APPROACHING AUTONOMOUS LEARNING THROUGH THE INSTRUCTION OF
LANGUAGE LEARNING STRATEGIES FOCUSED ON THE READING AND
WRITING SKILLS IN AN EFL SETTING IN A PUBLIC SCHOOL FROM PEREIRA

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LICENCIATURA EN LENGUA INGLESA

PEREIRA

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Trabajo de grado presentado como requisito parcial para obtener el título de Licenciado en Enseñanza de la Lengua Inglesa

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RESUMEN

El presente estudio describe el impacto de la enseñanza de estrategias de aprendizaje de lenguas enfocadas en las habilidades de lectura y escritura del inglés en la autonomía del estudiante, en grado octavo en un colegio público de Pereira. Este estudio incluye temas como autonomía, estrategias de aprendizaje del lenguaje del lenguaje, motivación, rol del profesor y el rol de L1 y L2.

Esta investigación fue hecha basada en dos preguntas. ¿Cuál es el impacto de enseñar estrategias de aprendizaje en la autonomía del aprendiz? Y ¿Cuáles son las reacciones de los estudiantes hacia la enseñanza de estrategias de aprendizaje? Estas preguntas fueron contestadas a través del uso de diferentes métodos de recolección de información como entrevistas realizadas al profesor y a los participantes, observaciones de clase y grabación de videos de algunas actividades.

Uno de los resultados reveló cómo la autonomía fue reflejada en los aprendices después del uso de estrategias de aprendizaje del lenguaje, tanto las estrategias que afectaron el aprendizaje autónomo en una manera positiva como las que no tuvieron un buen impacto en los estudiantes. Otro resultado reflejó la importancia del rol del profesor para integrar a los estudiantes en el uso de las estrategias de aprendizaje del lenguaje, en el cual se manifestó que los métodos usados por el profesor juegan un papel importante en el momento de integrar y motivar a los estudiantes en el proceso de aprendizaje.
ABSTRACT

The present study analyzed the impact of the instruction of language learning strategies focused on reading and writing skills on learners’ autonomy in a group of Eighth graders in a public school in Pereira. It includes important topics of the instruction of a foreign language such as autonomy, language learning strategies, motivation, role of the teacher and role of L1 and L2.

This investigation was made based on two research questions. What is the impact of teaching learning strategies on learners’ autonomy?. And what are the students’ reactions towards the instruction of language learning strategies? These questions were solved through the use of different data collection methods such as interviews performed to the teacher and the participants, observations of the classes and video recordings of some activities.

One of the findings described how autonomy was reflected on learners after the use of language learning strategies (LLS); it showed the strategies that affected autonomous learning in a positive way and the others that did not have a good impact on students. Another finding explained the importance of the teacher’s role to engage students into the use of LLS, which illustrated that the methods that the teacher uses play an important role at the time of engaging and motivating the students in the learning process.
ACKNOWLEDGEMENT

We would like to thank God for walking with us throughout this process and to our advisor, Professor Clara Ines González Marín for guiding and assisting us with great advice. Also, we would like to thank in general to all the community from the Licenciatura program that directly and indirectly helped us to develop this research project.

My deep gratitude goes first to my family, especially my grandma and mom, because of their dedication to me during my education process; they are my joy and my inspiration of life. Above ground, I want to thank all my professors who expertly guided me through this degree studies. And, finally my admiration goes to my partner Jennyfer for her courage and dedication towards this study.

Katherine Castaño Loaiza.

I want to dedicate this achievement to my family, mainly to my dad, my mom and my brother, who have been my inspiration and my supporters in this process. Also, I want to thank my partner and friend Katherine who provided great ideas for the development of our study. Without them, this project could not be possible.

Jennyfer Londoño Suárez.
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INTRODUCTION

The present study has different components such as statement of the problem, theoretical framework, methodology, findings, among others, and we would like to describe some of them to guide your reading. In the statement of the problem we make a brief description of the problem which motivates us to develop this research project, the theoretical framework, gives a description of the main terms that are used throughout this study and the findings shows the main results that we obtained after the analysis of the data collected.

Nowadays, Colombia is suffering changes because of the globalized world and business demands; the Free Trade Agreement (FTA) which is being implemented this year is another reason for which Colombian people need to use English as a foreign language, since it is going to be required in the professional aspects of the Colombian daily life. Universities, schools and companies, are preparing their staff in the English language so that they will be able to deal with the globalized world, where Colombia is taking part.

The current study is an essential component of research in the field of pedagogy because it helps the teaching population to achieve the goal of the National Program of Bilingualism which has as its purpose a bilingual Colombia by the year 2019. There is a need to improve the teaching and learning methodologies in order to achieve this goal, since the statistics taken from the Instituto Colombiano para el Fomento de la Educación Superior (ICFES), which is the governmental entity in charge of the evaluation of the students from primary, high school and university. The ICFES’ test shows that the students keep obtaining low results in English, and this issue could be related to the less effectiveness of the traditional
methods that teachers still use. In order to avoid this situation, the instruction of language learning strategies (LLS) can be seen as a window to move from traditional methods to a more learner-centered education, where students’ needs are taking into account helping them to choose better ways to learn, promoting autonomous learning and in this way improving the English learning process.

When teaching LLS it is important to take into account the students’ level of knowledge in the target language and motivate them in order to be successful at the time of instructing the learners. Throughout this process the likes and dislikes of the learners according to the different LLS becomes evident, as not all of them are suitable for all kind of learners.

It is important to highlight that the current Colombian demands push us into an improvement of the English learning and teaching in our country in order to reach the requirements of this globalized world. For this reason, the purpose of this study is to inform the readers about the importance of taking into account LLS at the time of designing the English lessons, since it would be helpful for the improvement of the English learning and the students’ competence in a foreign language in our country and for accomplishing the goal of having a bilingual community by the year 2019.

KEY TERMS

Language learning Strategies, autonomy, motivation, teacher centered, self directed learning, role of the teacher, and role of L1 and L2.
ABREVIATIONS AND CODES

LLS: Language Learning Strategies

L1: First Language (mother tongue)

L2: Second Language

S1: Student 1

S2: Student 2

S3: Student 3

S4: Student 4

S5: Student 5

OB: Observation

II: Initial interview

FI: Final interview

V: Video
STATEMENT OF THE PROBLEM

In order to establish the stages of development of the English language learning in Colombia, the Ministerio de Educación Nacional (MEN), adapted the Common European Framework of Reference for Languages (CEFR), a base used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries. This document establishes the aims and objectives of language learning and teaching. These aims are based on the learners and the society needs, the tasks, activities and processes that the learners should accomplish to achieve certain levels of competence (CEFR, 2001). The CEFR also establishes that with regard to the ability to learn, learners may be required to develop their skills and their acceptance of responsibility for their own learning by getting learners to recognize their own learning strategies, (CEFR, 2001, p. 149).

The Basic Standards of competences in foreign languages established by The MEN, (2006), states that the current world is characterized by the technological breakthroughs, the effects of the globalization and the process of internationalization. Consequence to the current global demands, there is a need for having a common language that allows the international society to have access to this new globalized world. In response to this, the MEN designed the National Program of Bilingualism, which aims to create citizens who are capable of communicating in English by 2019; this program also intends to improve the quality of English teaching to get better results in the learning process of this language in Colombia (Estandáres Básicos de Competencias, MEN, 2006).
Even though of all the efforts and processes that the MEN has undertaken aiming to upgrade English proficiency in the country, statistics from Proyecto de Ordenanza Politica Educativa “Risaralda Bilingue” para el periodo entre 2011-2032 show that almost 60% of the students of 11th grade reached the level -A (starter user of the English language) in the period between 2007 and 2010. These results evidence that students in Colombia keep obtaining low scores in English tests which might imply that recent policies and programs need to continue proposing ways to improve English learning and teaching processes. With reference to it, authors like Bygate, Skehan & Swain, (2001) express that different issues affect the English instruction at a school level; namely, the number of students in each classroom, the time allotted to English lessons and the use of traditional methods in the classroom, among others.

In addition to this, a study made in Colombia by Fandiño (2009), shows that many students, for instance, do not display awareness of how to use a dictionary, they do not know how to store basic vocabulary, besides, they are not familiar with the use of classroom instructions. He also mentions that Colombian EFL students, in particular, are not accustomed to paying attention to the use of Language Learning Strategies (LLS), following Fandiño’s (2009) perceptions we wanted to instruct a group of students in relation to the LLS to observe and describe the impact of it.

It is necessary to mention that, there is a scarcity of studies related to the instruction on learning strategies; therefore, research on this field is of great significance in ELT (English Language Teaching). With regard to LLS, there are certain methods like Self-evaluation which consists in checking the outcomes of one’s own language learning O’Malley (1990, p. 232), or cooperation which means working together with one or more peers to solve a
problem, O’Malley (1990, p. 199) that teachers could apply in the classroom aiming to promote the use of LLS, in order to help students to become autonomous learners; another one is applying learner centered approach since (McCombs & Whisler, 1997, p. 9) explained that the focus of a learner-centered approach is on individual learners' heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs. In other words, the learner-centered approach focuses on the student as the center of the class. The teacher moves into a role of facilitator helping students to construct their own learning from their experiences taking into account what they like and need.

Additionally, the learner-centered approach helps teachers to enhance the language learning process by making students aware of LLS, helping students understand and implement good LLS, training students on how to use them and, ultimately, encouraging their use (Graham, 1997 cited by Fandiño, 2009). These authors state that if students use their language learning strategies, they would be probably less dependent on their teacher and become autonomous.

Hence, the use of LLS contributes to the development of English students’ responsibility. Considering that there are not enough studies in this field, the present study intends to describe the impact of teaching Language Learning Strategies focused on the reading and writing skills, on a group of 8th graders at a public high school with the purpose of informing teachers and students about the experience of the instruction of LLS in a foreign language setting.
RESEARCH QUESTIONS

➢ What is the impact of teaching language learning strategies on learners’ autonomy?

➢ What are the students’ reactions towards the instruction of language learning strategies?
Approaching Autonomous Learning through the instruction of Language Learning Strategies

GENERAL OBJECTIVE

➢ To describe the impact of teaching language learning strategies in order to promote learners’ autonomy, in a setting of English as a Foreign Language (EFL).

SPECIFIC OBJECTIVES

➢ To discuss the role of language learning strategies on learners’ autonomy.

➢ To design lesson plans for language teaching that include language learning strategies related to writing and reading skills.

➢ To instruct ways of fostering autonomy through the use of language learning strategies, and to observe the impact of these instruction.
THEORETICAL FRAMEWORK

In order to achieve the goal of autonomy in the English learning process, the teacher must perform his role as a supporter and guide; since learners throughout their learning environment have to overcome a great deal of upheavals, for which they must be deal on their own, and they can obtain this with a teacher who does not just remain in transmitting content, but a teacher who can be a facilitator, who promotes in them their sense of self, and their desire to learn, as Benson & Voller (1997) state, these are crucial for the success of a learning process. Moreover, (Rogers, 1967 cited by MacDougall, 2004 p. 225) argues that: “the teacher who can warmly accept, who can provide an unconditional regard, and who can empathize with the feelings of fear, anticipation, and discouragement, which are involved in meeting new material, will have done a great deal toward setting the conditions for learning”.

Following this, we could say that learners ought to be autonomous, based on the term coined by Holec (1981), which describes autonomy as the ability to take charge of one’s learning, which as we stated before is a process that must be done with the help of the teacher. Furthermore there are several terms that we would like to deeply analyze, and that are defined below, to contextualize the main theoretical background of this research project.
Language learning strategies

Many researchers have defined the term language learning strategy. (Wenden and Rubin, 1987 p. 19) define learning strategy as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information”. Richards and Platt (1992 p. 209) state that learning strategies are “intentional behavior and thoughts used by learners during learning as to better help them understand, learn, or remember new information”. All language learners use language learning strategies either consciously or unconsciously when processing new information or performing tasks in the classroom, they choose what helps them to understand and learn better.

In addition, language learning strategies have been classified by many scholars (Wenden & Rubin 1987; O’Malley et al. 1985; Oxford 1990). However, most of them attempt to classify language learning strategies reflect more or less the same categorization. The following is O’Malley’s et al. (1985) classification of language learning strategies; they are subdivided according to the distinction between metacognitive strategies, cognitive strategies and a third group of social mediation strategies.

A. Metacognitive strategies: Metacognitive strategies go beyond the cognitive mechanism and help learners to coordinate their learning. This helps them plan language learning in an efficient way. When new vocabulary, rules, and writing system confuse the learner, these strategies become vital for successful language learning. Metacognitive strategies include: planning, monitoring, evaluating, among others.

Planning: Is the process of thinking about and organizing the activities required to achieve a desired goal.
Advance organizers: Previewing the main ideas and concepts of the material to be learnt, often by skimming the text of the organizing principle.

Directed attention: Deciding in advance to attend in general to a learning task and to ignore irrelevant distracters.

Functional planning: Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.

Selective attention: Deciding in advance to attend to specific aspects of input, often by scanning for key words and concepts, and/or linguistic markers.

Self management: Arranging the appropriate conditions for learning.

Monitoring: Supervising activities in progress to ensure they are on-course and on-schedule in meeting the objectives and performance targets.

Self-monitoring: Checking one’s comprehension during listening or reading or checking the accuracy and/or appropriateness of one’s oral or written production while it is taking place.

Evaluation: focus on making a judgment or determination concerning the quality of a performance, work product or use of skills against a set of standards.

Self-evaluation: Checking the outcomes of one’s own language learning against a standard after a task has been completed.

B. Cognitive strategies: Are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself, for example: resourcing, repetition, grouping and deduction.
**Resourcing:** Using target language, reference materials such as dictionaries, encyclopedia or text books.

**Repetition:** Imitating language model including overt practice and silent rehearsal.

**Grouping:** Classifying words, terminology or concepts according to their attributes and meaning.

**Deduction:** Applying rules to understand or produce the second language or making up rules based on language analysis.

**Imagery:** Using visual images (either mental or actual) to understand or remember new information.

**Auditory representation:** Scanning back on one’s mind the sound of a word, phrase, or longer language sequence.

**Keyword method:** Remembering a new word in the second language by: 1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and 2) generating easily recalled images of some relationship with the first language homonym and the new word in the second language.

**Elaboration:** Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.

**Transfer:** Using previous linguistic knowledge of prior codes to assist comprehension or production.

**Inferencing:** Using available information to guess meanings of new items, predict outcomes, or fill in missing information.

**Note taking:** Writing down key words or concepts in abbreviated verbal, graphic, or numerical form listening or reading.
**Summarizing:** Making a mental, oral, or written summary of new information, gained through listening or reading.

**Recombination:** Constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

**Translation:** Using the first language as a base for understanding and/or producing the second language.

**C. Social mediation strategies:** It can be stated that they are related with social mediating activity and transacting with others questions for clarification and cooperation.

**Question for clarification:** Eliciting from a teacher or peer additional explanations, rephrasing, samples, or verification.

**Cooperation:** Working together with one or more peers to solve a problem, pool information, check a learning task, model a language activity, or get peer- feedback on oral or written performance.

Related to the use of the language learning strategies described above, Fedderholdt (1998) affirms that the language learner capable of using a wide variety of language learning strategies appropriately can improve his/her language skills and autonomy in a better way.

**What is autonomy?**

The concept of autonomy has become part of the mainstream of research and practice within the field of language education (Benson 2001). Autonomy in foreign languages is considered an important component for creative development in communication, moving
away from conventional and restrictive context and moving towards self direction and self regulation where individuals reorganize, restructure and evaluate their learning experience. The introduction of this new context encourages them “To become authors of their own worlds” (Benson & Voller, 1997).

One of the most well-known definitions of autonomy was reported by (Holec 1981 p. 3), who considers autonomy to be “the ability to take charge of one’s own learning”. Another key contribution to autonomy, inspired by the work of Holec (1981), was reported by Little (1990), who claims that “autonomy is a capacity for detachment, critical reflection, decision making, and independent action.” For (Little 1991 p. 4), this capacity includes the planning, monitoring, and evaluating of learning activities and involves both the content and process of learning.

Holec’s (1981) definition is more related to what autonomous learner is able to do in order to make all the decisions by him/herself concerning to his/her learning. It adequately covers the main areas of learning process in which one might expect the autonomous learner to exercise the control. In contrast, Little (1991) argues that autonomy is not entirely a matter of how learning is organized, it is a capacity to learn and also to transfer what has been learned.

“Essentially, autonomy is a capacity – for detachment, critical reflection, decision – making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content
of his learning. The capacity for autonomy will be displayed both in the way learner learn and in the way he or she transfers what has been learned to wider context”.

(Little, 1991 p.4)

The assumptions presented by Holec (1981) and Little (1991) represent the highest degree of autonomy, which enables the learner to choose what, how, and when to learn. Besides, autonomy not only increases the levels of motivation as soon as students feel responsible for their learning success, it also reduces the students’ dependence on the teacher making a switching of roles, teachers become facilitors of the class and students become active and autonomous learners.

**Autonomous learning**

Benson (2001) argues that “autonomous learning is learning in which the learner’s capacity for autonomy is exercised and displayed. [...] It is assumed that autonomy develops through participation in self-directed models of learning, but not as a necessary consequence of it”. Thus, “the autonomous learner is one that construct knowledge from direct experience, rather than one who responds to someone’s instruction” (Benson 2001). Furthermore, Omaggio (1978, cited in Wenden, 1998 p. 41-42) provides some characteristic of an autonomous learner:

- Autonomious learners have insights into their learning styles and strategies.
- Take an active approach to the learning task at hand.
- Are willing to take risks, i.e., to communicate in the target language at all costs.
• Are good guessers.

• Attend to form as well as to content, that is, place importance on accuracy as well as appropriacy.

• Develop the target language into a separate reference system and are willing to revise and reject hypotheses and rules that do not apply.

