

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE
STUDENTS

Carmen Alicia Galindo Martínez

Universidad Pedagógica Nacional

Departamento de Lenguas

Master in Foreign Language Teaching

Bogotá

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE
STUDENTS

Carmen Alicia Galindo Martinez

A research study presented as a requirement to obtain the degree of M.A. in Foreign Language
Teaching

Thesis director: Ángela Camargo Uribe. Ph.D.

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

Universidad Pedagógica Nacional

Departamento de Lenguas

Master in Foreign Language Teaching

Bogotá

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

Note of acceptance:

Director: Ángela Camargo Uribe Ph.D.

Juror:

Juror:

Acuerdo 031 del 04 de diciembre 2007 del Consejo Superior de la Universidad Pedagógica Nacional Artículo 42, Parágrafo 2.

"Para todos los efectos, declaro que el presente trabajo es original y de mi total autoría, en aquellos casos en los cuales he requerido del trabajo de otros autores o investigadores, he dado los respectivos créditos".

To my family for encouraging me and to my husband who has always supported me. Thank you for the time you dedicated to the children and your patience.

ACKNOWLEDGEMENTS

I would like to express my gratitude to my professors at the Masters program for supporting me in the realization of this research study. Furthermore, I would like to thank my thesis advisor, Dr. Angela Camargo. Her advice and knowledge gave me the necessary tools to achieve my objectives.

In addition, I would like to thank my eleventh grade students at Bosanova School for their active participation and useful contributions throughout the implementation of this study. I hope this work has given them useful abilities and developed important changes in their lifelong learning.

 UNIVERSIDAD PEDAGÓGICA NACIONAL <small>ANÁLISIS AL SERVICIO</small>	FORMATO	
	RESUMEN ANALÍTICO EN EDUCACIÓN - RAE	
Código: FOR020GIB	Versión: 01	
Fecha de Aprobación: 10-10-2012	Página 8 de 171	

1. Información General	
Tipo de documento	Tesis de Grado
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Título del documento	Developing self-regulated learning with EFL eleventh grade students (Desarrollo de aprendizaje auto-regulado con estudiantes de Inglés de grado once)
Autor(es)	Galindo Martínez, Carmen Alicia
Director	Camargo Uribe, Ángela
Publicación	Bogotá Universidad Pedagógica Nacional, 2014 – 171 p.
Unidad Patrocinante	UNIVERSIDAD PEDAGÓGICA NACIONAL
Palabras Claves	Self, regulation, metacognition, self-efficacy

2. Descripción
<p>Master thesis where the author's main purpose was to describe the implementation of a self-regulated EFL learning program with eleventh grade students from a public school in Bogotá, Colombia. Forty students took part in the study for over five months. Interviews with focus groups, two questionnaires, and field notes were the main instruments for data collection. Findings showed that through developing strategic plans and increasing learning awareness, students fostered their metacognitive skills. They also developed study skills such as managing time and working in a social context. Finally, this approach of self-regulation allowed students to increase their self-confidence and self-motivation when performing EFL tasks. This can be related to students' self-efficacy for English learning. The author suggests further research on EFL assessment techniques that go hand in hand with encouraging self-regulated learning and raising EFL proficiency levels.</p>

3. Fuentes

- Boekaerts, M., Pintrich, P., & Zeidner, M. (2005). *Handbook of self-regulation*. City, State: Academic Press.
- Demetriou, A. (2000). Organization and development of self-understanding and self-regulation: Toward a general theory. In M. Boekaerts, P. R. Pintrich, & M. Zeidner. (Eds.), *Handbook of self-regulation* (pp. 209-251). London: Academic Press.
- Flavel, J. H. (1979). Metacognition and cognitive monitoring. *American Psychologist*, 34(10), 906-911.
- Gourgey A. (2001) Metacognition in basic skills instruction. In H.J. Hartman (Ed.), *Metacognition in learning and instruction: Theory, research and practice*. Location: Kluwer Academic Publishers.
- Little, D. (1999). Developing learner autonomy in the foreign language classroom: A social-interactive view of learning and three fundamental pedagogical principles. *Revista Canaria de Estudios Ingleses*, 38, 77-88.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle.
- Pintrich, P.R. & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology*, 82, 33-40.
- Pintrich, P.R. (2000). The role of goal orientation in self-regulated learning. In Initial. Boekaerts, P.R Pintrich, & M. Zeidner (Eds.), *Handbook of Self-regulation*. San Diego, CA: Academic Press
- Schunk, D. H. (1996). Self-efficacy for learning and performance. Paper presented at the Annual Conference of the American Educational Research Association. New York, USA.
- Zimmerman, B., Bonner, S., Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington, D.C.:American Psychological Association.

4. Contenidos

The objectives of this study were to describe the influence of self-regulated learning on eleventh graders' metacognitive skills for the English learning process, to identify study skills students might create through the implementation of self-regulated learning in an EFL classroom, and to determine the level of self-efficacy EFL eleventh grade students may achieve in the process of self-regulation. A pedagogical intervention was implemented to offer eleventh grade students tools for studying more effectively based on self-regulatory processes.

This study was developed in six chapters as they are presented:

In the first chapter, the statement of the problem is stated in order to explain why this study was needed in the community I work with and the research and objectives. Following, Chapter Two presents a literature review with the main constructs that supported the study.

Chapter Three presents the research design with the description of the setting and

participants, type of study, and instruments used for data collection. Chapter Four includes the instructional design where the vision of curriculum, language, and learning were explained. It also contains a description of the activities involved in the pedagogical intervention. Chapter Five includes data analysis and findings. Finally, Chapter Six contains conclusions and implications for further studies.

5. Metodología

This study is a qualitative research which was developed at a small public school in Bogotá, the population consisted of forty students of eleventh grade. Different sources were used to illustrate the implementation of self-regulated learning, the role of metacognition in an EFL classroom, and students' self-efficacy. Therefore, two questionnaires, field notes, and two interviews were the data collection instruments selected.

In order to analyze the data of my study, an a priori approach was adopted. It means, preexisting categories were applied to the data gathered, taking into account Pintrich's self-regulated learning model that was implemented in the instructional design. Subcategories on the other hand, emerged by means of a grounded approach used to provide specific meaning and particular sense to the a priori categories.

In the present study I considered preexisting categories to the data I collected bearing in mind the Self-Regulated Learning Model implementation. The data I analyzed consisted of students' performance during the pedagogical intervention. In doing so, attitudes, perceptions, reactions, and opinions towards self-regulated learning in an EFL classroom were compiled through questionnaires, interviews with focal groups, and field notes.

6. Conclusiones

Findings showed that eleventh grades fostered their metacognitive skills through the development of strategies that included setting goals according to their level, using topics of interest, and monitoring learning achievements. Additionally, some students increased their awareness toward the language learning process. As students experience another way of learning English they recognized the importance of self-regulating different aspects of the school life.

Students developed two main study skills: managing time and working in a social context. By managing time they were able to organize themselves, get their priorities straight, enhanced their level of understanding, spend time in important activities, increase language learning awareness, and develop values such as punctuality and responsibility.

Working in a social context allowed some students to develop their communicative skills and learn the language. They appreciated the use of English in different environments and became more confident when speaking and making decisions.

