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VOCATION IN EFL.

Using Theme-Based Approach to Orientate Professional Vocation in EFL Students From 11th
Grade at Institución Educativa Francisco Miranda.

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Abstract

This action research study reports how the usage of Theme-Based approach can be implemented to orientate professional vocation in EFL students from 11th grade at a public institution in Medellín, Colombia. This project was developed in three sections: discovering student's abilities, contextualizing students about the educational system in Colombia, and deciding the learner's best professional option. At the end, surveys, interviews, and the teacher's journal were techniques used to obtain data collection. Findings showed that students become more engaged with English course when they find its themes useful and interesting for their proper life. Additionally, they evidence major clarity at choosing their professional programs.

Key words: Theme-based teaching and learning, Topic-based teaching and learning, vocational orientation, vocational guidance.

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Degree Requirement

This action research project is submitted as a requirement of the Bachelor of Education in

Teaching Foreign Languages (English-French) at the Escuela de Idiomas, Universidad de

Antioquia, in Medellín, Colombia.

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Acknowledgements

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Finally, thanks to my colleagues Hadaluz, Cristian and Santiago who complemented this project with their opinions and background. I cannot finish this without first thanking my advisor Mary Isabel for her support, knowledge, time, patience and guidance throughout my academic practicum.

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Preface

To complete the requirements to obtain the title of Bachelor in Foreign Languages at Universidad de Antioquia, it is essential to carry out an action-research project. In order to develop this project, it was necessary to identify a problem in a real academic context using the knowledge and the experience acquired in pedagogy and the teaching of languages throughout the undergraduate program. So, in this proposal is possible to establish the positive impact on my professional and personal growth throughout this first experience in a public institution as a language teacher.

Description of the Context

Institución Educativa Francisco Miranda is a public school located in Miranda's neighborhood, two blocks away from the botanical garden of Medellín Joaquin Antonio Uribe. This institution offers kindergarten, primary school, secondary and high school to more than three thousand one hundred students, principally from Moravia, Aranjuez, Miranda, Manrique, Campo Valdés, Brasilia and El Bosque.

Secondary and high school study from 6:30am to 12:15pm in a gray building, which is divided into two principal blocks; each one of them has two floors where are offices, classrooms, a little store, an auditorium, a library, a field, a computer's room and physics chemistry and biology laboratories.

The classroom where the English class is settled down is located on the second floor. It is a well-lit environment thanks to the lamps and a large window situated on one side of the school room. Regarding the tools for an adequate class of languages, the students have the guide-book English Please II and their notebooks, besides the classroom equipment: chairs, a big TV, a board, a speaker, free Wi-Fi, the academic software *Master 2000* to register the student's grades on it and forty-five laptops given by the program *"Computadores para Educar: prendo y aprendo"*. See *Figure 1*. Institución Educativa Francisco Miranda.

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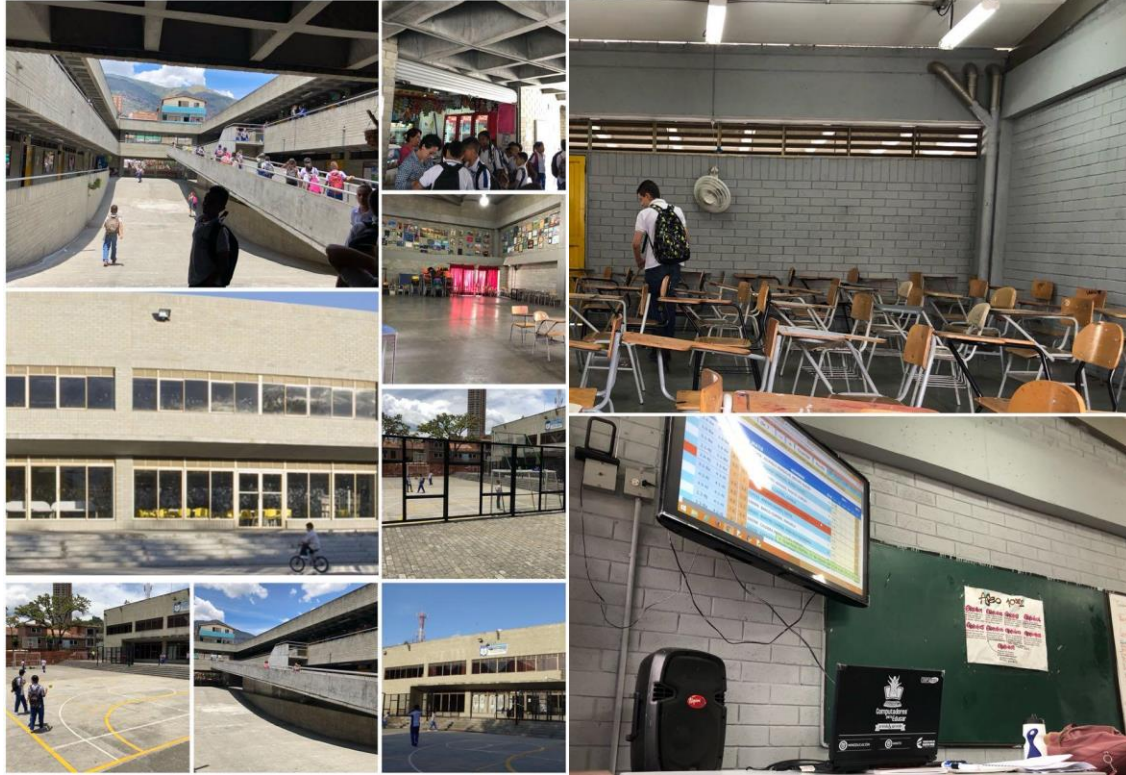
- *Figure 1*. Institución Educativa Francisco Miranda. This figure illustrates the school
  structure including tools for English classes.

