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Life competencies: perceptions and development in technical and vocational schools.

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## RESUMEN

Este estudio investiga acerca de la presencia de Competencias para la Vida en escuelas técnico profesional. A mayor abundamiento, la investigación apuntó a identificar cuáles competencias para la vida están presentes, determinar la percepción de profesores y estudiantes acerca de las competencias para la vida y finalmente, desarrollar guías de trabajo que pudieran ayudar a los profesores a incorporar exitosamente estas competencias durante sus clases. Este estudio fue desarrollado en una escuela técnico profesional ubicada en La Reina y usó un diseño no experimental, enfoque mixto a través de la implementación de dos cuestionarios, uno de selección múltiple para los estudiantes y uno de selección múltiple y preguntas abiertas para los profesores. El estudio usó el marco de competencia para la vida de Cambridge para determinar cómo estas competencias serían tratadas. Fue probado que los estudiantes y profesores poseen una noción acerca de las competencias para la vida, y ellos reconocieron su importancia para el futuro. El desarrollo de guías pedagógicas fue determinado como el instrumento apropiado para ayudar a los profesores a desarrollar las competencias para la vida en las clases de inglés.

**Palabras clave:** Competencias para la vida, Habilidad para la vida, Escuelas Técnico profesionales, Educación técnico profesional, ETP, sala EFL, asignatura inglés.

## ABSTRACT

This study intended to inquire about the presence of life competencies in technical and vocational schools. Moreover, the research aimed to identify which life competencies are present, determine the perception of teachers and students about life competencies and finally to develop guidelines which may help teachers to incorporate successfully these life competencies during their lessons. This study was conducted in a technical and vocational school located in La Reina and it used a non-experimental design and a mixed approach through the implementation of two questionnaires, a multiple-choice questionnaire for the students and a multiple choice and open question to the teachers. The study used the Cambridge University Life Competencies Framework to determine how these competencies would be addressed. It was proved that students and teachers as well possessed a notion about life competencies, and they acknowledged their importance for the future. The development of a set of pedagogical guidelines was determined as the proper instrument to help teachers to develop life competencies in the EFL classroom.

**Keywords:** Life competencies, Life skills, Technical and vocational schools, Technical-Vocational Education and Training, TVET, EFL classroom, English subject.

## INTRODUCTION

During the last decades, the development of the curriculum regarding technical and vocational institutions' programs has experienced a continuous change according to the demands of employers (Kigwilu, 2016). In the current context (Kigwilu, 2016), it is possible to state that technical knowledge by itself is not sufficient to meet the demands and requirements to achieve a higher level of employability and job stability. Moreover, technical knowledge comprehends a set of skills known as hard skills, which are related to the level of expertise and proficiency in a particular subject. On the other hand, there has been a development of a new set of skills known as soft skills or life competencies. These life competencies represent the different abilities and tools which help an individual to successfully integrate themselves in a working environment (Anis, 2020). Nevertheless, the concept of life competencies is not set in stone. The concept has experienced several changes and updates. As a first approach, soft skills are referred as a contraposition to hard skills (Kigwilu, 2016), another notion for the concept is 21st century skills, which incorporates not only the abilities required to manage information and interact with others, but it also considers the incorporation of capabilities to successfully use technologies of information or ICT (Joynes *et al*, 2019). A third approach to the concept is the notion of life skills, which refers to a set of abilities, skills and knowledge which allow the individual to successfully integrate in a modern society (Abdullah *et al*, 2020). It is possible to state the existence of different approaches to the subject. Nonetheless, this study will refer to all these notions as life competencies. The concept was coined and developed by Cambridge University (Cambridge University Press, 2020), where they incorporate and enclose the concept establishing a framework which is composed of six different areas: Creative Thinking, Critical Thinking, Learning to Learn, Communication, Collaboration, Social Responsibilities. The Cambridge life competencies Framework approach offers a specific notion of the concept highlighting the most relevant areas and allows to determine how these skills can be developed, taught, and acquired in a technical and vocational schools context.

The first aspect which needs to be determined is if it is possible to analyze, recognize and explain how these life competencies allow technical and vocational institutions' students to attain better employability levels. Nonetheless, the current and national context demonstrates that the development of the curriculum of technical and vocational institutions in our country has not experienced deep changes or improvements (Donoso *et al*, 2020). Therefore, a study of the current context is required to gather information which may help to illustrate the treatment that these soft skills receive. As our economy shifts towards a higher degree of development (Joynes *et al*, 2019), this phenomenon will increase the demand of graduates from technical and vocational institutions. A direct consequence will be the urgency of workers who possess a higher level of hard skills and soft skills as well.

Another relevant aspect for this study is connected to the degree of exposure of technical and vocational programs graduates to a real work environment during their formation process. Students need real and direct contact with the labor system. Moreover, technical vocational schools' graduates should be prepared for challenges and technical and vocational institutions should be responsible for providing real placement opportunities for their graduates. Nonetheless, not only the institution is the one in charge of responding to these articulation and work challenges, also teachers assume a role in which they must contribute to develop the operational status of such an association. Teachers must promote and manage the curriculum redesign, adjustments and didactics, the re-evaluation of the profile, and develop generic and specific skills for their students' future occupational work. (Cid *et al*, 2017). Furthermore, it must be considered as the core of the education-work relationship. According to Castañeda (2011), the relation between education and work can be summarized in the "learn to be" and "learn to do" expressions. These claims are usually developed using a contentious approach between theory of practice opposing skill and knowledge. The first one intensifies the relationship between education and work, referring to knowledge and its implementation. Regarding this field, it is considered that educational processes are complemented when putting in practice the learned knowledge, taking into account at the same time the constant changes the educational systems and world of work have. In addition, both systems have to implement opportunities for social inclusion, improving equality

and giving attention to all sectors, establishing the importance that education has in the world of employment.

In conformity to the information that has been collected in the national context (Ministerio de Educación, 2013), it can be stated that in Chile there are 34 specialties that technical and vocational schools can provide to their students; moreover, the number of hours for the English subject that are taught in those establishments is two hours per week and 76 hours annually according to Bases Curriculares, Planes y Programas de Estudio (Ministerio de Educación, 2015). The low number of hours assigned to learn English leads to a limited level for the development of foreign language. Furthermore, in accordance with the specific context of each specialty and subspecialty, it is possible to improve the quality of their professional-technical studies if the respective life competencies that can help to learn and control the foreign language are included in their learning program with a focus towards the abilities that the students will need in the future in their professional life. Unfortunately, according to Espinoza *et al.*, (2018) English proficiency in these students is roughly barely useful to produce or interpret texts with specific purposes and thus as a result, English language is an underdeveloped means to increase the chances of being introduced in the workforce and have good opportunities of employment when students graduate.

The current study aims to address the relevance of implementing life skills in technical vocational schools in the EFL classroom. Moreover, the research will focus on how life competencies are perceived, taught and how they are learned, specifically in the subject of English. For this purpose, the study will be carried out in a public technical and vocational school. It is relevant to consider the relationship of technical and vocational schools and the level of employability of their graduates. Life competencies may be presented as a crucial element which directly affect their job hiring rate and stability, and thus, it becomes relevant to determine how life competencies are being perceived.

## **PROBLEM FORMULATION**

The study and implementation of life competencies in technical and vocational schools' curriculum has been developed as a requirement to allow graduates to increase their opportunities to be employed in a stable position. Nonetheless, the degree of development, perceptions and approaches to this content are currently unknown. According to the previous statement, it is necessary to evaluate, observe and conduct research to shed some light on this matter. For this purpose, the study will be conducted in a technical and vocational school in Santiago during the period of 2021. 11<sup>th</sup> and 12<sup>th</sup> grade students and teachers of English will be inquired about their perceptions, preconceptions and notions regarding the existence and implementation of life skills in their classes. To support this study, it will be necessary to review the current national curriculum for technical and vocational programs and the school program as well.

### **Justification and relevance of research**

As it was previously mentioned in the introduction, this research will be carried out in order to gather information that can be useful to determine the development of life competencies in technical schools in Chile, as there is a lack of information about this matter, and if it is actually implemented in these institutions. As a first approach, it is explained why life competencies are so important to develop and investigate about. One of the most mentioned abilities that a worker should have, as mentioned by employers (Kigwilu, 2016), are life competencies. These are what usually determine if a person in the workforce will be able to obtain and retain a job. Nowadays, employers require life competencies in the set of tools that their employees have, as stated by Joynes et al. (2019):

Beneficiary stakeholders instead endorse characteristics such as confidence, independence and responsibility, being productive members of society, happiness, and possessing appropriate morals and values as the most important – attributes that might be more generally associated with the measures of well-being related to 'life skills. (p. 29.)

It is imperative that students who are graduating from technical schools are given the means and opportunities to develop these life competencies; as it is not uncommon that students who have chosen these institutions will not continue to pursue higher education after graduation (Rubilar *et al*, 2019). This situation may be caused by the need to support their families economically as soon as possible, a need for independence, or economic problems that will not allow them to afford higher education. As stated by Rubilar, *et al.*, (2019) students studying in technical schools in Chile ponder about the possibility to continue their paths by going through higher education in their future projections, but this hope is often at conflict with their reality, which is the notion of early work life integration, and the delay of their dreams of furthering their education because of the high monetary cost that it requires.

Every skill that they develop during their college training is crucial for their career paths. According to Arroyo (2018), in 2016, about 40% of the students studying in high schools were enrolled in technical schools, which also concentrated the highest number of students who belonged to the lowest income brackets. In the design and the implementation of better programs where life competencies are included, we are hoping to help a sizable part of the future workforce to ensure jobs and stability once they graduate from secondary high school.

### **Research questions**

- A. What perceptions do teachers of English in a TVET school in Santiago have about developing life competencies?
- B. What perceptions do 11<sup>th</sup> and 12<sup>th</sup> graders in a TVET school in Santiago have about developing life competencies?
- C. What life and career competencies are developed in the English subject in a TVET school in Santiago?
- D. What opportunities do 11<sup>th</sup> and 12<sup>th</sup> graders in a TVET school in Santiago have to develop life competencies in the EFL classroom?

## **Objectives**

The general objective for our research is to describe perceptions and opportunities 11<sup>th</sup> and 12<sup>th</sup> graders in a TVET school in Santiago have to develop life competencies in the EFL classroom.

The specific objectives for our research are:

1. To identify life competencies developed in the EFL classroom in a TVET school in Santiago.
2. To define the relevance of life competences for TVET 11<sup>th</sup> and 12<sup>th</sup> graders in their future as employees.
3. To identify relevant information that promotes the elaboration of guidelines and recommendations to develop life competencies in the EFL classroom.

