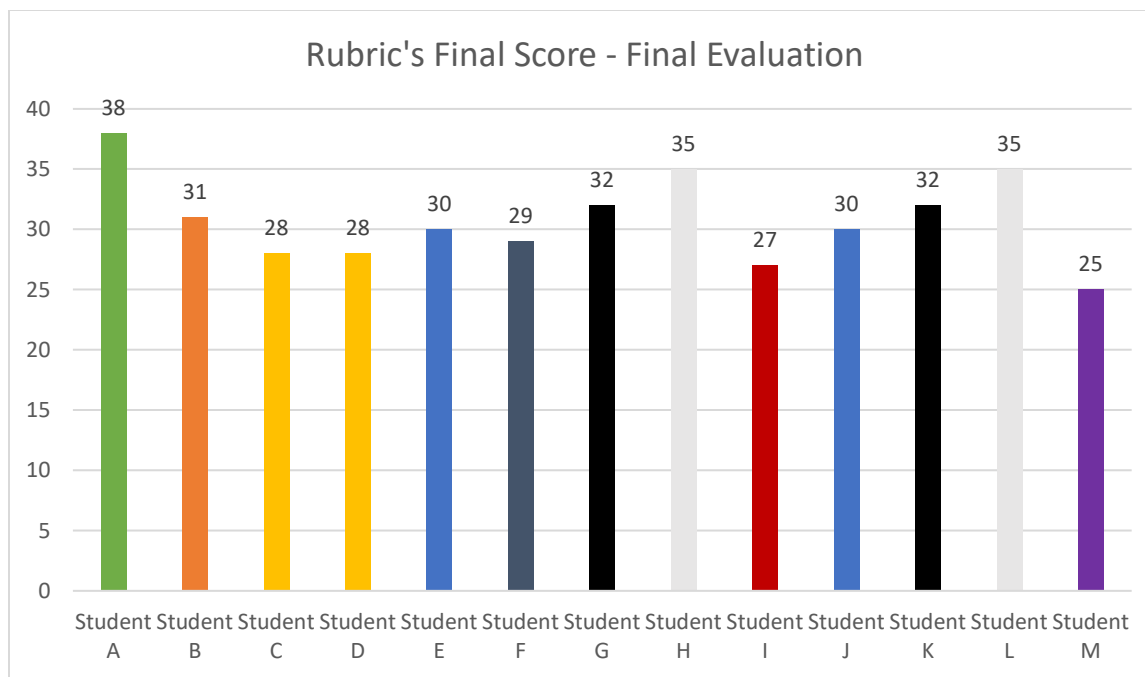


Figure 31 Clarity of Ideas - Final Evaluation

Note This graphic represents a summary of the final score for students based on the final evaluation during August, 2023

Students final score was a result of the sum of the points received in each criterion for the final evaluation: points obtained in pronunciation, points obtained in intonation, points obtained in intonation, and points received in clearance of ideas. The lowest possible result is nine points in case a student had the lowest score (three points) in each criterion; and the highest possible result is forty points in case a student had the highest score (ten points) in each criterion.

For the initial evaluation, student M representing the 7.69% of the population obtained ten points (25%) which was the lowest score, however, this same student M improved the score by fifteen more points representing a 37.5% of improvement from the initial evaluation to this last evaluation. Student I also scored ten points (25%) in the initial evaluation, and had an

improvement of seventeen points representing a 42.5% of improvement for a final result of 27 points (67.5%). Moreover, students C and D obtained 28 points (70%) in this final evaluation; student C scored thirteen points (32.5%) in the initial evaluation which represents an improvement of 15 points (37.5%); and student D initially scored 10 points (25%) with a current improvement of eighteen points representing a 45% of the upgrade. Student F got 29 points (72.5%) in this final evaluation, representing an improvement of 15 points (37.5%) from the initial evaluation. Two students (15.38% of the population) scored 30 points (75%), student E had an improvement of 21 points (52.5%) and student J increased 17 points (42.5%). Student B (7.69% of the population) got 31 points representing a 77.5% of the score and had an improvement of 19 points (47.5%) based on the initial and final evaluation. Two students (15.38% of the population) scored 32 points (80%), student G had an increase of 15 points, this increase represents a 37.5% of improvement; student K improved their score by 17 points (42.5% of increase). In addition, other two students (15.38% of the population) had 35 points (87.5%) in this final evaluation; student H improved by 17 points representing a 42.5% of increase and student L improved by 15 points representing a 37.5% of improvement. Finally, student A had the highest note in this final evaluation representing 18 points of improvement from the initial one (45% of increase).