Francisco Miranda Institution mentions on its "Proyecto Educativo Institucional" (PEI)

that the learner is considered an integrative person, full of aptitudes, attitudes, abilities and

capabilities, so that, the school offers education based on *the institutional pedagogical model:*

Integrative Socio-humanistic, which is based on values and knowledge that allow them to be

competitive in a globalized world. The pedagogical goal of the institution is to route students

towards an integral formation that allows them to interact with the environment, make decisions

and be distinguished by their co-existing and values that guide them as social beings.

Coherent with this, its established mission on PEI is "To contribute to the formation and

human development of students from elementary, basic and secondary school; while accelerating

basic processes, technical media and CLEI levels, from an inclusive education perspective, so

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that they become integral individuals on a personal, social, spiritual and intellectual way; that allows them to perform in higher education, in the labor, family and social fields contributing to the transformation of the environment and promoting values for an adequate coexistence from the respect for oneself and for the other, the care of the environment and the service community"

Regarding what stipulated as vision, "by 2019, IE Francisco Miranda, will lead at the municipal and departmental level an innovative, inclusive, creative and effective education, in a climate of healthy coexistence, based on an excellent educational management according to the needs of the environment, which involves the human, the social, the intellectual and the spiritual aspects; promoting the use of a second language and TICE, so that graduates are able to project themselves as leaders in society".

Additionally, regulated by the general law of Education in Colombia (Law 115 of 1994), Institución Educativa Francisco Miranda follows article 23 in which was considered mandatory to have *7. Humanidades, lengua castellana e idiomas extranjeros* as part of its curriculum. Coherently, English is a subject coordinated by the Cooperative Teacher, Juan [1]who has been teaching English and French to many levels since 1991. He finished his degree in Foreign Languages at *Universidad de Antioquia* in 1994 and that allowed him to work in numerous schools, language institutions and universities.

After observing the group and having conversations with some students of 11(1), it is valuable to consider that Juan, the cooperative teacher (CT), has done his best effort for learning the names of each learner and refers to everyone by their proper names, as a result, there has been good acceptance from the students when the teacher tries to make them participate in class.

It is possible to state that 11(1) is a group of 30 boys and girl students from 15 to 17 years old. We have one session of fifty minutes per week which is oriented to oral

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[1] Juan is a fictitious name to protect cooperative teacher's identity.

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Similarly, to discuss attitude towards English class in 11(1), it is necessary to divide the group into two: those who want to learn English, who pay attention and do an effort for learning, who have studied in other institutions or spend particular time having fun with literature, music and movies in the foreign language, and those who do not care about mastering a second language.

Regarding the teacher student, Sebastian has about four years of experience teaching English and he is aware that being a teacher is a political practice and that is why he decided to implement a project to become aware that he can impact others' life positively. He believes in students' motivation and pretends to make the pupils work for their knowledge instead of being fulfilled with amounts of information that they will forget later. There is not only one methodology he is engaged with, because he considers that depending on the situation or any specific need, there will be one strategy that best will suit.

Statement of the Problem

The Ministry of Education in Colombia started to strongly potentiate the acquisition of a second language in the country. For achieving this, a policy called *National Bilingual Program – PNB-* for its acronym in Spanish, was proposed in 2004. The program includes three lines of action: the standardization of English curriculum in Colombian institutions, teaching EFL to indigenous people, and the increasing of the foreign language quality in Colombian schools for "Having citizens capable of communicating in English, in such a way that they can insert the country in the processes of universal communication, in the global economy and in cultural openness, with internationally comparable standards" (Ministerio de Educación Nacional, 2006, p. 6).

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As stated before, the PNB establishes that Colombian students must acquire a better

English level for getting more opportunities in life related to academic and professional

development by finishing high school with at least B1 level according to the Common European

Framework of Reference –CEFR-. Unfortunately, in the country there exists a huge difference

between private and public education that does not allow for the end of 2019 to have such results

in public institutions. The main reason of this has to do with Colombian legislative restrictions

that do not allow people trained in EFL teaching to work in elementary public schools. As a

result, the institution determined to increase the students' level from A2 to B1 once they finish

eleventh grade as established on (PEI), due to the reality nowadays is that about 98% of learners

at Francisco Miranda, they do not even have A1 level.

Based on the purpose of PNB, IEFM evaluated its context and recognized that the reality

nowadays is that about 98% of learners at the institution do not even have A1 level. (Institución

Educativa Francisco Miranda, 2017). Which means that it is a challenge to achieve the expected

level in such a short time.

