

**VOCATIONAL EDUCATION AS A TOOL TO DEVELOP NINTH GRADERS'
ORAL COMMUNICATION IN ENGLISH**

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Dedication

A mi familia por acompañarme en este proceso académico tan importante e inspirarme a dar lo mejor de mí, como siempre me han enseñado. A mi abuelito, Luis Segura: quisiera haberlo logrado un poco antes para que lo vieras tú mismo, pero de cualquier modo, este logro es para ti.

To my family for accompanying me in this important academic process and inspiring me to give my best, as they have always taught me. To my *abuelito*, Luis Segura: I wish I had achieved it a little earlier so you could see it yourself, but either way, this achievement is for you.

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Abstract

This research explores the efficacy of Problem-Based Learning (PBL) and roleplay techniques in fostering deeper engagement and enhancing oral communication skills among ninth-grade female students within the context of Vocational Education. The study investigates how these pedagogical tools contribute to students' self-recognition in personal and social terms, their vocational orientation, public speaking skills, and various English language aspects. Through a mixed methods approach, including surveys, interviews, and classroom observations, data was collected and analyzed to understand the impact of PBL and roleplay on students' empowerment and overall educational outcomes. Results indicate a significant positive correlation between the implementation of PBL and roleplay strategies and students' enhanced engagement with Vocational Orientation, oral communication skills, and self-perception in both personal and vocational contexts. Findings suggest that this pedagogical proposal not only improves the mentioned areas, but also empower female students to become more confident and proactive participants in their educational journey and future career endeavors. This research contributes to the ongoing discourse on effective teaching practices in Vocational Education and underscores the importance of incorporating student-centered approaches to promote holistic development and empowerment among teenage female learners.

Key words: Vocational Education, Problem Based Learning, Roleplay, English Learning, English Teaching, Communication, Oral Skills, Oral Communication Skills, Self-recognition, Empowerment.

Resumen

Esta investigación explora la eficacia del aprendizaje basado en problemas (ABP) y las técnicas de juego de roles para fomentar un compromiso más profundo y mejorar las habilidades de comunicación oral entre estudiantes de noveno grado dentro del contexto de la educación vocacional. La investigación pretende determinar cómo estas herramientas pedagógicas contribuyen al autorreconocimiento de los estudiantes en términos personales y sociales, su educación vocacional, sus habilidades para hablar en público y diversos aspectos del idioma inglés. A través de un enfoque de métodos mixtos, que incluye encuestas, entrevistas y observaciones en el aula, se recopilaron y analizaron datos para comprender el impacto del ABP y los juegos de roles en el empoderamiento de los estudiantes y los resultados educativos generales. Los resultados indican una correlación positiva significativa entre la implementación de ABP y estrategias de juego de roles y el mayor compromiso de los estudiantes con la orientación vocacional, las habilidades de comunicación oral y la autopercepción en contextos tanto personales como vocacionales. Los hallazgos sugieren que esta propuesta pedagógica no solo mejora las áreas mencionadas, sino que también capacita a las estudiantes para que se conviertan en participantes más seguras y proactivas en su trayectoria educativa y en sus futuros proyectos profesionales. Esta investigación contribuye al discurso actual sobre prácticas docentes efectivas en la educación vocacional y subraya la importancia de incorporar enfoques centrados en el estudiante para promover el desarrollo holístico y el empoderamiento entre las estudiantes adolescentes.

Palabras clave: Educación Vocacional, Aprendizaje Basado en Problemas, Juego de Roles, Aprendizaje de Inglés, Enseñanza de Inglés, Comunicación, Habilidades Orales, Habilidades de Comunicación Oral, Autoreconocimiento, Empoderamiento.

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Chapter 1: Characterization

Target population

This research has been targeted to a population of ninth-grader females belonging to Magdalena Ortega de Nariño school I.E.D. (for the initials in Spanish: District Educational Institution). This school is a female public institution during the daytime school hours, and female and male in nighttime hours, this last as adults and teenagers are welcome to continue their secondary and high-school studies. It provides educational services at preschool, primary, secondary and high school levels. The school is in Engativá, 10th locality, in Bogotá D.C. Engativá is in the city's northwest area. It borders the localities of Suba on the north, Barrios Unidos on the east, Teusaquillo on the south, and Fontibón on the western side. This school was founded on November 24th, 1961, as a female institution and has been active since then for 61 years.

Furthermore, more specifically about the students that compose the target population, it is a group of 23 teenage girls. This group of female students comprises 14 girls who are 14 years old, 8 students that are 15 and 1 who is 16. Also, they live nearby the area of Engativá (16), Suba (6), and Puente Aranda (1), and most of them are in a stratum three, being 16 in it, 4 in stratum 2, 1 in stratum 4, and 1 in stratum 5. Also, as per the results of a survey responded by the students (See Annex A), it was found that most girls enjoy listening to music, playing, drawing, watching series, dancing, singing, and playing an instrument, characterizing them as a very active group with a lot of energy.

Moreover, having in mind the information provided by them in the survey (See Annex A), it could be determined that their academic interests vary. They mentioned several classes at the moment of being asked what their favorite class was, being the most mentioned ones Arts, Music and Spanish with between 6 and 4 mentions, as the Table 1 shows.

Table 1

Students' Subjects Preference

Subject	Mentions
Arts	6
Music	4
Spanish	4
Physical Education	2
Social Studies	2
Ethics	2
Biology	1
Physics	1
Dances	1
Technology	1
Math	1

Note. This table demonstrates the subjects that were mentioned by the ninth graders in the survey (See Annex A) and the number of times that these were mentioned in total. Therefore, the column *Subject* references to the names of the subjects mentioned and the column *Mentions* contains the number of mentions that each subject had.

Additionally, the girls were asked through the same survey what their perception of English was. When girls were asked if they liked English, 8 of them responded that they liked it, 5 that they did not like it, one that she did not know, one that just a little, and 8 responded that it was useful for getting a job, traveling or studying in the future, without answering specifically if they liked it or not.

Thus, it was also found that the ninth graders liked the most of English the way it sounds when it is pronounced and that it could be useful in the future. Through the same survey that was used as a tool to get to know the students better and their thoughts about the English language, they were asked what they liked the most about this language. In the answers, there were 7 mentions about the way it sounded when it was pronounced, 5

mentions in regards to the importance it could have for the future, 4 that they did not know, 3 mentions about that it was a universal language, the music in English and its grammar, 2 for the possibility of getting economic resources through it, and one that she did not like it at all.

On the other hand, when the students were asked what they liked the least about English, the most common answers were related to their perception of English being a very difficult language to learn and its grammar. 7 mentions were provided by the students in the survey in regards to the difficulty of English in general terms, as well as how challenging was learning it. Also, there were 3 mentions that they did not know what they liked the least, but there were 2 about how hard it is to understand English and the way it is taught sometimes. At last, there was one mention of how hard writing, learning it by heart and pronouncing it can be, and the British accent.

Furthermore, girls were asked about their notion of the utility of the English language, having it as the most common one to travel. Also, the students expressed their impressions about the conveniences of knowing the English language. The most mentioned one was traveling, with 9 mentions, followed by 8 comments about how it is an international language that could help them to connect with other people worldwide. After that, there were 5 mentions about how through English they could have better opportunities, and to get a better job. At last, it was mentioned 3 times that it could be helpful for studying in the future and 2 that it can give them an economic advantage.

Subsequently, not only regarding the same survey, but having in mind that during the observation sessions (Annex B) made as the first step of the investigation, that served to get to know the students and their context; they tended to have good disposition to participate, they were also asked how they felt speaking in public, and the majority of girls answered that they had a problem with it. Related to speaking in public, only 9 girls commented that they felt comfortable speaking in public, as they felt secure of what they were saying, that they did

not feel much nervous when doing it and that they had a good attitude for doing so. On the other hand, 7 students responded that they did not like to speak in public as they felt shy, intimidated or judged by the rest of the people who were listening. At last, there were 6 girls who answered that sometimes they felt secure to speak in public, that it would depend on the situation and the feelings of the moment to do it. Then, it can be affirmed that, despite the fact that there are some girls that would be open to developing a public speaking activity without any problems, there is a general necessity to work on this area.

Meanwhile, it could also be stated that this is a very energetic group of girls, as per the observations made in different classes, they have shown themselves as interested and participating girls. For example, in the class when they had to present the first roleplay activity (See Annex C), when they were facing for the first time a roleplay, in the warm-up before the presentation related to a puzzle, they got very active walking to the board to write on the board what was necessary for the activity, helping each other when one of the girls wanted to participate, but they did not know the words, and other student helped, as well as taking into account the good attitude that they had for the development of a kind of activity that they had not done in the English class before, just like the one for roleplay. Therefore, it can be stated that the girls have a very good, active and energetic attitude and position towards the English class. (See Annex B, Field Diary Sept 25th)

Problem Statement

It is crucial to start by mentioning that by observing the ninth grade population at MAONA school, it was found that in general terms, the students have developed great English skills. During the different observation sessions, and the classes that were developed with them, they demonstrated that they have a very good understanding of what the teachers said, they followed instructions, and had outstanding tools to get involved in more complex

ways of communication (See Annex B), as they were able to develop their own scripts for activities just like the English Day or their first approach to roleplay. Despite having such great abilities developed, it was observed that the ninth grade students were immersed in an environment that does not allow them to communicate effectively, although it is available for them.

Following that, it can be affirmed that as per the observations of the English class and interacting with the students, it was found that they had enough knowledge about the English language in terms of vocabulary, grammar structures, pronunciation, etc., to establish a conversation and develop further engagement with communicative skills that could help them in the future. However, despite having these skills, they are not being used in the class environment, which could be evidenced in the preparation of the English Day Activity proposed by the school. Each year, the school asks the English teachers to select some courses to create a presentation and/or activity in which the students show their progress in the English language.

In this case, the teacher wanted the students to talk in public to demonstrate their performance, so they helped by choosing the topic (Halloween) and started preparing the activity (See Annex B). There, each student from the class was going to give a short description of the character they were representing, and for that, they were asked to start by writing the description in Spanish, to translate it, to learn it by heart, and then started practicing how to perform it in public. Therefore, despite the fact of having a great chance to enhance the spontaneous students' oral production in English, they followed a process that took several classes, and that had a result for the presentation exclusively. This contributes to evidence that, despite the fact that there is an effort on emphasizing the students' oral production, it is not achieved, as the environment is not being used in the best possible way, since the students are not able to communicate, resulting in a problem that is necessary to work on.

On the other hand, referring to the fact that in the first exercise of getting to know the students (See Annex A), in which they had to answer to some questions in a survey, when they were asked about what they liked the most about the English language, most of the students answered that more than liking the language or not, it was necessary for traveling, studying, working, meeting new people, etc. Therefore, it was remarkable that the female students were so focused on the purpose of English, now that they are getting close to finish their high-school studies and will have to find their way in the future, as the English language could be a great rail to achieving goals, working as a way of traveling, studying, working as they wish.

Hence, it was necessary to question if they had thought about that possible future, if they had considered how it could be, if it had been proposed at school or by their families to start planning and working on it, so that they could be able to start contemplating their possible choices. Having no as an answer to them, it was found that the girls needed empowering scenarios that allowed them to take the reins of their futures, explore options, get to know more about their abilities, likes, dislikes, so that they can take advantage of the knowledge that they already have in English and transform it into something that they can relate to. This, since Secondary education should be a bridge to continue higher education studies and, given the history of underrepresentation of women at this level, it is hoped that education encourages and strengthens them to identify possibilities, to recognize their characteristics, interests and talents, as per the advantages provided by vocational education. Therefore, promoting them based on the guarantee of their rights allows progress in closing the gap that has kept them in a condition of sociocultural disadvantage (ECLAC, 2012; Nussbaum 2002 and 2012, in Nocua Cubides, Á. P., 2021).

As a conclusion, it could be affirmed that the students have not only the class environment, but activities, just like the English Day, in which they could be enhancing their communicative skills in English, but they are not being taken advantage of. This, as the girls

need guidance that empower them to recognize what could be done with the skills that they have already acquired in terms of the language. In addition to that, the female students have identified a necessity in the English language to fulfill their aspirations, the reason why it is fundamental to help them identify their possibilities of having English as a tool for it, so that they can start planning their futures, and also be empowered to make their own choices in life.

Rationale

At last, it was decided to keep on working on strengthening the oral skills as most observations made at MAONA School were focused on communication. During the different sessions that were observed with the ninth graders, they were always focused on the preparation of the presentation of the English Day in which they had to participate (See Annexes A). As it was described before, it was identified that the girls did not have any spontaneous conversations in English, but just learned by heart everything they had to say, and then, they could talk. Hence, it was considered that a learning opportunity, could be helping the girls participate in more spaces in which they can use the knowledge they have acquired through speaking exercises that allow them to express themselves and empower them.

In today's rapidly evolving society, it is essential to equip students not only with academic knowledge but also practical skills that prepare them for the future situations that they could encounter. In that way, it is relevant for the participants of this research to develop an exercise of vocational education with the participants in the English class, using as tools PBL and roleplay in order to foster their communicative skills.

In first place, it was observed through their responses in the first survey (See Annex A), their awareness about how the English language could help them in the future with their further studies, wishes of traveling, meeting people, getting a job, etc. In that way, the

expansion of their knowledge about themselves, their environment, their possibilities in the future, etc., will benefit them as the exercise will help them ask themselves in a more guided way what they could do in the future, and what could be a possible path for it as per the different instruments that vocational education uses in these processes, which start by self-recognition, knowledge of the environment, application of a vocational test, etc.

In addition to that, through this exercise and with the implementation of the PBL they will find ways of solving problems, not only at the moment of choosing a career, but from any kind. This, as the students will be able to think of the resolution of a problematic situation, not as an isolated element, but as a process that in most cases have some common steps, which include the identification of the problem, the investigation of it, proposing possible solutions, among others. Also, in order to give continuity to the approach that the school drives learning through, it has been thought that PBL could provide the students with tools to work on everyday. By getting to know the school, their dynamics and view of learning, it was found that the approach they manage at the institution is the PBL, as it is found in the Institutional Educational Project in their philosophic section:

Creativity is the ability to devise new and different solutions to solve problems or required situations. Human initiative expressed through art and science, as the profile of MAONA students is persevering, remaining constant in the search and achievement of one's goals, ideals; persistent in searching for solutions to the problems that must be faced. (P.E.I, Magdalena Ortega de Nariño, 2024, pp. 16).

In third place, not only through roleplay, but throughout the application of the pedagogical proposal, the students will be able to use their speaking skills to enhance their communicative skills. This is relevant for the students, since in the distinct observations that were made, they always followed the same steps when they wanted to talk: to think about it in Spanish, write it, translate it to English, and then say it. Therefore, during the different

sessions, the students will be asked to share their thoughts with their classmates in a more spontaneous way, finally strengthening their communicative skills, which will help them to appropriate and make theirs the language.

On the other hand, roleplay is a relevant tool to keep developing their communicative skills, as the students will be able to use their previous knowledge in English language in different scenarios and contexts that allow them to play with the language and continue on the expansion of their speaking skills. Also, it is an element that among the vocational education process, and with the PBL, will lead the students to put themselves in possible future situations, which will empower them to make their choices, resolve problems, and express themselves.

To sum up, integrating vocational education exercises into the English classes for the students is a strategic initiative that aligns with the evolving needs of students in today's dynamic world. By combining language skills with practical vocational knowledge, they will enhance their English communicative skills, in terms of academia, foster their career readiness, regarding their future, and empower the students to succeed in both academic and professional endeavors. This project not only tries to enrich the educational experience, but also equips students with the skills and mindset needed to thrive.