4.1.5 Objective 4

To design an educational plan based on cognitive skills and mindfulness strategies to improve English speaking skills.

4.1.5.1 Variable 1: Educational Plan

Six educational plans were created for six classes. Two classes were fully dedicated to the initial and final evaluation of English- speaking skills. Each plan contains activities to practice mindfulness before the class starts to focus on English purposes and cognitive skills to implement any learned technique, topic, or process. The plans are designed to meet this research objective: to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, by following a cognitive mindful learning process.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The research project successfully accomplished the objectives established. The general objective of analyzing the cognitive mindful learning process to strengthen English speaking skills was met and, by the results gathered, it is determined that the cognitive mindful learning process can help students on strengthening their English-speaking skills.

5.1.1 Specific Objective 1

To describe the cognitive mindful learning process of students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, San Jose, during July and August of 2023.

5.1.1.1 Variable 1. Description

Before initiating the English course to improve English speaking skills through the cognitive mindful learning process, seven students representing a 58.3% of the population said they have tried to improve their English- speaking skills in the past, after the implementation of the course, all students (a 100% of the population) confirmed these classes helped them to improve their English- speaking skills. This means that, after applying a cognitive mindful process, students were able to work on their English pronunciation, intonation, fluency, and clarity on ideas when speaking.

Before the English course for this research project, most students considered themselves between a low and intermediate level for their English- speaking skills, however, after the classes, there was an improvement based on the received answers. For the question after the course, students rated themselves between the intermediate and high level, having six students in the intermediate one and seven in the highest one. This also confirms that after applying a cognitive mindful process, students increased their confidence on how good they are at speaking English. Another important aspect that was evaluated pre and post the course was

if students were familiarized with the term of “mindfulness.” Before the course, no student understood the meaning of it, but after the course, a 76.92% of the class confirmed being familiarized with the term.

Stress and anxiety were also part of the aspects evaluated before and after applying the cognitive and mindful strategies in the class. Before the course, the majority of students confirmed they had an intermediate to high level of both stress and anxiety when it came to speaking in English, but once the course finalized, students confirmed to have a low level of stress and anxiety when speaking in English, this confirms the hypothesis of the project: the Cognitive Mindful Learning Process improves students English speaking skills, this time, by reducing any stress and anxious feeling that might be presented when speaking English. Besides this, after the course, an 84.6% of the population confirmed mindfulness did help on managing their feelings to have a better development when speaking English.

5.1.2 Specific Objective 2

Determine cognitive skills in the educational environment to improve English speaking skills.

5.1.2.1 Variable 1. Development in skills

In the first class, most students were evaluated with weak and poor cognitive skills; 92.3% of the class was evaluated with “needs improvement”, which is the lowest score, for cognitive skills. Then, 84.6% of the population had a “needs improvement” for social affective skills, and 76.92% of the class had a “needs improvement” score for metacognitive skills. By the middle of the course, around class number four, students were already improving their cognitive skills in class; most of the class was being evaluated with a “good” or “satisfactory” score from the rubric for cognitive, social affective and metacognitive skills. By the end of the class, in class number eight, a 46.15% of the class was evaluated with the “Excellent” score and an 53.84%%

of the class was rated with a “Good” score for cognitive and social affective skills representing improvement in the development of those skills. For metacognitive skills, a 76.92% of the population had an “Excellent” result in the rubric and a 23.07% of the class was in the “Good” category which is a good score, reaffirming an improvement on their skills development.