There exist many aspects that need attention in order to obtain what pretended by PNB.

Personally, I have evidenced through the group's observation, that lack of motivation

is one of the biggest factors that students from IEFM face during their English classes and it

seems to be a consequence of the evident usage of grammar based method most of the time.

Usually, the C.T. explains the topic using the board and telling them what kind of word comes

before and after the other (Journal 1 - August 22nd, 2018).

The students' reaction was positively different in two situations, in both cases, there were

activities that made the learners reflect on their academic and professional future. There was even

a pupil who said: "Profe este tema si me gusta, primera cosa que siento que me sirve en esta

clase, siempre hablamos de bobadas que no tienen relevancia. Para acabar de ajustar en inglés" (Observation #8 – October 2nd).

This fact made me reflect on possible significant topics for teenagers because in my personal opinion, English classes of 11 (1) at IEFM are not addressing to relevant themes for learners' life. In fact, as Bourke (2006) stated "a topic on its own is not of much use. It is what one does with it that matters" (p.283). Additionally, I believe in motivation as a key for teaching/learning languages nevertheless, I didn't really notice interesting content in those classes, then a student confirmed my idea while saying: "A mí no me gusta como Juan enseña porque suelta mucha información muy rápido y nada de eso como que tiene sentido". (Journal 1 - August 22nd, 2018)

After this, it is easy to conclude that the challenge here is to find the most accurate way of creating conditions to form better citizens for the world through teaching English. This is about how can I use the social power that teachers have in order to make students reflect on the importance of a second language, but also to think about how I can contribute to their personal and individual lives considering what coexistence manual and Institutional educational project pretends with the students from Francisco Miranda Institution.

So, bearing in mind that theme-based teaching can provide a meaningful language learning experience, in order to connect the lesson with students' interest and reality, I posed myself the following research question: *How can theme based approach support to orientate students' professional vocation in 11th grade at Institución Educativa Franciso Miranda?*

Theoretical Background

Theme-Based Approach (TBA) (Also known as Topic-based approach and theme-based instruction) will be relevant in the current research study. This is a path through which there exists

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a possibility to conduct an English as a Foreign Language (EFL) class. TBA centers the attention on a relevant topic for students instead of teaching/learning language itself. In this case, the main teaching point is not grammar, which usefulness is questioned by many teachers and students in public high schools because of the lack of meaningful and significant learning goals and activities for pupils (Becerra & McNulty, 2010, p.118).

In addition, TBA looks for creating considerable practices for learners in an EFL classroom, considering what Nunan pointed out "learning is mutually constructed as a collaborative experience between teachers and learners" (as cited in Bourke, 2006, p.280). The approach that pretends to be implemented for eleventh grade students from IEFM provides what Handal & Bobis; Mangan; Lipson, et al. call:

> A "meaningful" way to personally engage students in the learning process; a connection to students' life experiences, interests, and existing knowledge bases; a contribution for learners that reveals connections among knowledge area; a promotion of positive attitudes in learners; and an improvement of student success/achievement (as cited in Tessier & Tessier, 2015, p.2). Looking for a better ambiance for learning a Foreign Language.

Other benefits offered by TBA were evident in the results of a research carried by Tessier & Tessier (2015) in SUNY Delhi, where teachers implemented themes in their classes and obtained students' increases in motivation and enjoyment, as well as more comfortable connection between new knowledge to something that they had already liked or understood. Furthermore, it boosted the possibilities to apply the subject in learners' lives, in turn affecting the depth of their thoughts and their degree of caring about the subject (p.16). All of the above, contributing to the appropriation of a new language.

While using this approach, also known as Topic-Based Approach, it is necessary to identify students and teacher's roles which are assigned by Bourke (2006) as "the learner who

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does the learning and (…) the teacher (…) who facilitates the learning process". (p.286). in order to generate the appropriate mechanism for teaching/learning the EFL.

The intention is to take advantage of all the benefits already mentioned to positively impact public education though TBA, considering what stated by Becerra & McNulty (2010) "EFL public high school institutions can include significant learning experiences in their courses" (p.130). The employment of this approach has a high probability of contributing to balance the low levels of English at IEFM; due to the reality nowadays is that according to PEI (Programa Educativo Institucional) about 98% of learners at Francisco Miranda, they do not even have A1 level according to the Common European Framework of Reference (CEFR).

Recognizing the life stage in which students of eleventh grade are and giving importance to the idea that soon they will have to decide what to study next; it was necessary to reflect on a topic that provides not only comprehensible, but also memorable input (Bourke , 2006, p.282). In this way, it was considered that it could be *Vocational Guidance,* because as Jones expressed, the purpose of the orientation is "to assist the individual through counselling and to make wise choices, adjustment, and interpretations in connection with critical situation in his life in such a way as to insure continual growth in ability for self-direction" (as cited in Kumar, 2010, p.10).

The major part of the group is about fifteen and sixteen years old, so that means that the students are crossing a period of adolescence in life, in which they are facing changes in their bodies and minds added to a worldview too negative that reinforce the difficulty of constructing a professional life project. Also, the teenager wonders about their future place in the social sphere and his place within his family. (Meloni, 2016, p.651). at the same time that they have to define what is next in their life.