Research question

- How could the application of vocational education through the use of P.B.L. and roleplay develop the ninth graders' oral communicative skills in English?

Main Objective

- To deeply engage the ninth-grade students with their vocational education and their oral communicative skills in English using PBL and roleplays.

Specific objectives

- To describe the possible scenarios that the students could face after graduating from high-school.
- To empower the female students to use their self-recognition and their problem resolution skills for them to make their own choices.
- To identify the components of the students' oral communicative skills that can be fostered through the application of PBL and roleplay.

Chapter II: Literature Review and Theoretical Framework

This chapter gathers some writings, reports and research studies that have been found relevant for the purposes of this monograph. In consequence, the review of some reliable texts just like articles, chapter books, thesis, among others, contributes to the construction of the fundamental concepts worked on this text in relation to the Vocational education, Communication, and Roleplay and their application in the classroom through the Problem Based Learning (PBL). Therefore, this excerpt is composed by the overview of: Vocational Orientation, Communication Skills, and Roleplay.

Literature Review

To start with, it is important for this research to inquire into the concept of Vocational education, as this is the main conception of this work. In that way, in first place the investigation *Vocational Identity in the Framework of Popular Education* (Montenegro, B., 2021) is presented, which belongs to a local context as it is from UPN, given the necessity to highlight the importance of popular education not only as a conception of education, but also as a sociocultural phenomenon. Therefore, the main objective of this research was to describe

the influence of vocational guidance on the development of vocational identity in students of the El Topo popular pre-university school. In order to place this research in a plural and versatile epistemological framework depending on the problem situation, the alternative paradigm from Padrón (2007) was adopted. Also, from a critical approach, it sought a reconciliation to the experience and construction of adolescents based on their narrative around their vocational identity.

Hence, this research demonstrated, on the one hand, the importance of these popular education spaces, either to convene or to train critical people with a high orientation towards social transformation. And, on the other hand, as a sociocultural phenomenon, it suggested the need to modify vocational guidance practices in formal educational institutions with the aim of building more participatory pedagogical practices, which respond to the needs of the student's development as an integral being rather than indicating fixed routes for his future. In that way, the present research differs from Montenegro (2021), as here the students are provided with English as a foreign language for them to find a way to express and find their vocational needs and their communities. In addition to that, the application of PBL as an approach seeks to bring their abilities to solve problems as an instrument to be used in future situations related to their vocational education.

Additionally, it was found of importance the inform *Gender and Vocational Orientation* (Chamorro, M., 2017), which is part of a national context, as it is from Universidad del Rosario. This research was carried out in order to strengthen the channels of academic continuity from school to university and improve the working conditions of students when they enter the labor market, promoting processes of empowerment of women, based on the recognition of themselves as women from the category of genre. It was applied in the school IED Lorencita Villegas de Santos (LVS) in which the author of the report has worked as a social sciences teacher since 2011.

In that way, the target population of this study were the 69 female students of cycle five of the last level (Eleventh), five teachers of the institution, directors and the counselor of the year 2015. Hence, a mixed approach was used, that is, qualitative-quantitative. Also, the methodology used as a central element in the creation of this intervention project was the Logical Framework, since this is a guide to the solution of social problems.

Once the project was carried out, the results demonstrated that it is amusing that the students were in a traditionally religious and conservative society, with a nuance of “*machismo*” involved. Although the objective was to introduce the concept of gender in the school and for it to be part of the school's discourse, difficulties were identified due to the generational gap present in the majority of the teaching staff and directors. Although at first, they showed interest in the project, later there was little support for its development.

At last, the beneficiaries of the project, like all the new graduates of the LVS, were considered generators of a new society. Hence, it is pertinent to generate empowerment in them as women, not only that it remains in the area of admission to higher education, but that it also materializes in the life projects and leadership that they can promote in society. In that way, it can be affirmed that the present project differs from Chamorro (2017), as it is targeted to the students only. Although their context is taken into account, it is more relevant for this project the direct impact that the vocational orientation could have in the students than in other areas of the school.

At last, to provide an international point of view in regards to vocational orientation, it has been found relevant the research *Vocational orientation –A supportive approach to teaching L2 English in upper secondary school vocational programmes* published by the University of Oslo (K. G.Skarpaas, G. O. Hellekjær., 2020). This study investigated how upper secondary school English teachers experienced using the vocational orientation (VO) approach when teaching English as a second/foreign language (L2) in vocational study

programmes. It combined interviews with 10 L2 English teachers in Norway and supplementary classroom observations. The addressed research problem has been found to be a key challenge for teachers that aim to enhance and support students' learning process through VO. They utilized a purposive sampling strategy with three-selection criteria to identify schools eligible for participation: 1. an expressed commitment to VO teaching, 2. a clear vocational identity and 3. a geographical location in eastern or western Norway.

In conclusion, they found the main advantage of VO to be its usefulness in adapting English teaching to fit vocational students' preferences. One reason is novelty, as it allows for the teaching of topics that appear novel and engaging to the students. Indeed, VO is presented as a frontrunner in this respect. Relatedly, the teachers claimed that VO supports students who have struggled with English in the past by casting the subject in a different mold and drawing on themes and material believed to support learning. Finally, the teachers considered it a major advantage that VO lessons are anchored in students' vocational experiences, as this is believed to create a scaffold for learning. However, the study also suggests room for improvement in: this area. The study identifies certain challenges to VO. Most concerning is the lack of collaboration between general and vocational teachers. Without collaboration, it becomes much more difficult for English VO lessons to build on content knowledge developed in vocational subjects and for teachers to create a third space for general and vocational content to meet. In that way, it is identified that this research is a very good source to see the vocational education in a second/foreign language classroom from the teacher perspective, being very descriptive, however, the present research aims to apply instruments and tools directly in the classroom, to check what effects it can have directly in the girls that are part of the study.

On the other hand, it is of interest of this research to review some others' points of view regarding the application of role-plays to education, more specifically to the teaching

and learning of EFL. For this reason, the first research found relevant to slide through is *“Roleplaying as a tool to promote oral competence”* carried out by Cubides, M., (2020) in Bogotá, at Prado Veraniego School (IED). This is a study that served of the qualitative methodology, investigation-action, with a sociocritical paradigm, aimed to determine the influence of role play in strengthening the oral competence of the students of grade 303, to characterize the performance in oral communication of those children in the 2019-2 semester, and to identify the contributions of role play in improving the oral competence of the students.

Following that, working closer with these children, it was found as a problematic situation that, despite the fact that according to the Basic Competence Standards (2006) students from 1st to 3rd grade should be able to identify the main elements and roles of the communication to enrich authentic communication processes, in her class observations and in the diagnostic tests applied to the students of the class in September, 2019, there were difficulties when answering questions orally. Some answers were meaningless or unrelated to some of the corresponding topics and some students preferred not to participate in exercises where they had to participate orally. At last, having applied some tests to the students, taking into account the observation sessions and having interviewed the lead teacher of the class, Cubides found out that the less developed skill in this population was speaking.

Due to the pandemic, there was no intervention with the population in the space of autonomous practice. At last, the findings demonstrate that for the first category, fluency, it was possible to show progress in the students, however, it is important to recognize that prior lexical knowledge significantly influences directly in the development of oral competence and in the fluency of speech. On the other hand, for the pragmatic component it was evidenced that the students achieved and recognized in a certain way the communicative situation, but, keeping relation to the first category, not having the vocabulary indicated for

each situation, influenced the way to demonstrate an appropriation of the discourse depending on the context.

Also, in regards to nonverbal communication, it was concluded that students improve the use of their corporality to reinforce a communicative exercise when they have elements that allow them to represent in a more real way the communicative situation. As a conclusion, in the short time of interventions, a progressive advance was achieved in the oral competence of the children. Little by little they improved the fluency with which they expressed their ideas. They managed to focus and work as a team, in addition to making use of their previous knowledge to optimally carry out the proposed exercises. Following that, the present research differs from the last one as the population that it is applied to have a good English basis to work on the role-play, and the communicative skills that seek to be developed are different.

In second place, it was found relevant in the context of the city this research is driven, to have a look at *Promoting Oral Interaction Through Tablet Role Playing Games* (Pulgarín, F, 2022) conducted in Bogotá, belonging to a local context. It was a Qualitative, Pedagogical and Didactic Innovation Proposal aimed to innovate through a game-based strategy to promote oral interaction in EFL settings through collaboration, so that eleventh graders enhanced their oral interaction by working together for the same goals. Therefore, the purpose of this study was to promote the development of eleventh graders' oral interaction by creating a tabletop role-playing game campaign that could be implemented in an EFL learning environment. This, while conceiving the proposal as a pedagogical and didactic innovative one, that could foster oral interaction mediated by game-based learning and collaborative learning.

Following that, the study's main concepts were Oral Communication, Game, and Roleplaying. In that way, surveys were applied under the design of open questions and closed for students of preschool grade 02 of the years 2013, 2014 and 2015 and the teachers of cycle

1, for the lifting of the information with which the results of the study were obtained and the preparation of the report. Through them, it was perceived that although the teachers of cycle I were aware of the importance of developing and strengthening oral skills in students, their pedagogical practices made it evident that there were routines and strategies that allowed students to generate processes of oral expression and let their creativity flow; however, it was not done all the time. The activities carried out by the teachers in the classrooms were routinary and little dynamic for students, hindering their oral development, since they used some dynamics such as playing, singing, dancing, storytelling, as support to motivate children, losing their value and potential for learning. In that way, the present research complements Pulgarín, as it seeks to actually apply the materials that are designed to the population to evidence what could be the result of applying different strategies to develop communication, through roleplay.

Additionally, it comes as an important reference for this project as foreign relevant study *Task-Based Language Teaching and Theme-Based Role-Play: Developing EFL Learners' Communicative Competence* (Khasbani, I., Yutika, F., 2021). The study applied a quasi-experimental research design, as it enabled researchers to identify groups of participants who possessed similar characteristics and split them into two different groups: experimental and control groups. The investigation attempted to research the improvement of English oral performances between participants who were and were not taught by role-play. With participants drawn for the same school and educational level, the authors were of the belief that a quasi-experimental design would be the best fit for this study. Consequently, Forty-eight students from two different classes in a vocational school in the Tangerang region, Indonesia, acted as the participants of the study.

At last, the result of the study revealed that role-play contributed a significant influence on the participants' oral ability in the experimental class. Those who were taught by

using role-play showed a significant increase in their test result compared to the participants exposed to the traditional presentation technique. It can be argued that the improvement witnessed in the experimental class was due to the participants' frequent exposure to the practice of English speaking. As role-play required the students to act out specific roles and hold conversations in English, their opportunities to use and showcase their ability in using the target language was facilitated. In that way, the present study differs from the last one as per the different methodologies used to get results, as, since it is a qualitative study there is no comparison between a group and another, but by the improvement of the communicative skills with roleplay as a tool.

Theoretical Framework

The Theoretical Framework section guiding this research is focused on describing three concepts: Vocational Education, Oral Communication Skills, and Roleplay; and it is grounded in several key educational theories and principles. Firstly, in the context of Vocational Education, this theory emphasizes the importance of integrating real-world experiences and tasks into the learning process to enhance skill development and transferability to future vocational settings. Additionally, the Transactional Model Theory highlights the role of oral communication and its characteristics. Finally, there is a depiction of Roleplay as a tool that simulates real-life communication scenarios. Together, these theoretical perspectives inform the design and implementation of interventions aimed at enhancing ninth-grade female students' engagement with Vocational Education while developing their oral communication enhancement through the integration of PBL and roleplay activities.

Vocational Education

In first place, the concept of Vocational Education is relevant for this research. It is pertinent to start by saying that since the beginning of humanity, the orientation, in the strict sense of the word, has been a reaction to the constant search for a horizon and to the need to build certainties about one's own existence. Covering this need allows us to establish a feeling of belonging and well-being and, therefore, it stimulates individual or collective self-realization (Blanco, 2011). In that way, the essence of vocational education is to equip students' work competencies through learning (Muttohari F., 2021), more in the world of the 21st century, as there is a constant pressure of being capable and competent in several areas and aspects to best fulfill the society's expectations. Thus, for functionalist theories, the vocational orientation is mediated by the use of tests that evaluate characteristics of the person that influence the vocational choice, which would be the condition initial for potential professional development (Condori, 2016).

In addition to that, the influence of orientation during the processes of construction of life projects is based on the importance of recognizing that the focus of the course of life is the result of historical events and economic, demographic, social and cultures that have shaped individual lives and of the different cohorts or generations (Blanco, 2011). Hence, There are various reasons why vocational education matters. Firstly, building the infrastructure that supports modern life, curing the sick, providing hospitality and technological innovations in telecommunications and more, are only enabled by the availability of people with occupational knowledge, skills, and expertise. The need for vocational education for instrumental reasons, then, is obvious (Fuller, 2015), however, there is a clear need in a context like the Colombian, in which the opportunities are reduced, to have economic stability and being able to build for the future. Following that, in this research, vocational education is understood as a process of orientation at school that influences the

students' life projects that is built having different aspects in common, such as historical events, economic, demographical, social and cultural factors, as well as the students' aptitudes in order to gain individual future.

In that way, Hervás Avilés (2006), makes a review of the principles that have traditionally been proposed for the operation of the educational orientation, those supported by the contributions of great exponents of psychology and pedagogy: Álvarez Rojo (1994), Rodríguez Espinar (1993), Repetto, Rus and Puig (1994) and Martínez Clares (2002). These principles are: prevention, development, social intervention and personal strengthening (Hervás Avilés, 2006).

Principle of prevention: Is based on the need to prepare people for overcoming the different crises during its development. The objective is to promote the establishment of healthy behaviors and the improvement of certain skills for life, such as those related with interpersonal intelligence and intrapersonal, in order to avoid the appearance of problematic situations (Pérez, Filella, & Bizquerra, 2009 in Ormaza M, 2015).

Principle of development: It supposes an intervention process through which accompanies the individual during his course of vital growth, stimulating development of its potentialities. To address this principle means, then, analyzing the changes that persist over time, as well as the aspects that remain continuous throughout life and that allow transitions from one level or phase to another (Dessen and Domingues Guedea, 2005 (Lenzi, Borzi, & Tau, 2010 in Ormaza M, 2015).

Principle of Social Intervention: It focuses on a holistic-systemic perspective, according to which any guiding intervention must include the recognition of the individual's environmental and contextual factors. (Research and Documentation Center Educational, 2009). These factors influence your decision-making and, consequently, your personal development. Esquivel and Pinto (1994) define the term Factors as “the different motives or

reasons, people, situations, expectations, that the person identifies as determining or influencing their choice” (Esquivel & Pinto, 1994 in Ormaza M, 2015).

Personal strengthening, or empowerment concept has been used since the seventies, generally linked to social and political groups that denounced different types of oppression to which they were exposing for demanding equity (Rodríguez Beltran, in Ormaza M, 2015). McWhriter (1998), cited by the Center of Educational Research of Spain in his publication Educational guidance: theoretical foundations, models institutional and new perspectives, states that empowerment is the process through which people and social groups come to know the power dynamics that they act in their vital context, develop the skills and abilities to take control of their own lives without interfering on the others’ rights (Center for Educational Research and Documentation, 2009). This allows them to support and reinforce their own behaviors and those of their group or community (Ormaza M, 2015).

