

PROMOTING AUTONOMOUS LEARNERS THROUGH COGNITIVE LANGUAGE
LEARNING STRATEGIES IN LOS CEDROS HIGH SCHOOL

YEIMY JOHANA ROBERTO AVILÁN
DEISY CAROLINA TORRES FERNÁNDEZ

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
LICENCIATURA EN INGLÉS
BUCARAMANGA

2010

PROMOTING AUTONOMOUS LEARNERS THROUGH COGNITIVE LANGUAGE
LEARNING STRATEGIES IN LOS CEDROS HIGH SCHOOL

YEIMY JOHANA ROBERTO AVILÁN
DEISY CAROLINA TORRES FERNÁNDEZ

Trabajo de grado para optar el título de licenciadas en inglés

Director

Esperanza Revelo Jiménez

Magíster en la enseñanza de inglés como lengua extranjera

UNIVERSIDAD INDUSTRIAL DE SANTANDER
FACULTAD DE CIENCIAS HUMANAS
LICENCIATURA EN INGLÉS
BUCARAMANGA

2010

To all people that contributed with this project, especially our professors, families and
volunteers, thanks.

CONTENTS

INTRODUCTION	16
1. DESCRIPTION OF THE CLASSROOM RESEARCH PROJECT	177
1.1 SELECTED MODE	17
1.2 STUDENTS	17
1.3 DIRECTOR OF THE RESEARCH PROJECT	17
1.4 STATEMENT OF THE RESEARCH PROBLEM	17
1.5 RESEARCH QUESTION	18
1.6 OBJECTIVES	18
1.6.1 General	18
1.6.2 Specific	18
1.7 JUSTIFICATION	19
1.8 THEORETICAL FRAMEWORK	20
1.8.1. Autonomy	21

1.8.1.1 <i>Autonomy and Political issues:</i>	222
1.8.1.2 <i>Autonomy and Social Aspects:</i>	233
1.8.1.3 <i>Autonomy and Education</i>	244
2 METHODOLOGY	32
2.1. FIRST SURVEY	32
2.1.1 Survey Analysis	40
2.1.2 General Conclusions First Survey	68
2.2 SECOND SURVEY	69
2.2.1 Strategy Inventory for Language Learning (SILL)	70
2.2.2 Survey Analysis	74
2.2.2 General Conclusions Second Survey	82
2.3 SESSIONS	83
TEST 1	84
SESSION 1	85

SESSION 2	86
SESSION 3	87
FINAL TEST	88
CONCLUSIONS	89
RECOMENDATIONS	90
WORKS CITED	91

LIST OF FIGURES

	Page
Figure 1 Theoretical Framework	20
Figure 2 Parents permission 1	34
Figure 3 Parents Permission 2	35
Figure 4 Extra Class Activities	38
Figure 5 Awareness	40
Figure 6 Taxonomic Analysis: Awareness	45
Figure 7 Self Responsibility 1	47
Figure 8 Self Responsibility 2	48
Figure 9 Self Reflection 1	49
Figure 10 Self Reflection 2	50
Figure 11 Learning Strategy Planning	52
Figure 12 Taxonomic Analysis: Learning Strategy Planning	56
Figure 13 Language Strategy Use	57
Figure 14 Taxonomic Analysis: Language Strategy Use	62

Figure 15 Self Evaluation	63
Figure 16 Self Assessment	64
Figure 17 Self Monitoring 1	65
Figure 18 Self Monitoring 2	66
Figure 19 Memory Strategies Analysis: Remembering	74
Figure 20 Metacognitive Strategies Analysis: Mental Processes	76
Figure 21 Compensation Strategies Analysis: Missing Knowledge	77
Figure 22 Metacognitive Strategies Analysis: Organizing and Evaluating	78
Figure 23 Affective Strategies Analysis: Emotions	79
Figure 24 Social Strategies Analysis: Learning with Others	81

LIST OF TABLES

	Page
Table 1 Direct and Indirect Strategies (Source: Oxford)	27
Table 2 Learning Styles. Source (Dunn et. al.)	30
Table 3 Matrix Survey 1	33
Table 4 Survey 1	36
Table 5 Socio Demographic Information	37
Table 6 Extra Class Activities	38
Table 7 Participants' Answers Survey 1	39
Table 8 Awareness	40
Table 9 Self Responsibility 1	47
Table 10 Self Responsibility 2	48
Table 11 Self Reflection	49
Table 12 Self Reflection 2	50
Table 13 Learning Strategy Planning	51
Table 14 Language Strategy Use	57

Table 15 Self Evaluation	63
Table 16 Self Assessment	64
Table 17 Self Monitoring 1	65
Table 18 Self Monitoring 2	66
Table 19 SILL scale for Answers	69
Table 20 SILL scale for Results	69
Table 21 Data Base SILL Results	73
Table 22 Remembering more effectively	74
Table 23 Using your mental Processes	75
Table 24 Compensating for missing knowledge	76
Table 25 Organizing and Evaluating your Learning	78
Table 26 Managing your Emotions	79
Table 27 Learning with Others	80
Table 28 Test 1	84
Table 29 Session Plan 1	85
Table 30 Session Plan 2	86

Table 31 Session Plan 3 87

Table 32 Final Test Session 88

RESUMEN

TÍTULO

EL USO DE ESTRATEGIAS COGNITIVAS EN EL APRENDIZAJE DE LENGUA PARA LA PROMOCIÓN DE APRENDIENTES AUTONOMOS EN EL COLEGIO LOS CEDROS*¹

AUTORAS

Yeimy Johana Roberto Avilán**

Deisy Carolina Torres Fernández**

PALABRAS CLAVES

Autonomía, Estrategias de Aprendizaje de la Lengua, Estilos de Aprendizaje, Inventario de Estrategias para el Aprendizaje de la lengua y aprendizaje enfocado en el estudiante.

DESCRIPCIÓN

El siguiente es el informe final del trabajo de grado en la modalidad *Investigación en el aula*. El presente proyecto tiene por objetivo el diseño de Sesiones de Entrenamiento de Estrategias Cognitivas (SEEC) con base a las tres estrategias de aprendizaje seleccionadas a partir de encuestas realizadas en el colegio Los Cedros. La aplicación de SEEC tiene como fin optimizar el desempeño del estudio independiente de los aprendientes en el área de inglés.

Para la elaboración de las mencionadas sesiones se seleccionaron específicamente tres estrategias cognitivas: resaltar, tomar- notas y resumir. Para esta selección se tuvo en cuenta el perfil del aprendiente de los cedros en cuanto a estilos de aprendizaje y las herramientas para aprender más usadas

Se utilizó una encuesta general para el diagnóstico del nivel de autonomía de los aprendientes. Posteriormente se realizó una segunda encuesta a 6 participantes voluntarios sobre las estrategias de aprendizaje más usadas por ellos. Finalmente se hizo un taller para reconocer los diferentes estilos de aprendizaje del grupo voluntario. Se recomendó; según estas clasificaciones, la aplicación de SEEC (sesiones de entrenamiento en estrategias cognitivas), y sólo 4 participantes estuvieron de acuerdo en continuar con las mismas. A partir de los resultados obtenidos con la aplicación de las SEEC se evaluó y contrastó el resultado obtenido.

Este informe comienza con una contextualización del término Autonomía, consecutivamente enfoca el marco teórico en educación, y da paso a las estrategias de aprendizaje y estilos de aprendizaje. Finalmente hace un resumen de la aplicación de las SEEC y el aporte de estas a la promoción de la autonomía en el proceso de aprendizaje de los aprendientes del colegio Los Cedros.

* Proyecto de Grado

**Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Esperanza Revelo Jiménez

SUMMARY

TITLE

PROMOTING AUTONOMOUS LEARNERS THROUGH COGNITIVE LANGUAGE LEARNING STRATEGIES IN LOS CEDROS HIGH SCHOOL

AUTHORS:

Yeimy Johana Roberto Avilán**
Deisy Carolina Torres Fernández**

KEY WORDS:

Autonomy, Language Learning Strategies, Learning Styles, Strategy Inventory for Language Learning, Learnercentredness

DESCRIPTION

This is the final report of the research project under the modality of *Classroom Research*. The following project aims at designing Cognitive Strategies Training Sessions (CSTS) based on the three selected learning strategies, that best fulfill the learner's need according to the applied surveys at Los Cedros High School. The appliance of the CSTS aims at optimizing the learners' independent study in English Subject.

To elaborate of the mentioned sessions there were specifically 3 selected cognitive strategies: highlighting, note-taking and summarizing. For this selection, the learner's learning styles was taken into account and the most used tool to learn.

A general survey was used to diagnose the learner's level of autonomy. A second survey was applied to 6 volunteers about the learning strategies the use the most.

Finally, a workshop was carried out to recognize the different learning styles of the volunteer group. Based on these results, the appliance of the CSTS (Cognitive Strategies Training Sessions) was recommended; just 4 volunteers agree to continue with the process. After applying the CSTS the volunteers took a final test which was evaluated and compared.

This report begins with a contextualization of the term Autonomy. Successively, the theoretical framework is focused on education, and therefore on learning strategies and learning styles. Then, the methodological protocol is presented and, finally, it concludes with a summary about the appliance of the CSTS and its support to promote the learners' autonomous learning process at Los Cedros High School.

* Proyecto de Grado

**Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Esperanza Revelo Jiménez.

INTRODUCTION

Society and Education go hand in hand. Education sometimes transforms society. Society shapes the way Education is given. Currently, society seems like a fast machine running towards the unknown, or predictable, end of human era. The speed at which society runs makes humanity run as well, everything people do is under time pressure. Inevitably, education has been forced to adapt, and working at this speed implied learners to be able to “get” the idea instantly. What can society obtain from such rush? Society and education are no longer stable, they are in constant change.

Those involved in the process of learning know that changes mean challenge. School has to prepare citizens to face the unstable situation, ready to make accurate decisions and aware of the consequences, conscious of their own role in society. How can these characteristics be promoted? There is a school developing new strategies for the current speed of education; Los Cedros high school is an institution concerned with the instruction for individuals, its motto says: “Learning to learn, that is the task” and it summarizes the whole concept of this Autonomous Learning center. Learners are educated in order that they have the ability to choose the best strategies every time they are in front of a task. What does it imply to study in an Autonomous school? Mainly attitude and self determination towards a goal, however, it is not fruitful unless the learners count with the tools to achieve the goals proposed. Empowering learners with tools such strategies of language learning, the school is providing the elements needed for promoting an autonomous learners, who are, in the end, the ones totally responsible for making and implementing all of the decisions concerned with their own learning .

1. DESCRIPTION OF THE CLASSROOM RESEARCH PROJECT

1.1 SELECTED MODE

ACTION RESEARCH

1.2 STUDENTS

Yeimy Johana Roberto

Deisy Carolina Torres

1.3 DIRECTOR OF THE RESEARCH PROJECT

Esperanza Revelo Jimenez

1.4 STATEMENT OF THE RESEARCH PROBLEM

Los Cedros High School is an institution whose curriculum is based on a learner-centered independent learning approach. Pedagogical efforts notwithstanding, it lacks a systematic orientation towards the development of autonomy in regards to language learning. There is, therefore, a need of enhancing learners' language learning autonomy, as it is the main purpose of the school.

1.5 RESEARCH QUESTION

- *How can teachers promote the development of Learner's Autonomy in **Los Cedros** high school English classes?*

1.6 OBJECTIVES

1.6.1 General

- Provide learners with cognitive strategies training in order to promote Autonomous Learners.

1.6.2 Specific

- To diagnose learners' level of autonomy in EFL learning.
- To design 3 mini lessons about Cognitive Strategies with the aim of promoting learners' language learning autonomy in *Los Cedros* high school EFL classes.
- To pilot the designed lessons.
- To provide Los Cedros high school with a sample of an informed assessment of Learners' Language Learning Autonomy in EFL classes.

1.7 JUSTIFICATION

Language Learning Autonomy instruction is an emergent research focus in the field of second and foreign language learning. It has drawn the attention of researchers as it appears to propel second/foreign language learning. Learners who benefit from this approach have a better chance of becoming socio-linguistically competent in a foreign language and reap the benefits of such competence: effectively engaging in their learning; retaining responsibilities of their own choices; being aware of their own capabilities (Dickinson, 1987); developing critical thinking; constructing a new vision of their identity (Pennycook, 2004). Aware of this assertion, Los Cedros high school has focused its pedagogical efforts into implementing a learner-centered independent learning approach that would enhance learning autonomy in relation to English Language learning. Nevertheless, Los Cedros high school lacks a systematic orientation towards the development of such autonomy.

The authors of this research strongly believe that supporting the efforts being made at this institution, in regards with EFL learning; have a direct impact on society as it should be expected from having citizens proficient in a foreign language. They consider as well that the contributions of this research are of paramount importance as it will not only propose a well-designed set of lessons as one of its outcomes but will also improve the strategies, practices, and understanding of a local problem, which is the general objective of any classroom research.

1.8 THEORETICAL FRAMEWORK

*You cannot teach a man anything;
you can only help him find it within himself.*

Galileo Galilei (1564-1642)

In recent years Autonomy has aroused an increasing interest in the field of Language Learning (hereafter LL). In order to understand the connection between these two elements, it is essential to provide a definition of what Autonomy refers to. In addition, it is of great importance to describe as well Strategies and Styles used during a LL process. Moreover, to figure out the relationship between LL Strategies and LL Styles with the Autonomous learning process.

While a variety of definitions for Autonomy have been suggested in areas such as Sociology, Politics, Philosophy, Religion, and Medicine; this paper concentrates its efforts in the area of Education. The aim is to elucidate the main aspects about Autonomy and lead EFL teachers and readers in general, towards a better understanding of an Autonomous LL process upon LL strategies and LL styles (see fig.1).