In this way, students need orientation on what Humblin recognized as "the opportunities to find out their aptitude and interest in occupations, jobs, by involving them in work

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experiences, socially useful and productive work and community and social-service activities"
(as cited in Kumar, 2010, p.20). Vocational guidance will benefit eleventh grade students from
IEFM, so it will be a central topic in the implementation of TBA in their classes. All of this,
supported by Kumar (2010), who affirmed that "Most schools do not seem to concern themselves
with this vital issue of young pupils' future. It is in this area that the school can play a very
important role" (p.20).

Using TBA approach and vocational guidance as the central theme in the course is an
alternative to address the identified problem. According to Kumar (2010), this could help pupils
to become adjusted to their present situation and to plan their future in line with their interests,
abilities and social needs; in brief, this will help them to deal with the dilemma of "What to
study? Where to go for study? What to do? Etc." (p.21-22). Additionally, a main aspect to
include in EFL classes, in order to facilitate the acquisition of the language at the same time that
help them decide about their professional future is "to include real-life topics that can help
students develop a more holistic and integrated view of themselves and others" according to
WiśniewskaBrogowska (as cited in Becerra & McNulty, 2010, p.119).

Another advantage that can be mentioned thanks to the use of this methodology inside the
classrooms lies in what Diana Mumford (2000) stated " (...) this method of teaching links
curriculum strands and capitalizes on children's interests, creating a sense of purpose and
community in the classroom." (p. 4). Which would also facilitate a better environment within the
group and allow the classes to develop in the way expected.

Finally, it should be noted that factors such as motivation could be impacted in a positive
way, as supported by Yang (2019) who stated that "(...) when the lesson has a purpose, and it is
relevant for the students, they are going to work harder to learn and show commitment to the
activities proposed in the unit. (Freeman & Freeman in Yang (2019, p.162). even more so when

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the topic tackled is of such a high importance that it compromises the academic and working future of the apprentices.

Research Question

How can theme-based approach support to orientate students' professional vocation in 11th grade at Institución Educativa Franciso Miranda?

General objective

To evaluate the effectiveness of implementing a relevant topic as the professional vocational guidance in EFL 11th grade students through theme-based approach at IEFM.

Specific objectives

- To examine self-assessment in order to identify students' professional expectations and preferences.

- To monitor how students explore the academic offer in higher education in the metropolitan area.

- To determine the importance of having relevant content throughout an English course.

Action Plan

As stated and explained throughout this paper, students evidence lack of interesting and useful content during their English courses. Absence of motivation, as a consequence of non-representative themes, could be one of the reasons detected on Ministry's rates to have about 98% of learners at Francisco Miranda that are not even A1 level, according to the Common European Framework of Reference (CEFR) (Programa Educativo Institucional, 2017). In order to develop this study, I will implement the actions planned on the following table and more detailed information will be considered by the end of this report. (See Appendix A).

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During the first week of this implementation, I will socialize the research proposal with my group of students and my cooperative teacher (CT). I will tell them about the objectives of the project, implications it might have, data collection techniques that will be used and reasons for doing this study. After that, a consent form will be signed by the students and all questions they have, concerning this project, will be solved.

All along the first month, students will be guided to identify their proper strengths and abilities. They will have a workshop to explore "what am I good at?" using the textbook and other activities that will be prepared for it. To complement this, students will read a descriptive text and they will analyze an example of dreams and goals, based on that, they will be asked to write a text to express their own aspirations in life.

Later, on the second month, students will identify the social context they will face concerning superior education in Colombia. For this, pupils will use audios, in which Colombian needs are expressed to identify what are the main challenges we have nowadays in our society. Besides this information, students will be part of activities that will facilitate the comprehension about educative system in Colombia; they will learn the difference between a technical, a technician and a professional program. Additionally, they will learn what a postgraduate program is and what its categories are about: specialization, master degree, doctoral and postdoctoral. To finish this, in order to contextualize learners and illustrate about admission processes, it will be presented the offer that metropolitan area provides in terms of superior education for its population.

All the while third month, students will focus their attention to decide which would be the option they suit the best regarding professional option. They will apply a vocational guidance test and will write a letter to ask for a University admission.

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To conclude, it is important to clarify that data analysis will be carried out during the whole research and observations, journals of the teaching experience at the school, surveys and interviews will be the sources to obtain the information to interpret and conclude based on findings.

Development of Actions

This action plan was developed between March and May 2019. Although all the activities were considered on the learning unit, "Knowing my present to plan my future", which was made at the beginning of the semester, there were changes needed to adapt the research project to real life adversities. Almost all of the strategies were carried out as planned, but there were some that could not be done because of reduced time, strikes, and administrative difficulties with the major of the city, among others. Consequently, it was not possible to make a deep accompaniment to the teenagers from IEFM (Interview with student #2 question 4 about how significant learning was May 30th, 2019).

At the very beginning, I and my cooperative teacher explained my students what was the reason this research was going to be conducted. After this, I socialized my research proposal with the entire group, including my CT. Some questions were solved concerning data collection techniques as survey, interview and journals based on classes' observations. At the end of the class we did an exercise to identify students' preferences and they signed the consent form.