Students increased self-confidence and self-motivation when implementing their own strategies as well as self-efficacy sense. They realized that having self-confidence allowed them

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

to attain outstanding outcomes in the language learning process.

Self-motivation was also related to student improvement because as long as they could work on the things they liked, outcomes were generally the expected ones, and incentives were more frequent.

Not all students responded in a positive and productive way to self-regulation. It may be given by different social, contextual and academic factors. Therefore, it is difficult to establish a particular EFL student profile for self-regulated learning.

Elaborado por:	Carmen Alicia Galindo Martínez
Revisado por:	Ángela Camargo Uribe

Fecha de elaboración del Resumen:	27	02	2014
--	----	----	------

Tabla de contenido

CHAPTER 1 18

Introduction 18

 Statement of the problem 19

 Statement of the purpose 21

 Research Questions 21

 Research Objectives 21

 Rationale..... 22

CHAPTER 2..... 24

Theoretical Framework and Literature Review 24

 Self-regulation..... 24

 Self-efficacy 32

 Metacognition..... 36

 Previous research..... 39

CHAPTER 3..... 45

Research Design 45

 Type of study..... 45

 Research Paradigm. 45

 Research approach..... 46

 Setting..... 47

 Participants and sampling..... 48

 Researcher role 49

 Data collection instruments 49

 Questionnaires. 50

 Field Notes. 51

 Interviews. 52

 Data collection procedures 52

CHAPTER 4..... 54

Instructional Design 54

 Curricular Platform..... 54

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

Vision of curriculum.	55
Vision of learning.....	56
Vision of the classroom.....	57
Pedagogical Intervention.....	58
General pedagogical objectives.....	58
Timetable.....	59
Self regulated learning cycles.....	59
Linguistic contents	60
CHAPTER 5.....	62
Data Analysis and Findings.....	62
Data analysis procedure.....	62
Findings	64
Category 1: Metacognitive competence.	66
Category 2: Study skills	73
Category 3: Self-efficacy.....	85
Some remarks on linguistic development through self-regulated learning	96
CHAPTER 6.....	98
Conclusions and Implications	98
Conclusions	98
Limitations	104
Further research.....	105
References	106

LIST OF APPENDICES

APPENDIX 1: Informed consents

APPENDIX 2: Questionnaires 1, 2, 2A

APPENDIX 3: Analysis of questionnaires

APPENDIX 4: Field notes

APPENDIX 5: Interviews

APPENDIX 6: Activities chart

LIST OF FIGURES

FIGURE 1: Visual representation of categories and subcategories

FIGURE 2: Grades show the English level of students (Questionnaire 1)

FIGURE 3: Grades show the English level of students (Questionnaire 2)

FIGURE 4: How many hours a week do you spend on English homework? (Questionnaire 1)

FIGURE 5: How many hours a week do you spend on English homework? (Questionnaire 2)

FIGURE 6: It is difficult for me to give ideas in the team work? (Questionnaire 1)

FIGURE 7: It is difficult for me to give ideas in the team work? (Questionnaire 2)

FIGURE 8: Speaking to your friends (Questionnaire 1)

FIGURE 9: Speaking to your friends (Questionnaire 2)

FIGURE 10: Working in groups requires a higher level of responsibility (Questionnaire 1)

FIGURE 11: Working in groups requires a higher level of responsibility (Questionnaire 2)

FIGURE 12: I would like to have more confidence in the things I do (Questionnaire 1)

FIGURE 13: I would like to have more confidence in the things I do (Questionnaire 2)

FIGURE 14: I motivate myself to improve my learning process (Questionnaire 1)

FIGURE 15: I motivate myself to improve my learning process (Questionnaire 2)

FIGURE 16: Preparing an individual oral activity for the class (Questionnaire 1)

FIGURE 17: Preparing an individual oral activity for the class (Questionnaire 2)

FIGURE 18: I do my homework without Being prompted (Questionnaire 1)

FIGURE 19: I do my homework without Being prompted (Questionnaire 2)

LIST OF TABLES

TABLE 1: Oxford Strategic Self-Regulation (S₂R) Model of Learning

TABLE 2: Data collection plan

TABLE 3: Timetable

TABLE 4: Linguistic contents

ABSTRACT

This research study was focused on describing the implementation of a self-regulated EFL learning program with eleventh grade students from a public school in Bogotá, Colombia. Forty students took part in the study for over five months. Interviews with focal groups, two questionnaires, and field notes were the main instruments for data collection. Findings showed that through developing strategic plans and increasing learning awareness, students fostered their metacognitive skills. They also developed study skills such as managing time and working in a social context. Finally, this approach of self-regulation allowed students to increase their self-confidence and self-motivation when performing EFL tasks. This can be related to students' self-efficacy for English learning.

Key words: Self-regulated learning, metacognition, self-efficacy, study skills.

CHAPTER 1

Introduction

When children begin their school life, they are given established models they are expected to follow from kindergarten to graduation. Usually, students are brought up to play a passive role in which participation in decision-making is uncommon and all they have to do is follow instructions. Even when students are older, this situation does not change because they are used to fulfill school requirements in order to obtain a score as a sign of their “good” or “bad” performance. Hence, a question comes to mind: Why not give students the opportunity to take part in their own learning process by allowing them, through self regulation, to make decisions about the level of competency they want to achieve?

At Bosanova School in Bogotá, Colombia, most student behaviors show teachers that the level of responsibility and awareness toward learning outcomes is influenced by a lack of participation in academic issues. Students work on different tasks just to pass to the next grade. What would happen if they became involved in a learning process based on their own needs and interests, where they would be able to assume a reflective conscious role?

This study aims to help students become aware of their learning process and thereby able to regulate their actions not only to succeed at school, but also in their personal lives. A pedagogical intervention was implemented to offer eleventh grade students tools for studying more effectively based on self-regulatory processes.

The following paragraphs include the statement of the problem in order to explain why this study was needed in the community I work with and the research and objectives of this study.

Following, Chapter Two presents a literature review with the main constructs that supported the study.

Chapter Three presents the research design with the description of the setting and participants, type of study, and instruments used for data collection. Chapter Four includes the instructional design where the vision of curriculum, language, and learning will be explained. It also contains a description of the activities involved in the pedagogical intervention. Chapter Five includes data analysis and findings. Finally, Chapter Six contains conclusions and implications for further studies.

I found during this study that working with these kinds of learning systems gave me tools to improve my teaching practice and go beyond what working as a teacher demands. Student behaviors and day-to-day learning must be observed closely, so that whatever changes are necessary are made in order to help students achieve. School should motivate students and that comes about by them having an active role.

Statement of the problem

Self-regulation in learning has been the focus of many researchers. Many state that this approach makes students more aware of their own learning in the sense that they become more active participants during the process. For example, Zimmerman, Bonner, and Kovach (1996) argue that the traditional view of education for adolescents is being replaced by current demands for lifetime learning. Therefore, it is required that both teachers and learners adopt new practices where learning achievements are not given in terms of grade only, but also in terms of more meaningful attitudes to increase levels of responsibility and sense of self.

