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LEARNER AUTONOMY IN THE EFL CLASSROOM

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Hard work pays off.

ABSTRACT

This study adopts a mixed-method approach which explores if teachers of English in Communication and Social Work BA programs promote learner autonomy with their students at Instituto de Ciencias Sociales y Humanidades (ICSHu), Universidad Autónoma del Estado de Hidalgo (UAEH). Data was collected from 24 participants, 6 teachers and 18 students. We observed 6 different English classes and conducted interviews with both students and lecturers. We also administered a questionnaire to students. Results reveal that learner autonomy is promoted in different ways such as the Self-Access Center, collaborative work, peer-assessment, choice, the learning portfolio, and communicative writing. Moreover, students do show a degree of autonomy since they have accepted full responsibility for their own learning (i.e. they reflect, make decisions, and evaluate their own learning process). However, learner autonomy should be promoted to a greater extent because students are not fully aware of the importance of stating clear goals in terms of language learning. This study contributes to the English as a Foreign Language (EFL) field because learners and teachers should be aware of the importance of learner autonomy and how it can be fostered.

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Chapter I: Introduction

In today's world, there is an enormous need of communication for education, business, politics or even socialization among persons whose native language differs from one another. English has moved from being a standard language to lingua franca. That is to say, it has become the language used by people whose mother tongues are different because it facilitates communication among them (Wardhaugh, 2006). The demand to learn English has increased because of this phenomenon. However, learning English as a foreign language is not an easy process. Different approaches, methodologies, techniques and strategies have emerged to address different needs. One of them is learner autonomy which has become central to higher education institutions because education has also moved from a more traditional role to a more active one. This means that teachers no longer own authoritative figures, nor are learners seen as empty vases to be filled with knowledge (Wijayanti, 2012).

It was at the *Centre de Recherches et d'Applications en Langues* in France (Javad Riasati, 2000) where Holec (1980), the father of learner autonomy, defined this term as taking responsibility for one's learning situation by determining one's own objectives, defining contents to be learned and the progression of a course. This is done by selecting methods and techniques that monitor and evaluate this process constantly. Learner autonomy has been considered to play an important role in the field of language learning because of its benefits.

As pre-service teachers, we had the opportunity to teach English to Communication and Social Work BA program students. Even though we met them very few times, we immediately noticed how different they were in terms of behavior, attitude and overall performance throughout their English classes. Bearing this in mind, we wanted to know if Communication and Social Work teachers of English promoted learner autonomy since one of the main aims of the Universidad Autónoma del Estado de Hidalgo is to train students to become autonomous and responsible for their own learning (Modelo Educativo, 2015, p. 54). This aim is expected to be incorporated into the teaching and learning process adopted by teachers who teach at this university; therefore, conducting this research project will allow us to investigate if English teachers promote autonomy in these two BA programs or not.

This study is important because results revealed that learner autonomy is promoted in the two study programs by teachers and it is important to know how it is done. Also, we report how

much readiness both teachers and students have to take on learner autonomy as an attribute to language learning.

Previous research has revealed that teachers may promote learner autonomy in different ways. For example, Camilleri (1999), Murase (2009), Yagcioglu (2015), Ikonen (2013), and Thanh (2014) have adopted different approaches to study learner autonomy. We draw on these studies as a basis for our own investigation because they have shown the importance of learner autonomy, how it has worked in several institutions and the impact that teachers have had on learners' progress for becoming autonomous learners.

The objectives that guide this research are the following:

- To find out if Communication and Social Work teachers of English at ICSHu, UAEH promote learner autonomy in their classroom.
- To find out to what extent students and teachers show readiness to implement learner autonomy as an attribute of English language learning.

The research questions set are the following:

- Do Communication and Social Work teachers of English at ICSHu promote learner autonomy? If so, how?
- To what extent do students and teachers show readiness to implement learner autonomy as an attribute of English language learning?

This thesis is divided into 6 chapters. Chapter I introduces the topic under discussion and states the objectives we seek to meet and the questions we intend to answer. Chapter II discusses the theoretical background that supports this thesis. The methodology employed as well as data-collection tools and procedures followed to obtain and analyze data are described in Chapter III. Chapters IV and V report the results and findings. Chapter VI discusses the conclusions drawn from this study and provides pedagogical implications and limitations if this study is to be replicated.

Chapter II: Literature review

2.1 Overview

The following chapter discusses the term autonomy and its implications since it is central to this thesis. In section 2.2 the roots and the implications of autonomy are described. Then in 2.2.1 learning philosophies that relate to autonomy are explained. Autonomy is defined in 2.2.2. In section 2.3 we focus on the topics that relate to the relationship between the student and learner autonomy. Awareness-raising, motivation and its types, roles, and characteristics of autonomous learners are also described. Since learner autonomy does not involve the students only, in section 2.4 the role of the learner in learner autonomy is discussed; furthermore, in section 2.4.1 we state some characteristics autonomous learners have. Then, in section 2.5 we explain about the teachers and their relationship with autonomy. Teacher roles are analyzed in 2.5.1 since they are important for the development of students' autonomy. In section 2.6 approaches to promote learner autonomy are discussed. In section 2.7 we discuss some important aspects to take into consideration when promoting learner autonomy such as choice, goals and needs, support, and metacognition. Moreover, in section 2.8 we discuss some previous studies that have been taken into consideration for this study to be a scientific and well-sustained one. Lastly, we sum up this chapter in section 2.9.

2.2 Autonomy and its Implications

To understand learner autonomy, it is necessary to revise and analyze what the roots of autonomy are. Before the existence of the relationship between autonomy and education, or more specifically learning, autonomy was considered as a philosophical term. Philosophers such as Immanuel Kant and John Stuart Mill believed that autonomy was the behavior that led to the emergence of mutual respect among the members of societies. These authors claimed that humans owned innate goodness and skills that made them function socially (Ikonen, 2013, p. 6).

Like Kant and Mill, John Dewey and Jean-Jacques Rousseau were both involved in the understanding of autonomy. Actually, they were the ones who first linked the concept of autonomy to education or learning (Benson, 2011). They all shared thoughts on the existence of innate goodness and accepted behaviors of society. Although autonomy was not entirely related to education or learning, it took into consideration individuals and their abilities, skills, and behaviors which are, to some extent, part of a more recent conception of learning.

Autonomy is such a complex concept that has its origins in philosophy, but it may also be related to education, psychology and even politics; thus, the word autonomy may be defined differently depending on these orientations. For the purpose of this study, we draw on the educational/psychological perspective. In general terms, the word autonomy is defined as "the ability to take charge of one's own learning" (Holec, 1979, as cited in Ikonen, 2013, p. 5). And according to Little (1991) that means the acceptance of full responsibility for the learning process. Nevertheless, this definition is rather insufficient. So, to have a clear understanding of what autonomy is, it is necessary to describe and analyze it considering what educators and mostly psychologists such as Rogers, Vygotsky and Piaget have discussed.

2.2.1 Philosophies of Learning Autonomy

The learning process may not be defined and perceived in the same way it was some years ago (CampoYagüe, Negro Valdecantos & Nuñez, 2012). It has changed; thus, the perspectives of learning have been theorized by educators and psychologists in what it is known as philosophies, learning philosophies, paradigms or even theories.

A learning philosophy refers to "a set of assumptions, concepts, values, and practices that constitute a way of viewing reality for the community that shares them" (Göktürk, 2005, p. 2). That is to say, a learning philosophy is composed of different ideas, principles and even roles. Throughout the years, an array of learning philosophies has emerged because of the needs that arise when teaching. As a consequence, some learning philosophies acknowledge the role of autonomy in teaching whereas a few of them do not even take it into account.

Behaviorism refers to individuals not building up their knowledge; instead, having knowledge being transmitted to them (Gremmo & Riley, 1995). This learning theory does not acknowledge autonomy as a principle; however, to show a different perspective of learning, the following learning philosophies do consider autonomy in their foundation as described below.

The humanistic learning theory, suggested by Carl Rogers (1902-1987), recognizes autonomy as one of its principles. According to Benson (2011), Rogers defined learning as "a unique, individual process that arises in and is affected by individual experiences and

results in changes in behaviour" (Ikonen, 2013, p. 7). That is to say, individuals are in charge of their own learning.

Lev Vygotsky proposed another theory related to autonomy: the sociocultural theory. For him, learning was a matter of being active in society. Besides, he took into consideration cultural aspects that affect human beings (Ikonen, 2013). The foundation of the sociocultural theory relies on the individual's building of knowledge based on cultural matters. Being part of a society implies sharing with others, learning socially and culturally; however, that does not oppose autonomy since there is a misconception that autonomy is working in isolation. In the words of Dam, Eriksson, Little, Miliander and Trebbi (1990, as cited in Smith, 2011):

> Learner autonomy is characterised by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in cooperation with others, as a socially responsible person. (p.396)

Learning cooperatively may appear to contradict autonomy; however, according to the sociocultural theory, in addition to being responsible for their own learning, individuals need to work with others; that is to say, being an autonomous person means taking part of society.

Constructivism, suggested by Jean Piaget (1936), is "an epistemological view of knowledge acquisition emphasizing knowledge construction rather than knowledge transmission and the recording of information conveyed by others" (Applefield, Huber & Moallem, 2000, p. 6). In other words, constructivism does not perceive learning as memorizing everything without showing little or no understanding at all. It is a matter of noticing and discovering by oneself. Hence, individuals are considered to be the ones who build up their knowledge and who make decisions regarding their own learning.

Jean Piaget, who devoted his entire life to research on education and psychology, conducted a series of studies which shed light on the understanding of autonomy in human beings, especially at young ages. That is why he came to some of the following conclusions through experimentation with his own children:

- Babies are born heteronymous. That is to say that they cannot make decisions by themselves; somebody else has to decide for them.

- Children develop their own moral values by being taught how to be autonomous.
- Experience means much to the development of autonomy and learning.

Autonomy does not mean complete freedom, it is just the consideration of all the relevant factors that may lead learners to a goal, in this case learning (Kamii, 1984).

Based on these conclusions, Piaget (1973, as cited in Kamii, 1984, p. 413) suggested that his constructivist ideas set autonomy as the main goal of education. That does not mean that autonomy only plays a role in a school setting, instead it does so in learners' lives. The conception of autonomy regarding constructivism leads to everlasting learning. In this constantly-changing world, information needs to be processed by learners, and so will be done autonomously and taking into account the way learning is seen nowadays (Ikonen, 2013).

2.2.2 Towards a Definition of Learner Autonomy in Language Learning

Similar to Holec's definition (see introduction), Wenden (1991, as cited in Reynard, 2006) suggest that those who practice learner autonomy have acquired a set of strategies that direct them to taking responsibility for their own learning. Furthermore, Sinclair (2000, as cited in Borg & Al-Buisadi, 2012) suggested that learner autonomy involves willingness and the capacity/ability to be responsible for the personal learning process.

In general terms, these authors suggest that students who practice learner autonomy should adopt an active role since they will be responsible for their own learning; hence, this matches with the learning philosophies previously discussed: learners are no longer passive individuals who only expect a series of stimuli which will make them "learn"; instead, they work actively and cognitively over their learning by making decisions constantly.

Learner autonomy is sometimes misunderstood. First of all, it may be believed that learner autonomy is all about learning without a teacher, working in isolation for one's own sake or self-instruction (Esch, 1998, as cited in Borg & Al-Buisadi, 2012). Nevertheless, that is not learner autonomy. According to Ikonen (2013) learner autonomy "is an attribute of the learner's approach to the learning process" (p. 7). Since it is a process, various aspects are involved as it will be later learned.

As stated in the introduction, the term learner autonomy was coined by Holec, known as the father of learner autonomy, at the *Centre de Recherches et d'Applications en Langues* in

France (Javad Riasati, 2000). Since then, learner autonomy has been mostly related to the area of language learning, playing such an important role in the teaching and learning of languages.

That relation between language learning and learner autonomy results in an arousal of concepts that relate to each other. Autonomous learners are active and skillful beings who are believed to possess an ability to learn. According to the Common European Framework of Reference (CEFR, 2010), an ability to learn is what makes existing knowledge get into interaction with a new one so that the former may be changed. That knowledge is all about language learning. In words of Krashen (1981), language learning is "the acquisition of a means of communication that is used by a certain group of people in a certain place" (p. 13). In that way, learning a language implies a set of decisions made by learners.

Taking into consideration what Piaget (1973) claimed regarding human beings at young ages, heteronomy exists and is present most of the time in one's lifetime (Kamii, 1984). Even though it may sound contradictory, in the development of learner autonomy, it is of importance that teachers and learners participate actively. Learners need support from their teachers and partners. Foremost the importance of others in the development of learner autonomy happens because languages are used as a means of communication and they must be used with others.

2.3 Autonomy and the Learner

In general terms, learners who practice learner autonomy are responsible for their own learning. This idea leads to the assumption that responsibility is not the only characteristic they possess, or the only task they perform. Learner autonomy, as its name suggests, takes learners as a very first *tool*. They are believed to own some features such as awareness raising, motivation and roles as they will be analyzed below.

2.3.1 Awareness-raising

Autonomous learners know the reasons why they are learning a language. Awareness-raising is all about one's own motives for learning a language; thus, the relation between autonomy and awareness-raising is evident. According to Kohonen (1991, cited in Rinkevičienė & Zdanytė 2002) "raising the awareness of one's own learning and gaining an understanding of the processes involved is thus another important key for the development of autonomous learning" (p. 1). Hence, learners must be aware of the reasons for learning in order for them

to become practitioners of learner autonomy. In fact, Sinclair (1999, cited in Rinkevičienė and Zdanytė 2002) stated that no good decisions will be made if no awareness is raised. In general terms, learners must bear in mind their motives for learning, and in that way language learning success is likely to take place (Gremmo & Riley, 1995).

2.3.2 Motivation for Learning

As stated above, raising the awareness of one's learning is not the only characteristic of learner autonomy, motivation is another relevant term. In the words of Guay (2010, as cited in Lai, 2011), motivation refers to the reasons underlying behavior; as a consequence, it is implied that being motivated involves a change in the behavior of a person.

Broussard and Garrison (2004) suggest that motivation is "the attribute that moves us to do or not to do something" (p. 8). Learners usually have that "something" which encourages them to work or learn. It could be, as a matter of fact, anything: from the understanding of a subject to being told someone is good; motivation can be presented in different ways (DeLong & Winter, 2002).

Motivation is an individual characteristic that every single human being possesses at different degrees (Dickinson, 1995). In the performance of human activities, individuals experience internal and external factors that lead them to carry out those tasks. Given that, motivation encompasses two types: intrinsic and extrinsic motivation.

2.3.2.1 Intrinsic Motivation

There are external and internal factors that promote learner autonomy. With regard to the internal factors, as said by Ryan and Deci (2000), intrinsic motivation refers to doing something because it is inherently interesting or enjoyable. In this case, intrinsic motivation would mean having fun or totally enjoying the fact of learning a language. No pressures or rewards exist for an intrinsically motivated learner. Obtaining rewards or prices is usually linked to a goal-oriented motivation. Unlike that type of motivation, intrinsic motivation takes no recompenses as an objective. On these terms, a reward for an intrinsically motivated language learner would be learning the language itself.

Then, if a learner is motivated intrinsically to some extent s/he is practicing autonomy, mainly because these types of learners perform certain activities that allow them to feel comfortable with themselves.

2.3.2.2 Extrinsic Motivation

Although intrinsic motivation is of such importance, not all humans are motivated intrinsically. Extrinsic motivation can also take place. For Ryan and Deci (2000) extrinsic motivation is "a construct that pertains whenever an activity is done in order to attain some separable outcome" (p.60). The main focus of this type of motivation is to get something out of doing/performing a certain activity.

Extrinsically motivated humans perform activities for being given rewards. For example, students who do their homework because they do not want to be told off by either their parents or their teachers are extrinsically motivated learners. In this case, the reward is the fact of not being told off. On the other hand, if students do their homework because they think it is interesting and this will help them practice what they have studied. No external rewards are needed for them to do it. This shows a clear example of intrinsically motivated learners. There is an internal drive that leads them to do this. These learners perform that activity because it is stimulating.

It may now be obvious that extrinsic motivation does not totally relate to autonomy. According to Deci and Ryan (1985, cited in Dickinson, 1995) "learners who are interested in learning tasks and outcomes for their own sake (intrinsic) rather than for rewards are likely to become more effective learners" (p. 2). Thus, intrinsic motivation shows predominance and significance in learners who practice learner autonomy.

Learners will show whether they are motivated intrinsically or extrinsically depending on what their learning purpose is. Dickinson (1995) claims that learners with an interest in interacting with speakers of a language are likely to be more successful in learning the language than those who are doing so for instrumental reasons i.e. examinations or certification purposes. It can be claimed that those who learn languages for mere outcomes are extrinsically motivated. Despite the fact they may be responsible for their own learning, they are not entirely practicing learner autonomy since they are believed to have a more intrinsic orientation.

2.4 The Role of the Learner

We have suggested that learner autonomy involves a set of pedagogical implications that affect teaching and learning directly. Since learner autonomy is a matter that is commonly practiced in a classroom setting, it is important to explain who participates in this process

(Little, 2007). Within a classroom, there are learners and a teacher who carry out different activities and play different roles.

According to Holec (1980) and Ikonen (2013), the main role autonomous learners play is an active role. This means that if a learner plays this role, s/he is believed to be making decisions over her/his learning. Unlike passive students, active learners do not entirely expect teachers to tell them what to do; they generate and think of ideas by themselves.

As well as being active, autonomous learners do also play other roles; self-activated is another one. It is believed that this type of students are the agents over their learning and make meaning out of things. Learning is thought to be the result of the interaction that exists between the learner and the world (Thanasoulas, 2000). For learner autonomy to exist, there is a demand of any of these roles to take place.

The roles autonomous learners play should not be assumed to function without the teacher. As stated previously, in learner autonomy, learners and the teacher work energetically. In fact, the teacher's help is crucial (Han, 2014) as we will describe in section 2.5 below.

2.4.1 Characteristics of an Autonomous Learner

Not only is awareness-raising, motivation, or any of the aforementioned roles what makes a learner autonomous, but there are also some other features that characterize these type of learners. According to Holec (1981 cited in Little, 1991) and Omaggio (1978, cited in Wenden, 1988) autonomous learners must possess some, if not all, at least a few of the following characteristics:

- Understanding of the purpose of their learning
- Acceptance of responsibility for their learning
- Initiative in planning and executing learning activities
- Evaluation and review of their learning to determine its effectiveness
- Possession of insights into their learning styles and strategies
- Willingness to take risks
- Tolerance toward the target language

Becoming autonomous is not an automatic process. Learner autonomy is complex and something to work for; learners who are prompted or want to practice learner autonomy have

to make such a great effort so that learner autonomy actually takes place, so they may need to receive some training.

2.5 Autonomy and the Teacher

Despite the fact an autonomous learner is responsible for his/her own learning, teachers are needed since they play a fundamental role within the classroom. It may not be possible to have education without teachers even when learners are learning actively by themselves. This means that learner autonomy highly depends on teachers' autonomy. Littlewood (1996) mentions that teachers are autonomous if they have the capacity of making decisions and cooperating in class. Teachers are in charge of carrying out choices and helping their learners to take control of their own learning.

Nowadays, the role of the teacher in front of the class has changed since they have new functions and ways of working when teaching; for example, Ujlakyné (2009) mentions that "in the past teachers used to be the major source of knowledge, the leader and educator of their students' school life" (p. 4). Teachers used to provide learners with all the knowledge that they needed for their preparation; however, this has changed, and according to teachers' autonomy, it has become an important and attracting concept related to the way in which education is promoted in schools and different contexts (Wilches, 2007). This means that teachers' autonomy has become a new tendency inside the classroom, which shows that it is a new way for innovating lessons and teaching practices, and at the same time implementing learners' autonomy.

With this innovating concept of autonomy, teachers are invited to become well-prepared and autonomous professionals without being forced by principals or school policies (Cardenas, 2006). For this reason, autonomy is focused on the capacity that teachers have in their professional action taking into account their ability to teach, reflect, analyze, and promote responsibility in each of their learners.

Teachers need to be good autonomous learners in order for them to be good autonomy promoters; this is an important point that Little (cited in Cardenas, 2006) emphasizes by stating that "it is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner" (p.189). That

is why it is important for teachers to become autonomous so that they can guide their learners towards autonomy.

2.5.1 Roles of the Teacher

As mentioned before, teachers play an important role when promoting autonomy; they work together with learners sharing the responsibility for this important process. Xu-Sheng (2010) remarks that autonomous learners must be responsible for their own learning progress; nevertheless, teachers must monitor that progress and direct the class. As a result, teachers have different functions inside the classroom that lead them to perform diverse roles when teaching learners how to be autonomous.

With this in mind, it is important to know which role is the most *appropriate* when giving learners the opportunity to decide by themselves about their own learning process. A teacher always has an impact on learners' lives; for this reason, it is important to pay attention to the way in which communication and interaction emerge in everyday lessons in order to make learners feel more comfortable and freer when attending their lessons.

Teachers can perform different roles when promoting autonomy, and each one of them has different characteristics. It is important to learn about them because they are helpful when promoting learner autonomy.

2.5.1.1 Teacher as a Motivator

As stated in section 2.3.2, motivation is one of the most important aspects that leads learners to be independent and autonomous; consequently, teachers have to motivate learners to experience such motivation for learning. In this case, the role of the teacher is to create a harmonious classroom atmosphere where learners can participate and contribute to classroom activities (Zeng, 2016). If there is a good environment and communication among learners and teachers, learners will feel motivated and engaged with the class and their own learning process. When this happens, the teacher is considered a good motivator.