5.1.3 Specific Objective 3

To evaluate English speaking skills with mindfulness strategies in the educational environment.

5.1.3.1 Variable 1. Evaluation of English-speaking skills

Students were evaluated before and after the English course to determine if there was any improvement with their English- speaking skills. The evaluation consisted of reviewing students’ fluency, pronunciation, intonation, and clarity on ideas when speaking. For the initial evaluation before the course started, fluency had the following results: two students, representing 15.38% of the population, had the “Good” criteria. Four students, 30.76% of the population, were scored with the “Satisfactory” criteria which is a low score where areas of opportunities are identified. Lastly, seven students representing 53.84% of the population were evaluated with the “Needs Improvement” criteria from the rubric, which is the lowest score from the rubric. However, the last evaluation of fluency resulted in five students representing 38.46% of the population, with the “excellent” category which is the highest one. Six students, 46.15% of the population, were scored with the “good” criteria, which is still a high score of seven to eight points for the rubric. Two students (15.38%) were rated in the “satisfactory” category, providing five to six points in the rubric, and no students (0%) were evaluated with the “needs improvement” result.

As of pronunciation, two students, 15.38% of the population, were scored as “Good”. Six students, 46.15% of the population, were evaluated as “Satisfactory”. And finally, five students

representing 38.46% of the class were evaluated with the “Need Improvement” category which is the criteria with the lowest points since more improvement is required for pronunciation. However, the last rubric for pronunciation reflected an important improvement by having three students (a 23.07% of the population) with the highest score that is “Excellent”, nine students representing a 69.23% of the class had a “good” result which is the second highest category of the rubric and one student (7.69% of the class) in the “Satisfactory” category.

Intonation also presented important results from the initial evaluation to the last evaluation. The initial one had seven students (53.84% of the class) in the “Needs Improvement” category from the rubric, which is the lowest one in points to be added, and six students (46.15%) were evaluated in the “Satisfactory” category. Nevertheless, in the final evaluation there was one student, representing a 7.69% of the population, in the “Excellent” category, eight students (61.53%) in the “Good” category and four students (30.76%) in the “Satisfactory” category, representing a valid and optimum improvement with student’s intonation when speaking English.

Finally, the initial evaluation for clarity on ideas when speaking had most of the class, a 46.15%, in the “Satisfactory” category from the rubric, five students (38.46%) in the in the “Needs Improvement” category and two students (15.38%) in the “Good” score. After the course, students improved their English- speaking skills in clarity of ideas.

5.2 Recommendations

After this research, it was determined that students were able to strengthen their English- speaking skills by demonstrating an improvement in their rubrics for class evaluating pronunciation, intonation, fluency, and clarity on ideas when speaking. Therefore, it is recommended for educators to include mindfulness in students’ learning process to first prepare

them mentally and emotionally for a successful learning process and for students to learn how to be fully aware of their body, emotions, but also of any acquired knowledge and how to implement it. Once students are mindful about themselves, the educator can focus on methodologies and techniques to help students improve their English speaking skills.

It is also recommended to include cognitive skills in the educational plans to ensure an improvement by understanding how to manage any latest information learned, how to apply it on self and how to share it with others to create experiences that provides a successful learning process. Cognitive skills not only help students with their learning process, but they also reinforce the importance of sharing and practicing knowledge in different manners and with their peers to create experiences. Cognitive skills expose students to be social learners that can use acquired information into different areas of their learning process and their lifes.

CHAPTER VI: PROPOSAL

This proposal is addressed to educators that are seeking to help students on improving their English- speaking skills. This proposal can be applied to students aged from sixteen to thirty years old within a basic and intermediate level of English. It is required for the educator to first understand what mindfulness is and the techniques to be applied for the educator to be the first example of practicing mindfulness when speaking English. It is also required for the educator to have internet connection or download the diverse videos included in some practices.