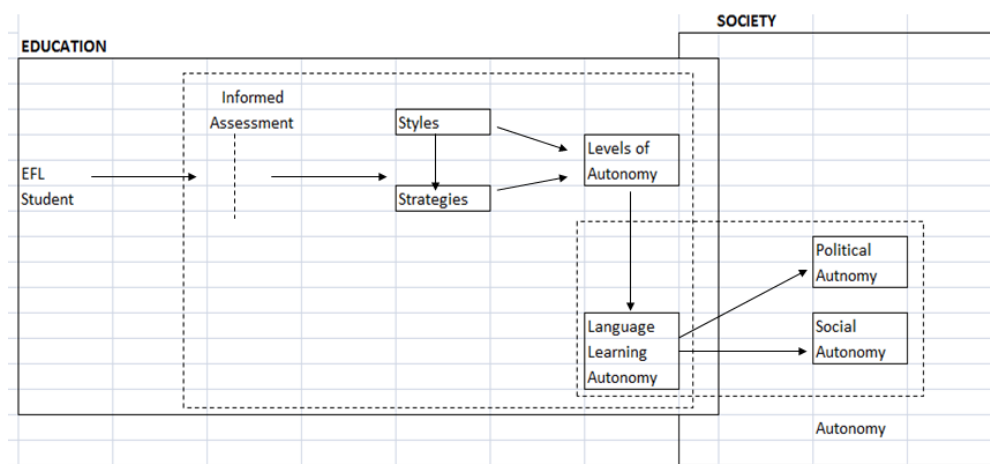


Figure 1 Theoretical Framework

1.8.1. Autonomy

It comes as no surprise to those involved with the process of teaching a foreign language to hear that “the age of the learner” is upon us. Education has suffered an enormous change in direction. The teacher-centered education is no longer the status quo in the schools of the new millennium. One of the most important issues in this transformation into Learner-centered education is Autonomy. But, what is autonomy? Numerous studies have attempted to explain the definition of Autonomy in different fields.

Autonomy comes from ancient Greek meaning Auto: *Self* and Nomos: *Law* (Wikipedia); considered by Usma and Frodden as the highest expression of liberty (20). In a general point of view, it is often understood as the ability humans have to plan and choose what to do, they can think for themselves and have the freedom and right to form their own opinions on moral questions (Downie and Telfer 1). The term Autonomy has come to be used to refer to a universal goal of education (Frodden and Cardona 1); an ability to take charge of one’s own learning (Holec qtd in Little 1); concepts like independence, self regulation and freedom are related to it (Usma; Lagos and Ruíz 10). Additionally, it has been considered as superior value by Papacchini (qtd. In Cardona); and as a way of living an organized and passionate life (Lagos and Ruiz 12). Even there are discussions about the topic to mention, Daoud wonders if it is self-initiated or encouraged and democratic (qtd. in Usma and Frodden 13).

Although these ideas are widely accepted, it is important to contextualize the Autonomous concept in the fields of Politics, Medical implications, and Social Aspects. This will lead the present study towards a better understanding of Autonomy and its implications in Language Learning.

1.8.1.1 Autonomy and Political issues:

In addition to this political subject area, some authors stated the following impressions of Autonomy:

- Personal Freedom and Autonomy as a truly free government where everyone votes, every citizen (Rousseau 191).
- Choices and Autonomy as the idea that individuals should be able to make their own individual choices about important life matters, even if their choices differ markedly different from what [others] might choose under the same circumstances (Kant qtd. In Johnson).
- Equality and Autonomy used to oppose perfectionist or paternalistic views and refers to as the notion of equal respect. Government is required to treat its citizens neutrally, in the sense that it cannot favor the interest of some over others (Dworkin 29).
- The government of oneself and Autonomy as the independence of one's deliberation and choice from manipulation by others, and the capacity to rule oneself (Dworkin, Arneson, Feindberg).

Exercising the right of personal freedom, choosing what is good to every individual, respecting individualities, liberating yourself from manipulation are key concepts to understand Autonomy in the Political field.

1.8.1.2 Autonomy and Social Aspects:

So far, conceptions about political conceptions have been described. In the social context, although Autonomy has implications at all levels. There is a general agreement that Autonomy is generated in society. How does society influence the generation of an Autonomous person? There are several situations that can influence the development of Autonomy.

For instance, the development of Autonomy can start from small requirements at home. Parents ask their children to do their homework alone, which encourages them to develop independency (Lagos and Ruiz 13). Some other activities a family can provide in order to enhance autonomy are the possibility to travel and having a model of autonomy during childhood. In contrast to good experiences provided by the family, children that have to overcome difficult situations become more autonomous (13). A family plays an important role in the development of Autonomy in either positive or negative ways.

Another contrastive idea is the fact that some people freely decide to be restricted in various ways, whether by discipline of the monastery, regimentation of the army, or even coercion. This does not, on that account alone, make them less autonomous (Dworkin 29). Hence, the decision that the person makes is the act of Autonomy.

So, social situations will take the person closer or further from Autonomy. Society provides the stages and experiences in which Autonomy plays a central role, from the heart of homes to the most complex systems of interaction. One of those systems is education.

1.8.1.3 Autonomy and Education

While a variety of definitions of the term Autonomy have been suggested in different contexts, this paper focuses its attention in the field of Education. In recent years, there has been an increasing amount of research dedicated to study Autonomy and Language Learning. However most of them suggest Self Access Centers where learners are thought to enhance what they have learned in their classes. For this reason in the pages that follow, it will be shown information about the current studies concerning Autonomy and Education in Colombia focusing on the learner and not the resources center, besides, LL strategies, LL styles and strategy training are as well included in this section.

First, a contrast between the aim of Autonomous learning and the current Colombian Education system are geared towards. Then implications of Language Learning Strategies and Autonomous Learning will be presented. Finally an attempt to establish the relationship between the Strategies and the Styles and its implications in the Autonomous process of learning will be made.

a.) Autonomy and the Colombian Education system

In the field of language learning, Autonomy carries on various connotations. It may refer to learners learning by themselves; or a set of self-directed learning abilities learned and used *a posteriori*. While a variety of definitions of the term have been proposed, this paper will use the definition first suggested by Little and Low as the capacity that learners develop in order to commit themselves in a critical reflection, carry out process of decision taking, and act independently. The endeavor of Autonomy in Education expresses the evident will of the person to acquire knowledge as well as experiences, to take them and renovate them constantly in favor of her own education (Pimienta and Salazar 6). This interpretation contrasts with the Colombian Education and its current massive learning situation.

Massification implies a lack of interest in individuals, hence, massifying education in such way entails individuals to learn “how to follow directions and obey” (Lagos and Ruiz 17) losing the most vital right humans have: the power of taking decisions.

To mention, desertion has hitherto been poorly fought and mediocrity is up to now a disease in the system. Education in Colombia does not focus its efforts on learners' self reflection upon the learning process, nor on the development of strategies in favor of Autonomous learners. Is it maybe because it takes too much time to be trained in these abilities? What is the kind of education that Colombia requires? Massive education seems the only way to overcome the third world country complex of overpopulation, yet, it would be interesting to deeply research about it. However, the aim of this research goes up in another way. Does Colombia deserve a better quality of education? The answer is obvious, people always deserve the best.

Education elevated at its best implies to aim high. Education needs to work on the individual as a being in society being part of it but with identity, with acknowledgement of herself. Every society enriches itself through education, though some sectors find certainly very convenient to have the population of a country working as a mass with no awareness of themselves and their right to choose the best. The enrichment of citizens implies to become aware of their autonomy. That is why Autonomous Language Learning Education must have a superior intention; it must be determined to set humans free from massive systems of control, as systems generalize individuals, systems do not work the same with every person. A democratic society asks for the protection of their democratic ideals (Dickinson, 1987-28) through an educational process leading to independent individuals being able to choose by themselves, thinking critically, and being responsible of their acts. Training in strategies to enhance Autonomy must provide the tools that permit the individual to self-evaluate and choose the best way to

learn. Autonomy is the enemy of mediocrity; it builds up individuals aware of their right to choose. What are the ways that lead learners towards autonomy? It all requires two things: Tools and Will.

b.) Language Learning Strategies

According to the definition provided by Oxford, learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations (8). Another definition made by Colombian researchers considers LL strategies steps used by learners to foster their own learning (Vera et. al.12). Chamot refers to learner strategies as the conscious thoughts and actions that learners take in order to achieve a learning goal. He also states that strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths (qtd. in Littlejohn 4). In addition, Canning in his analysis of requirements needed in order to achieve Autonomy, states that:

“The practice of learner autonomy requires insight, a positive attitude, a capacity for reflection, and a readiness to be proactive in self-management and in interaction with others. This working definition captures the challenge of learner autonomy: a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another”

The dimensions previously mentioned refer, as well, to those stated by Oxford in her book Language Learning, though there are two more that were not mentioned: Memory Strategies and Compensation Strategies. There is, however a bigger classification of this strategies, it is shown in the next table:

DIRECT STRATEGIES	INDIRECT STRATEGIES
Memory Strategies	Metacognitive Strategies
Cognitive Strategies	Affective Strategies
Compensation Strategies	Social Strategies

Table 1 Direct and Indirect Strategies (Source: Oxford)

Oxford classified strategies and organized them in an inventory. This inventory conceives Memory and Cognitive strategies as the ones that help learners to understand and recall new information. They work with mental linkages strategies, the use of images and sound, tasks such structured reviewing or engaging themselves into action. When overcoming knowledge gaps, Compensation strategies are the tools learners use in order to guess intelligently and compensate limitations in speaking and writing (Oxford 16). The three mentioned strategies belong to a higher classification called Direct strategies, as they are directly involved with the target language (39). Opposite to direct strategies are the indirect strategies, in which Metacognitive, Affective, and Social strategies underpin the business of language learning. Metacognitive strategies are responsible for the regulation of the learners' cognition. It also helps to focus, plan, and evaluate their progress as they move toward communicative competence (9). Affective strategies help learners to get actively involved, control anxiety, encourage yourself, and managing properly learners' emotional temperature. In addition to this, Social strategies provide the necessary interaction to reach communicative competence by cooperating and empathizing with others, and asking question (9). Although all of these aspects have to deal with Autonomy, the study focused the design of the first sessions on cognitive strategies related to the creation of structures for input and output such as: Taking notes, Summarizing, and Highlighting. However, metacognitive strategies took place as well. How can these sessions promote learners autonomy? When strategies combine, the results improve.

In addition, research in Metacognitive and Cognitive learning strategies suggest that when using direct strategies (cognitive) along with indirect strategies (metacognitive) the learning process is maximized by pairing appropriately the strategies (Brown et al. qtd in O'Malley and Chamot 8) As stated by Holec, the strategies mentioned promote autonomous learners to the extent to which learners make use of their right to choose the best for them based on awareness and self reflection,

“The autonomous language learner takes responsibility for the totality of his learning situation. He does this by determining his own objectives, defining the contents to be learned and the progression of the course, selecting methods and techniques to be used, monitoring this procedure, and evaluating what he has acquired. [...] The self-directed learner chooses the methods of instruction through trial-and-error. His selection is based on the objectives set and its applicability to internal and external constraints. The learner evaluates his attainment through his objectives, and this evaluation helps him to plan subsequent learning. The concept of autonomous learning requires a redefinition of knowledge from an objective universal to a subjective individual knowledge determined by the learner”.

There is, therefore, an explicit need for developing LL strategies. Some of the advantages stated by Kolb and Fry are that teachers who become aware of and use a great deal of learning strategies can guide their learners in a better way through their learning process, since they can foresee the difficulties learners are going to encounter and help them be prepared to overcome them. Learners without Metacognitive or Cognitive strategies are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their

accomplishments and future learning directions (O'Malley and Chamot). In order to maximize the use of strategies, it is important to acknowledge the learners' style when learning.

c.) Language Learning Styles

Despite LL styles are a key concept in the process of Autonomous LL, most studies about Autonomy have only been carried out taking into account resources center, or the development of projects, even portfolio (Council of Europe's European Language Portfolio). A small number of papers have focused on studying styles in learners in order to generate accurate training sessions about LL strategies.

LL styles are defined as simply different approaches to or ways of learning. There are three major learning styles. We can differentiate between visual, aural or auditory and tactile learners: visual learners learn through seeing; aural or auditory learners learn through listening, and tactile learners learn through moving, doing and touching (Dunn et al). The characteristics of such styles are described in table 2:

Style	Characteristics
Visual Learners	<ul style="list-style-type: none"> • Need to see the teacher's body language and facial expressions to fully understand the content of a lesson. • Tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). • Learn best from visual displays: diagrams, illustrated text books, videos, charts and hand-outs. • Prefer to take detailed notes to absorb the information.
Auditory learners	<ul style="list-style-type: none"> • Learn best through verbal lectures, discussions, talking things through and listening to what others have to say. • Interpret the underlying meanings of speech through listening to the tone of voice, pitch, speed and other nuances. • Written information may have little meaning until it is heard. • Benefit from reading text aloud and using a tape recorder.
Tactile learners	<ul style="list-style-type: none"> • Learn best through actively exploring the physical world around them. • Find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

Table 2 Learning Styles. Source (Dunn et. al.)

In regards to the design of the sessions of LL strategies, it is of particular interest to take into account the different styles learners may present while performing activities such as note taking, highlighting, and summarizing. Therefore, training sessions will include workshops in which learners will become aware of their learning style. In this way, as Kolb and Fry conclude, from his research some of the advantages obtained through the knowledge of learners' styles will be:

- Learners who know their learning styles can realize which activities they can benefit more from.
- Consultants who know their learners learning styles can change the way they organize and execute classroom activities so as to cater for all their learners' needs in terms of learning preferences.

2 METHODOLOGY

2.1. FIRST SURVEY

It is important to mention that the population of the present research is limited to the will of learners. As the first stage of this project is to diagnose learners' level of autonomy in EFL learning, it was necessary to apply a survey to the population (33 learners of *Los Cedros* high school from Bucaramanga), in order to collect data about autonomous behavior of these participants and their habits related to their learning process. This survey was designed based on a matrix from a university class, *Autonomous Learning Models*, taught by Professor Esperanza Revelo Jiménez. The survey was focus on the dimension: Metacognition and its subdivisions.