Then, up from the second class and all along the first month, the students were reflecting to identify what they are good at. Some YouTube videos were presented to determine the pattern of this expression and then they compared two superheroes trying to determine which was good at something. In addition, students took a piece of paper where they listed five positive aspects

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they have and a classmate advised which of those aspects was the most relevant based on his/her perception.

To work on student's aspirations, goals and life purposes I shared with the learners a video called "Rat Race". The guys were attentive and they were surprised how society works and nobody pays attention to it. Some of them expressed that they are afraid of living a life in which work, consumerism and money were the only relevant aspects in life.

Connected to the last lesson, I brought to class a schema where "me" was the center and other aspects were surrounding it " family", "professional", "academic", "relationship", and "friends". Students were asked to use expressions as "My dream is to…", "I want to…", "I will…", "When I grow up, I would like to…", "I'd really like to…" and "I would love…" to establish goals in life and then they had to apply the WH questions in order to define a deadline and a manner to accomplish it.

Additionally, there was another session in which I gave a piece of paper to each student. In this activity they had to read the assigned information concerning all the educative levels we have in Colombia (Technician, technologist, professional, specialization, master, and doctoral program). Later, they conformed a group of six classmates to orally, share the information they had received. At the end, the entire classroom was informed on how long lasts each program, what are the requirements to access and what the program is for.

At this point of the process, the students were clear enough about the strengths they had, they also had begun to know how the educational system worked in the country, so they started to explore the academic offer that exists for them in the metropolitan area. After each one had in mind the program that they would like to study, they were grouped by similar academic areas to orally present to the rest of the group the possible universities where to study, budget, curriculum, skills and description of the professional field.

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Finally, the learners wrote an argumentative text in which they considered all the work they had done and kept in a folder since the beginning of the year. In the written they expressed what career they would like to study and what academic level they would like to achieve. At the end of the process they answered a survey to review aspects concerning the objectives of the project as well as some of them, including the TC, answered a short interview (See appendix B).

Findings and Interpretation

In this action-research project, I used my journal as the first source of information, based on the observations and experiences I had inside the class during each one of the sessions that took place. The format designed to organize the information of the journal is divided into four columns that considered: 1) Duration, 2) Accurate and relevant description of events occurred in class, 3) Comments or questions, 4) Categories that arise from these reflections. Additionally, I looked for others' perspectives through the application of a survey to 27 students of 11 (1) from which it was possible to define graphs and schemas to identify more easily all the variables that were considered. In addition to the above, a structured-interview was conducted with two students and another with the cooperative teacher (See Appendix B and C), which were transcribed to carry out more easily the process of triangulation of information from the technique called coding.

The findings that follow are based on the analysis of the data provided by the sources, which can be, according to Saldaña (2013) "interview transcripts, participant observation field notes, journals, documents, drawings, artifacts, photographs, video, Internet sites, e-mail correspondence, literature, and so on" (p.3). Consequently, I started with the analysis of my journal, which was carried out step by step, after each session in the classroom. Then, I codified data favored by colors that allowed to visualize, with greater precision, the facts that had

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similarity and supported useful information for achieving the established objectives of the investigation.

After starting to find some possible codes, I continued with the review of the data obtained from the interviews and surveys. These were also subjected to the same process called coding, which according to Saldaña (2013), "is (…) a method that enables you to organize and group similarly coded data into categories or "families" because they share some characteristics (…)" (p. 9). Once all material was studied, three main categories were identified: Learning English through a significant topic, effectiveness in the process of vocational guidance and use of English for own and real situations. In addition to this, a subcategory was identified: Increased motivation.

Finally, some students' writings were taken into account to demonstrate the effectiveness of the vocational guidance process, as well as the evidence that English can be useful to communicate effectively in situations that concern students' current and daily lives.

Learning English through a meaningful topic

Many authors have investigated on TBA's advantages, Handal & Bobis; Mangan; Lipson, et al. said that this approach provides a "meaningful" way to personally engage students in the learning process; a connection to students' life experiences, interests, and existing knowledge bases; (…) a promotion of positive attitudes in learners; and an improvement of student success/achievement (as cited in Tessier & Tessier, 2015, p.2). Evidence of this is the information provided by John[2] "(...) at the beginning I did not know how to use English very well, but because of these activities I was able to understand many things, besides I can understand different ways of seeing language and how to express many things" (Student 2 Interview, question 4).

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[2] John is a fictitious name to protect student #2's identity.