## **LITERATURE REVIEW**

### **LIFE COMPETENCIES**

Life skills are often referred to as 21st century skills (Joynes et al., 2019), soft skills (Kigwilu, 2016) or Life competencies (Cambridge University Press, 2020). Regarding 21st century skills, the focus is on a series of skills which allow a person to successfully integrate in a modern society. They would be able to use ICT with ease and may communicate effectively and manage information. The 21st century concept does not limit itself to the ability to interact with others, but it also takes into account the use of technology as a platform to create communication. Nowadays, the term life skills or 21st century skills is relevant, different organizations and investigators have been defining this terminology; one of them is the World Health Organization (WHO, 2003) that state

Life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives in a healthy and productive manner. (p. 7)



However, they have not been the only ones giving a meaning to the term, the United Nations International Children's Emergency Fund (UNICEF, 2019) has also stated in their Comprehensive Life Skills Framework where they express that life skills' development is a process that covers different learning areas which involve four dimensions which are cognitive, individual, social and instrumental dimensions; likewise the World Bank (2013) has a definition with a focus on gender and human rights as "set of social and behavioral skills—also referred to as "soft" or "non-cognitive" skills—that enable individuals to deal effectively with the demands of everyday life" (p. 1). The soft skills concept focuses on the necessary abilities to successfully interact with others and collect, manage and understand complex information to communicate it effectively in a workplace context. The notion of soft skills implies a certain contraposition to hard skills which are related to the technical knowledge required to perform a technical or vocational activity.

These two concepts, 21st century skills and soft skills, share a common ground related to the ability to commune with others as a functional member of our society. Nevertheless, the life competencies notion embarks the concept to an uncharted ground of skills which are required to deal with the requirements of a modern society. To work well with others is the main objective. This motive should not be disregarded due to its simplicity because it requires a higher level of development in other areas to allow the individual to attain a healthy work relationship which may endure the changes of the society.

Therefore, it is expected that the terminology will begin to be significant in the educational field and as a new term that can be used in a practical field as well. This is shown in the research conducted by Chiape *et al.*, (2019) in which one of the statements is "in the surveys, the ideas with high frequencies related to the Skills category were: 4C skills – Communication, Creativity, Critical thinking and Collaboration" (p. 530); this may demonstrate a change in how employers' requirements are currently being perceived. Therefore, the skills that will be considered the most relevant for employability are changing. The following

consideration, regarding the concept of 21st century skills, leads to inquiring about how life competencies integrate into the teaching of English as a foreign language. According to The Cambridge Life Competencies Framework (2020) the answer to this statement is:

Life Competencies can be integrated into any subject, but they are particularly suitable for teaching English. Learning an additional language already involves many of the skills we're talking about such as communication, collaboration and critical thinking. This means there is lots of scope to develop these skills further, in an integrated way, through the teaching of English. (p.2).

Cambridge Life Competencies framework goes beyond the "4C" skills involving the development of new concepts under three different foundational layers: Emotional development, Digital literacy and Discipline knowledge (Cambridge University Press, 2020). Emotional development affects the academic and cognitive aspects of the students by the influence they exert over their ability to perform and accomplish tasks in work and education. Digital literacy is connected to how in the current context the ability to fully integrate in a modern society may be hindered by the lack of knowledge about the technologies of information or ICTs. Finally, discipline knowledge refers to how the development of these life competencies can be implemented through the English learning process.

The concept of competencies according to the Council of the European Union (2018) refers to a combination of attitudes, knowledge and skills. The Cambridge Life Competencies framework collects and develops these elements by establishing 6 core concepts: Collaboration, Communication, Creative Thinking, Critical Thinking, Learning to learn and Social Responsibility.

## **Collaboration**

Collaboration is a crucial skill approved in the world of work for the improvement of both employer and employee. They are mainly learned by people based on practice, through random procedures of trial and error. This is used to achieve goals through group work interpersonal skills, gaining the ability to understand others and its own values, expectations, emotions, decisions and considering the needs of others and following rules. The best context to learn these skills is in the classroom with an empiric learning approach that enables the student to interact with the real-life environment and society in the world of work. According to Griffin (2009) a way to evaluate if new employees are provided with interpersonal skills is by applying the service-learning method, which is an instructional method intended for training young people. According to Cambridge University Press (2020), four core areas are identified regarding this field. The first one refers to the learner's ability to take different roles when performing a group task. This involves actively sharing ideas with his/her team and being capable of giving support to answers or contributions. The second area refers to encouraging an effective group interaction, this means, listening to others and providing constructive feedback, enabling progress when developing a task. The third indicates the learner's ability to identify tasks and subtasks and share them with his or her team. The last area is related to the student's ability to guide the team to goal achievement, establishing suitable solutions to the task.

## **Communication**

Communication is a primary skill that allows people to express themselves, share ideas and feelings and have a connection to one another (Sen, 2007); however, the complexity of human behavior affects the process of interaction between the interlocutors due to the fact that the communication process is not only verbal communication. Human communication also involves non-verbal exchange as gestures and body language which are part of the interrelation and the individual style of each person to portray and attribute a meaning to different events (Cambridge University Press, 2020; Comstock. 2019); moreover, to master an effective communication skill, basic core skills are required including the verbal and non-verbal

interaction to improve the exchange between the interlocutors. e.g., part of the communication entails the speaking ability which includes vocabulary, phonological aspects as proper pronunciation and intonation, correct use of grammar, gestures and expressions (Comstock. 2019); however, according to The Cambridge Life Competencies Framework (2020) the proficiency of an effective communication is more than acquiring the core language skills. It also involves the use of those resources to achieve the desired effect that the person wants to communicate. Furthermore, to reach those goals, Cambridge University Press (2020) has identified three core areas within communication ability for different levels of education beginning with pre-primary to adults in higher education and adults at work. Nonetheless, the focus remains on secondary students. Regarding the core areas for secondary students, these are a) using appropriate language and register for context; b) facilitating interactions; and c) participating with appropriate confidence and clarity.

### **Creative thinking**

Creative thinking is one of the skills that takes part of Cambridge life competencies framework. This skill focuses on the ability of people to innovate and find new solutions to problems (Cambridge University Press, 2020). Creative thinking allows students to develop flexibility when encountering new or unpredictable situations. The framework assesses the concept identifying three core areas. The first core area relates to the preparation for the creative process. It usually fosters participation in activities that nurture creative skills such as drama, music and artistic tasks. It may also relate to the discussion about hypothetical scenarios, brainstorming and problem-solving activities. The second core area is “generating ideas”, and it consists in producing new ways of achieving something or solving a problem. These strategies have to be detailed, swiftly developed, and innovative. The third core area refers to the implementation of ideas and solving problems. It is usually performed using a trial-and-error basis allowing learners to test their ideas and refining them. An important aspect linked to this area is the ability to elaborate and present the new idea to others.

## **Critical thinking**

This concept is connected to a wide variety of learning processes characterized as civic education. These processes help to develop competencies related to critical thinking. According to Rönnlund *et al* (2019), this type of critical thinking is described as an individual analytical and civic competence that includes different skills such as reasoning and analyzing, questioning, and understanding the present world, which are crucial for developing a democratic participation in society, gaining the ability to reflect and see things from different views and perspectives. The most important duty is to apply critical thinking by practicing it in the classroom. In addition, some educational programs are associated with specific contexts that establish frameworks, opportunities and difficulties for the student's development of critical thinking. These programs have the responsibility to ensure that students develop self and group confidence, and the ability to participate in civic discussion.

## **Learning to Learn**

According to Cambridge University Press (2020), three core areas are identified regarding this field. The first one involves different and relevant techniques, such as taking notes, storing and retrieving information, also to remember information. The use of strategies to understand and communicate in English is remarked upon as well. In this case, the learner is in charge of choosing which method or technique better suits its own learning style. The second area relates to the approach used by the students to take control of their own learning, which involves making use and managing their own strategies, becoming autonomous, being motivated, concentrating on a determined task, and being conscious about achieving certain learning goals. The third and last area alludes to the learners thinking of their own learning process to assess which method had worked for students and which did not. This information can be useful to them in the way they can evaluate what changes can be implemented. By knowing and doing this, students who evaluate their own progress can frequently improve. Learners need to develop this competence to learn in an independent way, without being guided by the teacher all the time. Nonetheless, this does not mean that

the teacher's role is not relevant in this process because his or her role focuses on providing mediation and helping learners to acquire learning skills.

### **Social responsibility**

According to Cambridge University Press (2020) social responsibility is described as the process in which an individual helps people to develop different abilities that can contribute to the social group they belong to; moreover, as time passes the group also presents changes within the organization. The development of a group's consciousness about the role they assume and their contribution aims to improve the reflection of their own cognitive processes. An individual needs to be prepared to successfully adapt and collaborate with other individuals who do not share the same background. The Cambridge life competencies framework refers to three core areas regarding social responsibility. The first one is understanding personal and social responsibilities of an individual who is part of a social group. It relates to the creation of an identity involving personal and social responsibilities from a local to a global level. Individuals are part of a society and to become full-fledged citizens they must assume their responsibilities as a member of a community. The second core area is about showing intercultural awareness. The students are capable of analyzing and interpreting the different features of their own culture and also foreign ones. They develop the ability to contrast the differences and collaborate towards a united goal. The context for culture according to Cambridge life competencies framework is related to different countries and different organizations. The last area is understanding global issues, which requires the individual to be able to recognize, exchange ideas and be comprehensive of the many different perspectives that revolve around global issues, such as politics, customs and human rights. Individuals need to reflect on their own beliefs and behaviors so that they can identify if they bring a positive or negative contribution to the discussions which are being addressed.

### **TECHNICAL AND VOCATIONAL SCHOOLS**

The concept of a technical and vocational school may vary according to the context in which they are established and developed. Nonetheless, it is possible to

highlight common traits among these different notions. Technical and Vocational programs are part of any national development program (Oseni, 2011). According to this notion, technical and vocational education can be perceived as an integral element of general education such as higher education, and primary and secondary education. The distinctive trait refers to the formative process toward the occupational fields of its students. Technical and vocational programs offer a variety of formative possibilities known as specialties. These specialties usually vary according to the country's educational curriculum. This is a direct consequence of how the programming of a country's economic development affects educational development (Oseni 2011).

### **Chilean national curriculum**

The technical and vocational national curriculum establishes the learning objectives and the graduation profile of the students. According to the Ministerio de Educación (2013) the curriculum considers two different sets of learning objectives. A general set which is implemented in every specialty, and a specialty specific set of objectives. The general learning objectives are inspired by competencies-based learning. According to this approach, students are focused on acquiring competencies or skills rather than technical knowledge. It is possible to highlight the focus on communication skills, team work, work-oriented interpersonal skills, ICTs use and others connected to their technical and vocational career proficiency. The high school graduate profile of the technical and vocational school does not only consider an occupational profile. It also considers all the relevant skills required to initiate a job career, which transcend the context of a workplace and may be implemented in other aspects of the graduate's life.