Another way to motivate students is when teachers plan activities that are appealing to them. Teachers create and organize these activities that can be developed inside or outside the classroom. Zeng (2016) suggests that these activities are expected to be effective and relevant to the teaching and learning process, and learners can work effectively and activate their interests or abilities while they are highly motivated to perform them. At the same time, when learners perform these activities, they do them naturally since they are related to their

interests. Zeng (2016) indicates that when learners perform something that activates their attention, they feel self-confident. If this process occurs, learning becomes easier, and at the same time, this raises motivation. This is important since teachers are in charge of asking learners to do these activities; this is what makes them take the role of motivators in their lessons.

2.5.1.2 Teacher as a Learning-strategy Trainer

Learning strategies are referred to different techniques, approaches or actions that learners take in order to facilitate their own learning process (Oxford, 1990). These strategies may contribute to language learning successfulness since they promote learner autonomy. Teachers have to take into account them when helping their learners to become autonomous and raise their awareness of what being an independent learner means.

"Learning styles refer to the view that different people learn information in different ways" (Pashler, Mc. Daniel, Rohrer, Bjork, 2009, p. 106); for this reason, teachers may need to analyze learners' abilities so that they are able to promote strategies that may be useful for them. In this way, as Zeng (2016) points out, learners are able to know their learning style and how to develop it. Teachers can become trainers due to the fact that they are in charge of guiding and helping learners to develop these abilities and strategies for their understanding and learning in a more effective way without being controlled.

Strategies are an essential tool for learning a language; however, they are not the same for all learners since they have different needs; this is when teachers look for ways to push their learners to discover what their abilities are, how they can be mastered and improve the ones that are not completely developed. When learners are conscious of their weaknesses and strengths, they might think of a way to improve them by looking for more strategies with the guidance of their teachers. When this has occurred, learners have become unconsciously autonomous.

2.5.1.3 Teacher as a Counselor

Even though autonomous learners are independent, their teachers can work as guides to help them improve their autonomy. Richards and Rodgers (1986) point out that "the teacher-counselor is expected to exemplify an effective communicator seeking to maximize the meshing of speaker intention and hearer's interpretation, through the use of paraphrase, confirmation and feedback" (p. 122). The main function of a teacher as a counselor is to

foster communication within the classroom, provide learners with pieces of advice and help them with their learning process in order to facilitate it and make them improve their performance.

When teachers are counselors, they are in charge of making students aware of their own learning turning them into more self-monitoring learners, and providing them with feedback to support them (Zeng, 2016). These are the main functions that teachers adopt when they play the role of counselors. It is more centered on looking at learners' needs, and promoting their learning by pushing them to be independent; in this way, teachers support them when they need it.

Besides supporting learners' learning, teachers can also guide students and provide them with diverse ideas about alternative strategies that they can develop so their learning process is reinforced. When teachers observe learners' progress, they can reward them because of their effort, efficacy and efficiency creating a self-confidence feeling and motivating them to continue learning and growing academically by using all these abilities that they have.

Whenever teachers want to implement learner autonomy, all these roles are possible to be developed. Teachers are always an essential part inside the classroom; furthermore, they are always needed to enable learners to learn and improve any aspect for students to become autonomous.

2.6 Approaches Used for Promoting Autonomy in Language Learners

As it has been described, autonomy can be promoted in different ways in which teachers, learners, and even strategies can be part of this process. Fostering autonomy is a complex process since learners are the ones who make decisions about their own learning. However, there are different ways to implement autonomy. This has to do with the different approaches available in order to promote learner autonomy facilitating the teaching and learning process and making it easier for all the participants.

Benson (2011) suggests that the promotion of autonomy should follow six different approaches that are important for language learners. These approaches are identified as Resource-based, Technology-based, Learner-based, Classroom-based, Curriculum-based and Teacher-based approaches.

2.6.1 Resource-based Approach

This approach is mainly centered on providing learners with different resources that may be useful for them and at the same time that they will create new and good opportunities to become good autonomous learners (Benson, 2013, as cited in Thanh, 2014, p. 22). This means that teachers provide students with tools that will guide them to be more independent letting them come with new ideas and at the same time – work individually with the elements provided. This will allow them to be more self-directed since the material provided will be used according to their own experience and situations that will be presented. This material depends on teachers' purposes and they will provide learners with the resources that they consider important or relevant.

2.6.2 Technology- based Approach

The use of technology inside the classroom has modified some aspects of the learning and teaching environment. In this case, the technology-based approach shows these variations that have emerged for learners' progress. In this case, authors such as Little (2001), Ankan and Bakla (2011, as cited in Thanh, 2014) have shown that some tools as e-tandem learning and computer mediated communication respectively are useful tools for motivating students to learn on their own. On these terms, computer mediated communication can include different tools and pages for learning such as blogs, in which learners are allowed to share and get information, or even e-tandem learning in which students are allowed to learn with a partner.

Thanh (2014) remarks that "young learners are motivated to use blogs because they provide a free and easy writing environment" (p. 25). This is something important to point out since most learners who are familiarized with technology are good at using internet or some other resources such as blogs. These resources can be used for educational purposes, and in a certain way students feel free to write since they are neither being asked to write, nor are they demanded to submit a paper, and they write naturally without any type of pressure.

Even though students may write freely on blogs, teachers are needed to monitor how well their learners are working and learning. As mentioned before, teachers play different roles according to the tasks that they ask their learners to do. Teachers can be facilitators that provide technological resources, advisors or even helpers (Thanh, 2014); they can help their

learners face some problems or difficulties that can be presented when writing or using their blogs autonomously.

2.6.3 Learner-based Approach

This approach, as its name says, is centered on learners and their own autonomous development. Benson (2011, as cited in Ikonen, 2013) suggests the connection of learners training and development in relation to autonomy. This is mainly focused on how learners are taught to become more autonomous with their own learning. In other words, this requires knowing some strategies and being trained in order to make this process easier. With this in mind, learners realize how much they have improved and at the same time how good and autonomous they are. This is done through the use of these strategies and knowledge that they have got for improving their own learning.

This approach is focused on learners' characteristics so that they can become autonomous learners. Sakai, Takagi and Chu (2010, as cited in Thanh, 2014, p. 29) showed that teachers are also important in this process of autonomy promotion since they have to know specific characteristics of their learners such as their learning style to engage them in the class and motivate them to be good autonomous learners. Learners are the most important actors in this approach, but they are also helped by their teachers who are aware of their needs.

2.6.4 Classroom-based Approach

Benson (2001, as cited in Ikonen, 2013) stated that this approach is mainly concerned about the way learners can learn inside the classroom with their partners and their teachers. This is important since the author considers that autonomy is fostered by different factors, not only motivation or personal characteristics of the learners, but also the way teachers and other learners help them to be responsible for their own learning by working cooperatively. This means that learners learn from their peers and teacher by having different tasks to cover raising their capacity to think and to be responsible for their own learning progress.

We have argued that inside the classroom there is a negotiation among learners and teachers who are in charge of fostering autonomy working in groups and being responsible for their decisions over their own learning. This is what makes learners more conscious about their decisions and independent, which leads them to start learning autonomously.

2.6.5 Curriculum-based Approach

This approach, as Thanh (2014) says, is similar to the others since it is focused on all the issues related to curriculum design and learning process. This means that not only do teachers and learners pay attention to the content of the course, but also do they pay attention to the way they will be learning and improving autonomously. Thanh (2014) mentions that, "teachers' concerns are to make learners aware of all the issues related to curriculum design and learning process" (p. 26).

Even though, there is concern about the curriculum design and learning process, some authors such as Cotterall (2012), Dickinson (1995), Esch (1996) (as cited in Thanh, 2014) affirm that this approach also pays attention to the way teachers and learners negotiate in order to come to a conclusion about the content of the course. This agreement makes learners feel involved and at the same time they develop the ability for making decisions about their own learning.

2.6.6 Teacher-based Approach

Thanh (2014) mentions that in this approach "there is interdependence between teacher autonomy and learner autonomy in fostering learner autonomy" (p. 30). In other words, this approach is centered on teachers' autonomy, which means that autonomy must be fostered by teachers who are autonomous in the classroom. This autonomy must be promoted by the teacher who is in charge of creating a good environment and rapport with his/her learners. This is what is called a 'symbolic' relationship, which will be a facilitator for promoting autonomy (Benson, 2011, as cited in Thanh, 2014). Teachers have different roles when promoting autonomy; these roles make teachers be more conscious of their own performance and how they make decisions in the classroom.

2.7 The Promotion of Autonomy in Language Learners

Cornwall (1988, as cited in Ikonen, 2013) claim that "when promoting learner autonomy, the teacher and the course structure must provide guidance and support to students when their abilities are still developing" (p. 31). Autonomy is more likely to be promoted among learners; however, teachers and approaches are also important in this process of becoming independent when learning.

Learning a language is considered a difficult process, and it is even more difficult when learners are asked to do it without any help. For these reasons, teachers are in charge of using different approaches which can support learners in this process (Benson, 2011). Not only is

the use of these approaches required, but also there is a necessity for looking at learners' characteristics, needs, environmental conditions, and some other aspects described below.

2.7.1 Choice

The promotion of learner autonomy is characterized by a feature that is nominated the matter of choice. Autonomous learners have this fundamental feature, which means that they are able to take charge of their own learning; this implies that students are able to make independent choices about their own learning process and be responsible by accepting their own decisions (Ikonen, 2013).

Nunan (2003) suggests that the ability of choosing is a difficult process that has to be done little by little because there are learners who know what they have to do; some others do not feel capable of choosing by themselves, so they may feel frustrated at the time of being asked to do so. For this reason, it is important to follow these tips that the author suggests.

Nunan (2003) claims that there are some recommendations related to how learners have to be prepared for making decisions. The first thing that has to be done by the teachers is helping their learners to be more conscious of their decisions. This means that s/he has to look for different tasks that may encourage learners to make decisions that are not so difficult to deal with. This can be done in groups or even by asking the whole class to vote for the best option. The tasks can be changed for more challenging ones, so that learners feel that they can choose by themselves. If this is done by teachers and students constantly, it will be easier for learners to make good decisions and be responsible for what they have chosen for their own learning.

2.7.2 Goals and needs

Autonomous learning is always required to be guided and oriented by a teacher. When learners want to be autonomous, they have to be conscious of their own abilities and goals that they want to achieve. This element is closely related to self-reflection about one's learning (Ikonen, 2013). This aspect is usually stated at the beginning of any learning process because learners think of the goals they want to achieve and the things that most of them need to know or learn.

2.7.3 Support

Ikonen (2013) remarks that this aspect entails two issues when promoting autonomy. The first issue is that the teacher and the course structure must provide guidance and support to learners. This is mainly related to the way in which teachers support learners to develop their

abilities by becoming a guide for them so that they can be able to develop their skills and abilities in a more extended way.

The second issue refers to the multiple resources and contexts the learner can make use of when needed. This is more related to the way in which learners are exposed to different resources and contexts that they can use whenever they need them, so teachers are in charge of helping them to get and be exposed to these resources.

Teachers mainly provide these two types of support since they can act as guides and trainers. As mentioned before in section 2.3.1, teachers are the main resource for learners since they support them when they decide to be autonomous and independent in their own learning process. Similarly, resources and contests are commonly used inside the classroom to support students' progress.

2.7.4 Metacognition

It is known that students need to be conscious of the way they learn. In that way they can become more effective and better learners (Benson, 2011). As it was affirmed, learners are capable of taking the control of their own learning; however, teachers have a role in these occasions, in which they are in charge of making the learning process explicit. This shows that metacognition is not only centered on awareness of cognitive functions, it also includes the ability to evaluate learners' own cognitive functions. In these cases, some authors such as Anderson, Boud, and Sampson (1998) remark that the use of portfolios and diaries encourage learners to check their progress during the development of autonomous learning. Furthermore, students should understand some of the characteristics discussed in section 2.4.1 since they will lead them to be metacognitively active.

2.8 Previous studies

Much information about learner autonomy has been published through carrying out research projects and conducting theses in diverse countries. Different approaches have been used and several perspectives have been taken for the development of the understanding of learner autonomy.

Several authors have contributed to the understanding of learner autonomy. For instance, Camilleri (1999) conducted a study in which a questionnaire was administered to 50 teachers from different countries to know what their perspectives and attitudes regarding learner

autonomy were. Based on the data collected from the questionnaire, Camilleri was then able to provide educators with well-sustained information to make decisions on priorities, strategies and other activities that are involved in the implementation of learner autonomy.

Despite the fact learner autonomy may be considered a rather qualitative term, Murase (2009) piloted a questionnaire that led to a quantitative perspective of learner autonomy. The questionnaire was administered to 90 Japanese university students who were enrolled in an English reading class. Since it was a piloting, not much data was collected; however, Murase claims that once the questionnaire is corrected and improved, a research project could be carried out and the results would be much more meaningful.

Yagcioglu (2015) conducted a study in which the students' perspectives on learner autonomy were analyzed through a semi-open interview. She interviewed 90 students whose ages ranged from 19 to 22 years old. The data collected served to draw a conclusion which emphasized the importance of motivation in the classroom; thus, her data-collection tool helped her identify one aspect that represents such an important role in the promotion of learner autonomy.

Previous studies conducted by MA students have looked into how autonomy is promoted in different contexts and the impact that it has had on learners and teachers. One of these researchers is Ikonen (2013) who investigated if autonomy was promoted in Finland and how teachers promoted it by checking different strategies and techniques that were implemented within the classroom. After the study, it was found that autonomy is indeed promoted in Finland and that it is promoted more than it was expected; however, it was also found that some strategies are not implemented, and teachers focus more on some of them that have more impact on students.

Another investigation of our interest was the project conducted by the MA student Thanh (2014) who found that despite the fact teachers are in charge of promoting autonomy in their learners, some of them do not have the enough knowledge of what learner autonomy is and how it can be fostered. It was important to look at the role of teachers when promoting autonomy since our investigation is mainly focused on how teachers help learners become autonomous.

The studies mentioned above involve teachers and students from different countries and cultures. In our context, Acosta Segura (2009) wrote a thesis on the importance of promoting

learner autonomy in LELI, UAEH. As it may be known, LELI students have in mind that the learning of English is of such importance for the development of their professional life. Since they are being trained to become teachers of English, they have as a very first motive the acquisition of the English language. Unlike LELI students, our population may not even know what their motive for learning English is. Furthermore, this thesis is similar in the sense that we will be looking at Mexican students who learn English as a foreign language.

We draw on these researchers' projects as a basis for our investigation since after reading what they have theorized, we now approach our own perspective on learner autonomy. These investigations have shown the importance of learner autonomy, how it has worked in several institutions and the impact that teachers have had on learners' progress for becoming autonomous learners, which is one of the main aims to be investigated in this thesis. To ensure triangulation, we adopted Murase's questionnaire, Ikonen's interviews and Serna's observations.

2.9 Summary

This study argues that learner autonomy involves teachers and students working actively and cooperatively for the development of it, which is not an easy process. For these reasons, being autonomous takes time, and learners always need their teachers' support by adopting different roles making students aware of their own learning.

Being an autonomous learner implies developing different strategies that help learners make their learning process easier; therefore, these strategies need to be put into practice. If learners implement them, they will become autonomous learners, and specific characteristics will be presented in their personality, having better results in their language performance.

Chapter III: Methodology and Procedures

3.1 Overview

This chapter provides a detailed description of the methodology we employed to find out whether teachers of English in Communication and Social Work BA programs promote learner autonomy. In section 3.2, we describe the place in which this study was carried out. Then, in section 3.3 we provide an explanation about the participants. The method we employed is clearly explained in section 3.4. After this, we explain about our three data-collection tools, the questionnaire in section 3.5, the class observations in section 3.6 and the interviews in section 3.7. We state all the steps we followed for the instruments to be valid in this study. Moreover, in section 3.8 we discuss how data was collected and analyzed. We also provide a chronological order of the procedures we followed during the data collection process in section 3.9. Lastly, we sum up main details of this chapter in section 3.10.

3.2 Setting

The present research was carried out at ICSHu, UAEH. This institute is composed of 4 buildings where eight different BA programs are offered in two shifts. Students attend classes from 7:00 am to 9:00 pm from Monday to Friday. This research was carried out with two of the BA programs: Communication and Social Work, located in Building II and IV, respectively. Most of the classrooms are equipped with chairs, desks, TVs, and electricity. Generally, there is a good learning environment since there is enough room for carrying out different activities.

3.3 Participants

This thesis was carried out in the BA programs of Communication and Social Work; therefore, the participants for this study were three teachers and nine students from each BA program. In total, six teachers and eighteen students participated in this research. Their selection was based on their availability and willingness to participate in the study. We chose two different BA programs because we sought to check if there was any difference between the two. Each one of the participants was provided with an information sheet (Appendix I), which clearly explained what was expected from them in each one of the stages of the study and all of them signed a consent form (Appendix II). Their information has been kept encrypted and anonymous. Moreover, their actual names have been modified to protect their identity.

3.3.1 Teachers

Six teachers of English from the Communication and Social Work BA programs participated in this study. By that time, they all taught different levels of English and had varying years of experience at UAEH as it is shown in the tables below (See tables 1 and 2):

Table 1 Communication teachers of English

Teacher's name	Class	Years working at UAEH	Years working at Communication
Laura	*Inglés IX*	16 years	0
Bianca	*Inglés VI*	1 year	0
Elia	*Conversaciones Introductorias. Lengua Extranjera*	14 years	13 years

Table 2 Social Work teachers of English

Teacher's name	Class	Years working at UAEH	Years working at Social Work
Paola	*Logros y Experiencias. Lengua Extranjera*	14 years	8 years
Maria	*Decisiones Personales. Lengua Extranjera*	13 years	3 years
Nancy	*Decisiones Personales. Lengua Extranjera*	Half a year	Half a year

3.3.2 Students

English students from the Communication and Social Work BA programs participated in this study. As it was discussed before, the rationale behind their selection was based on their availability and willingness to participate in such study. We did not take into consideration

their English level, enthusiasm or grades in their English class. They were students whose age range was between 18 and 24 years old. We worked with both female and male students. By the time the study took place, they were all enrolled in a UAEH BA program as it is shown in the tables 3 and 4 below.

Table 3 Communication students

Student's name	Class	Gender	Age
Melissa	*Inglés IX*	Female	24
Ilse	*Inglés IX*	Female	23
Jennifer	*Inglés IX*	Female	22
Eliot	*Inglés VI*	Male	21
Nelly	*Inglés VI*	Female	22
Sharon	*Inglés VI*	Female	24
Alfredo	*Conversaciones Introductorias. Lengua Extranjera*	Male	21
Marina	*Conversaciones Introductorias. Lengua Extranjera*	Female	18
Miguel	*Conversaciones Introductorias. Lengua Extranjera*	Male	24

Table 4 Social Work students

Student's name	Class	Gender	Age
José	*Logros y Experiencias. Lengua Extranjera*	Male	20
Katia	*Logros y Experiencias. Lengua Extranjera*	Female	19
Chloé	*Logros y Experiencias. Lengua Extranjera*	Female	19
Ernesto	*Decisiones Personales. Lengua Extranjera (1)*	Male	20

Erick	*Decisiones Personales. Lengua Extranjera (1)*	Male	20
Galo	*Decisiones Personales. Lengua Extranjera (1)*	Male	21
Danae	*Decisiones Personales. Lengua Extranjera (2)*	Female	20
Kelly	*Decisiones Personales. Lengua Extranjera (2)*	Female	20
Tere	*Decisiones Personales. Lengua Extranjera (2)*	Female	19

3.4 Method

We decided to approach learner autonomy qualitatively and quantitatively; thus, we used a parallel method, which mixes these two types of data. It is highly believed that the information obtained through the use of these quantitative and qualitative data-collection tools helps researchers find out if their findings confirm or disconfirm each other (Creswell, 2014).

In order for our study to be triangulated and provide valid and reliable results, we employed three data-collection tools: a questionnaire (Appendix III), free English class observations (Appendix IV) and semi-structured interviews for teachers and students (Appendix V and VI). The design, development, administration, use and rationale of these data-collection tools will be explained separately and in detail below. As stated in Chapter I, our research objectives are to find out if learner autonomy is promoted in Communication and Social Work BA programs, how it is done and to what extent both teachers and students show readiness to implement learner autonomy as an attribute to English language learning. Our data-collection tools provided us with quantitative and qualitative data which have allowed us to meet our research objectives.

3.5 Questionnaire Design and Development

Since we sought to contribute to the field of learner autonomy in our country quantitatively, we decided to design a questionnaire. Murase (2009) conducted a piloting study where she bore in mind that learner autonomy could be understood as a quantitative term; however, she just piloted it and did not conduct a complete study with the instrument. Despite a complete study was not carried out, it provided us with an insight on what instrument we wanted to

use. Our questionnaire was designed in Spanish and we took into consideration what authors such as Camilleri (1999), Yagcioglu (2015), Ikonen (2014), Holec (1980) have theorized regarding learner autonomy. This questionnaire was designed, validated and piloted. It was corrected and freed from ambiguous, vague, unclear or repeated items. Then, we actually administered it to 9 students from Communication and 9 students from Social Work. This instrument helped us measure the readiness learners have to implement learner autonomy as an attribute to their learning of English.