The characteristics above are related to what a learner must be able to do when he/she is considered autonomous, it is the learner who can determine his/her objectives, defines the contents and progressions, who selects methods and techniques to be used, not the teacher what the teacher can do is to help them to identify those components and provide activities which help students develop their autonomy. As Graham (1997) cited by Fandiño (2009) states that if students use their learning strategies, they would be probably less dependent on their teacher and become autonomous, and Graham (1997) and Chamot & O’Malley, (1994) cited in Fandiño (2008) further state that teachers can enhance the foreign language learning process by making students aware of LLS, helping students understand good LLS, training them to develop them and, ultimately, encouraging their use. In this way, following Graham’s perspectives, the good instruction of LLS would help to decrease teacher centered scenarios, and the development of students learning and language skills.

Teacher centered

According to the ESL glossary “teacher centered” are the methods, activities, and techniques where the teacher decides what is to be learned, what is to be tested, and how the class is to be run. Often the teacher is in the center of the classroom giving instruction with little input from students. The teacher decides the goals of the class based on some
outside criteria. Huba and Freed (2000), discuss about a teacher centered paradigm where knowledge is transmitted from professor to students, the students passively receive information, the professor’s role is to be an information giver and primary evaluator, the emphasis is on right answers, teaching and assessing are separated and only students are viewed as learners. The work of teachers depends upon the abilities, skills and efforts of their students (McDonald 2002, cited in Laboard, 2003 p. 2). Students’ achievement is at the forefront of teacher centered curriculum, but teachers are driven to meet accountability standards and often sacrifice the needs of the students to ensure exposure to the standards, (Laboard 2003 p.2). She also claims that “the teacher-centered approach places control for learning in the hands of the teacher. The teacher uses her expertise in content knowledge to help learners make connections. The effort to get to know the learner and how he processes information is secondary”. In addition, Snow (2007) states that language teachers are not simply transmitters of knowledge, teachers need to assist students in understanding the task before them, staying motivated, building discipline, and learning how to pursue the task on their own. If teachers make use of Snow’s (2007) statements, they would probably engage students into self directed learning.

Self directed learning

Knowles (1975), argues that self directed learning assumes that the human being grows in capacity (and need) to be self-directing as an essential component of maturing, and that this capacity should be nurtured to develop as rapidly as possible. He also states that the experiences of learners become a rich resource for learning, which should be exploited with the help of experts. Gibbons (2002) defines Self Directed Learning (SDL) as any increase in knowledge, skill, accomplishment, or personal development that an individual selects
and brings about by his or her own efforts using any method in any circumstances at any time. Knowles, M (1975) also argues that the personal development such as the need for self-esteem, the desire to achieve, the urge to grow, the satisfaction of accomplishment, the need to know something specific, and curiosity are internal incentives for learners to be self-directing their learning.

Bolhuis (1996) & Garrison (1997) cited in Abdullah (2001) state that SDL integrates self-management (management of the context, including the social setting, resources, and actions) with self-monitoring (the process whereby the learners monitor, evaluate and regulate their cognitive learning strategies), Garrison (1997) also highlights the role of motivation and volition in initiating and maintaining learners' efforts, as motivation drives the decision to participate, and volition sustains the will to see a task through to the end so that goals are achieved. Almost every definition of SDL is related to the independence that the students gain, but Guthrie, Alao& Rinehart (1997); Temple &Rodero (1995), argue that SDL is, ironically, highly collaborative, since learners collaborate with teachers and peers. Moreover, Bolhuis, (1996); Corno, (1992) and Leal, (1993) state that teachers scaffold learning by making learning 'visible.' They model learning strategies and work with students so that they develop the ability to use them on their own. At the time that the students are making use of the language learning strategies by their own, they would be possibly more motivated since they are willing to take charge of their learning process.

Motivation

According to Thanasoulaus (2000), there are three resources that could help students to overcome difficulties, these resources are learner’s motivation, the desire to learn, and the
beliefs they hold about themselves. Tarone & Yule (1989, p. 139) cited in Thanasolaus (2000), support this idea as they state that “self esteem and desire to learn are deemed to be the most crucial factors in the learner’s ability to overcome upheavals in the process of learning a language”. Gardner & Lambert (1972) coined the terms integrative motivation and instrumental motivation, the first one refers to language learning for personal and cultural enrichment, integrative motivated learners want to learn the language so that they can better understand and get to know the people who speak that language. The second term refers to language learning for immediate or practical goals, instrumental students want to learn a language because of a practical reason such as getting a salary bonus or getting into college.

**Role of L1 and L2 in the teaching/learning process**

One important issue that must be taken into account in the learning and teaching process in addition to motivation is the role of the native language when a foreign language is being learned. As Krashen (1980) cited by Tang (2002), proposed that students learn their second language much in the same way that they acquire their first, and that L2 is best learned through massive amounts of exposure to the language with limited time spent using L1. In addition, Brown (2000) cited by Nazary (2008) claims that “first language can be a facilitating factor and not just an interfering factor” (p. 68). However, the fact that the use of the mother tongue can be major than the foreign language, might affect the foreign language learning and autonomy, since one of the characteristics of autonomous learners proposed by Omaggio (1978, cited in Wenden, 1998) is the ability to take risks and to communicate in the target language at all costs. In order to help students take the risk of
communicating in L2 indicates that the input that they receive must be in L2 for them to produce any output using L2.

Literature review

The current education of the English as a foreign language faces some problems related to the performance of the students and teachers, such as the low results obtained by the students in the ICFES test, as it was mentioned in the statement of the problem (see pg. 10-11), few students’ participation in the class activities and students resistance to produce output in English. These problems seem to be caused because of the teachers’ persistence on using cliché methods as grammar translation method where students are passive with a minimum participation and where autonomous learning and the use of language learning strategies (LLS) can not be promoted.

A study made in Colombia by Fandiño, (2009) shows that many students, for instance, do not display awareness of how to use a dictionary, they do not know how to store basic vocabulary, besides, they are not familiar with the use of classroom instructions, etc. He also mentions that Colombian EFL students, in particular, are not accustomed to paying attention to the use of language learning strategies (LLS). Furthermore, he considers that the instruction of LLS is crucial since learner autonomy is also developed because students can become aware of and identify their strategies, needs and goals as learners in order to reconsider and refashion approaches and procedures for optimal language learning. In autonomous learning, students assume greater control over their own learning, it is
important that teachers help them to become aware of and identify the strategies that they already use or could potentially use. Fandiño, (2009) further states that autonomous learning is by no means teacher-less learning, which means that students are not dependent on the teacher and are more responsible for their learning willing to chose the better ways for them to be more successful in the language learning process.

Another contribution to the importance of the instruction of language learning strategies is the study made by O’Malley and Chamot (1990) with a group of Spanish and Russian learners which revealed that one of the factors that influence the strategy use was the degree of language learning expertise of the students interviewed. Novice foreign language learners at the high school level sometimes panicked when they realized that they lacked procedural skills for solving language problems, whereas expert language learners (e.g, those who had already studied another foreign language) approached new language tasks calmly and were able to deploy procedural skills in other language learning situations. The results of this study suggest that some aspects like the level of knowledge in the foreign language such as vocabulary and grammar rules might be taken into account at the time of teaching learning strategies, since not all of them are suitable for all the students. Al-Busaidi and Borg (2012) further contribute with O’malley’s and Chamot’s (1990) perceptions with a study made in Oman called Learner Autonomy: English Language Teachers’ Beliefs and Practices. It is expressed on this study that some teachers suggested a connection between learners’ proficiency in English and their ability to develop as autonomous learners (As one teacher explained, ‘it depends on the students proficiency level; the higher it is, the more autonomy the students have’). Al-Busaidi and Borg (2012) in this study describe some of the participant beliefs about autonomy. For example, one of
the conceptions is that learner autonomy means giving independence to students. Also giving chances to students to choose the kinds of materials they want to use, and the kinds of objectives they want to achieve. In other words, it makes reference to the learning strategies that the learners could use in their learning process.

Additionally, a study made by Oxford and Nyikos (1989) contributes with the previous studies since it states that better language learners generally use strategies appropriate to their own stage of learning, personality, age, purpose for learning the language, and type of language. Good language learners use a variety of language learning strategies, including cognitive strategies for associating new information with existing information in long-term memory and for forming and revising internal mental models; metacognitive strategies for exercising “executive control” through planning, arranging, focusing, and evaluating their own learning process and social strategies for interacting with others and managing discourse. Oxford and Nyikos (1989) also mention that various researchers have studied factors related to choice of language learning strategies, some of these factors include: language being learned, level of language learning, proficiency or course, affective variables such as attitudes, motivation and language learning goals, learning styles, language teaching methods and task requirements.

The studies mentioned above converge in the significance of instructing language learning strategies to foster autonomous learning and they are relevant to our specific field of study which aims to describe the impact of the instruction of language learning strategies on students’ autonomy.
METHODOLOGY

Type of Study

The methodological design of this research project includes the distinctiveness of a qualitative case study, which is interpretative, since the purpose of the study is to observe, instruct, examine and interpret the impact of teaching language learning strategies in order to promote learners’ autonomy in an EFL setting. In addition English classes will be observed and implemented in order to have the analysis and descriptions of the teachers’ methodologies to foster language learning strategies. Also, the use of the data collection methods that were used in this research project such as observations, video recording and the interviews make it a qualitative study.

A case study is defined by Yin (1984, p.23) cited in Zainal (2007) as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are shown”. Following this, our case study takes place in the current classrooms settings where the learning strategies are used in the teaching and learning process. There were six cases observed, five students, the in-service teacher and the two researchers.

According to Creswell (1994, p.1) cited by Spitzlinger (2006), a qualitative case study is an “inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and
conducted in a natural setting”. Additionally, Merrian (2009) states that qualitative research is interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experience. For this reason, the present research project belongs to a qualitative case study because the classroom setting was a naturalistic environment and the data collected made sense about how the participants behaved in the research context.

Furthermore, the descriptive case study is defined as a ‘thick description’ of particular occasions or behavior (Denzin & Lincoln, 2000). This research project has this uniqueness since our purpose was to illustrate the way in which teachers could promote the use of learning strategies in the classroom. It also deserves to be called an interpretive case study, which according to Walsham, (1993, p.4-5) cited by Myers (1997) "aimed at producing an understanding of the context of the information system, and the process whereby the information system influences and is influenced by the context". In these terms, we did not just limit our study to describe what was observed or what students reported in interviews, we took all the data to interpret it and inform students how to use their language learning strategies to improve their learning.

**Context**

This research was conducted at a public high school located in Pereira, Colombia. The high school has about 800 students registered at primary and secondary education. This institution covers from kindergarten to eleven grades and has 25 teachers working in the different areas such as primary education, secondary, math, art, science, history, English
and others. The institution belongs to a social zone of 1 and 2 status, which means that the population that attends this high school belongs to a low socio economical status.

Setting

The institution has only one English teacher for all the grades of secondary, from sixth to eleventh grades; they have two hours of English per week. The teacher in charge of the subject holds a bachelor degree in English as a foreign Language (EFL) from Universidad de Caldas in Colombia and has been teaching English for fourteen years. The chosen grade was Eighth which was composed by 41 students who were between 13 and 16 years old, the classroom where the classes were conducted was 20mtrs² of length, it was colorful and enough enlightened, students used to organize their chairs in 7 rows. Some of the standards followed by the students during the period, in which we instructed them with language learning strategies, were Identifico la recurrencia de ideas en un mismo texto and Escribe narraciones sobre experiencias personales y hechos a mi alrededor, taken from Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés.

Participants

The participants of this research project are the in-service teacher, the two researchers/teachers and 41 eight graders (21 females and 20 males), between 13 and 16 years old, five of them were observed. The observed students were chosen because they presented particular characteristics such as motivation and participation in the class, we could notice since the first observation made to the in-service teacher’s class. They were
selected because at this grade, following the Standards for English teaching from MEN, students should be in a basic level, in which students are more receptive to the new language since they have a basic vocabulary and skills in English. In this way, after the instruction of language learning strategies changes would be more evident. The in-service teacher was also a participant of this research; her role was to provide us with some information relevant to this study in an interview made at the beginning of this study.

<table>
<thead>
<tr>
<th>Profile of the observed students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student 1</strong></td>
</tr>
<tr>
<td>He was an active student, showed to be motivated to learn the foreign language since the beginning. His preference in the use of LLS was memorization. He considered himself to be autonomous but the interviews showed that we had a misunderstanding of the concept.</td>
</tr>
<tr>
<td><strong>Student 2</strong></td>
</tr>
<tr>
<td>He was active and autonomous learner, he expressed it in the initial interview (see interview App. 6 pg.97) and it was evident in the classes because he had some advantage among his classmates such as the knowledge of L2.</td>
</tr>
<tr>
<td><strong>Student 3</strong></td>
</tr>
<tr>
<td>She was a shy but she always intended to participate in class. She was not considered to be autonomous since she was usually dependent on the teacher.</td>
</tr>
<tr>
<td><strong>Student 4</strong></td>
</tr>
<tr>
<td>She was a student who had good skills in L2, she participated in the classes but she was not an autonomous learner (see interview App.4 p.125)</td>
</tr>
<tr>
<td><strong>Student 5</strong></td>
</tr>
<tr>
<td>Passive student, dependent on the teacher.</td>
</tr>
</tbody>
</table>

**Researchers’ role**

The two researchers were participant observers, since we implemented a series of lessons in the chosen school in order to see if there was an impact on the learners’ autonomy after applying certain learning strategies in an eighth grade of a public high school in Pereira. As Ghaill, (1994) argues, the participant observer collects data by
participating in the natural environment of those he or she is studying. “The approach is close to everyday interaction; involving conversations to discover participants' interpretations of situations they are involved in (Becker, 1958 p. 652)”. Besides, we were researchers and teachers at the same time. While one of us was teaching the other one was observing and recording the class and vice versa.

**Data collection methods**

Following Merriam, S (2009) the data collection methods for a qualitative research are the researcher as primary instrument, observations, interviews and documents. From these characteristics we choose the next methods:

**Observations**¹

Langley, P (1988), “Observations involve looking and listening very carefully. We all watch other people sometimes but we do not usually watch them in order to discover particular information about their behavior. This is what observation in social science involves”. The observations took place in the English classes of the eighth grade, (2 hours each one of them). Two observations were made to the in-service teacher class in order to collect data about the context in which autonomy was promoted and eight observations were made to the classes we implemented to see what the impact was of using language learning strategies on learners’ autonomy.

¹ See appendix 2, p. 88
Videos\textsuperscript{2}

Some of the activities were recorded with the purpose to collect data and have evidence of the strategies and techniques that the teacher used to promote autonomy in the classroom by the implementation of some language learning strategies and how was the motivation of the students in that specific moment. As Bloor \& Wood (2006) state, video records are seen to be more reliable than real-time observation and note-taking as they allow for repeated examination of the data and consequently data are not limited by the problems of selective attention or recollection. The videos were transcribed for the data analysis.

Interviews\textsuperscript{3}

An interview was conducted with the teacher with the purpose to inquire into the methodologies, strategies, tasks, techniques and the procedures she used to promote learning strategies; also there were an initial and a final interview to five students in order to collect data about their perceptions of their autonomy, learning strategies and motivation before and after the implementation of our classes. The interviews were transcribed for the analysis of data. Weiss (1994, p. 1) argues that interviewing gives us a window on the past. We can also, by interviewing, learn about settings that would otherwise be closed to us, foreign societies, exclusive organizations, and the private lives of families and couples.

\textsuperscript{2} See appendix 5, p. 130
\textsuperscript{3} See appendix 3, 4 p. 96 \& 102
Data analysis

Strauss & Corbin (1990), argue that "the grounded theory approach is a qualitative research method that uses a systematic set of procedures to develop an inductively derived grounded theory about a phenomenon" (p. 24). The primary objective of grounded theory, then, is to expand upon an explanation of a phenomenon by identifying the key elements of that phenomenon, and then categorizing the relationships of those elements to the context and process of the experiment. In other words, the goal is to go from the general to the specific without losing sight of what makes the subject of a study unique. Following this, we codified, grouped, categorized and drew conclusions from the observations, interviews and video recordings in order get the information relevant to our research. We codified and grouped evidence that had similar characteristics, for example, we grouped data which made reference to the use of language learning strategies and we codified it by highlighting in the transcriptions of interviews, videos and observations all what we found about this topic with a specific color. The findings were written based on the most relevant issues that came from the data analysis and were presented in all the techniques used.

Data collection for the implementation

The following chart explains the technique, instrument and source, used throughout this study to collect the data from the classes taught. We used four different techniques and, each one had one instrument and one source.
The technique refers to the methods used to collect data, such as interviews and videos, the instruments are related to the tools applied to the techniques as transcripts of interviews and finally the source makes reference to the application of the methods of collecting data, for example, the interview is applied or performed to participants who are the source for the interview.

For video-recording sessions, we used a camera to record some of the activities of the classes and then we made transcript of the videos to analyze how students behave and react towards the use of the language learning strategy that was in the activity. In the observations, we focused on the way the teacher/researcher developed the classes based on the instruction of the language learning strategies and how students responded to this and then make a comparison between this situation and a common class where autonomy and the use of LLS are not promoted. For the interviews, we designed a semi-structured format where the questions were about the main topics of this research, the use of language learning strategies, autonomous learning, the use of L1 and L2 in the classroom, etc. There were two interviews, one at the beginning of this study and another one at the end of in order to see if there was a change in the students after the instruction of language learning strategies. Also, we interviewed the in-service teacher to inquire into her perspective about these topics and how did she apply them in her classes.
### Instructional design

This research Project aimed to instruct learners in language learning strategies focused on the reading and writing skill to observe if there was an impact on students’ autonomy using them. Some of the language learning strategies that we included in our lessons were: note-taking, inference, grouping, classification, selective attention, and memorization.\(^4\)

We designed eight lessons, they lasted within two months approximately, and there were two classes of two hours per week. At the beginning of the implementation process, we asked the in-service teacher about the topics and the achievement indicators of that period,

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\(^4\) See O’malley’s et al, (1985) classification .p. 17
in order to maintain coherence with the study plan of the institution. For all the lesson plans, we gave the students the language learning strategy implicitly in the activities and at the end, during the last class; we explained them the strategies that they had used and we gave a brief description of each one of them.