Table 3: Plan #2

Assessment Strategies & Evidence (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 60 min (1 lesson)
Learner... 1. Activate knowledge with a game 2. Practice mindfulness 3. Analyze and practice pronunciation and intonation.	Activate knowledge and imitate pronunciation and intonation. Identify pronunciation errors. Correct pronunciation	<p>WARM UP:</p> <p>Teacher greets the students. The teacher checks the attendance and asks everyone to sit on their chairs.</p> <hr/> <p>DEVELOPMENT ACTIVITIES:</p> <ol style="list-style-type: none"> 1. <u>Mindfulness</u>: Teacher will ask students if they feel ready to start speaking English a little more. T. would ask students to raise their hands if they had a stressful day or if they currently feel stressed. 2. The class will play "Stop" to start activating their brains and cheer up the class (Categories: Name, Last Name, Thing, Color, Animal, Place / Letters to play with: B, R, P). 3. T. will ask Ss to feel comfortable, they can sit down or lay down on the floor. Ss. will imagine themselves at their favorite spot. 4. T. will guide students through respiration techniques for them to acknowledge all of their senses. 5. T. will play a T.V. Show (https://www.youtube.com/watch?v=wQvbbr217ZM), students will decide a character from the show, and they will analyze their pronunciation so they can repeat it. Ss. can write down words they do not understand so we can set a vocabulary book. <p>CLOSURE ACTIVITIES:</p> <ol style="list-style-type: none"> 1. <u>Cognitive Skills</u>: Cognitive and Social Affective Skills: After practicing mindfulness, analyzing, and repeating pronunciation and intonation, T. will guide a class discussion regarding things Ss. like to do. 	5 min — — 10 min — — 15 min — — 15 min — — 15 min

		examples, T. will clear out doubts regarding the phonemic chart.	
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Table 5: Plan #4

Assessment Strategies & Evidence (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 60 min (1 lesson)
<p>Learner...</p> <ol style="list-style-type: none"> 1. Activate mindfulness through acceptance technique 2. Identify phonemes through practice and identifying sounds. 3. Practice acceptance with peers 	<p>Practice phonemes and identifying them.</p> <p>Implement mindfulness techniques.</p> <p>Correctly pronouncing phonemes.</p>	<p>WARM UP:</p> <p>Teacher greets the students. The teacher checks the attendance and asks everyone if they remember what phoneme and 1 mindfulness technique.</p> <hr/> <p>DEVELOPMENT ACTIVITIES:</p> <ol style="list-style-type: none"> 1. <u>Mindfulness</u>: T. will ask students to close their eyes and to be in a comfortable posture (sitting on the chair, laying down on the floor). 2. T. will ask students to put their cameras on their phones and to look at themselves to express acceptance. Then, students will focus on their breathing as part of activating mindfulness. 3. T. will present the phonemic chart and a list of words. The class will read the words and classify each word into each phoneme from the phonemic chart. 4. Ss. will take a moment to review what they did well and wrong. <p>CLOSURE ACTIVITIES:</p> <ol style="list-style-type: none"> 1. <u>Cognitive Skills</u>: Cognitive and Social Affective Skills: After practicing mindfulness, analyzing, and categorizing words in the phonemic chart. Ss. will work individually, in pairs or in groups (as they prefer) and will do the same exercise in a worksheet. 2. <u>Mindfulness</u>: Ss. will share about their experience; they will evaluate themselves and will practice 	<p>5 minutes</p> <hr/> <p>10 minutes</p> <hr/> <p>30 minutes</p> <hr/> <p>10 minutes</p> <hr/> <p>5 minutes</p>

		acceptance among themselves and peers.	
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Table 6: Plan #5