3.6 Class Observations

Since this study is not only quantitative, but also qualitative we used class observations in order to analyze in depth behaviors related to learner autonomy. We bore in mind that class observations would help us get information on several conducts relating to learner autonomy such as teacher's decisions, student's use of English, activities, the language skills being taught, learned and practiced, roles, motivation, choices, perceptions, etc. We used a format (Appendix IV) in each one of the observations we conducted. This format was filled in as we were observing the classes. It was filled in with the conducts we previously mentioned taking place. These facts were observed and they functioned as the foundation for the design of some of the questions in our last data-collection instrument. We inquired about these facts asking our participants to explain why certain behaviors had taken place in very specific ways. In total, we conducted 3 observations in Communication and 3 observations in Social Work.

3.7 Interview Design and Development

As it was mentioned before, we sought to contribute to the field of learner autonomy quantitatively and qualitatively; that is why, our last instrument was a semi-structured interview. There are several advantages as well as disadvantages when using interviews. For instance, they are time-consuming and difficult to be analyzed; however, they are adaptable and skillful interviewers can inquire in depth about given responses. Also, a spoken response will always express more information than that of a written questionnaire, for example (Bell, 2005).

At first, we designed a set of approximately 35 questions based on what several authors have theorized with regard to learner autonomy. After we observed English classes, we were able

to construct another set of questions to inquire about why certain behaviors had taken place during the class. Since it was a semi-structured interview (Appendix V), more questions emerged as interviewees shared experiences, ideas and viewpoints regarding learner autonomy. In total, we interviewed 6 teachers and 6 students, one from each class we observed. All of the interviews were recorded and later transcribed.

3.8 Process of Data Collection

Before we administered the final versions of our data-collection instruments, we went through different stages that helped us have reliable and valid results. The questionnaire started by drafting several ideas and then coming up with all of our items. We had our questionnaire validated by 4 different readers including our research supervisor. Afterwards, we piloted it with actual students from Communication and Social Work BA programs. Doing so helped us eliminate any unclear wordings or ambiguities in the items, and the questionnaire ended up having 70 items to be rated using a Likert scale. Our scales were Totally Agree (TA), Agree (A), Neither Agree Nor Disagree (NA ND), Disagree (D) and Totally Disagree (TD).

Regarding the observations, we asked the class teacher for permission in advance and we agreed on a date. To analyze the observations, we had the opportunity to videotape and record just some of the classes since not all of the participants were eager to be done so. As we were observing them, we took notes on facts related to learner autonomy such as decisions, motivation, use of English, activities, and the four skills being taught, learned and practiced to inquire about them afterwards with the use of our third data-collection tool.

After observing the English classes, we analyzed our videos and we extracted some events to have further information about them. These events were related to the promotion of learner autonomy. We carried out the semi-structured interviews with the six teachers in the schedules suggested by them approximately two or three days after the observations had taken place; we used the English language given that this thesis was to be written in English and analysis of the responses would be facilitated. As it is known, we worked with 18 students; however, we only interviewed six of them, one student per group. It is important to mention that we did this in Spanish to avoid any sort of ambiguity by the answers provided. We also adapted ourselves to the student's schedule. The interviews were generally

conducted when students had their regular English class. All of the interviews lasted from 25 to 40 minutes.

Lastly, the questionnaire was also administered when students had their English class. This was done with 18 different students from both Communication and Social Work BA programs, 3 students per each one of the six groups we worked with. As it was explained before, the participants were selected according to their availability and willingness in participating in such study.

3.9 Data Analysis

In this section we will chronologically explain how the data-collection procedures took place and how they sought to meet our research objective.

1. The questionnaire was designed, validated and piloted. It was corrected and freed from ambiguous, vague, unclear or repeated items.
2. A free observation was conducted with a Social Work English class. It was videotaped. The video allowed us to design questions inquiring about certain facts that attracted our attention during the class.
3. We conducted a piloting version of the interview. Then, it was transcribed, and we highlighted extracts that permitted us to come up with the first insight on what our categories would be.
4. All of the instruments had already been piloted and corrected for their actual conduction and administration.
5. We checked what our population was and we approached all of our subjects of study whose schedules did not overlap with ours. We approached them, and we explained to them about this study. Having agreed on participating, they were provided with an information sheet and signed a consent form.
6. We arranged dates for the class observations. They were all conducted during May 2017.
7. After each observation took place, we spent approximately three days designing the questions that came about after observing the classes.
8. First, we conducted the semi-structured interviews with the six teachers. This was done in English since this would facilitate the analysis and transcription of the data. After interviewing the teachers, we interviewed six students, one per group. This was

done in Spanish to avoid any sort of ambiguity in the given responses. Also, after each observation, questionnaires were administered to three students from each group during May 2017.

9. All of the data had been collected through the use of our three instruments: class observations, semi-structured interviews and questionnaires by late May 2017; thus, the transcription of all of the interviews was done from June to July 2017 (Appendix VII and VIII). It is important to mention that we are using the following codes in the dialogues we discuss in the following chapter:

   a. [sic]: a language mistake made by the participant, not the researcher.

   b. [ ]: implied language not stated by the participant.

   c. …: a pause made by the participant.

   d. (…): unnecessary information for the extracted dialogue.

10. Having transcribed the interviews, and tallied the answers given in the questionnaires, we followed this procedure.

a. Coming up with commonalities and discrepancies using the obtained data from our three instruments.

b. Discriminating ambiguous, vague and contradictory information from the obtained data.

c. Grouping the questionnaire items into categories.

d. Matching the categories from the questionnaire with those of the interviews.

e. Translating main dialogues from the Spanish interviews.

f. Writing up of the Chapters IV and V.

3.10 Summary

This chapter discussed the methodology we made use of to find out if teachers of English from Communication and Social Work promote learner autonomy with their students. We provided information about the setting, participants and the data-collection tools we designed, piloted, had validated and finally conducted and administered. We have also mentioned all the procedures we followed after the conduction and administration of our data-collection instruments. The data analysis process was clearly explained and now we move to present the results and findings we obtained. The following two chapters report the results.

Chapter IV: Learner Autonomy and its Promotion in the Classroom

4.1 Overview

In this chapter we discuss the conception of autonomy and how it is promoted in the classroom through the different resources available to students such as the use of the Self-Access Center, the choices that both teachers and learners make in terms of the activities carried out in the classroom. This chapter answers the first research question:

> Do Communication and Social Work teachers of English at ICSHu promote learner autonomy? If so, how?

We identify that participants view learner autonomy as working alone without receiving help from another person, and feeling motivated to learn the English language. Our findings suggest that teachers do promote learner autonomy in terms of the use of the Self-Access Center, working collaboratively, peer-assessment, choice, the use of learning portfolios and promoting communicative writing. We start by describing the information that learners and teachers from the BA in Communication and Social Work provide about their perceptions in terms of what they think learner autonomy is.

4.2. Learner Autonomy Conceptions

Learner autonomy may be a taken for granted concept because people often assume that it involves working alone without a teacher and not in a classroom setting. Learner autonomy may be also perceived in different forms. It is important to know how our participants conceive autonomy. We first introduce the teachers' perceptions, and then the learners'.

4.2.1 Teachers' Perceptions

One of the main objectives of this thesis is to find out whether learner autonomy is promoted in Communication and Social Work BA programs. That is why, first we need to identify how our participants conceive the term learner autonomy. As stated in section 2.1.2, Holec (1990, as cited in Ikonen, 2013) defines learner autonomy as "the ability to take charge of one's own learning" (p.5).

All of the six teachers we interviewed have various conceptions of what learner autonomy is for them. For two of the Communication BA program teachers, Elia and Bianca, to be autonomous individual learners have to be motivated to learn:

… when you feel interested about…when you really feel that interest about learning something when you want to go beyond (Elia, Communication).

… [it's when] they try to learn because they are aware or they are motivated and interested enough to do it by themselves (Bianca, Communication).

Based on these statements, it seems that these two teachers do not take part of the process of helping students become autonomous learners. They mention that learners are the ones who should possess that interest, motivation and awareness to do things on their own; however, Laura, takes part of this process:

It's like helping students become a-autonomous in a … in the learning process, and to help them to identify those areas in which they can improve (Laura, Communication).

Laura mentions it is important to provide some guidance to help learners become autonomous especially because it can be difficult for some of them to identify which areas or skills they need to work on.

Regarding the Social Work BA program, one of the teachers, Maria, actually seems to hold a more accurate idea of the term learner autonomy. She defines it in relation to the freedom to make choices during learners' learning process. She defines it as:

…[it's a] capacity of making decisions, … maybe instead of attending to [sic] a class you decide to go to the library and use a new book or you decide doing something different… it's a process and it's… it's something really-really difficult but it can be done… (Maria, Social Work).

The other teachers, Nancy and Paola, agree that learner autonomy is a mere act of learners working on their own. For example, Nancy states that *[it's when] without telling them what to do they have the… the own way to start learning or to start doing some things about their level of English.* Similarly, Paola says that learner autonomy refers to *strategies of learning… self-learning, yeah, that's the word.*

As it was mentioned before, all our participants bear in mind different views on learner autonomy; however, most of them think learner autonomy is related to working in isolation, without a teacher and not in a classroom setting. As stated in Chapter II, learner autonomy is conceived in terms of a traditional view. As a very first assumption, it may be believed that

learner autonomy is all about learning without a teacher, working alone for one's own sake (Esch, 1998, as cited in Born & Al-Buisadi, 2012). However, teachers play such an important role in the process of having students become autonomous learners. This process must be learned like any other, so their teachers who will teach them how to become autonomous learners. Learners need to develop a variety of skills. For example, they need guidance to establish clear goals when designing learning plans. They also need to be aware of why they are learning the language and be motivated enough to do so. Furthermore, they need to learn to monitor and assess their language learning process.

4.2.2 Learners' Perceptions

Learners also have diverse opinions about what learner autonomy is. According to two learners from the Social Work BA program, autonomy is:

> *...to look for all the things you want to learn, that you are interested in doing the things and not necessarily having someone who is telling you to do it, so I think autonomy is doing what you want to do* (Ernesto).

> *...that you are interested in learning and looking for another person to support you so that the process of learning English is… easier* (José).

As it can be seen, both learners agree on the fact that being autonomous involves being interested in learning and looking for information on their own; however, one of them says that it is important to look for someone to help them learn the language.

On the other hand, learners from the BA in Communication define autonomy as:

> *Being motivated and interested in learning (…) it has to be purposeful* (Melissa).

> *It is not the absence of the teacher helping you learn, it's more like… they train you so you are interested in learning, and you don't see it as learning, you just enjoy it* (Eliot).

According to the learners' opinions, it can be seen that both agree on seeing autonomy as learning on your own, but taking into consideration two factors which are motivation and interest; moreover, they mention some other aspects that have to be taken into consideration as the fact of learning by having a purpose to follow and being trained by the teacher, so the

process can be achieved successfully. This statement highlights that learners are aware that learner autonomy means the setting of specific goals which will guide their learning.

As it was previously mentioned, teachers consider autonomy as a process of working in isolation, and so do the learners; however, they mention some other aspects such as motivation, interest and training as part of learning autonomously.

4.3 How Learner Autonomy is Promoted in Communication and Social Work BA Programs

Having identified the conceptions that our participants have about learner autonomy, we turn to explain in what ways learner autonomy is promoted in Communication and Social Work BA programs. We found that learner autonomy is promoted through the Self-Access Center, collaborative work, peer-assessment, choice, the learning portfolio and communicative writing.

4.3.1 Self-Access Center

The first aspect to be considered as a way of promoting autonomy in both BA programs is through the Self-Access Center. Learner autonomy is often associated with the use of the Self-Access Center because it is assumed this is the place where learners can learn on their own. This space is often linked with the type of activities teachers ask learners to do outside the classroom. Some teachers state that,

> *What I do is to review, to check the activities, they have to be related to the topic that we are seeing in class* (María, Social Work).

> *I do give them a... like a whole background of how are they [sic] supposed to work and I make [sic] a previous activity on the format (…) I gave them an example, at the beginning of the semester* (Nancy, Social Work).

> *... They go there because they like [it]. For example, they like singing and they go to sing, but they also know that there are some rooms and there are some activities that they can do in order to improve, for example, they know how to ask for TOEFL practices for them to practice and to have a, like, a diagnostic exam or something and they know if they are able for the real one or not* (Bianca, Communication).

According to the teachers of both BA programs, they ask their learners to go to the Self-Access Center for practicing the language as the main aim; however, they tell learners what aspects to work on and what activities to do in order to practice the topics they cover in class. Therefore, attending the Self-Access Center is linked to the contents of the course learners are taking. At the same time, a teacher says that attending Self-Access sessions helps learners improve some skills since they choose the area, they want to go to which makes them feel motivated to go to the Self-Access Center. Likewise, learners see a real purpose on attending Self-Access sessions.

On the other hand, learners' opinions about the Self-Access Center vary greatly. Some of them see it as an opportunity to practice what they study in class. For example,

> *I use it to reinforce the knowledge I've previously acquired* (Danae, Social Work).

However, others see it as a waste of time and they go because it is for credit purposes. That is, they consider it as mandatory not as an opportunity to practice the contents they cover in class:

> *I do the activities but just because I need a grade* (Ernesto, Social Work).

The following statement is contradictory because the student agrees that activities at the Self-Access Center are not active, but then she suggests she has improved her listening by watching films.

> *It's boring because it isn't dynamic, I like learning by watching movies because I practice my listening skills, and actually I improved my listening by watching movies in the Self-Access Center* (Melisa, Communication).

Both teachers and learners agree on the use of the Self-Access center as a tool for practicing the topics checked in class; they also say that it has helped them improve some skills by doing activities they like to do; however, some of them define the center as boring or not useful when it is not accurately used.

4.3.2 Collaborative Work

Learning a language inside a classroom involves working individually, but at the same time it involves sharing ideas and interacting with classmates. Even though this research is focused

on learning autonomy and as mentioned before, there may be some misconceptions about what autonomy is. It is important to consider collaborative work as part of being autonomous. Okta and Erlinda (2014) remark that "collaborative learning supports learners learning autonomy and language awareness. It provides new sense of teaching and learning where the paradigm of the 'traditional learning' is changed" (p. 251). That is why working in teams or peers contributes to the process of having learners learn autonomously and forget about that paradigm.

Learners and teachers from both BA programs were asked about working collaboratively, and most of the teachers consider that working in teams or pairs helps their learners since,

> *They feel more confident working in teams (…) they feel more confident checking answers first in groups or as a team, and then as a group* (Nancy, Social Work).

> *They help each other, no? [sic] with vocabulary, things that are not that clear, instructions…* (María, Social Work).

> *They feel more secure, more comfortable, no? Working in teams… because they're supporting each other, so they don't feel alone (…) especially when you're learning a language you need to interact with more people* (Laura, Communication).

The most important aspects about collaborative work recalled by the teachers are the following:

1. How confident learners feel when working in teams given that they are able to share answers and then compare with the other teams.
2. How they support each other in the tasks performed. Not only do learners learn, but also teach their classmates some words, or even they guide them to understand the instructions of an activity.
3. The importance of interacting, that one of the teachers considered this aspect really important for learning a language.

All these aspects have a positive impact on learners' learning according to the teachers of both BA programs since it leads them to learn the language with others supporting them.

According to the interviewed learners, working in teams and pairs is useful because it facilitates their learning as they can build it up,

> *Working in teams helps us understand a little bit more about the English subject* (Danae, Social Work).

> *It's easy to interact with our classmates and for example there are some things that I don't know about, but they do, and there is not that necessity of asking the teacher to answer my questions… mmh… so I think that we feel more confident when asking our classmates about it* (Ernesto, Social Work).

> *You don't learn more [by working in teams], but you learn in an easier way, we're constantly giving feedback on the opinion and perspective of the other person* (Melisa, Social Work).

These opinions confirm what teachers mentioned before since they say learners feel more confident when working in teams, and at the same time, they help each other by sharing information that other learners do not know or understand. At the same time, a student considers that feedback is something that occurs when working in teams since they share opinions and different perspectives so that they analyze and make conclusions on what is discussed.

Interaction occurs when working in teams, and learners consider that there are more learning opportunities, since not only do they support their classmates, but also they do not consider it is not necessary to ask the teacher about the tasks and this makes them feel more confident in class.

Group work makes learning an easier process because each of them has different perspectives about the language in general, and they can share different ideas or thoughts that contribute to their learning and makes it more meaningful. This confirms what teachers previously mentioned since they think working in teams has a positive effect on learners and so do the learners.

4.3.3 Taking Responsibility for One's Own Learning through Assessment Practices

Both teachers and learners are in charge of certain responsibilities in the classroom; however, when it comes to learner autonomy as an attribute to language learning, these responsibilities are completely different. For instance, learners who are autonomous carry out a variety of

tasks with regard to their own learning process. Learner autonomy is taking responsibility for one's own learning; nevertheless, it may be thought that teachers are not part of the process; yet, teachers play such a fundamental role since they guide learners to carry out the activities autonomous learners do.

The observations we conducted allowed us to notice several behaviors that were present during the English classes in Communication and Social Work BA programs. For instance, the teaching of the four skills, the activities that take place in the classroom, student's use of English and most importantly for this section, the role of assessment.

Some of the teachers from Social Work did some writing activities. Traditionally, one would expect the teacher to correct the learners' pieces of writing, but whether this is done consciously or unconsciously, learners had the chance to correct their partners' and their own work. We asked teachers why they make this decision of giving learners the opportunity to correct each other's work. Teacher Maria says, *it is better to have someone else [correct your work], it could be anyone, not necessarily the teacher*. This is an example of peer-assessment, which refers to "an arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning peers of similar status" (Topping, 1988, p. 250).

This teacher does not adopt the traditional role of controlling everything that happens in the classroom and she allows her students to assume an active role as she argues that learners are also able of making decisions teachers usually make. Somehow, she admits that there is a great benefit of doing this. Learners can learn from others and grow academically as well. Likewise, we asked learners what they think about this certain practice and they say,

> *As I had explained before, there are things I do not know, so my classmate may know and we can both learn* (Ernesto, Social Work).

> *It's convenient for me, that way I can learn more-more words, what my mistakes are and in what ways I can correct myself* (Danae, Social Work).

In general terms, learners argue that they learn and help by supporting each other. This is indeed such a great benefit when it comes to language learning since language is to be used in society and with others. As for the relevance of peer-assessment to this thesis, it is said

that "learners can be encouraged to take every opportunity to correct their own work as an introduction to self-assessment" (Dickinson, 1987, p. 132). So, when teachers give their learners the chance to do some peer-assessment activities, they are actually helping learners to unconsciously start being self-assessors, and in that way this task contributes to the fact of being and becoming autonomous learners.

As it was mentioned previously, several activities are done in a classroom setting. The way all of them are carried out vary from teacher to teacher, and even from class to class. Responsibilities are taken by both parts, teachers and learners. We observed that peer-assessment is a good start for learners to become responsible for their own learning as they participate actively in their own teaching and learning process.

4.3.4 Choice

Another way of promoting autonomy inside the classroom is through choice. As it was mentioned in section 2.7.1 choice refers to giving learners the freedom of making decisions inside the classroom which leads them to be autonomous learners. In our investigation it was possible to ask learners about the decisions that they make inside the classroom, and the answers provided by the teachers are similar in both BA programs.

> *… in general, the teacher decides. Maybe you prepare some activities or the strategies to make them believe that they are deciding, but they are not. And it works, when you say, "oh, you can choose from these two things," and they think that they are really selecting what to do, but the teacher is the one who decides* (Bianca, Communication).

> *Because they are passive, they don't make decisions, they don't ask too much, too much, well, too many questions, so I think that most of the times I'm the one in control, most of the times* (Maria, Social Work).

Most of the answers provided are similar to these two previously presented; and it can be said that teachers accept they are the ones who control most of the activities that learners perform inside the classroom; however, there is a slight difference between both BA programs. Teacher Bianca from Communication BA program accepts that she is the one who decides inside the classroom; however, she says that she sometimes allows learners to choose from two different things.

On the other hand, Teacher Maria from the BA in Social Work says that she does not allow learners to decide since they seem to be passive and they do not usually ask questions, so she is the one who takes control of the class most of the times. Another teacher from the same BA program mentions that:

> *We have to follow a program and we have to follow a book, and I have to talk about the progress of the book, and well, I think that we limit them in that way* (Paola, Social Work).

This aspect is important to mention because teachers are also asked to follow the programs and use the books provided by the institution. In a certain way, this is something that limits teachers and learners to work freely, this is why some teachers have to control most of the times their classes not letting learners make some decisions in terms of their learning process inside the classroom.

Even though, teachers confirm that not only are they the ones who control the class but also learners do not make decisions inside the classroom, during the interview, it was possible to identify some ways in which they promote autonomy through choice such as the use of learning portfolios and the implementation of communicative writing that will be described below.

4.3.4.1 Learning Portfolio

A way in which teachers let learners make decisions is through the use of a learning portfolio. Some teachers use this tool to allow their learners do some activities for learning the language and at the same time for improving some of the skills they need. Laura says,

> *I tell them… well, this is the portfolio, you need to, you need to have ready each-each one of the terms, but you need to focus on if-if listening is your weakness, you need to work more on listening, no?[sic]* (Laura, Communication).

This means that not only do learners choose what to do to improve their learning, but they also reflect on their performance, which makes them aware of how much they have learned. It was possible to see that learners also decide on what grade they deserve according to their performance in class.

I think that in this evaluation my performance in the class was good, I put [sic] all my attention in [sic] the explanations and I tried to participate in the examples and the answer of [sic] questions, I think that I should focus my efforts to [sic] listening and speaking skill because I didn´t practice enough. I consider that I can deserve 9 and I'll get better in the next evaluation (Jordan, Communication).