### **Specialties**

According to the Ministerio de Educación (2013), there are a total of 34 different specialties which are categorized in the following areas: Administration, Agricultural, Nutrition, Clothing making, Construction, Electricity, Graphics, Hospitality and Tourism, Timber, Maritime, Mechanics, Mining, Chemistry, Healthcare and Education, and Technologies of Communication. Each specialty possesses their own set of learning

objectives besides the general objectives. They may vary according to the specialization, which are selected and implemented during 11th and 12th grade.

## **Training**

For the sake of this research, the appropriate approach to the concept of training should be considered as a program of education deviating from traditional schooling, it involves the teaching of not just general knowledge but also specialized skills in different fields, all this to prepare students to be ready for the world of work.

Technical and vocational education and training (TVET) is understood as comprising education, training and skills development relating to a wide range of occupational fields, production, services and livelihoods.

TVET, as part of lifelong learning, can take place at secondary, post-secondary and tertiary levels and includes work-based learning and continuing training and professional development which may lead to qualifications. TVET also includes a wide range of skills development opportunities attuned to national and local contexts. Learning to learn, the development of literacy and numeracy skills, transversal skills and citizenship skills are integral components of TVET. (UNESCO, 2015, p. 9).

## **METHODOLOGY**

The nature of this educational research required a mixed approach which provided the opportunity to conduct and carry out the development of the study. Our focus relied on describing the perceptions of teachers and students regarding life competencies. Since it aimed to specify important properties and characteristics of any phenomenon being analyzed; it described trends in a group or population (Hernández et al., 2010). A mixed approach posed the opportunity to apply quantitative and qualitative data collecting instruments such as multiple-choice surveys and open question questionnaire respectively which provided specific and relevant data about life competencies perceptions in the technical and vocational schools.



One of the aims of this research is to identify the perceptions that students and teachers had about life competencies. and to accomplish this, the perspective was descriptive. This perspective allowed us to carry out the research by highlighting the most relevant aspects which were identified and elaborated through the application of instruments which helped us to collect relevant data. Regarding the design, it was non - experimental. This type of design implies studies that are carried out without the deliberate manipulation of variables and in which only phenomena is studied through the testimonies, perceptions and opinions of the different subjects who take part in this study (Hernández et al., 2010). In the current research, the researchers surveyed students and interviewed teachers in the selected technical vocational school to gather information about life competencies developed in the English subject.

### **Population and sample**

The selection of a population and sample for the study required that the subjects who collaborated with the research possessed certain characteristics which were important for its development (Hernández et al., 2010). Regarding the statistical analysis which were provided by the mixed approach, it is important to consider the number of students which were enquired (Cohen et al., 2007). According to the previous statement, our population sample was composed of 11th and 12th grade students and the English teachers from a technical and vocational school in Santiago. Both grades have 108 students which are divided in 5 specialties and there are 2 English teachers. A total of 62 students and two English teachers participated in the study.

The selection of the sample aimed to incorporate those subjects whose perception of the research topic, regarding life competencies, offered the opportunity to collect their testimonies, perceptions, and development of life competencies in the English subject in the context of Technical and Vocational Schools in Chile.

## **Context**

Vocational and technical education in Chile has different levels of presence in the educational system of our country. Currently, there are public and private institutions which provide access to technical and vocational programs for secondary school graduates and there are technical and vocational secondary schools which offer several specialties for their 11<sup>th</sup> and 12<sup>th</sup> grade students according to the Ministry of Education guidelines.

Most of these schools do not incorporate all the different specializations. In this context, the selection of a technical and vocational institution should contemplate the limited variety of specializations an institution possesses. The incorporation of life competencies in each institution requires us to approach the study of English as a relevant subject in which these skills are taught and developed through language learning. This requires studying the approach of the National curriculum, the technical and vocational schools and finally, the teachers, regarding the development of life competencies in the EFL classroom.

The school which was chosen for our research is a public technical and vocational school located in La Reina, Metropolitan Region. According to the data from the Ministry of Education (2019) the total number of students was 919 and there were 72 teachers. Regarding the English subject there are 2 teachers. The vulnerability level is 89%. As a public school there is no required fee. Also, the institution provides access to ministerial and municipal scholarships to have access to meals and health support. The vocational school has a full school day and a total of 5 specialties: Accountability, Metal structures, Plane maintenance, Gastronomy and car mechanics.

## **Instruments and data collection**

The study required to gather information about the perception of teachers and students about life competencies. Regarding this matter and taking into account the scope of the research, the process of inquiring relevant information must be comprehended in the form of a free response or opinion and a survey due to the mixed nature of the approach.

To collect the necessary data this study considered the implementation of two quantitative data collection instruments in the form of two surveys. One of them was applied to the students and the other to the teachers. This teachers' questionnaire was composed of 16 multiple choice items and the students' questionnaire had 80 multiple choice items. They were used to determine the perceptions of the teachers and students regarding life competences and the role they play in their classrooms. This aligns with the first and second research question and the first general objective of this research.

The study also considered the implementation of a qualitative data collection instrument. There were 11 open questions of the 27 items from the teachers' questionnaire which were applied to the teachers of the English subject of the technical and vocational school. This aligns with the first and third research questions and the second general research objective.

The qualitative instruments and data collection strategies used in the research are from the three E's category (Mills, 2003) which are experiencing, enquiring, and examining, and specifically enquiring. The latter aligns to the objectives of the research providing data through different interactions as interviews with focus groups and written responses with questionnaires (Ary *et al.*, 2010) for the 11th and 12th graders as well as for the English teachers.

### **Ethical aspects**

This study was carried out using a sample of teachers and students of a technical and vocational school. The identity of this institution remains anonymous. Only the location at a regional level is revealed indicating that this school is placed in Santiago. The involvement of minors requires a more meticulous handling of private information and the opinions they may express. It is fundamental to ensure their anonymity, and thus their names could not be revealed or recorded, nor any personal information besides the grades they are currently in. The same criteria of confidentiality were provided to the participant teachers, only mentioning their specific subject of teaching, which in this case is English.

## **DATA ANALYSIS**

### **Introduction.**

The data collection instrument consisted of 2 questionnaires. The first questionnaire was applied to the teachers of the institution and consisted of 27 questions of which 16 were multiple choice questions and 11 were open questions. The second questionnaire was applied to the students of 11<sup>th</sup> and 12<sup>th</sup> grade and consists of 88 questions of which 80 are multiple choice questions and 8 are open questions. Both questionnaires were applied during the month of September of 2021. They were answered through an online platform to avoid peer to peer preconceived ideas that might influence the results or the data gathered. The students' questionnaire was answered by 62 students and the teachers' questionnaire was answered by 2 teachers.

The questionnaire applied to the teachers focuses on two research questions which are: a) What perceptions do teachers of English in a TVET school in Santiago have about developing life competencies?, and c) What life and career competencies are developed in the English subject in a TVET school in Santiago?; furthermore, the instrument is divided in 4 sections; the first section is Personal Identification which collects data such as age range, gender, and how many years the teacher has been practicing the teaching career; the second section is about Technical Vocational Teaching. This part of the questionnaire seeks to collect information about the experience and perceptions of the teacher in the EFL classroom; the third section of the instrument is Life Competencies in the English Subject which consists of a table and several open questions to gather the personal opinion of the teacher and information of the development of the different Life Competencies in the English subject; and the last section is Perceptions about the Implementation of Life Competencies in the English Class.

The questionnaire applied to the students focuses on gathering information and perceptions about the implementation of Life Competencies in the English classes in TVET according to the research questions b) What perceptions do 11<sup>th</sup> and 12<sup>th</sup> graders in a TVET school in Santiago have about developing life competencies? and d) What opportunities do 11<sup>th</sup> and 12<sup>th</sup> graders in a TVET school in Santiago have to develop life competencies in the EFL classroom? As well as the

teachers' questionnaire, the students' survey is divided into different sections; the first part is Personal Identification which gathers general information as age range, gender, if they are students from 11th or 12th grade, and which specialty they are coursing; the second part is school experience and consists of one table with several statements where they choose if they agree or not with each description, and it also has an open question. The third section is Life Competencies which includes several sub-categories for each competency which seeks to collect the perception from the students to the indicators described in the instrument. Moreover, both questionnaires are consistent with the research objective.

### **Presentation of results.**

The data collected will be presented featuring the information according to the questionnaire applied to the students and the questionnaire applied to the teachers.

To present the results, the data has been categorized according to the research objectives that guide this research. The students' questionnaire describes perceptions and opportunities 11<sup>th</sup> and 12<sup>th</sup> graders in a TVET school in Santiago have to develop life competencies in the EFL classroom according to the research objectives. The first research objective refers to identifying life competencies developed in the EFL classroom in a TVET school in Santiago. The second objective aims to define the relevance life competences hold for TVET 11<sup>th</sup> and 12<sup>th</sup> graders in their future as employees. Objective three refers to the elaboration of guidelines to develop life competencies. The statistical information will be displayed using a chart which indicates the preference towards statements related to life competencies. The teachers' questionnaire features similar aspects regarding research objectives 1 and 2. Nonetheless, it includes open questions whose analysis requires a qualitative approach and thus, their display will include relevant comments for the research.

"Identifying life competencies developed in the EFL classroom in a TVET school "

Regarding how often students are able to develop and participate in activities that relate to life competencies, the results were divided by each competency (Figure 1).