In lesson 1, we introduced ourselves and we gave the students a short talk about language acquisition and about the importance of learning a foreign language, in this case, English. Also, we presented them the pictures of some of our colleagues who are working in other countries because they learnt English; this was in order to motivate the students towards the English learning. For lesson 2, the learning strategies given were selective attention and summarizing, for the first one, the students had to be focused on the auxiliaries do and does in a reading text called: “Sophie’s daily routine” and after reading it, they summarized the main information of the text in a survey. In lesson 3, the strategies used were inference, selective attention and taking notes through drawings. Here, we used a reading text called: “Jorge’s life”, the students had to infer the main information of the text through some questions, which also checked their reading comprehension, for the selective attention, they had to highlight the verbs in third person and finally make a draw relative to the main information of the text. For lesson 4, the strategy worked was categorizing, the class was divided into groups and pieces of cardboards were given to each group, students had to make a chart on it, divided into three categories, nouns, verbs, and adjectives and look for some words for each category and then, they wrote sentences with those words and shared them with the whole group. In lesson 5, students practiced the topic which was simple past by writing different sentences on the board about what they had done the day
before, and there was an activity called “word bank” using the *categorization*\(^5\) strategy but there was not time to develop it, the teacher gave the instruction and left it as homework but most of them did not do it. So, in lesson 6, we continued working on this strategy since it was difficult for the students to apply and develop the task. The teacher gave some examples about the activity for them to accomplish the task. For lesson 7\(^6\), the strategies given were *imagery* and *memorization*. For imagery, the teachers stuck some flashcards of verbs on the board, for students to make relationships between the meaning of the verb and the picture, this was called “Pictionary”, and for the memorization strategy, the teachers provided a memory game in which the students had to remember the verbs of the Pictionary. Finally, for lesson 8, we prepared the presentation and explanation of the learning strategies we taught to them, we presented all the activities they had done with the related strategy and also we were grateful with them for being part of our research project. The video recordings and field notes of the observations were applied during the classes implemented.

**Consent forms and ethical considerations**

The process followed by the researchers to create the consent form that was necessary to ask for the permission in the setting where the research is meant to be conducted, was to make a letter\(^7\) where the researchers specify the title of the study, its objectives, the chosen

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\(^5\) See O’malley’s et al, (1985) classification .p. 16  
\(^6\) See appendix 6, p.133  
\(^7\) See appendix 8, p. 140
participants (grade), the benefits it brings to the school, the personal information of the researcher and the advisor, and the information of the university and the studied program. This study was made under the required ethical considerations, such as the use of pseudonyms to protect the participants’ and school’s identity and the confidentiality of the data and the study’s results.
FINDINGS AND DISCUSSION

All through the process of observing and instructing certain language learning strategies (LLS) which include cognitive, metacognitive and social mediation strategies to foster autonomous learning at a public school in Pereira, we have found that there are five main major aspects related to the impact of implementing LLS on learners’ autonomy in reading and writing skills. These aspects will be described and explained in this chapter.

1. Autonomy reflected on learners by the use of language learning strategies.

During the instruction of language learning strategies (LLS) in the classes taught, we noticed that some LLS tended to foster learners’ autonomy in a positive way, while other LLS were less effective when the students used them alone and required help such as dictionaries’, classmates’ and teachers’ support.

When examining the data collected, we encountered that at the beginning of the process of this research project, at the time of performing the initial interview, the five interviewed students considered themselves to be autonomous, but after analyzing all interviews, just two of them had autonomous thinking and behavior skills. However, the final interview showed that even though students liked to use LLS in the classroom, only some of them would use them at home by themselves.

The following two sub findings are some of the strategies that the students expressed that they would use by themselves to foster their autonomy in their English learning process and
the strategies that students found difficult to apply by themselves, so they required the teacher’s help to learn them.

1.1. Language learning strategies that fostered students’ autonomy.

There were some LLS that students expressed they would like to use to foster their autonomy because of different reasons, such as the facility to use them at home without the teacher’s help and because the use of LLS makes the language learning process more effective. These conceptions are explained through the next samples taken from the interviews, the observations and the videos.

The first sample is taken from a final interview implemented to the student 2 (FIS2), in which he expressed the impact of the use of LLS in his autonomy.

**FIS2 8**

I: Crees que el uso de las estrategias de aprendizaje utilizadas a través de estas ocho clases, ehh, le sirvieron para aprender inglés de una manera más fácil?

[…]  

I: Bueno, entonces mmm… qué concluirías después de este proceso, de que las estrategias ayudan a, a o de qué las estrategias de aprendizaje tienen muy buen impacto en la autonomía?  

S: Sí.  

I: Por qué?

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8 See appendix 4, p.107
S: Por qué? Porque podemos usarlas no solamente en la clase sino utilizarlas nosotros mismos, por ejemplo, podemos coloca\ll e carteleras a las partes de la casa y mirarlas, pues al verlas todos los días podemos aprender, por eso es una forma fácil de aprender.

I: Como lo que hicimos hoy con el picture dictionary, pero, pero en la casa, lo harías, te gustaría hacer eso?

S: Sí, me gustaría.

Here, the strategy mentioned by the student was imagery, the one that consisted in using mental or actual pictures or visuals to represent information. This strategy is a cognitive one, since cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to a learning task (O’Malley, 1990). As it can be seen in the example, the activity was about presenting images as a dictionary tool, what is commonly called picture dictionary and memorize the words presented in the pictures. This strategy had a positive impact on the students since they could learn vocabulary in an effective way. For this reason, the student expressed that he could use it by himself not only in the classroom but also at home.

The next example taken from the video transcription number 1, (V1) shows another situation where a student used a different cognitive strategy by herself, this strategy was note taking, and it refers to writing down key words and concepts to assist performance to a language task (O’Malley, 1990).
V1. ⁹

T: Do in past, Do.

S: The student looks for the verb in her notebook, as soon as she finds it she says to the teacher, “omes did”.

T: Did, yes that is the past of do.

The activity from this video’s extract was to use their previous knowledge in order to create a paragraph where students had to describe what they had done the day before the activity was performed. Since students had limited vocabulary in English, they had to ask to the teachers how to write several verbs in past and some common words like computador, televisor, iglesia etc, in order to accomplish the task. In the case of this specific piece of video, the student 3 (S3) requested help from the teacher to know how to write the verb “do” in past, but the teacher eluded her question in order to make her apply the strategies given in class to become autonomous. Finally, she reviewed her notes to find the verb “do” in past.

Another sample that collaborates with our perception from this video extract (V1), is the following extract taken from a final interview performed to (S3), the same student from the video.

FIS3 ¹⁰

I: Bueno, ¿Que estrategias de aprendizaje se utilizaron en la clase de inglés?

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⁹ See appendix5, p.130 ¹⁰ See appendix4, p.116
This time S3 exposed what she captured from the classes referring to the language learning strategies, she talked about note taking and selective attention, as resources to do the activities proposed by the teachers in the classes. In addition to this example, another piece of evidence taken from the observations number 5 and 6 make reference to other strategies that S1 used to achieve the task in class.

**OB5**

The teacher asked students to go to the board and write some affirmative, negative and interrogative sentences in simple past [...] one of the students who passed to the
Board (S3) took her notebook out with her and made her sentences supported in her notes.

Notice that in the previous extract taken from the observation 5 (OB5) the same student from the video 1, used the same note taking strategy but in this case to achieve a different task.

Another contribution, taken from the observation number 6 (OB6), shows that note taking is a strategy commonly used by the students in different activities.

**OB6**

Teachers elicited students’ participation by asking them to read or write on the board the sentences of the activity, [...] S1 brings dictionary, verb list and notebook at all times to the class and he uses them to make the sentences asked by the teacher.

In these cases, the activities were about construction of sentences in past simple, for which S1 used the verb list and his notebook to reinforce his knowledge and complete the activity, while S3 only used her notes as a guide to accomplish the task.

Authors like Richards and Platt (1992), state that language learning strategies are “intentional behavior and thoughts used by learners during learning as to better help them understand, learn, or remember new information” (p. 209). During the classes taught, some LLS such as note taking, memorization and inference were given to the students in order to

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12 See appendix2, p. 89
help them to achieve tasks by themselves trying to avoid the teacher’s help. However, note
taking, imagery and memorization had more impact on the students since they tended to
used them in almost all the activities performed and those strategies helped students
understand and develop the classes’ topic and classes’ activities in a successful way. It was
evident when the worksheets were checked by the teachers that most of the students did
them in a correct way without the teachers’ help. As Fandiño (2009) states, “if students use
their learning strategies they would be probably less dependent on their teacher and become
autonomous”. In this research project those conceptions were implemented aiming to see if
the students showed changes in their behavior and tending to be autonomous after applying
LLS in the classes, the examples previously given are evidence of what Fandiño (2009)
stated, some of the students from this research project probably became less dependent on
the teacher because of the strategies taught during the implementation.

1.2 Language Learning Strategies which meant a challenge for students

The data collection analysis showed that there were some language learning strategies
(LLS) which meant a challenge for students to apply by themselves and required more
emphasis and explanation from the teachers, and other support to be used during the
development of some activities. Those strategies will be exposed through the following
samples.
The initial sample was taken from a final interview performed to the student 2 (FIS2), where he expressed which was the strategy that he considered to be the most difficult from those that were applied in the classes.

**FIS2**

I: Cuál de todas fue la más difícil de desarrollar, en la que usted tuvo más dificultad?

S: La de separar verbos, adjetivos y sustantivos.

I: O sea, atención selectiva, donde cate, categorizamos las palabras.

S: Sí.

I: Por qué te pareció tan difícil?

S: Uno porque no sabía pues, me tocó buscar mucho, mucho, mucho para poder cual era, como era, si eran adjetivos, sustantivos o verbos.

I: Y en dónde buscaste?

S: En un diccionario.

In this case, the activity was about categorizing some words from a word bank into verbs, nouns and adjectives using the selective attention and grouping strategies, the first one consists in focusing on specific items such as nouns and the second one is about classifying words, terminology or concepts according to their attributes and meaning (O’Malley, 1990). These strategies were considered to be the most difficult since the student did not know what a verb was, and what an adjective was, so he needed an extra

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13 See appendix4, p. 108-109
support to develop the task which was a dictionary where he looked for the translation and categorization of the word to see what type of word it was. However, he and his classmates also asked for the teachers’ help even though it is not expressed in the interview. This was evident in the extract from the video number 3 (V3) taken the day this activity was reviewed by the teacher.

The next extract taken from the video number 3 (V3) shows the resources used by the students to accomplish the task such as dictionary and note books, since they found the grouping strategy difficult to apply, the teachers’ help is also required by the students.

V3\textsuperscript{14}

S: Los sustantivos se ponían los sustantivos, en verbos se ponían los verbos, en los adjetivos los adjetivos, entonces había que hacer oraciones con esas primero, eran los verbos, luego los adjetivos y luego los verbos. (This student explained to her classmates in her native language what they had to do in the word bank).

T: And the verbs were in present, past future? (The teacher asked about the tense they were working on, if it was present simple, past simple, etc.).

S: Pasado, pasado las oraciones. Se hacían con tres palabras obviamente, de verbos, adjetivos y sustantivos.

T: Nouns (The teacher spoke in English to make the student aware about the use of L2 in the class).

S: Se hacian nueve y ya.

\textsuperscript{14} See appendix5, p. 130
T: Ok, how do you recognize the verbs in simple past? Which is the characteristic?

S: Que terminaban en –ed.

T: Exactly, terminaban en –ed, very good. So, I want to hear the verbs, who wants o give me the verbs? Over here… (The teacher passed around the lines).

[...]

S: Looking for information in the dictionary, min 2:04. (It was when the teacher started to ask questions).

[...]

S: Looking for information on her notebook, min 3:09. (It was to give some examples to the teacher).

Because the grouping word task was difficult to develop by the students alone, they did not do it at home, when the teacher asked for it nobody answered, so the teacher started making questions to see if it was because they had not understood the instructions, but one of the students started explaining to their classmates what they had to do by using Spanish. After this explanation, the students began to develop the task; however, they had to use other strategies like notebooks and dictionaries to categorize the words they had. The teacher also helped them by asking some questions such as “how do you recognize the verbs in past?” and the students answered cooperatively.

From the observations taken during the research process we extracted a piece of evidence that supports what we have expressed in the previous examples
OB6\textsuperscript{15}

The teacher wrote on the board an example of what they must do, she made the word bank chart that they had in the photocopies given the day before and wrote an example of verb, adjective and noun. Most of the students complained about this activity because they said that it was difficult for them to categorize the words. They argued that their knowledge in English was not that big and that they had never done those kinds of activities before. S4 said: “Yo no quiero hacer esta actividad, porque no se como se si son verbos o no, no estoy acostumbrada y no me lo han enseñado”. Finally, the teachers convinced students to at least try to do the task and all students used different tools to accomplish it.

In this case all of the students refused to do the activity, but was S4 who expressed her feelings towards the task, which consisted in categorizing some words from a word bank into verbs, adjectives and nouns. S4 said they were not accustomed to this kind of activities and it made it difficult for them to accomplish it. The LLS that we wanted to teach this time were grouping and categorizing, but students did not like this task and were not willing to do it, even though agreed in making the task because of the teachers’ insistence, each one of the students used the tools that they found appropriate to help them with it, such as: dictionaries, verb list and note books.

Cameron (2001) states that there are some classroom useful activities for young learners one of them is categorizing which helps them to build up more knowledge of the world and

\textsuperscript{15} See appendix 2, p. 89
words. However, in the data collected we found that students did not like this type of activity, because of their lack of knowledge in English vocabulary, for example they did not know what a verb was neither in English, nor in Spanish. Graham (1997); Chamot & O’Malley (1994) cited in Fandiño (2008), state that teachers can enhance the foreign language learning process by making students aware of LLS, helping students understand good LLS, training them to develop them and, ultimately, encouraging their use. What is established by these authors was evident during the implementation of this research project, the teacher intended to help students understand good LLS, but as it was shown in the examples above there were some strategies that were not good for students, they did not like them because of misunderstanding and lack of previous knowledge, what left them in a very basic level. To reinforce this conception, a study made by O’malley and Chamot, (1990) with a group of Spanish and Russians learners showed that one of the factors that influence the strategy use was the degree of language learning expertise of the students interviewed. Novice foreign language learners at the high school level sometimes panicked when they realized that they lacked procedural skills for solving language problems, whereas expert language learners (e.g, those who had already studied another foreign language) approached new language tasks calmly and were able to deploy procedural skills in other language learning situations. As the evidence showed, due to the lack of knowledge that the eight graders from this research had in English vocabulary, they found the grouping strategy difficult to use, since they did not know which words were nouns, adjectives or verbs. As a result, we agreed with O’Malley’ and Chamot’s conceptions that the lack of knowledge and the lack of procedural skill can affect the strategy use and those students who have not a good language level use could be confused and panicked when solving the task with the given language learning strategy.
2. Role of the teacher to engage students into the use of language learning strategies (LLS).

As it is said by Snow (2007), language teachers are not simply transmitters of knowledge, teachers need to assist students in understanding the task, staying motivated, building discipline, and learning how to pursue the task on their own. However, this appreciation is not commonly applied, since most of the teachers keep giving classes that are based on content and do not take into account the students’ needs. In order to avoid this situation, it is necessary that teachers become facilitors of knowledge by giving students language learning strategies to assist their learning process and become less dependent on the teacher. The classes implemented were designed aiming to give students some learning strategies that they could use to learn in a better way without the teachers’ help.

One example that demonstrates the conception stated above by Snow (2007) is the following extract from the observation number 1 of the class given by the in-service teacher where this research project was conducted.

OB1

After the teacher finishes with the list, she asks about what they did last class in Spanish, one of the students answers: “future próximo y future lejano”, everyone takes their notebooks out and starts writing what the teacher writes on the board which is about these two topics. The teacher asks students for the homework, they argue about it “se acuerdan de la tarea de la clase pasada?”, and then she says: “organícese en parejas para trabajar”.
This was the first observation made to the in-service teacher, which showed not only that the class was developed by using Spanish instead of the target language but also that it is a class focused mainly on grammar, where the teacher was the center of the class and the students were passive only writing on their notebooks what was on the board instead of being participating actively in the class.

In addition to this, there are other examples taken from the initial interview to students 2 and 3 (IIS2, IIS3) that show that the in-service teacher developed the class in a traditional way with the same class’ routines.

IIS2

I: Bueno… qué actividades desempeñas, acá en la clase y fuera de la clase?
S: … silencio…
I: Qué tipo de actividades hacen acá en el salón en la clase de inglés?.
S: No pues…la profesora nos hace en grupo para hacer oraciones… actividades…y los verbos.

IIS3

I: Y como qué actividades son las más comunes que la profesora las ponga hacer?

\[\text{See appendix 3, p.97}\]
\[\text{See appendix 3, p.99}\]
S: Pues siempre lo de do y does…Todo lo de…Pues lo normal, lo de octavo, lo normal.

I: Do y Does, auxiliares y ser o estar?

S: Si, eso, si, lo normal.

From these examples, we reinforced what we found in the observation number 1 (OB1) made to the in-service teacher related to the routines and methods used by her. Some of the interviewed students expressed that the teacher did not change her methods and dynamics from class to class; she kept the same group activities and topics like the S3 said: “pues siempre lo de do y does”.

On the contrary, we intended to engage the students in the process of becoming autonomous by using different language learning strategies instead of using traditional methods that do not promote students active participation. In this practice, the classes were designed to make the major impetus in eliciting students’ activeness and avoid the teacher centered scenario. The next example taken from the final interview performed to the student number 3 (FIS3) supports this argument.

**FIS3**

I: Y le gustaron estas actividades para realizar en su casa?