Therefore, since individual action can be taken to a collective one, McWhriter (1998) recognizes the nature of the process of empowerment, understood as an instrument for social and political change, through collective personal development (Rodríguez Beltran, 2009). Hence, he proposes the following conditions for promoting personal strengthening:

- Collaboration: to isolate problems and establish a plan performance
- Recognition of factors of the context that allows personal strengthening (poverty, marginalization, sexism, racism, etc.) and, therefore, the overcoming of the issues.
- Critical knowledge to define a problem, organizing information and proposing solutions.
- Competence necessary for the resolution of the problems.
- Creation of community between who share their goals.

From this perspective, the role of the counselor acquires an active connotation of social agent, for which he is attributed responsibility, through its action—of changing the structures and

systems that are preventing enjoyment and the guarantee of rights of those who are in a vulnerable situation (Centro de Investigación y Documentación Educativa, 2009).

Communicative skills: Oral skills

Nowadays the English Language is a tool that allows people from distinct parts of the world to communicate and exchange knowledge. Due to the impact that globalization has on humanity nowadays, it has become necessary to find a way in which innovation, invention and trading can be given in order to build an interconnected postmodern society. This is where the role of English becomes active, since there is a global requirement to have English language speakers, not necessarily native, that help and contribute to the world from an international point of view. This is achieved by the process of communication, which requires people with well-developed skills, in this case: oral.

Communication

In first place, it is of relevance to start defining what communication is, as it is one of the main components to be developed throughout this research. Therefore it is important to have in mind that communication in this research is seen from the Transactional Model of Communication proposed by D. Barnuld (1970). This, as the roles of sender and receiver in the Transaction Model of communication differ significantly from those in the other models.

Instead of labeling participants as senders and receivers, the people in a communication encounter are referred to as communicators. Unlike the Interaction Model, which suggests that participants alternate positions as sender and receiver, the Transaction Model suggests that, as a communicator, you are simultaneously a sender and receiver (Lapum, 2020).

Hence, one-way communication implies, of course, that meanings in the nervous system of one person can be deposited in the nervous system of another. As of the statements in the Transactional model, communication is not that simple. People differ not only in

experience, but in their habits of speech as well. The only way to arrive at common meanings is through mutual accommodation. Each must share some responsibility for calibrating his/her words and intentions with the other. Limiting communication to the sending of messages impoverishes the process and renders at least one participant impotent (D. Barnuld, 1970). In this way, The Transaction Model of communication describes communication as a process in which communicators generate social realities within social, relational, and cultural contexts. That is why it is an alternative to the simple sender-receiver model, as in the Transactional Model people are simultaneously senders and receivers of an ongoing process of reciprocal influence because the emphasis is on shared meaning, rather than only transmitting information. As a consequence, it encourages people to share power relatively equitably (Wittenberg et al., 2015).

As a precedent, research in the behavioral sciences gives consistent support to the principle that two-way, as compared with one-way, communication produces more accurate understanding, stimulates a greater flow of ideas, corrects misunderstandings more efficiently (D. Barnuld, 1970). The Transaction Model also includes a more complete understanding of context, as the Transaction Model of communication frames communication as a force that shapes realities before and after specific interactions occur. In that way it must account for contextual influences outside of a single interaction.

To do this, it considers how social, relational, and cultural contexts frame and influence communication encounters. Social context refers to the stated rules or unstated norms that guide communication. Relational context includes the previous interpersonal history and type of relationship you have with a person. Cultural context includes various aspects of identity such as gender, ethnicity, sexual orientation, class, and ability. While you may be able to identify some aspects of the cultural context within a communication encounter, there may also be cultural influences that you can't see. A competent

communicator shouldn't assume they know all the cultural contexts a person brings to an encounter, because not all cultural identities are visible (Lapum, 2020).

In that way, communication in this paper is understood as a complex process, in which communicators alternate the positions of senders and receivers in order to build their realities instead of exclusively communicating about it, as its focus is not the transmission of messages, but the construction of meaning as per the interaction between the participants, the distinct cues found in the environment that go through a process of encoding, decoding, leading to a constant process of feedback between the participants that is called communication. Therefore, it considers context as one of the main components in terms of social, relational and cultural levels.

In that way, according to Barnuld's Transactional Model of Communication (1970), the construction of meaning includes the following key elements:

- Participants or Communicators: Individuals engaged in the communication process.
- Messages: The content being communicated, which can be verbal, non-verbal, or both.
- Encoding and Decoding: The process of translating thoughts and ideas into a symbolic form (encoding) and interpreting the received symbols (decoding).
- Channels: The various mediums through which communication occurs, such as face-to-face conversations, written communication, or electronic channels.
- Feedback: The responses and reactions to the messages, providing information about how well the message was understood.
- Context: The environment or situation in which the communication takes place, including physical, social, and cultural aspects.
- Noise: Any interference or barriers that can affect the clarity and effectiveness of communication.

- Cues: Sets of signs.
- Public cues (Cpu): They are derived from the environment itself and particular to each person. They met the following criteria: 1. They are part of or available to all the potential communicators in the event. 2. They must have been created prior to the event of communication and it should remain outside the control of the person, just under observation.

Also, there are two kinds of Cpu:

1. Natural cues: They are supplied by the physical world without the intervention of people, just like the atmospheric conditions, temperature, humidity, colors, forms, etc.
2. Artificial cues: These are people's manipulation of the environment, just like the clothing, air conditioning, sounds, etc.

- Private cues (Cpr): These are sources that are not automatically available to any other person that enters a communicative field. For example, sounds in earphones, sights through opera glasses, taste, etc.
- Non-verbal behavioral cues (Cbeh-nv): They are deliberate acts, unconscious mannerisms. These are initiated and controlled by the communicators themselves.

Following that, the elements of the Transactional Model of Communication that this project is focusing on are Participants, Messages, Channels, Feedback, Context, Noise, and Cbeh-nv.

Speaking

To start with, it is of great importance to define what is considered by speaking for this research as it could involve different aspects, meanings and denotations. This, as speaking is one of the main components of communication, and, which is defined by Chaney (1998) in Robert & Meenakshi (2022), in Amir, M. N., & Adijaya, N. (2023), is an interactive process involving verbal and nonverbal signals to create and convey meaning in

various contexts. Also, it could be perceived as a process of constructing meaning that includes producing, receiving, and processing information (Brown & Abeywickrama, 2004; Bygate, 2009; Wang & Wei, 2022). In that way, in this research, the speaking ability is seen as a skill that, although is developed in child life, is a process of construction of meaning that is built throughout life, that involves verbal and non-verbal signs to create meaning in different contexts as per the various conditions given.

Role-play

There are many definitions for the concept “role-play”, since it has been used for several decades now, not only for teaching, but as a way of engagement to play, which has been related to wargames and fantasy in the past. Therefore, the first definition of roleplay that is reviewed, “Role-play is the enactment of a situation in which the players assume certain roles” according to Banu, Khan, (2001, p.5). As a second definition, we have that roleplay is considered as an act in which a person pretends to be someone else in a particular situation, especially as part of learning process while acquiring a new skill” (Cambridge Dictionary, online version, 2023). This definition is very important, since it brings up the idea of using role-plays as a way to learn something from the perspective of the roleplayer.

Hence, the conception of roleplay is expanded to the teaching field as a methodological tool that can help students to develop their critical thinking and enhance their communicative competences, just as it is found in the study conducted by Banu, Khan, (2001, pp.5) *Role-Play and Character Building in the Teaching of History*. Following that, another definition that contributes in a great way to this research is the one proposed is that “roleplay method is a series of learning that can provide opportunities for students to build interaction, communication, cooperation, discussion, develop and express ideas to others” (Manda, 2021, p.1). All these denotations serve to conclude that role-play is a teaching method that through enactment of imaginary characters and situations enhances abilities that involve exchange of

ideas, dialogue, and debate with a specific purpose, which, in this case, is improving the student's communicative skills.

Types of Roleplay

Having defined previously the concept of roleplay it is relevant to this work to clarify that there are different types of role-play. In first place, it is crucial to mention that according to Harper and Morris (2005) cited in Yonus Idham et al., (2022), there are three distinct categories to have role-plays applied to a classroom: Fully-scripted, semi-scripted and, unscripted. Thereupon, each kind of roleplay can be adapted to the needs and level of the students depending on the mastery that they have on the language or the goals that the teacher may want them to achieve in the enhancement of the language skills. (Younus Idham et al., 2022).

In addition, according to Bell (2014) there are other 4 types of roleplays to have in consideration when applying role-plays in the EFL classroom. These are more related with the themes concerning the situation to be carried out and how it can be addressed from the reenactment. Suddenly, we have 1. *The conflict role play*, which puts participants on a collision course and asks them to deal with this as best they can. 2. *The cooperative role play*, that takes the opposite tack and requires participants to work together for the common good. 3. *Information gap role plays*, the ones based on filling in holes in the participants' knowledge. They are an excellent way to practice question and answer patterns and prepare students for real-life encounters. 4. *Task-based role plays*, which require participants to complete a set activity. They are useful for helping students to practice realistic survival English skills and are an excellent way to build students' confidence in their ability to function in real situations.(Bell, 2014).

Therefore, in this project, the semi-scripted roleplay is the one used, as the students will use in the greatest part their speaking skills, and will not have much time to prepare a full

script. They may improvise some sections of the roleplay as they need to follow a path, but not completely. On the other hand, the conflict-roleplay is used as a tool to be incorporated with the PBL, so that they can get to the resolution of a problem through it.

Chapter III: Methodological Design

The following section contains all the information that is relevant for this research in terms of the investigation parameters that are followed in order to frame this work. Therefore, this chapter describes the pertinent details related to the research paradigm and type that best fit this paper, as well as the instruments that are used for data collection, information about the ethical considerations and the research schedule.

Research paradigm

In first place, the qualitative research paradigm has been chosen for this work as it is focused on understanding and interpretation rather than description and explanation having as a starting point the recognition of the reflexive character voice of social research (Aravena et Al., 2006). It can be defined as the process of reaching solutions reliable for the problems posed through the obtaining, analysis and interpretation planned and systematic collection of data (Mouly, 1978). Therefore, the researcher is part of the social world they study, and they eventually interfere on it or depending on the type of research. In that way, the qualitative method is based on a conceptual-inductive model whose first task is to delimit the phenomenon to be studied. Subsequently, other questions will arise about the characteristics of the phenomenon and its particular qualities. Once this is done, the next step is to contact the cases to be studied in order to make the observations that will serve as a basis for the concept. The idea is to gather as much information as possible to understand the different contents generated by the event (Aravena et Al., 2006).

Type of Research

Action Research

Action Research is a form of research that allows linking the study of problems in a given context with social action programs, so that knowledge and social changes are achieved simultaneously. It is a way of collective introspective inquiry undertaken by participants in social situations with the aim of improving the rationality and justice of their social or educational practices, as well as their understanding of those practices and the situations in which they take place (Vidal L., Rivera M., 2007). Kemmis and McTaggart (1988) in Murillo J. (2011) have extensively described the characteristics of action research. The lines that follow are a synthesis of his exposure.

- -It is participatory. People work with the intention of improving their own practices.
- Research follows an introspective spiral: a spiral of cycles of planning, action, observation and reflection.
- It is collaborative, it is done in groups by the people involved.
- Creates self-critical communities of people who participate and collaborate in all phases of the research process.
- It is a systematic learning process, oriented towards praxis (action critically informed and engaged). Induces theorizing about practice.
- Tests practices, ideas and assumptions. (Murillo J., 2011).

Instruments for data collection

Survey

Surveys can be considered as written more extensive versions of the interviews. Here, the questions to gather information should make the participants comfortable, placed in non-intrusive ways. Some common information that this instrument helps to collect are age,

educational level, family situation, country of origin, place of residence, school attended and many other additional details that might be relevant when it comes to the data analysis (Canals L., 2017). Typically, surveys gather data at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards against which existing conditions can be compared, or determining the relationships that exist between specific events. Thus, surveys may vary in their levels of complexity from those that provide simple frequency counts to those that present relational analysis (Cohen et al., 2007).

Artifacts

The first meaning of artifacts stated in this research is “objects that are created somewhere by someone, for a particular purpose and are framed by social conventions and involve taken for granted ways of doing things” (Hearn and Thompson, 2014, p. 16). Therefore, it can be said that existing artifacts in schools have their particular purpose for learning, being one of them the creation of something tangible parting from their process of acquiring knowledge (Kairè, 2016), having in mind that children acquire meaning and build understanding of real objects, including artifacts (Gauvain & Greene, 1994; Jaswal, 2006; Malt & Sloman, 2006; Matan & Carey, 2001 in Evangelou et al., 2009). In that way, the developmental value of concrete objects has been established from a cognitive perspective; starting in infancy, exploration and interaction with such objects contribute to the development of means-end behavior (Lobo & Galloway, 2008 in Evangelou et al., 2009).

Interview

The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues. In short, the interview is a

powerful implementation for researchers. An interview is not an ordinary, everyday conversation (Dyer 1995: 56–8). For example, in contrast to an everyday conversation, it has a specific purpose, it is often question-based, with the questions being asked by the interviewer; the interviewer alone may express ignorance (and not the interviewee), and the responses must be as explicit and often as detailed as possible (Cohen et al., 2007).

Field Notes

It is a data collection instrument that helps the researchers to record and preserve their experiences and observations during field work that will further become “data” and knowledge for the investigation (Research Methods In Public Health, s. f.). It is primarily by virtue of field notes that observations, passing incidents and experiences can be fixed and stored as empirical material that may subsequently be made an object of analysis (Sanjek, 1990; Bernard, 1994). Therefore, the researcher must continuously make notes about what is said, what happens and what is present in the research environment. Nielsen (1996) suggests that for having well-done field notes the researcher should take very detailed notes from the beginning of the process and elaborate in detail what people do or say. In that way, field notes become an essential element for obtaining analytic understanding that goes beyond the immediate understanding that takes place in the situation (Research Methods In Public Health, s. f.).

Recordings

It is an instrument in which data collection is made through a device that allows to tape video or audio filmings. It is mostly used to gather information related to interviews or from a specific environment in case it is in video. If the researcher is audio- or video-recording data collection, then the recordings must be transcribed verbatim before data analysis can begin. It could be a hard task, but it is something important to do in order to

carry out the analysis process. Also, many researchers will also maintain a folder of “field notes” to complement audio-taped material, which allows the researcher to maintain and comment upon impressions, environmental contexts, behaviors, and nonverbal cues that may not be adequately captured through the audio-recording. On the other hand, if it is video recording, the images allow analysis of several different aspects from the situation, just like gestures, clothing, movements, etc (Sutton & Austin, 2015).

Table 2

Relation between Objectives and Instruments

Objective	Instruments of Data Collection
To develop a deeper vocational education engagement in the ninth-grade students using their communicative skills in English having as tools the PBL and the roleplay.	-Recordings -Field Notes -Interviews -Artifacts
To describe the possible scenarios that the students could face after graduating from high-school.	-Recordings -Field Notes -Interviews
To empower the female students to use their self-recognition and their problem resolution skills for them to make their own choices.	-Artifacts -Survey -Interviews
To identify the components of the students' oral communicative skills that can be fostered through the application of PBL and roleplay.	-Recordings -Field Notes -Interviews -Artifacts

Note. This table demonstrates the relation between the Objectives proposed in this research and the Instruments of Data Collection that will allow their achievement. Hence, in the first column *Objective* contains the distinct objectives that were proposed and the second column, *Instruments of Data Collection*, references the instruments that will allow the completion of each objective respectively.

Ethical Considerations

It is of great importance to make clear that this research has been developed only with academic purposes. It has been evaluated that carrying this research could bring more benefits to the students that are part of it, than any damage that it could cause them. It is significant for society to keep on researching distinct knowledge areas, ensuring the well-being of all parts.