**Figure 1: Indicators for Life Competencies section 3 of students' questionnaire.**

| Table of Indicators for Life Competencies section 3 students' questionnaire. |  |    |                 |              |              |              |             |
|--|--|----|-----------------|--------------|--------------|--------------|-------------|
|  |  |    | Very Frequently | Frequently   | Occasionally | Rarely       | Never       |
| Creative Thinking  | A) Participating in creative activities.                           | A1 | 26.9%           | 42.9%        | 20.6%        | 6.3%         | 3.2%        |
|  |  | A2 | 34.9%           | 28.6%        | 23.8%        | 6.3%         | 6.3%        |
|  | B) Create new content from my own ideas or other resources.        | B1 | 23.8%           | 36.5%        | 23.8%        | 9.5%         | 6.3%        |
|  |  | B2 | 25.4%           | 27.0%        | 22.2%        | 14.3%        | 11.1%       |
|  | C) Use recently created content solve problems and make decisions. | C1 | 23.8%           | 31.7%        | 25.4%        | 16.0%        | 3.2%        |
|  |  | C2 | 22.2%           | 43.0%        | 22.2%        | 7.9%         | 1.6%        |
| Creative Thinking average  |  |    | <b>26.2%</b>    | <b>35.0%</b> | <b>23.0%</b> | <b>10.1%</b> | <b>5.3%</b> |
| Critical Thinking  | A) Comprehend and analyze links between ideas.                     | A1 | 31.7%           | 38.1%        | 22.2%        | 6.3%         | 1.6%        |
|  |  | A2 | 27.0%           | 47.6%        | 17.5%        | 6.3%         | 1.6%        |
|  |  | B1 | 25.4%           | 38.1%        | 28.6%        | 7.9%         | 0.0%        |

|                           |  |    |              |              |              |             |             |
|---------------------------|--|----|--------------|--------------|--------------|-------------|-------------|
|                           | B) Evaluate ideas, arguments, and options.                             | B2 | 20.6%        | 47.6%        | 22.2%        | 9.5%        | 0.0%        |
|                           | C) Resolve problems and make decisions.                                | C1 | 30.2%        | 50.8%        | 15.9%        | 3.2%        | 0.0%        |
|                           |  | C2 | 31.7%        | 49.2%        | 12.7%        | 4.8%        | 1.6%        |
| Critical Thinking Average |  |    | <b>27.8%</b> | <b>45.2%</b> | <b>19.8%</b> | <b>6.3%</b> | <b>0.8%</b> |
| Collaboration             | A) Taking personal responsibility for own contribution to a group task | A1 | 44.4%        | 31.7%        | 20.6%        | 3.2%        | 0.0%        |
|                           |  | A2 | 30.2%        | 49.2%        | 12.7%        | 6.3%        | 1.6%        |
|                           |  | A3 | 39.7%        | 49.2%        | 9.5%         | 1.6%        | 0.0%        |
|                           |  | A4 | 41.9%        | 41.9%        | 11.3%        | 3.2%        | 0.0%        |
|                           | B) Encouraging effective group interaction                             | B1 | 72.6%        | 27.4%        | 0.0%         | 0.0%        | 0.0%        |
|                           |  | B2 | 50.0%        | 35.5%        | 9.7%         | 4.8%        | 0.0%        |
|                           |  | B3 | 69.4%        | 27.4%        | 3.2%         | 0.0%        | 0.0%        |
|                           |  | B4 | 66.1%        | 22.6%        | 6.5%         | 1.6%        | 3.2%        |
|                           | C) Managing the sharing of tasks in a group activity                   | C1 | 29.0%        | 51.6%        | 12.9%        | 0.0%        | 1.6%        |
|                           |  | C2 | 37.9%        | 37.9%        | 17.2%        | 3.4%        | 0.0%        |
|                           | D) Working towards task completion                                     | D1 | 35.5%        | 37.1%        | 4.8%         | 3.2%        | 3.2%        |
|                           |  | D2 | 29.0%        | 48.4%        | 17.7%        | 4.8%        | 0.0%        |
| Collaboration average     |  |    | <b>45.5%</b> | <b>38.3%</b> | <b>10.5%</b> | <b>2.7%</b> | <b>0.8%</b> |
| Communication             | A) Using   | A1 | 71.0%        | 25.8%        | 0.0%         | 0.0%        | 0.0%        |

|                               |  |       |              |              |              |              |             |
|-------------------------------|--|-------|--------------|--------------|--------------|--------------|-------------|
|                               | appropriate language and register for context            | A2    | 37.1%        | 58.1%        | 1.6%         | 3.2%         | 0.0%        |
|                               |  | A3    | 41.9%        | 43.5%        | 4.8%         | 1.6%         | 1.6%        |
|                               | B) Participating with appropriate confidence and clarity | B1    | 43.5%        | 50.0%        | 1.6%         | 1.6%         | 0.0%        |
| Communication average         |  |       | <b>48.4%</b> | <b>44.4%</b> | <b>2.0%</b>  | <b>1.6%</b>  | <b>0.4%</b> |
| Emotional Development         | A) Identify and comprehend emotions.                     | A1    | 29.0%        | 50.0%        | 12.9%        | 8.1%         | 0.0%        |
|                               |  | A2    | 19.4%        | 32.3%        | 12.9%        | 29.0%        | 6.5%        |
|                               |  | A3    | 24.2%        | 41.9%        | 19.4%        | 11.3%        | 3.2%        |
|                               | B) Managing your own emotions.                           | B1    | 32.3%        | 43.5%        | 14.5%        | 8.1%         | 1.6%        |
|                               |  | B2    | 19.4%        | 37.1%        | 24.2%        | 16.1%        | 3.2%        |
|                               |  | B3    | 25.8%        | 38.7%        | 17.7%        | 14.5%        | 3.2%        |
|                               | C) Empathy and relationship skills.                      | C1    | 51.6%        | 40.3%        | 8.1%         | 0.0%         | 0.0%        |
| C2                            |  | 50.0% | 35.5%        | 11.3%        | 1.6%         | 1.6%         |             |
| Emotional Development average |  |       | <b>31.5%</b> | <b>39.9%</b> | <b>15.1%</b> | <b>11.1%</b> | <b>2.4%</b> |
| Learning to Learn             | A) Practical skills to participate in learning.          | A1    | 50.0%        | 40.3%        | 9.7%         | 0.0%         | 0.0%        |
|                               |  | A2    | 30.6%        | 43.5%        | 14.5%        | 9.7%         | 1.6%        |
|                               |  | A3    | 30.6%        | 40.3%        | 21.0%        | 6.5%         | 1.6%        |
|                               |  | A4    | 19.4%        | 43.5%        | 25.8%        | 11.3%        | 0.0%        |
|                               |  | A5    | 25.8%        | 37.1%        | 24.2%        | 9.7%         | 3.2%        |



|                           |  |    |              |              |              |              |             |             |
|---------------------------|--|----|--------------|--------------|--------------|--------------|-------------|-------------|
|                           | B) Taking control of your own learning.                              | B1 | 27.4%        | 50.0%        | 14.5%        | 1.6%         | 6.5%        |             |
|                           |  | B2 | 35.5%        | 43.5%        | 11.3%        | 8.1%         | 1.6%        |             |
|                           |  | B3 | 24.2%        | 54.8%        | 12.9%        | 6.5%         | 1.6%        |             |
|                           |  | B4 | 22.6%        | 43.5%        | 25.8%        | 6.5%         | 1.6%        |             |
|                           |  | B5 | 17.7%        | 40.3%        | 21.0%        | 16.1%        | 4.8%        |             |
|                           |  | B6 | 19.4%        | 38.7%        | 22.6%        | 12.9%        | 6.5%        |             |
|                           | C) Reflect and evaluate your own learning.                           | C1 | 29.0%        | 43.5%        | 17.7%        | 4.8%         | 4.8%        |             |
|                           |  | C2 | 24.2%        | 50.0%        | 19.4%        | 6.5%         | 0.0%        |             |
|                           |  | C3 | 21.0%        | 46.8%        | 19.4%        | 8.1%         | 4.8%        |             |
|                           |  | C4 | 43.5%        | 14.5%        | 19.4%        | 11.3%        | 11.3%       |             |
|                           |  | C5 | 27.4%        | 37.1%        | 22.6%        | 8.1%         | 4.8%        |             |
| Learning to Learn average |  |    | <b>28.0%</b> | <b>41.7%</b> | <b>18.9%</b> | <b>8.0%</b>  | <b>3.4%</b> |             |
| Social Responsibility     | A) Understanding personal responsibilities as part of a social group | A1 | 50.0%        | 40.3%        | 9.7%         | 0.0%         | 0.0%        |             |
|                           |  | A2 | 43.5%        | 41.9%        | 11.3%        | 1.6%         | 1.6%        |             |
|                           |  | A3 | 24.2%        | 35.5%        | 17.7%        | 11.3%        | 11.3%       |             |
|                           | B) Showing intercultural awareness                                   | B1 | 45.2%        | 40.3%        | 11.3%        | 1.6%         | 1.6%        |             |
|                           |  | B2 | 48.4%        | 37.1%        | 9.7%         | 3.2%         | 1.6%        |             |
|                           |  | B3 | 56.5%        | 35.5%        | 4.8%         | 1.6%         | 1.6%        |             |
|                           | C) Understanding global issues                                       | C1 | 59.7%        | 33.9%        | 6.5%         | 0.0%         | 0.0%        |             |
|                           |  | C2 | 53.2%        | 37.1%        | 9.7%         | 0.0%         | 0.0%        |             |
|                           | Social Responsibility average  |    |              | <b>47.6%</b> | <b>37.7%</b> | <b>10.1%</b> | <b>2.4%</b> | <b>2.2%</b> |

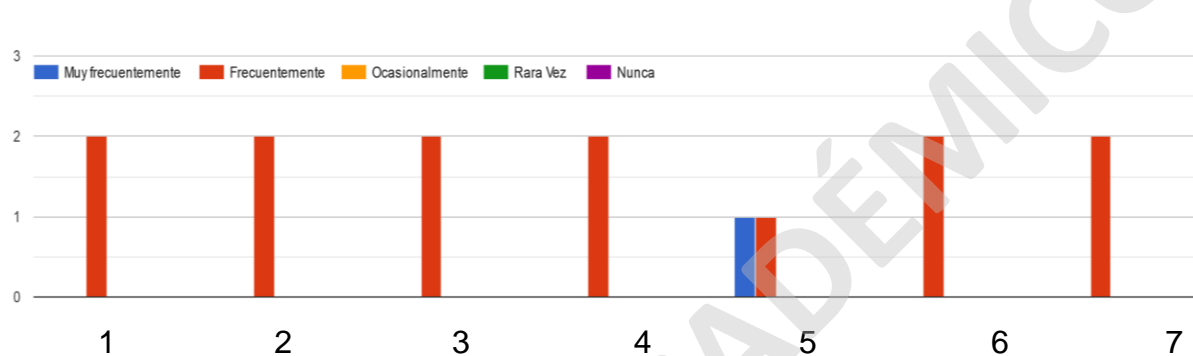
Source: own elaboration

To express the levels of preference, an average for each competency was calculated. Regarding Creative thinking, 35% of students indicated that they frequently participate in creative activities, 26.2% chose very frequently, 23% chose occasionally, 10.1% rarely and 5.3% expressed never. In the indicator regarding critical thinking the average of the students' tendency towards this life competency, 45.2% of the students indicated that they frequently evaluated argumentative texts and came to an appropriate conclusion, 27.8% did it very frequently, 19.8% occasionally, 6.3% rarely and the remaining 0.8% indicated that they never did. In the indicator regarding Collaboration, 45.5% showed that they were very frequently conscious about the way that the group could work in order to complete a task, 38.3% chose frequently, 10.5% chose occasionally, 2.7% rarely and 0.8% indicated they never are. In the indicator related to communication, 48.4% of students chose that they participated with appropriate confidence and clarity, 44.4% chose frequently, 2% indicated they did it occasionally, 1.6% rarely and 0.4% never. Regarding emotional development, 31.5% of students indicated that they monitored, reflected upon and regulated their own emotions very frequently, 39.9% of students chose frequently, 15.1% chose occasionally, 11.1% chose rarely and 2.4% never. According to learning to learn, 28% of students adopt strategies and control over their learning process very frequently, 41.7% indicated that they did it frequently, 18.9% indicated they did it occasionally, 8% rarely do it and 3.4% never do it. Lastly, regarding social responsibility competence, 47.6% of students showed that they very frequently comprehended the rights and responsibilities of individuals in society on a local and national level, while the remaining 37.7% of students chose frequently, 10.1% do it occasionally, 2.4% rarely and 2.2% never.