Assessment Strategies & Evidence (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 60 min (1 lesson)
Learner... 1. Activate mindfulness through body scanning and acceptance techniques 2. Practice pronunciation. 3. Practice intonation. 4. Practice fluency.	Be mindful and cognitive. Practice speaking skills by improving pronunciation, intonation, and fluency.	<p>WARM UP:</p> <p>Teacher greets the students. Teacher checks the attendance and asks everyone to take out their phonemic chart to use as guidance if needed.</p> <hr/> <p>DEVELOPMENT ACTIVITIES:</p> <ol style="list-style-type: none"> 1. <u>Mindfulness</u>: T. will play a song that is full of nature sounds. Students will close their eyes to start their body scanning technique with breathing technique. Once they do this, they will be mindful about their environment, they will try to recognize sounds, air, feelings from the class. 2. T. will ask students to recognize their errors today. If they make a mistake when speaking, they will start over and try to avoid the same mistake. 3. T. will hand out a Pronunciation, Intonation & Fluency Practice: Students will silently read the sentences. T. will choose one sentence to read aloud with correct pronunciation, intonation, and fluency to explain the exercise. Then, they will choose one sentence to read aloud and to improve it. 4. SS. will have a sheet of paper to put in front of their mouths to exaggerate sounds until pronunciation is better. <p>CLOSURE ACTIVITIES:</p>	5 minutes <hr/> 15 minutes <hr/> 30 minutes <hr/> 10 minutes

		<ol style="list-style-type: none">1. <u>Cognitive Skills:</u> Cognitive and Social Affective Skills: Ss. will take note of the words their peers did correctly. Then, they will take note of the words they did correctly and incorrectly to apply metacognitive skills. Ss will discuss the notes taken.	
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Table 7: Plan #6

Assessment Strategies & Evidence (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 60 min (1 lesson)
Learner... 1. Activate mindfulness through body scanning and acceptance techniques 2. Practice pronunciation. 3. Practice intonation. 4. Practice fluency.	Be mindful and cognitive. Practice speaking skills by improving pronunciation, intonation, and fluency.	<p>WARM UP:</p> <p>Teacher greets the students. The teacher checks the attendance and explains to the class we will have a mini project for the last session.</p> <hr/> <p>DEVELOPMENT ACTIVITIES:</p> <ol style="list-style-type: none"> 1. T. will explain the project: Students will choose a topic and research about it. They can choose whatever topic they want, however, if they are not certain about what to talk about, they can refer to the proposed topics (corruption, avatar, streaming services, unemployment, American dream). 2. T. will clarify any doubt. 3. <u>Mindfulness</u>: Body scanning: Ss will stretch a little for 5min, then they will lay down or sit down to acknowledge their body. T. will play some relaxing music. 4. Ss. will dance one song with Just Dance (https://www.youtube.com/watch?v=3TAxfqPbl8U&t=160s). T. will ask if that felt embarrassing and will explain there is no reason to feel so, T will explain how today we will exaggerate sounds, articulation, intonation, and we might look funny but that is ok. T. will remind acceptance mindfulness technique. 5. T. will present pictures of places, people, and food. The class will describe and discuss each picture and then Ss will try to create one sentence based on each picture. 6. Ss will fold their sheet of paper with the sentences and exchange with their peers. Then each student will read the sentences with the most appropriate pronunciation, intonation, fluency. Ss can ask questions in case the sentence was not clear enough. 	5 min _____ 10 min _____ 10 min _____ 5 min _____ 15 min _____ 15 min

		<p>CLOSURE ACTIVITIES:</p> <ol style="list-style-type: none">1. <u>Mindfulness</u>: T. will ask if anyone wants to share anything well done or incorrectly done today in class and how can they accept that with kindness (self-regulation & acceptance technique).	
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APPENDIX

Appendix 1: Initial Questionnaire

UNIVERSIDAD HISPANOAMERICANA

English Teaching Program

San José, Llorente

Tutor: Dra. María José Herrera Araya

Requester: Melissa López Arcia

Topic: The impact of the Cognitive Mindful Learning Process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, Hatillo, San José, during July and August of 2023.

Objective #1: To describe the cognitive mindful learning process.

Variable 1: Description

Initial Questionnaire

Date: 01/19/2023

Student's Name: _____.

Answer the following questions as appropriate.