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Having success while using this approach depends on how the teacher recognizes the students' needs and interests. Choosing a meaningful and relevant topic for the students will facilitate what we call *transfer*[3] in pedagogy. Fortunately such important factor came during this implementation and was registered in my teaching journal on April 2[nd;] the CT had a short conversation with me at the end of the class and told me that there had been some comments from students asking him to continue working on vocational guidance even the sessions I was not with them (Journal). Additionally, during the interview with Carlos[4] he demonstrated the importance of this topic for him and his classmates while stating "vocational guidance is something that young people do not see very well, because they are not capable of deciding what they want to be (...). Thanks to this, some have been oriented a little more to what they really want and above, using English which is much better (Student 1 Interview, question 1)
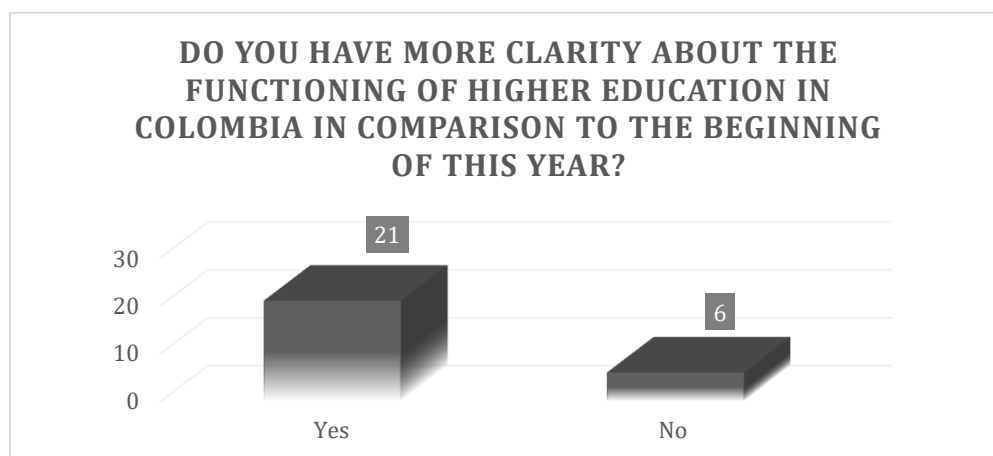
Effectiveness in the process of vocational guidance

As it was evidenced, the topic chosen in this action research brought to students meaningful experiences; the results obtained satisfactory results and the survey applied to 27 students supported it. As you can see on *graph 1*, more than 95% of them answered affirmatively to the question: Do you have more clarity about the functioning of higher education in Colombia in comparison to the beginning of this year?

Additionally, the effectiveness of the process was classified as "very good" according to John, because "it helped me a lot to orientate myself in my near future. To see what I want to start with, what benefits one option brings to me that the other does not. It seems very good to me and I would like to continue seeing things like these in my English classes. (Student 2 Interview, question 1).

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[3] This is to share knowledge from teacher to learner efficiently.

[4] Carlos is a fictitious name to protect the student #1's identity.

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GRAPH 1

DO YOU HAVE MORE CLARITY ABOUT THE FUNCTIONING OF HIGHER EDUCATION IN COLOMBIA IN COMPARISON TO THE BEGINNING OF THIS YEAR?

21

6

30
20
10
0

Yes   No

Finally, there was a key question to highlight the effectiveness of the implementation of a relevant topic as the professional vocational guidance in EFL 11th grade students through theme-based approach at IEFM. After checking how learners answer the question that you can see on *graph 2* "On a scale of 1 out of 5, where 5 is totally sure and 1 totally unsure. How sure are you concerning your professional choice?" It is possible to affirm that all students have at least an idea of what they want to study once they finish their studies in high school. It is also possible to infer that even though most of them are not one hundred percent sure of their choice, 44% of group already have a clearer picture of what they will carry out in their future.

Use of English for own and real situations

Considering what stated by Becerra & McNulty (2010) "EFL public high school institutions can include significant learning experiences in their courses" (p.130). These experiences should be related with student's´ realities and needs. This could be evidenced during the cooperative teacher's interview while saying "the project addressed through the use of
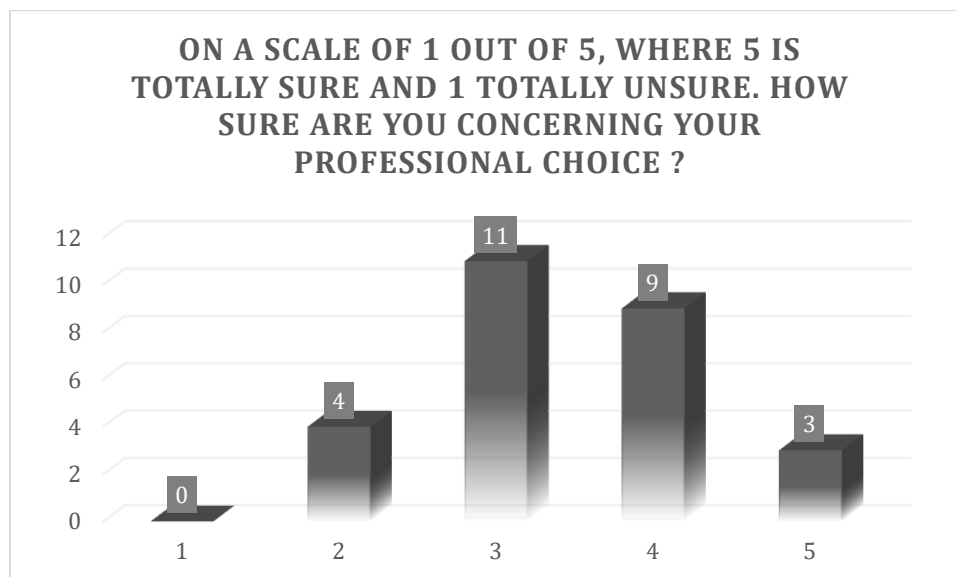
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English, one of the needs of our students which is to give options and alternatives of an academic and work nature". Added to the above, the use of English in situations of a real context was present thanks to the activity that was made on March 12th, where the students were talking to each other to give feedback on what each one had determined as their strengths after having made a self-assessment (Journal). Similarly, on May 14th pupils wrote an argumentative text in which they presented the reasons for wanting to study their academic program of preference.