In the first part of the survey there were socio demographic information questions. In the second part, there were 11 statements (to answer by crossing out Siempre, A veces or Nunca) and finally 3 open ended questions. The statements were assigned a value using as a base a narrowed down Likert's scale from 3 to 1 as follows:

Dimension	Items	Siempre	A veces	Nunca
Awareness	1. Reconozco claramente cuál es mi papel dentro de mi proceso de aprendizaje.	3	2	1
Self responsibility	2. Reconozco la libertad que poseo para tomar decisiones en cuanto a mi aprendizaje.	3	2	1
Self responsibility	3. Soy consciente de las posibles consecuencias de las decisiones que tomo en mi proceso de aprendizaje.	3	2	1
Self reflection	4 . Analizo los resultados de mi proceso de aprendizaje.	3	2	1
Self reflection	5. Tomo decisiones de cómo mejorar basandome en los resultados analizados.	3	2	1
Learning Strategy Planning	6. Establezco objetivos claros por cumplir.	3	2	1
Learning Strategy Use	7. Selecciono e implemento la estrategias de acuerdo a mis necesidades.	3	2	1
Self evaluation	8. Comparo mis resultados con los objetivos propuestos.	3	2	1
Self Assesment	9. Califico mi desempeño academico.	3	2	1
Self monitoring	10. Tomo apuntes de la clase en mi cuaderno o agenda.	3	2	1
Self monitoring	11. Mis registros reflejan mi proceso de aprendizaje en clase.	3	2	1
Awareness	12. ¿A quien le muestro mis resultados en inglés?¿Por qué? _____			
Learning Strategy Use	13. ¿Que acciones tomo cuando mis resultados no me son satisfactorios?_____ _____			
Learning Strategy Planning	14. ¿Cuál es mi objetivo en esta materia? _____ _____			

Table 3 Matrix Survey 1

In order to start the research, it was necessary the authorization from Parents or the people in charge of the learners in order to apply surveys and interviews.



Bucaramanga, Febrero 1 de 2010

**CÓMO PROMOVER LA AUTONOMÍA EN LAS CLASES DE INGLÉS COMO LENGUA
EXTRANJERA**

Queridos padres de familia,

El aprendizaje autónomo es la meta de la educación de hoy. Éste expresa la voluntad manifiesta del aprendiente por adquirir tanto conocimientos como experiencias, apropiarlos y renovarlos constantemente en pro de su propia formación. Un aspecto muy importante dentro del aprendizaje autónomo es la autoevaluación y el conocimiento de sus propias capacidades. Hoy, extendemos una invitación para que nos permita que su hijo/hija haga parte de un proyecto de investigación en el aula. El propósito de este proyecto de investigación es identificar la voluntad de los aprendientes por aprender autónomamente y el conocimiento que tiene sobre sus habilidades y estrategias de aprendizaje. Todos los aprendientes del colegio Los Cedros han sido invitados a ser parte de este proyecto de investigación. Se tiene planeado hacer recolección de datos sobre el tema con encuestas y entrevistas, y nos encantaría obtener su permiso para permitir que su hijo/hija participe en estas actividades relacionadas con aprendizaje autónomo. Las actividades se llevarán a cabo en el colegio.

En cuanto a la información adquirida por medio de entrevistas y encuestas será de total confidencialidad y no serán asociados a nombres de individuos. Los resultados obtenidos se usarán para identificar la voluntad de los aprendientes por aprender autónomamente y su conocimiento en cuanto a estrategias de aprendizaje autónomo.

Les recordamos que la participación en el proyecto de investigación es completamente voluntaria y se les preguntará a los estudiantes su consentimiento antes de participar. Además, los estudiantes pueden decidir no responder ante cualquier pregunta en cualquier momento.

Si prefiere que su hijo o hija NO participe de este estudio, por favor complete y envíe al colegio el formato anexo durante la primera semana de Febrero. Si ha decidido que su hijo o hija no participará, se le dará una actividad alternativa durante este periodo. Esta decisión no afectará de ninguna manera las notas del aprendiente. Si no se recibe el

Figure 2 Parents permission 1



formato firmado por el menos uno de los padres, el proyecto empezará como se ha descrito y su hijo o hija será incluido dentro del estudio.

Si tiene preguntas sobre el proyecto de investigación, por favor comuníquese con la encargada del proyecto: Yelmy J. Roberto, quien puede atender sus inquietudes de martes a viernes de 10 a 10:30 am en el colegio. Por favor, siéntese libre de guardar una copia de este carta.

Gracias por su atención,

Yelmy J. Roberto
Estudiante de Licenciatura en Inglés
UIS

Anexo

DESEO QUE MI HIJO/HIJA NO PARTICIPE EN EL PROYECTO

"CÓMO PROMOVER LA AUTONOMÍA EN LAS CLASES DE INGLÉS COMO LENGUA
EXTRANGERA

Solo complete este formato si desea que su hijo/hija no haga parte del proyecto de Investigación.

Yo deseo que mi hijo _____ no sea incluido en el estudio descrito anteriormente que empezará en Febrero de 2010 en su salón de clases regular.

Nombre del padre/estudiante: _____

Firma: _____ Fecha: _____

ESTE FORMATO DEBE SER DEVUETO ENTRE EL 3 Y 4 DE FEBRERO DE 2010

Encargada del proyecto de Investigación: Yelmy J. Roberto

Estudiante de Licenciatura en Inglés, UIS |

Figure 3 Parents Permission 2

It was also necessary to have the authorization from the learners as well. The format used for this purpose is presented here:

Items	Siempre	A veces	Nunca
1. Reconozco claramente cuál es mi papel dentro de mi proceso de aprendizaje.			
2. Reconozco la libertad que poseo para tomar decisiones en cuanto a mi aprendizaje.			
3. Soy consciente de las posibles consecuencias de las decisiones que tomo en mi proceso de aprendizaje.			
4. Analizo los resultados de mi proceso de aprendizaje.			
5. Tomo decisiones de cómo mejorar basándome en los resultados analizados.			
6. Establezco objetivos claros por cumplir.			
7. Selecciono e implemento la estrategias de acuerdo a mis necesidades.			
8. Comparo mis resultados con los objetivos propuestos.			
9. Califico mi desempeño académico.			
10. Tomo apuntes de la clase en mi cuaderno o agenda.			
11. Mis registros reflejan mi proceso de aprendizaje en clase.			
12. ¿A quién le muestro mis resultados en inglés? ¿Por qué? _____ _____			
13. ¿Qué acciones tomo cuando mis resultados no me son satisfactorios? _____ _____ _____			
14. ¿Cuál es mi objetivo en esta materia? _____ _____			

Table 4 Survey 1

FIRST SURVEY ANALYSIS: SOCIO DEMOGRAPHIC INFORMATION

PART	GRADE	AGE	GENDER	NEIGHBOURHOOD	MOTHER'S PROFESSION	FATHER'S PROFESSION	LANGUAGES	STARTED ENGLISH	DIFFICULTIES IN THE LANGUAGE	TUTORIES	HOURS
1	9	14	M	ST BÁRBARA	ORIENTADORA FAMILIAR	PERSONERO DELEGADO	ESPAÑOL, INGLÉS, FRANCÉS	IRO	HABLAR	SI	2 Ó 4
2	9	15	M	REAL DE MINAS	COMERCIANTE	DOCENTE	ESPAÑOL	PRIMERO	LEER, ESCUCHAR	NO	
3	9	14	M	LAGOS DEL CACIQUE	GERENTE	VETERINARIA	ESPAÑOL, INGLÉS, FRANCÉS	PREJARDIN	GRAMATICA	SI	127
4	8	16	F	CAÑAVERAL	DISEÑADORA DE MODAS	ADMINISTRADOR DE EMPRESAS	ESPAÑOL, INGLÉS	PREPARATORIA	GRAMATICA	NO	
5	8	14	M	LAGOS DEL CACIQUE	PINTORA	PENSIONADO	ESPAÑOL, INGLÉS	PREESCOLAR	ESCRIBIR	SI	4
6	8	15	M	SOTOMAYOR	CONTADORA	ARQUITECTO	ESPAÑOL, INGLÉS	PRIMERO	GRAMATICA	NO	
7	8	17	F	SANTA BARBARA 2	JEFE TECNICA DE SALUDCOOP	GEOLOGO	ESPAÑOL	SEGUNDO	ESCUCHAR	SI	2
8	7	12	M	RUITOQUE CONDOMINIO	CARTERA DE EMPRESA	GERENTE	ESPAÑOL, INGLÉS	PRIMERO	LEER, ESCUCHAR	NO	
9	7	13	F	CERROS DEL CAMPESTRI	AMA DE CASA	ING ELECTRONICO	ESPAÑOL, INGLÉS, FRANCÉS	TERCERO	ESCRIBIR	SI	1
10	7	11	M	EL PRADO	NUTRICIONISTA	ING SISTEMAS	ESPAÑOL, INGLÉS, FRANCÉS	SEGUNDO	ESCUCHAR	NO	
11	7	11	M	SOTOMAYOR	ING ELECTRICISTA Y SISTEMAS	ING ELECTRICISTA Y CIVIL	ESPAÑOL, INGLÉS	PREESCOLAR	NINGUNA	SI	4
12	7	14	F	URB FATIMA	AMA DE CASA	PENSIONADO DE ECOPETROL	ESPAÑOL, INGLÉS, FRANCÉS	KINDER	LEER	SI	20
13	7	13	M	CAÑAVERAL	AMA DE CASA	COMERCIANTE	ESPAÑOL, INGLÉS	PRIMERO	ESCUCHAR	SI	2
14	6	14	F	CABECERA	AMA DE CASA	ING PETROLEOS	ESPAÑOL, INGLÉS	PREESCOLAR	HABLAR	NO	
15	6	14	M	CABECERA	GERENTE	CONGRESO	ESPAÑOL	PRIMERO	ESCRIBIR	SI	1
16	6	12	F	CAÑAVERAL	ODONTOLOGA	PILOTO COMERCIAL	ESPAÑOL, INGLÉS, ITALIANO	SEGUNDO	HABLAR	SI	10
17	11	18	M	LAGOS DEL CACIQUE	PSICOLOGA	ARQUITECTO	ESPAÑOL	PRIMERO	GRAMATICA	NO	
18	11	18	M	CAÑAVERAL	CONTADORA	CONTADOR	ESPAÑOL, INGLÉS, FRANCÉS	TRANSICION	TODAS LAS OPCIONES	SI	
19	11	16	F	LA AURORA	ING AMBIENTAL	ING AMBIENTAL	ESPAÑOL, INGLÉS, FRANCÉS	KINDER	HABLAR	SI	2
20	11	17	M	PALOMAR DEL LAGO	EMPRESARIOS	EMPRESARIOS	ESPAÑOL, INGLÉS	NOVENO	TODAS LAS OPCIONES	SI	2
21	11	17	M	LAGOS DEL CACIQUE	TRABAJADORA SOCIAL	ING PETROLEOS	ESPAÑOL, INGLÉS	TERCERO	HABLAR	SI	3 años
22	11	17	M	LAGOS DEL CACIQUE	AMA DE CASA	INGENIERO	ESPAÑOL	PRIMERO	LEER, ESCRIBIR	NO	
23	11	17	M	LAGOS DEL CACIQUE	AMA DE CASA	ING MECANICO	ESPAÑOL	TERCERO	GRAMATICA	NO	
24	11	17	M	SAN FRANCISCO	NO RESPONDE	NO RESPONDE	ESPAÑOL, INGLÉS	PRIMARIA	ESCUCHAR	SI	2
25	11	17	F	LAGOS DEL CACIQUE	ORIENTADORA FAMILIAR	ABOGADO	ESPAÑOL, INGLÉS, FRANCÉS	PRIMARIA	TODAS LAS OPCIONES	NO	
26	10	16	M	PANDEAZUCAR	ARTISTA PLASTICA	COMERCIANTE	ESPAÑOL	PRIMERO	TODAS LAS OPCIONES	SI	12
27	10	16	M	LAGOS DEL CACIQUE	ESTETICISTA	INGENIERO	ESPAÑOL, INGLÉS, FRANCÉS	TRANSICION	TODAS LAS OPCIONES	SI	2
28	10	17	M	FATIMA	RADIOLOGA	COMERCIANTE	ESPAÑOL	TERCERO	HABLAR	SI	10
29	10	16	M	RUITOQUE BAJO	ABOGADA	ABOGADO	ESPAÑOL, INGLÉS	PREESCOLAR	GRAMATICA	NO	
30	10	16	M	LAGOS DEL CACIQUE	CONTADORA	ARQUITECTO	ESPAÑOL, INGLÉS	PREJARDIN	HABLAR	SI	1
31	9	16	M	LOS ANDES	AMA DE CASA	PENSIONADO	ESPAÑOL, NORUEGO,		ESCRIBIR, ESCUCHAR,		
32	9	15	M	CAÑAVERAL	ODONTOLOGA	PENSIONADO	POLACO, INGLÉS	PRIMERO	GRAMATICA	NO	
33	9	15	F	PARALELA	AMA DE CASA	COMERCIANTE	ESPAÑOL, INGLÉS	NO SE	TODAS LAS OPCIONES	SI	2
								KINDER	GRAMATICA	SI	1

Table 5 Socio Demographic Information

Participants' answers for the final question in the first part of the survey:

¿Ha realizado actividades extra clase que le sirvan de apoyo para la clase de inglés?