S: Si, a mi si me gustaron

I: ¿Por qué?

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18 See appendix 4, p.115
S: Porque ósea como le dijera yo, son divertidas creativas y uno aprende más fácil que colocando a escribir.

I: y que siempre escribiendo en el tablero reglas gramaticales y eso.

S: si siempre colocaban imágenes o colocaban todas esas cosas de gramática.

This piece of evidence exposes the impact that the classes taught by us had in student number 3, she expressed that the language learning is more effective if it is taught with dynamics instead of writing what is on the board. It shows the importance of moving from a traditional class to a more active one.

Huba and Freed (2000) discuss about a teacher centered paradigm where knowledge is transmitted from professor to students, the students passively receive information, the professor’s role is to be an information giver and primary evaluator, the emphasis is on right answers, teaching and assessing are separated and only students are viewed as learners. As the evidence showed, this paradigm still takes place in the current education, teachers only plan their classes based on the topics to be taught but they do not care about what they can do to go beyond the content such as giving the students the strategies they need for a more successful learning process and become more autonomous. In contrast to this, Snow (2007) states as an argument for student-centered approaches that students will learn more effectively if they are active participants in the process than if they just passively follow the teacher’s instructions. We agree with Snow (2007)’ conception, since students’ perceptions changed from the initial to the final interview, as it is shown in the example above FIS3 where the student expressed that his like for English increased due to the strategies given in this research project.
3. Students’ reactions towards autonomy after the implementation of language learning strategies.

The implementation of LLS in the classroom made a switching of roles, teachers became facilitors of the class and students became active participants of it. Holec (1981), stated one of the most well-known definitions of autonomy he considers autonomy to be “the ability to take charge of one’s own learning”. During the process of implementation, we wanted to create an environment where students could apply this definition and take charge of their learning through the use of LLS. Here we will show some of the students’ initial and final interview, to make a contrast between their first thought about autonomy and their final reaction towards it.

The first example was taken from initial Interview made to student 2, and Final Interview made to the same student. Since the initial interview this student showed that he knew what the concept of autonomy was, for which we selected this student as a good input for this research project.

**IIS2**

I: Listo, muy bien. Ehh Julián, ¿qué entiendes cuando se te habla de aprendizaje autónomo?

S: Pues, cuando aprendo por mí mismo, más o menos, pues, pues uso mis propios medios para aprender sin necesidad de otra persona.

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19 See appendix 3, p.97
I: Listo, ¿te consideras un estudiante autónomo?.

S: Sí.

I: ¿Por qué?

S: Porque pues muchas veces no le pregunto a las personas, sino que por mi mismo investigo las cosas, ¿me entiende?.

FIS2

I: Listo, mmm… después de estas cuatro semanas de estar interactuando con Katherine y conmigo, cree que ha mejorado su autonomía respecto al aprendizaje del inglés?

S: Sí.

I: ¿Por qué?

S: Porque que… ehh… he repasado mucho con lo de las… con lo del pasado simple, que nos pusieron a hacer las oraciones, ehh, repase mas sobre eso porque estaba como flojito con el tema y pues si…

[…] S: Pues porque a veces sin que la profesora me diga, pues sin que la profesora me haya dicho que estudie, he repasado en mi pro, en mi casa.

[…] I: Entonces ¿de qué manera se vio afectada su autonomía, en una manera positiva o negativa?

S: Positiva.

I: ¿Por qué positiva? Explícame eso.

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20 See appendix 4, p.111
S: Porque si estamos hablando de ser autónomos, es yo mismo, aprender por mí mismo, entonces si no he necesitado la ayuda de la profesora, entonces si hay ehh, sería positivo, porque no he necesitado de otras personas para que me ayuden a aprender.

In the example above, we can observe the first thought of the student and the final reaction he had referring to the questions made about autonomy. In the first interview he claims to be an autonomous learner because he search information by himself without others’ help, and in the final interview he expressed that his autonomy improved after the classes with us, because he studied by himself without the professor’s command at home and making use of the activities we implemented.

The second example is an extract taken from Initial interview and final interview made to S3, where as the S2 from the first example, she knew since the beginning what autonomous learning was, and she considered herself to be autonomous, even though in the final interview she expressed that her autonomy improved after the classes with us, because before she used to ask for copy to her classmates.

IIS3

I: ¿Qué entiende cuando se le habla de aprendizaje autónomo?
S: Que uno aprende por sí mismo.
I: Que aprendes por si mismo… con qué… estrategias…¿qué estrategias utilizas?
S: Con la música, el internet, y con libros, etc.

\[^{21}\text{See appendix3, p.100}\]
I: ¿Te consideras una estudiante autónoma?
S: Sí, porque jejejeje, porque yo busco, mmm… estrategias para poder aprender más…más rápido, más fácil.
I: ¿Qué estrategias utilizas?
S: La música y el internet.

**FIS3**

I: Después de estas clases de inglés en las cuales estuvimos interactuando el grupo de ustedes ocho dos con Katherine y conmigo que fuimos las profesoras, eh cree usted Katherine que ha mejorado su autonomía respecto eeh respecto al aprendizaje del inglés, se siente un poquito más autónoma?
S: Pues si porque antes el inglés yo preguntaba ay deme copia deme copia ahora no ya se pues no lo sé todo pero ya entiendo pues lo de la clase
I: y sabes que puedes utilizar ciertas estrategias para aprender por ti solita.
S: De qué manera se vio afectada su autonomía con el uso de las estrategias de aprendizaje, pues fue positive o negativo, se sintió mas como mas independiente que no tenía que estar pendiente del profesor…

The S3 interviewed in the previous sample says in the Initial Interview that she is an autonomous learner because she learnt by herself making use of music, internet, and books, on the other hand in the final interview she uttered that after the implementation of our research project she became more autonomous because she used to ask copy to her classmates in English class, she also said that her autonomy was affected in a positive way

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22 See appendix 4, p.119
with the use of LLS, because she did not have to ask anyone for copy since she knew she could do it by herself.

To continue with autonomy reflected throughout the implementation of this research project, there is another example which is an extract taken from observation number 8 (OB8), which was the last class implemented, where it is clear that some of the students did get affected in a good way after the classes taught using LLS.

**OB8**

One of the students came to me and showed me a little book in English that he found at home, the book was Dracula and he told me that he wanted to start reading it and highlight the words he did not know as he did in the Jorge’s text. I congratulated him because he made that decision by himself and I told him that is was good to learn vocabulary and practice reading comprehension.

This extract above clearly shows that the implementation of LLS in the classes taught did have good reactions among students, the interest of this learner to start reading a book in English and furthermore the desire to use some of the strategies taught is an example of students’ autonomy affected after the implementation of LLS.

Benson &Voller (1997) state that autonomy in foreign languages is considered an important component for creative development in communication, moving away from conventional and restrictive context and moving towards self direction and self regulation.

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23 See appendix2, p. 94
where individuals reorganize, restructure and evaluate their learning experience. The introduction of this new context encourages them “to become authors of their own worlds”. As it is shown in the previous samples, students expressed that they became more independent and their autonomy improved after the classes taught throughout this research project, the extract taken from OB8 further shows that students by the end of the implementation, where moving into self direction and self regulation. Omaggio (1978), cited in Wenden, (1998) provides some characteristic of an autonomous learner, one of them is that autonomous learners have insights into their learning styles and strategies, which is evident in the case of the student who decided to start reading Dracula and make use of some of the strategies he learned and liked which could be useful at the time of reading a book.

4. The importance of motivation when using Language Learning Strategies to learn English as a foreign language.

During the last decades, the importance of learning a foreign language in this case English has increased since it has become a need in this globalized world. Some of the participants in this research project have expressed different arguments about why they want to learn English and they agreed that learning this language is very important nowadays. The following samples show how motivation plays a significant role when using language learning strategies (LLS) to learn a foreign language. This sample taken from the final interview made to the student number 2 (FIS2) evidences why the S2 is motivated to use the language learning strategies (LLS) to learn English.
FIS224

I: Ahh, muy chévere… ¿Por su iniciativa propia aplicaría alguna de estas, sin que la profesora le diga: Julián, usted va ir y va a aplicar tres estrategias en su casa, por usted solito las aplicaría?

S: Sí.

I: ¿Por qué?

S: Pues…como lo dije en la primera vez, mi sueño es ser poliglota, entonces me interesa mucho aprender idiomas, todo lo que trate de idiomas, de distintos idiomas, me gustaría aprender.

This student expressed why he is motivated to use the LLS to learn English; he considered that as his dream is to be polyglot he is interested in learning all aspects related to languages. This is a sample of intrinsic motivation, which refers to language learning for personal growth and cultural enrichment (Garner and Lambert, 1972).

The next piece of evidence is taken from seventh class’ observation made to the students (OB7). This is another example that supports the importance of motivation when using LLS to learn a foreign language.

OB725

“When the class was almost finishing, the students express the teacher that they liked the memory game a lot, and asked the teacher if it was possible to do the memory

24 See appendix 4, p. 111
25 See appendix 2, p. 92
game but with more verbs and just one or two groups, they say: “*teacher es que seria bueno hacer el juego con más verbos pero que seamos todos juntos o bueno dos grupos de veinte para que el juego sea más difícil*” and the teacher agreed.”

In this situation the students were playing a memorization game with a Pictionary, most of them were willing to participate in this activity, as it is shown in the extract above they were motivated to keep working in this language learning strategy since they expressed that they wanted to take the game to a higher level of difficulty. We considered that these students had intrinsic motivation because they liked the activity not in terms of getting a good note, but to learn verbs through this fun activity.

Finally, the next piece of evidence taken from observation 8 (OB8), shows another sample of a student who wanted to use a language learning strategy by his own initiative as a result of his motivation towards the language learning process.

**OB 8**

One of the students came to me and showed me a little book in English that he found at home, the book was Dracula and he told me that he wanted to start reading it and highlight the words he did not know as he did in the Jorge’s text. I congratulated him because he made that decision by himself and I told him that is was good to learn vocabulary and practice reading comprehension.
This situation occurred during the teacher’s review of the language learning strategies used in the classes given by the researchers, it demonstrates how motivation plays an important role when using language learning strategies, since students take the risk to use them by themselves.

Authors like Jones, (1987) cited in O’malley (1990) argue that motivation or the will to learn can be considered to play a self-regulatory role in learning. This means that motivated students can develop a positive attitude towards the language learning process. Additionally, Scarcella & Oxford (1992), cited by Root (1999) state that the “degree of motivation is the most powerful influence on how and when students use language learning strategies” (p. 53). As the evidence showed, it is important that students have a desire that pushes them to the language learning process. The studies made by Scarcella & Oxford (1992) are evident in the Final Interview made to Student 2, since this student expressed that he is motivated to use LLS in order to learn different languages. Even though the motivation can vary from intrinsic to instrumental, both can help students to be more successful when learning a foreign language. Moreover, autonomy increases the levels of motivation as soon as students feel responsible for their learning success and during this process, the students can decide the language learning strategies and techniques that are more suitable and affective for them to be more successful in the language learning process, as the example from OB8 shows, one of the students wanting to start reading Dracula, exposes that motivation in learners helps them to become autonomous in their learning process.
5. Students’ and teacher’s use of L1 as a barrier to become autonomous.

English classes should be taught by making emphasis in the use of the foreign language, since L1 serves as a "supportive and facilitating role in the classroom" (Tang, 2002 cited by Morahan (2007), and not that it is the primary language of communication (Morahan, 2007). The following examples show how the excess of the L1 use can affect the students’ autonomy in the English learning process.

Here, we take a sample from final interview made to student 1 (FIS1) where he compared the use of L1 and L2 in the in-service teacher’s and the researchers’ class. It is clear that this student was not used to have English classes using the target the language.

**FIS1**

I: Bueno, ehh la profesora de inglés de acá también les habla Inglés en la clase y todo es en inglés?

S: Pues sí, la profesora nos habla en inglés, pero cuando ya ella termina digamos de ehh, ella primero viene a explicarnos.

I: En español o en inglés?

S: En español, y ya después nosotros si tenemos alguna duda ella nos ayuda con el inglés, que así se escribe, así se pronuncia, nos va diciendo que así es inglés.

[…]  

I: Bueno, eeh la clase de la profesora Olga y la de nosotros, la profesora, la de nosotros fue un 90% inglés un 10% español, la de la profesora Olga en ese porcentaje como daría usted los porcentajes de inglés y español?

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26 See appendix 4, p. 105
S: Pues la clase de ustedes en inglés hablando solo inglés, pues para mí fue como de un 95% porque la mayoría eran hablando inglés, hablando inglés ya el otro 5% era porque ya nos explicaban en español a cada uno, la de la profesora Olga ya creo yo que es al contrario, un 90% nos habla a nosotros en español y ya después cuando necesitamos ayuda ella nos habla en inglés, como es esto y ya tales y pascuales.

I: Ah bueno entonces al revés 95% español y 5% inglés

S: Aja.

The previous data demonstrates that Spanish was used by the in-service teacher most of the time in the English class for explanations, giving instructions and commands. On the contrary, he expressed that the classes of this study classes were about 95% English use and 5% Spanish use, the last one was to give some explanations. Even though the participants from this research project were accustomed to English classes taught in Spanish, in the final interview they uttered that our classes using English most of the time were not difficult to understand. The following extract from the final interview performed to the student 4 (FIS4) supports this argument.

FIS428

I: ¿Cree que fueron fáciles o difíciles las clases de, estando expuestas el 90% en inglés? Casi todo el tiempo o estuvimos hablando en inglés, todos los temas se explicaron en inglés, ¿crees que eso fue fácil o difícil?

S: ¿Pues es que o sea se ve muy difícil, cuando ustedes llegaron y nos dijeron que toda la clase iba a ser en inglés se veía muy difícil, pero ustedes le, ustedes lo hacen entender mucho a uno, si me entiende? Porque no sé, nos entendemos más con ustedes, porque como ustedes son jóvenes como nosotros, entonces ustedes nos

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28 See appendix4, p.127
comprenden, en cambio que yo creo que Olga explicándonos eso, ay se nos muere!

Jajajajaja. (Student giggles)

[…]

I: Listo. Entonces crees que son más enriquecedoras y productivas las clases habladas en inglés?

S: Claro, toda la vida. Por ejemplo yo no sabía cómo se decía ejemplo ni oraciones y ya entendí, jajajaja. (Student giggles)

In this example of data, Student 4 clearly said that classes taught in the target language, are more productive since they are immerged and interacting with the language. Also, she expressed that our classes were easy to understand because we used body language to explain them unknown words and give explanations and instructions.

Despite our efforts to create a class where English was the primary language of communication, students kept using their mother tongue (L1) in all the situations such as asking for clarification, permissions, and participating in the class’ activities. This issue was demonstrated in the observation of the second class implemented by us (OBI2).

OBI2

During the development of the task, students were focus on it, the ones who did not understand well, called the teachers and asked them for clarification: “profe, es que no entiendo” and the teacher said: “teacher, I don’t understand, could you please help me”, this is the way for you to ask for teachers’ help. Just six people tried to use it

See appendix, p.85
with some pronunciation mistakes and the rest of the whole group continued with L1. Some of the Ss who did not understand a word, asked to the teacher: “profe que significa esto (and pointed out the word)” and the teacher: “teacher, what does this word mean? Use this to ask for the meaning of a word” and again, just few people did it, the others did it in Spanish even though the teacher wrote these two expressions on the board and asked students to use them when they needed help, etc.

The activity consisted in completing a survey with their classmates and teachers, the survey was about likes and dislikes using the auxiliaries do and does. Even though we gave the students the way they could ask questions in English, most of them kept using their mother tongue to ask for clarification and accomplish the task. Furthermore, unless the questions were written in English in the survey, they asked in Spanish: “usted juega tennis instead of do you play tennis?”.

Another example that further supports our conceptions from observation number 2 (OBI2), is the next extract from video number 3 (V3) that shows students’ necessity of communicating in their mother tongue (L1).

V3 30

S4: Los sustantivos se ponían los sustantivos, en verbos se ponían los verbos en los adjetivos los adjetivos entonces había que hacer oraciones con esas primero eran los verbos luego los adjetivos y luego los sustantivos (student 4 explains to her classmates what the activity was about).

30 See appendix 5, p. 130
T: And the verbs were in present, past, future…

S4: Pasado, pasado las oraciones. Se hacían con tres palabras obviamente. De verbos, adjetivos y sustantivos.

T: Nouns.

S4: Se hacían nueve y ya.

T: Ok, how did you recognize the verbs in simple past? Which is the characteristic?

S4: que terminaban en ED

T: Exactly, terminaban en ED very good. So, I want to hear the verbs. Who wants to give me the verbs? Over here.

This time, the activity was about completing a word bank, in which they had to classify some words into verbs, nouns and adjectives and then they had to make with those words sentences in simple past. Although, the teacher asked in English about the task, the S4 answered in Spanish correctly, which means that she understood what was asked.

Krashen (1980) cited by Tang (2002), proposed that students learn their second language much in the same way that they learn their first, and that L2 is best learned through massive amounts of exposure to the language with limited time spent using L1. We agree with this conception and we implemented it in the classes. We had not greater success since students were not accustomed to the exposure of English. We consider that the students’ persistence in the use of L1 and the little period of time in which we instructed them in LLS created a barrier to become autonomous, since students needed further instruction and continuous use of LLS so that they could start using the target language. Even though, one of the characteristics of autonomous learners proposed by Omaggio (1978), cited in Wenden,
1998) is the ability to take risks and to communicate in the target language at all costs. And the participants of this research project were not the kind of risks takers.
RESEARCH AND PEDAGOGICAL IMPLICATIONS

The goal of the National Program of Bilingualism is to have citizens with a good English level by 2019 in Colombia. However, the current classes remain in the cliché of English classes taught in Spanish, and in the use of traditional methods such as grammar translation method and teacher centered approach, making this goal difficult to achieve by the date proposed, this was evident in the public school were our study was conducted.