As it was previously mentioned, this questionnaire not only used a quantitative approach, but also included open questions which may be used to develop a qualitative scope as well. Regarding the first research objective, which is to identify life competencies developed in the EFL classroom in a TVET school in Santiago, in section 4, section A of the questionnaire, questions 1, 2, 3, 4, 5, 6 and 7 refer to the opportunities during sessions in which the teachers allow students to develop life competencies. 1 relates to Emotional development, 2 to Creative thinking, 3 to

Critical Thinking, 4 to Learning to Learn, 5 Social Responsibility, 6 to Collaboration and 7 to Communication. According to the data collected (figure 2), most answers from both teachers express a strong agreement with the opportunities in which life competencies are developed during lessons. These questions measured the frequency of the opportunities through inquiries such as: 1. the students describe and manage emotions and create positive interactions with their classmates.

**Figure 2:** Frequency to develop Life Competencies



Source: own elaboration

Regarding open questions of section 4 (Figure 2), it is possible to identify the following answers regarding opportunities to develop life competencies. The first question of section B, inquired about emotional management strategies implemented to develop life competencies.

*Se trabajan valores de forma transversal con la finalidad de promover la sana convivencia y el bienestar emocional (Teacher 1).*

*Actividades de warm-up que permitan conocer las emociones o estados de ánimo de los estudiantes y bajar los niveles de estrés y ansiedad, uso de preguntas como, "How do you feel about this theme, topic, etc.?". Actividades de Wrap-up que incluyan indicadores para contrastar emociones al inicio y término de una clase (cómo preguntas, exit tickets, etc.) (Teacher 2).*

Both teachers implement strategies to elicit an emotional management response from the students. In the following questions they expressed strategies implemented during their lessons to develop other life competencies such as critical thinking, social responsibilities, collaboration, and communication.

*Hago actividades donde puedan contrastar una situación comunicativa con su propia realidad, utilizo las funciones del lenguaje para que puedan resolver situaciones que se pueden dar en sus especialidades (Teacher 2).*

*Los hago contrastar temas de las actividades con sus realidades y experiencias, generalmente se generan en ellos preguntas como "¿Por qué pasa esto y en mi país no?" (Teacher 2)*

Regarding the second objective of the research, which relates to perception of life competencies for the future of the student, it is possible to associate the following questions from the students' questionnaire (Figure 3). Items 1 and 2 from section two are directly connected to this element of interest for the research.

**Figure 3: Life competencies at school**

| Table of indicators section 1 Students questionnaire.      |                |       |                            |          |                   |
|--|----------------|-------|----------------------------|----------|-------------------|
|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
| I know what Life Competencies are                          | 26.9%          | 50.8% | 14.2%                      | 4.7%     | 1.6%              |
| I have opportunities in class to develop life competencies | 31.7%          | 49.8% | 14.2%                      | 3.2%     | 0.0%              |
| I know which competencies help my academic formation       | 30.2%          | 52.4% | 11.1%                      | 4.8%     | 0.0%              |
| I know which competencies my personal future               | 34.5%          | 38.1% | 19.0%                      | 4.8%     | 1.6%              |
| I know which competencies help my professional future      | 36.5%          | 38.1% | 17.5%                      | 4.8%     | 1.6%              |

Source: own elaboration

In the first item, regarding the knowledge the students have on life competencies, according to the results, 26.9% of the students expressed their strong agreement regarding identifying life competencies and 50.8% reported agreement to the statement. 14.2% of the students expressed neither agreement nor disagreement. Finally, 4.7% of the students claimed disagreement with the statement and 1.6% indicated strong disagreement.

The answers for the second item related to the opportunities to develop life competencies, 31.7% of the students strongly agreed that they had the opportunity to

develop life competencies in the classroom, 49.8% agreed to the statement and 14.2% partially agreed. On the other hand, 3.2% disagreed.

Items 3, 4 and 5 related to objective 2 as well. Item 3 refers to perception of students regarding life competencies in their technical specialty. 30.2% strongly agreed that life competencies were relevant, 52.4% agreed and 11.1% partially agreed; on the other hand, 4.8% disagreed. Item 4 related to the perception about which life competencies are more relevant for their personal development. There was a clear tendency expressing a strong agreement to the statement, specifically 34.5%. 38.1% agreed and 19% partially agreed. 4.8% disagreed and 1.6% strongly disagreed. Item 5 related to the perception about which life competencies are more important for their professional development indicated similar findings. 36.5% of the students strongly agreed, 38.1% agreed and 17.5% neither agreed nor disagreed. Only 1.6% of the students strongly disagreed and 4.8% disagreed.

Regarding the teacher's questionnaire, the perceptions of life competencies development for the professional prospects of the students, in accordance with objective 2, were developed in section 4 of the teacher's questionnaire. The questions of this section are open questions. The first item related to which life competencies would be easier to develop in English lessons. Regarding this matter, the teachers referred to the use of technologies, critical thinking, collaboration, creative thinking and learning from mistakes.

*Actualización de nuevas tecnologías y metodologías para promover la enseñanza, debido a que al ya tener la experiencia y la base de conocimientos se hace más fácil implementar nuevas estrategias. (Teacher 1)*

*Pensamiento crítico, colaboración, creatividad, aprender de los errores. (Teacher 2)*

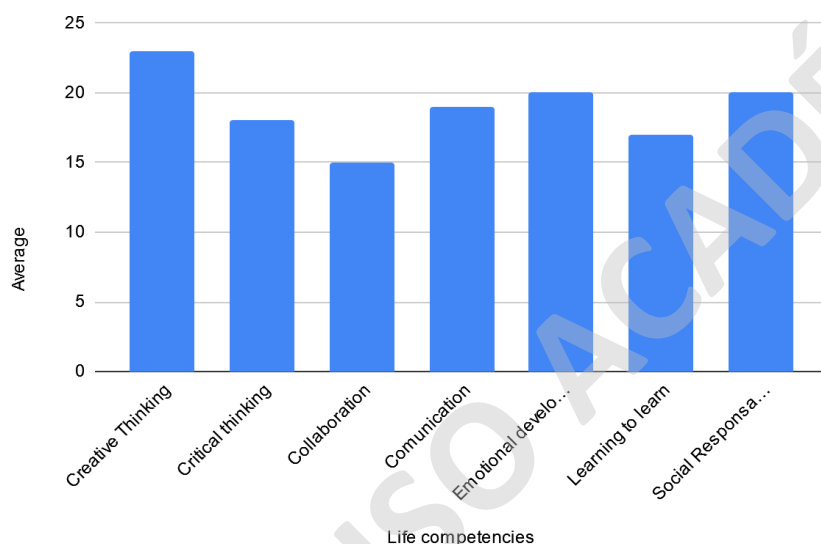
The second item, related to the perception of the development of life competencies for the professional future, was considered by both teachers as beneficial for the students as a set of tools which may help them to solve problems.

*Podrían enfrentar mejor situaciones que se pueden dar en sus futuros contextos laborales, como escuchar a un paciente, cliente, alumno, etc., o desenvolverse mejor en una situación comunicativa donde deban compartir con compañeros de trabajo. (Teacher 1)*

*Serán muy beneficiados, y lo más importante es que se convertirán en seres conscientes y capaces de resolver sus problemas. (Teacher 2)*

In reference to objective 3, which refers to the development of guidelines to develop life competencies during English lessons, it is possible to identify different levels of interest regarding which life competencies are going to be developed in the EFL classroom. In the students' questionnaire, section 3, items 1, 2, 3, 4, 5, 6, 7 and 8 referred to this objective. Students reported different preferences in relation to each life competence.

**Figure 4:** *Life competencies preferences to be developed during lessons*



Source: Own elaboration.

According to Figure 4, Creative thinking is the most preferred life competency to be developed during lessons followed by Social responsibility and Emotional development. Communication follows the trend next to critical thinking and learning to learn. Collaboration was the least preferred.

Regarding the teacher's perceptions in this matter, it is possible to identify different strategies which can be used to implement these guidelines in their lessons.

One of the teachers explains that an effective way to introduce these concepts to the class would be a cross approach.

*Acercando los conceptos a todas las clases, que sea algo transversal. (Teacher 1)*

The second teacher referred to the importance of the implementation of a contextualized and more flexible curriculum. The teacher highlights the malleability of the English subject to develop tailor-made evaluation instruments.

*Un currículum más contextualizado y flexible al momento de trabajar actividades del idioma con nuestros estudiantes, puesto que muchas asignaturas son muy normadas en los resultados que quieren obtener de los alumnos, por ejemplo, en Lengua y Literatura generalmente al evaluar comprensión lectora los alumnos tienen distintos puntos de vista y los evalúan con pruebas de respuesta cerrada. En Inglés podemos utilizar instrumentos de evaluación y metodologías más abiertas y flexibles para el universo de respuestas o puntos de vista de cada estudiante. (Teacher 2)*

## **DISCUSSION AND CONCLUSION**

The purpose of this research was to identify which life competencies were being developed in the classroom of a technical and vocational school in Santiago. According to the objectives of the research, in the first place, it is necessary to determine which life competencies of the Cambridge Framework are currently present in the classroom. Once these competencies have been identified, the next objective would be to describe the perceptions of students and teachers about life competencies in the classroom and their impressions about them as a set of tools which may give them an edge regarding their future job prospects. Once life competencies and their perceptions are identified, it is possible to use these findings to create guidelines which can be used by the teachers during the lessons. These guidelines will improve life competencies development by helping students' professional future and teachers' methods of teaching life competencies.