EXTRA CLASS ACTIVITIES	# LEARNERS
LECTURAS	16
LIBROS	10
VIDEOS MUSICALES	19
PELÍCULAS	25
JUEGOS	22
MENSAJES DE TEXTO	6
REDES SOCIALES	11
CHAT	15
CONVERSACIONES CON HABLANTES NATIVOS	8

Table 6 Extra Class Activities

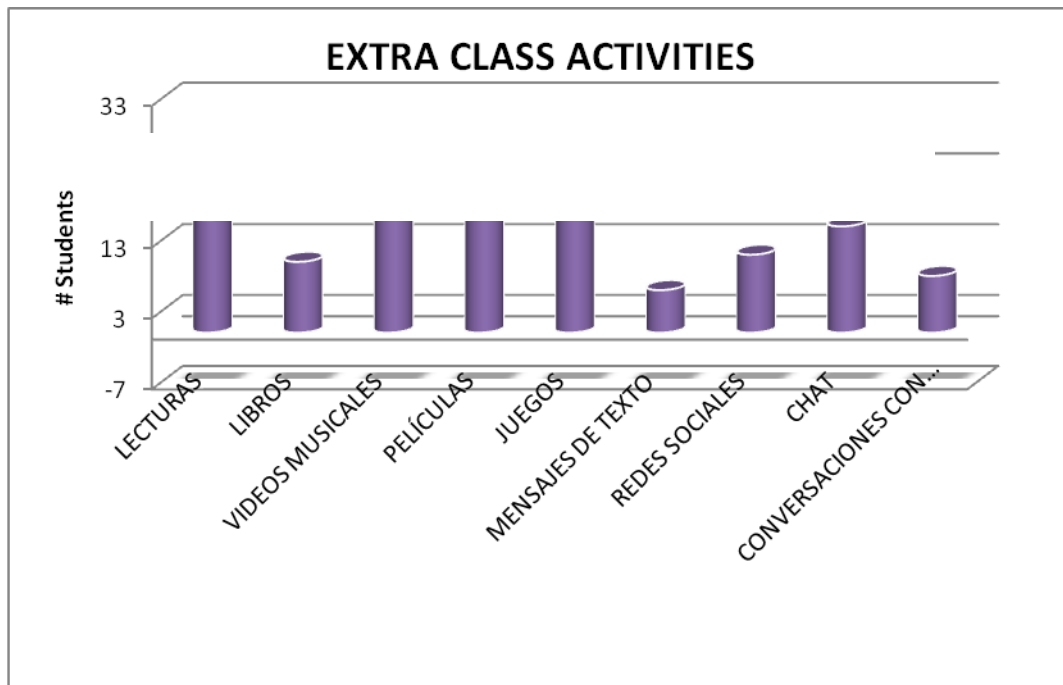


Figure 4 Extra Class Activities

FIRST SURVEY ANALYSIS: PARTICIPANT'S ANSWERS TO THE 11 STATEMENTS (Mean, Mode and Standard Deviation analysis)

ITEM	1			2			3			4			5			6			7			8			9			10			11			TOTAL		
	P/OP	S	A	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A	N	S	A	N	TS	TA	TN		
1	x				x			x			x			x			x			x			x			x			x			7	4	0		
2	x			x				x			x			x			x			x			x			x			x			4	6	1		
3		x		x					x			x			x			x			x				x			x			5	2	4			
4		x		x					x			x			x			x			x				x			x			7	4	0			
5		x			x				x			x			x			x			x			x			x			0	7	4				
6	x			x				x			x			x			x			x			x			x			x			6	5	0		
7					x				x				x				x				x				x				x			4	4	3		
8	x				x				x				x				x				x				x				x			6	5	0		
9	x				x				x				x				x				x				x				x			7	3	1		
10		x		x					x				x				x				x				x				x			7	4	0		
11	x			x					x				x				x				x				x				x			11	0	0		
12		x		x					x				x				x				x				x				x			4	6	1		
13		x		x					x				x				x				x				x				x			1	9	1		
14	x				x		x						x								x					x				x			9	1	1	
15	x			x					x				x				x				x				x				x			6	4	1		
16		x		x					x				x				x				x				x				x			2	5	4		
17	x			x					x				x				x				x				x				x			4	7	0		
18	x			x					x				x				x				x				x				x			3	4	4		
19	x			x					x				x				x				x				x				x			9	2	0		
20	x			x					x				x				x				x				x				x			10	1	0		
21	x				x				x				x				x				x				x				x			4	6	1		
22	x			x					x				x				x				x				x				x			5	4	2		
23	x			x					x				x				x				x				x				x			6	5	0		
24				x					x				x				x				x				x				x			4	5	2		
25		x		x					x				x				x				x				x				x			7	4	0		
26		x		x					x				x				x				x				x				x			2	6	3		
27		x		x					x				x				x				x				x				x			6	4	1		
28	x				x				x				x				x				x				x				x			4	4	3		
29	x			x					x				x				x				x				x				x			11	0	0		
30	x				x				x				x				x				x				x				x			5	6	0		
31	x			x					x				x				x				x				x				x			2	8	1		
32	x			x					x				x				x				x				x				x			5	4	2		
33	x				x				x				x				x				x				x				x			5	6	0		
Total	22	10	1	23	10	0	20	13	0	10	18	5	9	21	3	12	17	4	13	14	6	21	5	7	13	14	6	16	14	3	14	14	5			
Values	66	20	1	69	20	0	60	26	0	30	36	5	27	42	3	36	34	4	39	28	6	63	10	7	39	28	6	48	28	3	42	28	5			
Mean	2.6363636	2.6969697	2.6060606	2.6060606	2.1515151	2.1818181	2.2424242	2.2121212	2.2121212	2.4242424	2.2121212	2.3939394	2.2727272																							
Median	2.5	3		3	3		2	2		2	2		2	1.5		2	1.5		2	2.5		2	2.5		2	2		1.5								
Mode	3	3		3	3		2	2		3	2		3.2		3	3.2		3.2		3.2		3.2		3.2		3.2		3.2								
SD	1.7	1.7		1.9	1.5		1.4	1.7		1.8	1.7		1.8		2.1	1.8		1.9		1.8		1.9		1.8		1.8		1.8								

Table 7 Participants' Answers Survey 1

2.1.1 Survey Analysis

a) Dimension Awareness: ITEM 1

In the survey, there was a statement and an open ended question related to the Awareness dimension. Statement number one was “Reconozco claramente cuál es mi papel dentro de mi proceso de aprendizaje”. For this item, the results were as follows:

Item N. 1	Siempre	A veces	Nunca
Total	22	10	1
Mean	2.636363636		
Median	2.5		
Mode	3		
SD	1.7		

Table 8 Awareness

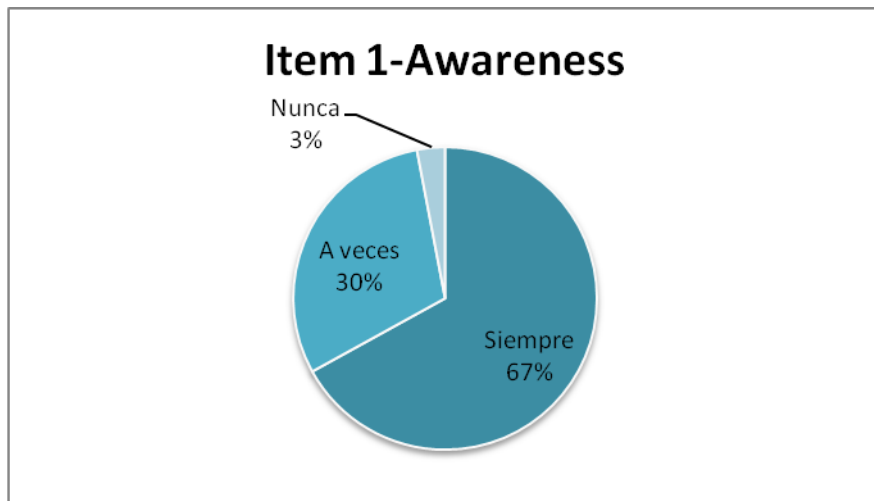


Figure 5 Awareness

In the pie chart it is noticeable that there is a tendency to answer positively to this item. From 33 participants, the 67% confirm that they always have clear their role

in their learning process; 30% of them sometimes have this role clear; and only 3% of them have never had awareness of their role in the learning process. These results show that there is an inclination to understand clearly which their part is in their learning process.

The question twelve in the survey was open ended and related also with Awareness: “¿A quién le muestro mis resultados en inglés? ¿Por qué?”. For this item, the results were analyzed through Domain and Taxonomic Analysis, these are the results:

a) Domain analysis question 12

¿A quién le muestro mis resultados en inglés? ¿Por qué?

STRICT INCLUSION

Mamá *is a kind of* Acudiente

SPATIAL

Mamá
Papá
Hermano *is part of* Familia
Padrino

CAUSE/EFFECT

No mostrar los resultados de inglés *is a result of* falta de costumbre

RATIONALE

Mis padres piden resultados
Son responsables de mi *is a reason for* Mostrar mis resultados a mis padres
Mis padres pagan

Veán como voy (*sic*). ***is a reason for*** Mostrar mis resultados a mi familia

Sepan como voy (*sic*).
Veán avances o dificultades
Veán que no voy mal ***is a reason for*** Mostrar mis resultados a mis padres
Veán que cumplo metas
Sepan que no voy mal

Ella habla el idioma ***is a reason for*** Mostrar mis resultados a mi mamá
Es mi acudiente

Porque tiene fe en mi ***is a reason for*** Mostrar mis resultados a mi papá

Sólo confío en mi padrino ***is a reason for*** Mostrar mis resultados a él

Es información personal
No me interesa ***is a reason for*** No mostrar mis resultados
No me preguntan
No es costumbre

Discutir los resultados ***is a reason for*** Mostrarle mis resultados al profesor

FUNCTION

Mostrar mis resultados a mi mamá ***is used for*** apoyo
Ayuda

Mostrar mis resultados a mi familia ***is used for*** Ayuda

Mostrar mis resultados a mi hermano

Mostrar mis resultados a mi papá **is used for**

Apoyo

Mostrar mis resultados a mis padres **is used for**

Veán que no voy mal

Mostrar mis resultados a mis padres

Veán cómo voy

is used for

Mostrar mis resultados a mi hermano

Sepan cómo voy

Mostrar mis resultados a mi hermano **is used for**

Enseñar

Corregir

Ayudar

Saber cómo voy

Mostrarle mis resultados al profesor **is used for**

Discutir los resultados

Mostrar resultados a mis amigos

is used for

Comparar

Mostrar resultados a mis compañeros

MEANS –END

Mostrar mis resultados a mis padres ***is a way to***

Sepan cómo voy
Vean avances o dificultades
Vean que no voy mal
Vean que cumplo metas
Sepan que no voy mal

Mostrar mis resultados a mi familia ***is a way to***

Vean cómo voy
Me ayuden

Mostrar mis resultados a mi hermano ***is a way to***

Sepa como voy

b) Taxonomic Analisis question 12

¿A quién muestro mis resultados en inglés? ¿Por qué?

A quien muestro resultados y por qué.	Familia (1)	Personas	Padres (9)	Papá (1) Mamá (5)				
			Hermano (2)					
			Padrino de Confirmación (1)					
		Motivos	Veán Sepan	Como voy	No voy mal Que cumplo metas			
				Avances o dificultades				
			Apoyo y ayuda	Patrocinan Economicamente Corrigen Hablan Inglés Enseñan Generan confianza				
	Colegio	Personas	Profesores (3)					
			Compañeros					
		Motivos	Profesores	Aclarar dudas Discutir Resultados				
			Compañeros	Comparar				
	Otros	Personas	Amigos (3)					
			Nadie (10)					
		Motivos	Amigos	Comparar				
			Nadie	Por falta de costumbre No hay interes No preguntan por ellos Es información personal				

Figure 6 Taxonomic Analisis: Awareness

Given the results of the open ended question related to awareness, the data shows that participants mostly report their performance in the English subject to their

family in order to be recognized as good learners, which means that they accomplish the proposed goals. Another reason for reporting their performance to their family is in order to obtain help and support from them. The data also shows that the participants share their results at school with teachers in order to discuss the grades and clarify doubts. It is also reported that participants share information about their performance with classmates, as well as friends, in order to compare results. There is a significant amount of participants who do not share the information about their performance at all, some of the reasons given are: the person is not used to do it; there is no interest in showing them because it is his/her own business; and some participants report that parents or people in charge of them are not interested in the results.

In general, there is a big part of the population that is aware of their role in their learning process; however, they do not present clear autonomy or desire to do it by themselves. Their role as learners is considered as a duty because of family pressure. Reporting their performance is used for comparing and most of the times improving it through extra help from relatives. Nevertheless there are a group of them that consider the results of their performance as private and as personal information.

b) Dimension Self responsibility: ITEMS 2 and 3

In the survey there were two items related to the Self responsibility dimension, the two of them were close ended statements (questions 2 and 3). The first statement was: "Reconozco la libertad que poseo para tomar decisiones en cuanto a mi aprendizaje". For this item, the results were as follows:

Item N. 2	Siempre	A veces	Nunca
Total	23	10	0
Mean	2.696969697		
Median	3		
Mode	3		
SD	1.7		

Table 9 Self Responsibility 1

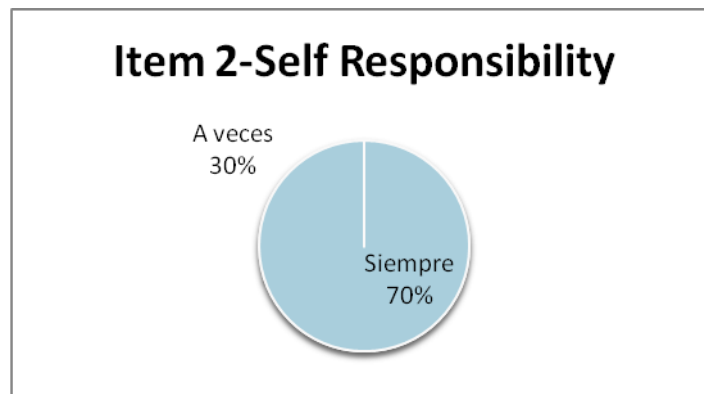


Figure 7 Self Responsibility 1

In the pie chart it is noticeable that there is a tendency to answer positively to this item. From 33 participants, the 70% confirm that they acknowledge their self responsibility in their learning process; 30% of them sometimes recognize their responsibility. These results show that there is an inclination to be aware of their own responsibility in terms of learning options and their decisions.

The other statement related to Self responsibility was: "Soy consciente de las posibles consecuencias de las decisiones que tomo en mi proceso de aprendizaje". For this item, the results were as follows:

Item N. 3	Siempre	A veces	Nunca
Total	20	13	0
Mean	2.606060606		
Median	3		
Mode	3		
SD	1.9		

Table 10 Self Responsibility 2



Figure 8 Self Responsibility 2

In the pie chart it is noticeable that there is a tendency to answer positively to this item. From 33 participants, the 61% confirm that they always recognize the possible consequences of choices made by their own responsibility; 39% of them sometimes recognize the possible consequences of their choices; and none of the participants selected the option Never. These results show that there is a strong tendency to acknowledge their freedom of choice and the possible consequences of their decisions; and that some of them are starting to recognize their responsibility.