That is why, since this research has been acquired with underage female students, their parents and/or tutors have been asked to sign an informed consent (See Annex D), in which they have been informed about the possible risks and benefits of the students being part of it. Informed consent has been defined as “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions” (Diener and Crandall, 1978, in Kaire, 2016, p 132). This definition involves four elements: competence, voluntarism, full information and comprehension (Cohen et al., 2007) Also, they have been asked for permission, so that the girls could be recorded for the archive required for the research. In that way, it has been ensured that all the participants of this project have been correctly informed, and everything has been done with ethical consideration.

Table 3

Research Schedule

Period	Observations	Pedagogical Proposal	Pedagogical Intervention	Data Collection	Data Analysis
Semester #1 2023	x				
September 2023	x				
October 2023	x				
November 2023		x			
February 2024			x	x	
March 2024			x	x	x
April 2024			x	x	x

Note: This table depicts the defined research schedule explaining what part of the investigation will be developed in which period. Therefore, the first column named *Period* contains the period and/or month in which the research activity will be developed. On the other hand, columns from 2 to 6 contain the different research stages: *Observations*, *Pedagogical Proposal*, *Pedagogical Intervention*, *Data Collection* and *Data Analysis*, respectively. In that way, the content of the table indicates through an “x” in what moment each stage is scheduled.

Chapter IV: Pedagogical Intervention

In the following excerpt the details related to pedagogical intervention for the application of the action research are found. In that way, this section includes the explanation

of how the 3 cycles were applied to the different planned sessions with the students, the materials needed, the time that it implied, and what is recreated in the environment to obtain the pertinent information, etc. This application is composed of 3 cycles that also comprise 3 different sessions or classes with the students each.

Cycle 1: Exploring You-niverse.

This section pretended to explore the self-awareness and self-knowledge of the students, so that they could start recognizing who they are, what they are good at, and what they can be better at. Hence, they were able to navigate on a short adventure of getting to know what careers they had aptitude towards taking into account their strengths, likes and preferences. At last, in the last section of this cycle, they were able to reflect about the results of the test and what could be the possible issues at the moment of studying the career that they have chosen.

Table 4

Cycle 1: Exploring You-niverse Planning

Session #	Content Objectives	Language Objectives	Materials	Instruments of Data Collection
Session 1: <i>Me, Myself and &</i>	<ul style="list-style-type: none"> -To get to know myself better. -To recognize aspects of my personality that make me a unique person. -To identify what situations, feelings, activities, people, etc., are relevant to me and my life. -To help others with their self-recognition process. -To empathize with my classmates 	<ul style="list-style-type: none"> -To use my speaking skills to express my feelings. -To use my writing and reading skills to describe my own features. 	Me, Myself and & Survey.	<ul style="list-style-type: none"> -Survey -Field Notes
Session 2: <i>Nebula Professions Party.</i>	<ul style="list-style-type: none"> -To identify my strengths and interests and how these can be useful. -To recognize my vocational and professional interests. -To be more self-conscious about what I could do in the future. 	<ul style="list-style-type: none"> -To learn new vocabulary in English. -To use my previous knowledge in English to determine if I am interested or not in different activities. -To practice my reading skills. 	Test for Vocational and Professional Orientation.	<ul style="list-style-type: none"> -Artifact -Field Notes
Session 3: <i>Nebula Professions Exploration.</i>	<ul style="list-style-type: none"> -To identify how my strengths and interests can be aligned with a profession or trade. -To contrast and compare the options of trades and professions in the future and determine what could be a possibility for me. 	<ul style="list-style-type: none"> -To use my reading skills to analyze the Vocational Test results 	<ul style="list-style-type: none"> -Test for Vocational and Professional Orientation. -Table for VPO Analysis and Results. 	<ul style="list-style-type: none"> -Artifacts -Field Notes -Interview

Note: This Table explains the content of the different sessions that shape the first cycle of the pedagogical intervention. Hence, the first column, named *Session #*, contains

each corresponding session number and name. On the other hand, the second and third columns, named *Content Objectives* and *Language Objectives* respectively, reference the two kinds of session' objectives. Additionally, column number 4, which is called *Materials*, contains the elements that will be needed for each session. Lastly, column number 5, *Instruments of Data Collection*, contains the distinct instruments that will be used to collect the data that will be later analyzed and utilized for the research.

Cycle 2: Navigating Challenges, Crafting Futures Planning

This cycle was built up so that the students could be aware of the direction that their likes and strengths could take. That is why, here, they had the opportunity to take a Vocational and Professional Test that allowed them to enter new possibilities and encounter themselves with the decision of making a choice. In that way, after getting to know their results of the test they had the opportunity to share their experiences with the test and their thoughts about the results with other classmates. After that, they followed a process proper of the PBL in which, by their perceptions and experiences, they started building a problem that could be faced, not only by them, but by other classmates, when making the decision to study a career. Hence, they went through a process of inquiring themselves, investigating, asking for advice, etc., in order to better understand the dimensions of the issues, and so, start thinking about possible solutions for these problems.

Table 5

Cycle 2: Navigating Challenges, Crafting Futures Planning

Session #	Content Objectives	Language Objectives	Materials	Instruments of Data Collection
Session 1:	-To identify what career(s) could I choose when I graduate from school. -To explore my classmates' options of careers to choose.	To use my English speaking skills to express my feelings about choosing a career.	Results of the Vocational Test	-Artifact -Interview -Field Notes
Session 2:	-To explore the possible problems that could be encountered at the moment of studying a career. -To get familiar with the situations and issues that others could face at the moment of studying a career.	-To use my writing and grammar English skills to list my ideas about possible issues that I could encounter in the future. -To enhance my communication skills by socializing my ideas with my classmates.	-Homework ideas -Workshop	-Artifact -Field Notes
Session 3:	To identify and describe the new dimensions of the problem after investigation.	-To use my speaking skills to explain my problem findings to my classmates.	-Workshop	-Artifacts -Field Notes -Interview

Note: This Table explains the content of the different sessions that form the second cycle of the pedagogical intervention. Hence, the first column, named *Session #*, contains each corresponding session number. On the other hand, the second and third columns, named *Content Objectives* and *Language Objectives* respectively, reference the two kinds of session' objectives. Additionally, column number 4, which is called *Materials*, contains the elements that will be needed for each session. Lastly, column number 5, *Instruments of Data Collection*, contains the distinct instruments that will be used to collect the data that will be later analyzed and utilized for the research.

Cycle 3: Career Quest Theater: Roleplay Resolutions

In the third and last cycle of this work, the students focused on finding a solution to the problems that had been set by themselves. They were able to depict given solutions through a role-play activity that was developed through the whole cycle. First, they got to know the role-play concept, what they were asked to do throughout the exercise, and, at the same time, they were provided with tools and guidance of how to better get to the goal of the resolution. There, they were in constant conversation and dialogue with their mates about the different possibilities when it came to picking a situation that could be faced in a daily-life context, what were the possible solutions, and what would be the best way to show it to others through a performance as a means of reflection of a process. Hence, the students got to the last stage of performance, in which they were evaluated by their classmates, as well as the teacher. Finally, they expressed themselves about the entire process throughout the 3 cycles, what they liked, and what could have been better.

Table 6

Cycle 3: Career Quest Theater: Roleplay Resolutions Planning

Session #	Content Objectives	Language Objectives	Materials	Instruments of Data Collection
Session 1	-To use our creativity to formulate possible resolutions to a problem. -To recognize what is a Roleplay and the development of it as the next activity to follow.	To use my English writing and speaking skills to propose solutions to a problem.	Criteria for Roleplay Evaluation.	-Interview -Field Notes
Session 2	-To develop team-work strategies for the development of the role-play. -To plan the steps to follow in the creation of the role-play.	To use our creativity, vocabulary, speaking and writing skills to formulate possible resolutions to a problem.	-Artifact -Criteria for Roleplay Evaluation	-Interview -Field Notes
Session 3	-To demonstrate to others a possible daily-life problem resolution. -To develop team-work strategies for the performance of the role-play. -To evaluate my classmates performance in the role-play activity.	-To use my acting and speaking skills to perform a role-play as the result of a process.	-Artifact -Criteria for Roleplay Evaluation	-Artifacts -Field Notes -Interview -Recordings

Note: This Table explains the content of the different sessions that form the second cycle of the pedagogical intervention. Hence, the first column, named *Session #*, contains each corresponding session number. On the other hand, the second and third columns, named *Content Objectives* and *Language Objectives* respectively, reference the two kinds of session' objectives. Additionally, column number 4, which is called *Materials*, contains the elements that will be needed for each session. Lastly, column number 5, *Instruments of Data Collection*, contains the distinct instruments that will be used to collect the data that will be later analyzed and utilized for the research.

Pedagogical Approach

Problem Based Learning

Problem Based Learning (PBL) is an instructional methodology and its primary goal is to enhance learning by requiring learners to solve problems (Hung W., et Al, 2008). Many scholars and theorists agree it includes the ability to engage in information-gathering, sense-making from diverse learning resources, and collaboration (Tawfik A., et Al., 2021). In that way, according to Hung. W., et Al, PBL is characterized by the following practices and beliefs:

- It is problem focused, such that learners begin learning by addressing simulations of an authentic, ill-structured problem. The content and skills to be learned are organized around problems, rather than as a hierarchical list of topics, so a reciprocal relationship exists between knowledge and the problem. Knowledge building is stimulated by the problem and applied back to the problem.

- It is student centered, because faculty cannot dictate learning.
- It is self-directed, such that students individually and collaboratively assume responsibility for generating learning issues and processes through self-assessment and peer assessment and access their own learning materials. Required assignments are rarely made.
- It is self-reflective, such that learners monitor their understanding and learn to adjust strategies for learning.
- Tutors are facilitators (not knowledge disseminators) who support and model reasoning processes, facilitate group processes and interpersonal dynamics, probe students' knowledge deeply, and never interject content or provide direct answers to questions.

Therefore, as learners engage in inquiry, they must understand the case (problem representation) and develop solutions through iterative inquiry. Learners will seek out information and share it with their peers and identify areas of disagreement, which elucidate additional knowledge gaps. As groups seek to justify their position and reconcile their differences, research shows they engage in meaning-making and a shared mental model (Ertmer & Koehler, 2018, in Tawfik A., et Al., 2021)

On the other hand, it is found, according to Hung W., et Al (2008), PBL learning process involves the following steps:

- Students in groups of five to eight encounter and reason through the problem. They attempt to define and bound the problem and set learning goals by identifying what they know already, what hypotheses or conjectures they can think of, what they need to learn to better understand the dimensions of the problem, and what learning activities are required and who will perform them.

- During self-directed study, individual students complete their learning assignments. They collect and study resources and prepare reports to the group.
- Students share their learning with the group and revisit the problem, generating additional hypotheses and rejecting others based on their learning.

At the end of the learning period (usually one week), students summarize and integrate their learning.

Vision Of Classroom

Since the approach used in this research is PBL, the vision of the classroom is mainly student focused. In that way, the classroom is an environment that allows students to learn by working in groups to solve an open-ended problem, which is the one that drives the motivation and the learning of the entire group. In addition to that, the work proposed in the classroom is mostly group-oriented, so which is beneficial to prepare the students in a number of skills to work in groups and to allow them to engage in their PBL project (*Problem-Based Learning / Center For Teaching Innovation, s. f.*).

Vision of Students

Since the students' perception is based on the PBL approach, they are considered guides of their own learning process. Having in mind that PBL is a model for constructivist learning in education, according to constructivist learning theory, learners construct their own knowledge (Hein, 1991, in Ulger, 2018). During the PBL process, students can work together to find solutions to complex problems (Ferreira & Trudel, 2012, in Ulger, (2018). Therefore, constructivist theories refer to student-centered learning. PBL includes student-centered learning for problem solving (Savery, 2006, in Ulger, 2018) and students are exposed to complex problems (Hmelo- Silver, 2004, in Ulger, 2018). Nonroutine problems require that

learners generate alternative solutions. PBL provides opportunities for students to become responsible for their own learning, and the teacher becomes a facilitator of the learning process (Ulger, 2016).

Vision of Language

Having in mind that the Transactional Model of Communication proposed by Barnuld (1970) is the guide of this project, language is understood as one of the most important aspects, which allows an effective communication between the communicators through a process of encoding and decoding information. Therefore, it is one of the main parts of a complex process, in which communicators alternate the positions of senders and receivers in order to build their realities, leading to a constant process of feedback between the participants, in which language is used as one of the aspects of a process that is called communication (Barnuld, 1970).

Vision of Learning

The vision of Learning in this research is also based on PBL, reason why, learning is conceived as a process in which, with the educators' guide, the students acquire creative and critical thinking skills during learning activities. Since Problem solving and critical thinking are important skills for being a global citizen in a changing world, it is important that the students are able to develop strategies that allow them to address from daily-life to very complex problems, so that they can adapt themselves in different and distinct situations. Therefore, having the students be able to adapt themselves is learning and so, PBL is implemented to improve students' creative thinking and critical thinking skills for that same purpose of learning (Ugler, 2018).

CHAPTER V: DATA ANALYSIS AND FINDINGS

This section contains the pertinent information related to the Data Analysis Procedure. Here, the facts about the method used to follow the procedure, how it was done and the analysis categories are described. Between them, there are three different categories that are also described: Vocational Orientation, Oral Communication and Empowerment, as well as their pertinent subcategories.

Data Analysis Procedure

Method: Grounded Theory

The method that has been used in this paper is the Grounded Theory, which is a procedure in which theories are developed to explain phenomena; it means that there are theories emerging from the data rather than being prefigured or predetermined (Cohen et al., 2007). The Grounded Theory is the most popular qualitative research methodology in social sciences, and mostly inductive and conceptual, rather than descriptive (Glaser & Strauss, 1967). It is a systematic flexible method that emphasizes simultaneous data collection and analysis, and finally provides tools for constructing theories (Charmaz, 2011 in (Mohajan & Kumar Mohajan, 2023).

Procedure

Following the scheme of the Grounded Method, the procedure that has been carried-out for analysis follows 3 steps: Data Collection, Coding and Analysis. In first place, in regards to the Data Collection, 5 different instruments were used all along the corresponding phase. The instruments used were: Field Notes, Interview, Survey, Recordings and Artifacts. Afterwards, all the collected data was verified,transcripted when necessary; in order to find out similarities and patterns that would be subsequently coded. Once having coded the

information, the data was analyzed to determine the impact that the research had, if the objectives were achieved, etc. In the analysis stage, the following categories were established.

Analysis Categories

Vocational Orientation.

The first step in the pedagogical intervention designed for this research was related to the Vocational Orientation process. Since the objective of this project was to develop a deeper vocational education engagement in the ninth-grade students, it was relevant to provide the students with options that allow them to start the construction of a life project. Therefore, it was decided to begin with the Principle of Development, which supposes an intervention process through which accompanies the individual during his course of vital growth, stimulating development of its potentialities (Hervás Avilés, 2006). In that way, it was necessary to start by developing an exercise of self-recognition of their own features as a way to further understand their own strengths, likes, dislikes, areas of improvement, etc.

Following that idea, the second step was to give out the girls options in which the aspects identified in the self-recognition process could be applied to the possibility of coursing a professional career. Consequently, the options were provided by the application of a Vocational Test (See Annex F), in which they could determine a possible affinity to certain professional programs based on their likes. In this exercise they would not get a specific program, but an area with certain careers that they could select from, which would help them to identify the spectrum in which they could be, and then, they could make a more personal decision of selecting what career(s) could be the best for them.