I consider it difficult for me to learn English and especially listening. It is because I find it difficult to understand what they say so fast. I would like to understand it better and I know that for that I need to practice it more. My self-evaluation regarding the delivery of papers is 9 (Romina, Communication).

These are the reflections that the learners wrote on their Learning Portfolio, and both of them show that they are deciding how to evaluate their own learning and performance inside the classroom, but at the same time, they show they are aware of their strengths and weaknesses, which leads them to raise their awareness and be more independent on their learning and classroom performance. In section 2.4.1 some activities autonomous learners perform were described. These included reflecting about their learning process; thus, this activity allowed learners to think carefully of how they learn and this is leading them to have autonomous behaviors which will later on turn them into autonomous learners.

4.3.4.2 Communicative Writing

In section 4.3.3 we discussed that some learners from the Social Work BA program had the chance to peer-assess their work which contributes to the development of self-assessment skills which highly relate to being an autonomous learner (Dickinson, 1987).
We observed how writing is carried out in both BA programs. Regarding the Communication BA program, some writing activities were done. Learners from the Communication BA program were paired up with learners from the Political Science and Public Administration BA program. During a complete semester, they wrote to each other letters; each one of them had a different purpose. To sum up and quoting Teacher Bianca, the letters are about:

…letter one, you are going to introduce yourselves, so you can say your name or maybe you can use a nickname or you have to provide [the reader with] your information, your occupation and all the activities that you do in order to introduce yourself,

The second letter was… they had to choose a quote or a thought that worked for them in their life, and they had to explain a reason, and I gave them an example.

In the third letter they had to write about their plans for vacation because we were having the-the break…

…in the fourth letter they had to write about what they did, maybe, oh, I told you that I was going to go to the beach, but I couldn't go and I did this…, the fourth letter that was about vacation I told them to-to include a picture of the place they were, not a selfie or a picture of themselves a picture of the place, and it was very interesting…

…the last letter was free, just to say bye and that they were going to stop writing…

Learners wrote about themselves using information that could not simply be copied from a model; the language used in these letters is rather authentic because of the topics. In words of Brown (2007), writing in the classroom tends to be unreal since most of the times the writing tasks that occur in the classroom are rather unrealistic since the only audience is either the teacher or classmates. In the case of these learners, their language is used purposefully. Teacher Bianca speaks about the rationale behind this activity,

… so the purpose was to make them write in a real context because sometimes and especially with technology we don't write with hand and pen and it was a positive experience in general.

In section 2.4.1 we discussed the features of an autonomous learner. These features included awareness-raising. Also, learners know what their motives for learning English are. Then, we may state that when learners wrote these letters, their awareness was raised. They knew what the purpose of writing was, and also acknowledged the existence of real language usage.

One of the learners, Eliot, who participated in this activity says,

…with this activity we were no longer in our comfort zone… [at the beginning] it was weird because we were writing letters to people we didn't know in person, then, we realized the other students' level was lower than ours, so we tried to be diplomatic and not make many mistakes… In general, I think most of my classmates liked this activity.

So, it may be implied that having learners write to a real audience really has a positive impact. This activity helped learners gain awareness on why learning English is important and how to use it in real contexts and not only in a classroom setting. Not only did this writing activity occur in this class, but also a similar one took place in another one. Learners from another group also had the chance to use language purposefully through writing a research proposal. Teacher Laura explains how this activity worked,

> *I asked [them] to choose a topic related to their field which could be interesting for them... once they have the topic they needed to read about it, and then what they have to do is to write... since this is a research proposal... Then, to prepare a presentation, well, that one I'm going to evaluate the-the reading and writing because I will see if they really read and of course the writing since they're writing a page...*

This project helped this teacher assess the four skills in a way. Learners read, wrote, spoke and listened to their partners. We asked her what the purpose of her project was and she explained that she had two different purposes. Teacher Laura expresses,

> *...[my first purpose was] let [them] know that they're going to use English, that English is going to be on their field even if they are not-if they do not get out of the country, even if they are working in Mexico, they need English, so that was my main purpose.*

This claim relates to awareness-raising; once learners know the purpose of their learning, they are likely to work in a better way. Furthermore, we needed to inquire about how motivated and comfortable learners felt with this activity and most importantly whether this contributed to the promotion of learner autonomy in this BA program.

> *They're doing everything, no?[sic] And I-I know that they're going to give a very, like, three short paragraphs because it's not a lot, but they're doing it on their own...*

For the second purpose, Teacher Laura argues,

> *... and the other one to help them see that they can speak English because they think they don't know English, that's what I listen a lot, "I don't know-I don't want to speak because I-I'm not good at speaking or...", they think they don't know, so... but it's not true. They know English.*

We may state that even though learners sometimes think they are incapable of carrying out tasks in English, they are undoubtedly capable of doing them. This research proposal was conducted in teams and pairs. Marta, who participated in this activity, acknowledges that working on this project contributed to the development of her autonomy,

> *…[this activity] allowed me to work independently and autonomously… My classmate and I decided the topic we were to work on, I wrote it quickly and each one of us designed slides. We finished it that very day.*

So it may be affirmed that this activity indeed helped learners to contribute to the development of autonomy. Regarding the assessment of this task, teacher assessment and peer-assessment took place. Learners used a rubric and they evaluated each other. Both Marta and Teacher Laura said that they believed that this was beneficial since many opinions contribute to better feedback and as it was mentioned before, peer-assessment contributes to the development of autonomy.

4.5 Summary

We have discussed that learner autonomy is promoted in the two BA programs through different activities teachers do in the classroom. Even though they are the ones who make decisions most of the times, students are starting to take responsibility for their own learning by doing some actions such as peer-assessment and an e-learning portfolio. This suggests that both teachers and learners are aware of the important role of autonomy in the classroom so students can also be autonomous outside.

Chapter V: Readiness to Implement Learner Autonomy

5.1 Overview

In the previous chapter, we discussed some of the ways in which learner autonomy is promoted in the Communication and Social Work BA programs. This chapter describes how ready learners and teachers from both BA programs feel regarding the implementation of learner autonomy as an attribute to language learning at ICSHu, UAEH. This chapter addresses the second research question set:

> To what extent do students and teachers show readiness to implement learner autonomy as an attribute of English language learning?

Now, we describe in detail the information we obtained through the conduction and administration of our data-collection tools regarding how this readiness was measured. Since we administered questionnaires, we present pie charts in this section, so it is important to mention that in section 3.8 we described what our scales are.

5.2 Self-Conception as Autonomous Learners

We describe how learners think of themselves as autonomous learners. Through the administration of our data-collection tools we were able to find out their own perception as autonomous learners. Firstly, we inquire about activities autonomous learners do such as monitoring, assessing and making suitable methods and techniques to improve their learning. Most importantly, we asked learners if they think they are autonomous learners. In the Communication BA programs, learners note,

> *Yes, yes, [I am an autonomous learner] why? Well, as I told you, being practicing at home, looking for, I don't know apps on the internet, hmm, YouTube videos, I don't know, the fact of you looking up for means to practice the language is a good way to learn it* (Alfredo, Communication).

> *More or less [I am an autonomous learner] because the activities I do on my own are very personal so when I do them, it's not with the purpose of learning, it's with the purpose of entertaining myself, and so has helped me more than being in a classroom having someone to assign you a numerical grade* (Melisa, Communication).

These learners claim they consider themselves to be autonomous since they are always looking up for ways to learn more things than the ones they can learn in the classroom. We

noticed that they go beyond the syllabus of their English class; moreover, they show eagerness to go further in learning because they know that learning English is beneficial for them.

In addition, a student from Social Work argues similar ideas to those of the Communication BA program learners. Danae from Social Work states,

> *[I am an autonomous learner] because I have learned sometimes on my own, I've looked other methods to use Present Continuous and Simple Present and I have suddenly learned English alone… if I happen to need tutoring from my teacher that's when I ask him or her.*

In this way, four out of the six learners we interviewed do believe they are autonomous learners because of the various tasks they carry out in regard to their learning processes. On the other hand, the other two learners from Social Work expressed different opinions on the fact of being autonomous or not. They think that they are not autonomous since the first thought or idea of the term relies merely on working in a different place from the classroom. We have already discussed some misconceptions that exist about the term learner autonomy. In that way, learners did not think of themselves as autonomous learners. These two learners, Ernesto and José, expressed the following ideas respectively,

> *[No, I am not an autonomous learner] because… I do not reinforce the topics at home… it's not something I do. Sometimes, it's also the lack of time because we have a great load of work in other classes, so we prioritize what is of more importance in our BA.*

> *The truth is that… English is not my priority, so I don't have like… how do you say? Yeah, that motivation to learn on my own.*

Despite these two previous ideas are such strong claims, through the administration of our questionnaire we were able to identify that not only do the three Communication BA program learners possess some characteristics of autonomous learners, but also all the three Social Work BA program learners do.

In both BA programs, learners agreed that most of the characteristics of autonomous learners are linked with making decisions over their learning, their role and participation in the class,

reflection and initiative to carry out tasks on their own as shown below (See pie chart 1 and 2).

Pie Chart 1 Beliefs on Self-Efficacy in Social Work
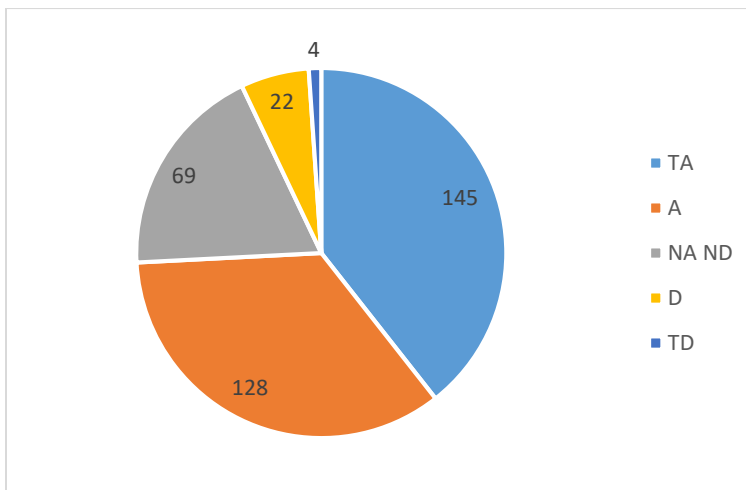
Pie Chart 2 Beliefs on Self-Efficacy in Communication
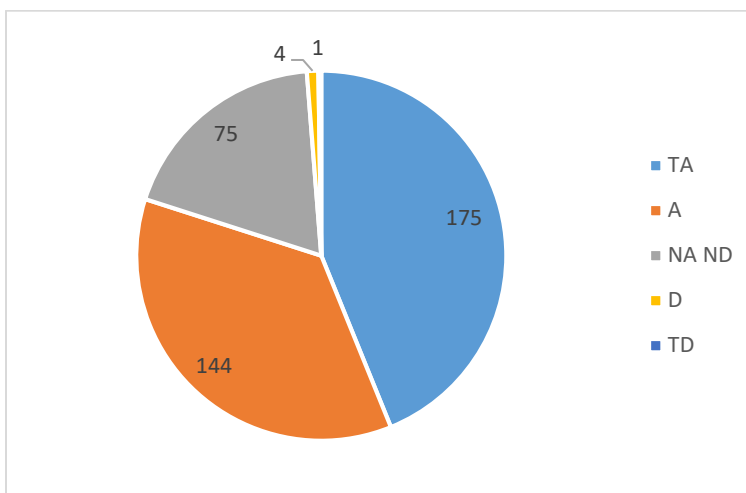
Even though some learners do not think they are autonomous for the variety of misconceptions of the term, they do show a certain degree of self-efficacy and responsibility for the learning process of English. This might happen because they consciously or unconsciously know that they are the builders of their own learning.

5.3 Extrinsically and Intrinsically Motivated Learners

As discussed above most students do not think of themselves as autonomous learners. Probably linked to this conception is the role of motivation. We discussed in section 2.3.2

that in general autonomous learners have intrinsic motivation rather than extrinsic motivation. Although Communication and Social Work BA programs are two different majors; both BA programs are part of Social Sciences; this does not mean that learners have had the same learning opportunities, attitudes or capacities. This is why during the process of this investigation, it was possible to identify that students from both BA programs have some differences in terms of personality and background. Autonomous learners need to carry out a series of tasks that are highly influenced by external and internal factors.

We inquired teachers about their promotion of motivation in their learners. The Communication BA program teachers of English admitted to promote motivation as much as possible in their lessons. Teacher Laura argues that,

> *By doing the research proposal activity, I noticed a spread of motivation in my students. her learners.*

Teacher Bianca tries to meet her learners' needs. For instance, she helped one of her learners to practice for the TOEFL test,

> *... he's a very strong student so he felt bored in my class. I asked him why he was like that and he told me he-he knew everything and he was actually more interested in the TOEFL test because he... wanted to take an exchange program. I took advantage of that and I brought materials for him to practice for the TOEFL.*

When her student took the actual test and obtained the wanted results, she perceived motivation in him.

Teacher Elia says she promotes motivation by constantly letting her learners know about exchange programs,

> *...something that motivates my students a lot is when you tell them that they can take an exchange program and that they can know [sic] another person from another country or that they can work in a company that ask[s] or force[s] them to learn English, so I try to motivate them by giv[ing] them these kind of instructions...*

She explains that she feels that this is a great way to motivate learners since they know their learning of English will be purposeful.

Likewise, in the Social Work BA teachers of English said they also try to be promoters of motivation. For example, Teacher Paola says,

> *… I bring activities and things they like, I take-take into account their needs.*

She claims that by incorporating her learners' needs and activities of their interest into her lessons, motivation is likely to arise.

Similar to Teacher Elia, Teacher Maria informs learners of scholarships and exchange programs to go abroad. She says,

> *… I think my students feel motivated when-when I tell them they can go abroad and study English with an [sic] scholarship or yeah, a semester of their BA in another foreign country.*

Teacher Nancy also motivated her students in a certain way. She expresses,

> *I like making my students sing, we have fun singing… They don't realize it, but they are learning to pronounce certain words and improve her-their speaking ability.*

She told us that she experiences motivation in her learners by doing these kinds of things since they are having fun while learning the language.

As it has been discussed the information related to motivation was obtained both in the questionnaire and the interviews. Not surprisingly, learners showed a more intrinsic orientation in terms of their motivation for learning (See pie chart 3 and pie chart 4).

Pie Chart 3 Intrinsic Motivation in Social Work
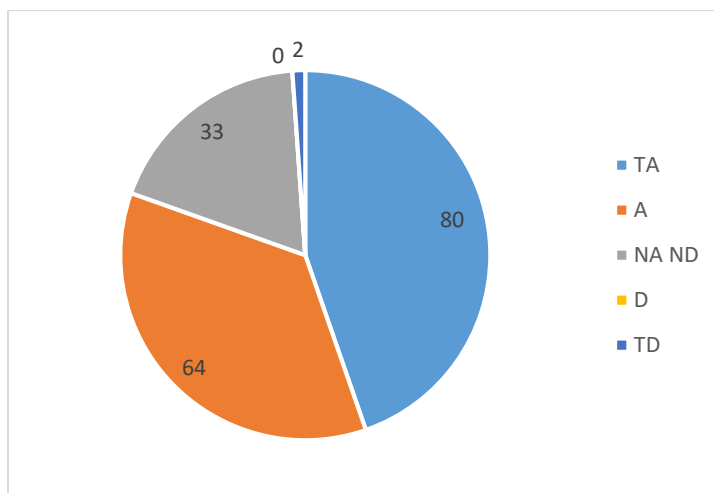
Pie Chart 4 Intrinsic Motivation in Communication
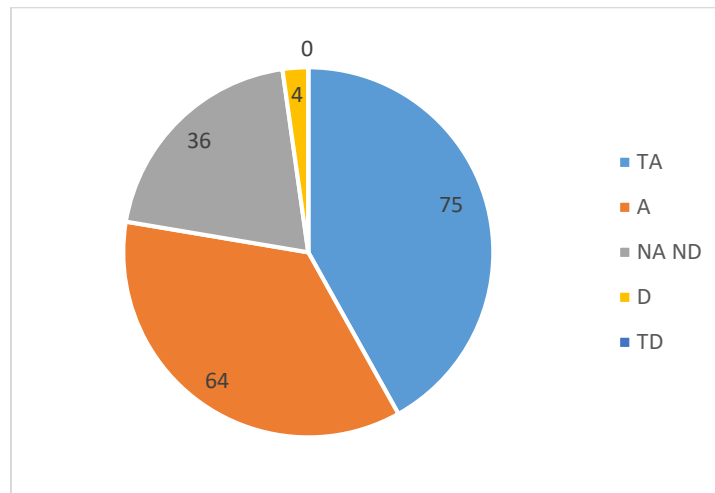
However, some of the learners also declared that there are other factors that lead them to also possess extrinsic motivation such as passing their English course or getting a scholarship. Dickinson (1995) suggests that motivation is an individual characteristic that every single human has at different degrees. In section 2.3.2, we learned that in the performance of activities, individuals experience internal and external factors that lead them to carry out these tasks. People are said to be motivated both intrinsically and extrinsically, that is a fact.

We were able to analyze the predominant type of motivation in learners from both BA programs. On one hand, learners admit they feel an internal drive that directs them to learn English; however, it is also important to remark that it is another class from the curriculum and it has to be passed to continue studying and even get their degrees.

5.4 Where Does Learning Take Place?

When we talked about some misconceptions of learner autonomy, we explained that there are beliefs that claim that learner autonomy means to work in isolation, without a teacher and not in a classroom setting. At this point, we have learned that learner autonomy can occur with others, with a teacher and in a classroom setting; however, this is not the only place where learning can take place since we would be delimiting the possibilities of learning.

In the previous section, we argued that learners from the Social Work and Communication BA programs did believe they possess characteristics of autonomous learners according to Holec (1991, cited in Little, 1991) and Omaggio (1978, cited in Wenden, 1988). For instance,

learners say that they take an active role in the classroom, make decisions over their learning, reflect and carry out other activities autonomous learners do. Most importantly, they accept full responsibility for their own learning. Because of that, we may approach the following arisen fact: where do they think learning takes place?

Through the administration of our third data-collection tool, we were able to identify where learners though they learned to a greater extent (See pie chart 5 and pie chart 6).

Pie Chart 5 Doing activities OUTSIDE the classroom in Social Work
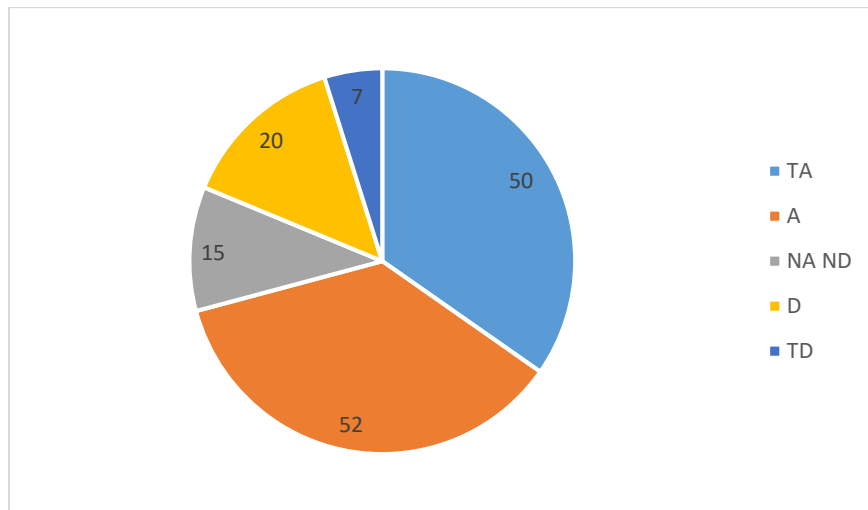
Pie Chart 6 Doing activities OUTSIDE the classroom in Communication
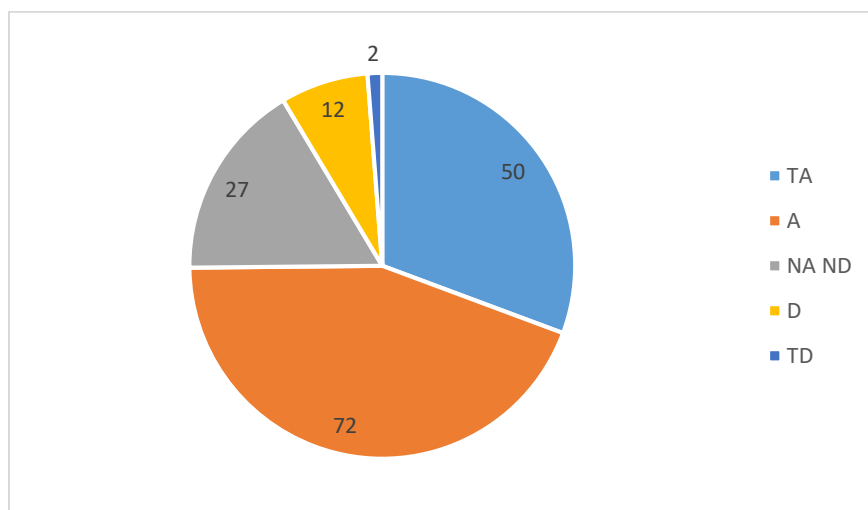
Both BA learners agree that learning occurs more outside the classroom. However, this information was compared to that of the interviews we conducted. Regarding the data

provided by the Communication BA program learners, they all claim that learning takes place outside the classroom to a greater extent. This is what learners argue,

> *Sadly, we learn more outside the classroom... it's autonomous learning. If I have a question, I go get my tablet or another device and I look it up...* (Alfredo, Communication).