When students develop their sense of self, they will be able to face challenges that will provide them with new perceptions of their capacities. The problem is that school does not give students the opportunity to show these capabilities. Pintrich (2000b) points out that self-regulatory activities have to be related to learners' environments and have a great influence on their learning goals. Creating conditions for students to self-regulate their process of learning allows them to have other views about their learning processes.

In foreign language learning, self-regulation is pivotal because students have two main demanding tasks. The first has to do with setting language goals to reach a good level of proficiency and the second concerns designing learning strategies that help students manage their own learning. Since self-regulated learning implies working autonomously, learners set goals in which they manage and control the L2 learning. Additionally, strategies are defined as predetermined, goal-directed endeavors to administer efforts to learn the L2 and in that sense, overcome difficulties in communication (Afflerbach, Pearson, & Paris, 2008). These aspects will develop L2 proficiency and self-efficacy in the long term (Oxford, 2008).

At Bosanova School, EFL students have not been given the possibility to take part in curriculum decisions that consider their interests and abilities. According to some teachers who have been working there for more than twenty years, the school community has been ruled by the curriculum standards and has not tried other ways of learning where topics, goals and strategies are proposed by students so they become more strategic, self-regulated and successful.

Bearing in mind these ideas, it is necessary to implement self-regulated learning with EFL eleventh graders to identify the level of self-regulation they can achieve as well as skills they may develop.

Statement of the purpose

The purpose of this study is to describe the implementation of a self-regulated learning program with EFL eleventh grade students of Bosanova School and to determine whether this implementation improves metacognitive skills, study skills, and students' self-efficacy.

Research Questions

- How might EFL eleventh graders foster metacognitive skills through the implementation of a self-regulated learning program?
- Which study skills do students develop when implementing self-regulated learning in an EFL classroom?
- What is the level of self-efficacy EFL eleventh grade students achieve in the process of self-regulation?

Research Objectives

- To describe the influence of self-regulated learning on eleventh graders' metacognitive skills for the English learning process.
- To identify study skills students might create through the implementation of self-regulated learning in an EFL classroom.
- To determine the level of self-efficacy EFL eleventh grade students may achieve in the process of self-regulation.

Rationale

Self-regulation is a fascinating development in foreign language learning (Oxford, 2011) and requires a set of steps that must be managed by teachers to ensure students' performance during the process.

Low, average or high academic results in language learning might be influenced by students' participation degree in decision-making on academic issues they are studying. Unfortunately, it is believed that all students must learn the same things at the same time. Of course, this statement is not true as some teachers recognize that each student has his/her particularities and develops different skills at different lengths of time.

Self-regulated learning may be a powerful tool for teachers to support students' progress in the foreign language because they organize their learning freely and thus take ownership of it. In doing so, teachers are asked to gain expertise in promoting self-regulatory processes in the classroom for students to become self-regulated.

This approach could be a great opportunity for Bosanova School because teachers regularly complain about students' lack of responsibility and commitment toward English learning. When implementing self-regulation students have a chance to work and study based on their own interests, they set goals according to their skills, and they design a strategic plan in order to achieve their goals. In short, they are responsible for their learning outcomes.

Boekaerts, Pintrich, & Zeidner (2005) claim "self-regulated level of task skill is achieved when learners can systematically adapt their performance to changing personal and contextual conditions" (p. 30). Thus, this pedagogical intervention was implemented with eleventh grade EFL students to determine the influence of self-regulated learning in an EFL classroom. Through this

approach, students were expected to become more self-regulated with their performance and more proficient in the language.

Although the implementation was conducted with eleventh graders, further decisions may be made in relation to the possibility of working with this system of self-regulation with all grades of the institution. Hence, by considering students' needs and interests, increasing their sense of self, using new ways of assessing language learning, and making students part of the construction of curriculum, the educational environment as well as teaching practices will be improved.

CHAPTER 2

Theoretical Framework and Literature Review

This chapter presents a brief review of the literature related to the study regarding the main constructs that support this research. Three constructs are defined, characterized, and exemplified by different authors whose contributions have been meaningful in the identification and understanding of self-regulated learning. The three constructs are self-regulation, metacognition, and self-efficacy.

Self-regulation

Demetriou (2000) defines self-regulation as those efforts that modify a system's current situation by setting previous goals and doing necessary changes. The author mentions that any system is able to self-regulate under three conditions: self-monitoring, self-representations, and self-modification skills and strategies. Self-monitoring function gives information about the ongoing process. Self-representation describes the system's background and characteristics. Self-modification skills and strategies are put into practice in present conditions and can be modified in future ones. According to the author this system is seen as a whole, where all of the conditions must be present in order to evaluate the present situation and provide tools to make further decisions.

Self-regulation (SR) is an engine that helps students find strategic learning processes that involve time management and motivation (Weinstein, Aceed, & Jung, 2011). Learners will not spend time working on any task unless they feel motivated to do it. If they are motivated, they will look for the best ways to reach their goal.

Self-regulation involves self-beliefs and affective behaviors (self-confidence or uncertain feelings) that take place at a specific performance setting (Zimmerman, 1994). Thus, one may have proper strategies to face a challenge, but when obstacles are presented confidence may falter during the process. In this sense, self-regulatory processes obey three cyclical stages: forethought, performance or volitional control, and self-reflection. The first cycle has to do with the steps to perform and their influence in terms of effort. The second cycle is about processes during the performance and its impact. The last involves the person's reactions after performing. These reactions influence forethought and other stages making possible the self-regulatory cycle (Zimmerman, 2000).

Zimmerman (2000) whose work stemmed from Bandura's (1986) social cognitive perspective characterizes self-regulation as cyclical because the feedback from previous performance is used to make improvements in subsequent attempts. Such improvements bear in mind personal, behavioral, and environmental aspects that are constantly changing during the learning process. Thus, the main purpose of the social cognitive theory is to find out how people regulate their behaviors through reinforcement to attain goals (Bandura, 1986).

Self-regulation also involves self-generated thoughts, feelings, and actions that are strongly related with attaining academic goals (Zimmerman, Bonner, & Kovach, 1996). Throughout this process of self-regulation students experience different stages that make them face greater challenges each time. The authors presented a cyclic model of self-regulated learning that develops academic skills such as planning, time management, summarizing texts, improving note taking, preparing for exams, and improving writing. Each is presented in four stages: self-evaluation and

monitoring, goal setting and strategic planning, strategy implementation and monitoring, and strategic outcome monitoring.

In the first stage, students reflect on their personal effectiveness in prior achievements. In the second, students examine the learning task, establish specific academic goals, and design a strategy to accomplish them. The third stage is execution of the strategy and its supervision. Finally, strategic-outcome monitoring takes place when students make relationships between learning outcomes and strategies to define the level of effectiveness. In this way, self-regulated (SR) learners have the chance to improve their academic processes by being aware of their own capacities.

Pintrich (2000b) defines self-regulated learning as “an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment” (p. 453). Self-regulated learning is a step-by-step process of many individual, social, and contextual factors and which requires assessment to determine its effectiveness. Pintrich (2000b) proposed a model which encompasses four phases of self-regulation: forethought, planning and activation, monitoring and control, and reaction/reflection; each of these consists of four sections for self-regulation: cognition, motivation, behavior, and context.