According to what we found, these issues were an obstacle in the implementation of language learning strategies. The L1 was used in excessive amounts by the in-service teacher and students, this issue clearly affected our lessons, since they were given in the opposite way of the in-service teacher’s classes. Even though the teaching of the Language Learning Strategies and the topics were given in L2, expecting students to respond using the same language, they continue using L1 despite the fact that they understood what we said in English, they avoid its use.

Despite of the difficulties referring to the use of L2, students did have good results using some LLS such as memorizing and taking notes, by the end of the process they showed improvements with vocabulary, grammar and also with their autonomy. This suggests that if teachers make students aware of the LLS, they would be more successful in the learning process since they could choose the strategies they like to learn at any time, decreasing the levels of dependence on the teacher.
Based on the outcomes we have from this study, one issue that we could reconsider related to the instruction of LLS is that some of them are not suitable for all English levels of students. For example, the categorizing strategy did not work with our group of participants, because of their lack of knowledge referring to the English and Spanish language. For example, they did not know what a verb was neither in Spanish nor in English. We recommend using this type of strategy after making a review of the students’ level of knowledge.

To sum up, the fact that in-service teachers still use traditional methodologies, might affect the way in which new teachers give their classes, since students would refuse to the methods, dynamics and to the total use of L2. For this reason, we as new teachers have the challenge to insist in the use of English and the language learning strategies, no matter if students are against it. As our experience showed, even though at the beginning they were against the use of L2, through the process they became familiar with it and willing to use it.

For further researchers, we would like to suggest taking into account two issues. The first one is motivation referring to the importance of learning a foreign language, which we consider very important at the beginning of any learning process. We noticed that this was very useful at the moment in which we started implementing our classes. Finally, the second issue is related to the use of L2. How can new teachers start classes in the target language without letting the previous teachers’ methodologies affect him/her.
LIMITATIONS OF THE STUDY

Since the beginning of the research Project, we had difficulties to present the permission letter in the public school, due to school policies and principal’s requirements. So we needed the signature of the tutor in charge of the thesis and the seal of the university. Finally, the letter was accepted and the research project was started.

During the implementation of the classes, the role of the in-service teacher was an obstacle, as she had students accustomed to different habits such as the use of the mother tongue all the time. It was tough for us to get students familiar with the use of the foreign language.

The lack of time with the participants of this project did not help, if we had had more time with them, we could probably had better results because they would be more accustomed to the target language and could produce output using it.

Finally, referring to the data collection, we selected a group of five students to make the initial and final interviews, but at the end of the process, when the final interview was performed, one of the participants did not assist to the school, and we had to look for his phone number and we called him to his house in order to create a new appointment with him and make the interview.

In general terms our research project was conducted in an appropriate environment, we did not have difficulties which could had cause the interruption of the study, most of the
participants were always willing to participate, and helped in all aspects needed in order to accomplish the observations and implementations, established in the research project’s methodology.
CONCLUSIONS

The current study aimed to describe the impact of teaching language learning strategies focused on reading and writing skills in a group of eighth graders in a public school in Pereira, to help them become autonomous in the English learning process.

Throughout the implementation process, some language learning strategies (LLS) were taught to the students and we found that some of them had a positive impact, as they changed students’ behavior into a more autonomous one, since students showed preference to use them in almost all the tasks by themselves and they also expressed that they would use them outside the classroom to improve their learning process, while other LLS kept maintaining the students’ dependence on the teacher because of their lack of knowledge in the foreign language.

During the development of the study, we encountered that if teachers move from teacher centered to student centered classes, the learning process can be more successful. The role of the teacher is fundamental at the time of engaging students into the use of LLS. Besides, the teaching of LLS makes students aware of the different methods that they can use in order to become autonomous and better English learners.

After teaching eight classes making use of L2 most of the time, we could notice that students understood what we said, but they were not able to produce any output in the target language. As the in-service teacher taught the English class in L1, students were not
accustomed to the exposure to L2. For this reason, we consider that the excessive amounts of contact with L1, can affect students’ development of skills in the target language.

We reflect on the importance of motivating students towards the learning of the target language and the use of LLS to improve and create a more effective learning. The more motivated a student is the more productive and successful his/her learning process will be. This appreciation must be taken into account in all English classroom settings, in order to engage students into an autonomous learning.

Finally, as one of the results of this project was that we helped students to improve their learning process through the instruction of LLS, we hope that this and all the considerations expressed through this paper, can be helpful for teachers and students to achieve the aims established by the National Program of Bilingualism, one of them is to have a good English proficiency by 2019.
Reference list


Approaching Autonomous Learning through the instruction of Language Learning Strategies


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The class begins with a routine: the teacher calls the list, as usual everybody is talking and taking care of their things (organize their chairs, their bags, talk to their friends…). To call the list the teacher takes four minutes, there are 33 students at 6:34 a.m, three students did not come to class today.

The class starts: “se me van a ubicar con el compañero que trabajaron el examen ayer”, everyone talks, and the teacher gives the instructions in L1: “listo, me van a colocar cuidado, a cada parejita le voy a entregar una evaluación diferente, por favor me ponen
cuidado, vamos a mirar la evaluación y vamos a mirar qué hacemos bien y mal y porque, si el compañero tiene el punto bueno le ponemos un chulito, si lo tiene malo una x”.

The teacher hands in the evaluations which was a multiple choice one, students remain in calm and the teacher: “comenzamos con la primera, ojo muchachos, venga, hoy unos estan muy retirados y los necesito acá”. “la primera pregunta era: do you live in Madrid? Cuál era la respuesta? Si yo pregunto con do cómo respondo?, la respuesta correcta era la b, yes i do” explains the teacher and she continues: “vamos con la segunda pregunta, howold are you? Qué pregunté?” and a students says: “la edad”, then the teacher: “si pregunté la edad es con ser o estar, la respuesta es i am…” “tercera pregunta: do you have sisters? La pregunta va para ustedes, la respuesta correcta es la b, no i don’t, la primera no me sirve porque no estoy utilizando auxiliar”. The teacher makes a review and writes on the board: we. I, they, you van con do y she, he, it van con does. She calls the attention to a student: “usted no sabe lo que estamos hacienda, no ha presentado el examen”, and then she continues with the rest of the questions from the exam they had the class before.

They keep working on the following points of the exam, which is this sentence: she is a teacher, and the teacher asked them: “cuáles la pregunta para esta respuesta? Si voy a preguntar por ella es con she o con he?, muchachos pronombres ya vimos eso por favor” and then she argues: “muchachos miren el descarte, miren qué les sirve y qué no les sirve”

Sigamos con la siguiente pregunta, (which was to find the different Word in three given words): shop assistan, fireman (this was pronounced by the teacher as it is written: fireman) and bus driver. The students try to answer all in Spanish, one of them says: “bus driver y fireman son los dos para hombres”. The teacher says: “miren el que tiene positive o
negativo la respuesta, shop assistant es para mujer y los otros son para hombres, entonces la palabra diferente es shop assistant”.

At 7:00 a.m, the woman of the cafetería enters the classroom, but it continues without interruption.

During the class, in one of the couples, just one of the couple was doing what the teacher asked for and correcting the exam, while his partner wasted all the class’ time reading a notebook full of love letters and drawings, she did not do anything related to the class’ activities and at the end of the class when she was tired of reading the love letters, she started talking to the classmates that were besides her, but the teacher did not notice what she did during the class. The simple present is explaining by the teacher (it was part of the exam too), “recuerden ponerle la s a los verbos si es para la tercera persona en el presente afirmativo”. During this, this girl stood up and moved around the classroom looking for a rule, (I did not see what the rule was for) but the teacher did not care about this and kept explaining.

When the class was almost finished, most of the students started talking and moving around but the teacher did not pay attention to this, she did not say the students anything about their next class because she started talking to me and she asked me if we were going to start teaching the next week, at that moment, the bell rings and we had to leave. The students stayed talking and talking and some of them leave the classroom.
Appendix 2

Observations of the implemented classes

Observation # 5

June 6th/2012

The teacher explains simple past making use of the board, everyone is sitting on their chairs and paying attention, SB is always participating despite the fact that she yawns sometimes and lies down on her desk. The class is 90% in English, the 10% left is in Spanish is because of the students’ lack of English vocabulary, so the teacher has to translate some words, even though before translating she tries to explain the definition of those unknown words with some mime and body language. For example: “I washed the dishes yesterday” the students did not know what “dishes” mean, so the teacher said: “is that thing where you eat”, here she made some gestures like if she was eating, finally SB guessed and said: “Oh! El plato?”, and the teacher said: “Yes, el plato!, That’s it”. Then the teacher made a sentence using the word boyfriend, “yesterday, I watched a movie with my boyfriend”, most of the girls seemed to be interested about this “boyfriend” word, and they started to participate with excitement, one student said: “boyfriend esnovio?” comodigouache di una vuelta con mi novio? And the teacher explained to her how to make that sentence in English.

After this, the class continued with students’ practice of the construction of sentences in past. The teacher asked students to go to the board and write some affirmative, negative and interrogative sentences in simple past. SB is the first volunteer, if she did not know
how to make a sentence she asked for help to the teacher. The next student did not know how to construct the sentences and his classmates helped him, one of the students who passed to the board took her notebook with her and made her sentences supported in her notes. To continue with the past simple review, the teacher hand out to each student a worksheet where they found a word bank, with nouns, verbs in past, and adjectives, students had to classify them in a chart and then make sentences using these words given in the bank.

Students did not finish the worksheet in class, so the teachers asked them to finish it at home and bring it next day.

Observation # 6

June 7th/2012

The beginning of the class was a review of the grades students had so far, they were very attentive to this, asking why they had the grades they had, all this part was in Spanish because the teachers wanted to make sure students understood their grades, and furthermore S2 asked teachers to make this in Spanish, she said: “Ay, pero dan las notas en español que si no, no entendemos”. After this the teachers made a review of the worksheet students did not finish last class, and they had to finish it at home. Teachers elicited students’ participation, some read the sentences they made and some others wrote them on the board. S4 and S2 read what they did; they are always willing to participate. S4 brings dictionary, verb list and notebook at all times to the class, S3 does not bring dictionary, or verb list to class, but she does not need them to accomplish the tasks.
To continue with the class the teachers asked students to write what they did the day before the class, the teacher wrote on the board an example of what they must do. The teacher made a chart of the word bank, the same they has in their photocopies, and wrote an example of nouns, verbs and adjectives to explain students how to accomplish the task. All students used different tools to accomplish this activity. S1 used dictionary, and asked for help to the teachers, S2 asked for help to the teachers, S3 worked with his classmates, S4 worked with his classmates, asked for help to the teachers and made use of the example written on the board. While they were working on this task, the class was interrupted because of a smell of weed that came from the outside, but it did not take long.

Students did not know several words they needed to complete their sentences, so that they asked the teachers, S4: “profe, yo aye rdormi todo el dia. Como se dice eso?” T: “how do you say dormir in English? And how is it in past?” the teacher sometimes gave them some clue like the capital letter of the word for example: S: Slept, W: Watched, D: Dreamed, etc.

At the end of the class teachers picked up, the papers where students did this writing activity and encourage them to practice at home, advising them to listen to music in English or watch television in English.

Observation class #7

June 13th /2012

The class began making sentences in past simple, the teacher asked students to give some examples and then she wrote them on the board. The sentences were using regular and irregular verbs, when they had the sentences done on the board, they highlighted the verbs in past and shared the meaning of them. The teacher asked: what does spoke mean? And
the students answered: hablar, habló and did the same with the rest of the verbs which were common for them.

As soon as the verbs were highlighted, the teacher stoke a picture related to the meaning of each verb on the board, so students made relationships between the flashcard and the verb. This was what the teacher called: “Pictionary” and told the students that it was a new form to get the meaning of a word without using a common dictionary. Students were so enthusiastic and they expressed that they had not used this tool before; they just had used sometimes bilingual dictionaries.

Then, the teacher proposed a memory game using the Pictionary they had on the board. The class was divided in groups of six people and the teacher gave the instructions: “each one of you is going to have a verb from the Pictionary, the first person of the group, has to say a verb, the second one has to say the first verb plus another one and so on ”. Here, students were so enthusiastic, but there were some behavioral problems, they started making noise and talking at the same time. To control this situation, the teacher proposed a competition between the groups, the group that could make the memory game without making mistakes would win, the ones who made a mistake and who was talking loud had to come in front of the class and make a mimic from a verb given by the teacher and the class had to guess it. So, no one wanted to come in front of the class and make “el oso”, so that, students started practicing in groups quietly and gave their best to win.

The students have just 10 minutes to practice and memorize the verbs. During this time, when the students were practicing the memory game, the teacher was monitoring the activity and checking if all of them were participating. Most of the students seemed to be
familiar with the activity; just three of the whole group refused to participate and argued that they were not able to do that. The teacher tried to help them but they expressed that they did not feel comfortable with that and did not want to be obligated to participate, so the teacher asked them to do the memory game individually.

When each one of the groups were performing the game, they showed that did a great job because most of them did it without making mistakes, and the most important thing is that they were able to memorize the verbs that were taken from the Pictionary.

Students liked this activity a lot, they were participating all the time and motivated. Even though, there were three who refused to do the activity, the teacher asked one by one to tell her the verbs that they memorized, and they did it but with some difficulties. However, the teacher gave another opportunity and they did it with fewer mistakes.

In general the activity was a success and the learning strategy of memorization was good most of the students.

When the class was almost finishing, the students express the teacher that they liked the memory game a lot, and asked the teacher if it was possible to do the memory game but with more verbs and just one or two groups, they say: “teacher es que sería bueno hacer el juego con más verbos pero que seamos todos juntos o bueno dos grupos de veinte para que el juego sea más difícil” and the teacher agreed. The bell rang and they agreed to do the game for the next class.
As soon as I entered into the classroom, the students received me with a big greeting and started asking me if they were going to play the memory game again. So I started to stick the flashcards for the Pictionary on the board, nine of regular and the other nine of irregular verbs. While I was sticking the flashcards on the board, I asked the students how to write those verbs in present and in simple past, so they started to spell those verbs but using L1. For example, I stuck a flashcard of a person smoking, so I asked them “what is this?” and they say: “fumar” and I asked them again: “how do you spell smoke” and they started: “ese, eme, o, ka,e”, when they did that I corrected them: “es, em, key” and some of them tried to it with me but the others kept spelling using their mother tongue.

When the Pictionary was ready (the flashcards with the written form of the verbs in present and in past), I divided the class into two groups of eighteen people and I gave them 10 minutes to practice and memorize those new verbs, and they started doing it enthusiastically. When the time was over I erased the written form of the verbs and I left just the flashcards and the game begun, but in this time there was just a girl who refused to participate. I asked them to close their notebooks and to use just their memories for the game and both groups did it very well, with good pronunciation and intonation. When they game finished, I asked them to choose a leader from each group to come to the board and say the verbs but pointing out the flashcards at the same time, both leaders did a great job and the groups were so happy because they had a good representation by the leader.
The activity finished and immediately I started talking to them about all what we had been doing with them during the eight classes, this was using L1. I showed them the activities that they had done and I started talking and explaining them the language learning strategies that the activities had. For example, I showed them an activity that consisted in a word bank and they had to categorize the word in verbs, nouns and adjectives and then make sentences, so here, I explained them that is was a learning strategy implicit there called selective attention and categorization of words, and I did the same with the rest of the activities. I wrote the name of the language learning strategies on the board and I asked them to take notes on their notebook with the examples I showed.

During this explanation, students were amazed; they could not believe all the language learning strategies they had been using unconsciously. So I talked them about the importance of using LLS to improve the language, I mentioned them the last activity which consisted in a memory game and I said: “en esta actividad ustedes se aprendieron 18 verbos en 10 minutos, si ven que si pueden, esta sería una Buena estrategia para aprender más palabras” and the student continued amazed. One of the students came to me and showed me a little book in English that he found at home, the book was Dracula and he told me that he wanted to start reading it and highlight the words he did not know as he did in the Jorge’s reading. I congratulated him because he made that decision by himself and I told him that is was good to learn vocabulary and practice reading comprehension.

After the explanation of the language learning strategies, I thanked the students for being part of our project and for their acceptation; I told them that it was the last time for us to be with them, and they asked me if it was possible that we can continue teaching them because they loved our classes and the way we taught to them, and I said that it was impossible but
anyway, we can go and see them sometimes and I also told them that as soon as we had our project ready, we were going to show it to them and the videos too.

The students thanked me too; they said that it was a great experience for them and that they had learnt a lot and that they had had fun in all the classes.

I asked them what was what they liked the most and their answers were: “que las actividades eran variadas y que todos los día aprendíamos algo nuevo”. It made me feel happy because we could have a positive impact on most of them.

The class was over and I said goodbye and remembered them that at that time they had many different language strategies to use and improve their language by themselves and in that way become more autonomous learners.
Appendix 3

Students’ initial interview

Initial interview S2

I: Buenos días, mi nombre es Jennyfer Londoño Suarez, soy estudiante de la universidad tecnológica de Pereira, del programa licenciatura en lengua inglesa, la siguiente entrevista va a ser utilizada para una investigación, para un proyecto de grado, entonces pues no tiene que ver nada con este colegio, con tu estudio, no va a afectar tus notas en inglés, ni nada por el estilo, listo?. Si quieres me puedes decir tu nombre.

S: Julián.

I: Julián qué?

S: Julián Gómez.

I: Qué grado cursas actualmente?

S: Octavo.

I: Julián, te gusta la clase de inglés?

S: Sí.

I: Por qué?

S: Porque me parece muy interesante y yo desde que era pequeño mi sueño siempre ha sido ser polígloata.

I: Polígloata... muy bien. Que otro idioma te gustaría aprender aparte del inglés?

S: Italiano, Francés, ehh Mandarín.

I: Ok, ehh... te sientes motivado para aprender inglés?
S: Sí.

I: ¿Por qué? ¿Sólo porque te gustaría ser poliglota o por otros motivos?.