In general, most of the participants are always aware of their freedom of choice and assume the responsibility of their choices.

c) Dimension Self reflection: ITEMS 4 and 5

In the survey there were two items related to the Self reflection dimension, the two of them are close ended statements. The first one was “Analizo los resultados de mi proceso de aprendizaje”. For this item, the results were as follows:

Item N. 4	Siempre	A veces	Nunca
Total	10	18	5
Mean	2.151515152		
Median	2		
Mode	2		
SD	1.5		

Table 11 Self Reflection



Figure 9 Self Reflection 1

The pie chart shows a clear tendency for the neutral option. From 33 participants, the 30% of them always analyze their learning process results; 55% of them sometimes analyze these results; and 15% of the participants never analyze their results. This variety of answers shows that there is not a strong inclination towards self reflection.

The second statement was also related to self reflection: “Tomo decisiones de cómo mejorar basándome en los resultados analizados”. For this item, the results showed:

Item N. 5	Siempre	A veces	Nunca
Total	9	21	3
Mean	2.181818182		
Median	2		
Mode	3		
SD	1.4		

Table 12 Self Reflection 2



Figure 10 Self Reflection 2

The pie chart presents a clear tendency from the participants to choose the option (Sometimes) (A veces). From 33 participants, the 27% of them always take actions about how to improve their results; 64% of them sometimes take action in this

case; and 9% of them never do anything to improve their results. These results are alarming, considering the amount of learners that chose the option sometimes and never.

In general consideration, self reflection is shown as a poor characteristic of the participants. It is not a broad habit. Just a few of the participants are regularly self reflecting, which is a key element in the process of Autonomous learning.

d) Dimension Learning Strategy Planning:

In the survey there were two items related to Learning Strategy Planning. The first one was a close ended statement: “Establezco objetivos claros por cumplir”. For this item, the results were as follows:

Item N. 6	Siempre	A veces	Nunca
Total	12	17	4
Mean	2.242424242		
Median	2		
Mode	2		
SD	1.7		

Table 13 Learning Strategy Planning

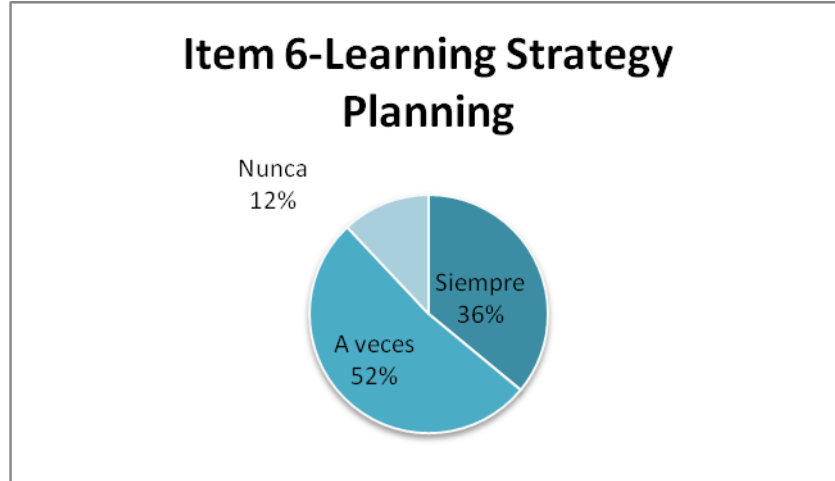


Figure 11 Learning Strategy Planning

According to the graphic, there is a tendency to regularly establish clear objectives. From 33 participants, the 36% always establish them; the 52% of them sometimes do it; and the 12% of them never establish goals. This shows irregularity in contrast with their knowledge of their freedom of choice, they have the chance to set up their goals; however, they do not use this freedom.

The second item related to Learning Strategy Planning was an open ended question: “¿Cuál es mi objetivo en esta materia?” For this item, the results were analyzed through Domain and Taxonomic Analysis, these are the results:

c) Domain Analysis question 14

¿Cuál es mi objetivo en esta materia?

STRICT INCLUSION

Terminar rápido

is a kind of

Objective

Aprender

Soltarme con respecto a
abreviar

Mejorar mi inglés

Hablar inglés perfectamente

Poder hablar otro idioma

Entender películas en inglés

Hablar y escribir bien

Conocer nuevas cosas

Ser el mejor de todos

Escuchar música

Identificar mis problemas para
superarlos

SEQUENCE

Aprender inglés

is step in

ser alguien

ATTRIBUTION

Perfectamente

Bien

Nivel bajo

is an attribute of

Desempeño en inglés

RATIONALE

Terminar rápido

is a reason for

Aprender inglés

FUNCTION

Aprender inglés

is used for

Defenderme en el

intercambio

Una necesidad futura

Entender películas en inglés

MEANS-END

Aprender inglés

is a way to

Ser el mejor de todos

Ir a otros lugares

Soltarme respecto a abreviar

is a way to

Mejorar mi nivel de inglés

CAUSE/EFFECT

Escuchar música

is a result of

Aprender inglés

Hablar inglés

Escribir inglés

Escuchar música en inglés

Entender películas en inglés

is a result of

Aprender inglés

No tener objetivos de
aprendizaje en inglés

is a result of

Cumplir todas las metas
propuestas

RATIONALE

Aprender bien

Aprender más

Aprender así sea un poquito

Aprender un language

Aprender el idioma

Hablar inglés perfectamente

Manejarlo a la perfección

Hablar y escribir bien

is a reason for

Estudiar inglés

Entender películas en inglés

Escuchar música en inglés

SEQUENCE

Aprender inglés

is a step to

Viajar al exterior

Aprender un lenguaje

Aprender el idioma

Hablar otro idioma

d) Taxonomic Analysis question 14

¿Cuál es mi objetivo en esta materia?

Objetivos en la materia	Crecimiento Personal	Conocer	Nuevas Cosas			
			Un nuevo	Idioma		
		Ser	Alguien			
			El mejor de todos			
		Aprender	Mas			
			Bien			
			Un poquito			
	Requisitos del colegio	Graduación	Terminar Rapido			
			Cumplir metas propuestas			
		Habilidades de la materia	Hablar Inglés	Bien		
				Perfectamente		
				Fluidamente	Soltarse con respecto a abreviar	
			Escuchar	Musica		
			Entender peliculas			
			Leer y escribir bien			
Uso social	Necesidad Futura	Intercambios				
		Viajar	Al exterior			
				A otros lugares		

Figure 12 Taxonomic Analysis: Learning Strategy Planning

The data confirms that there are three main reasons that motivate learners to define their aims: Personal Growth, School Requirements, and Social Usage. It is interesting to notice that in Personal Growth there are verbs related to

transcendental issues: to know, to be, to learn. However there is a lot of information about School Requirement; which may indicate that there is more social pressure (a requirement) than personal interest. The social use is another indicator of a lack of personal priority.

e) Dimension Learning Strategy Use: ITEM 7 and QUESTION13

In the survey there were two items related to Learning Strategy Use. The first one was a close ended statement: “Selecciono e implemento la estrategias de acuerdo a mis necesidades”. For this item, the results were:

Item N. 7	Siempre	A veces	Nunca
Total	13	14	6
Mean	2.212121212		
Median	1.5		
Mode	3.2		
SD	1.8		

Table 14 Language Strategy Use

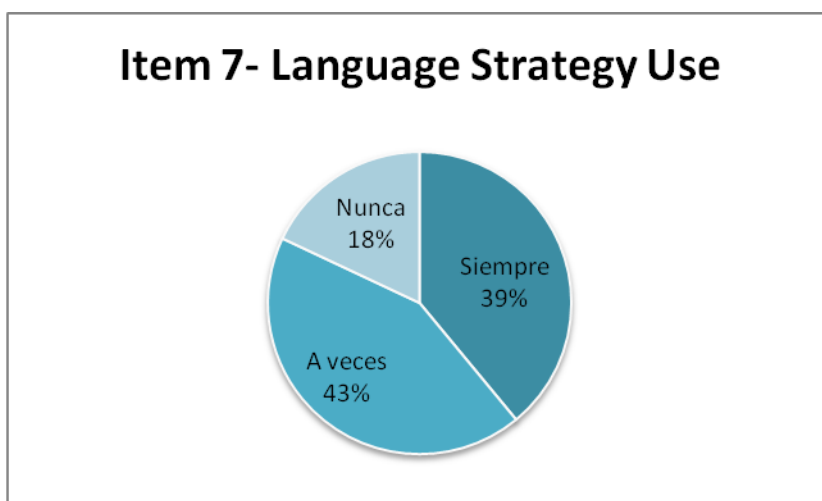


Figure 13 Language Strategy Use

According to what the pie chart shows, there is a tendency to implement strategies. However, it also shows that there is no constant use of them. From 33 participants, the 39% of them always select and implement strategies according to their needs; the 43% sometimes do this selection of strategies; and the 18% of the participants never do it. These results are dramatic, there is a relevant amount of learners that never select and implement strategies.

The second item related to Learning Strategy Use was an open ended question (number 13th in the survey): “¿Qué acciones tomo cuando mis resultados no me son satisfactorios?” For this item, the results were analyzed through Domain and Taxonomic Analysis, and these are the results:

e) Domain Analysis question 13

¿Qué acciones tomo cuando mis resultados no me son satisfactorios?

STRICT INCLUSION

Trato de mejorar

Mejoro mi desempeño

Tomo un medio para fortalecer

Miro en que estoy fallando

Reviso mis falencias

Ninguna

Nada

Estudio

Reflexiono

Me propongo metas

Empiezo otra vez

Hago lo posible por cumplir las metas

is a kind of

Acción que tomo cuando mis resultados no son satisfactorios

Hablo con mis padres
Tomo clases
Hablo con los profesores

Bravo
Frustración
Me bloqueo
Mi culpa
Me siento mal
Me preocupo
Malgenio
Desilusión
Felicidad

is a kind of

Sentimiento generado cuando mis resultados no son satisfactorios

SPATIAL

Miro en que estoy fallando
Hablar con el profesor
Aclarar dudas
Estudio
Empiezo otra vez
Recapacito
Hablo con mis padres
Reflexiono
Tomo clases
Me doy cuenta de mis errores

is kind of

Mecanismos para mejorar

CAUSE/EFFECT

Bravo

is a result of

Resultados no satisfactorios

Frustración
Me bloqueo
Mi culpa
Me siento mal
Me preocupo
Malgenio
Desilusión
Felicidad
Pereza

RATIONALE

	Sentirse bravo
	Frustración
	Bloqueado
	Culpable
	Sentirse mal
	Preocupación
	Malgenio
	Sentir Desilusión
Otener resultados no satisfactorios	<i>is a reason for</i> Sentir Felicidad
	Tratar de mejorar
	Mejorar mi desempeño
	Tomar un medio para fortalecer
	Mirar en que estoy fallando
	Revisar mis falencias
	Aclarar dudas
	Estudiar
	Empiezar otra vez

Recapacitar
Hablar con mis padres
Reflexionar
Tomar clases
Darme cuenta de mis errores

Reflexionar

is a reason for

Darme cuenta de mis errores
Recapacitar
Mirar en que estoy fallando
Revisar mis falencias

Mis resultados siempre son satisfactorios

is a reason for

No llevar a cabo ninguna acción

Pasar

is a reason for

Estudiar

SEQUENCE

Revisar mis falencias

is a step in

Superarlas
Obtener resultados satisfactorios
Recapacitar
Darme cuenta de mis errores

Reflexionar

Recapacitar

Revisar mis falencias

Mirar en que estoy fallando

is a step in

Obtener resultados satisfactorios

MEANS-END

Hablar con mis profesores

is a way to

Aclarar dudas

f) Taxonomic Analysis question 13

¿Qué acciones tomo cuando mis resultados no me son satisfactorios?

Reacciones de los Aprendientes del Colegio Los Cedros	ACCIONES	Reflexionar	Recapacitar	
			Darme cuenta de mis errores	
			Revisar mis falencias	
			Mirar en que estoy fallando	
		Estudiar	Pasar	
			Darme cuenta de mis errores	
	Mejorar	Tratando		
		Tomando medios para fortalecer		
	Empezar otra vez	Me pongo metas		
		Hago lo posible por cumplir metas		
	Hablar	Con los padres		
		Con los profesores	Aclarar dudas	
	Ninguna	Resultados siempre satisfactorios		
	SENTIMIENTOS	de Compasión	Culpa	
Desilusión				
Sentirse mal				
de disgusto		Bravo		
		de Malgenio		
que Obstaculizan	Frustración			
	Bloqueo			
	Pereza			
Otros	Felicidad			

Figure 14 Taxonomic Analysis: Language Strategy Use

According to the data it is noticeable that there are two kinds of answers to this item. One of the tendencies is in fact to answer the question itself talking about actions, in which we have: to reflect, study, start over, talk to someone, and even not doing a thing. The other tendency was to talk about those feelings generated when the participants did not achieve their goals. Those answers were sort out into four main categories: feelings of pity, anger, impediment and joy. The final one is taken as a deviation of information.