The phase of forethought and planning and activation includes purposes, prior knowledge, and metacognition. Thus, knowledge takes place deliberately; motivation relates goal orientations, and learners’ beliefs of the learning tasks; behavior relates time and effort, as well as planning and self-observation; context regards students’ perceptions about both the learning setting and pedagogical practices.

The phase of monitoring has to do with cognitive monitoring where the feeling of knowing comes to light; motivation refers to recognizing learners' self-efficacy feelings; monitoring of behaviors refers to time and effort management based on outcomes; contextual monitoring is revising the progress of tasks and settings conditions.

The stage of control has to do with the regulations learners put on their process to make the required changes to achieve the goal; motivational control involves self-efficacy through feelings of positivism when developing a task; behavioral control relates the persistence of searching other sources to fulfill the task; contextual control consists of finding the best environmental conditions for learning.

Finally, in the phase of reaction and reflection learners evaluate their performance and outcomes become the basis for new challenges; motivational reaction includes efforts to maintain motivation in spite of getting high or low results; behavioral reaction enquires about the effectiveness of time and effort management; contextual reaction and reflection involves the effectiveness of all the conditions to attain the goal.

According to Pintrich (2000b), this model has similarities with other models of self-regulation in the sense that learners are active participants in the learning process, they can control basic activities, set goals, and have the capacity to evaluate outcomes. Nevertheless, the author's special contribution was based on motivational processes of self-regulation. In this sense, he emphasizes that learners can get control, not only of their cognition, but also of their motivational beliefs such as goal direction, self-efficacy, recognition of task value, and engagement in the task.

In addition to motivational beliefs, there are some motivational self-regulatory strategies that allow learners to face stressful situations. Among these strategies there are efforts to control self-efficacy by using self-confidence beliefs like "I am able to do it", efforts to increase extrinsic

motivation by rewarding with external factors (e.g., practicing their favorite activities), and efforts to increase intrinsic motivation by doing more attractive activities (Pintrich, 2000b).

Pintrich (2000b) also refers to different motivational processes that are presented either in high or low levels of self-regulation. Thus, self-regulated learners set more demanding goals, become more self-efficacious, get involved in self-evaluation, judge their progress according to the learning purposes, self-motivate to persevere, and recognize ability and effort as the basis for the accomplishment of goals. On the other hand, low self-regulated learners avoid facing challenging tasks, they have low academic self-perceptions, low self-directed behavior and low self-efficacy beliefs (Shunk, 1996).

Learners' goal orientation in Pintrich's model of self-regulation is another relevant issue. He makes a difference between *mastery-approach goals* and *performance-approach goals*. The former consists of developing skills through assignments. The latter consists of doing better than others. In contrast, the author presents another view of goals that show low levels of self-regulation: *mastery-avoid goals* and *performance-avoid goals*. Mastery-avoid goals refer to distancing oneself from difficult tasks. Performance-avoid goals refer to avoiding the demonstration of low capacity.

The general conclusion of this model is that learners who adopt and adapt more self-regulatory processes like goal direction, self-efficacy and task engagement evidence better learning than those who avoid higher challenges. That is why motivational processes play a key role when attaining goals as well as motivational self-regulatory strategies like increasing self efficacy sense through self-confidence and self-motivation. The perceptions students have about their skills include the kind of activities they select, the strategic plan they follow and the level of the goal they want to achieve.

A determinant factor of self-regulated learning has to do with self-monitoring. Self-monitoring is defined by Shaver (2010) as “a mechanism by which individuals gain information on their performance by setting realistic goals and evaluate their progress towards them” (p. 204). Hence, self-monitoring is the basis for information on the effectiveness of self-regulated learning through continuous observation of one’s performance outcomes.

In this respect, Bandura (1986) asserts that people should be attentive to different factors of their own and others’ behavior and what happens around them if they desire to have control over their goals. For this reason, the accomplishment of self-regulation is determined by the reliability of the self-monitoring process in which learners control and adjust behaviors, increase self-awareness of their progress by adapting goal setting and learning strategies.

Self-regulation in language learning.

Self-regulation in an EFL classroom is very important by taking into account that learning a foreign language demands autonomy to obtain a high proficiency. Alexander, Graham, and Harris (1998) state that self-regulation is the ability to manage affective and social states in which communication takes place. In relation to this, and with the purpose of succeeding in communication, it is necessary to develop learning strategies which allow students to design their own way to reach outstanding language outcomes.

Self-regulated L2 learning strategies are defined as predetermined, goal-directed endeavors to administer efforts to learn the L2 (Afflerbach, Pearson, & Paris, 2008). In this process learners make decisions on how they will reach language learning objectives from different alternatives

including producing, internalizing, storing, regaining, and using information, concluding short-term tasks; and/or developing L2 proficiency and self-efficacy in the long term (Oxford, 1990).

Among the characteristics of self-regulated L2 learning strategies are the elements of consciousness: observation, intention, and striving. These allow a more effective learning process; they consider contextual and purposeful aspects and the learner as a whole. It is worthy to mention that some strategies, such as planning or monitoring, are useful for learning other fields of study and even for improving any aspect of one's life. Overcoming knowledge gaps in communication strategies are especially related to language learning. Some examples are when creating new words or using the L1 and L2 alternatively (Oxford, 2011).

Oxford (2011) presents a self-regulation model which classifies strategies in three dimensions that have a great impact on L2 learning and that involve the cognitive, affective, and sociocultural-interactive dimensions. Cognitive strategies allow learners to adopt and adapt L2 knowledge for a language assignment. Affective strategies allow learners to maintain high levels of motivation toward learning. Sociocultural-interactive strategies allow learners to communicate and attain identity in different sociocultural settings. In addition, there are some basic mental processes known as "meta-strategies" (planning, implementing plans, monitoring, evaluating, among others) which support students in the use of strategies in the three dimensions already mentioned. There are three kinds of meta-strategies: meta-cognitive strategies, meta-affective strategies, and meta-SI strategies.

The following chart shows the strategies and meta-strategies presented by Oxford (2011). Meta-strategies appear first because they have a great influence on each of the dimensions.

TABLE 1

Meta-strategies and strategies in the Strategic Self-Regulation (S₂R) Model of learning

Meta-strategies and strategies	Purpose
<p><i>8 meta-strategies (meta-cognitive, meta-affective, and metasociocultural-interactive)</i></p> <ul style="list-style-type: none"> Paying attention Planning Obtaining and using resources Organizing Implementing plans Orchestrating strategy use Monitoring Evaluating 	<p>Managing and controlling L2 learning in a general sense, with a focus on understanding one's own needs and using and adjusting other strategies to meet those needs</p>
<p><i>6 strategies in the cognitive dimension</i></p> <ul style="list-style-type: none"> Using the senses to understand and remember Activating knowledge Reasoning Conceptualizing with details Conceptualizing broadly Going beyond the immediate data 	<p>Remembering and processing the L2 (constructing, transforming, and applying L2 knowledge)</p>
<p><i>2 strategies in the affective dimension</i></p> <ul style="list-style-type: none"> Activating supportive emotions, beliefs, and attitudes Generating and maintaining motivation 	<p>Handling emotions, beliefs, attitudes, and motivation in L2 learning</p>
<p><i>3 strategies in the sociocultural-interactive dimension</i></p> <ul style="list-style-type: none"> Interacting to learn and communicate Overcoming knowledge gaps in communicating Dealing with sociocultural contexts and identities 	<p>Dealing with issues of contexts, communication, and culture in L2 learning</p>

From Oxford, R. (2011). *Teaching and Researching Language Learning Strategies*. Pearson Longman.