> *[We learn more outside the classroom] because I can learn slang from movies or series, I confirm the meaning of words or expressions in texts or books...* (Melisa, Communication).

> *It's varied. Outside the classroom, English is always transmitted to you... pronunciation, listening, reading...* (Eliot, Communication).

Nevertheless, they do not discredit learning inside the classroom. They claim the following regarding this type of learning,

> *To school you go to be instructed to learn how "to do it"; however, you can also do it outside the school...* (Alfredo, Communication).

> *Inside the classroom I reaffirm what I know...* (Melissa, Communication).

> *When you learn English inside the classroom you learn to pronounce it and what the structure is, you are told what your mistakes are* (Eliot, Communication).

So it might be concluded that even though they think learning happens outside the classroom to a higher degree, learning inside the classroom is also important because it benefits them.

For the Social Work BA program learners, the information provided in the interviews really differed from the data obtained in the questionnaires. Two learners state,

> *I feel I learn more inside the classroom... because I get to know more words, what my mistakes are and I learn how to self-correct [myself] and outside I will just practice... Inside the classroom is more convenient because there's someone who is instructing me, and outside it's not like that* (Danae, Social Work).

> *Well, I could say that we learn a little bit more inside the classroom because outside you don't have anyone [to help you] as such* (Ernesto, Social Work).

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These two learners show a certain degree of dependence on their teachers. Somehow, they also disconfirm their claim of being fully responsible for their learning and being able to learn outside a classroom setting. This does not mean they cannot carry out tasks autonomous learners do, but this indeed shows a level of traditionalism regarding how learning occurs: teacher and learners in a classroom setting. Different from these two learners, José from Social Work as well says,

> *I consider that [learning] occurs more outside the classroom. I have attended some tutoring sessions to pass my exams...*

To sum up this section, we can assume that learning occurs both inside and outside the classroom; nevertheless, learners believe that if learning occurs inside the classroom, learning autonomy is not taking place. We have acknowledged some misconceptions of learner autonomy, and the place where learning takes place is indeed important. Not being familiar with learner autonomy may lead to misunderstand that learner autonomy can indeed take place even if learning occurs inside or outside the classroom.

5.5 Awareness of Language Learning Goals

The process of learning a language involves having a purpose which is mainly related to personal objectives; however, learning English inside an institution most of the times is a requirement since schools offer the English subject as part of the curriculum. An important aspect of the present thesis is to find out how aware learners were about their learning goals or what their perspective is in terms of learning the language. The opinions given were relevant since Maria and Paola, teachers from the BA in Social work, say that,

> *Most of them, mhm... not all but they have an idea of why they are learning English, they know that at the end of the BA they will have to pass a TOEFL, they need a certain amount of points* (Maria).

> *They don't see the English subject as a necessity, hmm... they think the English subject is like a filler, hhh, of the curriculum* (Paola).

These two opinions show that according to teachers, Social Work learners know that at the end of the BA they have to take the TOEFL test, which is a requirement of the institution; but at the same time, one of them considers that learners see English as a subject that they

have to take to pass the courses since it is also a requirement for the institution. This means that teachers think their learners know what their objectives of learning English are, but these are more related to institutional goals. On the other hand, teachers from the BA in Communication mention,

I thought they were aware cause I said, it's ninth semester, they have been taking English before with many-many teachers, and they have had many experiences, but the more I knew about them, I-I realized that just a few of them were aware of it, and it's a pity because they are-they are finishing their BA, and they are not aware, like not everybody, and it's a pity (Laura).

Many of them are motivated because they want to go abroad to study in a different place so they... this is a requirement and that's why they know they need it (Bianca).

They just, sometimes, seem to be forced to study English because it's part of the program. But they don't have any goal or objective to follow, any clear objective to follow until the time that... Well, you tell them what is [sic] the purpose of the subject but sometimes they are not [aware of the goals for learning English] (Elia).

Communication teachers of English consider that some learners know what their goals are. Teachers remark that some of them consider English as a requirement to pass the subject; however, a teacher mentions that some learners consider that English helps them achieve their goals of traveling and studying in another country, which is more related to their personal objectives since they see English as a necessity and a useful tool that will help them achieve their personal goals instead of looking at the language as a subject that they have to pass because the university demands it.

According to the learners' opinions, one of them confirms what a teacher previously said since his opinion towards his learning goals is that,

Hmm...I'm basically learning English because I have to pass the subject and... get my degree, because I'm not interested in English (José).

On the other hand, a learner agrees with one of the teachers since she matches learning the language with her personal life since she considers that,

In general, my objectives are to put what I learn into practice and speak the language with some people that speak English and communicate with them (Danae).

Some learners consider learning the language is important because their main goal is to put it into practice and communicate with people that speak the language; however, as one of the teachers mentioned, some other learners consider the subject as a requirement to obtain their degree.

In terms of the BA in Communication, learners say,

I consider that for my major, and for many others, it is important to know English, because it gives you many opportunities, not only jobs but also personal opportunities, and it helps you grow as a person (Alfredo).

Learning English for me has always been imposed, some other languages are more attractive to me; however, I've learned English successfully (Melisa).

According to the learners and teachers' views, some learners think they are aware of their goals for learning the language, and that they can relate it to their personal life. At the same time, some learners mention that even though learning English is compulsory due to it is part of the curriculum; they have successfully learned it. This means that Communication learners are more aware of their learning goals, and that the language learning process for them is not something difficult to achieve.

It has been mentioned that being aware of learning goals leads learners to achieve more successful learning; thus, if learners are not fully aware of this fact, they may be hindering autonomous learning since they are just learning with no clear purpose.

5.6 Summary

This chapter has shown that even though learners do not completely see themselves as autonomous learners, they are aware of the importance of becoming responsible for their own learning. We highlighted that both students and teachers show willingness to work towards the setting of clear goals. It is important to mention that teachers know that they are not anymore in control and that students are adopting more active roles. This can help explain why teachers are becoming guides and facilitators of students' learning.

Chapter VI Conclusions and Pedagogical Implications

6.1 Overview

In this thesis we have discussed how learner autonomy is promoted by English teachers in two BA programs. We have discussed that even though both teachers and students acknowledge the importance of learner autonomy, they need to be trained to become more autonomous teachers and learners, respectively. In this chapter we start by stating the main conclusions and some pedagogical implications in section 6.2. Finally, we describe some limitations and areas of improvement for further research in section 6.3.

6.2 Conclusions and Pedagogical Implications

Teachers from Communication and Social Work have shown to promote learner autonomy to some extent, and students showed readiness to undertake autonomy as an attribute to language learning. Even though learner autonomy is promoted in different ways, there is so much more to be developed in students and teachers. Firstly, teachers do promote learner autonomy through different activities. For example, learner autonomy is fostered through the Self-Access Center, collaborative work, communicative writing, peer-assessment and the learning portfolio. Nevertheless, sometimes teachers did not think of themselves as learner autonomy promoters because of their diverse ideas on the term. Some of them believe learner autonomy does not have to do with teachers helping students become autonomous learners; therefore, some of them do not take part in the process of students becoming autonomous learners. We have demonstrated how important it is for students to have their teacher's support all along their learning process. Not only do students feel more confident in the class, but they also feel supported. This is quite important since learner autonomy is to be learned and it cannot occur without some support from one of the key elements of education: teachers.

Since teachers have diverse ideas on the term autonomy, it is relevant to help them develop awareness why autonomy is important to be promoted in their everyday teaching practice. As stated above, teachers ignore they do promote learner autonomy; therefore, if they had a higher level of awareness on the term and its promotion, they would be able to strengthen it and also help their students become autonomous learners to a greater extent. But we have also found out that sometimes teachers have a rather traditional role in their classes and are not entirely willing to let students make decisions for their own learning.

Our results are similar to Ikonen (2013) and Thanh (2014) who suggest how autonomy can be promoted in the classroom through different activities and approaches, respectively. Teachers can definitely be informed about these and the other activities we observed they did. By doing this, teachers can benefit their own teaching and become better learner autonomy promoters. Not only will they shift their teaching, but they will also help students experience different learning experiences which will lead them to autonomous learning. We also found out that students do show a certain level of autonomy since they accept full responsibility for their own learning. Although students claim to have this responsibility, there are many aspects that hinder full learner autonomy from taking place.

We have commented on the importance of raising students' awareness in relation to learner autonomy. Several students, however, do not know why they are learning English, so they do not see a clear purpose in learning the language. Unfortunately, not knowing the reasons why something, in this case learning, is happening may affect this process greatly. It is very unlikely to meet objectives and goals if there are no insights on why learning is taking place. Probably, learner autonomy can start by having students become aware of what the aims of learning English are and how to work towards reaching them. Teachers can design some activities that actually promote the use of the language in real contexts so students identify the benefits of learning English and how it can be and additional value to their training in the discipline they chose to study. This means, that students need to understand that knowing the language can offer them better job opportunities, and that it is not just another subject of their academic program.

Teachers who participated in this study showed that sometimes they may believe students may not be able to learn in non-traditional forms. Such fact is an impediment for learner autonomy to take place since if teachers do not give their students such freedom, students will always be dependent on them and little or not at all autonomous. It is not only teachers who do this; students also tend to believe learning can just occur in a classroom setting with traditional roles and procedures.

Learner autonomy is such a complex term that requires a great time lapse to be developed. Both main actors, teachers and students, need to develop a set of skills and strategies that cannot simply happen in a short amount of time. Therefore, there are several implications to

consider if learner autonomy is attempted to be included in the teaching of English at ICSHu, UAEH.

- Teachers need to be trained to be learner autonomous promoters and develop autonomy themselves. How can teachers help their students become autonomous learners if they are not autonomous teachers in the first place? Also, they can just strengthen their knowledge about being autonomous promoters and develop some other skills and learn about some other activities they can carry out to help their students become autonomous learners.

- Teachers also need to provide students with more freedom to make decisions about their own learning. As stated by some of our participants, teachers have to follow a syllabus, but that does not mean they cannot include students´ opinions when deciding what type of teaching strategies students prefer (i.e. lectures, seminars, presentations) or offering them choices when attending the Self-Access Center and choose their own activities based on the students' needs. Teachers can also have students decide about what to include and what not in the portfolio.

- Students need to be informed of their English learning goals and have several opportunities to help them achieve these goals. It is important that they are taught how to set clear and reachable objectives so they can guide their learning towards them.

- Students need to receive some training to become autonomous. As shown in this thesis, learner autonomy may take time and effort. Students need to learn about the different ways learner autonomy can be fostered and how it is done.

6.3 Limitations
This study has some limitations and areas of improvement if it is wanted to be replicated.

1. Three out of ten English teachers from Communication and three out of six English teachers from Social Work participated in this study. This represents less than half of the total number of teachers in these two BA programs. In addition, only 18 students participated in the study. No generalizations can be drawn based on this sample; however, we have offered some valuable insights.

2. Data was collected in May, 2017. Back then, we were still students at the BA in ELT. We depended greatly on our schedule and our participants' schedule and timing. This represented such a great problem in terms of how data was to be collected from the participants. We managed to conduct the observations, the interviews and administer the questionnaires. However, we had a hard time trying to make use of time efficiently and effectively.

3. Students and teachers were chosen regarding their will to participate in a study of this kind. No participant was forced to participate in any way. Despite teachers and students were provided with an information sheet and a consent form, some of them were unwilling to follow the procedures of data-collection. That is to say that sometimes they did not want to be voice recorded, for example.

4. The obtained data was rather extensive. The analysis was complicated because we had much information. As we were going through the analysis process, we wanted to write about several findings. We decided to develop the more relevant ones to the study; however, if this study is to be retaken, other topics could be discussed such as assessment, personality traits, classroom environment, and student personal achievements, among others.

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Appendixes

Appendix I: Information Sheet

UNIVERSIDAD AUTONOMA DEL ESTADO DE HIDALGO

INSTITUTO DE CIENCIAS SOCIALES Y HUMANIDADES

Área Académica de Lingüística

Information Sheet

LEARNER AUTONOMY IN THE EFL CLASSROOM

We are two students from the BA in English Language Teaching, UAEH investigating about learner autonomy. The aim of the study is to find out the ways in which Communication and Social Work teachers of English help their learners become autonomous. We will be observing classes, conducting interviews to teachers and students, and administering questionnaires to students.

We have approached you because we would like to find out more about your experience regarding learner autonomy. The study consists of two phases. In the first one, we kindly ask you to let us observe and if possible video-tape / tape-record your class. In the second phase of the study, we would like you to be part of an interview of approximately 15 to 30 minutes based on the observation of your class. After that, we would like you to ask three of your students, you know will be willing to help us, answer a questionnaire. If you are a student, we are gently asking you to answer the previously mentioned questionnaire, same which has 70 items.

We would be very grateful if you would agree to take part. You are free to withdraw from the study at any time; however, your data and your students' will remain in the study. At every stage, your names will remain confidential and documents will be anonymised. The data will be kept securely encrypted and will be used for academic purposes only, for example, conference presentations, publications, or teaching, and mainly our thesis.

If you choose not to participate in the study, your decision will have no detrimental effect on your relationship with the university in any way.

If you have any queries about the study, please feel free to contact any of us at irving1234_@hotmail.com or karlasurayahj05@gmail.com

Irving Franco Palomino and Karla Suraya Huerta Jiménez

Appendix II: Consent Form

UNIVERSIDAD AUTONOMA DEL ESTADO DE HIDALGO

INSTITUTO DE CIENCIAS SOCIALES Y HUMANIDADES

Área Académica de Lingüística

Consent Form

LEARNER AUTONOMY IN THE EFL CLASSROOM

Please tick all that apply:

☐ I have read and had explained to me by Irving Franco Palomino / Karla Suraya Huerta Jiménez the Information sheet relating to this project.

☐ I have received a copy of this Consent Form and of the accompanying Information Sheet.

☐ I have had explained to me the purposes of the project and what will be required of me, and any questions have been answered to my satisfaction. I agree to the arrangements described in the Information Sheet in so far as they relate to my participation.

☐ I understand that my participation is entirely voluntary and that I have the right to withdraw from the study. However, I understand that after the data has been collected, the anonymized extracts of the interview transcript may be used in conference presentations, publications and for teaching purposes.

☐ I agree that I may be contacted by e-mail about my data after the main phase of the research is complete.

Name:

Signed:

E-mail Address:

Telephone Number:

Date:

Appendix III: Student Questionnaire

Objetivo: El objetivo de este cuestionario es conocer su punto de vista respecto a las distintas maneras en las que su profesor (a) de inglés promueve o no la autonomía dentro de su aprendizaje del idioma inglés. *La información que se obtenga por medio de este cuestionario se usará con fines académicos y de investigación de una manera confidencial.*

Género: ___ Masculino ___ Femenino **Edad:** _____
Licenciatura: ___ Ciencias de la Comunicación ___ Trabajo Social

Instrucciones: Lea cuidadosamente cada uno de los siguientes enunciados y palomee [✓] el recuadro que usted considere más apropiado, teniendo en cuenta si usted está **totalmente de acuerdo, de acuerdo, ni de acuerdo ni desacuerdo, en desacuerdo** y **totalmente en desacuerdo** con respecto a cada uno de ellos.

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni desacuerdo	En desacuerdo	Totalmente en desacuerdo
1. Al inicio de este curso de inglés estipulé mis metas de aprendizaje					
2. Al inicio de este curso de inglés hice un plan de trabajo para alcanzar mis metas de aprendizaje					
3. Sigo el plan de trabajo que estipula mis metas de aprendizaje					
4. Realizo actividades complementarias que me ayudan a cumplir mis metas de aprendizaje					
5. Mi aprendizaje de inglés depende únicamente de las actividades que hago con mi profesor (a) dentro y fuera del salón de clases					
6. Todo lo que me rodea (mi contexto) es esencial para mi aprendizaje de inglés					
7. La cultura de mi país es esencial para mi aprendizaje de inglés					
8. El trabajo con otros promueve que mi aprendizaje de inglés sea más efectivo					
9. Soy el constructor de mi propio aprendizaje de inglés					
10. Conozco los motivos por los que estoy aprendiendo inglés					
11. Disfruto aprender inglés					
12. No espero recibir ningún tipo de recompensa por aprender inglés					
13. Aprendo inglés sólo porque es un requisito escolar					
14. Me esfuerzo en mi clase de inglés sólo por recibir una buena calificación					
15. Me esfuerzo en mi clase de inglés sólo por aprobar la materia					
16. Tomo decisiones por mi aprendizaje de inglés					
17. Mi participación en la clase de inglés es activa					
18. Mi participación en la clase de inglés es pasiva y desinteresada					
19. Entiendo los propósitos de mi aprendizaje de inglés					
20. He aceptado responsabilidad por mi aprendizaje de inglés					
21. Poseo iniciativa para realizar actividades que contribuyan a mi aprendizaje de inglés					
22. Evalúo mi aprendizaje de inglés de manera constante para determinar qué he aprendido y qué no he aprendido					
23. Mi profesor (a) me ha enseñado distintas estrategias para aprender inglés					
24. He usado estrategias que mi profesor (a) me ha enseñado para facilitar mi aprendizaje de inglés dentro del salón de clases					

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni desacuerdo	En desacuerdo	Totalmente en desacuerdo
25. He usado estrategias que mi profesor (a) me ha enseñado para facilitar mi aprendizaje de inglés fuera del salón de clases					
26. Mi profesor (a) **NO** me ha enseñado ninguna estrategia para aprender inglés					
27. He aprendido distintas estrategias de aprendizaje de inglés por mi cuenta					
28. Hago uso de estrategias de aprendizaje que he aprendido por mi cuenta para aprender inglés dentro del salón de clases					
29. Hago uso de estrategias de aprendizaje que he aprendido por mi cuenta para aprender inglés fuera del salón de clases					
30. Soy respetuoso hacia la cultura de los países donde se habla inglés					
31. He realizado sesiones con hablantes nativos de inglés para poner en práctica mi conocimiento del idioma					
32. Me han enseñado a cómo ser un buen estudiante de inglés					
33. Considero que he aprendido a ser un estudiante autónomo de inglés					
34. Aprendo inglés de mejor manera dentro del salón de clases					
35. Aprendo inglés de mejor manera fuera del salón de clases					
36. Mi aprendizaje de inglés depende del contenido del programa de la asignatura					
37. Mi aprendizaje de inglés **NO** depende del contenido del programa de la asignatura					
38. Soy responsable de mi propio aprendizaje de inglés					
39. Mi profesor (a) me permite tomar decisiones dentro del salón de clases					
40. Soy capaz de tomar decisiones dentro del salón de clases					
41. Estoy consciente de que soy responsable de mis propias decisiones de aprendizaje de inglés					
42. Mi profesor (a) me ha enseñado a cómo reflexionar sobre mi aprendizaje de distintas maneras					
43. He tenido momentos de reflexión acerca de mi aprendizaje de inglés					
44. Yo tengo el control de mi propio aprendizaje de inglés					
45. Conozco cuál ha sido mi progreso en el aprendizaje de inglés					
46. Los comentarios que mi profesor (a) hace sobre mi desempeño en el salón de clases me ayudan a tomar mejores decisiones sobre mi aprendizaje de inglés					
47. Mi profesor (a) es responsable de mi aprendizaje de inglés					
48. Mi profesor (a) es un apoyo para mi aprendizaje de inglés					
49. Mi profesor (a) me motiva a aprender inglés					
50. Mi profesor (a) crea un ambiente de armonía en el salón de clases					
51. Mi profesor (a) hace actividades que son de mi interés					
52. Mi profesor (a) está consciente de mi estilo de aprendizaje					
53. Mi profesor (a) incluye actividades que se relacionan con mi estilo de aprendizaje					

	Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni desacuerdo	En desacuerdo	Totalmente en desacuerdo
54. Mi profesor (a) me ha ayudado a desarrollar habilidades para aprender de una forma más eficaz					
55. Mi profesor (a) realiza actividades para fomentar la comunicación en el salón de clases					
56. Mi profesor (a) sabe qué es lo que quiero aprender dentro del salón de clases					
57. Mi profesor (a) tiene en cuenta mis intereses y habilidades					
58. Mi profesor (a) usa los recursos tecnológicos (diccionarios y libros en linea, presentaciones, páginas web) para contribuir a mi aprendizaje de inglés					
59. Mi profesor (a) sigue al pie de la letra el programa de la asignatura de inglés					
60. Mi profesor (a) me motiva a ser independiente					
61. Mi profesor (a) me permite elegir qué quiero aprender en la clase de inglés					
62. Mi profesor (a) me guía para tomar decisiones en mi aprendizaje					
63. Hago uso de recursos tecnológicos (diccionarios y libros en linea, presentaciones, páginas web) para aprender inglés dentro del salón de clases					
64. Hago uso de recursos tecnológicos (diccionarios y libros en linea, presentaciones, páginas web) para aprender inglés fuera del salón de clases					
65. El uso de recursos tecnológicos (diccionarios y libros en linea, presentaciones, páginas web) me impulsan a aprender inglés de una manera más práctica					
66. Me siento motivado a aprender inglés gracias recursos tecnológicos (diccionarios y libros en linea, presentaciones, páginas web)					
67. Practico lo que he aprendido a través de recursos tecnológicos (diccionarios y libros en linea, presentaciones, páginas web)					
68. El material con el que cuento (libros, diccionarios, dispositivos móviles) son de apoyo en mi aprendizaje de inglés					
69. Hago uso de portafolios que me permiten ver cuánto he avanzado en mi aprendizaje de inglés					
70. Hago uso de diarios que me permiten ver cuánto he avanzado en mi aprendizaje de inglés					

Le agradecemos su participación al contestar este cuestionario que será de gran apoyo para nuestro trabajo de investigación.