In that way, these are the three subcategories that were found in the Vocational Education category:

Self-Recognition

The first aspect of self-recognition that was found in the evidence was the fact that this was the first time that the students made an exercise of this kind and that they found it relevant for their personal process. As described in the Field Diary Feb., 27th, 2024 it is indicated in the socialization of the “Me, Myself and I” that the survey questions were a disrupting element to their realities and that made them think deeper about who they are and what they like. In addition to that, they reaffirmed the idea that it had been a useful exercise for their personal process in the final interview made to some of them and in the Field Diary of the session, indicating that telling the self-recognition exercise was pertinent, not only for personal matters, just like identifying her likes and strengths, but also in emotional terms.

“-Ok, do you consider that the exercise contributed to your personal process and to start getting to know yourself better? How?”

-Yes, because, well, it helped me to know myself, to know what I like, what I am good at, mmm, all of that which makes oneself the person who you are, mmm, and yes, it contributed a lot to my personal process, and to my emotional process as well”.

[Interview, Student 21, Cycle 3]

“The first question was if they had done an exercise of self-recognition in the past, they answered that they had not. Then, I asked them if they liked the exercise, some students said that they liked it, some did not say anything and one student said that she did not like it. When I asked the girls who said yes, why, they said that those were not common questions for them to ask themselves, and that they had realized that they did not know many things about them and mentioned that they needed help from their friends to answer some questions.”

[Field diary Feb 27th, 2024, Me, Myself and & Conversation, Cycle 1]

In addition to that, it was found that the Me, myself and & exercise was useful as her self-recognition process was taken from a personal level to a social one, as many girls decided to ask for help from their friends in order to answer the survey, as described in the Field Diary Feb., 27th, 2024 in regards to the development of the activity.

“While checking on the students, I realized that some of them were talking with their classmates, probably like 5 girls talking to others, so I asked them what they were talking about and they said that it was very hard for themselves to think about their own characteristics, and that they considered that their friends knew them better, so they had to ask them.”.

In that way, there is corroboration that the self-recognition process does not have to be exclusively done at a personal level, but that second opinions are important when people are not able to recognize their own features, as in this case. About this, there is also evidence in some interviews.

“-How did you feel completing the questions that were on the paper? Did you feel comfortable? Did you need to ask for help? What were your thoughts?”

-Mmm, well, let’s say that the questions were very deep and it asks you a lot of things, so let’s say that in my case, I had to ask a friend for help, like: Am I the angry kind of person, Am I the sad kind of person? What makes me happy? So oneself discovers things that never had thought about before.”

[Interview, Student 11, Cycle 3]

“-How did you feel completing the questions that were on the paper? Did you feel comfortable? Did you need to ask for help? What were your thoughts?”

-I needed help to answer some questions, mmm, for example, what made me angry, I think there was one (question) like that, so I wrote like, this makes me angry, but then my friends told me like “no, this, and this, and this too, so it also helped me to know a little better my way of being and my character.

-Oh, ok, so you consider that the exercise contributed to your personal process and to start getting to know yourself better.. How?

-Yes, it helped me to know, as I said before, more attitudes (of myself), like thoughts, my way of being, there are things that oneself does not realize until you ask other people about them and I feel that it is important to always have second opinions.”

[Interview, Student 13, Cycle 3]

In that way, it is also possible to recognize that the students’ process of self-recognition was carried out in a more complex way as the social component was added, which in the end is very important for women’s empowerment as there is recognition from side to side between them and contributes to strengthening their bonds.

Vocational Test

The first aspect of the vocational test that could be evidenced was the fact that this was the first time that they had done an exercise of this kind at school, and that it contributed to their future options knowledge broadening. In this case, there were some girls that did not

have well-defined which career(s) could be taken as options to study in the future, so the application of this test helped them, on one hand, to better identify options available for them, and on the other, in case they had already made a selection, to evaluate pros and contras of their selection.

“-How useful did you find it to start thinking about finding a career and the possible problems that this situation could bring to you?”

-I found it useful because to look up for a career, or I don't know, finding what you are interested in, what you like is very difficult in these times as there are many problems, so yeah, I could see the problems that there could be in my career

-Do you consider that the exercise brought to you a sense of curiosity in regards to your future? Like what to study, your possibilities, etc?

-Yes, because I didn't really know what I wanted and all of that, so, to see the problems, the possibilities, the options that I have for my future and all of that, it seemed like a very curious exercise to do and that I had not done before”.

[Interview, Student 21, Cycle 3]

For instance, in the first scenario of not having found a career yet, Student 21 expresses in the interview that this exercise helped her to see some options, select one, even if it was just for the exercise, and then she could see what problems could be presented by making that choice. In second place, in regards to girls that had a clear selection already in relation to their careers, it was found that they could consider other options to, afterwards, ensure their selection or evaluate it.

“-How useful did you find it to start thinking about finding a career and the possible problems that this situation could bring to you?”

-I think that it was useful for me to think about it because the main answer that I got (in the Vocational Test) was Arts. At a certain moment I thought about it, or I have it as an option, but I have been told that it does not pay well”.

-I understand, and since you have already thought of studying a career, do you know what you want to study?

-My main objective so far is software engineering, but I have seen, I feel that it would be too complicated, so I am still searching options ... It (software engineering) calls my attention, I mean, it could be useful for what I am doing at SENA, and it is what I see is most

beneficial for me, for my future, you know? In the economic part and all of that, it is more beneficial in that way, well, it does not attract me that much, so that is it”.

[Interview, Student 2, Cycle 3]

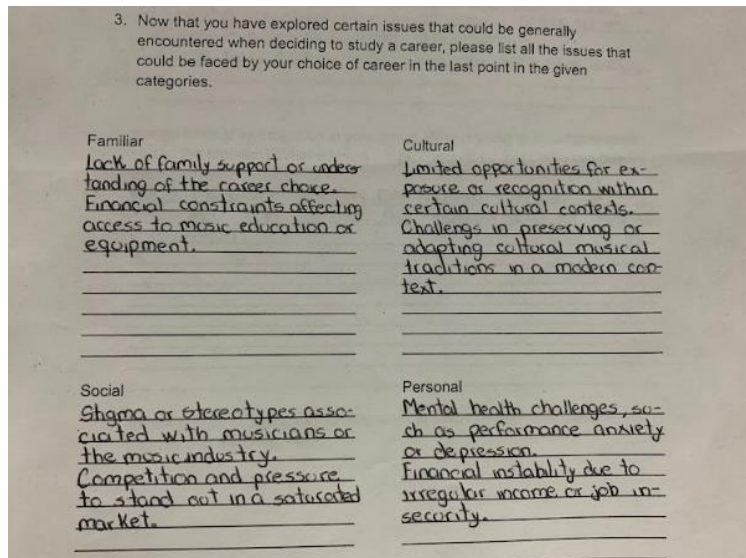
Here, the student makes evident that the Vocational Test results were a tool that allowed Student 2 to think about their further decision in a more critical way, as she is still contrasting her likes with the economic advantage that certain careers could provide to her, just like software engineering, as well as the influence of orientation during the processes of construction of life projects, which is based on the importance of recognizing that the focus of the course of life is the result of historical events and economic, demographic, social and cultures that have shaped individual lives and of the different cohorts or generations (Blanco, 2011).

Problem Proposals and Solving

The first important aspect relevant in this subcategory has to do with the different problems and solutions that the students could identify all along the exercise of Vocational Education. Having as a guide the Principle of Social Intervention in Vocational Education, which focuses on a holistic-systemic perspective, according to which any guiding intervention must include the recognition of the individual's environmental and contextual factors (Research and Documentation Center Educational, 2009), which influence people's decision-making and, consequently, their personal development, the students were encouraged to make a career selection, having as a guide the results that they got in the test, to make a list of possible problems that they could face as a consequence of deciding to study that program, and then work on a possible solution.

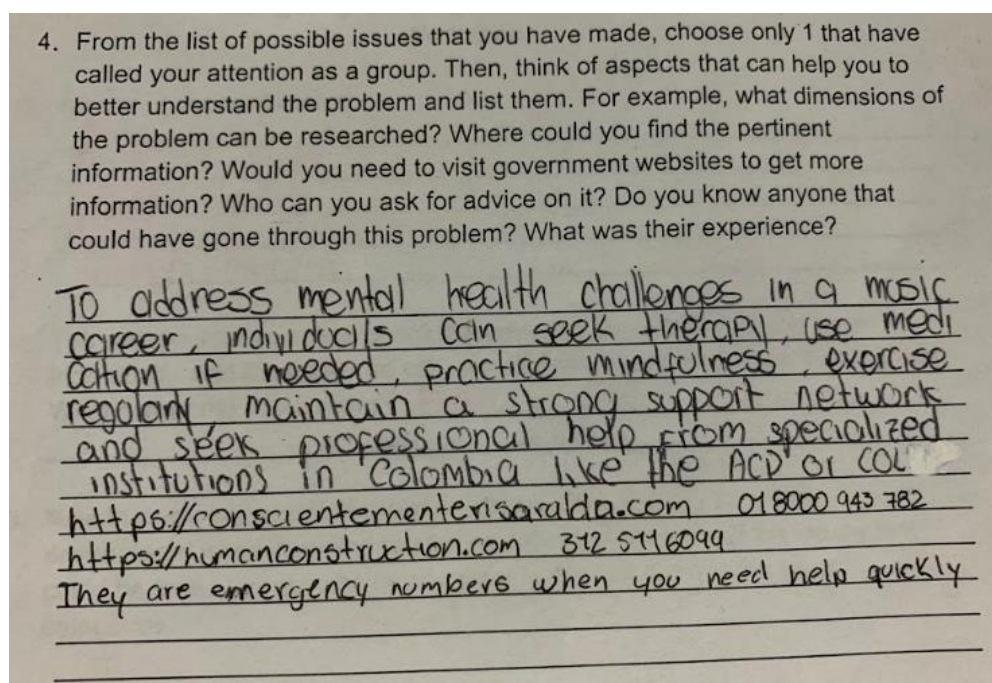
In addition to that, the students were able to work together as a group, identify and classify distinct problematic situations that could be faced at the moment of deciding to study a career and then work on a solution. As an example, we have Group's 1 artifact, in which

they could list issues that a student of music could face. The following image shows the problem classification that they made in regards to the selected career: Music. This artifact shows the effort that the students made finding distinct issues that they could classify, and which complies with the lineations of PBL.



[Artifact 3, Workshop Navigating Challenges, Crafting Futures, List of Problems that a Student of Music Could Face, Cycle 2]

In addition to that, the next step that the students took was to try to find solutions, even if the instruction was not that.



[Artifact 3, Workshop Navigating Challenges, Crafting Futures, Areas to Investigate about
the Problem, Cycle 2]

In addition to that, it can be seen how in point number 4 of the same artifact they focused on only one problem (mental health challenges) and started to find solutions, providing evidence that they are strengthening their skills to resolve problems and to explore their different areas. After that, they listed some websites URLs related to specialized institutions where someone could find help and information about it, and some phone lines to get assistance. Just in these 2 steps of the artifact they demonstrate that their ability to solve problems is great, and that it improves as per the given tools to do it.

In this section the PBL was one of the keys to get an important task in Vocational Education, as its structure had a big impact making the students question their future possibilities, issues and how to address them in a more personal way. Here, some girls expressed that the exercise done was of great help, specially the workshop, since it could make them think deeper about their personal spheres.

“-Ok, now, how useful did you find it to start thinking about finding a career and the possible problems that this situation could bring to you?”

-Yes, it helped me question a lot about money, if I had the time, if I would have to work and study, how it was going to affect me to work and study or if I have to do another thing and dedicate myself to study only. And what would happen if I did not get into a university because in the Gastronomy program because there are academies mostly, there are few universities, so I started thinking what would I do because academies are more expensive and I do not have the economic resources, so, look up for universities and that, but they are private, so I would have to see if I can get a scholarship”.

[Interview, Student 13, Cycle 3]

In this testimony, it is possible to evidence that despite the fact that Student 13 was included in Group 1 in the investigation, that as a group they had to make only one choice of career and to work around it, which in their case was music, the students could still apply the

questions and the knowledge to a more personal area, having a real impact in their wishes and plans for the future.

Communication

Oral Communication

The second category of analysis has to do with oral communication since the research's main objective was to develop a deeper vocational education engagement in the ninth-grade students using their communicative skills in English having as tools the PBL and the roleplay. Therefore, since the Transaction Model of communication describes communication as a process in which communicators generate social realities within social, relational, and cultural contexts (Textbook of Palliative Care Communication, s. f.) it was found that the realities created by developing an activities such as the proposal of exploring some problems and developing a roleplay enhanced the students' communicative skills.

Firstly, the aspect of communication that showed an improvement is related with public speaking and the confidence that the student's gained by developing the role-play activity.

"-Well, do you consider this activity of roleplay has helped you to develop and enhance your communication skills? Why?"

-Mmm, like to potentiate my nervousness, or to get better, so that I do not feel very nervous, with the scenic panic, so that".

[Semi-structured Interview, Student 17, Cycle 3]

For example, as it is shown in the last excerpt of the semi-structured interview that was carried-out in the third cycle of the pedagogical intervention, student 17 speaks specifically about how the roleplay exercise and the necessity to speak in public has helped her not to feel so nervous at the moment of speaking in public, enhancing her abilities to express herself in an environment that is not common to the English class.

"-Now, do you consider this activity of roleplay has helped you to develop and enhance your communication skills? Why?"

-Yeah, because in this activity I get more confidence about myself and I think I did better than in other opportunities”.

[Semi-structured Interview, Student 1, Cycle 3]

On the other hand, it is Student 1, who expresses that thanks to the roleplay activity, she was able to gain more confidence about herself and that she was able to speak better than in some other chances that she has had to speak in public. This shows that the more that these kinds of activities are done by the students, the better that they will get at speaking in front of others, such as it is depicted in the next excerpt. In the following section, Student 2 speaks about developing several activities of acting and public speaking, she has gradually gotten better at doing it and how she can notice the changes in herself as well in the development of this roleplay activity.

“-Ok, Do you consider this activity of roleplay has helped you to develop and enhance your communication skills? Why?

-I think that it did, because, for example, it was in eighth grade, I think it was in eighth grade, we were in theater with Carolina and that, that we had to have characters and it was a similar activity to that one, so, yes, because before I was very shy, it was impressive, but I evolved, so yes”.

[Semi-structured Interview, Student 2, Cycle 3]

“-Do you consider this activity of roleplay has helped you to develop and enhance your communication skills? Why?

-Yes, let’s say that it helped me a little to, to think that I have this necessity of going and, like, to give, mmm, I do not know how to explain it, like, to know how to speak in public because I consider that it will help me, mostly at university”.

[Semi-structured Interview, Student 11, Cycle 3]

Also, as it can be observed in the previous excerpt, Student 11 considers that the skills gained in regards of public speaking can be applied to the reality that was built through PBL and roleplay. By providing her the possibility to further think about her future and the option to select a career, think about the problems that she could encounter, she clearly sees now how her speaking skills have a real point of application in the future.

On the other hand, it is possible to evidence that the students had a great improvement in the management of their speaking skills in public, as per the recordings made in the

roleplay presentations. As it is possible to evidence in the recordings, most girls had good space management, and despite the low voice tone that some of them had, it was possible for the students that were watching the presentations to understand what was happening, due to the students' good speaking skills. Also, the way they accompanied the words with their bodies' management was a sample of the well-developed communication skills that were shown by the girls.