Also what Humblin recognized as "the opportunities to find out their aptitude and interest in occupations, jobs, by involving them in work experiences, socially useful and productive work and community and social-service activities" (as cited in Kumar, 2010, p.20). could be noticeable in the answer to the question: Do you consider that the project met through the use of English one of the needs of our students which is to give options and alternatives of an academic and work nature? The answer obtained from the Cooperative Teacher was: "Yes, because each class session pointed to a specific aspect of the project: possibilities, supply, demand and in its development the students expressed themselves through the different skills and activities what was proposed by the teacher" (CT Interview, question 3).

GRAPH 2

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**ON A SCALE OF 1 OUT OF 5, WHERE 5 IS
TOTALLY SURE AND 1 TOTALLY UNSURE. HOW
SURE ARE YOU CONCERNING YOUR
PROFESSIONAL CHOICE ?**

Scale	Value
1	0
2	4
3	11
4	9
5	3

Increased motivation in students from the use of TBA

Considering that this action research did not pretended to analyze the impact that TBA

had on the students' motivation, this aspect could be considered as a relevant finding. As

presented in the theoretical framework, motivation was a key factor for TBA's research carried

by Tessier & Tessier (2015) in SUNY Delhi, where teachers implemented themes in their classes

and obtained students' increases in motivation and enjoyment, as well as a more comfortable

connection between new knowledge to something that they had already liked or understood.

For my own experience, I could confirm increasing of motivation in pupils after

interviewing the Cooperative Teacher. I asked him about the usefulness of content for the

students and he said "I think it was very motivating because it not only aroused the students'

concern to choose their life project but also sought the use of English for that purpose" (CT

Interview).

In order to reinforce this finding, I can say that there was another fact that support the idea

of increasing motivation throughout this research action. When identified the research problem I

identified grammar translation and grammar based as two of the main troubles inside the

classroom. Fortunately, at the end of the implementation it could be verified that the approach had truthfulness and that after having used TBA there was an increase in motivation since the students found interest in the content addressed. What stated above is based on what Carlos said during his interview: "Academically the English that is taught is quite basic, but through this type of activities it is much better than doing activities in a book" (Student 1 Interview, question 2)

Conclusion

After having carried out this action research it is possible to conclude that the students could use English for a significant and real situation in their lives, so we can talk of a double gain of knowledge: on the one hand students' learning of a second language and on the other, the students' reception of input related to vocational guidance. As this, it is clear that a language serves to communicate, so using this approach allows a transfer of knowledge in an effective way since it would be learning about something pertinent at the same time that the foreign language is put into practice for what really works.

It should be noted that during the teaching/learning process of a second language, the content addressed as a secondary topic is of vital relevance to the audience that is intended to be boarded. The success of this depends on the subject that is chosen considering the learners' interests and needs.

To finish, it could also be mentioned that the implementation of other types of methodologies different from grammar based allows students to begin to see learning English as something significant and important for their lives, beyond simply repeating and performing meaningless activities.

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Reflections

Before you start any curse being a teacher, there are many interrogates and expectations. You want to know who are going to be your students, what English level they are, how much they love the second language, what motivates them the most and many other aspects that go through our thoughts. This was not the first time I faced a group of students, but it was my first time guiding a group at a public institution of a low income level in my city.

It is not a secret that Medellin was a city affected by violence, but also that things are better nowadays in comparison to what this city faced 30 years ago. Although I was aware of that, from the beginning of my practicum, I was afraid of having any rude student that threatened me with "combos" or something like that. Fortunately I could change that perception and realize that these kinds of students are teenagers with many aspirations and abilities.

After doing this practicum I discovered how Colombian government invests in schools and how the ministry of education have worked on many things to enrich these institutions. I would say that this practicum let me know a little bit how is to be a teacher that works for the government.

As I said, my practicum changed my perception about low income students from high school and also, it helped me define that I love working with teenagers instead of children. I would say that helping them in this period of their life, in which I learnt that they are defining that quantity of aspects, it's a very satisfactory reward.

Related to this, I would say that such an experience in my life let me be aware that I am a young adult who recently finished my adolescence. This added to my professional training had gave me tools to help teenagers from many aspects while teaching them a language.

I did not have negative experiences while doing my practicum, but I would say that I did not like to have a borrowed group because I prefer to have autonomy in my classes. I dislike

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having large groups; however, it was something I knew before my practicum. Managing too many students in a classroom becomes a difficult aspect that do not allow that a teacher pays attention to every specific need that any student has. Additionally I had sessions of 50 minutes and I have realized that for me, one hour and a half is the minimum time to develop all the steps that a class needs.