The research results showed that students have a notion of what life competencies are and the relevance they possess for their professional development. According to the data collected (figure 3) it was possible to identify 26.9% of students who strongly agreed and 50,8% who agreed to acknowledge what life competencies are. Moreover, it is also possible to detect that most students are

aware of which life competencies help them to develop their technical formation. 30,2% strongly agreed and 52,4% agreed with this statement. This data may indicate that there is a general notion about what life competencies are and how they have a positive impact in their studies. Regarding teachers' opinion, life competencies are present in their lessons. Furthermore, they create opportunities to develop them.

*I do activities in which they can contrast a communicative situation with their own reality, I use functions of language to solve situations which may present in their specialties. (Teacher 2).*

In the previous situation, the teacher tries to create an opportunity in which the students will elicit an emotional response and develop their communication life competencies. In addition, teachers were inquired about these opportunities and the frequency in which life competencies are being presented during their lessons. According to our findings (figure 2) it is possible to state that most life competencies are frequently incorporated in their lessons.

According to the previous statements, it is demonstrated that life competencies are present in the EFL classroom of this school. Nonetheless, besides the presence of them, it is necessary to determine the importance of life competencies for both teachers and students. In previous studies (Kigwilu, 2016), the importance of life competences can be placed in the opportunities and advantages they pose at the moment in which graduates look for a job.

“Communication skills are very important nowadays. You can go for an interview and the way you are going to talk will mean a lot to the person listening to you, and we really work on it (communication skills) very strongly.”(pp 36)

Our research inquired about this aspect of life competencies. The data collected (Figure 3) showed that 36,5% of the students strongly agreed and 38,1% agreed about knowing which life competencies are important for their professional future. These numbers indicate that there is a high level of awareness regarding life competencies and the role they play in the professional future of the students. The opinion of the teachers is concordant with the previous findings. When inquired about the importance, one of the teachers mentioned that they can adapt easier to a job context.



*They (students) can face situations which may occur in their future laboral context, like listening to a patient, client, students, or develop in a communicative situation in which they have to share with their colleagues. (Teacher 1)*

The previous statement, despite being focused only in the communicative aspect of life competencies, portrays a part of the relevance they possess for the future of their students.

These findings about the consideration and importance of life competencies indicate that the perception from teachers and students is favorable. Life competencies are considered a tool set of abilities which may help them in their future.

Based on the previous conclusions, it is important to develop at a more specific degree which life competencies present a higher frequency in the classroom and which skills are commonly associated to these competencies. Students' opinion (figure 1) indicated that certain competencies are more frequent: Collaboration, Communication, Emotional development and Social responsibility. The least frequent competency was identified as Learning to learn. This particular finding acquires relevance considering the context of technical and vocational education in which students prepare themselves to be hired as soon as they graduate (Anis, 2020), and thus, further studies in their respective specializations are not a priority to them at that moment.

In previous studies it was possible to identify different life competencies as more relevant. In particular, Chiape *et al.*, (2020) stated that "in the surveys, the ideas with high frequencies related to the Skills category were: 4C skills – Communication, Creativity, Critical thinking and Collaboration" (p. 530). Nevertheless, it is also possible to determine that communication skills in general terms tend to be one of the most important. Our findings (figure 1) showed that 48,4% of the students indicated that they very frequently develop communication life competencies and 44,4% of them do it frequently. Curiously, this result does not align with their preferences (Figure 4) in which Creative thinking is the most preferred life competency to be developed during lessons followed by Social responsibility and Emotional development, and Communication is placed in fourth place. This dissonance between preferences and the frequency of life competencies presence in

the classroom highlights that there is room for improvement in the future as it is desirable that both aspects should be developed in unison with to be a useful skill set which may help technical and vocational school graduates.

The incorporation of life competencies across the different subjects has not always been successfully implemented. According to the results shown in Chiape et al.(2020) the traditional educational systems which are based on the achievement of predetermined learning follow the guidance and recommendations of the system such as what to learn, when to learn, and where to do it; and do not promote the development of skills as collaboration, creativity and autonomy which allow(s) students to learn what they need, when they need it. Nonetheless, the Teacher's questionnaire results presented a different perspective due to the possibility that the English subject facilitates opportunities to the students to learn what they need right when they need it with methodologies that incorporate several life competencies in the EFL classroom. Moreover, for the specific context of a technical and vocational school with each specialty one of the teachers portrayed this idea.

*In English we can use methodologies and evaluation instruments more flexible and open to the universe of answers or points of view of each student. (Teacher 2)*

The previous thought indicated the general feeling regarding the flexibility of the English subject to incorporate life competencies during the classes.

Finally, it is possible to state that technical and vocational schools' students and teachers possess a preconception regarding life competencies. Their perception toward their implementation and development during lessons is positive because they are recognized as a useful set of skills which may help them during their technical preparation as other authors have recognized as well (Anis, 2020) as a key factor to allow future graduates to successfully integrate in society.

## **PROJECTIONS AND LIMITATIONS OF THE RESEARCH.**

Of a group of 108 students from eleventh and twelfth grade, 62 answered the survey, which amounted to more than the minimum of fifteen cases required for experimental research as told by Hernández Sampieri:

(...) en el caso de los experimentos, la muestra representa el balance entre un mayor número de casos y el número que podemos manejar. (...) la mayoría

de las pruebas estadísticas exigen 15 casos como mínimo por grupo de comparación (Hernández Sampieri et al., 2013 y Mertens, 2010).

Nonetheless, it would be interesting to determine if the specialty of the students may affect the results regarding the importance of life competencies. The school in which the study was conducted only had 5 specialties from a total of 34 which are being taught across the country.

Regarding the terminology about life competencies, it is possible to identify some misconceptions regarding the different elements which can be identified in this topic. Specifically, the notion about life competencies as a set of skills just to manage and deal with new technologies rather than the ability to communicate effectively and manage information. The use of online platforms may be the cause of this problem. The impossibility to conduct in field studies due to sanitary reasons may have caused a negative impact in the participation of the students and the ability of the survey appliers to solve any doubt about the topic. It is advisable for future inquiries about the topic, to adopt in field strategies to collect information.

## **PROFESSIONAL APPLICATIONS AND FURTHER RECOMMENDATIONS**

According to the research, one of the objectives is to generate guidelines to help teachers to develop life competencies in the EFL classroom. It is important to create strategies and apply them during the lessons to improve students' future employability through the acquisition of life competencies. It is recommended to conduct further research regarding how certain life competencies may be more relevant in the different specialties of technical and vocational schools. These studies should consider the opinion of graduates and employers as well. This may lead to the development of tailor-made strategies which will suit better the interests and needs of the students in a certain area.

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## APPENDICES

### APPENDIX A

#### CUESTIONARIO ALUMNOS

Estimado y estimada estudiante de educación técnico profesional:

Este cuestionario recoge información acerca de la implementación de Life Competencies (competencias para la vida) en la clase de inglés en liceos técnico-profesionales, además de recopilar diferentes percepciones de los estudiantes sobre dichas competencias.

Tus respuestas se mantendrán confidenciales y sólo serán utilizadas con fines investigativos en el marco de la investigación “Desarrollo de competencias para la vida en la asignatura de inglés en liceos técnico-profesionales”, que se lleva a cabo.

- ❖ Previo a responder la encuesta, confirma que estás de acuerdo con que la información que aquí se proporcione será confidencial y será eventualmente utilizada para estudios futuros

- A. Sí
- B. No

#### I. IDENTIFICACIÓN PERSONAL:

1. Edad:
  - a. 15
  - b. 16
  - c. 17
  - d. 18
  - e. 19
  - f. Otro:

2. Género:
  - a. Femenino
  - b. Masculino
  - c. Prefiero no contestar
  
3. Nivel actual:
  - a. 3° medio
  - b. 4° medio
  
4. Especialidad:
  - a. Servicio de Alimentación Colectiva
  - b. Contabilidad
  - c. Construcciones Metálicas
  - d. Mantenimiento de Aeronaves
  - e. Mecánica Automotriz

## II. EXPERIENCIA ACADÉMICA

| Enunciado   | Muy de acuerdo | De acuerdo | Parcialmente de acuerdo | En desacuerdo | Muy en desacuerdo |
|---|----------------|------------|-------------------------|---------------|-------------------|
| Sé qué son las competencias para la vida.   |                |            |                         |               |                   |
| Durante las clases de Inglés se presentan oportunidades para desarrollar competencias para la vida; como por ejemplo "aprender a aprender", "colaboración", "comunicación", "responsabilidad social", "pensamiento crítico", etc. |                |            |                         |               |                   |
| Las competencias para la vida desarrolladas en clase son relevantes para mi especialización técnica.  |                |            |                         |               |                   |
| Sé cuáles   |                |            |                         |               |                   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| competencias para la vida son importantes a desarrollar en clases para mi futuro personal. |  |  |  |  |  |
|--|--|--|--|--|--|

### III. COMPETENCIAS PARA LA VIDA

A. De acuerdo a su percepción, marque en la siguiente tabla el grado de importancia que Ud. asigna a las siguientes competencias para la vida:

| Competencias para la vida  | Muy importante | Importante | Moderadamente importante | Poco importante | No es importante |
|--|----------------|------------|--------------------------|-----------------|------------------|
| <b>1. Desarrollo emocional</b><br><i>(Puedo describir y manejar mis emociones y desarrollar relaciones positivas con los demás.)</i>                                       |                |            |                          |                 |                  |
| <b>2. Pensamiento creativo</b><br><i>(Participo activamente en actividades creativas, genero nuevas ideas y las utilizo para resolver problemas.)</i>                      |                |            |                          |                 |                  |
| <b>3. Pensamiento crítico</b><br><i>(Puedo identificar patrones y relaciones, evaluar ideas y utilizar estas habilidades para resolver problemas.)</i>                     |                |            |                          |                 |                  |
| <b>4. Aprender a aprender</b><br><i>(Puedo desarrollar habilidades prácticas para apoyar y tomar el control de mi aprendizaje y reflexionar sobre mi propio progreso.)</i> |                |            |                          |                 |                  |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
| <b>5.Responsabilidad social</b><br><i>(Puedo reconocer y describir diferentes roles y responsabilidades en una variedad de grupos y comprender los problemas culturales y globales.)</i>               |  |  |  |  |  |
| <b>6.Colaboración</b><br><i>(Trabajo bien en grupos participando activamente en las actividades grupales, escuchando a los demás, compartiendo tareas y encontrando soluciones a problemas.)</i>       |  |  |  |  |  |
| <b>7. Comunicación</b><br><i>(Puedo elegir el lenguaje más apropiado para usar en diferentes situaciones, gestionar las conversaciones de forma eficaz y expresarme con claridad y con confianza.)</i> |  |  |  |  |  |