In general, the participants may use some strategies, but also it is observable that there are lots of feelings that make the process of improving a little more difficult. Some of these participants are stuck only in feelings of frustration and they do not take any action in order to get better. There is a clear need of how to deal with unsuccessful results

f) Dimension Self Evaluation: ITEM 8

In the survey there was a close ended statement related to Self evaluation: “Comparo mis resultados con los objetivos propuestos”. For this item, the results were as follows:

Item N. 8	Siempre	A veces	Nunca
Total	21	5	7
Mean	2.424242424		
Median	2		
Mode	3		
SD	2.1		

Table 15 Self Evaluation

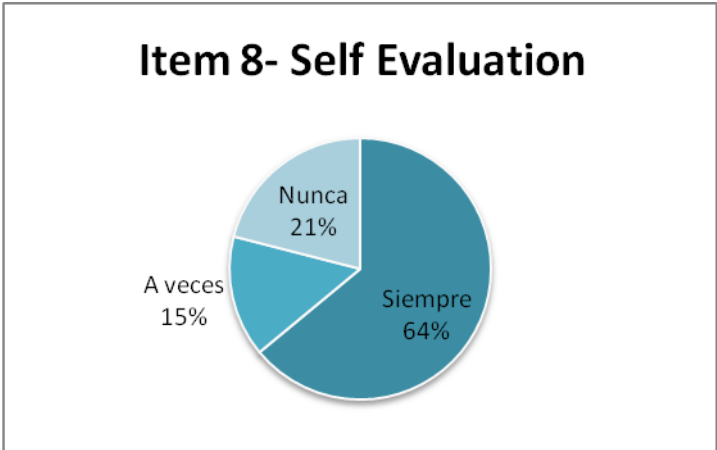


Figure 15 Self Evaluation

The pie chart shows a clear tendency to the option Siempre. From 33 participants, the 64% of them compare their results with the objectives proposed; the 15% of them sometimes compare their results; and the 21% of the participants never do it. The contrast is elevated between the options Nunca and Siempre. Still, most of the participants incline towards a regular self evaluation.

g) Dimension Self Assessment: ITEM 9

In the survey there was a close ended statement related to Self Assessment: “Califico mi desempeño académico” For this item, the results were as follows:

<i>Item N. 9</i>	Siempre	A veces	Nunca
Total	13	14	6
Mean	2.212121212		
Median	2.5		
Mode	3.2		
SD	1.8		

Table 16 Self Assessment

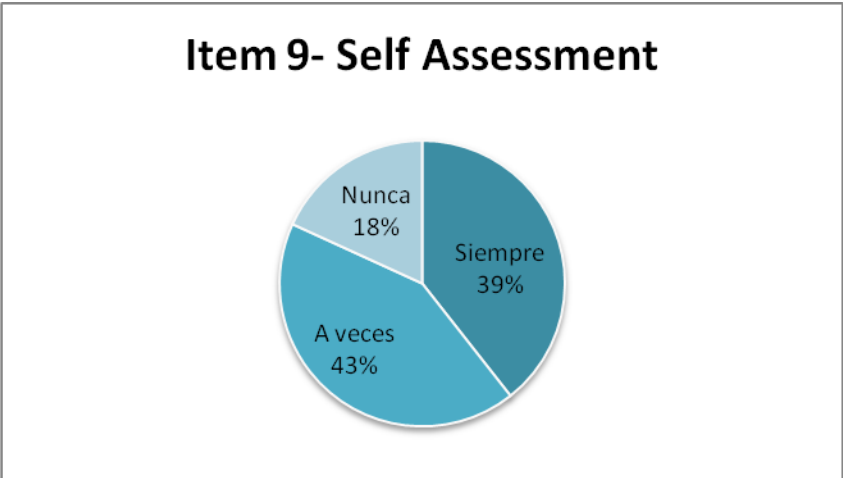


Figure 16 Self Assessment

As the pie chart shows, there is no clear tendency between the options in this item. From 33 participants, the 39% of them always assess their performance; the 43% of them sometimes evaluate themselves; and the 18% never do it. For this item there is no remarkable differences between percentages, which indicates that the participants do not have as a habit to self assess their performances.

g) Dimension Self Monitoring: ITEMS 10 and 11

In the survey there were two close ended affirmation related to Self Monitoring. The first one was: “Tomo apuntes de la clase en mi cuaderno o agenda” For this ítem, the results are in the other page:

<i>Item</i>	<i>N.</i>	Siempre	A veces	Nunca
10				
Total		16	14	3
Mean		2.393939394		
Median		2		
Mode		3.2		
SD		1.9		

Table 17 Self Monitoring 1

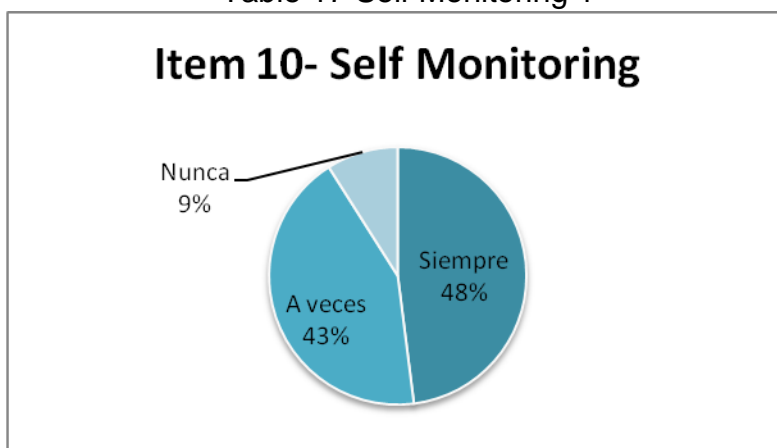


Figure 17 Self Monitoring 1

According to the data, the tendency is between Siempre and A veces. From 33 participants, the 48% of them always take notes; the 43% of them sometimes write down in their notebooks or agendas; and the 9% of the participants never keep a register of what they do in class. This results show that there is certain inclination to take notes, but it is not a regular habit for them.

The second open ended statement was: “Mis registros reflejan mi proceso de aprendizaje en clase” For this item the results are:

Item	N.	Siempre	A veces	Nunca
11				
Total		14	14	5
Mean	2.272727273			
Median	1.5			
Mode	3.2			
SD	1.8			

Table 18 Self Monitoring 2

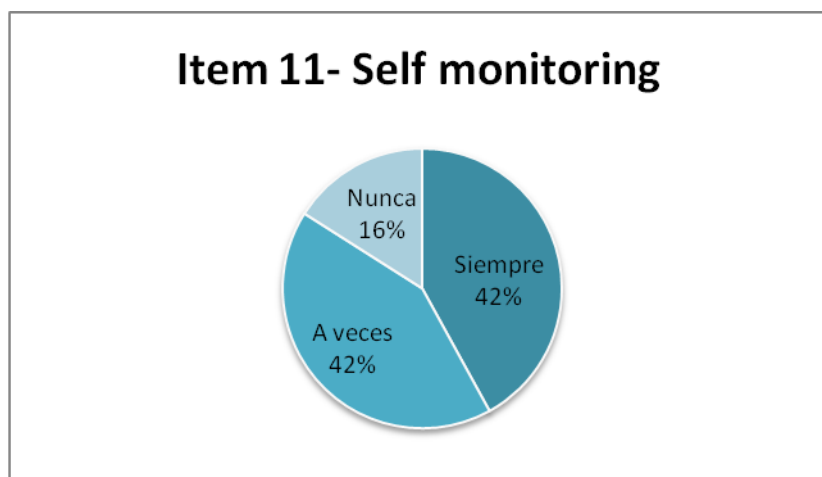


Figure 18 Self Monitoring 2

The data shows that there is no clear tendency between the options given. From 33 participants, the 42% of their notes always reflect their learning process; the 42% of their notes sometimes reflect their learning process; and the 16% never reflect their process by notes.

In conclusion, there is not a tendency to have habits of taking notes, which reflects the answers in the second question about Self Monitoring. When the participants do not have the habit of taking notes, they do not have registers of their process.

2.1.2 General Conclusions First Survey

The 67% of participants affirm that they always know their role in the learning process; however this answer contrasts with all the others. Being aware of their role is to do what it takes to be an autonomous learner: Analyzing results obtained (only 30% of them always do it); taking decisions to improve (27% of participants always do it); establishing their own aims (36% of them always do it); self evaluating my performance (39% of them do it); and taking notes (48% of the participants always do it). Despite that the participants are aware of their freedom of choice (always 70%) and of the possible consequences that may carry on (always 61%) there is a discrepancy in the results in the open questions, in which there are no clear tendencies towards autonomy, for instance: Choosing objectives due to school requirements; showing their results to their family because of money or looking for approval from them; there are a few proportion of learners that care about their results and do not care about presenting them to others; the actions taken for improvement are divided into self frustration and reflection (although reflection seems to refer only to the act of comparing objectives and results).

2.2 SECOND SURVEY

During the development of the research it was necessary to take a second survey. This survey was applied to 8 learners from 7th to 11th grade. It was used the Strategy Inventory for Language Learning (SILL), which is for learners of English as a second or foreign language. In the survey, learners would find statements about learning English. They were asked to read each one and write the response (1, 2, 3, 4 or 5) that reflected how true for them the statement was. This was the scale used for answering the survey (see table 19)

1	Never or almost never true of me.
2	Usually not true of me.
3	Somewhat true of me.
4	Usually true of me.
5	Always or almost always true of me.

Table 19 SILL scale for Answers

The results were analyzed using bar charts, and finding out Mean, Media, Mode, and Standard Deviation. Also by using this scale for the survey results:

High	4.5-5.0	Always or almost always used
	3.5-4.4	Usually used
Medium	2.5-3.4	Sometimes used
Low	1.5-2.4	Generally not used
	1.0-1.4	Never or almost never used

Table 20 SILL scale for Results

The questions were grouped into 6 strategies: Memory, Meta-cognitive by using mental processes, Compensation, Meta-cognitive by Organizing and Evaluating your learning, Affective, and Social strategies.

2.2.1 Strategy Inventory for Language Learning (SILL)

Direction: This form of the Strategy Inventory for Language Learning (SILL) is for learners of English as a second or foreign language. You will find statements about learning English. Please read each one and write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS on the worksheet for answering and scoring.

1. Never or almost never true of me.
2. Usually not true of me.
3. Somewhat true of me.
4. Usually true of me.
5. Always or almost always true of me.

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the

word to help me remember the word.

4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can think of a word during a conversation in English, I use gestures.

26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. I can think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and I use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.

47. I practice English with other learners.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speak

The results are summarized in the following chart:

Subject	Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1	2,3	4,4	3,5	4,2	2,6	4	3,64
2	3,4	3,35	3,5	3,6	3,5	3,16	3,44
3	3,33	2,71	3	3	2,16	2,6	2,84
4	3	3,07	3,83	3,22	3	4,16	3,3
5	2,5	3,4	2,3	2,5	1,6	2,3	2,64
6	3,8	3,7	3,9	3,8	2,6	4,4	3,74
7	3,11	2,35	3,16	2,88	3,5	2,16	2,78
8	2,77	2,78	2,33	3,55	3,33	3,33	3
Mean	3,02	3,2	3,19	3,3438	2,7863	3,2638	3,1725
Median	4	3	3,4	3	3	4	3,15
Mode	4	3	4	3	1,3	4	
SD	0,494	0,64423	0,61813	0,549	0,6792	0,8651	0,41513

Table 21 Data Base SILL Results

2.2.2 Survey Analysis

The first item, Memory strategies showed the following results:

Subject	1	2	3	4	5	6	7	8
Remembering more effectively	2.3	3.4	3.3	3	2.5	3.8	3.1	2.7
Mean	3.02		Median			4		
Mode	4		Standard D			1.04		

Table 22 Remembering more effectively

According to the mean, in general these learners *sometimes* use strategies such as grouping; making associations; placing new words in a context to remember them; using imagery, sounds, sound-and-image combinations, actions, etc. in order to remember new expressions; reviewing in a structured way; going back to review earlier material. The most popular answer in this set of affirmations was 4, which is equivalent to the affirmation: “Usually true for me”.

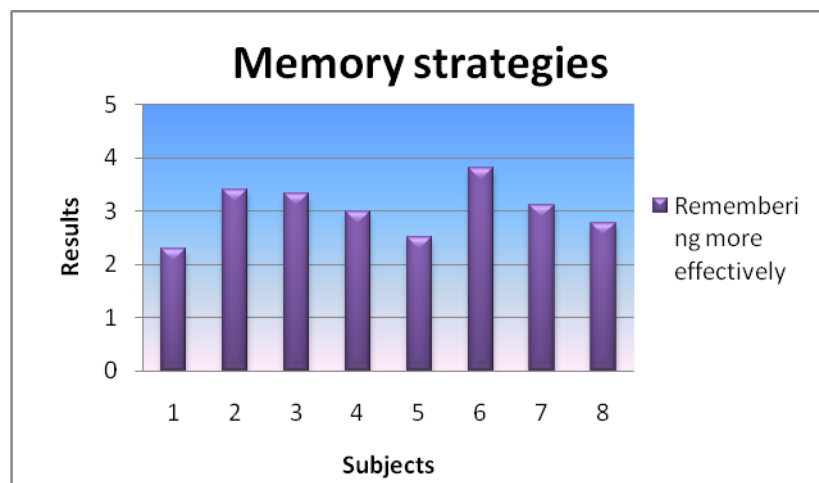


Figure 19 Memory Strategies Analysis: Remembering

The bar chart illustrates that the outstanding user of memory strategies, subject 6,

almost reaches 4 in the results which implies that this learner usually uses the strategies mentioned. This contrasts subject 1 result, which shows that generally does not use these strategies. There are 6 subjects that maintain regularity in using the strategies mentioned. They are located between 2.5 and 3.5, which reflect that sometimes they use these strategies.

The second item has to deal with Meta cognitive strategies, these were the results:

Subject	1	2	3	4	5	6	7	8
Using your mental processes	4.4	3.3	2.7	3.0	3.4	3.7	2.3	2.7
Mean	3.2		Median				3	
Mode	3		Standard D				0.64	

Table 23 Using your mental Processes

According to the mean, in this results it is shown that learners *sometimes* use strategies such as repeating; practicing with sounds and writing systems; using formulas and patterns; recombining familiar items in new ways; practicing the new language in a variety of authentic situations involving the four skills (listening, reading, speaking and writing); skimming and scanning to get the idea quickly; using reference resources; taking notes; summarizing; reasoning deductively (applying general rules); analyzing expressions; analyzing contrastively via comparisons another language; being cautious about word-for-word translating and direct transfers from another language; looking for language patterns; adjusting your understanding according to new information. The most popular answer in this set of affirmations was 3, which is equivalent to the affirmation: “Somewhat true for me”.