S: No, porque es que ehh… mi carrera, pues la carrera que yo pienso estudiar, gastronomía, ehh, pues, ehh, quisiera ser chef… pues para un crucero, entonces, para ir a varios países del mundo, entonces pues, para aprender estos idiomas también.

I: Listo, muy bien. Ehh Julián, que entiendes cuando se te habla de aprendizaje autónomo?

S: Pues, cuando aprendo por mí mismo, más o menos, pues, pues uso mis propios medios para aprender sin necesidad de otra persona.

I: Listo, te consideras un estudiante autónomo?.

S: Sí.

I: Por qué?

S: Porque pues muchas veces no le pregunto a las personas, sino que por mi mismo investigo las cosas, me entiende?.

I: Cómo lo investiga? ... pues con el internet, los libros...

S: Los libros, el internet.

I: Listo.

I: ¿Qué actividades desempeñas que te hacen pensar eres autónomo?

S: Ess….mmm… cuando me intereso por aprender cosas, ehh… eso más o menos.

I: ¿Qué haces para aprender cosas nuevas?

S: Por ejemplo cuando… nos atrasamos varias veces en los temas…ehh… pues yo a veces me pongo a leer los libros, a ver qué es lo que sigue, para ver cosas nuevas.

I: Bueno… qué actividades desempeñas, acá en la clase y fuera de la clase?

… silencio…

I: ¿Qué tipo de actividades hacen acá en el salón en la clase de inglés?.
S: No pues… la profesora nos hace en grupo para hacer oraciones… actividades… y los verbos y todo.

I: ¿Ese tipo de actividades las practicas en tu casa?

S: Sí, a veces.

I: Pues digamos, ehh… hacer oraciones…

S: Sí, las practico.

I: Listo.

I: Ehh, crees que la profesora de inglés promueve la autonomía en el salón?

S: Más o menos.

I: Por qué mas o menos?

S: Porque pues… en clase pues… sí, es muy en grupo todo el tiempo, pero pues ya por ejemplo cuando estamos en exámenes, no. Ella pues, si nos puede explicar, pero, ya todo es dependiendo de uno, todo depende de uno.

I: Listo.

I: Estás consciente del término, “estrategias de aprendizaje”?

S: Sí.

I: Qué estrategias de aprendizaje conoces?

S: Pues… la música, la televisión, los libros, ehh ps yendo a charlas también…

I: ¿Dónde se familiarizó usted con el término “estrategias de aprendizaje”? dónde lo escucho por primera vez?

S: En un curso de inglés que vi acá en ese colegio.

I: Hace cuánto?

S: Estaba en cuarto.

I: Mmm… se hace evidente el uso de estrategias de aprendizaje en la clase de inglés?
S: Si.

I: De qué manera?

S: Pues obviamente para preparar una clase tienen que tener unas estrategias.

I: Cómo cuáles?

S: Ehh, juegos didácticos, ehh, los exámenes también… todo eso.

I: Crees tú que el uso de estrategias de aprendizaje podría mejorar la forma en que nosotros aprendemos inglés?

S: Si.

I: Por qué?

S: Porque nos interesaríamos más por aprender, porque si siempre se torna lo mismo, sería muy monótono y aburrido, con las estrategias ya podría cambiar.

I: Bueno, muchas gracias Julián por tu colaboración.

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Initial Interview S3

I: Soy Katherine castaño, estudiante de décimo semestre de la licenciatura el lengua inglesa, entrevista número tres.

I: ¿Cuál es su nombre?

S: Angie Katherine Alzate Muñoz.

I: Katherine, ¿a qué te dedicas?

S: A estudiar.

I: ¿Qué grado?, ¿En qué grado estás actualmente?

S: En ocho.
I: ¿Te gusta la clase de inglés?
S: Sí.

I: ¿Por qué?
S: Jejejeje, porque ehh..jejejeje no, porque me ayuda aprender más, a... aprender más del inglés.

I: ¿Te sientes motivado para aprender inglés?
S: Si, porque me gustaría viajar a otro país.

I: ¿Qué entiende cuando se le habla de aprendizaje autónomo?
S: Que uno aprender por sí mismo.

I: Que aprendes por si mismo... con qué... estrategias...¿qué estrategias utilizas?
S: Con la música, el internet, y con libros, etc.

I: ¿Te consideras una estudiante autónoma?
S: Sí, porque jejejeje, porque yo busco, mmm... estrategias para poder aprender más...más rápido, más fácil.

I: ¿Qué estrategias utilizas?
S: La música y el internet.

I: Música en inglés?
S: Sí señora.

I: ¿Buscas en internet música en inglés?
S: Ehh... en el internet, o ehh... grabada en el celular también

I: Mmm...¿Qué actividades realiza dentro de la clase de inglés?
S: Ehh... actividades para trabajar en grupo o así... ehh...así también el inglés?

I: ¿Y qué actividades realiza fuera de la clase de inglés?
S: Ehh, buscar también en internet y las guías como y ay… y qué? Y aprender frases como aprender frases y grabarme frases.

I: **Grabarte frases? ¿Grabarlas en el celular?**

S: Noooo, jejejeje…no sé, grabarlas mentalmente y…y ya.

I: ¿Crees que la profesora de inglés promueve la autonomía en la clase de inglés?

S: Ehh… más o menos.

I: Más o menos es… ¿cómo?

S: Ehh, pues por ejemplo cuando nos hace en grupo, ella nos explica una sola vez y uno ya lo que haga. Y si le queda mal, malo le queda.

I: Bueno…ehh… ¿estás consciente del término “estrategias de aprendizaje”? 

S: No.

I: ¿No lo conoces?

S: No señora.

I: **Mmm, bueno… muchas gracias Katherine, entrevista terminada.**
Appendix 4

Students’ final interview

Final interview S1

I: Hola soy Katherine Castaño, estudiante de la Universidad Tecnológica de Pereira estoy cursando decimo semestre y estoy con un estudiante del Jesús de la Buena Esperanza de octavo grado…Ricky.

Hola Ricky, primera pregunta: ¿Cree que el uso continuo de Ingles en el salón de clase incremento sus conocimientos respecto a este tema?

S: Sí, eeh nos ha ayudado mucho a la fluidez, a la escritura, nos ha aportado muchos conocimientos.

I: Bueno Ricky, ¿cómo le pareció las actividades que se realizaron?

S: Eeeh, excelentes, muy bien, muy bien dirigidas, muy bien explicadas, muy bien formados los métodos, las mentalidades, los retos, los recursos que se utilizaron en ellas, muy bien.

I: Muy bien Ricky, ¿Cuál fue la que más te gusto y porque?

S: La que más me gusto fue la de…Pues todas me gustaron. Todas fueron buenas y muy divertidas.

I: Pero no hay una en especial que fue como la más chévere, la más lúdica que todos estaban eeh aportando…No sé.

S: SI, pues las que, la actividad de los verbos irregulares. En la que uno decía un verbo después el otro decía dos, el otro tres. Esa estuvo muy interesante.
I: Ya, listo y cuál fue la que menos le gustó?
S: La que menos me gustó fue la de un papelito, la que había que escoger verbos y formular oraciones. Porque primero que todo necesitamos mucho la ayuda de ustedes, y y a que teníamos muchas dificultades ya era una actividad muy, una actividad muy dura muy avanzada.
I: Bueno fue muy avanzada porque no sabía cómo diferenciar sinónimos de verbos y eso o qué?
S: Pues sí porque, es verbos, adjetivos, entonces ya la formulación de las oraciones que este va irregular que este va de esta manera así que este de otra manera la distribución de las palabras…
I: Si, listo. ¿Cuál fue la más difícil de desarrollar y porque?
S: Pues las oraciones jeje porque, pues el orden de la oración que primero el sujeto, que después el verbo o en otras oraciones primero el auxiliar.
I: Listo Ricky, ¿Qué estrategias de aprendizaje se usaron en la clase de Inglés?
S: Pues…las guías, el trabajo en grupo y las gui… las guías que fueron ustedes. Nos ayudaron a traducir las profesoras.
I: Listo, ¿cuál de las diferentes estrategias de aprendizaje que se aplicaron en las diferentes actividades le gustaría desarrollar más?
S: Pues la última actividad que hubo que fue la de un verbo y después el otro no fue culminada no fue terminada entonces si me gustaría que la termináramos, o ya.
I: Listo, y…de las estrategias que se utilizaron, memorización…ehh ¿Cuál de esas le gustaría desarrollar digamos en la casa?
S: pues ya que uno está en la casa y uno ya hace el modo, venga uno empieza a utilizar el inglés a recurrirlo ya comienza hablar por ahí palabras pero muy pocas
I: ¿Qué estrategias de las que utilizamos en la clase estuvo usted consciente de estar utilizando en las clases de inglés antes de que la profesora les dijera las estrategias?, cual estuvo usted consciente de que se hizo una actividad y usted dijo ah esta estrategia es la que estamos utilizando.

S: Pues la que siempre es la de los verbos, regulares e irregulares que la guía de los verbos que nosotros tenemos, nosotros tenemos una lista de los verbos irregulares por aparte entonces así eh la mayoría de oraciones que nosotros hacemos es con esos verbos, entonces “Buy” se dice de otra manera irregular ya en el pasado simple.

I: Listo, eem ¿En qué actividades se hizo presente esta estrategia de la cual tu estuviste consiente, la de la lista de los verbos…En que actividades?

S: eeh bueno pues en la actividad que menos me gustó, lo difícil fue de las oraciones pero lo más fácil fue en efecto lo de los verbos, señalar los verbos, señalar los sujetos los adjetivos y señalarlos.

I: Bueno ahora que esta mas consiente de las diferentes estrategias de aprendizaje que puedes utilizar, ¿crees que es importante el uso de estas dentro y fuera del salón?

S: Si, porque, porque uno puede incrementar su aprendizaje de inglés, puede utilizar la misma clase pero con diferentes palabras, y es una ayuda en la casa el traductor de google también uno busca palabras y podemos practicar con el ya para, ya irlas aprendiendo.

I: Le gustaron las actividades para realizar en casa? Si o no?

S: Si, si me gustaron ya que hubieron unas difíciles otras fáciles que uno la cogía de una, ya otras fáciles. Pero no bien.

I: Cuales estuvieron difíciles y cuales fáciles?
S: Las fáciles bueno pues de señalar los verbos en la casa, de hacer oraciones con ellas así normal, ya las que si formaron dificultad fueron las oraciones largas, en las que se utilizaban los tres, los verbos, los adjetivos, los sustantivos, los complementos, sujeto eso..

I: eeh, ¿Por tu iniciativa propia practicarías alguna de estas actividades en casa?

S: siii pues algunas se recuerdan y cuando uno no tenga nada que hacer uno las hace hehehehe

I: Bueno, ¿Cuál de ellas practicaría, cual sería como la que más le guaría?

S: Pues me gustaría sacar textos y ya de ahí ir señalando verbos, señalar los verbos…

I: Bueno, después de estas cuatro semanas de estar interactuando con la profesora Jennyfer y Katherine, ¿Cree que ha mejorado su autonomía respecto al aprendizaje del inglés porque?

S: Si, hemos aprendido mucho ya que ya que ustedes tienen tanto el nivel como la profesora de acá del colegio, es como el mismo nivel, la misma enseñanza, las mismas tácticas, o muy divertido todo.

I: Bueno, eeh la profesora de inglés de acá también les habla inglés en la clase y todo es en inglés?

S: Pues sí, la profesora nos habla en inglés pero cuando ya ella termina digamos de eeh, ella primero viene a explicarnos.

I: En español o en inglés?

S. en español, y ya después nosotros si tenemos alguna duda ella nos ayuda con el inglés, que así se escribe, así se pronuncia nos va diciendo que así es en ingles

I: Si, entonces ¿crees que ha mejorado tu autonomía, la autonomía digamos para hacer trabajos en casa que antes no hacía nada en la casa y ahora si le dan ganas de estudiar inglés, de ser autónomo, de aprender por sí solo?
S: sí, la autonomía yo la he practicado la mayoría de las veces ya que hay algunas actividades que las hacen con compañeros y todo eso pero si la autonomía, la autonomía sí.

I: Bueno, ¿de qué manera se vio afectada su autonomía con el uso de las estrategias de aprendizaje?

S: Pues afectado no, normal como siempre.

I: Bueno, como siempre es que antes usted también utilizaba estrategias de aprendizaje en casa autónomo o qué?

S: Pues siempre que realizaban las actividades en el salón y en la clase, ya según como se tenga planeado como va ser la dinámica, si dejan tareas o lo tienen que hacer en el salón.

I: Bueno, ¿tu gusto por el inglés sigue siendo el mismo o se incrementó o disminuyó después de estas ocho clases?

S: ah aumentado, he aprendido mas verbos, a formar mas oraciones, y todo eso.

I: ¿cree que fueron fáciles o difíciles las clases de inglés y estar expuesto el 90% del tiempo de la clase a este idioma?

S: pues algunas si fueron difíciles pero la mayoría fueron fáciles.

I: y fueron fáciles utilizando inglés casi todo el tiempo, o es más fácil como la profesora Olga que solo es español y después inglés?

S: Pues, la hablada de en inglés en inglés si hay cosas que uno no entiende, tal vez uno entiende que example: Ejemplo hay unas cosas que se entendían y hay otras que no se entendían, entonces era así ya después que ustedes nos explicaban en español.

I: Bueno, ¿crees que son más productivas y enriquecedoras las clases habladas en inglés la mayoría del tiempo, porque?

S: si le enriquece mucho la memoria a uno porque uno aprende mas puede tener una mayor fluidez como se dicen las palabras en inglés.
I: ¿Cree que el uso de las estrategias de aprendizaje usadas a través de estas ocho clases le sirvieron para aprender inglés de una manera más fácil?

S: sí, la mayoría de actividades fueron muy divertidas ya que la mayoría eran juegos, y en grupo preguntándole a los demás, muy divertidas.

I: Y las que fueron individuales también le gustaron?

S: Las que fueron individuales, sí también igualmente.

I: Bueno, eeh la clase de la profesora Olga y la de nosotros, la profesora, la de nosotros fue un 90% inglés un 10% español, la de la profesora Olga en ese porcentaje como daría usted los porcentajes de inglés y español?

S: Pues la clase de ustedes en inglés hablando solo inglés, pues para mí fue como de un 95% porque la mayoría eran hablando inglés, hablando inglés ya el otro 5% era porque ya nos explicaban en español a cada uno, la de la profesora Olga ya creo yo que es al contrario, un 90% nos habla a nosotros en español y ya después cuando necesitamos ayuda ella nos habla en inglés, como es esto y ya tales y pascuales.

I: Ah bueno entonces al revés 95% Español y 5% inglés

S: Aja.

I: Bueno, muchas gracias Ricky.

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**Final Interview S2**

Buenos días, mi nombre es Jennyfer Londoño Suárez estudiante de la Universidad Tecnológica de Pereira del programa Licenciatura en Lengua Inglesa, esta es la entrevista
final aplicada a los estudiantes con los cuales iniciamos el proceso, a los cinco seleccionados. Cuál es tu nombre?
S: Julián David Ramírez.
I: Julián, crees que el uso continuo del inglés en el salón de clase incrementó sus conocimientos respecto al idioma?
S: Sí.
I: Por qué?
S: Porque como nos hablaban en inglés y casi todo era en inglés, era pues, aprendíamos más fácil en inglés, porque como aprendimos nosotros español, escuchando español.
I: Muy bien, ehh ¿cómo le parecieron las actividades que se realizaron en la clase?
S: Muy buenas, divertidas, chéveres.
I: ¿Cuál fue la que más te gustó?
S: La de memorizar.
I: ¿Por qué?
S: Uno, aprendí verbos que ni conocía, ehh, otro, pude socializar con otros compañeros…
I: ¿Cuál fue la que menos te gustó?
S: La que menos me gustó… pues no ninguna, todas me gustaron, todas me parecieron interesantes, buenas, chéveres.
I: ¿Cuál de todas fue la más difícil de desarrollar, en la que usted tuvo más dificultad?
S: La de separar verbos, adjetivos y sustantivos.
I: O sea, atención selectiva, donde cate, categorizamos las palabras.
S: Sí.
I: ¿Por qué te pareció tan difícil?
S: Uno porque no sabía pues, me tocó buscar mucho, mucho, mucho para poder cual era, como era, si eran adjetivos, sustantivos o verbos.

I: ¿Y en dónde buscaste?

S: En un diccionario.

I: Entonces no tenías ni idea de que, de que las palabras se categorizaban pues, o sí las identificabas en español más no en inglés.

S: Sí, exacto.

I: Los verbos, adjetivos y sustantivos…

S: Aja, sí.

I: Entonces por ese aspecto no te gustó, te pareció difícil.

S: Me pareció difícil pero sí me gustó.

I: Ahh, ya. Qué estrategias de aprendizaje se utilizaron en la clase de inglés, cuáles crees?

S: Ehh, memorizar, ehh…

I: Sólo memorizar? Hicimos muchas…

S: No, sí, sí. Memorizar, ehh… utilizar el conocimiento previo, y…es que en estos momentos no me acuerdo de otra.

I: La de categorizar palabras…

S: Aja… resúm… a los resúmenes, ahh, la, tomar nota, y ya…

I: Cuál de estas diferentes estrategias que se aplicaron, las que acabas de mencionar, ehh, le gustaría desarrollar más?

S: La de memorizar.

I: Por qué?

S: Uno, porque pues sí memorizamos ya nos sabe… aprendemos las cosas y ya es más fácil para pronunciar y decirlas más fácil en otra ocasión, si son necesarias pues.
I: Uno, y otro…

S: Otro, jajajaja, otro, haber, otro, otro, otro, otra que me haya gustado o la misma de memorizar?

I: Usted me está hablando que esta es la que le gustaría desarrollar más…

S: Ahh..si, sí, esa, esa es la que me gusta.

I: De qué estrategia estuvo consciente de estar utilizando a través de estas ocho clases?