B. Marque los siguientes indicadores que Ud. puede evidenciar en su vida escolar y personal.

|   |                            |                        |                        |                 |              |  |
|---|----------------------------|------------------------|------------------------|-----------------|--------------|--|
| <b>1. PENSAMIENTO CREATIVO</b>  |                            |                        |                        |                 |              |  |
| <b>a) Participar en actividades creativas</b>                                     | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |  |
| Participo activamente en actividades que requieren pensamiento creativo con otros |                            |                        |                        |                 |              |  |

|   |                           |                       |                       |                 |              |
|---|---------------------------|-----------------------|-----------------------|-----------------|--------------|
| (por ej. analizar un evento desde diferentes perspectivas)  |                           |                       |                       |                 |              |
| Me gusta crear y compartir nuevos finales en una historia (por ej. en una película, serie de TV o libro)                              |                           |                       |                       |                 |              |
| <b>b) Crear nuevo contenido a partir de mis propias ideas u otros recursos</b>  | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Respondo de manera imaginativa (por ej. en forma de una historia, poema o canción) a eventos e ideas históricas y contemporáneas.    |                           |                       |                       |                 |              |
| *Cuestiono y creo alternativas originales para ideas y teorías ampliamente aceptadas.   |                           |                       |                       |                 |              |
| *Disfruto creando y compartiendo humor negro e ironía   |                           |                       |                       |                 |              |
| <b>c) Usar contenido creado recientemente para resolver problemas y tomar decisiones</b>  | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Puedo producir documentos complejos (por ej. poster, infografías, blog, sitios web) para explicar algo o compartir nueva información |                           |                       |                       |                 |              |
| *Utilizo nuevas ideas para persuadir a otros, para resolver problemas o completar una tarea.  |                           |                       |                       |                 |              |
| <b>2. PENSAMIENTO CRÍTICO</b>   |                           |                       |                       |                 |              |
| <b>a) Comprender y analizar nexos entre ideas</b>   | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Puedo resumir puntos clave en un texto o argumento   |                           |                       |                       |                 |              |

|   |                           |                       |                       |                 |              |
|---|---------------------------|-----------------------|-----------------------|-----------------|--------------|
| *Puedo contrastar diferentes puntos de vista sobre un tema específico   |                           |                       |                       |                 |              |
| <b>b) Evaluar ideas, argumentos y opciones</b>  | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Evalúo información o puntos específicos en un texto argumentativo  |                           |                       |                       |                 |              |
| *Evalúo textos argumentativos en su conjunto y saco conclusiones adecuadas.   |                           |                       |                       |                 |              |
| <b>c) Resolver problemas y tomar decisiones</b>   | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Identifico y entiendo problemas propuestos; así como también identifico, reúno y organizo información relevante.         |                           |                       |                       |                 |              |
| *Justifico decisiones y Soluciones  |                           |                       |                       |                 |              |
| *Evalúo las opciones y recomendaciones para tomar una decisión; y también evalúo la eficacia de soluciones implementadas. |                           |                       |                       |                 |              |
| <b>3. COLABORACIÓN</b>  |                           |                       |                       |                 |              |
| <b>a) Tomar responsabilidad personal por mi propia contribución a una tarea grupal</b>                                    | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Contribuyo activamente en una tarea haciendo sugerencias relevantes del tema de conversación.                            |                           |                       |                       |                 |              |
| *Tomo diferentes roles siendo voluntario para un papel específico.  |                           |                       |                       |                 |              |

|  |                           |                       |                       |                 |              |
|--|---------------------------|-----------------------|-----------------------|-----------------|--------------|
| <b>b) Fomentar la interacción grupal efectiva</b>  | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Escucho y respondo respetuosamente  |                           |                       |                       |                 |              |
| *Establezco maneras de trabajar juntos e involucrar a otros.   |                           |                       |                       |                 |              |
| <b>c) Gestionar el compartir tareas en una actividad grupal</b>  | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Organizo lo que se necesita hacer, al explicar claramente los requisitos de la tarea, pidiendo aclaraciones a otros estudiantes cuando sea necesario. |                           |                       |                       |                 |              |
| *Gestiono la distribución de tareas al delegar cortés y respetuosamente a otros estudiantes las tareas.  |                           |                       |                       |                 |              |
| <b>d) Trabajar hacia la finalización de tareas</b>   | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Aseguro el progreso hacia una meta, animando a otros estudiantes a permanecer en la tarea.  |                           |                       |                       |                 |              |
| *Identifico problemas y desafíos y resuelvo los contratiempos.   |                           |                       |                       |                 |              |
| <b>4. COMUNICACIÓN</b>   |                           |                       |                       |                 |              |
| <b>a) Usar un lenguaje apropiado y acorde al contexto</b>  | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Uso un lenguaje apropiado para la situación.  |                           |                       |                       |                 |              |
| *Uso una variedad de lenguaje y estrategias de comunicación para alcanzar el efecto deseado.   |                           |                       |                       |                 |              |



|   |                            |                        |                        |                 |              |
|---|----------------------------|------------------------|------------------------|-----------------|--------------|
| *Adapto el uso de lenguaje de acuerdo a diferentes culturas y grupos sociales.  |                            |                        |                        |                 |              |
| <b>b) Facilitar interacciones</b>   | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Uso estrategias de comunicación para facilitar conversaciones.   |                            |                        |                        |                 |              |
| *Uso estrategias para superar brechas del lenguaje y fallas en la comunicación.   |                            |                        |                        |                 |              |
| <b>c) Participación con confianza y claridad apropiada</b>  | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Estructurar textos escritos y hablados efectivamente desarrollando una clara descripción narrativa con una secuencia lógica.                             |                            |                        |                        |                 |              |
| *Uso lenguaje apropiado con confianza y fluidez; además, uso expresiones faciales y contacto visual apropiadamente para apoyar mi comunicación no verbal. |                            |                        |                        |                 |              |
| <b>5. DESARROLLO EMOCIONAL</b>  |                            |                        |                        |                 |              |
| <b>a) Identificar y comprender emociones</b>  | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Reconozco, describo y comprendo las emociones.   |                            |                        |                        |                 |              |
| <b>b) Manejo de emociones propias</b>   | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Monitoreo, reflexiono y regulo mis propias emociones.  |                            |                        |                        |                 |              |
| <b>c) Empatía y habilidades de relación</b>   | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |

|   |                      |                  |                        |                 |              |
|---|----------------------|------------------|------------------------|-----------------|--------------|
| *Establezco y mantengo relaciones positivas; trabajando en conservar relaciones saludables.   |                      |                  |                        |                 |              |
| *Muestro empatía por los sentimientos de otros; así como también apoyo a los demás negociando constructivamente un conflicto.   |                      |                  |                        |                 |              |
| <b>6. APRENDER A APRENDER</b>   |                      |                  |                        |                 |              |
| <b>a) Desarrollo de habilidades y estrategias de aprendizaje</b>  | <b>Muy frecuente</b> | <b>Frecuente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Participo en actividades dirigidas, y sigo instrucciones para completar la tarea requerida.  |                      |                  |                        |                 |              |
| *Uso sistemas efectivos para encontrar, mantener y recuperar información, por ejemplo: organizo notas sistemáticamente.   |                      |                  |                        |                 |              |
| *Uso estrategias efectivas para aprender y retener información; y para tareas de comprensión y producción, por ejemplo, usar un cuaderno de vocabulario y/o usar el contexto para adivinar el significado de una palabra desconocida. |                      |                  |                        |                 |              |
| <b>b) Tomar el control del aprendizaje propio</b>   | <b>Muy frecuente</b> | <b>Frecuente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Establezco metas y planificación para el aprendizaje   |                      |                  |                        |                 |              |
| *Tomo la iniciativa para mejorar mi propio aprendizaje  |                      |                  |                        |                 |              |
| *Manejo el ambiente de aprendizaje, las actitudes y las emociones   |                      |                  |                        |                 |              |

| <b>c) Reflexionar y evaluar el aprendizaje propio</b>  | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
|--|----------------------------|------------------------|------------------------|-----------------|--------------|
| *Mantengo un seguimiento del progreso; uso exámenes o libros de texto para crear mi propia lista de progreso.    |                            |                        |                        |                 |              |
| *Evalúo el aprendizaje y el progreso; además, planifico para mejorar habilidades y/o conocimiento                |                            |                        |                        |                 |              |
| *Uso la retroalimentación para mejorar el aprendizaje  |                            |                        |                        |                 |              |
| <b>7. RESPONSABILIDAD SOCIAL</b>   |                            |                        |                        |                 |              |
| <b>a) Comprender las responsabilidades personales como parte de un grupo social</b>                              | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Entiendo y cumplo responsabilidades dentro de un grupo social   |                            |                        |                        |                 |              |
| <b>b) Muestra conciencia intercultural</b>   | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Comprendo aspectos de mi propia cultura y de otras  |                            |                        |                        |                 |              |
| *Interactúo con otros a través de culturas   |                            |                        |                        |                 |              |
| <b>c) Comprensión de problemas globales</b>  | <b>Muy frecuentem ente</b> | <b>Frecuentem ente</b> | <b>Ocasional mente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
| *Discuto una variedad de problemas globales, por ejemplo: el derecho de los niños y adolescentes a la educación. |                            |                        |                        |                 |              |
| *Reconozco el impacto personal en problemas globales, por ejemplo: "Me aseguro de reciclar lo más que puedo"     |                            |                        |                        |                 |              |

## APPENDIX B

### CUESTIONARIO PROFESORES

La relevancia que tienen los liceos Técnico-Profesionales en nuestro país exige un conocimiento no sólo de los contenidos especializados que adquieren los jóvenes durante su formación, sino de las competencias para la vida que necesitarán en su desempeño profesional y que deben desarrollarse en las diferentes asignaturas del currículum. Esta investigación indaga acerca de competencias esenciales tales como colaboración, comunicación, responsabilidad social, pensamiento crítico, aprender a aprender, pensamiento creativo y desarrollo emocional.

El presente cuestionario recoge información acerca de la implementación de Life Competencies (competencias para la vida) en la clase de Inglés en liceos técnicos profesionales, además de recopilar las percepciones de los profesores sobre dichas competencias.

El siguiente estudio consta de cuatro secciones, la primera sección es sobre Identificación Personal, la segunda sección es acerca de la Enseñanza Técnico Profesional, la tercera sección es sobre las Competencias para la Vida en la Asignatura de Inglés; por último, la sección 4 que hace referencia a las Percepciones Acerca de la Implementación de Life Competencies en la Clase de Inglés.

Previo a responder la encuesta, le solicitamos confirmar si está de acuerdo con que la información que aquí se proporcione será confidencial y será utilizada para estudios cuyos hallazgos permitan acciones de mejora de aprendizaje de inglés de los estudiantes de educación técnico profesional.