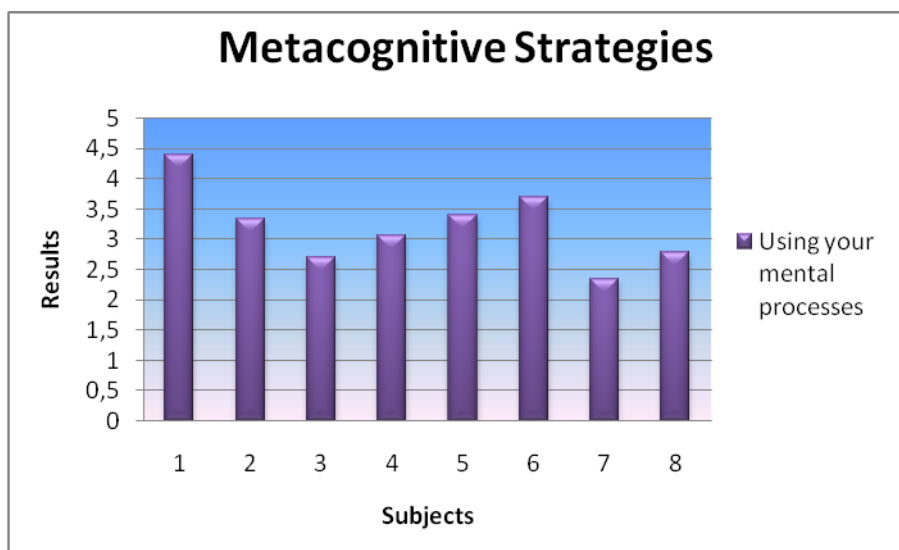


Figure 20 Metacognitive Strategies Analysis: Mental Processes

The bar chart illustrates that the outstanding user of memory strategies, subject 1, almost reaches 4.5 in the results which implies that this learner uses very frequently the strategies mentioned; there is another subject, #6, that shows that he usually uses these strategies. This contrasts subject 7 results, which shows that generally does not use these strategies. There are 5 subjects that sometimes use the strategies mentioned.

For item number 3, the strategies taken into account were Compensation strategies, these were the results:

Subject	1	2	3	4	5	6	7	8
Compensating for missing knowledge	3.5	3.5	3	3.8	2.3	3.9	3.1	2.3
Mean	3.19			Median			3.4	
Mode	4			Standard D			0.618	

Table 24 Compensating for missing knowledge

According to the mean, in this results it is shown that learners *sometimes* use strategies such as trying to understand the overall meaning and not necessarily every single word; using all possible clues to guess the meaning of what is heard in the new language; finding ways to get the message in speaking or writing despite limited knowledge of the new language; for instance, using gestures, switching to your own language momentarily, using a synonym or description, coining new words. The most popular answer in this set of affirmations was not clear; options 3 and 4 had almost the same amount of frequency. This means that learners oscillate between using *sometimes* and *frequently* these kinds of strategies. The most repeated answer was four, so it marks a tendency to usually use these strategies.



Figure 21 Compensation Strategies Analysis: Missing Knowledge

The bar chart shows that there are two subjects that almost reaches 4, which means that the use of compensating strategies is very frequent; there are 4 subjects between 3.5 and 2.5 which shows a tendency to use *sometimes* these strategies; and there are two subjects located below 2.5 which means that these two learners generally do not use , subject 1, almost reaches 4.5 in the results which implies that this learner uses very frequently the strategies mentioned; there is another subject, #6, that shows that he usually uses these strategies. This contrasts subject 7 results, which shows that generally does not use these strategies. There are 5 participants that sometimes use the strategies mentioned.

Item 4 was related to Metacognitive strategies, the results were as follows:

Subject	1	2	3	4	5	6	7	8
Organizing and Evaluating Your Learning	4.2	3.6	3	3.2	2.5	3.8	2.8	3.55
Mean	3.34		Median				3	
Mode	3		Standard D				0.54	

Table 25 Organizing and Evaluating your Learning

Mean shows that the participants *sometimes* use strategies as over-viewing and linking with material they already know; deciding in general to pay attention to specific details; finding out how language learning works; arranging to learn (schedule, environment, notebook); setting goals and objectives; identifying the purpose of a language task; planning for a language task; finding practice opportunities; noticing and learning from their errors; evaluating their progress. The most popular answer in this item is 3, which reflects the tendency to choose the option “somewhat true for me”. The most repeated answer was 3, which confirms the results of using *sometimes* metacognitive strategies.

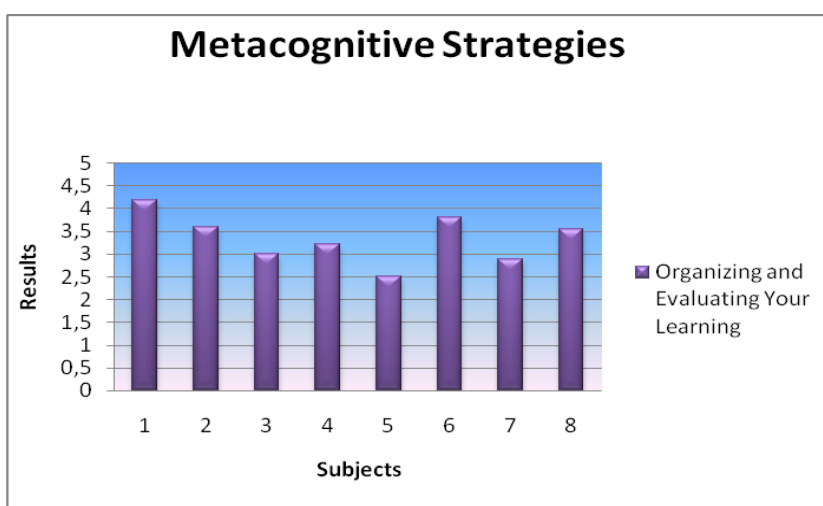


Figure 22 Metacognitive Strategies Analysis: Organizing and Evaluating

The bar chart shows that there are 4 participants above 4, which means that the use of compensating strategies is very usual; there are 4 participants between 3.5 and 2.5 which shows a tendency to use *sometimes* these strategies. These results present a tendency to *generally* use these strategies. The lowest score in this item was 2.5 by the Subject n. 5. Not even this score was below the category of “*generally not used*”.

The item 5 was about Affective Strategies, the results were:

Subject	1	2	3	4	5	6	7	8
Managing your Emotions	2.6	3.5	2.16	3	1.6	2.6	3.5	3.33
Mean	2.8		Median			3		
Mode	1,3		Standard D			0.68		

Table 26 Managing your Emotions

According to this information, mean shows that *sometimes* these learners use strategies like lowering their anxiety; encouraging themselves through positive statements; taking risks wisely; rewarding themselves; noting physical stress; keeping a language learning diary; talking with someone about their feelings/attitudes. Median shows the most popular answer which is 3. This demonstrates that there is no clear tendency to manage emotions in the language learning process. Having as a result 1 or 3 in mode means that this strategy is not the most popular between the participants.

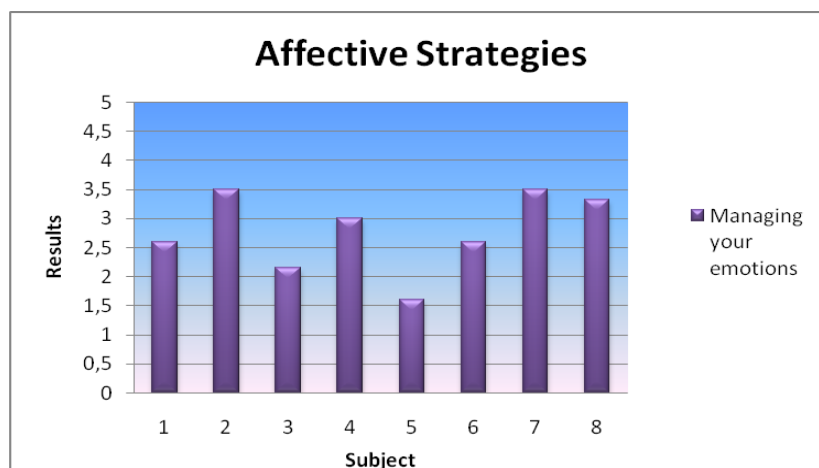


Figure 21 Affective Strategies Analysis: Emotions

In the figure 23 it is noticeable that the results are lower than in the other bar charts. The lowest result was 1.7 for Subject 5, who is repeating a lower choice. There are 6 participants that maintain a tendency to use *sometimes* these kinds of strategies. The other 2 are in the “*generally not used*” area. These results show a clear tendency towards the lack of use of these strategies.

In the item 6, the topic was related to Social Strategies. These are the results:

Subject	1	2	3	4	5	6	7	8
Learning with Others	2.6	3.5	2.16	3	1.6	2.6	3.5	3.33
Mean	2.8		Median				3	
Mode	1,3		Standard D				0.68	

Table 27 Learning with Others

According to the information obtained, the participants showed their use of social strategies. The mean represents the item “ Somewhat true for me”, which means that these participants *sometimes* ask questions for clarification or verification; ask for correction; cooperate with peers; cooperate with proficient users of the new language; develop cultural awareness; become aware of others’ thoughts and feelings. The most popular answer was 3 and according to mode, there is a tendency to generally not to use these strategies.



Figure 24 Social Strategies Analysis: Learning with Others

The bar chart demonstrates that the total of participants' results is under 3.5, which means that they *sometimes* use these strategies. There are 6 subjects which results show that they *sometimes* use social strategies. The other two are under 2.5 in the scale of results, which means that these two participants *generally do not* use these strategies. This outcome presents a tendency to not use the strategies mentioned above.

2.2.2 General Conclusions Second Survey

Although these findings suggest that learners generally use the strategies in the inventory, it is necessary to expand the information about the strategies in which learners need extra help. That is the case in Affective strategies, in which is noticeable that learners do not recognize the relationship between their feelings and their performance in the class or do not believe that there exist a strong influence between these two. In average, learners use *sometimes* the tools that they should use *most of the times*. There is a need of enhancing the use of these tools according to their learning style.

2.3 SESSIONS

In order to promote learners' autonomy in the area of language learning it is proposed a set of sessions which will enhance learners' previous strategies and improve the way in which they use these tools in favor of their language learning process. The design of these sessions needed extra information about their learning style. To so, a short survey with questions about learner's habits was performed with 4 volunteers. The results classified them as follows:

Selected group	Learning Style
Subject 1	Visual-Auditory- Tactile Learner
Subject 2	Visual-Auditory Learner
Subject 3	Visual Learner
Subject 4	Auditory Learner

After the participants were classified, they took a test with the purpose of evaluating their process at the beginning of the sessions, as well as contrasting their results to see who would receive the training sessions. Based on the results, learners would be divided into two groups: training and no training group. They are related as follows:

Subject 1	NO TRAINING
Subject 2	NO TRAINING
Subject 3	TRAINING
Subject 4	TRAINING

Learners who are in the training sessions would attend the three mini lessons about Cognitive Strategies, and finally they took another test to see if they had improved their performance. This test would be performed as well by the other two learners who did not receive the training. The results were compared.

The tests and session plans used during the research are added in the following pages.

TEST 1**Lecturer:** Deisy C Torres**Date:** June 4th 201

1. OBJECTIVES	2. PROCEDURE
<ul style="list-style-type: none"> -Apply the first test. -Diagnose how the participants select key information from a reading. - Diagnose how participants organize the information they listen to. - Identify the use of highlighting strategies. - Identify the use of note taking strategies. - Identify the use of summarizing strategies. 	<p>Greet the volunteers. Remind the participants they are volunteers and they are free to continue in the process and withdraw at any time. Hand out the Test 1 to each participant. Have a participant reads the instructions for first exercise. Ask for any questions or doubts. Make emphasis on the questions about the discipline and who invented it. Ask another participant to read the instructions of exercise number 2. Explain what they are expected to write in the tree diagram and provide an example. Play the record (Class CD New Opportunities Track 4) Play the record once again and stop it after each sport is named. Read the instructions for the last exercise. Ask for any questions or doubts. Collect the tests.</p> <p style="text-align: right;">(45 minutes)</p>
3. RESOURCES	4. OBSERVATIONS
Test 1 Highlighters Tape Recorder Class CD New Opportunities Intermediate level	The test was successfully carried out, except by the second part in the listening activity which had to be repeated 4 times because the participants found it difficult to organize the information they were listening to.

Table 28 Test 1

1. OBJECTIVES	2. PROCEDURE
<ul style="list-style-type: none"> - Put into context the participants making a review of the different kinds of strategies. - Draw participant's attention to the cognitive strategies: Highlighting, note taking and summarizing. - Explain ways to highlight. - Give examples of ways to highlight. - Explain the steps when highlighting. - Have participants practice the highlighting strategy. - Guide volunteers to become aware how they highlight important information. 	<p>Greet the volunteers. (Group B. Subjects 3 and 4)</p> <p>Remind the participants they are volunteers and they are free to continue in the process and withdraw at any time.</p> <p>Show the power point presentation, talk about the language learning strategies.</p> <p>Ask the audience what they think is a strategy. Read the definition.</p> <p>Named the different language learning strategies and emphasis on the cognitive strategies.</p> <p>Explain the ways of highlighting and the steps when highlighting.</p> <p>Hand out the handout 1; Highlighting Strategies, to each participant.</p> <p>Have a participant reads the instructions for first exercise.</p> <p>Ask for any questions or doubts.</p> <p>Have the subjects read aloud their answers.</p> <p>Read the answers and remind them about key words and phrases.</p> <p>Ask another participant to read the instructions of exercise number 2.</p> <p>Explain which the <i>WH questions</i> in news are and how it works.</p> <p>Read the answers aloud and ask students to compare their answers. Remind that sometimes the answer for some <i>Wh questions</i> is no included.</p> <p>Read the instructions for the last exercise.</p> <p>Ask for any questions or doubts.</p> <p>Collect the handouts.</p> <p style="text-align: right;">(40 minutes)</p>
3. RESOURCES	4. OBSERVATIONS
<p>Handout 1: Highlighting strategies Highlighter Laptop Power Point Presentation Language Learning strategies</p>	<p>The volunteers participated actively during the presentation of the Highlighting strategies. They asked questions and gave their opinion and talked about their experiences when applying this strategy, so they were like becoming aware of the important of using it and they have done it although unconsciously.</p> <p>There were not difficulties when working with the handout, the volunteers just wrote 2 incomplete answers, but finally they understood and identified their mistakes because they did not read carefully.</p>