1. Have you tried to improve your English-speaking skills before?

Yes

No

2. On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how good do you consider your English-speaking skills are?

1

3

5

2

4

3. Are you familiarized with the meaning of mindfulness?

Yes

No

4. On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how much stress do you feel when speaking English?

1

3

5

2

4

5. On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how much anxiety does it bring to speak English?

1

3

5

2

4

6. Do you consider you are currently able to focus on your speaking skills when speaking English?

Yes

No

Appendix 2: Final Questionnaire

UNIVERSIDAD HISPANOAMERICANA

English Teaching Program

San José, Llorente

Tutor: Dra. María José Herrera Araya

Requester: Melissa López Arcia

Topic: The impact of the Cognitive Mindful Learning Process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, Hatillo, San José, during July and August of 2023.

Objective #1: To describe the cognitive mindful learning process.

Variable 1: Description

Final Questionnaire

Date: 02/09/2023

Student's Name: _____.

Answer the following questions as appropriate.

1. On a scale from 1 to 5, 1 being the lowest score and 5 being the highest one, how good do you consider your English-speaking skills are?

1

3

5

2

4

2. Do you understand the meaning of mindfulness in classes to improve English speaking skills?

Yes

1

2

3

4

5

Do you consider you are currently able to focus on your speaking skills when speaking English?

- Yes
- No

Appendix 3: Cognitive Skills Rubric

UNIVERSIDAD HISPANOAMERICANA

English Teaching Program

San José, Llorente

Tutor: Dra. María José Herrera Araya

Requester: Melissa López Arcia

Topic: The impact of the Cognitive Mindful Learning Process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, Hatillo, San José, during July and August of 2023.

Objective #2: Determine cognitive skills in the educational environment to improve English speaking skills.

Variable 2: Development in skills.

Student's English level:

Cognitive Skills Rubric

Date: _____

Student's Name: _____.

Table 8: Cognitive Skills Rubric

Criteria	Excellent (10-9 points)	Good (8-7 points)	Satisfactory (6-5 points)	Needs Improvement (4-3 points)	Score

<p>Cognitive Skills</p>	<p>The student understands the information and can apply it when Speaking English.</p>	<p>There might be some doubts with the information, but the student is able to apply it when Speaking English.</p>	<p>There are blockers to understand the information and the student has difficulties when applying it when Speaking English.</p>	<p>The student does not understand the information and cannot implement the information when Speaking English.</p>	
<p>Social Affective Skills</p>	<p>The student can participate in the class and communicate with others with reactions, words or even acknowledging others.</p>	<p>The student sometimes reacts to peers and sometimes participates in class.</p>	<p>The student does not communicate or react to peers and does not participate a lot.</p>	<p>The student does not participate in class at all. Comments and reactions are minimum.</p>	

Metacognitive Skills	The student can recognize areas of improvement, errors and how to correct English speaking skills.	The student sometimes recognizes areas of improvement, errors, and sometimes correct themselves to improve English speaking skills.	The student almost never recognizes errors and almost never corrects themselves to improve English speaking skills.	The student never recognizes errors nor areas of improvement and never corrects themselves.	
Comments: <hr/> <hr/> <hr/> <hr/>					Final Score:

Appendix 4: English Speaking Skills Evaluation

UNIVERSIDAD HISPANOAMERICANA

English Teaching Program

San José, Llorente

Tutor: Dra. María José Herrera Araya

Requester: Melissa López Arcia

Topic: The impact of the Cognitive Mindful Learning Process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, Hatillo, San José, during July and August of 2023.

Objective #3: To evaluate English speaking skills with mindfulness strategies in the educational environment.

Variable 3: Evaluation of English- speaking skills

Student's Initial Interview

Date: _____

Student's Name: _____.

Dear student,

The Teacher/Researcher will ask you a set of questions to determine your English-speaking skills. Please, answer the questions in oral communication. Feel free to ask any questions if required.