Appendix IV: Observation Sheet

LEARNER AUTONOMY IN THE EFL CLASSROOM

Place, date and time: _____Teacher's name:_____

BA: _____ Class: _____

Philosophies of learning and autonomy	
Awareness-raising	
Motivation for learning • Intrinsic motivation • Extrinsic motivation	
The role of the learner / Characteristics of an autonomous learner	
Roles of the teacher • Motivator • Learning-strategy trainer • Counselor	
Approached used for promoting autonomy in language learners • Resource-based • Technology-based • Learner-based • Classroom-based • Curriculum-based • Teacher-based	
Elements with regard to the promotion of learner autonomy • Choice • Goals and needs • Support • Metacognition • Emotional climate	
Learning contract	

Notes:

Appendix V: Teachers' Interview Guide

1. What is your name?
2. How long have you been working at the Universidad Autónoma del Estado de Hidalgo?
3. How long have you taught in the Communication Studies / Social Work BA program?
4. Do you think your learners are aware of their goals for learning English?
5. Do you help your learners identify their strengths and weaknesses?
6. Do you help your learners evaluate their English learning?
7. Do your learners have the chance to offer opinions on what should be learned in the classroom?
8. What is your role in the classroom?
9. What is your learners' role in the classroom?
10. When do you think your learners are active?
11. When do you think your learners are passive?
12. Do you keep your learners motivated to learn English?
13. Do you think your learners are autonomous learners?
14. Do you think you have helped your learners become autonomous? How?
15. For you, what is learner autonomy?
16. Do you encourage your learners to do activities out of class that help them learn English?
17. Have you taught your learners strategies to learn English inside the classroom?
18. Have you taught your learners strategies to learn English outside the classroom?
19. Who takes control of your class?
20. Do you consider yourself an autonomous teacher?
21. Do you consider yourself an autonomous learner of English?
22. How often do your learners make decisions of their learning within the classroom?
23. Have your learners taken the initiative to carry out some tasks inside the classroom?
24. Where do your learners learn the most outside or inside the classroom?
25. Do you think your learners have improved their English?
26. Do you think they are aware of how much they have improved?

27. Do you think that your learners always need of your guide for learning?

28. Do you consider that your learners are independent when learning?

29. Do you encourage them to learn independently? Why?

30. Do you consider that your learners need of your help or guidance when doing activities by themselves?

31. Do you think your class could work with learners making decisions and having you only as a guidance?

32. Do you use technological resources in your classroom?

33. Do you follow the syllabus you are given to the letter?

34. Have your learners had the chance to reflect on their learning?

35. Would you like to add anything else?

Appendix VI: Students' Interview Guide

1. ¿Cuál es su nombre?
2. ¿Qué estudia?
3. ¿En qué semestre se encuentra?
4. ¿Sabe cuáles son sus metas de aprendizaje del inglés?
5. ¿Se preocupa por alcanzar esas metas?
6. ¿Su profesora le ha ayudado a evaluar su aprendizaje de inglés?
7. ¿Ha opinado sobre lo que se debe aprender en el salón de clases?
8. Le voy a mencionar distintos tipos de profesores: *profesor como autoridad, como controlador, como facilitador, como motivador, y proveedor de estrategias.* De acuerdo con su experiencia en este semestre, ¿cuál es el rol que tiene su profesora de inglés dentro del salón de clases? ¿Por qué?
9. ¿Puede compartir alguna experiencia en la que usted y sus compañeros participaran de manera activa en las clases?
10. ¿Puede compartir alguna experiencia en la que usted y sus compañeros participaran de manera pasiva en las clases?
11. ¿Considera que el trabajo con otros es importante para el aprendizaje del inglés?
12. ¿Cuáles son sus razones para aprender inglés?
13. ¿Se considera un estudiante autónomo de inglés?
14. ¿Considera que su profesora les ha ayudado a ser estudiantes autónomos del inglés?
15. ¿Qué es autonomía del aprendizaje para usted?
16. ¿Su profesora fomenta la realización de actividades fuera del salón de clases que le ayuden a aprender inglés?
17. ¿Considera que el centro de autoacceso es una buena herramienta para aprender inglés o consolidar los conocimientos de inglés?
18. ¿Su profesora le ha enseñado estrategias para aprender inglés?
19. ¿Quién tiene el control en sus clases de inglés? ¿Por qué?
20. ¿Considera que su profesora es una profesora autónoma?
21. ¿Qué tan frecuentemente sus compañeros y usted toman decisiones sobre su aprendizaje dentro del salón de clases?
22. ¿Considera que aprenderían mejor si no tuvieran un programa en la asignatura?

23. ¿Alguna vez sus compañeros y usted han tomado la iniciativa para llevar a cabo actividades dentro del salón de clases?

24. ¿En dónde aprende más, dentro o fuera del salón de clases?

25. ¿Ha mejorado su nivel de inglés?

26. ¿Sus compañeros y usted siempre necesitan la ayuda de su profesora para aprender?

27. ¿Considera que sus clases de inglés funcionarían si sus compañeros y usted tomaran las decisiones de aprendizaje y sólo tuvieran a su profesora como una guía?

28. ¿En su clase de inglés hacen uso de recursos tecnológicos tales como diccionarios y libros en línea, presentaciones, páginas web, videos?

29. ¿Ha tenido la oportunidad de reflexionar sobre su aprendizaje de inglés?

30. ¿Le gustaría agregar algo más?

K	What is your name?
T	My name is
K	How long have you been working at the Universidad Autónoma del Estado de Hidalgo?
T	Hmmm… about 13 years, 13 mhm...
K	Okay, how long have you taught English in the Social Work BA program?
T	Hmm… This is my third year, mhm, so I have had around 6 groups, 6 different groups, mhm…
K	Are your learners aware of their goals for learning English?
T	Hmm… most of them, I would say most of them, mhm… not all but they have an idea of why they are learning English, they know that at the end of the BA they will have to pass a TOEFL, they need a certain amount of points so…
K	So, why do you think they are aware of their goals?
T	why?...
K	Why do you think they are aware of their goals for learning English?
T	Hmm… because they are said at the very beginning when they have this introductory, I don't know if it's a course or sessions at the very beginning they are given information about all the subjects that they're gonna take in the BA, mhm, and English is really important or it's part of it and they are given information about the number of semesters, the level that they have to reach and the points that they have to have at the end. They are provided with that information at the very beginning of the BA.
K	Okay, so it has to be with hmm… with the requirements of the university
T	Yes
K	Okay, hmm…
T	So all of them, the problem is that not all of the students are at the very beginning when they are given the "curso de…" how do you call it?

K	Inducción
T	¡Inducción! not all of them because at the beginning all the information is provided during that period of time, it's a week, no?
K	Yes, okay, hmmm… do you think that they are concerned about achieving those goals?
T	Some of them, I have really responsible students, mhm… there are few that they don't really care about English or any other subject but most of them are aware, mhm…
K	Okay… hmm… do you have your learners identify their strengths and weaknesses?
T	Hmm… yes..
K	How do you do it?
T	hmm… it is difficult, complicated because as you noticed I have more than twenty-five students, twenty-seven, twenty-eight, so… but I try to make them aware of the mistakes they commit by pointing out, not in a negative form but a direct form but through peer correction, no? or emphasizing all the important things that they should know or practice more, okay.
K	Okay, so when do you do that? when do you… in which situations?
T	Hmmm… for example when I give them hmm… activities no? when they are organized in teams, and they are discussing or sharing ideas, information, I am monitoring the groups I try to pay attention to what they are doing, what they are saying and I try to help them, mhm… to avoid some mistakes and I try to reinforce the possible things that they have, pronunciation or the use of some structures, the use of some vocabulary mhm… because they have different weaknesses some of them are really good at using structures but they lack vocabulary for example, some others have a great use of vocabulary but grammar, no? it's a weakness for them, so… they are different, but in general terms, I'd say that for them, most of them it's really difficult to express their ideas in English, for most of them mhm… so when they are writing they don't have big problems, they are good at writing… hmmm… they comprehend, no? the language but when they have to talk they have lots of problems.
K	Why do you think they have those problems when expressing themselves in English?
T	But even in Spanish, many of them do not like to participate, they are like, very shy mhm… they don't like to participate, I have noticed and I have asked some other teachers and it's the same problem, it's not a problem that we have

	with the language, it's part of the personality mhm… most of them social work students are I don't know how to say...
K	Timid or shy?
T	shy… yeah.
K	Okay, so...
T	But I remember when I was working in communication, no? the students are outgoing and they are like very expressive and they don't care they commit mistakes, they are participating and doing things all the time and these students, the social workers are different, their personality is very different.
K	Okay, so… it's matter of the BA?
T	I think it has to do with the profile… mhm…
K	Do you have your learners evaluate their English learning?
T	Hmmm… no, most of the times I'm the one who evaluates the progresses and all the activities they do.
K	Why do you do that?
T	I think it's too much responsibility for them, so I try to do that part, but it is important, I know it is important to have this peer correction, no? to make them responsible of this process, not just the learning but the evaluating no? so it's part of it, I will try to do it.
K	Do your learners have the chance to offer opinions on what should be learnt in the classroom?
T	Yes, hmmm… since the very beginning I ask them no? which are the activities they like, the ones that they enjoy, the ones they would like to have in the.... in the class since the very beginning, and so I'm opened to any comment, any suggestion, but they are really shy, they say, no it's okay, everything's okay, but I know that not everything is okay, no? because there are certain things that don't really work, but they are very very shy, so I'm trying to… hmmm… to be opened, no? since the very beginning to give them the opportunity to… suggest, no? activities, ideas, things that they want to do inside the class, but it is difficult to have opinions from them.
K	Hmmm… can you give us an example of that? like, how…?
T	Hmmm… sometimes I ask them who have been their teachers, not because I care about the teachers but because I know most of the teachers, they are ex LELIs, no? and that I know more or less how they work so they say for example "last semester we have Erika" and I know that Erika is really active,

	no? I know more or less the activities she used, so I ask them if they would like to have some of the activities the teacher used no? or which activities, specific activities they would like to have mhm…
K	What is your role in the classroom?
T	I don't know… maybe explainer, facilitator, monitor...
K	Why do you think you are those roles?
T	Because those students are really passive, really really passive, in other BAs the students are all the time asking you questions, they try to participate, no? they make the effort to produce something, but in social work is really complicated, most of the time they are expecting to do something to say something mhm… they are not really proactive, really really passive.
K	Hmmm.. so this question is what is your learners' role in the classroom?
T	Oh… that is difficult. They are receiving they are trying to get most of the information you give them, they are all the time hmm.. just like this, no? waiting for you to say something, to give instructions for them to do something, but they don't ask, they don't participate, it's really difficult to get participations from them, or to… to have questions, no? they say all the time "Teacher but in Spanish?" or "We don't understand" or "Why don't you use more Spanish" [and I say] "Because this is the English class" and they say "But teacher, all the teachers use Spanish" [and I say] "Yes, but this is the English class" so, they are really really passive students. that's a problem in that BA.
K	Okay, so… hmmm… when do you think your learners are active?
T	Hmmm… they like to write, I have noticed that, mhm… when they can do something in teams mhm… and they have the notebook or the book and they have a complete guide on what to do, they are more active, but if you change the activity, if you ask them to do something new mhm... they turn into something more passive, so when they have like ahh… the book, no? in a certain page so we have in the next page… what I do is to use different activities, no? from the book, but hmmm… they don't have an order, mhm… and they are always trying like to keep an order, no? and that's also a problem, because for example the students from Prepa 4, the book that I'm using now, the Make It Real! is a complete mess, it's really difficult to use the book, at least the book that these students have it has a sequence, it has an order, so it's kind of easier, but books, I mean, it is not a problem but sometimes it's an obstacle the book, and they are expecting to have all the activities done, all the exercises in the order, no? so, that's a problem.
K	and when do you think your learners are passive?

T	Most of the time, they are really passive, as I told you they feel that hmmm… they have this perception that if they attend to classes and they have the notebook and they have the book and they are quiet, that's perfect, but it is not, no? they have to make questions, they have to produce, they have to use the language, no' at least they have to try, and they don't care.
K	Do you believe your learners are aware of their reasons to learn English?
T	Most of them, they know that English is useful, but they have the idea that as social workers they will be in communities where English is not spoken, they say "why I'm learning English if the… I don't know… in Ixmiquilpan, no? people speak Spanish and Hñahñu, so why am I learning English?" well, maybe you're going to work there for a time, but maybe, no? there is an opportunity in another country, in another state, so it would be necessary to use English, or even to study something to check some articles, some books, it's necessary to have knowledge about, not just about English, any other language no? it would be important.
K	How do you keep your learners motivated to learn English?
T	I try to talk about the scholarships, mhm… about the benefits of studying abroad, all the opportunities no? that would be opened in Canada for example there are good jobs for them I mean, with the profile that they have, Canada, the US, and many other contries so I try to… like to keep no? this idea of going abroad,no? seeing new horizonts and I don't know, to open their minds.
K	Do you think your learners are autonomous learners?
T	No… but… this is a problem not just in that BA, in all the BAs in the whole university with students from high school, no? in the university, and it's a problem that starts when they are in Kindergarten, okay? so, autonomy should be promoted, no? when they are young, when they are in Kindergarten and Elementary school, so it is not enough to promote autonomy at this level, it is necessary to start when they start studying, when they have this process, no? or the beginning of the process… and it's a problem in Mexico, we don't promote autonomy at the beginning, since the very beginning of the first levels, no?
K	Have you helped your learners become autonomous?
T	Hmmm… that's a difficult question… maybe. I ask them about the activities they like, mhm… the things that they enjoy, I say, "okay you can go to the self-access center". The first thing that I tell them is that they have to go mhm… to visit the self-access and to enter to all the areas mhm… to ask the responsible there what they can choose, what they can learn in that specific area, and then decide what to do, but they don't do that, what they do is they start with the reservations, no? in the areas that are available, they say, well.. it's the reading area or multimedia all the time mhm… so they don't even

	know the… all the areas, and all the activities that are done in each one, so I ask them to first go to the self-access mhm. to visit all the areas, to ask many questions, but they don't do it, okay so it's a problem also, but what was the question?
K	Hmm… have you helped your learners become autonomous?
T	well, that's one way, no? through the self-access, and I have told them about the activities, the MIR has also activities, besides the book we have activities online, but they don't do the activities, I try to encourage them to go to the library and consult the books, there are many books, no? there are grammar books, hmmm… vocabulary activities, there are many many things, they don't like to go to the library, and I have not the time, I mean we have four hours a week, no? to work with the book, to see the program, no? to complete, so it is difficult to take them to the library, no? but it's something that I try to do with the group.
K	You mentioned something about the Self-access center, so do you think your learners know how to use the self-access center?
T	Hmm… no, what I do is to review, to check the activities, they have to be related to the topic that we are seeing in class, okay? and they have, when they give a, or they have delivered the activities I ask them, okay what was the most hmmm… important thing that you learnt no? in this first partial maybe, or in the second partial, hmmm… tell me about new words, no? that you learnt, which was the funniest area you entered no? and they say "what? yes I learnt but I don't remember or I just did these exercises", no? and it's the same story, all the time, but I try to ask them, okay which areas did you enter to, which activities you liked, no? what was new for you, okay because there are many things that can be done in a self-access center, it's not that boring, just I think that it's… hhh, but there are really good things too to do there...
K	Okay, for you what is learning autonomy?
T	I think that autonomy has to do with the… capability of making decisions, when you make decisions, when you… hmm… I don't know, maybe instead of attending to a class you decide to go to the library and use a new book or you decide doing something different, no? but it has to do… it's a process and it's… it's something really really difficult but it can be done, no? when the student realized, when the student realizes that maybe to spend two hours in a classroom is not enough or it's not good enough for him or for her and the person, the student decided to do something different, that's autonomy, it's making decisions ability, no? but we are all the time like waiting, no? for the teacher to give us something to tell us something and we don't make decisions, mhm… it is complicated and it's easier no? to expect… well to… to receive everything.

K	Hmmm… besides the self-access, do you encourage your learners to do activities out of class that help them learn English?
T	Yeah, I have told them about the movies that are projected in here, movies, about all the materials in the library, all the books that they can consult, that they can use to reinforce no? what we saw in class, about the activities online no? the ones that have the MIR book, they are really good, and there are many other sources, but they start like "Oh yes, but we don't have internet at home" or " we don't have time because we have to go to the community" mhm… that's the reason that they give all the time, or "yes but in the community we don't have internet, now we have to spend the whole afternoon working with those people" yeah? so I say, "okay". That subject community is really important for them, it's like PILI here, no? so they spend hours and hours in the communities working with the people.
K	Okay, have you taught your learners strategies to learn English outside the classroom?
T	Mhm… some some strategies.
K	Which ones?
T	Hmmm… okay… well… first it is important to… like to recognize the learning style, no? how they learn, no? which things they enjoy the most, I'm a visual student, kinesthetic, no? so they start like… hmmm… realizing no? about the activities or the programs or things they can choose based on the style, based on the type of… hmm… of student, no? they are… mhm…
K	Hmmm.. who takes control of your class?
T	I don't know, I think me.
K	You?
T	Yeah…
K	Why?
T	Hmmm… because they are really passive, they don't make decisions, they don't ask too much, too much, well, too many questions, so I think that most of the time I'm the one in control, most of the time.
K	Do you consider yourself an autonomous teacher?
T	No really, no really, because I was given a traditional education, I remember that when I was studying, when I was in the BA, I really enjoyed going to the library for example, no? and imagine, I started the BA in 1999, hhh, yeah, more or less, so internet was something new, and I hated internet, so this was

	a decision that I made at that time, not to use internet, to keep going to the library, no? and my classmates were like, you're crazy, internet is fabulous, it's so easy to get the information, but I hate[d] it, so I continued going to the library, and that's part of the autonomy that a student should have, no? to make decisions on what to do and when and how, okay so I'm kind of autonomous but because of the education that I received, I would say no, I'm not an autonomous person, or teacher, because of the education that I was given, yeah… since childhood.
K	Do you consider yourself an autonomous learner of English?
T	Yeah, because of what I told you, some experiences that I had when I was learning English. mhm… I really enjoyed reading books, no? stories in English, and that was something like no well-seen by my classmates or teachers sometimes, so I was yes.. autonomous.
K	How often do your learners make decisions on their learning within the classroom?
T	Not that often...
K	Can you give us an example?
T	Hmmm… for example when we are having the oral exam, mhm… they… I use… give them no? the topic and the requirements, all the information that we require, and they say okay, and I try to make them participate or to change the idea or the topic and they don't say anything, they say okay teacher, just give us the deadline and that's it. The only thing that they did was to propose to have a video, a video instead of a live exam, they said "No we don't want to do the exam in here, why don't we bring a video instead of being here with all the classmates", [and I said] "Okay, okay. okay, bring the video" and so they have the exam, the oral exam that they checked, but that was the only thing that they did mhm.. they didn't give an opinion on the topic, or the information required, anything, anything.
K	And… how were the results?
T	Hmm… they were good, mhm, they felt comfortable, the videos were really good, mhm.. they were like, I don't know which programs they used but the audio was okay, and they used things, I don't know about the programs, I don't know how to do that, but they are good at using technology so it worked, it worked, mhm…
K	And the performance in English was good as well?
T	Hmmm… they had fun, but more or less.

K	Okay, hmmm..have your learners taken the initiative to carry out some tasks inside the classroom?
T	No, the only proposal that they did was that, no? to have the videos but.. no no no, not really, most of the time they are passive, they are just waiting for you to give them the instruction about the activity, or to tell them what is next, mhm… yeah.
K	Okay, when do your students learn the most, outside or inside the classroom?
T	Inside.
K	Why?
T	Because they don't take the time to… to do extra things, they don't take the time and I know it because I have talked to some of them and they are so focused on the community, no? I don't know the name of the subject but they they say all the time "it's the community, it's the community" and I think that's the name but they are working a lot with people, with different problems they have in the community mhm… so they don't give enough time to the English class.
K	Do you think your learners have improved their English?
T	A little bit, some of them.
K	Why?
T	Hmmm… because most of them as I told you, they don't really care, they know that at the end they are going to, they have to pass the… an exam,they have to get a number no? but… hmmm… in this semester, in first semester they are coursing other courses, other activities and so they don't really care about the improvement.
K	Are your students aware of how they have improved in their English learning? Have you helped them be aware of that?
T	Hmmm… yes, I try to encourage them with that by saying "Okay, yeah, you remembered, no?" "Oh… remember how she is pronouncing, no? or how she's saying that, how she's using that" no? I try to do constantly that, but most of the time they're like… they don't really care, that's all that they don't really care.
K	Do you think that your students always need of your guide for learning?
T	Hmmm… yes… guide yes, mhm.. I try to monitor the activities they do, for example, the one that you observed I was trying to help them with some vocabulary, some of them asked me about the information that they have in the

	notebook, about the pronunciation of some words, so… yeah. I am a kind of a guide for them.
K	Do you consider that your students are independent when learning?
T	No, most of them no.
K	Why?
T	Hmmm… because they have the idea that the teacher has to provide everything, it's the teacher and the textbook, so when they don't have the textbook, or the teacher is not there, they don't do anything, mhm. and there are so many things that can be done but they say "Oh I don't have the book, what am I gonna do?" They are like "Oh!" and I say "Okay the book is not everything, you can work with somebody or you can copy no? some things in the notebook so they say "they have no book, so I won't be able to work today" [and I say] "why not? You have to enter, you have to work." They are very dependent on the teacher and the textbook.
K	Do you encourage your students to learn independently?
T	Yes.
K	In which ways? or can you give us an example?
T	Telling them that, that the teacher is not everything, okay? they have to take the control, they have to make decisions[on their own], if they want to learn there are other possibilities, the teacher is just one of the many sources that they can use to learn. mhm… but it's not everything, so it's the teacher, the textbooks, some programs, self-access center, movies, music, there are so many sources, mhm… they have but they don't, they don't see no? like this possibility of using different things, they are waiting all the time for the teacher to be there, no? the teacher and the textbook, because if there is the teacher and the textbook is missing, that's a problem also for them, they say "oh, today aren't we going to use the book? but why teacher? it was expensive, we have to use it" it's not expensive, no? but they are like trying to… they love to see all the pages, no? completed, all the exercises, every single thing, and not everything is useful for them, no? but they are like that.
K	Do you consider that your students need of your help or guidance when doing things by themselves?
T	Not really, there are some activities that are really easy, no? but they… they have like this perception, no? that they really need to see me there, maybe I'm doing nothing but they like to see no? the person over there, so…
K	Okay, do you think that your class can work with students making decisions and having you only as a guidance?