Table 29 Session Plan 1

SESSION 2

Lecturer: Deisy C Torres

Date: June 9TH 2010

1. OBJECTIVES	2. PROCEDURE
<ul style="list-style-type: none"> - Talk about the steps when learning to take notes. -Give examples of ways to take notes. -Have participants practice the note-taking strategy. -Guide volunteers to become aware how they have been taking notes. 	<p>Greet the volunteers. (Group B. Subjects 3 and 4)</p> <p>Show the power point presentation, talk about the note taking strategy.</p> <p>Ask the audience how they usually take notes about what the T explains in class.</p> <p>Point out the different stages when learning to take notes in a second language.</p> <p>Explain the ways of taking notes.</p> <p>Hand out the handout 2; Note Taking Strategies, to each participant.</p> <p>Read the instructions for first exercise.</p> <p>Ask for any questions or doubts.</p> <p>Remind once again the Shopping list structure.</p> <p>Play the Class CD New Opportunities Intermediate level (track 5, twice)</p> <p>Check subjects' answers.</p> <p>Ask a participant to read the instructions of exercise number 2.</p> <p>Ask for any questions or doubts.</p> <p>Remind once again the T-formation structure.</p> <p>Play the Class CD New Opportunities Intermediate level (track 4, twice)</p> <p>Check subjects' answers.</p> <p>Read the instructions for the last exercise.</p> <p>Ask for any questions or doubts.</p> <p>Ask the participants what sort of structure they chose.</p> <p>Play the video from http://www.youtube.com/watch?v=1pZuUfZi81Q&feature=player_embedded</p> <p>Collect the handouts.</p> <p style="text-align: right;">(55 minutes)</p>
3. RESOURCES	4. OBSERVATIONS
<p>Handout 2: Note Taking strategies</p> <p>Laptop, Internet, Speakers</p> <p>Power Point Presentation</p> <p>Language Learning strategies</p> <p>Class CD New Opportunities Intermediate level</p>	<p>The volunteers listened carefully during the presentation of the Note Taking strategies. They paid attention and asked questions about the different ways of note taking. They said they have used the tree diagram and the semantic map because their teachers asked them, and that they usually take row notes.</p> <p>The volunteers successfully developed the activity, all three exercises were correct and each one of them used the structures accurately.</p>

Table 30 Session Plan 2

SESSION 3

Lecturer: Deisy C Torres

Date: June 10TH 2010

1. OBJECTIVES	2. PROCEDURE
<ul style="list-style-type: none"> - Define the concept of a summary. - Specify the objectives of making a summary. - Explain the ways of summarizing. -Have participants practice the summarizing strategy. 	<p>Greet the volunteers. (Group B. Subjects 3 and 4) Remind the participants they are volunteers and they are free to continue in the process and withdraw at any time. Show the power point presentation; refer to the summarizing strategy. Have a subject read the definition of a summary. Point out the objectives of making a summary. Explain the ways of summarizing Hand out the handout 3; Summarizing Strategies, to each participant. Read the instructions for first exercise. Ask for any questions or doubts. Have students highlight the key phrases and write a summary paragraph. Read the instructions of exercise number 2. Ask for any questions or doubts. Have the subjects match the subtitles to the given paragraphs. Check subjects' answers. Read the instructions for the last exercise. Ask for any questions or doubts. Have the participants identify the answers for the <u>W/h</u> questions in the news. Collect the handouts.</p> <p style="text-align: right;">(55 minutes)</p>
3. RESOURCES	4. OBSERVATIONS
Handout 3: Summarizing strategies Highlighters Laptop Power Point Presentation Language Learning strategies	<p>This final strategy was most familiar for them; they affirmed they had used some of these ones (like matching headlines) a lot of times. Although this was the longest handout, the participants managed to finish it in less time than the expected. They complete the handout effectively by reading carefully and regularly asking questions about vocabulary. The results were accurate and the volunteers easily follow the instructions.</p>

Table 31 Session Plan 3

1. OBJECTIVES	2. PROCEDURE
<ul style="list-style-type: none"> -Apply the final test. - Identify the use of highlighting strategies. - Identify the use of note taking strategies. - Identify the use of summarizing strategies. 	<p>Greet the volunteers. Remind the participants they are volunteers and they are free to continue in the process and withdraw at any time. Hand out the Test 2 to each participant. Read the instructions for first exercise. Ask for any questions or doubts. Make emphasis on the questions about the purposes of the media. Ask the participants to write a short summary (1 paragraph) about what they just read. Read the instructions for the last exercise. Explain what they are expected to write in the semantic map. Ask for any questions or doubts. Play the video: 12. Wikipedia (Activate B1+) Play the video once again and stop it after each intervention. If necessary play it again and use the subtitles in English. Collect the tests.</p> <p style="text-align: right;">(30 minutes)</p>
3. RESOURCES	4. OBSERVATIONS
Test 2 Highlighters Laptop DVD Activate B1+	<p>The group was clearly divided into two. The participants that attended the training were more focused on the activity, more relaxed and they looked really sure of what they were going to face in the exam. While the other rest of the group asked a lot times for the instructions.</p> <p>Subjects 3 and 4; the ones that were trained, did not have difficulty answering the test and their answers' were more structured.</p> <p>The group B; the one that received the training, needed less time than the other group to complete the test. They finished the test 13 minutes before the other group and with satisfactory results.</p>

Table 32 Final Test Session

CONCLUSIONS

After all necessary elements for the design of the sessions for Language Learning Strategy Training were framed and the links among LL Strategies, LL Styles, and Autonomous LL were established, and the application of CSTS with the volunteers, the researchers conclude:

- It is feasible, at the level of design, to combine the Language Learning Strategies and the Learning Styles in order to generate accurate training sessions for promoting Autonomous language learning.
- CSTS designed based on learners' learning styles promote awareness of the use of strategies. However, it is the individuals' decision to use the tools given.
- Empowering learners with efficient tools such as LL Strategies improve the options of decision making, thus, providing options for improving learners' processes of learning autonomously.

RECOMENDATIONS

Further research is recommended in order to establish a continuum between the level of English and Autonomy. The use of CSTS should continue and be evaluated periodically for improving the design of sessions and confirming the results obtained in the present research. CSTS should also be performed in the native language, or focus in other cognitive strategies.

WORKS CITED

“Autonomy,” in Christman, ed. (1989), pp. 27-53. 1989.

“Getting Started with Your Individual Learning Plan”. US Department of Energy-
Office of Human Capital Management. 16 Oct.2008. 17 nov. 2009.
<<http://humancapital.doe.gov/resources/M-4-K%20X-7%20IDPs%20Getting%20Started%2010-2-08.pdf>>

“What is Independent Language Learning?”Centre for Independent Language
Learning. 12 Sep. 2009. 17 Nov. 2009.
<<http://elc.polyu.edu.hk/CILL/whatsILL.ht>

Arneson, Richard. “Autonomy and Preference Formation”. In Harm's Way: Essays
in Honor of Joel Feinberg. Jules Coleman and Allen Buchanan, eds.
Cambridge: Cambridge University Press, pp. 42-73. 1991.

Benson, P. “Teaching and Researching Autonomy in Language Learning”. Harlow:
Longman/Pearson Education.

Canning, John. *"Disability and Residence Abroad"*. Subject Centre for Languages,
Linguistics and Area Studies Guide to Good Practice. 7 October 2008.
Southampton, 2004. <http://www.llas.ac.uk/resources/gpg/2241>.

Coady, James; and Hucking Thomas. *Second Language Vocabulary Acquisition*. New York: Cambridge University Press, 1997.

Collier, John D. *Autonomy in Anticipatory Systems: Significance for Functionality, Intentionality and Meaning*. Australia: University Drive, Callaghan. 2008.

Dickinson, Leslie. *Self-instruction in Language Learning*. Malta: Interprint Limited, 1987.

Dworkin, Gerald. *The Theory and Practice of Autonomy*. New York: Cambridge University Press, 1988.

Downie, R. S. and Telfer, Elizabeth. "Autonomy". *Philosophy*, Cambridge University Press. 46, pp 293-30. 1971.

Dunn, Rita; Beaudry, Jeffrey S.; and Klavas, Angela. "Survey of Research on Learning Styles." *California Journal of Science Education*. Vol. II, Issue 2-Spring, 2002.

Feinberg, Joel. "Harm to Self". *The Moral Limits of the Criminal Law (Volume 3)*. Oxford: Oxford University Press, 1986.

Fitzgerald, Susan; Morrall, Andrew; and Morrison, Bruce. 'Catering for Individual Learning Styles: Experience of Orienting Students in an Asian Self-access Centre' in AUTONOMY 2000: The Development of Learning Independence in Language Learning, Bangkok, Thailand; King Mongkut's Institute of Technology Thonburi, p. 55 – 69. 1996

Fly, Beau, et al. Strategic Teaching and Learning: Cognitive Instruction in the Content Areas. Virginia:Aique, 1987.

Frodden, Cristina and Cardona, Gloria. Autonomy in Foreign Language Teacher Education. *Ikala: revista de language y cultura*. Vol. 6. Ene.-dic. 2001.

Holec, Henri. *Autonomy and Foreign Language Learning*. Oxford: Pergamon. 1981.

Johnson, Robert. "Kant's Moral Philosophy". *The Stanford Encyclopedia of Philosophy* (Summer 2010 Edition), Edward N. Zalta (ed.).
<<http://plato.stanford.edu/archives/sum2010/entries/kant-moral/>>.

Kohonen, Viljo. "Learning to learn through reflection – an experiential learning perspective" University of Tampere, Finland. 17 Nov. 2009.
<http://www.ecml.at/mtp2/Elp_tt/Results/DM_layout/00_10/05/Supplementary%20text%20E.pdf >

Lagos, Jenny and Ruíz, Yojana. "La autonomía en el aprendizaje y en la enseñanza de Lenguas Extranjeras: Una mirada desde el contexto de la

educación superior”. Matices en Lenguas Extranjeras Revista Electrónica
1. July 2007. 17 Nov. 2009. <<http://www.revistamatices.unal.edu.co/> >

Little, David. “Learner autonomy and second/foreign language learning” Centre for Languages, Linguistics and Area Studies, University of Southampton, 7 October 2008. 17 Nov. 2009. <<http://www.llas.ac.uk/resources/gpg/2241>>

Luna, Myriam C and Sánchez, Diana K. “Profiles of Autonomy in the Field of Foreign Languages” No. 6 Profile. Issues in Teachers. Professional Development. 6 May 2006. 17 Nov 2009. <http://www.universia.net.co/libro-abierto/ciencias-de-la-educacion/profile.html>

Murray, Garold. “Two stories of self-directed language learning”. Proceedings of the Independent Learning Conference 2003. 20 Sep. 2004. 17 Nov. 2009. <Two stories of self-directed language learning >

Pennycook, A. ‘The Myth of English as an International Language.’ English in Australia 139 & Literacy Learning: The Middle Years. p.26-32. 2004

Pickles, Tim. “Experiential Learning articles and critiques of David Kolb’s theory”. The Active Reviewing Guide. 31 March 2009. 17 Nov. 2009. <<http://reviewing.co.uk/research/experiential.learning.htm>>

Pimienta, Martha and Salazar, Cristina. “El portafolio como aporte al aprendizaje autónomo y a la evaluación integral en educación en línea”. Colombia Aprende. 29 Aug. 2006. 17 Nov 2009.

<http://www.colombiaaprende.edu.co/html/mediateca/1607/article-106504.html>

Rousseau, John-Jacques. "The Social Contract". The Social Contract and Discourses. London: Clayds Ltd, St Ives plc, 2003.

Romero, Fernando, et al. Habilidades Metacognitivas & Entorno Educativo. Risaralda:Papiro, 2002

Smith, M. K. "David A. Kolb on experiential learning". The encyclopedia of informal education. 2006. 17 Nov 2009. <<http://www.infed.org/biblio/b-explrn.htm>>

Usma, Jaime; Frodden, Cristina. *Promoting Teacher Autonomy through Educational Innovation*. Íkala, revista de language y cultura. Vol. 8, no. 14 (ene.-dic. 2003). Web. 3 Feb. 2010.

Usma, Jaime. Teacher Autonomy: A Critical Review of the Research and Concept beyond Applied Linguistics. Medellín: Íkala, revista de language y cultura, 2007

Vera, Esperanza; Arias, Luz Dary; and Buitrago, Zulma. "Building up learners' autonomy and cooperative assessment". Folios, no. 14. DCS-UPN, Departamento de Ciencias Sociales, Facultad de Humanidades, Universidad Pedagógica Nacional Colombia: Colombia. 23 Jan. 2001. 17 Nov 2009.

<http://www.pedagogica.edu.co:8080/pgil/storage/folios/articulos/folios14_11inve.pdf>

Wang, Shin. "Semi-autonomous Learning in English Classroom Teaching". Beijing Foreign Studies University. 17 Nov. 2009.

<http://www.beiwaionline.com/tutor/2003collection/wangxin.htm>

CSTS SOURCES

LEARNING STYLES TEST

<http://www.greenville.k12.sc.us/hillcrm/lstyles/lsurvey.htm>

TEST 1

EXERCISE 1 <http://www.parkour-online.com/Parkour-history.html>

EXERCISE 2: Class CD New Opportunities Track 4

EXERCISE 3: <http://ridelike.pro/2008/05/24/list-of-extreme-sports/>

Session 1

EXERCISE 1: BOOK; ESTRATEGIAS DE APRENDIZAJE

EXERCISE 2: <http://www.dailymail.co.uk/news/article-1218122/Rishi-Bavejas-bungee-jump-accident-Briton-hits-water-80mph-elastic-cord-flies-loose.html>

EXERCISE 3: <http://www.intotheblue.co.uk/adventure-gifts/sphereing/zorbing/harness/>

Session 2

EXERCISE 1: Class CD New Opportunities Track 5

EXERCISE 2: Class CD New Opportunities Track 4

EXERCISE 3:

http://www.youtube.com/watch?v=1pZuUfZI81Q&feature=player_embedded

Session 3

EXERCISE 1: <http://en.wikipedia.org/wiki/Canyoning>

EXERCISE 2: http://en.wikipedia.org/wiki/Cave_diving

EXERCISE 3: http://tdn.com/news/local/article_c2d485aa-952b-11df-9377-001cc4c03286.html