By making connections with Pintrich's model, it could be said that the four phases of self-regulation (forethought, planning and activation, monitoring and control, and reaction/reflection) are presented as metastrategies, which involve four dimensions for self-regulation: cognition,

motivation, learners' beliefs, and behavior and context. The definition of *Meta-strategies* is considered in this study because it covers different facets of the L2 learner and does not regard cognition only. This is very important in the self-regulation process as students have to deal with every aspect of their context.

Self-regulated learning perspectives and models have been presented in this section with the purpose of identifying how self-regulated learning works, its main characteristics, self-regulating processes, and its relevance when learning a foreign language. This construct is very important in this study because from this information the researcher proposed their own method of implementing self-regulation in students, based on Pintrich's model.

Self-efficacy

In the implementation of self-regulated learning, self-efficacy plays an important role because it is the basis of self-monitoring, that is, the process whereby students judge the effectiveness of strategies (Zimmerman, Bonner, & Kovach, 1996). Self-efficacy has to do with the judgments people make about their capacity to develop a task (Bandura, 1986). In addition, Schunk (1995) points out that self-efficacy is strongly joined to the task in terms of effort and persistence. For instance, students with a high level of self-efficacy carry out activities which represent challenges for them, but when doubts emerge the level of self-efficacy might decline.

The relevance of self-efficacy in the present study has to do with the perceived confidence 11th grade students had in their performances. Hence, being excellent at speaking or writing in English was not as important as assessing their level of self-confidence when developing a task. The judgments students had of their own processes were influenced by their level of self-efficacy according to the time and effort they dedicated to that task.

Self-efficacy has to do with the beliefs people have about what they are able to do in order to accomplish a given task (Zimmerman, 2000). In other words, self-efficacy is determined by the level of self-confidence a person has. In the process of self-regulation, it is very important to keep in mind that developing a task and getting outcomes is not enough; what really matters is the level of quality people reach and where they are able to improve from the feedback. Here, it is worthy to mention that people's desire to be involved in self regulatory efforts rely on their self-regulatory efficacy (Zimmerman, 2000).

An additional issue to consider regarding the above statement is that highly self-regulated people are more committed in pursuing higher level goals (Bandura, 1986), and this is therefore one of the main reasons they will make greater efforts as opposed to those who have not developed this skill. That is why the role of the teacher is very important. The teacher must acquaint students with different strategies in order for students to acquire the necessary tools to develop, first of all, the sense of self, and followed by the belief of their own capacities.

Schunk (1996) points out that students often receive persuasive information from teachers and parents regarding the capacity of learning or performing a task (e.g., "You can do it"). Positive feedback increases the level of self-efficacy, but may decrease if following efforts turn out poorly.

A sense of self-efficacy for learning is propitious because it motivates people to improve their competence. Outcome expectations, or beliefs concerning the expected outcomes of actions, are important because students get involved in activities they believe will result in positive outcomes. Schunk (1996) cites the "value of learning or outcomes refers to the perceived importance of learning or attaining designated outcomes. Perceived value affects behavior because students are motivated to learn important material and attain satisfying outcomes" (p. 5). Although outcome expectations and self-efficacy are often related, there are some differences (Schunk, 1996).

For instance, students may expect positive outcomes if they perform well on a test, but may not be confident of their capabilities to achieve a high score.

Behavior and perceived self-efficacy are adjusted by recognizing advances positively rather than by pointing out failures. In this way, self-monitoring's effective processes will increase the desired behavior (Bandura, 1986). Encouraging learners to reach outstanding outcomes, giving them reasons to perform better each time, and helping them achieve higher levels of confidence may be pivotal in enhancing students' feelings of self-efficacy.

It is important to mention that self-efficacy feelings go hand in hand with goal setting and the procedures to attain it. Therefore, when performing a task several factors are involved. For example, some learners show initiative in developing any assignment and take risks to succeed. Of course, their level of self-confidence makes itself evident. There is another kind of student who needs to adopt models to perform well and in the same way they evaluate their performance in relation to others (even if standards are defined in high or low levels) (Bandura, 1986). Bandura states that self-directedness implies the establishment of inner standards that exert self-judgments over one's behaviors. Those standards are given by different sources such as direct guidance, other's evaluation to one's actions (verbal persuasion), and other's modeled self-evaluative standards (vicarious experience).

Schunk and Pajares (2005) say that "people form self-efficacy perceptions through the vicarious experience of observing others perform task" (p. 87). Some whose abilities are undetermined use this model by attributing some similarities to their own capacities. These authors recognize that what is relevant in this situation is that people can make decisions in choosing a meaningful model that promotes lifelong self-beliefs.

Self-efficacy is attained through both personal and social issues. Thus, peers or groups enhance mutual efficacy to reach their goals (Schunk & Pajares, 2005). In other words, working as a team may raise beliefs about one's capacities when supporting one another. According to Bandura (1986), human motivation is more related to what people assume than what their real aptitudes are.

Another important factor which influences the sense of self-efficacy is the selection of tasks and activities, because they have to do with the level of competence people develop. People choose assignments in which they feel will have a good performance, but if they find many obstacles, they prefer not to be involved. In this regard, self-efficacy beliefs allow researchers to identify how much **effort** people dedicate to a task, how long they will **persevere** by facing difficulties, and how **resilient** they will be to overcome conflicts (Schunk & Pajares, 2005). People with a high sense of self-efficacy are able to make greater efforts and recognize in failures opportunities to improve. On the other hand, people with low self-efficacy may withdraw from assignments because of their lack of confidence and competent decision-making.

Self-efficacy theory is based on two basic factors in which people may be engaged in development of a task: **expectancies** and **values**. Expectancies refer to people's beliefs about the probability to succeed in the activity, whereas values refer to arguments to be engaged in during the task (Schunk & Pajares, 2005). The authors asseverate that when persistence, performance, and behavior selection are joined to the beliefs people have about their expectancy and value of the task, and that "individuals will be motivated to engage in task when they value the outcome they expect to attain" (p. 90).

Cervone (2004) talks about the "architecture of personality" where the term *appraisal* comes to characterize self-efficacy. The author defines appraisal as an ongoing evaluation of the person's

life events that promote well-being. Therefore, “self-efficacy beliefs are appraisals” (p. 189), concretely, appraisals of people’s aptitude to carry out demanding works presented in society.

As formerly explained self-efficacy is strongly joined with self-regulated learning. Throughout this pedagogical intervention all strategies were aimed at increasing this aspect. Every student was able to judge the effectiveness of their performance based on their own beliefs at the end of each phase, bearing in mind students’ particularities in learning the language.