T	okay again? you think… what?.
K	Do you think that your class can work with students making decisions and having you only as a guidance?
T	No, because of the personality that they have, because of the profile they have, mhm… yeah… no… it wouldn't work.
K	Do you use technological resources in your classroom?
T	Not many, I'm really bad at using technology hhh, but I tell them, no? about all the possibilities they have in the outside, and in the self-access they have many technological devices and things that they can use there, so maybe I'm not so good at using technology but they are, so they have different no? things to use.
K	How do your learners find it? technology, the use of technology. Do you think that they like it or not?
T	I think most of them like it, but the problem is as I told you, some of them say that they don't have internet and that they spend so many hours in the community and they don't have internet there so it is difficult no? to [K: to work with] to reach… mhm…
K	Do you follow your syllabus you are given to the letter?
T	Yes
K	Why?
T	Because that's what teachers are supposed to do, hhh, to follow the syllabus, to use the book, I don't really like the book, to be sincere, but we have to use it.
K	Have your learners had the chance to reflect on their learning?
T	Hmmm… they are not really reflective students, no, they are more of the kind, hmmm… they tend to memorize, no? to follow patterns, but they are not really reflective, but that's in general, not just in my subject, in general, they don't reflect.
K	Okay, as we mentioned before teacher, after the observation we created some questions and. well, we are going to ask you about what we observed, so the first question is: at the very beginning of your class we observed that your learners were working in teams, is teamwork a common practice in your class?
T	Yes, it is something common, something that we used to do most of the sessions.
K	How often do you do it?

T	If possible, in all the classes, they are working in pairs, in trios, teams of four, mhm… hmmm…that's better than having the students working individually.
K	Why do you think that it's better working in teams…
T	Hmmm.. they help each other, no? with vocabulary, things that are not that clear, instructions, no? sometimes they start asking "what did the teacher say? can you explain [it to] me?" so I allow them to do that.
K	So do you think that it has to do with support, they support each other?
T	Yes, mhm… maybe they are not that [easy] going and extrovertive but they try to help their classmates a lot.
K	Okay, hmmm, do you think your students learn more or better when working in teams?
T	Hmmm… I don't know if more but better yes, through cooperative work, mhm… they are helping each other, no? all the time.
K	Do you get better results?
T	Yes, when they are working individually they take more time, and they are a good group in the sense that when I ask them to do an activity they focus on the activity, no? it happens in other groups with other students no? that they are asked to do something and they start talking about something else or doing something else, but they are…. they are good, no?
K	Okay, hmmm… how are teams made? do they decide who they want to work with?
T	Most of the times yes, I give them the opportunity to make their own teams.
K	Why?
T	Hmmm… to make them feel more comfortable, free to discuss, to interact.
K	And do you think it has an impact on their learning?
T	Yes, I have made teams and the results haven't been that good, so I give them the opportunity to work with the people they want, and that works, that really works, most of the time.
K	Okay, Hmmm… it was possible to observe that your learners are shy when you want them to participate. What do you think is the main reason behind this behavior?
T	Hmmm… because they think that they don't have the hmmm… knowledge enough, enough knowledge about the language, no? they don't have the

	vocabulary, they don't have hmmm… maybe the pronunciation, the correct pronunciation. I try to motivate them to produce mhm, in English but it's difficult, as I told you even in Spanish is hard for some of them, they are not really participative, even in Spanish, mhm, it's difficult, and maybe that, that, hmmm… that class because you were observing, know that you were there, no? so...
K	Maybe they felt like… more uncomfortable...
T	Maybe, yeah… they are not used to have hmmm… outsiders, maybe that reason but in general they don't participate that much,some of them participate in Spanish, I ask questions, I try to set some debates or discussions, and they start talking in Spanish so I am all the time "Okay, that ideas are really good but try to say it in English, you can do it, okay, make an effort" so that's what I commonly do. They participate, but most of the time it's in Spanish, and they ask me "Teacher, can I participate? Can I do it in Spanish?" and I say "Well, this is the English class, so try to do it in English, you can do it"mhm…
K	Okay, do you think it has to do with the emotional climate?
T	maybe, but, what do you mean by emotional?
K	Like… for example if they feel comfortable with you or with their classmates, or with the language.
T	I think that it's a problem that they have with the language, not with me because I am really opened and I try to encourage them as much as possible, and their classmates are kind, I think it has to do with something that is about the language itself, mhm… they say, "No, I don't like English, I don't know how to say it in English" no? and they have that something in their mind, all the time, so, it is , I think it is not me or their classmates, I think it has to do with the idea they have about the language, that it's difficult, that it's useless, mhm… so…
K	Okay, as we could notice, you asked your learners to write a paragraph on any of the topics given in the book, why did you let them choose the topic?
T	Hmmm, because there was a range of topics related to the Mexican society, and they chose the one that was more, most attractive to them, so I didn't impose something no? the topic, it was like I thought that it was better to let them choose the topic and then make the teams according to the topic that they have chosen, and it worked more or less.
K	and how were the results?
T	They were not that good, as you noticed some of the students didn't bring the homework, some were doing the homework in that moment when I asked them to make the teams, they just started looking for the information, and they

	started writing the paragraph, so the idea was to have the paragraph ready to start discussing and sharing the ideas, and make a new paragraph.
K	Okay, and why was it important that they chose the topic instead of giving it to them?
T	Hmmm… because I don't know what was more attractive to them, as you noticed most of the students chose the topic related to Arts and Architecture, some of them the ones that had to do with Education, there were more topics and obviously they were not attractive to them that they didn't choose it.
K	We observed that you had your learners proofread each other pieces of writing, why?
T	Because sometimes when you're writing something, no? you read that something it's difficult to realize your own mistakes, no? so if you give that something to someone that is next to you, it could be anyone, that person can maybe realize about of minimal mistakes or things that are really a problem, no? for the understanding, so I try to do that, it is better than to have the student no? rewriting the paragraph, or reading the paragraph, no? it is better to have someone else, it could be anyone, not necessarily the teacher, maybe a… I don't know, a classmate with a lower level, no? because maybe the classmate is going to ask about the idea, the main idea of the paragraph and that's something good, and at the end that classmate, the one that was given the paragraph is going to learn something new, okay? that's the idea.
K	And… so… why not the teacher checking the paragraph?
T	uhh, because they are too many, hhh, what I did was to take the final paragraph once that they have discussed and shared their ideas and write I took the final product, it's difficult that they are, that they. the group was not complete but they are 29, so they are too many to do that.
K	And how were the results?
T	They were good, mhm, they were like trying to write without mistakes, without committing so many mistakes, because they were in teams, so it was better that way.
K	Does the book and its topics have an effect on your students' learning?
T	The book and the topics?
K	Mhm…
T	Hmmm… most of them don't like the book's topics, hmmm… have you seen the book? there's a little bit of everything, it is supposed that it is focused on the different BAs, the different areas in the university, but some things are

	completely useless, and unattractive for them, so I try to change and modify, to adapt, no? some activities, 'cause there are things that are really boring, and useless for the students.
K	The topics of your class were mainly related to foreign countries and their characteristics, do you think they like to talk about those topics?
T	Hmmm… it's general culture, they have to read in Spanish, they have to read, they have to get informed they have to know about what is happening from the world, so… there's something I try to enhance, no? to… well yeah, to… I don't know how to say it, well, I try to motivate them to, to read, to get informed, it's important, it's general culture, maybe they are not teachers, maybe they are social workers and they should be aware, no? of the difficulties and social changes and things that are happening, not just in Mexico, in many other countries, mhm...
K	Okay, you asked your learners to identify main ideas in their texts, do they know how to carry this out?
T	It is something they have been practicing for two years, almost two years, and also in Spanish it's something they do constantly in their classes, they are supposed to know how to synthesize, how to summarize, how to do all that.
K	And… did you teach them how to do it?
T	No really, no, that's an ability, a skill that they are supposed to have, it's a previous ability [that they have learnt].
K	Hmmm. we observed you told your learners to look for the pronunciation of some words on their own, why was it important that they looked for them instead of having them… having you model?
T	Oh… I don't remember the words, they were verbs?
K	They were from the book.
T	Hmmm… from the book?
K	Mhm… you asked them...
T	Vocabulary, adjectives, because they have been practicing with the adjectives, mhm just to remember, in the previous class we have been, we had some practice with those words, with those adjectives, and I was very active with the pronunciation so just to make them remember about it.
K	Okay, do you use any other resources besides the book make it real?

T	Yes, I really like the headway book, I use some exercises from the workbook, mhm, to reinforce some structures, vocabulary. I really like the book so I try to use it, just to complement.
K	So you work with both books...
T	Yeah, the problem with the Make It Real! book is that it doesn't have enough practice and not all the students do the online exercices, so I try to use the printed exercises from the workbook, no? the headway workbook, it is good, it has enough material to work with.
K	Hmmm… okay, we observed you asked your learners to write five new words, why didn't you ask all your learners to write the same words?
T	The same? No, they were different.
I	Yeah, why didn't you ask them to write...
T	Ah, yeah, to write different words?
I	Mhm…
T	Hmmm.. to increase their vocabulary, and what I asked them to do was to look for the word in the dictionary to know if it was a noun, a verb, an adjective, and then to write a sentence, mhm, they were through glossaries so I. every time they read something new, a new article, a new reading, I ask them to look for a, its five different words, new words in the dictionary and to write sentences, it is easy to remember the words and to use it in context when they have, no? the sentence in the notebook, because most a… most of the students what they do is just to look [for] the word in the dictionary, they say "Ah, okay, this is *acampar,* or this is *bonito*", no? and the next time they say the word, they know about it, so it is better to look not just the meaning but to write the word into sentence, to use it into sentence.
K	Okay, does this have an effect on their learning?
T	Yeah.
K	How?
T	Hmmm… some of them, few of them start using the word, or when they see the word again in the book, I tell them "Do you remember that in the reading about windows there was this word? who remembers the meaning? or how can we use it?" and some remember [the word] so it is something that has worked during class.
K	Would you like to add anything else?
T	Regarding the… autonomy?

K	Mhm… about the interview or something that you would like to share about your class.
T	As I told you before it's very difficult to work with social workers because they are concerned about things that have nothing to do with the language, with the learning of a foreign language, they have this general idea that English is useless, that in the communities where they want to be working in, they won't need English or any other language, so… it is quite difficult, I have told them about the opportunities they would have if they continue working and studying, no? and learning new things, not just English, but many other things and other different languages, but they are… hmm… I don't know, they are not convinced about the opportunities they're gonna have, most of them have the idea they will be working in a small community with people that maybe have, would have a second language or Spanish as a second language, no? so they would hmmm… learn the… yeah, maybe they try to learn a indigenous language while they start working in those communities, so they say, "teacher, we are not going to use English, no? it is better to start studying maybe HñaHñu, Nahuatl, or any other language because in the communities we are attending or we're working in some people don't speak Spanish, or Spanish is the second language for them" mhm… so they don't see any, any use, but it is important because when you are learning a language you're also learning a culture, and they need to be informed, I mean, they will be facing so many problems, so many situations that they need to be, no? aware of different things, but it is quite difficult.
K	Well, hmm… we have to thank you, teacher, because of your participation with this interview, and well, thank you so much for the time that you gave us.
T	You're welcome.

Appendix VIII: Student's Interview Transcript

I	Buenas noches.
M	Buenas noches.
I	¿Cuál es su nombre?
M	Mi nombre es
I	¿Qué estudia?
M	Ciencias de la Comunicación.
I	¿En qué semestre se encuentra?
M	Me encuentro actualmente cursando y finalizando noveno semestre.
I	¿Sabe cuáles son sus metas de aprendizaje de inglés?
M	No
I	¿Por qué?
M	Porque para empezar toda la vida se me ha impuesto el hecho de aprender inglés principalmente inglés, por el otro lado, otros idiomas si se me hacen un poco más atractivos, sin embargo he logrado aprender satisfactoriamente.
I	¿Si usted estuviera consciente de sus metas de aprendizaje de inglés, se preocuparía por alcanzarlas?
M	Tal vez.
I	¿Por qué?

M	Porque si se trata de imponerme objetivos al respecto, si soy bastante meticulosa y si me preocupo por alcanzarlo, sin embargo yo también señalo qué objetivos son importantes para mi con respecto a lo que estoy aprendiendo, si no me gusta, no le voy a poner las ganas, y si eso hubiera ocurrido con el inglés actualmente no tendría, bueno, no tendría el nivel que tengo.
I	¿Entonces considera que si algo se le impone no es propenso a que usted se esfuerce por eso mismo?
M	Depende muchísimo de qué se me imponga, porque también depende del interés que yo tenga en ello, si se me impone a aprender algo que sé que nunca voy a aprender como son matemáticas o alguna ciencia exacta o alguna otra cosa, sé que no lo voy a lograr porque simplemente no es mi campo de acción, sin embargo, el lenguaje ha sido un campo de acción muy muy útil y muy bueno para mi es realmente mi alma mater y con el inglés he ensayado para finalmente después aprender otros idiomas.
I	Bien, ¿Su profesora le ha ayudado a identificar cuáles son sus fortalezas y debilidades dentro de su aprendizaje del idioma inglés?
M	Si, pero no solamente esta profesora, a lo largo de mi vida académica he tenido muchísimos profesores de inglés, muchos, hasta la preparatoria, así que realmente mi formación en inglés ha sido muy buena y mis debilidades y fortalezas las conozco desde hace muchísimo, por lo tanto cosas que se me dificultan como el estar escuchando a las personas del listening, yo ya lo tengo muy marcado desde muchísimo antes de esta clase, al igual que mis fortalezas como writing, las tengo sumamente consideradas.
I	¿Y enfocándonos en lo que es la educación que usted obtuvo en la licenciatura de Ciencias de la Comunicación, usted dice que si le han ayudado a identificar sus fortalezas y debilidades ¿cómo es que lo han hecho?
M	A través de dinámicas de las prácticas en clase porque mi caso en inglés en Ciencias de la Comunicación es que yo desde primero, desde primer semestre hasta sexto, bueno hasta lo que fue sexto semestre, no cursé la materia, la acreditaba todo el tiempo y en sexto la cursé porque me dió curiosidad saber lo que se sentía tener a mis compañeros ahí, y de nuevo séptimo y octavo tampoco la cursé, hasta ahora que la vuelvo a cursar, o sea, formalmente hablando es la segunda vez que tomo la clase de inglés.
I	Bien, ¿Su profesora le ha ayudado a evaluar su aprendizaje de inglés?
M	Hmmm… a través de coevaluaciones y a través de lo que son las carpetas de evidencias, sí, me ha ayudado a ver algunas diferencias que he tenido yo con respecto

	a muchísimos temas, a muchísimos tópicos y considero, ahí la considero una muy buena maestra y la considero sumamente útil.
I	¿Podría mencionar en qué consiste la coevaluación?
M	La coevaluación que ella nos hace hacer, es una evaluación entre nosotros como estudiantes, ella nos elige una pareja y nosotros evaluamos el portafolio de evidencias de ésta persona con base en los criterios que ella nos dió, vemos si tiene todo completo, si tiene los autoaccesos, si tiene completamente todo, y yo con base en mi criterio yo digo, está bien hecho o está muy bien hecho o está mal hecho o está hmmm… más o menos. Y al menos a mis compañeros que me han tocado ver que tienen todo completo, pero hay algunas dificultades en cuanto al lenguaje, pero no hay problemas, no hay trabas. Ella nos hace ser autodidactas con nuestros portafolios de evidencias porque ella no nos da el material, nos dice qué hacer y lo tenemos que hacer para la próxima fecha.
I	¿Considera útil el uso del portafolio de evidencias?
M	De éste portafolio de evidencias en particular a mi no me gusta hacer tarea, en lo personal a mi no me gusta hacer tarea, me gusta aprender a mi manera, pero lo considero una práctica para hacer las cosas en tiempo record, hhh, y para calificar a mis compañeros y para saber en qué errores estoy cayendo yo, puesto que ella también califica los portafolios que nosotros también le enviamos.
I	¿Podría explicar en qué consiste el portafolio de evidencias que ella les solicitó?
M	Ya no me acuerdo muy bien, porque éste… para el global no lo hicimos, nos dijo que no, pero consistía en el resumen de una lectura de ciencias de la comunicación, en hacer una lista de phrasal verbs, en un resumen de tus métodos de aprendizaje, de qué es lo que haces tú para aprender inglés, o cualquier otro idioma y mapas mentales, conceptuales, del lenguaje de vocabulario principalmente.
I	Ha mencionado que en el portafolio se deben incluir las actividades de autoacceso, ¿usted sabe hacer uso del centro de autoaprendizaje de idiomas de la universidad?
M	Si, pero me aburre mucho.
I	¿Por qué?
M	Porque no es dinámico, en muchas cuestiones, en… a mi me gusta mucho aprender viendo películas porque yo relaciono muchísimo el listening con los subtítulos en inglés y eso me hace evaluarme a mí misma en listening y mejorar, de hecho con esos

	autoaccesos fue como mejoró mi listening, muchísimo con el de las películas, pero de un día para otro los habían quitado, y me quedé de "¿qué pasa?" Y aparte también iba a ver películas, es más divertido que ir a leer un libro con el que me quedaba dormida, y siempre elegía los libros de literatura, pero era literatura muy resumida, era infantil, así que me aburría más porque yo también ya tengo un nivel un poco más avanzado que eso, pero también en reading agarraba revistas de fotografía y me ponía a ver lo que me interesaba, si no encontraba palabras, había un diccionario ahí al lado que me ayudaba a encontrar la palabra que necesitaba, no sé, si me interesa soy muy autodidacta, realmente, y las estrategias que yo utilizo son meramente como caseras y me hace falta una palabra, la busco, si me hace falta algún contexto lo busco, si me gusta una canción la escucho con la letra y ya más o menos entiendo la fonética, eso es mi método, principalmente en el salón de clases he aprendido, pero aprendí hasta mediados de prepa, ya después de eso fui yo más autónoma.
I	Menciona que también en el portafolio de evidencias les pidió un resumen de cómo aprendían mejor el idioma inglés ¿podría explicarnos en qué consistió ese resumen o esa actividad?
M	Hmmm… ese resumen fue una experiencia muy personal porque me puse a recordar todos los métodos que ya te estaba mencionando que yo utilizaba, ver películas, ver series, subtitulado, buscar en internet o en un diccionario alguna palabra que me hiciera falta, canciones, todo o actualmente estoy leyendo un libro de literatura infantil pero en inglés y he aprendido el manejo de otras palabras, un libro que aún no traducen al español todavía, pero realmente es eso, mi método muy personal, muy me interesa...
I	¿Podríamos decir que esto es un modo de reflexionar acerca de su aprendizaje del idioma inglés?
M	Exactamente.
I	¿Entonces podría decir que es útil el hacer este tipo de reflexiones del aprendizaje?
M	Sí, muy útil.
I	¿Por qué?
M	Porque como persona, bueno yo me he dado cuenta de cómo aprendo en cuestión del lenguaje, el lenguaje me gusta mucho, en sí mismo, en su naturaleza, y también en otros idiomas, porque me doy cuenta de lo que significa para el humano, y también me doy cuenta de qué es lo que hago yo para procesarlo e integrarlo en mi vida, y también cómo es que esto influye en mi vida diaria desde el simple momento de ver una película que no está subtitulada o desde el simple momento en el que encuentro