1. What is your favorite T.V. show? Tell me about it, what is it about? Who is the main character?
2. Tell me about yourself, what do you do for a living? What are your favorite things to do?
3. What was your favorite story as a kid? Tell me about your childhood.
4. What is your biggest dream? No obstacles!
5. Where would you like to travel? Why?

Table 9: Student's Initial Interview Rubric

Criteria	Excellent (10-9 points)	Good (8-7 points)	Satisfactory (6-5 points)	Needs Improvement (4-3 points)	Score
Fluency	Speaks smoothly with almost no hesitation or almost any interference.	There might be some hesitation, but it does not interfere with ideas.	There is some hesitation when speaking but ideas are usually delivered.	There is a lot of hesitation when speaking and ideas are interrupted.	
Pronunciation	Pronunciation is fully accurate with almost no errors.	Pronunciation is mostly accurate.	Sometimes it is difficult to understand words.	Frequent problems with pronunciation.	
Intonation	Intonation is mostly accurate, no plain statements.	Intonation is mostly perceived.	Sometimes it is difficult to perceive	Frequent problems with intonation.	

			emotions in statements.		
Clear Idea	Communicates effectively and responds appropriately with a smooth interaction.	Generally, responds appropriately and interaction is not interrupted.	Tries to communicate but it is difficult to understand responses and ideas.	Communication is not clear at all. Does not respond accurately.	
Comments: <hr/> <hr/> <hr/> <hr/>					Final Score:

Source: Adapted from <http://umabreakfastclub.blogspot.com.es/> (according to the Royal Decree 1513/2006 of 7 December).

Appendix 5: English Speaking Skills Evaluation #2

UNIVERSIDAD HISPANOAMERICANA

English Teaching Program

San José, Llorente

Tutor: Dra. María José Herrera Araya

Requester: Melissa López Arcia

Topic: The impact of the Cognitive Mindful Learning Process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, Hatillo, San José, during July and August of 2023.

Objective #3: To evaluate English speaking skills with mindfulness strategies in the educational environment.

Variable 3: Evaluation of English- speaking skills

Student's Final Oral Presentation

Date: _____

Student's Name: _____.

Dear student,

You will choose a topic and research it. You can choose whatever topic you want, however, if you are not certain about what to talk about, you can refer to the proposed topics:

- Corruption in Costa Rica
- Avatar: the highest grossing movie
- Paying for Streaming Services (Netflix, Prime, Disney+)

- Unemployment in Latin America
- The American Dream

Once the topic is selected. Prepare a 7 -10min presentation to demonstrate your English-speaking skills. You can use visual aids. Reading materials for guidance should be avoided.

Table 10: Student's Final Oral Presentation Rubric

Criteria	Excellent (10-9 points)	Good (8-7 points)	Satisfactory (6-5 points)	Needs Improvement (4-3 points)	Score
Fluency	Speaks smoothly with almost no hesitation or almost any interference.	There might be some hesitation, but it does not interfere with ideas.	There is some hesitation when speaking but ideas are usually delivered.	There is a lot of hesitation when speaking and ideas are interrupted.	
Pronunciation	Pronunciation is fully accurate with almost no errors.	Pronunciation is mostly accurate.	Sometimes it is difficult to understand words.	Frequent problems with pronunciation.	
Intonation	Intonation is mostly accurate, no plain statements.	Intonation is mostly perceived.	Sometimes it is difficult to perceive emotions in statements.	Frequent problems with intonation.	

Clear Idea	Communicates effectively and responds appropriately with a smooth interaction.	Generally, responds appropriately and interaction is not interrupted.	Tries to communicate but it is difficult to understand responses and ideas.	Communication is not clear at all. Does not respond accurately.	
Comments: <hr/> <hr/> <hr/> <hr/>					Final Score:

Source: Adapted from <http://umabreakfastclub.blogspot.com.es/> (according to the Royal Decree 1513/2006 of 7 December).