S: De… pues la de clasificación…

I: Sí, estuvo consciente?

S: Sí.

I: Por qué?

S: Porque era obvio que había que clasificar las, las diferentes, las diferentes…

I: Palabras que habían…

S: Sí, en el texto o en el banco de palabras, la clasificación.

I: Te gustó el banco de palabras?

S: Sí, conocí algunas que no me sabía, recordé algunas que no me acordaba.

I: Bueno, ahora que estás más consciente de las diferentes estrategias de aprendizaje que puedes utilizar, crees que es importante usarlas dentro y fuera del salón?

S: Sí.

I: Por qué?

S: Porque pues si yo quiero aprender inglés y quiero mejorar en esa materia, ehh, tengo que aprender, tengo que estudiar, entonces no solamente me tengo que quedar con el aprendizaje que me dan en el colegio, también puedo estudiar por mi propia cuenta.

I: Le gustaron estas actividades para, para usted realizarlas en casa?

S: Sí.
I: Por qué?

S: Porque pues, uno me puedo, puedo poner a mi familia también a ayudarme con, con esto y también para que aprendan ellos y además sería un momento divertido para todos… hacerlo.

I: Entonces le guaría, ehh… implementar estas estrategias, ehh… para usted también, como incrementar sus conocimientos, pero también, ehh transmitírselos a sus familiares.

S: Sí.

I: Ahh, muy chévere… Por su iniciativa propia aplicaría alguna de estas, sin que la profesora le diga: Julián, usted va ir i va a aplicar tres estrategias en su casa, por usted solito las aplicaría?

S: Sí.

I: Por qué?

S: Pues…como lo dije en la primera vez, mi sueño es ser poliglota, entonces me interesa mucho aprender idiomas, todo lo que trate de idiomas, de distintos idiomas, me gustaría aprender.

I: Listo, mmm… después de estas cuatro semanas de estar interactuando con Katherine y con migo, cree que ha mejorado su autonomía respecto al aprendizaje del inglés?

S: Sí.

I: Por qué?

S: Porque que… ehh…he repasado mucho con lo de las… con lo del pasado simple, que nos pusieron a hacer las oraciones, ehh, repase mas sobre eso porque estaba como flojito con el tema y pues si…

I: Pero, pues crees que, que esta experiencia te ha ayudado a ser más autónomo, a no depender tanto del tablero, de la profesora, sino, sino a ser mas… independiente?
S: Sí.
I: Por qué?
S: A ver como por qué?...
I: Pues sí, dame una razón de por qué crees que eres más autónomo en estos momentos.
S: Pues porque a veces sin que la profesora me diga, pues sin que la profesora me haya dicho que estudie, he repasado en mi pro, en mi casa.
I: Con las actividades que…
S: Aja, con las actividades.
I: Que nosotros les proporcionamos.
I: Entonces de qué manera se vio afectada su autonomía, en una manera positiva o negativa?
S: Positiva.
I: Por qué positiva? Explícame eso.
S: Porque si estamos hablando de ser autónomos, es yo mismo, aprender por mí mismo, entonces si no he necesitado la ayuda de la profesora, entonces sí hay ehh, sería positivo, porque no he necesitado de otras personas para que me ayuden a aprender.
I: Su gusto por el inglés, sigue siendo el mismo, incrementó o disminuyó después de estas clases?
S: Incrementó.
I: Por qué?
S: Porque parece algo tan interesante… tan, tan vacano, que me llama la atención todo esto de aprender otros idiomas.
I: Cree que fueron fáciles o difíciles las clases estando expuesto el 90% del tiempo en inglés?
S: Pues… en parte fueron fáciles y en parte fueron difíciles.

I: Explícame eso.

S: Fueron difíciles porque algunas cosas no se entendían, y fueron fáciles porque aprendimos cosas que no sabíamos.

I: Cómo cuáles?

S: Porque como nos, nos explicaban cosas que nos sabíamos con señas, entonces aprendíamos, ehh, aprendimos que… lo que ustedes nos decían era eso.

I: Era lo que estábamos…

S: Lo que estaban haciendo con las señas.

I: ehh con los gestos… ahh muy bien.

I: Cree que son más productivas y enriquecedoras las clases habladas en inglés la mayoría del tiempo… o en español, una clase de inglés en español?

S: No, porque si estamos hablando de que es la clase de inglés, debería ser inglés no en español.

I: Entonces cree que son más productivas?

S: Sí, son más productivas.

I: Y para finalizar, cree que el uso de las actividades, ehh, de las estrategias de aprendizaje perdón, utilizadas a través de estas ocho clases le sirvieron para aprender inglés de una manera más fácil?

S: Sí.

I: Por qué?

S: Por las distint… por las distintas formas de aprendizaje que usamos…

(Interrupción: el director de la institución pasó y saludó)

I: Mmm, en dónde íbamos? Me repites la respuesta por favor?
S: Me repites la pregunta, jajajajaja.

I: Crees que el uso de las estrategias de aprendizaje utilizadas a través de estas ocho clases, ehh, le sirvieron para aprender inglés de una manera más fácil?

S: Sí.

I: Por qué?

S: Porque son estrategias muy fáciles, muy dinámicas, no es como quedarnos siempre pegados en lo mismo de que escriba esto tantas veces o apréndaselo así… no, sino que por medio de imágenes también pudimos aprender, entonces fueron didácticas, más cambiadas las clases.

I: Bueno, entonces mmm… qué concluirías después de este proceso, de que las estrategias ayudan a, a o de qué las estrategias de aprendizaje tienen muy buen impacto en la autonomía?

S: Sí.

I: Por qué?

S: Por qué? Porque podemos usarlas no solamente en la clase sino utilizarlas nosotros mismos, por ejemplo, podemos colocarle carteleras a las partes de la casa y mirarlas, pues al verlas todos los días no podemos aprender, por eso es una forma fácil de aprender.

I: Como lo que hicimos hoy con el picture dictionary, pero, pero en la casa, lo harías, te gustaría hacer eso?

S: Sí, me gustaría.

I: Bueno Julián, muchas gracias por, por haber participado en este proyecto y hacer parte de este proceso.
I: Buenos días mi nombre es Jennyfer Londoño Suarez estudiante de la Universidad Tecnologica de Pereira, Lengua Inglesa decimo semestre. Esta es la entrevista final la cual vamos a desarrollar después de eeh las ocho clases que vamos a dar en el colegio en el grupo de ustedes se van hacer con los mismos cinco estudiantes eeh que hicimos al principio para eeh para evaluar el proceso.
¿Cuál es tu nombre?
S: Katherine
I: Bueno Katherine jeje Después de esta experiencia que tuvimos de las ocho clases de estar compartiendo y trabajando ¿Crees que el uso continuo del inglés en el salón de clases incremento sus conocimientos respecto a este idioma? Pasamos de que fueran todas en español a que fueran todas en inglés, ¿cree que este proceso ah ayudo a que se incrementaran sus conocimientos respecto al inglés?
S: pues si porque... eh... porque como nos gusta tanto el inglés pues ya ustedes nos ayudaban por medio de señas cual era la palabra y uno ya la adivinaba y usted no la hacía en inglés y aprendíamos, y aprendíamos así las cosas en inglés por medio de imágenes así…
I: entonces ¿Crees que si aprendiste más?
S: Si, yo aprendí mas.
I: Bueno muy bien, Katherine ¿Como le parecieron las actividades que se realizaron?
S: Pues muy vacano por que no fue solo copiar y copiar, sino que fue por medio de juegos o así evaluaciones.
I: Entonces le gustaron,
S: Si
I: ¿Cuáles de las actividades que realizamos fue la que más le gustó?
S: Pues la de, la de hoy que fuimos que ejeje que nos aprendimos los verbos y cada uno
decía uno y el otro tenía que repetir y repetir, y nos aprendimos 18 verbos en 15 minutos
I: y te gusto porque aprendiste mucho en una actividad muy corta
S: Sí, por eso me gusto.
I: ¿Cuál fue la que menos le gustó?
S: La que menos me gustó fue la de una evaluación que casi no entendía pero a lo último la entendí
I: Pero cual de todas
S: La de colocar, separar los verbos de los nouns y de los adjetivos.
I: aah ok entonces en esa de selección pues de palabras la categorización casi no te gusto se
te hizo muy difícil. ¿Cuál fue la más difícil de desarrollar la misma que no te gustó o otra?
S: Si la misma
I: La misma ¿Porque le pareció difícil por que las profesoras no dieron bien las
instrucciones o porque…?
S: No, si las dieron bien pero
I: Pero no estaba acostumbrada a ese tipo de actividades
S: No, no estaba acostumbrada, pero si la hicieron bien.
I: Bueno, ¿Qué estrategias de aprendizaje se utilizaron en la clase de inglés?
S: estrategias… fueron ay como le dijera.
I: Pues hicimos vea, una de las estrategias que hicimos fue tomar notas por medio de
dibujos, la de inferir de una lectura.
S: aah como así señalar los verbos, tomamos notas, de todo lo que hacíamos así resúmenes, indagamos a los compañeros de que le gustaba que no le gustaba, por medio de una, de un taller que se trataba sobre eso, memorizamos los verbos como en la clase de hoy que tuvimos que memorizar los verbos para poder hacer la actividad, utilizamos el conocimiento así haciendo oraciones así ósea,

I: Sin la ayuda del diccionario, sino lo que tu tenías en la cabeza.

S: Sin nada y si uno no tenia pues así como hacer bien una clase uno le preguntaba y ya ellos le explicaban más bien

I: Le preguntabas a la profesora y ella…

S: Y ella pues así resumimos así como la historia de George y evaluación pues era a cada momentico y la cooperación así pues como pidiendo ayuda de los compañeros de lo que no entendimos a nuestros compañeros y a las profesoras.

I: Bueno cual de todas estas estrategias que me acabaste de mencionar te gustaría desarrollar mas?

S: eeh

I: Utilizarla con más frecuencia…

S: La estrategia de los juegos.

I: De memorizar?

S: De memorizar así por medio de los juegos.

I: ¿Por qué? Porque crees que adquieres un buen vocabulario, porque se te hace mas fácil mas dinámico?

S: Porque se me hace más fácil una actividad pues es por medio de una actividad se desarrolla mucho mas fácil
I: OK, durante estas ocho clase de qué estrategia estuviste consiente de estar utilizando, o
no estuviste consiente de ninguna. Pues digamos en cierta actividad usted dijo ve yo creo
que aquí estamos utilizando eeh alguna estrategia o algo? No?
S: eeh no más en la de memorizar los verbos, que uno pues ya sabe que eso lo tiene que
memorizar y ya.
I: En la actividad de hoy estuviste consciente de que estabas utilizando la memorización
como estrategia
S: Si señora.
I: Listo. Ahora que estas mas consiente de las diferentes estrategias de aprendizaje
utilizadas crees que es importante el uso de estas dentro y fuera del salón de clase?
S: Claro porque no solamente porque uno está en el colegio y está en la clase de inglés tiene
que aprender, tiene que estudiar. Uno puede utilizarlo en la casa o en cualquier parte donde
este.
I: Y le gustaron estas actividades para realizar en su casa?
S: Si, a mi si me gustaron
I: ¿Por qué?
S: Porque ósea como le dijera yo, son divertidas creativas y uno aprende más fácil que
colocando a escribir.
I: y que siempre escribiendo en el tablero reglas gramaticales y eso.
S: si siempre colocaban imágenes o colocaban todas esas cosas de gramática.
I: Por su propia iniciativa practicaría alguna de estas actividades, sin que nadie le diga
Katherine vaya a la casa y aplique esto. Usted por su iniciativa propia las aplicaría.
S: Si aplicaría la de escuchar música ver videos en ingles, si o aprender en inglés así viendo
cosas o estudiando el inglés del cuaderno.
I: Después de estas clases de inglés en las cuales estuvimos interactuando el grupo de ustedes ocho dos con Katherine y conmigo que fuimos las profesoras, eh cree usted Katherine que ha mejorado su autonomía respecto eeh respecto al aprendizaje del inglés, se siente un poquito más autónoma?

S: Pues si porque antes el inglés yo preguntaba ay deme copia deme copia ahora no ya se pues no lo sé todo pero ya entiendo pues lo de la clase

I: y sabes que puedes utilizar ciertas estrategias para aprender por ti solita.

S: De qué manera se vio afectada su autonomía con el uso de las estrategias de aprendizaje, pues fue positive o negativo, se sintió mas como mas independiente que no tenía que estar pendiente del profesor…

I: fue más positive, porque ósea no tenía que estar diciéndole a nadie ay deme copia de esta tarea, ósea ya la sabia y yo la podía hacer.

S: Su gusto por el inglés sigue siendo el mismo o incremento o disminuyo después de estas clases?

I: Incremento

S: Por qué?

I: Pues porque la profesora antes hablaba y hablaba y pues si hacia eso pero no hacia ni juegos ni nada en cambio osea uno sabe que con el inglés puede hacer mucho mas y de diferentes maneras

S: Cree que fueron fáciles o difíciles las clases de inglés estando el 90% de la clase expuesto al inglés

I: Pues fue muy fácil porque ustedes se expresaban muy bien

S: eeh nos expresábamos muy bien de qué manera?

I: Pues así haciendo señas o colocando imágenes en el tablero que uno ya la sabia.
S: Asociando las palabras en inglés que nosotras estábamos hablando con los gestos y las imágenes.
I: sí, señora

S: ¿Cree que son más productivas y enriquecedoras las clases habladas en inglés la mayoría del tiempo?
I: sí porque uno uno habla al 100% en español en una clase de inglés uno nunca va aprender mientras que si uno habla pues no al 100% en una clase de inglés sino así al 90% entonces uno ya va aprender porque uno aprende todo el uso del inglés.

S: ¿Cree que el uso de las estrategias de aprendizaje usadas a través de estas ocho clases le sirvieron para aprender inglés de una manera más fácil?
I: de las estrategias?
S: Si
I: Si pues de una manera más fácil porque como le digo? Como le decía antes por medio de los jugos uno aprende más fácil que la profesora dictándole y dictándole, más que todo en español. Pues hablaba en inglés pero más que todo en español.

S: entonces en conclusión podríamos concluir Katherine estás de acuerdo conmigo que el uso de estrategias de aprendizaje tienen un impacto positivo en la autonomía?
I: pues si tiene un buen impacto por qué no se cambie la clase de inglés
S: cambiaste la clase inglés y ahora tienes herramientas que puedes utilizar por tigo, por ti misma.
I: Si
S: Bueno Katherine muchas gracias por tu colaboración y por haber hecho parte de esta experiencia. Muchas gracias.
Final Interview S4

I: Buenos días mi nombre es Jennyfer Londoño Suárez, estudiante de la Universidad Tecnológica de Pereira del programa Licenciatura en Lengua Inglesa. Esta es la entrevista final, la que vamos a aplicar después del de haber implementado ocho clases acá con ustedes, entonces vamos con, cuál, cómo es tu nombre?

S: Valentina Contreras Osorio.

I: Vamos con Valentina.

S: Aja.

I: Valentina, crees que el uso continuo del Inglés en el salón de clase incrementó tus conocimientos respecto al idioma?

S: Sí.

I: Por qué?

S: Porque como, como ustedes lo hacían más dinámicamente nosotras aprendimos mucho más que con la profesora Olga.

I: Pero dinámico en qué sentido?

S: Porque ustedes nos ponían, mmm, por ejemplo para aprender nos ponían juegos, nos ponían figuras, nos ponían imágenes y era en grupos y ustedes nos hacían reír y era mucho mejor.

I: Listo.

S: Aja.

I: Cómo le parecieron las actividades que se realizaron?

S: Todas súper chéveres, todas me gustaron mucho, y todas me parecieron super…chéveres.
I: Cuál fue la que más te gustó?
S: Todas por igual.
I: Todas por igual? No hay una en especial que le haya gustado más?
S: La de, la que nos poníamos a subrayar lo de, lo de Jorge, que...
I: Lo de los verbos?
S: Sí lo de los verbos, subrayar, que subrayábamos verbos.
I: Listo, atención selectiva…
S: Aja.
I: Categorización… esa fue la que más te gustó, por qué?
S: Porque me pareció muy fácil y porque nosotros leíamos cons ustedes…
I: Sí
S: Entonces, me pareció que se veía super fácil entonces por eso me gustó más.
I: Y cuál fue la que menos te gustó?
S: La que menos me gustó, la de hoy.
I: No le gustó la de… cuál fue la de hoy?
S: Memorizar, memorización. Sí memorizar, porque soy super mala para memorizar, jajajajajaja.
I: Entonces no le gustó, nada que ver con eso.
S: Aja, pues no me, no es la que, no me nada que ver pero si la que menos me gustó de todas porque todas estuvieron súper chéveres.
I: Bueno, cuál fue la más difícil de desarrollar?
S: La más difícil de desarrollar…la de… la que era una hojita chiquita, cómo era que se llamaba?
I: La del Word bank.
S: Sí, esa.

I: Que categorizaban palabras.

S: Sí, sólo me pareció fácil la que categorizábamos verbos, adjetivos…

I: Y sustantivos…

S: Esa fue fácil, pero la de hacer las oraciones…

I: La que relacionabas cada uno y de ahí sacabas las oraciones?

S: Sí, pero me quedó súper buena.

I: Sí fue la, te pareció difícil pero fue la, de todas las actividades que yo realicé, ve, perdón, que yo miré y que califiqué ese día, las oraciones suyas fueron las mejores.

S: Gracias.

I: No tenían pues ningún error, pero por qué te pareció difícil? Por las oraciones?

S: Sí por las oraciones, porque teníamos que reacional, relacionar, teníamos que poner adjetivos antes de verbos y pero sí me equivoqué mucho pero a la final me quedaron buenas.

I: Le quedó muy bien.

S: Sí, señora.

I: Ehh, qué estrategias que se utilizaron en el salón de clase?

S: Ay muchas!

I: Cómo cuáles?