	un artículo para una investigación y no está traducido al español y lo tengo que leer en inglés, y en ese momento me doy cuenta de que también existen tecnicismos que puedo buscar y que puedo asociar y que puedo encontrar y que se me hace más sencillo entender que el uso de otro idioma en mi vida diaria ha sido muy complementario, muy útil y también me ayuda a reflexionar qué es lo que he hecho para lograrlo sin necesidad de que alguien esté tan detrás de mi.
I	Bien, ¿ha opinado sobre lo que se debe aprender en el salón de clases?
M	No.
I	¿Por qué?
M	Realmente, en clases de inglés no soy tan participativa en el hecho de las dinámicas, soy más… hmmm… no sé cómo definirlo, me gusta estar ahí con mis compañeros y nada más, es la razón por la que también tomé este curso de inglés, como es mi último semestre de licenciatura, pensé en pasar tiempo y convivir con algunas personas a las que ya quería ver más tiempo, principalmente fue un acto de convivencia, un acto de convección propia hacia el idioma.
I	Le voy a mencionar distintos tipos de profesores: *profesor como autoridad, como controlador, como facilitador, como motivador, y proveedor de estrategias.* De acuerdo con su experiencia, ¿cuál es el rol que tiene su profesora de inglés dentro del salón de clases?
M	¡Diantres! No le encuentro muchos roles, la encuentro muy libre, es así, la encuentro un poco libre en el aspecto de que hace lo que ella cree que es mejor para aprender, nos ha puesto videos, en algunas ocasiones también nos ha puesto a hacer las dinámicas del libro, no le echo la culpa a ella, le echo la culpa al libro, pero en sí ella es bastante libre, es motivadora, no es ni controladora, ni autoritaria, es estricta en el sentido en el que si le teníamos que entregar las cosas a tiempo, pero eso significa que tiene autoridad en un modo moderado, no en un modo excesivo en el que uno le tenga miedo, es buena maestra en ese aspecto.
I	Bien, ¿Cómo se percibe usted en la clase de inglés?
M	Esa es una pregunta muy complicada, porque como ya conozco un poco el inglés, como ya sé de la materia, ya sé del lenguaje, y muchos de los temas aquí eran para mi aburridos, pues porque ya los veía pero yo había decidido estar ahí, por mi propia voluntad pues mi comportamiento ha sido un tanto indiferente, sin embargo encuentro el ambiente un poco motivante, como mis compañeros, como ustedes sabrán, presenciado cómo es la situación ahí y también que la maestra es muy abierta, y por lo mismo de que es una persona abierta también he podido entablar una buena

	relación con ella, por lo tanto, eso mismo me lleva a disfrutar las clases y a no sentirme mal por pasar cuatro horas en una misma aula, lo cual se me hace muy poco didáctico. hhh.
I	¿Puede compartir alguna experiencia en la que usted y sus compañeros participaran de manera activa en las clases?
M	Si, una vez ella para relacionar los significados de las palabras y junto con la palabra misma nos hizo hacer una competencia de correr, en el mismo salón nos puso en el extremo trasero del salón un límite en el cual teníamos que respetar y en el pizarrón escribió palabras al azar para después decirnos el significado y la persona que tuviera el significado corría y señalaba la palabra con un plumón, yo gané esa competencia una vez, porque ya no me acuerdo del significado de la palabra pero… yo decía está muy claro, está muy claro qué significa, entonces simplemente agarré el plumón y como mi equipo sabe que yo sé inglés me pusieron luego luego en la segunda, y no, a mi me frustra que me tomen así por la sabionda del inglés y luego que me quieran retar de "no, ahora dilo en inglés" y cuando lo digo en inglés es de "uhhhh" me hacen bulla, así que no me reten en decirlo en inglés, así que bueno… esta maestra nos puso y ya cuando dijo el significado, yo salí volada y subrayé la palabra mientras que mi otro compañero se congeló y no salió de la línea, hhh. Fue muy dinámico y muy divertido.
I	¿Ese tipo de actividades que su profesora incluye en la clase la motivan a aprender inglés?
M	No exactamente aprender inglés, pero si a ir.
I	¿Puede compartir alguna experiencia en la que usted y sus compañeros participaran de manera pasiva en las clases?
M	¿A qué te refieres con pasiva?
I	En la que no hayan participado en este caso como en el juego, o que estuvieran trabajando no sé en una actividad del libro que no requería demasiada participación de su… bueno, por su parte.
M	Hmmm… si una actividad en la que estábamos haciendo, bueno complementando frases en el libro sobre una lectura que venía en el mismo libro sobre el chocolate, fue muy aburrido, eso me desmotiva mucho porque para empezar no me gusta hacer actividades que vengan en el libro, me gustan más las cosas espontáneas, y también más que nada actuar por mi cuenta, ya llevé yo, cuando se supone que debía yo cursar la materia de inglés en 7mo y 8vo a veces iba a las clases, pero esa profesora, no voy

	a decir su nombre, no es la misma de ahora, es otra, luego igual nos ponía actividades del libro, y nada más se sentaba a no hacer nada porque no los revisaba y a esta mujer lo que le atraía era ecología y otras cosas así que, el inglés ella domina el inglés, pero no nos enseñaba mucho, mientras que en otras licenciaturas sí enseña demasiado y con nosotros ya se había aburrido, así que digamos que falté un año entero a su clase, entero, y me puso 9 al final, no supe por qué pero pasé su clase, solamente, ah eso sí, al inicio de semestre me preguntaba "¿Y vas a entrar al curso o no?" y yo decía "sinceramente no" y no entraba y me ponía 9, pero ésta maestra también me tenía en un rol de, ya sabe inglés, porque siempre que la veo, hablo en inglés con ella, siempre… mhm...
I	Ha mencionado el libro como una herramienta en la clase de inglés, ¿usted considera que esto tiene un impacto en su aprendizaje?
M	Sí, nunca lo llevo.
I	¿Y en el de sus compañeros?
M	En el de mis compañeros, pues… igual veo que hacen la actividad pero… como yo soy generalmente con mi compañera la primera en terminar porque siempre ella y yo hacemos equipo, como soy de las primeras en terminar, o la primera, nos quedamos aburridas porque no sabemos qué más hacer, y hasta que todo el mundo termina la actividad es cuando empezamos todos a participar para dar opiniones colectivas, pero eso se me hace sumamente pasivo y como yo soy una persona muy impaciente, hacer eso no me funciona.
I	¿Cuáles son sus razones para aprender inglés?
M	Viajar, viajar mucho, viajar, viajar, y por última viajar.
I	¿Por qué?
M	Es uno de los idiomas más sencillos de aprender por lo que he experimentado, porque también he tenido la oportunidad de aprender francés, y el francés y el inglés tienen sus raíces en las lenguas romances, y el español es una lengua romance, por lo tanto los asocio muy fácilmente, así que considero el inglés yo un idioma sumamente sencillo para aprender y para comunicarse y además de que es un idioma de dominio global obligado por lo mismo de que se me facilita por y por la misma razón de que siento que es importante aprenderlo, viajar, tener oportunidades laborales, realmente no me importan mucho porque realmente yo quiero ser autónoma en un futuro ya muy cercano, pero en cuestiones de comunicación para viajar, es la única razón recreativa pues…

I	¿Su profesora le motiva a aprender inglés?
M	Como persona, sí, hablamos, platicamos y cuando tenemos interacción es en inglés, y eso me motiva a seguir practicando, a seguir aprendiendo, pero pues dentro de clase, convivencia con los alumnos y todo eso, hmmm… no tanto y no por ella, si no porque yo ya siento que tengo un nivel apropiado de inglés que solamente tengo que estar complementando, un idioma nunca termina de aprenderse, así que solamente continúo yo aprendiendo por mi cuenta y haciendo las actividades que a mi me gustan para ello.
I	¿Se considera un estudiante autónomo de inglés?
M	Más o menos, esas actividades como que te comento son muy propias, así que cuando lo hago no es con el objetivo de aprender, simplemente es con el objetivo de entretenerme y eso me ha servido más que estar yendo a un salón de clases a obligarme a mí misma a aprender para que otra persona me evalue con un número.
I	¿Considera que su profesora les ha ayudado a ser estudiantes autónomos del inglés?
M	Hmmm… no exactamente ella, pero si puede ella motivarme más a buscar otras estrategias aparte de las mías.
I	¿Qué es autonomía del aprendizaje para usted?
M	Autonomía del aprendizaje para mí es motivarse uno mismo y tener interés, porque sin el interés y la motivación, uno no logra nada. Para mí es más importante tener interés y maravillarte por lo que estás haciendo que ir a un salón de clases y decir otra vez voy a tener la misma materia, en la misma banca, que ya calenté durante otras tres horas, para recibir información de golpe que no sabré cómo usar y que poco a poco me quita la creatividad, realmente yo pienso que el aprendizaje autónomo tiene que ser motivado, entretenido y más útil para los propios propósitos que para propósitos impuestos.
I	Además del centro de autoacceso, ¿su profesora fomenta la realización de actividades fuera del salón de clases que le ayuden a aprender inglés?
M	Explícame.
I	Digamos que la profesora les pide que vean videos en su casa, o que lean un texto acerca de un tema que ustedes elijan, etc.

M	No, porque como vamos ya en noveno, ella… me llamó mucho la atención que ella ya supuso que por ir en el último semestre teníamos ya muchísimas bases del idioma, por lo tanto me imagino, yo en lo personal me imagino que ella ya debía creer que nosotros teníamos una estrategia propia, así que no nos sugirió nada de eso, sin embargo yo lo considero… bueno, mi criterio es obvio, eso es obvio.
I	¿Su profesora le ha enseñado estrategias para aprender inglés?
M	Estrategias nuevas, no que yo recuerde.
I	¿Quién tiene el control en sus clases de inglés?
M	Control… hmmm… ella, pero como es un ambiente bastante, bastante agradable, a veces se pierde, no es que ella pierda el control, porque no lo pierde, si no que se vuelve muy dinámico y muy flexible, así que aprendemos pero no es rígido, ¿me explico?
I	¿Considera que su profesora es una profesora autónoma?
M	Hmmm… debe de ser.
I	¿Por qué?
M	Porque no es plana como otros profesores que son autoritarios con los temas que hay que aprender, no nos deja tanta tarea, si no que usa una metodología propia para que nosotros hagamos las cosas, y también por lo mismo de que nos deja un portafolio, yo leo a través de eso que ella debe también tener sus propios plazos para hacer sus cosas necesarias, que hace sus planeaciones y que trata de hacer la clase dinámica y ligera, sin embargo, autónoma como persona no lo sabría, no la conozco lo suficiente en el ámbito personal para poder decir más.
I	Bien, ¿sus compañeros y usted toman decisiones sobre su aprendizaje dentro del salón de clases?
M	Nunca he hablado con ellos sobre eso, nunca en mi vida.
I	¿Por qué?
M	No soy una persona demasiado sociable sobre ello, y si no me interesa ni saludarlos en el chat, mucho menos me interesa saber si aprenden o no.

I	¿Su profesora les da oportunidad a usted y a sus compañeros de tomar decisiones dentro de su aprendizaje inglés?
M	¿Tomar decisiones? explícate.
I	Digamos que la profesora les pide que escriban un texto y les da la libertad de elegir el tema sobre el cual quieren escribir.
M	Sí, en el portafolio de evidencias lo hicimos, ella nos decía que un texto sobre comunicación, pero nosotros elegíamos la teoría que queríamos explicar, así que era muy libre en ese aspecto.
I	Lo que menciona con anterioridad, ¿tiene un impacto en su aprendizaje?
M	Hmmmm… me ayuda a reafirmar desde el idioma original de la teoría, porque si se… aprendes el idioma original a mi criterio, también se aprende sobre otro contexto o sobre otra manera de ver la realidad.
I	¿Alguna vez sus compañeros y usted han tomado la iniciativa para llevar a cabo actividades dentro del salón de clases?
M	No, somos muy desunidos.
I	¿Por qué?
M	Ha sido una cuestión que tampoco entiendo mucho, así ha sido desde que los conozco, somos… nos llevamos bien pero solamente para ir a fiestas en cuestiones académicas es como si no nos interesara tanto.
I	¿En dónde aprende más, dentro o fuera del salón de clases?
M	Dentro reafirmo lo que ya sé, afuera es donde aprendo otras cosas.
I	¿Por qué?
M	Porque aprendo nuevas expresiones coloquiales en series y películas, porque reafirmo los significados de otras palabras a través de libros o textos que me interesen donde aprendo tecnicismos, donde busco más información, en donde sé que voy a encontrar.
I	¿Ha mejorado su nivel de inglés?

M	Hmmm… realmente nunca he hecho una prueba para ello, para saberlo.
I	¿Sus compañeros y usted siempre necesitan la ayuda de su profesora para aprender?
M	Hmmm… hasta donde yo sé, no. Bueno los que no dominan el idioma porque no han tenido buen profesorado previamente, tal vez, pero yo no.
I	¿Su profesora fomenta que aprendan de manera independiente?
M	Si, con esto mismo de los portafolios aunque ya lo dije previamente, nos obligamos nosotros mismos a hacer las cosas y aplicarlo con lo que ya hemos visto en clase que es más que nada una retroalimentación de interpretación.
I	¿Sus compañeros y usted siempre necesitan la ayuda de su profesora para aprender?
M	Yo no, pero no sé ellos.
I	¿Considera que sus clases de inglés funcionarían si sus compañeros y usted tomaran las decisiones de aprendizaje y sólo tuvieran a su profesora como una guía?
M	No, hhh.
I	¿Por qué?
M	Porque esas personas de allá afuera, mis compañeros, son las personas más desgorrosas que he conocido en mi vida.
I	¿Considera que no funcionarían si ellos tomaran las decisiones de aprendizaje?
M	Dependiendo de quién sea el líder, porque en esos momentos los roles cambian cuando la maestra actúa como una guía de aprendizaje nada más, que es lo que debería de ser, y si solamente actuara como una guía y no como una persona que tomara las riendas, mis compañeros se descontrolarían porque… bueno ya los conozco en el aula de clases, si de por sí se descontrolan en otras clases, en esta más.
I	¿En su clase de inglés hacen uso de recursos tecnológicos tales como diccionarios y libros en linea, presentaciones, páginas web, videos?
M	No del todo, cuando ella nos pone algunos videos, sí, pero… y ahorita con las exposiciones también hemos usado, pero generalmente se usa el libro que nos impone

	la Autónoma, el libro azul, no sé cómo se llama, pero es ese, tampoco lo traigo muy seguido, así que...
I	El uso de videos o de algunos otros recursos que menciona que usan como la pantalla en este caso, o alguna presentación, ¿tienen un impacto en su aprendizaje de inglés?
M	Sí, porque se me hace dinámico y divertido, en algunas ocasiones ver videos, yo soy una persona que reacciona mucho a lo que es la risa, y soy una persona que reacciona mucho a lo que es dinámico y muy visual y eso a mi almenos me ha ayudado a entender muchísimos de los conceptos que luego nos ha puesto, tan solo en eventos muy casuales como es correr una carrera, algunas palabras que van relacionadas con ello yo no las conocía, así que si me ha ayudado.
I	¿Siguen el programa de la asignatura al pie de la letra?
M	Nunca vi el programa de la asignatura, y no sé por qué.
I	Bien, ¿ha tenido la oportunidad de reflexionar sobre su aprendizaje de inglés?
M	Yo nunca reflexiono sobre eso, salvo con este ejercicio que te comenté del portafolio, yo no sólo reflexiono sobre lo que he aprendido hasta que lo llevo a la práctica, porque es el modo en el que me gusta reflexionar, sobre lo que sé o no, y si no lo sé, me torturo hasta saberlo, mhm...
I	Bien, ahora le voy a hacer unas preguntas con respecto a lo que pudimos observar en su clase de inglés. Dice, pudimos observar que su clase estaba enfocada en un proyecto de investigación, ¿podría decirnos en qué consiste éste proyecto?
M	El que estábamos explicando hace rato, este proyecto de investigación que ella nos impuso, bueno a hacer, fue un mini protocolo de investigación sobre alguna teoría de la comunicación y cómo es que esta afecta a las ciencias de la comunicación o se puede aplicar a ella, lo que nos hizo hacer fue un escrito muy corto, del tamaño de una cuartilla pero en inglés, y sobre todo para hacer un dominio aplicado del idioma en dos materias, speaking y writing.
I	Como ha mencionado, su proyecto está relacionado a temas de su área que es ciencias de la comunicación ¿esto le motiva a aprender inglés?
M	Eso es muy personal, así que dependiendo mucho de qué tema sea, si es un tema que me interesa, vuelvo a lo mismo, si me intereso por aprender los tecnicismos necesarios, si es un tema de comunicación, ya sea organizacional, no, no me

	interesaría.
I	Como pudimos observar, la profesora les dio la libertad de elegir sobre qué tema querían ustedes hablar, sobre qué tema querían trabajar, ¿dicha decisión tiene un impacto en su aprendizaje?
M	Hmmm… dicha decisión tiene un impacto sobre mi aprendizaje… por lo mismo sí, puesto que yo ya tenía el material para hacer este trabajo y como me asocié con una compañera que tiene más o menos los mismos intereses que yo, sí me ayudó a entender algunos conceptos que venían en mi tema original. claro ella y yo hicimos una hibridación de un libro que ya venía en inglés y de un libro que ya estaba en español, puesto a que los autores eran de distintos países, lo que nos ayudó a complementar un poquito más la realidad de ese tema.
I	¿La realización de este proyecto los conduce a trabajar de manera independiente y autónoma?
M	A mi me condujo mucho a lo independiente y autónomo, puesto que el día que nos dijo que lo que había que hacer, ella y yo elegimos el tema, yo me puse a escribirlo muy rápidamente y lo terminamos ese mismo día, y mi compañera le dió una leída y lo complementó en su casa e hizo las diapositivas, así que realmente lo que hicimos fue sumamente rápido y sumamente independiente.
I	Como ha mencionado, este trabajo se realizó en equipo, ¿cree que los resultados fueron mejores al trabajar de esta manera o habría sido mejor si lo hubieran hecho de manera individual?
M	En mi caso, sí me resultó más favorable en equipo porque nos pudimos dividir bien las tareas y usamos las habilidades que ella y yo tenemos, en lo personal, mi habilidad es escribir, y la de ella es el diseño y el diseño y el diseño y entre ambas utilizamos el lenguaje hablado para explicar nuestro tema como bien nos pedía así que realmente fue más útil y productivo de esa manera, puesto que para mí el trabajo en equipo es explotar lo mejor de cada persona.
I	¿Considera que al trabajar en equipos trabajan mejor o aprenden más?
M	Sí, no se aprende más si no se aprende mejor, puesto que hay una retroalimentación constante de la opinión y perspectiva del otro.
I	¿Considera que a sus compañeros les gusta trabajar de esta forma?

M	No lo sé, solamente… yo he pasado toda la universidad de noche, así que solamente me he enfocado en mí y en los equipos en los que yo he estado y solamente puedo decir que a mi en ocasiones me frustra, pero en otras ocasiones dependiendo de quién sea la persona para la que se está trabajando me es más favorable y generalmente yo tomo liderazgo de estos equipos, cuando se trata de un tema que a mí me interesa tomar las riendas yo tomo este liderazgo y les digo, sabes qué tú haces esto porque he visto que tienes talento y forma de hacerlo, así que pues… y esta persona me dice, ay no sabes qué este método estaría mejor y entre todos nos complementamos, es más útil y al menos a mi en mis perspectivas así ha sido mejor, pero no sé con respecto a ellos qué es lo que opinen sobre el trabajo en equipo.
I	¿Podría explicar cómo es que se evaluó el proyecto que llevaron a cabo?
M	Se evalúa a través de dos tópicos, dos rúbricas que nos dan y que tenemos que anexar a nuestro trabajo escrito, ella lee el trabajo escrito y juzga qué tan bien entendido es, qué tan fácil, qué tan claro, qué tan coherente es, y al momento de hablar también ella nos va calificando al instante, de si nos falta vocabulario, o pronunciación y todas estas cuestiones así que ella es sumamente meticulosa y nos da los resultados dependiendo de cómo nos fue, según su criterio.
I	¿Considera que esta retroalimentación que su profesora les brinda es de ayuda para su aprendizaje de inglés?
M	Hmmm… sí puesto… aunque todo el mundo me ha dicho prácticamente lo mismo, tienes que mejorar tu listening, y… pero en mi writing casi nunca tienen problemas y son muy pocos los detalles que tengo a la hora de hablar, y son detalles que siempre han sido los mismos, la pronunciación de una que otra palabra, o alguna que otra palabra mal dicha, o vocabulario que me falte, pero no es algo que no pueda corregir.
I	Tenemos entendido que este proyecto también fue o lo coevaluaron sus compañeros ¿por qué cree que ellos tienen un rol en la evaluación?
M	Yo considero que nosotros tenemos un rol en la evaluación porque todos tenemos una manera de concebir el idioma y todos tenemos una manera particular de concebir de lo que el otro está hablando, así que considero que es importante el conocer la perspectiva de otra persona por más que sepa o no el idioma, porque puede que algún detalle se le escape a alguien y nosotros podamos tomarlo en cuenta, o podamos decir esto está mal, esto está bien, y finalmente esta es para nosotros una lección, ver los errores del otro para saber si esos errores nosotros los tenemos.
I	Los materiales auténticos se refieren a aquellos cuyo propósito principal no es el de la enseñanza, al haber ustedes leído artículos con relación al tema del que querían hablar, estaban haciendo uso de ellos ¿considera que esto lo motiva o lo lleva a querer

	seguir aprendiendo inglés?
M	Hmmm, yo no considero esos materiales como un motivador para un idioma, yo considero el idioma una herramienta para llegar a los artículos o a los materiales que nosotros queremos ¿por qué considero esto así? porque el material ahí va a estar y si no tengo acceso a ese material, yo misma me estoy poniendo una traba enorme, así que yo considero el inglés no tanto una meta, sino una herramienta que tengo que estar puliendo todo el tiempo.
I	Bien, pues esas son todas las preguntas, simplemente ¿le gustaría agregar algo más?
M	No.
I	Muy bien, gracias.