Roleplay Recording images



[Recording 1, Group 5, Cycle 3]



[Recording 1, Group 1, Cycle 3]



[Recording 1, Group 2, Cycle 3]



[Recording 1, Group 3, Cycle 3]

English Skills

The second subcategory of this section is related to English Skills. Despite the fact that this research was focused on the improvement of the students' communicative skills, all this process also contributed to a development of the girls' speaking skills. Therefore, it was

found that there was a contribution to the enhancement of different aspects of English. For example, in the next excerpt of the interview that was made to the students, Student 3 expresses that the roleplay activity helped her to gain more vocabulary, and in the same way to improve in her speaking skills.

“-Ok, now, how did you feel developing the role play activity today?”

-I liked it, I liked it because it is not something common to happen and it is like for oneself to keep on improving the vocabulary, not being so ashamed and all of that because in my case, I can say it very well when I am on my own, but when I start to say it with someone, I feel ashamed and I forget things”.

[Interview, Student 3, Cycle 3]

In addition to that, there were some students that expressed that this exercise helped them to take the use of the English language and to be aware that they needed to speak in that language specifically. This, as in the English classes it was very difficult to manage all the conversations in English only, as the students might speak to the teacher in English when they had to answer or when they had a question, but between them, the conversations in Spanish were constant, as it is also shown in one of the following references to one of the Field Diaries.

“-Now, do you consider that this activity of roleplay has helped you to develop and enhance your communication skills? Why?”

- It helped me, I feel that it did help me not to be ashamed to speak in public in front of my classmates, although it is still tough, but it did help me a lot, like to mentalize myself that I had to do it in another language, with the pronunciation and all of that. Mmm, I consider that I did well despite all of that and it helped me not to be ashamed”.

[Interview, Student 13, Cycle 3]

“-Ok, how did you feel developing the role play activity today?”

-Today, good, maybe nervous because of the vocalization and everything, but I like to do this exercise with my classmates, like opening up a little more with the English language and like, to pass not only from studying it, but to act on it and feel it”.

[Interview, Student 21, Cycle 3]

“I felt glad when most girls expressed that they liked the activity, as I knew that talking about oneself could be a hard topic, just like for the student that said that she did not like it. I felt happy that they took it as something good and that some of them said that they would keep on thinking about the questions.

On the other hand, the speaking exercise was a little difficult to develop, as the girls wanted to answer all the time in Spanish, and despite the fact that I asked them to continue speaking in English, they continued in Spanish.

It felt good that they expressed themselves at all times when I asked them the different questions, as there was no time that it was just silent, or that it felt weird”.

[Field diary Feb 27th, 2024, Teacher's Interpretation, Cycle 1]

Therefore, despite there were moments in which the students used the Spanish language to express themselves, they were encouraged to use the English language and so there was a noticeable improvement in regards to their English skills, not only by the teacher, but also by the students.

“-Do you consider that this activity of roleplay has helped you to develop and enhance your communication skills? Why?

-In some way it helped me to know a little more about the dialect in English, to say it somehow, like more words, more things and to understand what the others said, it is something that helped me because before you talked to me in English and I said: jum? I did not understand anything, but now I am more open like to listening to what is being said to me”.

[Interview, Student 22, Cycle 3]

As it is described by Student 22, she could improve and understand better some aspects of English. Probably, when she refers to “dialect” in the last reference, she means some aspects, just as getting more vocabulary, which for her is “words”. Also, she refers to an improvement in her listening skills and how it has been enhanced as time has passed. On the other hand, the improvement that the girls had, was also noticed by the teacher at the moment of presenting the roleplay, as she is aware of each girl’s process and in that way, the day of the presentation, they were also given feedback about it. As it is depicted in the next reference to the Field diary April 16th, the improvement of Student 9 in terms of pronunciation was something notable, since before the presentation she was not ready for it,

she did not want to do it, but she got help, she was encouraged to do it, and so, her performance in the presentation was excellent, showing a great improvement.

“Student 9 was very nervous, she said that she did not want to do it as she did not learn it by heart. I told her that it was ok, that the idea was to practice and try their best. In that way, they started to read outloud the situation. While they were reading I helped them with the pronunciation, to check some words, to correct things in grammar. When it was the moment of Student 9, she said that she did not want to do it, that she did not know how to do it. I told her that I could help her, so I would say it first and then she would repeat. In that way, we started to do it, and I gave her an advice, it was to pronounce the words with the help of movements of the body to remember words. For example, she did not know how to pronounce the word “here”, so I would tell her how the word is pronounced, and then I would ask her, how can you tell with your body that you are here, then, she moved her hands, and we continued to act on her words”.

[Field diary April 16th, 2024, Roleplay Practice, Group 1, Cycle 3]

“At last, in terms of confidence, it was excellent, they made a big effort not to read and to do their best in their acting skills. As the presentation finished, I gave them the feedback. I told Student 9 that I could see how her pronunciation was better, that I could understand what she said, that she made a great effort to keep up with her classmates, who were very good from the rehearsals, so they were happy and sat down”.

[Field diary April 16th, 2024, Roleplay Presentations, Group 1, Cycle 3]

At last, it was also found that the students were able to recognize the language areas and aspects that they need to improve as part of their self-recognition. One of the most relevant aspects that the students were able to identify is related to the pronunciation in the English language, also, the pronunciation, and to speak louder as some of them described in the interview that they answered.

“What do you think you can improve in your performance if an activity like this was proposed to you in the future?”

-The certainty when speaking and to speak louder, I guess. Well, if it is the case, if it is in English, to improve the pronunciation and all of that, not to improvise that much, but, I mean, to have everything well-organized, like to have everything”.

[Interview, Student 2, Cycle 3]

“-Yes, it happens sometimes. What do you think you can improve in your performance if an activity like this was proposed to you in the future?”

-I say that the vocabulary, the vocabulary because it is needed a lot in case at the moment you forget things, you can put another word, and like, that it does not look much like that”.

[Interview, Student 3, Cycle 3]

“-What do you think you can improve in your performance if an activity like this was proposed to you in the future?”

-Like, to practice the pronunciation, because it was what affected me the most, and not to be so nervous. And try to express myself more and speak louder.”

[Interview, Student 11, Cycle 3]

Empowerment

One of the goals in this research was to empower the female students to use their self-recognition and their problem resolution skills for them to make their own choices.

Therefore, it was found that through all the exercise made in the 3 different cycles, the students were able to gain more confidence in themselves, aspect that contributes to their empowerment and to recognize that they have a voice in society as Secondary education should be a bridge to continue higher education studies and, given the history of underrepresentation of women at this level, it is hoped that education encourages and strengthens them to identify possibilities, to recognize their characteristics, interests and talents, as per the advantages provided by vocational education (ECLAC, 2012; Nussbaum 2002 and 2012, in Nocua Cubides, Á. P., 2021).

Confidence Gaining

In first place, it was found that the female students were able to gain confidence in themselves and more self-esteem by developing the different activities that were proposed in the pedagogical intervention. The first kind of confidence that was identified in the evidence is related to doing things that the students are not used to and to enjoy these situations that could be perceived as uncomfortable or not very common for the students, having in that way applied also the strategies that were learnt in the PBL process.

“-Ok, now the last one: Do you consider that activities like this one are empowering and inspiring for you? How?”

-Mmm, yes, it helped me to have more confidence, it helped me like to relax more and, somehow, I could improvise a little there, like “I love to do this (acting)” and it is something that amuses, relaxes and at the same time helps me to get along with people, to maintain myself relaxed in unknown environments, or that you have never tried to do, so, like, yes, somehow it has helped me to feel more empowered”.

[Interview, Student 22, Cycle 3]

“-Great, now, do you consider that activities like this one are empowering and inspiring for you? How?

-Mmm, more or less, because as I tell you I felt very ashamed, so I did not feel like the scenario’s owner, no, but I liked it a lot and it helped me to feel more concentrated in what I was doing. Well, not empowered, but with a little more confidence”.

[Interview, Student 13, Cycle 3]

On the other hand, the second aspect of confidence gaining that was identified in the evidence is related to self-recognition, to gain more self-esteem and tools not to feel afraid when speaking in public. As it is depicted in the next interview excerpt, Student 3 relates the school’s principles with the pedagogical intervention in terms of empowerment through self-recognition, which is an advantage so that they can feel supported and that they are in an environment that is always inspiring them.

“-Ok, now the last one. Do you consider that activities like this one are empowering and inspiring for you? How?

-To be honest, yes, yes because it is like something, like a daily activity, so, in this school it is about it, women empowerment, so mostly the activities are focused on that, like for one-self to get more self-esteem, and about the presentations, well, it is useful for one-self not to be afraid”.

[Interview, Student 3, Cycle 3]

In addition to that, it is perceived that the intention to provide the students with an environment in which they can feel confident, free and supported was achieved, as in most sessions, the students were encouraged to ask, make mistakes, and become stronger each time as it is depicted in the following excerpts of the Field Diaries. Also, the students expressed that they felt good, in confidence, in a good environment to express their ideas, so they could find their own voice throughout the process.

“-How did you feel developing the role play activity today?

-It was cool because I got more confidence, and it was funny to do that with my friends.

- Now, do you consider this activity of roleplay has helped you to develop and enhance your communication skills? Why?

-Yeah, because in this activity I get more confidence about myself and I think I did better than in other opportunities.

-Do you consider that activities like this one are empowering and inspiring for you? How?

-Like I said before, these types of activities give us more confidence and freedom of expression.”

[Interview, Student 1, Cycle 3]

“Since we did not have much time, I finished with a short reflection about why an activity like this was important, since first we have to know ourselves, recognize the best and worst in us, so that we can feel fulfilled and then we can help and serve others. I emphasized on the importance of self-esteem, and that it was ok if some of them could not find some answers. I told them that it was not an exercise just for the class, but that they could still ask themselves these questions when they have some free time.”

[Field diary Feb 27th, 2024, Me, Myself and & Reflection, Cycle 1]

“I always feel happy to help the students with anything they could need. I try to give them as much confidence as possible, so that they are not afraid of asking anything, even if in this case they did not do homework”.

[Field diary March 12th, 2024, Vocational Test Checking, Cycle 2]

“I always try to give them confidence, so that they are open to making mistakes, since that is the way that they will learn.”

[Field diary April 16th, 2024, Roleplay Preparation, Cycle 3]

Future and Decision Making

The second category that was found in the data is related to the students' future, their projections and the possibility of thinking better about their decision making. Throughout the process followed in the activities that needed to use their PBL strategies, the students showed an outstanding performance, which finally led to a reflection of the competences gained by them.

“-Ok, and the last one: Do you consider that activities like this one are empowering and inspiring for you? How?”

-I do not think that it is much about inspiring, but, like to provide you with a solution to a problem that could happen in the future”.

[Interview, Student 2, Cycle 3]

“-Ok, and finally, do you consider that activities like this one are empowering and inspiring for you? How?”

-To be honest, yes because nowadays, although it is being managed all about women’s empowerment, so now the jobs maybe in medicine sometimes, and in music, women can be a little underrated, so this exercise helped me a lot to see possibilities and to know how to manage these situations if they would happen in the future”.

[Interview, Student 5, Cycle 3]

For instance, in the last excerpt there is a specific situation proposed by Student 5 that is related to the issues that her group decided to explore during Cycles 2 and 3. In that way it is found that the tools provided by PBL had a positive and big impact in the way they perceived their new possible realities and their problem resolution skills got better thinking from now about how they could solve future issues.

“It was a very interesting problem, the one that was selected by this group as it is related to women's sexualization in the media. This, since being in an environment formed by women mostly, they can more easily identify and empathize with people that could face these kinds of problems. I was excited to see what their situation would be”.

[Field diary April 2nd, 2024, Roleplay Planning, Cycle 3]

“-Ok, do you consider that activities like this one are empowering and inspiring for you? How?”

-Yes, well, eee, it is good to do these activities because they help to improve in some aspects, like to know what we are going to do in the future and that”.

[Interview, Student 17, Cycle 3]

“-Great, now the last question: Do you consider that activities like this one are empowering and inspiring for you? How?”

-Yes because it is like it gives me more ideas about what I can possibly do in the future, mmm, that can help more to my knowledge, my person and my personal growth, just like the activity that we made today, that obviously opens like more personal things”.

[Interview, Student 21, Cycle 3]

CHAPTER VI: CONCLUSIONS

This chapter contains the last part of this research describing the conclusions of the investigation. This section explains the outcome of the present paper illustrating the implications, limitations, and further research opportunities that arise from this research.

Conclusions

In first place, it is possible to affirm that after making the analysis of the data collected, the research objectives were reached. It was possible to develop a deeper vocational education engagement in the ninth-grade students by following a process of self-recognition and thanks to the completion of the Vocational Test that was applied to them. Therefore, their self-recognition process was found to be complex that was relevant for their personal process as per the activities developed in all three cycles. These allowed the students to take the distinct reflections, even if they were not directed explicitly to themselves, to a personal level. Also, this process of self-knowledge was demonstrated to be a disrupting element to the students' realities, since it was a very first step for many in the process of asking themselves who they are. Furthermore, the students took the self-recognition process to a social level, showing constant support between women showing their capabilities to solve problems and to empower themselves.

On the other hand, by developing the Vocational Test and the different activities and reflections around it, it can be concluded that these contributed to broadening their knowledge about their future options giving them power of decision. In that way, it was found that the different questions and reflections that were carried throughout the second cycle helped them to describe the possible scenarios that the students could face after graduating from high-school by conceiving in a more serious way their choices and to evaluate the possible consequences of their actions, which could affect them or benefit them empowering them to use their problem resolution skills for them to make their own choices.

Additionally, the development of such activity provided enhancement of the girls' self-awareness in contextual terms, allowing them to investigate, question and formulate based on economic, demographic, social and cultural factors that they were able to discover on their own.

In third place, it was found that throughout the application of the PBL strategies, the students were able to foster their teamwork and their problem resolution skills. Hence, there was a common support shown constantly by the students, helping their classmates when needed and supporting each other in the different activities, if it was for solving a simple question, proposing problems and solutions or comforting themselves during the roleplay presentations. On the other hand, PBL worked as a tool that allowed the female students to have a more critical thinking about their future. It can be concluded that the students were able to take the distinct questions that were designed for the workshops and reflections to a personal level that made them evaluate their skills to resolve any kind of problem.

Additionally, in terms of oral communication skills, it is concluded that there was an improvement in terms of public speaking and some other English skills. In first place, it was evident that the roleplay activities accompanied by the PBL worked as tools that gradually influenced the improvement of the students' confidence when speaking in public in the presentations and different conversations that they had in the classroom. In that way, there is evidence that demonstrates that these tools helped them not to feel ashamed or afraid to speak in front of their classmates and to do it in such an unusual environment as it is developing a roleplay activity.

Furthermore, it was concluded that the students were able to enhance some other English skills related to their vocabulary, awareness of the use of English and pronunciation. Despite the fact that it was a difficult task to take the students to use only English in the classroom, there was an improvement in their usage of the English language as they were

provided with an environment, activities and tools that allowed them to have a more conscious usage of the language in the classroom, not only for the presentations, but in the different classes in the cycles. In that way, they were able to gain more vocabulary, to enhance their speaking skills in terms of pronunciation, etc. In that way, it was possible to identify the components of the students' oral communicative skills that could be fostered through the application of PBL and roleplay.

At last, the pedagogical intervention had an impact in the students' empowerment as they were able to gain more confidence in themselves in several aspects, increased their awareness in regards to their choices and showed a constant support between them. In that way, it can be concluded that the students confidence reflected their empowerment as they could enjoy to develop activities that they did not like at first, but that, when applying their PBL skills they knew how to handle such situations; and by recognizing themselves in distinct areas as people, students and individuals being able to take that strengths to a social level, showing constant support to their classmates leading to build a better relation between women.