Metacognition

Flavell (1987) defines metacognition "as any knowledge or cognitive activity that takes as its object, or regulates, any aspect of any cognitive enterprise..." its core meaning is “cognition about cognition” (p. 104). He states that a child’s awareness consolidates through years in such a way that he/she can draw experiences which allow him/her to set metacognitive goals by making evident the sense of self as a participatory agent, especially in school life. Livingstone (1996) points out that metacognition implies a higher level of thinking which works actively in the learning process as well as reflecting people’s cognitive experiences.

Since metacognition is closely related to self-regulated learning, students develop tasks based on previous knowledge and experiences. In that way, students would think of the best strategies to fulfill what has been planned and, therefore, it could be claimed that nothing is new in the view of learners; the only thing they have to do is transform their reality.

The beginning of metacognition takes place when constructing awareness among learners, and makes them recognize that metacognition can enable them to improve academic outcomes. The most important piece of this process is teaching students strategies and when to use them (Hartman, 2001).

Being at the center of the learning process, students must recognize increased responsibility for their own learning. In that sense, students need to improve their metacognitive knowledge and skills in order to maximize their potential to construct meaningful and worthwhile knowledge (Akyol, 2013). The role of the teacher is to develop students' metacognitive factors and apply metacognition to their own curriculum and assessment.

Gourgey (2001) advocates that metacognitive awareness enables self-regulation over thinking and learning processes and products: reflecting thinking is the basis of metacognition. Moreover, metacognition is composed of internal and external factors. The former includes cognitive and affective factors and the latter includes academic and nonacademic environment.

Metacognition in language learning. To define metacognition it is pivotal to clarify the concepts of metacognitive knowledge, metacognitive strategies, and metacognition. Flavell (1979) claimed that metacognitive knowledge and metacognitive regulation are the basis of metacognition, and when knowledge and strategies work together, metacognition is at its highest level. By the same token, the author divides metacognitive knowledge into three categories: a) person knowledge, b) task knowledge, and c) strategic knowledge.

Person knowledge has to do with the beliefs people have of the best way of learning regarding different personal styles. Applied to second/foreign language learning, person knowledge could be the learner's beliefs of their roles in class, when they compare their performances with others (Victori, 2004).

Task knowledge implies the comprehension level of the task, and the consciousness of facing it by overcoming possible difficulties. According to Wenden (1991) task knowledge must include four conditions: purpose of a task, task demands, nature of the task, and awareness of the task. In the field of second/foreign language, students identify the characteristics of a reading

comprehension activity, analyze its complexity, recognize its level of difficulty according to one's capacities and assume a level of awareness to develop it.

Strategic knowledge involves the selection of strategies used to perform a task successfully. In second/foreign language learning, students set their own ways of working, for example, during a listening activity and adjust them according to their learning styles (Victori, 2004). In the self-regulated model (Oxford, 2011) metacognitive strategies allow to design L2 knowledge through planning, getting resources, adjusting, observing, and assessing. These strategies include planning for cognition, implementing plans for cognition, monitoring cognition, and evaluating cognition, among others. At the same time, they are interrelated with metacognitive knowledge in aspects such as person, culture, assignment, process, strategy, and provisional knowledge. Williams (2000) points out that metacognitive awareness is gained through reflection about the learning process and the use of strategies to achieve high levels of conscious and self-directed. In that sense, acquiring metacognitive understanding is both an emancipator and empowering.

In the language, this understanding is achieved through interaction between teacher and learners in which the teacher uses questioning and discussion to encourage students to think about language learning strategies in order to succeed in communication. Having clear learning goals that are shared with students as well as metacognitive objectives, will increase the effectiveness of the learning outcomes. Thus, metacognitive understanding is likely to be deepened if teacher and learners share a common meta-language (Williams, 2000).

Wenden (1998) considers metacognitive knowledge "a prerequisite for the self-regulation of language learning: it informs planning decisions taken at the outset of learning and the monitoring processes that regulate the completion of a learning task..."(p. 528). Consequently, the influence that metacognitive knowledge has on language learning allows comprehension of written texts,

implementation of new types of learning tasks, judgment of learning progress and the quality and speed of learners' cognitive engagement in order to improve learning outcomes (Oxford, 1990;Wenden, 1998;Victori, 2004). According to the former review on metacognition, one can assert that self-regulated learning and metacognitive strategies go hand in hand because through them learners manage, direct, regulate, and guide their learning through planning, monitoring, and evaluating processes which ensure that a cognitive objective has been reached.

Previous research

Other studies have been made regarding self-regulated learning in both national and international settings. It is important to understand them with the purpose of identifying similarities and differences in relation to this study, as well as to determine their contributions. Hence, the following information is considered previous research.

Cooper, Horn, & Strahan (2005) made a study in which seven English teachers and 42 of their students participated. Each teacher implemented the intervention in one class of their choosing. This study showed how high school English teachers implemented an intervention to get higher levels of motivation, showing the process of self-regulation. In spite of implementing this intervention during a short time, results showed that the more time dedicated to the development of the lessons, the more explicit self-regulated learning would become. It is necessary for teachers to understand and develop self-regulation strategies to make an impact on students' learning. This study also showed that students who are highly motivated take on bigger challenges when developing a task.

This study relates to the present research in the sense that it worked through questions when assessing the tasks in order to check the rate of self-efficacy. In the process of SRL, questions are

very important in the feedback stage because students become more aware of their learning process. Another interesting aspect is the consideration of students' needs and levels of understanding during the implementation of self-regulated learning because it increases peer work quality and successful outcomes.

Another study made by Siew and Wong (2005) explored the relationship between pre-service teachers' language learning strategies and language self-efficacy. Seventy-four ESL pre-service teachers in Malaysia took part in this study. During a one-year education course to teach English, six categories in Oxford's (1990) taxonomy of language learning strategies were identified from teachers' responses. Cognitive, social, and metacognitive strategies were mentioned most often, while the use of compensation, memory, and affective strategies were least often mentioned. Results from this study also demonstrated there is a determinant relationship between language learning strategies and self-efficacy beliefs in pre-service teachers. Information obtained through interviews showed that high self-efficacy pre-service teachers used English learning strategies more often than did low self-efficacy colleagues. This led to identify in my study how eleventh grade students develop a sense of self-efficacy and what kind of learning strategies they are capable of using in order to improve their English level.

Shawer (2010) examined the influence of EFL student teacher self-regulation of learning on their curricular content knowledge and course design skills. The research was carried out with 171 pre-service teachers who completed a questionnaire (MSLQ by Pintrich) in order to determine their level of self-regulation. Based on score percentages, they were classified in three groups: low, average, and high. Results from this study showed that learning levels of these groups had a similar influence on academic achievement. Their curricular content-knowledge and course design skills do not have big differences due to the lack of procedures for measuring achievement. That is how low,

average, and high achievers should be asked to explain how they attained assignments for SRL skills, instead of mentioning them in retrospection only. It is important to see other points of view in relation to different levels of self-regulated learners because they could become starting points in working on the ways self-regulated learners may be similar or different.