S: Ehh, como la de…lo, las imágenes, las de memorizar, la de… la de…mmm la de… ay muchas, se me olvidó porque vino esta vieja a joder jajaja (una profesora paso y saludó).

I: Cuál de las diferentes estrategias de aprendizaje que se aplicaron en las actividades, le gustaría desarrollar más?

S: La de…
I: Como utilizarla con más frecuencia?
S: La de…la de Jorge, la de, cómo es que se llamaba?
I: Inferir, la de sacar la información…
S: Sí la, esa.
I: Ehh más relevante…
S: Aja, esa, esa, que subrayábamos…
I: Y por qué?
S: Porque no se, es la que más me gustó. Me gustó mucho porque era, era, siempre era un párrafo grande, y nosotros de ahí teníamos que hacer muchas cosas, así no sé fue la que más me gustó.
I: La de, y de ahí también, ahí en la de Jorge utilizamos la de tomar notas a través de dibujos.
S: Ajum, si esa fue la que más me gustó.
I: Le gustaron listo.
S: Si me gustaron.
I: De qué estrategia estuvo consciente de estar utilizando en estas ocho clases? De pronto en las actividades usted en algún momento se detuvo a pensar: ay yo creo que aquí estamos utilizando tal estrategia o tal otra..
S: Todas…
I: O no estuvo consciente de ninguna, pues simplemente realizaste las actividades sin pensar que ahí habían implicadas unas estrategias de aprendizaje.
S: No, pues las de memorizar y las de…no se…
I: Pues mejor dicho, las realizaste de manera inconsciente.
S: Pues las realicé así como ustedes me decían que las realizará, normal.
I: Sin pensar en que, ay aquí estoy utilizando el conocimiento previo o aquí estoy sacando…o sea, las realizaste de manera inconsciente.

S: Sí.

I: Ahora que estás más consciente de las diferentes estrategias de aprendizaje que puedes utilizar, crees que es importante utilizar esto dentro y fuera del salón de clase?

S: Claro, súper importante, porque aprender más, es que aprendemos súper fácil.

I: Bueno…ehh, les gustaron estas estrategias para utilizar en la casa?

S: Sí, pero no las voy a realizar en mi casa.

I: Por qué?

S: Porque me da pereza, jajajajaja.

I: Entonces por su iniciativa no las practicaría en la casa, pues sin que el profesor se las pida, usted, usted no llegaría a su casa y decir: hoy quiero repasar inglés estu, ehh utilizando tal estrategia, no lo haría?

S: No lo haría.

I: Por qué?

S: Porque me da pereza, eso lo hago mejor acá en el colegio cuando la profesora me lo pida.

I: Después de estas cuatro clases de…

S: Sólo fueron cuatro?

I: No, más de cuatro, perdón.

S: Aja.

I: Más de cuatro semanas, fueron ocho clases de estar interactuando con Katherine y conmigo, cree que ha mejorado su autonomía respecto al aprendizaje del inglés?

S: Sí.
I: Por qué?

S: Porque por ejemplo, yo me confundía mucho con el pasado, con el que se le agregaba edg, o se le borraba, y ya no, ya re bien porque ustedes me enseñaron y ya no me confundo tanto.

I: Pero con respecto, pues con respecto a su autonomía, ehh…

S: Puedo trabajar sola?

I: Sí, puede trabajar más sola?

S: Sí.

I: Ya quedaron como más bases…

S: Sí, claro que yo siempre pues, yo casi siempre me hago sola, me hacía sola para yo terminar todo más sola y de ahí irme a charlar, pero sí, ahora ya puedo estar, terminar más rápido, jajajajajaja.

I: ¿De qué manera se vio su, afectada su autonomía… positiva o negativa?

S: Positivo, obvio.

I: ¿Por qué?

S: Porque me pueden poner un trabajo y lo puedo hacer más rápido, más bien, en menos tiempo…ya.

I: ¿Su gusto por el inglés sigue siendo el mismo? ¿Ha incrementado o ha disminuido después de este proceso?

S: Ha incrementado, me interesa más.

I: ¿De qué manera, o explícame por qué?

S: Porque a mí, a mí siempre me ha gustado el inglés, siempre me ha gustado, y…y…ahora me gusta más porque pues veo que lo entiendo fácil, después dicen que solo le falta yo
ponerle yo cuidado y ya me gusta más y lo necesito mucho, entonces si me gustaría tener a
alguien que me enseñara…

I: Entonces ha incrementado porque, porque ya sabes que puedes utilizar diferentes cosas
para aprender…

S: Aja.

I: Y no estar esperando todo el tiempo la clase de la profe…

S: Aja… la clase de la profe exacto, me gustaría mucho tener a alguien que me enseñara
para yo poder aprender más fácil, porque también es que, aquí en clase no es que aprenda
mucho, entonces sí me gustaría, además es más dinámico, lo puede hacer uno más fácil.

I: Es muy dinámico utilizar uno las estrategias?

S: Aja, exacto.

I: Cree que fueron fáciles o difíciles las clases de, estando expuestas el 90% en inglés? Casi
todo el tiempo o estuvimos hablando en inglés, todos los temas se explicaron en inglés,
crees que eso fue fácil o difícil?

S: Pues es que o sea se ve muy difícil, cuando ustedes llegaron y nos dijeron que toda la
clase iba a ser en inglés se veía muy difícil, pero ustedes le, ustedes lo hacen entender
mucho a uno, si me entiende? Porque no sé, nos entendemos más con ustedes, porque como
ustedes son jóvenes como nosotros, entonces ustedes nos comprenden, en cambio que yo
creo que Olga explicándonos eso, ay se nos muere!Jajajajaja.

I: Pero por qué crees que fue más fácil, de qué manera nos hicimos nosotros entender…

S: Porque ustedes nos, si nosotros no entendíamos por ejemplo qué era algo, ustedes lo
hacían con señas, si me entiende, entonces eso lo hacía más fácil, si nosotros no
entendíamos que era la palabra, ustedes más o menos no la hacían, no la escribían en forma.
I: Listo. ¿Entonces crees que son más enriquecedoras y productivas las clases habladas en inglés?

S: Claro, toda la vida. Por ejemplo yo no sabía cómo se decía ejemplo ni oraciones y ya entendí, jajajaja.

I: Muy bien.

S: Sí.

I: ¿Cree que el uso de estrategias de aprendizaje… cree que el uso de estrategias de aprendizaje usadas a través de estas ocho clases, le sirvieron para aprender inglés de una manera más fácil?

S: Claro que sí, sí me ayudaron.

I: ¿Por qué?

S: Me ayudaron porque… como ustedes todo lo decían en inglés, y nosotros no entendemos tan fácil, ustedes repetían, repetían y repetían, entonces nosotros claro, o se le graba a uno, o se le graba jajajaja, entonces se me grabó, se me grabaron muchas cosas, yo por ejemplo escucho ya decir algo y como las escuchaba a ustedes ya sé que se dice y sí todo super bien, me gustaron mucho.

I: ¿Entonces crees que… que el uso de estrategias de aprendizaje afectan de una manera positiva la autonomía?

S: Claro que sí.

I: Ya no dependes tanto como de la profesora o del diccionario…

S: No, yo nuu…pues yo no, el diccionario nunca lo utilicé.

I: No eres pues como amiga del diccionario?

S: No, ni siquiera sé buscar en el diccionario palabras así en inglés.
I: Jajajaja, entonces crees que afecta de una manera positiva la autonomía y te pueden ayudar a aprender por ti misma…

S: Sí.

I: Bueno, Valentina muchas gracias por haber sido parte de este proceso, por ser una de nuestras participantes.

S: Bueno, gracias a ustedes, jajajajaa.
Appendix 5

Video transcriptions

Video #1

T: Yes, But I mean: Morning, afternoon and night.

S3: como se dice me fui a preparar para la confirmación?

T: Ok, I went…

S: Aca dice en la tarde? (Pointing to the sentences written on the board)

T: Yes, in the afternoon.

S1: Ya, son tres? (Student shows the three sentences)

T: Ok, it is … Studied. (Student wrote studyed)

S1: Si, estudie en la mañana.

S: Profe como se escribiría computador, mire en la tarde estuve en el computador?

T: I was

S: I que?

T: Was

S: Computador… computer cierto.

T: computer.

T: Do in past, do.

S: (Looks for the verb in her notebook) Did.

T: Did, that is the past of do.

S: I did… Como se dice hice tarea.

T: How do you say that in English?
S2: Como se dice un poco?
T: Little.
S3: Entonces I did, y como se dice tarea?
T: Homework, homework.
S3: Y se escribe…

**Video #2**

S4 making use of the verb list.

**Video #3**

S: Los sustantivos se ponían los sustantivos, en verbos se ponían los verbos en los adjetivos los adjetivos entonces había que hacer oraciones con esas primero eran los verbos luego los adjetivos y luego los sustantivos.
T: And the verbs were in present, past, future…
S: Pasado, pasado las oraciones. Se hacían con tres palabras obviamente. De verbos, adjetivos y sustantivos.
T: Nouns.
S: Se hacían nueve y ya.
T: Ok, how did you recognize the verbs in simple past? Which is the characteristic?
S: que terminaban en ED
T: Exactly, terminaban en ED very good. So, I want to hear the verbs. Who wants to give me the verbs? Over here.
S (volunteer): Watched, listened.
S3: eeh read, enjoyed, studied, watched, washed y work.
T: Ok, now this line let’s go with nouns, nouns, nouns… Nouns. What do you have here, pay attention. No lo hicieron? So…
S (Looking for information in the dictionary, Min: 2:04)
T: What do you have here? Tell me, tell me! And the other are --- Teacher makes gesture of silence.
S: Breakfast, song, movie, flower, church.
S (Looking for information on her notebook Min: 3:09)
Appendix 6

Sample of lesson plan

LESSON 2: Applying selective attention and summarizing strategies in Sophie’s daily routine text

TEACHER: Jennyfer Londoño Suárez

DATE: May 12th/2012

COURSE: 8th graders

NUMBER OF STUDENTS: 42

LESSON AIM: at the end of the class, students will be able to use the selective attention and summarizing strategies in any reading text. In other words, they will be able to focus on specific parts of the speech in a reading text such as auxiliary verbs and nouns (selective attention) as well as being able to write the main ideas of a text (summarizing).

WARM UP: the teacher starts talking about her daily routine, and then, she asks the students about their daily routine: what time do you get up?, do you have breakfast?.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Procedure</th>
<th>Interaction patterns</th>
<th>Teaching aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Warm up: the teacher starts talking about her daily routine, and then, she asks the students about their daily routine: what time do you get up?, do you have breakfast.?</td>
<td>Ts-Ss</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity Description</td>
<td>Teacher</td>
<td>Student(s)</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>10 min</td>
<td>The teacher starts explaining the auxiliaries verbs do and does and writes some examples on the board.</td>
<td>Ts</td>
<td>Board.</td>
</tr>
<tr>
<td>10 min</td>
<td>The T asks Ss to go to the board and write some sentences to check if they understand.</td>
<td>Ts-Ss</td>
<td>Board, notebooks.</td>
</tr>
<tr>
<td>15 min</td>
<td>The T hands out a worksheet were Ss apply the selective attention and summarizing strategies through a survey about Sophie’s daily routine.</td>
<td>Ts-Ss</td>
<td>Worksheet</td>
</tr>
<tr>
<td>10 min</td>
<td>Ask to your partner and teachers: Ss have to ask to their partner and teachers about their daily routine, likes and dislikes to complete a chart.</td>
<td>Ts-Ss</td>
<td>Worksheet</td>
</tr>
<tr>
<td>10 min</td>
<td>Share what you have: Ss share their survey and chart with the whole class.</td>
<td>Ss</td>
<td>Worksheet</td>
</tr>
<tr>
<td>Closure</td>
<td>Since it is the first activity with the researches, Ts ask Ss opinions about how the class and task were.</td>
<td>Ts-Ss</td>
<td></td>
</tr>
</tbody>
</table>
LESSON 7: Using imagery strategy through a Pictionary and memorization strategies through a game.

TEACHER: Jennyfer Londoño Suárez

DATE: June 13th/2012

COURSE: 8th graders

NUMBER OF STUDENTS: 42

LESSON AIM: At the end of the class, students will be able to use a Pictionary and the memorization strategies as tools for learning vocabulary.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Procedure</th>
<th>Interaction patterns</th>
<th>Teaching aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Warm up: reviewing activity. The Ts ask Ss to give some examples of sentences in simple past using regular and irregular verbs, and then she writes those examples on the board.</td>
<td>Ts-Ss</td>
<td>Board, notebook.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>The teacher starts explaining the memorizing game by using a Pictionary. T sticks flash cards on the board of regular and irregular verbs with the written form. Then, T begins to repeat those verbs different times to show Ss how to memorize.</td>
<td>Ts</td>
<td>Board, flashcards.</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Teacher-Student</td>
<td>Materials</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Practicing time: Ts ask some Ss to come to the board and start memorizing the verbs. First, the T leaves the written form but for the second time, she erases it in order to make students remember the verb by seeing just the picture.</td>
<td>Ts-Ss</td>
<td>Board, flashcards.</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Memory game: The T divides the class into two groups of 21 people. T asks each one of the participants to memorize a verb from the Pictionary, S1 says the first verb, S2 says the first verb plus the second one, S3 says the first verb, plus the second one and third one, and so on. The group who makes fewer mistakes wins.</td>
<td>Ts-Ss</td>
<td>Flashcards.</td>
</tr>
</tbody>
</table>
Appendix 7

Samples of some activities
Approaching Autonomous Learning through the instruction of Language Learning Strategies

Leading about Jorge. Read the text and then answer the questions.

Jorge lives in Liverpool. He works in a cafe and his wife is a teacher. His wife’s name is Maria. Maria and Jorge both enjoy their jobs. The cafe where Jorge works is near his house, he goes by walking. Maria works in the south and she travels to work by train.

Jorge doesn’t have any sisters, but he has two brothers. His brothers are both older than him. Jorge’s parents are divorced. His mother Dolores lives in Barcelona. She is a tour guide and her job is very interesting, his father John is retired.

Jorge’s best friend is called Marco. Marco works in an office. They play football together on Sundays. Football is Jorge’s favorite game and his favorite team is Barcelona football club.

Marco doesn’t have any brothers, but he has a young sister, Isabella. His sister is very pretty and has long dark hair.

What does Jorge do? 3. What does Jorge’s wife do?
How many sisters does he have? 4. Where do they live?

Writing task: Ask your partner these questions and write down his/her answers.

1. Do you have any brothers and sisters? What are their names?

2. What are your parents’ names? What jobs do they do?

3. Who is your best friend? What does he/she do?

works in a coffee

i no brothers

work as a teacher

live in the city

At your name is Alex and his work is doctor
2. My parents are called and Joe, Sonia, my mother is housewife, my father is a businessman, an

like their work

3. My best friend’s name is Bryan

Very good!
Word bank

**Verbs**
- Walked
- Huge
- Waited

**Nouns**
- Breakfast
- Listened
- Song
- Dirty
- Muslim
- Movie
- Dreamed
- Office
- Rainy
- Enjoyed
- Delicious
- Stopped
- Flower
- Had
- Great
- Watched

**Adjectives**
- Church
- Boring
- Washed
- Day
- Blue
- Old
- Airplane
- Worked

1. A big dog *walked* around the Muslim church yesterday.
2. There is something waiting for a huge breakfast.
3. I was having a snack eating an ice cream.
4. A rainy day is a great place that I discovered it.
5. My office was having a very delicious ice cream.
6. Nobody was eating a large plate of ice cream.
7. A flower had a box of ice cream but he was boring.
8. And saw the sun on blue and red ice cream.
Cordial saludo.

Somos Jennyfer Londoño Suarez y Katherine Liceth Castaño Loaiza, estudiantes del programa Licenciatura en Lengua Inglesa, perteneciente a la facultad de Bellas Artes y Humanidades de la Universidad Tecnológica de Pereira. Como requisito de grado debemos diseñar y llevar a cabo una investigación. Nuestro proceso investigativo está enfocado en analizar el impacto de la enseñanza de ciertas estrategias de aprendizaje en la autonomía del estudiante en la clase de inglés. Para ello es necesaria la observación de 2 clases cuyo fin es analizar el comportamiento de los estudiantes y los recursos que ellos utilizan para el aprendizaje de este. Además de esto se dictarán 6 clases en las cuales se implementarán métodos asociados con las estrategias de aprendizaje del inglés que podrían ser utilizadas por el alumno para mejorar su aprendizaje respecto a la lengua extranjera.

Para recopilar esta información, solicitamos primero su consentimiento para realizar dicha investigación en su institución educativa y además lo invitamos a usted y a la profesora encargada de la materia a ser partícipes de nuestra investigación. Le solicitamos de manera muy respetuosa permiso para observar la clase de inglés de la profesora Olga Patricia García del grado octavo dos durante dos sesiones, realizar algunas entrevistas a la profesora y a algunos alumnos antes y después del inicio de nuestra investigación, y finalmente permiso para dictar seis clases de dos horas en el salón y grupo señalado.
El proceso y los resultados de esta investigación serán tratados de manera confidencial. Para proteger la identidad de nuestros participantes, utilizaremos seudónimos para identificar a participantes e institución y socializaremos dichos resultados con usted, la profesora participante y la comunidad educativa. Las observaciones y entrevistas no obstaculizarán el proceso de enseñanza ni el proceso de aprendizaje de los estudiantes.

La programación de observaciones y entrevistas se hará de acuerdo al horario establecido por ustedes al igual que las clases que serán implementadas, dicho horario es el miércoles a las 7:30 am y el jueves a las 6:30 am en el grupo mencionado.

Si usted tiene preguntas acerca de nuestro estudio, no dude en comunicarse con nosotras a los siguientes correos electrónicos: jennyfer269@hotmail.com y ktkstao9@hotmail.com. Esperamos contar con su participación en este proyecto.
Agradecemos su colaboración.

Cordialmente;

________________________________
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