To conclude, it is possible to affirm that the objectives in this research were achieved. Despite the fact that it was a short exercise of three cycles and nine classes, it demonstrated to have a great impact on the students in terms of self-perception and recognition, communication skills improvement and empowerment. This pedagogical intervention provided the students that were not exclusive for this exercise, but that they can keep exploring on their own, as it could be evidenced to have had an effect in their realities' perception.

Implications

By working on this research, there are implications corroborated for the school in which it was carried-out, for the students that were part of it, for the process of teaching a foreign language and for the teacher-researcher.

In first place, it is found that the implications of developing this research at Colegio Magdalena Ortega de Nariño I.E.D. are related to a contribution of the construction of empowered women as per the school's vision. It means that this research could grant the students tools that helped them to find a place in society through self-recognition, which is positive for the institution.

In second place, the implications for students are also positive since they were provided with Vocational Education at an earlier stage than expected and it conferred to them a more critical view about their future, so that they could start considering options for their future.

Furthermore, in terms of the implications for the process of teaching English as a foreign language, the PBL approach and roleplay are two instruments that complement each other very well. Not only for the development of distinct English skills, just like speaking in this case, but for having the characteristic of placing the language in context, it becomes a powerful set that takes out English from the paper and grammar to a more real-life context. Also, the application of activities like these ones in the classroom have important repercussions in the students as it contributes to their futures by identifying present issues that could be faced not only at a personal level, but in social, cultural, familiar terms.

At last, as per the teacher-researcher's professional and personal implications, it has been an experience that has provided me with growth and knowledge broadening. It allowed a deeper understanding of all the implications that researching has and that allowed me to engage deeper with the task of teaching since when it is accompanied by research it becomes

richer. Hence, it has been found the value of research as it could be evidenced by the positive impact that it had on the students and how it delivered them possibilities.

Limitations

In regards to the limitations of this research, these were related mostly to the school dynamics. Firstly, the schedules that were assigned to the English class weekly were very short (3 hours only) that had to be shared with the titular professor at school, limiting the opportunities and spaces of research.

Also, the school's English curriculum for the ninth graders was limited to a single grammar structure (Present Perfect) and it was interrupted several times. Due to many foreign activities taking place in the second semester of 2023, and some in 2024, the small number of classes that were available for researching were even fewer. Just like the English Day, which, despite being celebrated for just one day, needed a preparation of around three months, having all the English classes were taken to rehearse and prepare what was going to be presented on that day.

At last, it was a big limitation that, since the ninth graders are not very encouraged to speak in a spontaneous way in the English classes, their safe place for expressing themselves was using Spanish. Trying to encourage them to use English only or mostly was a very difficult task that would take more time to develop.

Further Research

In regards to further research there are many areas of opportunity in relation to what can be different. To start with, the application of roleplay and PBL could be considered to enhance any other English skill. As per the development of the artifacts in this research, it was found that it could be a great tool to enhance the students' writing skills. On the other hand, a deeper Vocational Education process can be carried with other students, not

necessarily in the English class, so that the students can start the process of self-recognition and provide them with empowering tools from earlier stages. At last, this is a process that can be continued during the rest of the stance of these girls or other groups at this school, so that they can get more familiar with the Vocational Education and that can be benefited by the devices provided by it.

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Annexes

Annex A Survey 1

2. ¿Cuántos años tienes? 14

3. ¿En qué barrio vives? Tasaco

4. ¿Cuál es tu estrato socioeconómico? 2

5. ¿Cuál es tu materia favorita?

6. ¿Cuáles son tus hobbies o pasatiempos? Escuchar música, jugar estas con mis mascotas

7. ¿Te sientes cómodo hablando en público? ¿Por qué? Si, porque siento que soy muy social y no me da pena mi nada

8. ¿Te gusta el idioma inglés? ¿Por qué? No sabría decir si me gusta o no, a veces entiendo y a veces es muy complicado

9. ¿Qué es lo que más te gusta del idioma inglés? No lo tengo claro todavía.

10. ¿Qué es lo que menos te gusta del idioma inglés? No lo tengo claro todavía.

11. ¿Crees que el inglés te puede ser útil en el futuro? ¿Por qué? Si y no, a veces sirve cuando viajas y sepa como hablar en su idioma y no porque, no se

12. ¿Cuáles son las habilidades que más se te facilitan en inglés, y cuáles las que más se te dificultan? (Hablar, escuchar, leer, escribir). ¿Por qué?

Se me dificulta mas escuchar y leer, puedo tener una memoria muy buena a pronunciar o aprenderme guiones en ingles con buena pronunciaci3n.

Annex B Observations Field Diary

FIELD DIARY		
Date and time: September 2nd, 4:00 PM	School: Colegio Magdalena Ortega de Nariño, IED.	
Professor: [redacted]	Course:	Class Time duration: 2 hours
No. Students: 23	Subject: English	Topic: Practice of the English day.
Objectives: To practice the script that is going to be presented at the English day celebration.	Description of the methodology:	Notes:
Are the class objectives fulfilled? Yes		

Activities developed	Interpretation
<p>Activity 1: List call. The class started at 4:10 while the students got ready for the class. Then, the titular professor started to make the list call.</p>	<p>At this point in the afternoon, the girls have the right to take some minutes before going to class for going to the bathroom, or eating something extra, but some of them just seem to take advantage of the situation to arrive late to class.</p>

<p>Activity 2: Revision of script: The students had to bring the script that they are going to present at the English day presentation translated to English, corrected as per the last comments from the titular professor. Then, the titular professor and the teacher started calling the students in the list order in order to check the students' pronunciation and attitude at the moment of the performance. It is important to have in mind that not all of them wanted to perform, therefore, the ones who are not speaking at the presentation will be taking care of the organization of the groups that enter the space where it will be carried out, decorating, etc. Then, each student started to tell both teachers what they had prepared. Some of them were ready and had learnt by heart great parts of their speech, some of them felt very insecure at the moment of pronouncing every single word that they had in their speech in English, and only 3 showed a very comfortable attitude when performing the speech.</p>	<p>In the beginning I thought that the session was not going to be very helpful for me as a teacher, as the students would be working on their own thing. However, I have to say that I felt very happy that I could help them, as I think the advice from the teacher of checking the pronunciation in Google seems very impersonal. I get the point that working with 23 girls is difficult and that as a teacher, sometimes it is impossible to give feedback to so many people at the same time. While I was there with the titular professor, I tried to help the girls that I could with one or two words, so that they felt guided. Also, having some students that will be doing some other thing that is not related to speaking called my attention. There is a girl in the class that is very extroverted, and the teacher asked her why she would not be talking at the presentation, but then she said that she was afraid to forget any words and then get frozen to speak at all. That made me think that they do not have many spaces to talk in a free way in the classroom, in English, but they are always stuck to scripts that are written in Spanish, translated, and then spoken.</p>
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<p>Activity 3: Assigning work for decoration.</p> <p>Once the teacher was done giving advice to the students, a student, who seemed to be guiding most of the activity, started to write on the board the decoration that was needed and assigned each student a responsibility. For example, some of them needed to make some bats for decoration, others had to do banners, or scary hands made out of latex gloves, etc.</p> <p>After that, she started to explain to the other girls what else was needed and, of course, what she had written on the board. At last, the student had assigned some girls the responsibility of making a ouija table. As soon as the titular teacher heard that idea, she interrupted the girl and remembered it was an activity meant for celebrating the English day, so making a ouija table had no connection with that. She stood up and talk directly to the student asking her to change that decoration to</p>	<p>I feel very curious about the fact that this girl seems to be the leader in the classroom. She also brings the refreshments given by the school to the classroom each time. She does not seem to be very particularly into English, but I would like to see how that leadership can get to something awesome.</p> <p>I agreed with the teacher that it was very inconvenient work in an activity with things just like an ouija table. There is no purpose of learning in it, and it could cause great problems to the teacher if a parent realized this is happening at school, so I am very glad that the teacher could stop them from doing that, and gave them other ideas. I even tried to help her write on the board some expressions about Halloween that I knew and that I could easily look up online. Actually, I felt very relieved that I could have such technology with me, so that a situation like that could be resolved in just minutes, so I think it could be a tool that could complement the roleplaying.</p>
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<p>something more related to the US culture or something like that. Then, the teacher came up with the idea of making banners with expressions or vocabulary that is related to Halloween. She looked up some of them in her cellphone and then wrote them on the board, so that they would have some ideas. Then, the student explained to the other girls what the other decoration was going to be, and the class was finished.</p>	
<p>Comments about the session:</p>	


Annex C Field Diary Data Collection

FIELD DIARY		
Date and time: April 2nd, 2024. 12:00 PM	Institution: Colegio Magdalena Ortega de Nariño, IED.	
Professor:	Course:	Class Time duration: 1h 45 minutes
No. Students: 23	Subject: English	Topic: Building a roleplay.
<p>Objectives:</p> <ul style="list-style-type: none"> -To use our creativity to formulate possible resolutions to a problem. -To recognize what roleplay is a Roleplay and the development of it as the next activity to follow. 	<p>Description of the methodology:</p> <p>It is students' centered, focused on giving them the tools to develop a roleplay activity.</p>	<p>Notes: The class took place in the first hour and 45 minutes of class, from the 2 hours and 40 minutes that the school assigns to the English class in the week. This means that the students have to attend the English class on Tuesdays, from 12 to 2 PM, and then, from 3:15 to 4:10 PM.</p> <p>It is important to mention that the students took 15 minutes to arrive to class, and to get ready for the session.</p>
<p>Are the class objectives fulfilled?</p> <p>Yes.</p>		
Activities developed	Interpretation	

<p>Activity 1: Questions check.</p> <p>After having completed the row call, the students were asked to gather in the same groups that they have been working on in the last classes.</p> <p>Then, they were explained that with the information that they had been provided, the idea was to build a roleplay. They were familiar with the roleplay, as last year we had developed a short activity of this type. In that way, they were told to start thinking about a daily life situation in which someone could encounter the problem that they had selected and to start working on multiple solutions, so that they could select the best one.</p> <p>Also, I told them that while they were working on the situations, I would be checking homework, so that they would have to tell me the answers to the questions. In that way, I started checking one by one. The first group gave me the following answers:</p> <p>-What profession was chosen? Music.</p> <p>-What problem was selected? Academic pressure and drugs.</p> <p>-What category does the problem belong to? Social</p> <p>-What did you know about the problem before the investigation? They did not know much about the problem before.</p> <p>-What did you learn about the investigation? They said that they learned that in some universities there is psychological assistance that could help the students when they feel pressure in their programs, and that there are also external places that anyone can go if they need help with drugs.</p> <p>Second group:</p>	<p>There was a strange reaction when I told them to get together in the groups again. Like, they would do it, but some students' faces were surprised. I am not sure that they are used to <u>work</u> in groups a lot.</p> <p>When I told them that we were going to make a roleplay activity again, some of them said something like "ahhh", saying that they were familiar with that, and some others said "nooo", but with a little of a smile on their faces. Probably, that means that they like the activity, but that they are afraid or ashamed to speak in public like in this activity.</p> <p>I was very worried because I wanted to give them freedom to express themselves. However, I could see that in this group Student 1 was the leader and that she was proposing the whole situation in a challenging way as such problems like drugs and psychological problems are not something common to talk about in the classes. In that way, I did not say much more. I wanted to wait and see what she/they would propose for the problematic situation and then advise them if necessary.</p>
<p>-What profession was chosen? Journalism</p> <p>-What problem was selected? Sexualization of women.</p> <p>-What category does the problem belong to? Social and cultural</p> <p>-What did you know about the problem before the investigation? They said that they could see on television how women who are presenters in some shows are there just to attract male attention despite having a career.</p> <p>-What did you learn about the investigation?When I asked the question the students did not have the answer ready, so I had to go with another group.</p> <p>Third group:</p> <p>-What profession was chosen? Music</p> <p>-What problem was selected? Lack of family support and economic problems.</p> <p>-What category does the problem belong to? Personal, cultural and familiar.</p> <p>-What did you know about the problem before the investigation? They said that they did not know much about the problem.</p> <p>-What did you learn about the investigation? They said that they learned that due to economic problems and the perception of society some families with low resources could see music as a waste of time and money, and that even if the family has the intention to help, sometimes they just can't do it as they have other expenses to cover, like food, housing, etc.</p> <p>Fourth group:</p> <p>What profession was chosen? Engineering</p> <p>-What problem was selected? Economic problems</p>	<p>It was a very interesting problem, the one that was selected by this group. This, since being in an environment formed by women mostly, they can more easily identify and empathize with people that could face these kinds of problems. I was excited to see what their situation would be.</p> <p>This group is conformed by students who are very efficient. Most times they are the first ones to finish, to answer, so I was excited to see that they would propose in the situation of the roleplay.</p> <p>In this group Student 22 was the leader. She said that she wanted to become an engineer, and the other girls were not very invested in the exercise, so I could see that they let her make most of the decisions. I was also excited to see what she would do and the other girls as well.</p>
<p>-What category does the problem belong to? Personal.</p> <p>-What did you know about the problem before the investigation? They said that they did not know much about the problem.</p> <p>-What did you learn about the investigation? They said that they had learned about how low the numbers of people that can actually go to a university in Colombia are, and that, even if they can enter a university, sometimes they cannot finish their careers because they encounter financial problems in the process.</p> <p>Fifth group:</p> <p>Here, there was only one girl presenting as the other girls were missing, so she had to tell me everything.</p> <p>-What profession was chosen? Law</p> <p>-What problem was selected? Economic</p> <p>-What category does the problem belong to? Personal.</p> <p>-What did you know about the problem before the investigation? They did not know that it could be so hard entering a university because there are not many low-cost options.</p> <p>-What did you learn about the investigation? That there are many opportunities for scholarships to apply, partial or complete. Also, there are many options to leave the country and study somewhere where education is free. However, they would have to think about how to pay for housing, food, transportation, etc.</p> <p>Activity 2: Roleplay preparation.</p> <p>At this point an hour passed from the beginning of the session, so I started checking on the ideas of situations that they had proposed.</p>	<p>Working with this group has always been hard. They do not pay much attention, Student 12 always wants to leave the classroom to do anything else, and well, this was not the exception. Student 7 was the only girl that was there representing the group and I could tell that so far, she had done all the job. So I was a little worried about the group, and I asked her if she wanted to join another group. She answered that she would help the other girls to keep up and that they would continue with the exercise. I agreed.</p>