Khonamri and Mahmoudi (2011) reported in their study the relationship between metacognitive awareness of reading strategies and comprehension monitoring of foreign language learners with Iranian university students. Results from this study showed that the more metacognitively aware readers developed comprehension monitoring more frequent and went deeper through the reading, while low metacognitively aware readers monitored their reading process less often and skimmed over the text only. Another finding was that metacognitive awareness and comprehension monitoring increase reading ability of EFL students. This study was very important because from the strategies presented students become better readers and autonomous learners.

Herrera (2012) showed how students of the University of Veracruz undergoing the mode of learning derived from the self-access centre and their experiences within the no-class courses. Results show that the language centre offered an environment of autonomy which allows self-direction, second language learning and critical thinking. The autonomous mode courses exercise a subtle control and surveillance over the students. This new mode of learning the language fostered students' ability for making decisions and awareness towards their role as university students. Finally, students took ownership of the innovation by raising knowledge and experience according to the issues they considered relevant for them.

In Colombia, Peterson (1996) conducted a study with sixth semester English students at Universidad Javeriana, in which the main interest was on promoting learner autonomy while learning a foreign language. Since there are different levels of autonomy, the author established

strategies from minimum to moderate learner autonomy profiles where self-monitoring and self-correction were continuous processes. Results showed that through the implementation of pedagogical strategies students are able to develop autonomous attitudes to succeed in the language learning process. The teacher also realized the relevance of paying attention to the degree of autonomy students could achieve by increasing awareness and using techniques to determine this level. This study allowed recognizing the importance of creating a profile of a self-regulated learner in an EFL classroom by developing strategies and increasing awareness of language learning.

A study by Bonilla (2009) with EFL students at a public university in Bogotá was focused on exploring students' insights in stories about their language learning process and identifying through past experiences how others have influenced the development of students' autonomy. Results from this study showed that students' narrative writings revealed that other people and contexts helped them increase a sense of responsibility and be an active subject in achieving self-directed learning. There was evidence that students used a lot of prior knowledge while writing. This study was useful for the present research because it is important to find factors that allow a learner to become self-regulated apart from strategies the teacher implements in class. Students' past experiences may be a good starting point to determine how people and contexts have influenced students' level of autonomy during the language learning process.

Another study in Bogotá by Ariza (2004) explored a group of nine undergraduate student's understandings of autonomy in their language learning experiences, not only inside the classroom, but also outside. In addition, the author carried out learning self-evaluation processes. Results from this study showed that students acquired valuable tools to develop a reflective view of their teaching practices such as decision-making dynamics and negotiation. Secondly, evaluation processes were the main factor in students' understanding of autonomy, because they had the opportunity to self-

evaluate their learning and select their own way to work inside and outside the class. From self-evaluation processes, students become more aware about their weaknesses and strengths, and they are able to determine the level of self-efficacy according to established goals. According to this study, it is pivotal to empower students for lifelong learning so they are able to make decisions for their academic and personal lives, as well as take their language knowledge beyond the classroom.

Cabrales and Cáceres (2013) developed a study that aimed to describe how autonomy evolved when learning English with undergraduate students at Universidad de San Buenaventura. This studied considered student's learning role and curriculum dynamics. As it was a descriptive-comparative research, results showed that autonomy sense increased slowly from one to another level in the learning category. About cognitive control processes, it could be observed that students still answer to a behaviorist perspective despite having implemented other kind of strategies. Another finding from the study showed that students' autonomy does not necessarily develop with the advance of learning levels. Some authors' reflections explain that many efforts are needed to provide students conditions which allow them to increase bigger levels of autonomy, and therefore, more time is required to succeed in this process.

Picón (2012) presented a study conducted in a U.S. school. He intended to identify to what extend a pre-service teacher cooperation in writing assessment could promote high school students' autonomy. Symbols as the form of feedback and a rubric with some criteria agreed with the students were used as the evaluation method. Findings showed that student-teacher partnership was a conclusive strategy to promote learner autonomy. Students created better conditions for learning through metacognition and critical thinking. Planning, self-monitoring and self-evaluation are skills that improved students' writing achievement and increased both technical and psychological

dimensions of autonomy. Additionally, the teacher's role was important in the sense he/she supported learner's self-evaluation processes.

In this chapter the literature review with the main constructs that support the present study were presented. The first was self-regulation with all its components and some models. The second was self-efficacy as one of the main aspects of self-regulation. The last was related to metacognition and metacognitive skills. Previous studies related to self-regulated learning and metacognitive skills were mentioned which provide useful information for this study.

The following chapter presents the methodological aspects that were followed to develop this research study. The type of study and research approach is described. A description of the setting and a profile of the participants is presented. Finally, the instruments used to collect the data are explained.

CHAPTER 3

Research Design

This chapter includes the methodological framework to develop this research project. The type of study, a description of the setting and participants and a description of the instruments selected for the data collection are described.

Type of study

Research Paradigm.

This study is a qualitative research. This paradigm explores phenomena from the participants' perspective in a natural environment and related to the context (Corbin & Strauss, 2008). Thus, qualitative research describes, interprets, and analyzes social issues and does not have pre-established claims. It allows researchers to do necessary changes throughout the study.

According to Burns (2003), the main methodological tools of qualitative research to collect data are observation and descriptions from different sources. These methods are highly relevant because they help obtain detailed information to contribute to the reflection of the teaching practice, and describe what has been experienced in the field.

As I described the influence of self-regulated learning on eleventh graders' metacognitive skills for English learning process, it was relevant to be attentive to any changing attitude, ideas, opinions, etc. of the participants which gave insights of how they assumed the self-regulation as well as how the pedagogical intervention was developed .

Research approach.

The present study is action research, defined by Restrepo (1996) as the transformation of reality which allows permanent interaction with the community. Additionally, Elliot (1994) mentions that it is a collective activity for common well-being. Carr and Kemmis (1986) and Fullan (2000a, 2000b) recognize action research as a “self-reflective enquiry” where participants may have the opportunity to improve their social and educational practices.

Other arguments which support the nature of action research are presented by Burns (2003) in which systematic data collection and analysis are required, data collection methods can be triangulated, and the reliability of the findings and the implementation are strengthened by following the stages of the process: planning to improve what is happening, acting to implement the plan, observing the effects in the context, and reflecting for further planning.

Action research focuses on particular issues related to a group or a community and is conducted in a natural context (Burns, 2003). I used action research because it involves a specific problem that affects the school where I work. I had the opportunity to participate and make decisions about the actions to carry out this research work. I was able to solve problems in order to improve my teaching practice. Furthermore, action research showed another option of learning in an EFL classroom, where students set their own goals, were able to make decisions on strategic plans, and developed self-reflective attitudes toward their own learning.

In order to analyze the data of my study, an a priori approach was adopted. In the a priori approach the researcher looks for things that were determined in advance by the theory (Freeman, 1998). In other words, preexisting categories were applied to the data gathered, taking into account Pintrich’s self-regulated learning model that was implemented in the instructional design.

Subcategories on the other hand, emerge by means of a grounded approach used to provide specific meaning and particular sense to the a priori categories. According to Patton (2002), theory emerges from the same data and it stresses systematic rigor through data collection and analysis, resulting in theory generation. Grounded theory aims to bring about explanatory propositions that are similar to real-world phenomena. In the present study I considered preexisting categories to the data I collected bearing in mind the Self-Regulated Learning Model implementation. The data I analyzed consisted of students' performance during the pedagogical intervention. In doing so, attitudes, perceptions, reactions, and opinions towards self-regulated learning in an EFL classroom were compiled through questionnaires, interviews with focal groups, and field notes.