Furthermore, it is relevant to mention some limitations that I faced during the implementation of this action research. Although it was easy to find a practice center, with the passing of time said institution presented difficulties which affected this investigation. The most relevant of these implications were the strikes in public education, which generated the suspension of several sessions throughout the year. Added to this, at the beginning of this year the mayor of Medellin decided that the internship contract would be made through said institution and not directly with the school as had been done, such situation produced an interruption and the cessation of activity for several weeks. Additionally, the short time inside the classroom was another factor that limited the project, since fifty minutes a week is a very little time to be able to make an efficient intervention. Despite the aforementioned, fortunately, the sessions addressed were sufficient to achieve the objectives set and to complete the investigation within the established times.

I have learnt that being a teacher is a political practice and that is why I decided to implement a project to become aware that I can impact others' lives positively. This time I wanted to show myself that teaching many things at the same time I teach a language is possible, because when there is a lack of content, studentś motivation decrease notoriously.

I want to continue helping teenagers with problematics they are facing in their life at the same time I continue serving to society regarding youth's formation, contributing to form better citizens for the world and engaging students with a second language learning process.

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To conclude my reflection, I want to say that you never stop learning, you never stop becoming a better teacher. I know that finishing my career is just the first step of this process, so the first thing I know I have to keep improving my language proficiency. However, being a language teacher is not only knowing a second language, this is why I would love to become more sensitive with my students in order to discover easier their interests and needs to create strategies to assure knowledge transmission.

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Appendix A

Procedure	2018	FEBRUARY			MARCH			ARIL			HOLLY WEEK	MAY			JUNE		
		1	2	3	1	2	3	1	2	3		1	2	3	1	2	3
Questionnaire to determine if they have worked on personal vocational guidance	■																
To observe classes and reflect on them					■	■	■	■	■			■	■				
To socialize the research proposal					■												
To sign Informed Consent					■												
To read a descriptive text and analyze an example of dreams and goals.							■										
To write a text to express student's aspirations						■											
To explore "what am I good at?"					■	■	■										
To use audios in which Colombian needs are expressed								■									
To contextualize students about the educative system in Colombia									■								
To present educative programs										■							
To apply a vocational guidance test												■					
To write a letter to ask for a University admission													■				
To decide their professional option														■			
Students' survey to determine the effectiveness of the implementation														■			
Data Analysis					■	■	■	■	■			■	■	■			
Project writing					■	■	■	■	■			■	■	■	■		
Presentation														■			

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Appendix B
TEACHER'S INTERVIEW

A continuación encontrarás algunas preguntas relacionadas con el proyecto "Guianza

vocacional en estudiantes de undécimo grado de la Institución Educativa Francisco Miranda

(IEFM) a través de la utilización de Theme-Based Approach (TBA) en clases de inglés como

Lengua Extranjera". El proyecto tiene como propósito la orientación de la guianza vocacional de

estudiantes de inglés como lengua extranjera en undécimo grado de la IEFM a través de la

utilización de TBA como estrategia metodológica.

Es importante considerar que no hay respuestas correctas o incorrectas, este ejercicio se hace

solamente con propósitos académicos y los nombres reales de ustedes no serán publicados en el

reporte escrito.

1. ¿Cómo cree usted que fue la experiencia de los estudiantes de aprender inglés utilizando
   la orientación vocacional como tema central?

2. ¿Cree usted que el contenido visto en inglés fue útil para los propósitos académicos y
   laborales de los estudiantes?

3. ¿Considera que durante las sesiones trabajadas los estudiantes pudieron utilizar el inglés
   para comunicarse atendiendo situaciones de su contexto real? ¿Por qué?

4. ¿Cree usted que fue significativo el aprendizaje que tuvieron los estudiantes durante este
   proyecto? ¿Por qué?

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Appendix C

STUDENTS' SURVEY

A continuación encontrarás algunas preguntas relacionadas con el proyecto "Guianza vocacional en estudiantes de undécimo grado de la Institución Educativa Francisco Miranda (IEFM) a través de la utilización de Theme-Based Approach (TBA) en clases de inglés como Lengua Extranjera". El proyecto tiene como propósito la orientación de la guianza vocacional de estudiantes de inglés como lengua extranjera en undécimo grado de la IEFM a través de la utilización de TBA como estrategia metodológica.

Es importante considerar que no hay respuestas correctas o incorrectas, este ejercicio se hace solamente con propósitos académicos y los nombres reales de ustedes no serán publicados en el reporte escrito.

1. ¿Considera usted que a través de las sesiones ha logrado identificar sus propias capacidades?

Sí_____   No_____

2. ¿Considera usted que a través de las sesiones ha logrado identificar aspiraciones en su vida?

Sí_____   No_____

3. ¿Tiene usted mayor claridad sobre el funcionamiento de la educación superior en Colombia a comparación del principio del año?

Sí_____   No_____

4. Después de haber sido partícipe del proyecto, ¿Considera usted que conoce la oferta académica de la educación superior del área metropolitana?

Sí_____   No_____

5. En una escala de 1 a 5, donde 5 es totalmente decidido y 1 es totalmente indeciso, ¿Qué nivel de claridad tiene usted frente a su elección profesional una vez termine el colegio?   _____