<p>Group 1: They thought about a girl who tried drugs, a friend found her in the street and then took her to a hospital, she was in rehab, and after some time, she was ready to go back to study.</p> <p>I told the girls that they needed to make evident how that problem was specific to someone that is studying music, since that could happen to anyone. Also, I told them that I would be explaining the criteria to evaluate the roleplay and that one of the items was that the situation is coherent and that it could happen on a daily-life basis. They understood and kept working on it.</p> <p>Group 2: They thought of a situation in which someone is trying to look up for a job as a journalist and then something happened. They did not have it very clear at that point, so I gave them some examples of what could happen. They said that they would try to make the scene more complex.</p> <p>Group 3: They thought of a situation in which a person was forced to find a job to pay for their studies. In that way, the girls were advised to make it more specific to music and to make the situation more complex.</p> <p>Group 4: They thought of a situation in which someone wanted to buy a sandwich, but he/she could not do it because he/she did not have any money. I explained to them that this situation could happen to anyone, so that they needed to make it more complex and to let us know how this was related to an engineer.</p> <p>Group 5: Once again, Student 7 was by herself, and she said that she wanted to talk to her classmates about what to do, but she said that she really liked the option of going abroad to study. I told her that I understood and that she could start thinking, and then give the ideas to her classmates to check what could be done.</p> <p>At that point, there were 10 minutes left. There, I told the students that they needed to work on the roleplay at home, to better develop the proposed</p>	<p>When the girls told me about the situation I worried a lot, I did not want them to think that the exercise was a joke. So I tried to make the exercise more serious by letting them know about the evaluation criteria and question some of the decisions that they had made for the presentation. For example, when they said that a friend was going to take the girl of the problem to rehab I asked them if in real life a friend in almost the same situation would pay for the treatment at the rehab center. Student 1 answered that it would be for free as the EPS would cover that. I asked her if she had investigated it and advised to check if it was that easy to get that service for free. I asked the girls to check and get to a more realistic solution, since it had to be related with a real context. They understood.</p> <p>I saw that they were doubting a lot, so I gave them some examples, for example that they hired a person for the wrong reasons, that the person was not hired because she was not pretty enough, or that the hired person was being harassed somehow. They listened and started to think.</p> <p>I advised the girls on how to make the situation more complex, so that it could be transformed into a roleplay presentation.</p> <p>They had the same problem, the situation was not complex and it could happen to anyone, so I gave them some parameters to follow, although I was going to explain them later to everyone.</p> <p>Student 7 was very intrigued by the option of scholarships abroad, even for herself, so I loved that I could give her an idea of what she could do in the future, start planning on it, etc. I agreed with the fact that she was going to talk to her classmates and plan the rest.</p> <p>I wanted to make sure that they knew how the evaluation was going to be done and what aspects would be included. They did not have any questions, so we just left it there.</p>
<p>situations, to check what they needed for the presentation, make sure that each one had a role and if they needed to, to create a script. I invite them to feel comfortable and to make mistakes, as that is the way that we learn.</p> <p>Then, I explained to the girls what the criteria for evaluation were. I asked if they had any questions, they did not say anything. I asked them to be ready for the next class to bring anything that they needed, as we did not know if we would have enough time.</p> <p>The girls agreed, the class was over, so they left.</p> <p>Comments about the session:</p>	

Annex D Informed Consent

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: F0H025INV	Versión: 01	
Fecha de Aprobación: 02-05-2016	Página 1 de 3	

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:


PARTE UNO: INFORMACIÓN GENERAL DEL PROYECTO

Facultad, Departamento o Unidad Académica			
Título del proyecto de investigación			
Descripción breve y clara de la investigación			
Descripción de los posibles riesgos de participar en la investigación			
Descripción de los posibles beneficios de participar en la investigación.			
Datos generales del investigador principal	Nombre(s) y Apellido(s) :		
	N° de Identificación:	Teléfono:	
	Correo electrónico:		
	Dirección:		

PARTE DOS: CONSENTIMIENTO INFORMADO

Yo _____ mayor de edad, identificado con Cédula de Ciudadanía N° _____ de _____, con domicilio en la ciudad de _____

Documento Oficial, Universidad Pedagógica Nacional

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 2 de 3	

Dirección: _____ Teléfono y N° de celular: _____

Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos:	Tipo de Identificación	N°
_____	_____	_____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.


Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en: _____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

Nombre del adulto responsable del niño o adolescente: _____

N° Identificación: _____ Fecha: _____

Firma del Testigo:

	FORMATO	
	CONSENTIMIENTO INFORMADO PARA LA PARTICIPACIÓN EN INVESTIGACIONES ADULTO RESPONSABLE DE NIÑOS Y ADOLESCENTES	
Código: FOR025INV	Versión: 01	
Fecha de Aprobación: 02-06-2016	Página 3 de 3	

Nombre del testigo: _____

N° de identificación: _____

Teléfono: _____

Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos del menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

Annex E Survey 2

Me, Myself and I

In this paper you will find a series of statements that are incomplete. Fill in the information as it corresponds depending of the context.

Take your time to write each answer with self-awareness and feeling as these will help you to get to know yourself better.

1. My name is Lu
2. I am 15 years old.
3. In my free time I draw something or play any video game
4. My favorite subject is History and music
5. I feel happy when I see any cat or I hear music
6. I feel sad when I see my mother cry or I hear a notice of violence animal
7. I feel important when I obtain something I struggle'd for
8. My favorite things about myself are my talents and my hands etc
9. What I do not like about myself is my defects and my anger issues
10. I feel alive when I trip to chia or I visited a camp or a forest

Annex F Artifacts

Vocational Test

Activity	I am interested	I am not interested
37. Study cultural diversity in rural and urban areas.		
38. Manage and evaluate international cooperation agreements for social development.		
39. Create advertising campaigns.		
40. Work in manufacturing the reproduction of film, printing, and other media products.		
41. Engage in the manufacturing of mass-consumption food products.		
42. Manage and evaluate development projects in an educational institution and/or foundation.		
43. Redesign and decorate physical spaces in homes, offices, and commercial premises.		
44. Manage a tourism company or travel agencies.		
45. Apply alternative methods to traditional medicine to treat people with various ailments.		
46. Design clothing for children, young people, and adults.		
47. Research living organisms to develop medicines.		
48. Operate or maintain technological devices on planes, ships, tractors, etc.		
49. Study foreign languages—modern and ancient—for translation purposes.		
50. Restore prints and works of art.		
51. Inspect and repair electrical, electronic, and computer devices.		
52. Teach children from zero to five years old.		
53. Research or survey new markets.		
54. Attend to the dental health of people.		
55. Treat children, young people, and adults with psychological problems.		
56. Create strategies for promoting and selling new national products in the international market.		
57. Plan and recommend diets for diabetic or overweight individuals.		
58. Work in an of company in a technical position such as production control.		
59. Manage a company (family, private, or public).		
60. Have a workshop for the repair and maintenance of cars, tractors, etc.		
61. Coordinate and manage educational projects.		
62. Assist executives of multinational companies with proficiency in various languages.		
63. Design educational programs for children with disabilities.		
64. Apply knowledge of statistics in research in various areas (social, administrative, health, etc.)		
65. Photograph historical events, significant places, icons, landscapes for advertising, artistic, journalistic, and social areas.		
66. Work in cultural and international museums and libraries.		
67. Be part of a theater group.		
68. Produce short films, commercials, educational programs, fiction, etc.		
69. Study the influence between ocean currents and climate and their ecological consequences.		
70. Understand different religions (their philosophy) and convey them to the community in general.		
71. Advise investors in the purchase of goods and stocks in national and international markets.		
72. Study ethnic groups, their customs, traditions, culture, and share their experiences.		
73. Explore outer space, planets, characteristics, and components.		

74. Improve the facial and body image of individuals, applying different techniques.		
75. Decorate gardens in houses and public parks.		
76. Administer and renew menus for meals in a hotel or restaurant.		
77. Work as a television presenter, radio and television announcer, host of cultural programs, and contests.		
78. Design and implement tourism programs.		
79. Manage and appropriately plan the occupation of physical space in cities, countries, etc., using satellite images and maps.		
80. Organize, plan, and administer educational centers.		

Do you want to know the results of your Test?

- In the results table, which you will find below, circle the numbers of the questions that you marked in the "I am interested" column.
- Then in the "total" column, write down the number of your answers in each of the areas.
- To find out which area interests you the most, look for the one in which you got the highest result (that would be your first choice of vocational interest).
- Then, identify which area you got the second highest score in (that will be your second choice of vocational interest).
- Those areas in which you obtained a lower score will be the ones that interest you the least vocationally.
- In the "List of professions by area", look for the professions related to the areas of vocational interest in which you obtained the two highest scores.
- Don't worry if you get very high or very low scores in one or some areas. This means that you have many or very few interests in certain fields.
- Talk about the results with your parents, teachers and counselors.

Tables for the Vocational Test Results

Areas	Questions																Total
	4	9	12	20	28	31	35	39	43	46	50	65	67	68	75	77	
Art and creativity	4	9	12	20	28	31	35	39	43	46	50	65	67	68	75	77	
Social Sciences	6	13	23	25	34	37	38	42	49	52	55	63	66	70	72	78	
Economics, administration and financials	5	10	15	19	21	26	29	33	36	44	53	56	59	62	71	80	
Science and technology	1	7	11	17	18	24	30	41	48	51	58	60	61	64	73	79	
Ecological Sciences, biological and health	2	3	8	14	16	22	27	32	40	45	47	54	57	69	74	76	

Areas	Professions
Area 1: Art and Creativity	Graphic design, interior design and decoration, garden design, fashion design, jewelry design, plastic arts (painting, sculpture, dance, theater, crafts, ceramics), advertising drawing, restoration and museology, modeling, photography, graphic management and advertising, voiceover and advertising, acting, camerawoman, industrial art, audiovisual and multimedia production, communication and production in radio and television, landscape design, film and video, stage communication for television, music.
Area 2: Social Sciences	Psychology, social work, languages, international education, history and geography, journalism, digital journalism, law, political science, sociology, anthropology, archaeology, social management and development, family counseling, communication and advertising, educational administration, special education, psychopedagogy, early stimulation, simultaneous translation, linguistics, early childhood education, library science, museology, international relations and diplomacy, social communication with emphasis on marketing and business management, creative and advertising writing, public relations and organizational communication, hospitality and tourism, theology, institution priestly.
Area 3: Economics, Administration and Finances	Business administration, accounting, auditing, sales, strategic marketing, management and international business, business management, financial management, commercial engineering, foreign trade, banking and finance, human resources management, integrated marketing communications, administration of ecotourism and tourism companies hospitality, economic and financial sciences, administration and political sciences, business sciences, electronic commerce, entrepreneurship, management of public organizations (municipalities, ministries, etc.), management of educational centers.
Area 4: Science and Technology	Computer systems engineering, geology, civil engineering, architecture, electronics, telematics, telecommunications, mechatronic engineering (robotics), image and sound, mines, petroleum and metallurgy, mechanical engineering, industrial engineering, physics, applied mathematics, statistical engineering, engineering automotive, environmental biotechnology, geographic engineering, military careers (navy, aviation, army), coastal and port works engineering, computer statistics, systems programming and development, educational computing technology, astronomy, geographic science engineering and sustainable development.
Area 5: Ecological Sciences, Biologies and Health	Biology, biochemistry, pharmacy, marine biology, bioanalysis, biotechnology, environmental sciences, zootechnics, veterinary medicine, nutrition and aesthetics, cosmetology, dietetics and aesthetics, medicine, obstetrics, medical emergencies, dentistry, nursing, technology, oceanography and environmental sciences, agronomy, horticulture and fruit growing, food engineering, gastronomy, physical culture, sports and rehabilitation, environmental management, environmental engineering, optometry, homeopathy, reflexology.

Workshop

Group 1
Navigating Challenges, Crafting Futures
Workshop

1. Names of the participants:

2. Talk with your classmates, check the selection of careers that you have individually, and then, choose only one of them. You will work on it as a group. What career did you choose? Music

3. Now that you have explored certain issues that could be generally encountered when deciding to study a career, please list all the issues that could be faced by your choice of career in the last point in the given categories.

<p>Familiar</p> <p><u>Lack of family support or understanding of the career choice.</u> <u>Financial constraints affecting access to music education or equipment.</u></p> <p>_____</p> <p>_____</p>	<p>Cultural</p> <p><u>Limited opportunities for exposure or recognition within certain cultural contexts.</u> <u>Challenges in preserving or adapting cultural musical traditions in a modern context.</u></p> <p>_____</p> <p>_____</p>
<p>Social</p> <p><u>Stigma or stereotypes associated with musicians or the music industry.</u> <u>Competition and pressure to stand out in a saturated market.</u></p> <p>_____</p> <p>_____</p>	<p>Personal</p> <p><u>Mental health challenges, such as performance anxiety or depression.</u> <u>Financial instability due to irregular income or job insecurity.</u></p> <p>_____</p> <p>_____</p>

4. From the list of possible issues that you have made, choose only 1 that have called your attention as a group. Then, think of aspects that can help you to better understand the problem and list them. For example, what dimensions of the problem can be researched? Where could you find the pertinent information? Would you need to visit government websites to get more information? Who can you ask for advice on it? Do you know anyone that could have gone through this problem? What was their experience?

To address mental health challenges in a music career, individuals can seek therapy, use medication if needed, practice mindfulness, exercise regularly, maintain a strong support network and seek professional help from specialized institutions in Colombia like the ACD or COL
<https://concienciaenteroswaldia.com> 018000 946 782
<https://humanconstruction.com> 312 5116049
They are emergency numbers when you need help quickly

5. Assign roles of investigation in your group. Who is going to investigate what part of the problem? What sources will be checked for that? Who can help? Etc.

Marca: I research university any student enrolled at javierana can go to the Psychological for individual consultation
X

6. Take a picture of this workshop and work at home on your investigation according to the given roles.

Annex G Interview

Interview Transcription #1
Student 1

Interviewer: Ok, so today I am here with Student 1, I am going to be asking her some questions about the last sessions that we have had in the English class at Colegio Magdalena Ortega, so hi Student 1.

S1: Hello

Interviewer: In regards to the Me, Myself and I activity, had you done an exercise of self-recognition like that one before?

S1: Yeah, in 2022 a practicante gave us a paper like that, and it was parecido.

Interviewer: How did you feel completing the questions that were on the paper? Did you feel comfortable? Did you need to ask for help? What were your thoughts?

S1: It was hard sometimes because I did not know what to answer and yeah.

Interviewer: Do you consider that the exercise contributed to your personal process and to start getting to know yourself better? How?

S1: Yeah, because it is weird to ask myself those questions as I do not care about that, but me sirvió para conocerme más.

Interviewer: Great! Now, had you done an exercise like this at school (thinking about your future, checking options available for your future, careers, universities, etc)?

S1: In Maths, my professor put us an activity like this, so, about 3 decisions and nos sirvió para ver qué vamos a estudiar.

Interviewer: Ok, thank you. Had you done this kind of exercise at home?

S1: Yeah, with my parents we have talked about it and they told me that I have to get a more than anything, so it was easy because I just chose just one... Mmm, un área.

Interviewer: Ok, great, now, how useful did you find it to start thinking about finding a career and the possible problems that this situation could bring to you?

S1: It was easy because I had already thought about it, because I am scared of a futuro fracasado and I think about it frecuentemente.

Interviewer: Ok, do you consider that the exercise brought to you a sense of curiosity in regards to your future? Like what to study, your possibilities, etc?

S1: Yeah, 'cause, mmm, there are many careers to have the opción, and I am so indecisive, y me sirvió mucho.

Interviewer: Great! So, before developing the role play activity, and having to find solutions in the exercise, did you consider that your skills to resolve problems were good? Why? Did they get better?

S1: It was so, so , because like I said before I am very indecisive, so I think about it so much, and I le doy vueltas mucho a las cosas, and I have many solutions, pero casi no me gusta ninguna, so I have to think about it very much.

Interviewer: How did you feel developing the role play activity today?

S1: It was cool because obtuve más confidence, and it was funny to do that with mis amigas.

Interviewer: Great! Now, what do you think you can improve in your performance if an activity like this was proposed to you in the future?

S1: Mmm, la memoria, because it's hard to learn a text and I forgot it and I had to read it in the roleplay and that was not so good. I have to mejorar la memoria.

Interviewer: Now, do you consider this activity of roleplay has helped you to develop and enhance your communication skills? Why?

S1: Yeah, because in this activity I get more confidence about myself and I think I did better than in other opportunities.

Interviewer: Do you consider that activities like this one are empowering and inspiring for you? How?

Annex H Recordings