Appendix 6: Educational Plan

UNIVERSIDAD HISPANOAMERICANA

English Teaching Program

San José, Llorente

Tutor: Dra. María José Herrera Araya

Requester: Melissa López Arcia

Topic: The impact of the Cognitive Mindful Learning Process to strengthen English speaking skills in students from 16 to 18 years old from Instituto de Desarrollo de Inteligencia, Hatillo, San José, during July and August of 2023.

Objective #4: To design an educational plan based on cognitive skills and mindfulness strategies to improve English speaking skills.

Variable 4: Educational Plan

Table 15: Educational Plan #5

Assessment Strategies & Evidence (Learning Outcomes)	Learner can	Didactic Sequence Mediation	Time Total: 60 min (1 lesson)
Learner... 1. Activate mindfulness through body scanning and acceptance techniques 2. Practice pronunciation. 3. Practice intonation. 4. Practice fluency.	Be mindful and cognitive. Practice speaking skills by improving pronunciation, intonation, and fluency.	WARM UP: Teacher greets the students. Teacher checks the attendance and asks everyone to take out their phonemic chart to use as guidance if needed.	5 minutes
		DEVELOPMENT ACTIVITIES: 5. <u>Mindfulness</u> : T. will play a song that is full of nature sounds. Students will close their eyes to start their body scanning technique with breathing technique. Once they do this, they will be mindful about their environment, they will try to recognize sounds, air, feelings from the class. 6. T. will ask students to recognize their errors today. If they make a mistake when speaking, they will start over and try to avoid the same mistake. 7. T. will hand out a Pronunciation, Intonation & Fluency Practice: Students will silently read the sentences. T. will choose one sentence to read aloud with correct pronunciation, intonation, and fluency to explain the exercise. Then, they will choose one sentence to read aloud and to improve it. 8. SS. will have a sheet of paper to put in front of their mouths to exaggerate sounds until pronunciation is better.	15 minutes
		CLOSURE ACTIVITIES: 2. <u>Cognitive Skills</u> : Cognitive and Social Affective Skills: SS. will take note of the words their peers did correctly. Then, they	30 minutes
			10 minutes

		<p>will take note of the words they did correctly and incorrectly to apply metacognitive skills. Ss will discuss the notes taken.</p>	
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		<p>questions in case the sentence was not clear enough.</p> <p>CLOSURE ACTIVITIES:</p> <p>2. <u>Mindfulness</u>: T. will ask if anyone wants to share anything well done or incorrectly done today in class and how can they accept that with kindness (self-regulation & acceptance technique).</p>	15 min
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Appendix 7: Approval Letter from Instituto de Desarrollo de Inteligencia

San José, 12 de Julio, 2023.

Estimada Yasmín Orozco Mata
Directora Académica

Yo, Melissa López Arcia, cédula 1-1665-0504, estudiante de la carrera de Licenciatura en la Enseñanza del Inglés, agradezco la oportunidad brindada para impartir clases de Inglés con el propósito de mejorar las habilidades del habla en Inglés de los estudiantes inscritos a través de la propuesta establecida en mi Proyecto de tesis. Las clases constarán de ocho horas en total, cada sesión constará de una hora. Las clases darán inicio el miércoles 19 de julio del 2023 y finalizarán el miércoles 30 de agosto del mismo año. Estas se llevarán a cabo en el Instituto de Desarrollo de Inteligencia.

Horario de clases:

Sesion	Fecha	Hora
Sesión #1	19/07/2023	2:30p.m. – 3:30p.m.
Sesión #2	19/07/2023	3:30p.m. – 4:30p.m.
Sesión #3	26/07/2023	2:30p.m. – 3:30p.m.
Sesión #4	26/07/2023	3:30p.m. – 4:30p.m.
Sesión #5	16/08/2023	2:30p.m. – 3:30p.m.
Sesión #6	16/08/2023	3:30p.m. – 4:30p.m.
Sesión #7	23/08/2023	2:30p.m. – 3:30p.m.
Sesión #8	30/08/2023	3:30p.m. – 4:30p.m.



Melissa López Arcia
Estudiante



Yasmín Orozco Mata
Instituto de Desarrollo de Inteligencia