Al entregar su consentimiento para participar de este estudio, se garantiza su anonimato en las respuestas y el tratamiento de los datos sólo tendrá fines académicos.

- ❖ Previo a responder la encuesta, le solicitamos confirmar si está de acuerdo con que la información que aquí se proporcione será confidencial y será eventualmente utilizada para estudios cuyos hallazgos permitan acciones de mejora de aprendizaje de inglés de los estudiantes de educación técnico profesional.

- A. Sí
- B. No

#### **I. IDENTIFICACIÓN PERSONAL:**

1. Género:
  - a. Masculino
  - b. Femenino
  - c. Preferiría no contestar

2. Indique su grupo etario:
  - a. 23 -35 años
  - b. 36-45 años
  - c. 46-54 años
  - d. Sobre 57 años
  - e. Otro: \_\_\_\_\_

3. Indique años de experiencia en docencia en la asignatura de inglés
  - a. 1 a 5 años
  - b. 6 a 10 años
  - c. 11 a 20 años
  - d. 20 a 25 años
  - e. sobre 25 años
  - f. otro: \_\_\_\_\_

## II. ENSEÑANZA TÉCNICO PROFESIONAL

- A. Identifique las especialidades a las que realiza clases de inglés (marque todas aquellas que corresponden a su experiencia docente)
  - a. Servicio de Alimentación Colectiva,
  - b. Contabilidad,
  - c. Construcciones Metálicas,
  - d. Mantenimiento de Aeronaves
  - e. Mecánica Automotriz

B. De acuerdo con su experiencia docente en el establecimiento en que se desempeña, marque todos aquellos enunciados relacionados con la enseñanza que Ud. desarrolla:

| Enunciados  | Muy de acuerdo | De acuerdo | Ni de acuerdo, ni en desacuerdo | En desacuerdo | Muy en desacuerdo |
|---|----------------|------------|---------------------------------|---------------|-------------------|
| La enseñanza de inglés en cursos técnico profesional, considera los objetivos de aprendizaje genéricos de la formación técnico profesional. |                |            |                                 |               |                   |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| La enseñanza de inglés en cursos técnico profesional, considera los OA entregados en las bases curriculares de la asignatura de inglés  |  |  |  |  |  |
| La asignatura de inglés me permite conectar temáticas propias de la educación técnico profesional.  |  |  |  |  |  |
| La asignatura de inglés me permite colaborar en conjunto con otros profesores del área técnico profesional  |  |  |  |  |  |
| La asignatura de inglés está enfocada en el desarrollo de habilidades lingüísticas (producción oral y escrita, comprensión oral y escrita)  |  |  |  |  |  |
| La asignatura de inglés desarrolla competencias para la vida (e.g. desarrollo emocional, pensamiento creativo y crítico, responsabilidad social, colaboración, comunicación, aprender a aprender) en conjunto con las habilidades lingüísticas. |  |  |  |  |  |
| Considero que el desarrollo de competencias para la vida en la educación técnico profesional permite la formación de un ser humano integral   |  |  |  |  |  |
| Considero que el desarrollo de competencias para la vida en la educación técnico profesional propiciará un favorable desempeño laboral.   |  |  |  |  |  |
| Las planificaciones de mi clases de inglés contemplan oportunidades para desarrollar competencias para la vida  |  |  |  |  |  |

### III. COMPETENCIAS PARA LA VIDA EN LA ASIGNATURA DE INGLÉS

- A. De acuerdo a su experiencia en la asignatura de inglés, marque en la siguiente tabla la frecuencia con que desarrolla las siguientes competencias para la vida:

| <b>Competencias para la vida</b>   | <b>Muy frecuentemente</b> | <b>Frecuentemente</b> | <b>Ocasionalmente</b> | <b>Rara Vez</b> | <b>Nunca</b> |
|--|---------------------------|-----------------------|-----------------------|-----------------|--------------|
| <p>1.Desarrollo emocional</p> <p><i>(Los alumnos describen y manejan las emociones y desarrollan relaciones positivas con los demás.)</i></p>  |                           |                       |                       |                 |              |
| <p>2.Pensamiento creativo</p> <p><i>(Los alumnos participan activamente en actividades creativas, generan nuevas ideas y las utilizan para resolver problemas.)</i></p>                            |                           |                       |                       |                 |              |
| <p>3.Pensamiento crítico</p> <p><i>(Los alumnos identifican patrones y relaciones, evalúan ideas y utilizan estas habilidades para resolver problemas.)</i></p>                                    |                           |                       |                       |                 |              |
| <p>4.Aprender a aprender</p> <p><i>(Los alumnos desarrollan habilidades prácticas para apoyar y tomar el control de su aprendizaje y reflexionar sobre su propio progreso.)</i></p>                |                           |                       |                       |                 |              |
| <p>5.Responsabilidad social</p> <p><i>(Los alumnos reconocen y describen diferentes roles y responsabilidades en una variedad de grupos y comprenden los problemas culturales y globales.)</i></p> |                           |                       |                       |                 |              |
| <p>6.Colaboración</p>  |                           |                       |                       |                 |              |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <p><i>(Los alumnos trabajan bien juntos en grupos participando activamente en actividades grupales, escuchando a los demás, compartiendo tareas y encontrando soluciones a problemas.)</i></p>                 |  |  |  |  |  |
| <p>7. Comunicación</p> <p><i>(Los alumnos eligen el idioma más apropiado para usar en diferentes situaciones, gestionar las conversaciones de forma eficaz y expresarse con claridad y con confianza.)</i></p> |  |  |  |  |  |

B. Si su respuesta anterior indicó alguna frecuencia en el desarrollo de competencias, indique evidencias o actividades que Ud. ha desarrollado en la asignatura de inglés que lo demuestren: (preguntas abiertas)

|   |  |
|---|--|
| <p>1.Desarrollo emocional</p> <p><i>(Los alumnos describen y manejan las emociones y desarrollan relaciones positivas con los demás.)</i></p>                           |  |
| <p>2.Pensamiento creativo</p> <p><i>(Los alumnos participan activamente en actividades creativas, generan nuevas ideas y las utilizan para resolver problemas.)</i></p> |  |
| <p>3.Pensamiento crítico</p> <p><i>(Los alumnos identifican patrones y relaciones, evalúan ideas y utilizan estas habilidades para resolver problemas.)</i></p>         |  |



|   |  |
|---|--|
| <p>4. Aprender a aprender</p> <p><i>(Los alumnos desarrollan habilidades prácticas para apoyar y tomar el control de su aprendizaje y reflexionar sobre su propio progreso.)</i></p>                                  |  |
| <p>5. Responsabilidad social</p> <p><i>(Los alumnos reconocen y describen diferentes roles y responsabilidades en una variedad de grupos y comprenden los problemas culturales y globales.)</i></p>                   |  |
| <p>6. Colaboración</p> <p><i>(Los alumnos trabajan bien juntos en grupos participando activamente en actividades grupales, escuchando a los demás, compartiendo tareas y encontrando soluciones a problemas.)</i></p> |  |
| <p>7. Comunicación</p> <p><i>(Los alumnos eligen el idioma más apropiado para usar en diferentes situaciones, gestionar las conversaciones de forma eficaz y expresarse con claridad y con confianza.)</i></p>        |  |

#### IV. PERCEPCIONES ACERCA DE LA IMPLEMENTACIÓN DE LIFE COMPETENCIES EN LA CLASE DE INGLÉS

|  |  |
|--|--|
| <p>¿Qué competencias para la vida cree usted que son las más factibles de desarrollar en la clase de inglés? ¿Por qué?</p>             |  |
| <p>¿Cómo cree Ud. que se beneficiarán los estudiantes en su vida laboral y profesional al desarrollar competencias para la vida en</p> |  |

|   |  |
|---|--|
| la etapa escolar?   |  |
| ¿Cuál cree usted sería la mejor forma de desarrollar estas competencias para la vida en la clase de inglés? |  |

## APPENDIX C

### Entrevista en profundidad para Profesores

La presente entrevista pretende recoger información acerca de la implementación de Life Competencies (competencias para la vida) en la clase de Inglés en escuelas técnicas, además de recopilar las percepciones de los profesores sobre dichas competencias.

- 1.- ¿Qué competencias para la vida conoce?
- 2.- ¿Qué competencias cree usted que son las más relevantes a desarrollar en la sala de clases?
- 3.- ¿Cree usted que considerando la asignación de tiempo para la asignatura de inglés es posible desarrollar competencias para la vida?
- 4.- ¿Qué competencias para la vida espera usted que los alumnos desarrollen en clases?
- 5.- ¿Cuál es el apoyo que la institución le brinda para poder desarrollar competencias para la vida en sus clases?
- 6.- ¿Cómo cree Ud. que se beneficiarán los estudiantes en su vida laboral y profesional al desarrollar competencias para la vida en la etapa escolar?

## APPENDIX D

### Cuestionario Focus Group a estudiantes de III y IV medio

El presente focus group tiene como propósito recoger información acerca de la implementación de Life Competencies (competencias para la vida) en la clase de Inglés en escuelas técnicas, además de recopilar las percepciones de los estudiantes sobre dichas competencias.

- 1.- ¿Sabes qué son las Competencias para la vida?
- 2.- ¿Crees que durante las clases de Inglés se desarrollan Competencias para la vida?
- 3.- ¿Cuáles son las Competencias más desarrolladas en clases?
- 4.- ¿Qué tan a menudo se presentan oportunidades para desarrollar Competencias para la vida en la asignatura de Inglés?
- 5.- ¿Cuáles son las competencias para la vida que necesitarías para desempeñarte laboralmente?
- 6.- ¿Qué competencias para la vida consideran Uds. más importantes? ¿Por qué?

## APPENDIX E



### Expert Judgment Validation Record

I, Rocío Knipp, *Ph.D. (c) in Social Sciences, M.A in English Linguistics and Literature* and professor at Universidad Mayor, hereby report my validation of the data collection instrument(s) attached for the research project **Desarrollo de competencias para la vida en la asignatura de inglés en liceos técnico-profesionales**, a prerequisite for the Bachelor's Degree in Education of the *English Pedagogy* programme.

| Validation criteria  | Validated | Validated with comments | Insufficient |
|--|-----------|-------------------------|--------------|
| Congruence of the instrument with the proposed objectives.               | X         |                         |              |
| Relevance of the instrument to answer the research questions/hypotheses. | X         |                         |              |
| Clarity and precision in the instructions.                               |           | X                       |              |
| Clarity and precision of questions or items.                             |           | X                       |              |
| Language appropriate for the study population.                           |           | X                       |              |
| Spelling and writing.  |           | X                       |              |

Date: 16-08-2021

A handwritten signature in black ink that reads 'Rocío Knipp'.

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Signature of Expert Validator