Regarding their internal validity, the emerging findings from this study were compared and confirmed by means of field notes, questionnaires, and interviews with focal groups. Regarding reliability, findings of my study are consistent thanks to magnitude of the data. In this context, it is important to clarify that at the outset of the study, researcher's biases may be presented due to the researcher's own perspectives of the world.

In the present research, validity, reliability, and dependability were attained through data triangulation, description, and direct quotations of the data.

Setting

The present research study was developed at a small public school called Bosanova, located in Bosa, Zone 7 in Bogotá, Colombia. It offers preschool, primary, and secondary education. It is one of eight schools of Bogotá where The Pilot Plan toward bilingualism is being applied. It has approximately 600 students per shift and its PEI is focused on communication. The school aims to be bilingual in a period of ten years (Bosanova PEI, 2010).

Bosanova's community is a low-income population (social status 1 and 2), which is very vulnerable to many factors, such as drugs, alcohol, and violence. But fortunately, many parents deal well with their situation and try to overcome and support their children as much as they can.

Accessibility was not a difficulty because parents are very collaborative and they like to support the school when necessary. Therefore, the process I followed was to ask for permission from the participants, parents and the principal, through a consent form with all the specifications (see Appendix 1).

Participants and sampling

The research population consisted of forty students of eleventh grade of the morning shift, 19 girls and 21 boys between 15 and 18 years old. Although some have difficulties when practicing English, they are interested in learning it. Their English level is A1 and A2. In addition, they have been recognized by the educational community for their participation in cultural activities and leadership in and out of school. They like facing challenges that demand effort and dedication, and therefore, outcomes are of high quality.

There are two important aspects to mention about the participants. The first is concerned with the school background: more than half have been studying here since pre-school and others entered some years ago. Therefore student transfer has not affected them and this has made it possible to achieve good progress. The students have a sense of belonging toward the institution. The second aspect has to do with their families. Students are well-supported by their families, and this is evident in parent meetings, school activities, and academic events, among others. Family commitment is associated with the great attitude and behavior of their children.

I selected a typical sample (purposeful) because it reflects the average conditions of the phenomenon of interest (Merriam, 1998). For instance, the selected group of the present study was adjusted to usual conditions of a high school group. This sample helped the researcher understand the phenomenon in an ordinary situation participants belonged to a common academic context.

Researcher role

The researcher's role in this study was "participant as observer". The researcher observes activities that are known to the group, and takes part in those activities, but only in a way that does not manipulate the situation (Merriam, 1998). For example, in the implementation of self-regulated learning, students set up their own goals and means to reach them. On the other hand, taking into account that I had already been in contact with the participants in previous pedagogical activities, I was able to achieve a good level of confidence while interacting in a natural environment. This fact allowed me to gather valuable data and be very attentive to the approach I was implementing.

Data collection instruments

Action researchers need to use techniques which show the quality of their findings that make contributions to the teaching practice. Thus, more than two methods in a study give confidence about the results. By following this idea, data collection must be supported by validation and reliability. The first has to do with accuracy of data, and the second one with truthfulness (Sagor, 2000).

Triangulation in qualitative research aims to increase the credibility and validity of results. Since the purpose of data collection instruments is to obtain information which answers the research questions and show findings from different perspectives (Bell, 2005), in this study different sources were used to illustrate the implementation of self-regulated learning, the role of metacognition in an

EFL classroom, and students' self-efficacy. Therefore, questionnaires, field notes, and interviews were the data collection instruments selected. They are presented in the following matrix proposed by Sagor (2000).

TABLE 2

Triangulation matrix. Data collection plan

Research Question	Data source #1	Data source #2	Data source #3
1. How might EFL eleventh graders foster metacognitive skills through the implementation of self-regulated learning?	Questionnaires	Field notes	Interviews
2. Which study skills do students develop when implementing self-regulated learning in an EFL classroom?	Field notes	Interviews	Questionnaires
3. What is the level of self-efficacy that EFL eleventh grade students achieve in the process of self-regulation?	Interviews	Questionnaires	Field notes

Questionnaires.

Through questionnaires the researcher can understand participants past and present experiences and hypothesize about future actions of the respondents. Questionnaires include different types of questions (closed/open-ended) which follow structured response categories that are examined for validation and reliability (Marshall & Rossman, 1999). They must be well designed and have a logical coherence so respondents are able to give accurate information. In the present study, two questionnaires were designed with the following characteristics. The first asks for personal information to build a profile of participants and aims to find out students' s perceptions about self-regulated learning, and the role of the student and teacher in English class. Multiple choice questions related to time spent studying English; effort put into the learning process; levels of motivation and confidence to perform in the English language were asked. This questionnaire was

conducted with 40 students before the implementation of self-regulated learning and is titled Questionnaire 1. The same questionnaire was conducted with 35 students after the implementation in order to identify possible changes and make comparisons and is titled Questionnaire 2. Another questionnaire was conducted at the end of the process in which open questions were asked, titled Questionnaire 2A. This second questionnaire sought information related to students' perceptions and reactions with respect to the implementation. (see Appendix 2)

Field Notes.

Field notes are descriptions of phenomena in the setting of investigation through an objective written form (Burns, 2003). This observational technique allows the researcher to record events as they naturally happen. Thus, the researcher can capture information from general aspects like students' organization, body language, and interactions, to specific issues such as behavior of a small group and attitudes.

In this study I used field notes because they allowed me to be focused on every aspect that happened in the classroom during the development of the activities. Having in mind that the main purpose of the implementation was to develop and achieve high levels of autonomy when carrying out English assignments, I took notes during and after every session. Since students worked on their own, I did not have to be in front of the class for long, so some observations were written when they happened. I was very attentive to students' attitudes, dialogue and everything they did, which gave me insights to my research objectives. When students required my attention I used a small recorder which helped me save time and supplied rich information which might have been missed. The

format of field notes I designed for the present study shows observations and comments on specific issues regarding self-regulated learning (see Appendix 4).

Interviews.

Interviews are direct dialogues with participants. They are very useful in getting specific information regarding research objectives. Semi-structured interviews were done with focus groups in the middle of the implementation and at the end. Different students participated to obtain a variety of students’ perceptions. I piloted them so I had the opportunity to validate the questions and make necessary changes according to the study purposes. Interviews were recorded and then transcribed verbatim for their corresponding analysis (see Appendix 5).

The following chart presents the organization and implementation of the instruments during the pedagogical intervention.

Data collection procedures

Table 3 presents the timetable used for the collection of the data using the instruments.

TABLE 3

Timetable

Instruments	Piloting	Data Collection
Questionnaires	From September to November 2012 the first questionnaire was piloted. In June 2013, the second questionnaire was piloted.	The first questionnaire was conducted in February 2013. The same questionnaire was conducted at the end of the implementation in June 2013. A final questionnaire was conducted in June 2013.
Field Notes	From September to November 2012, different field notes were written with tenth graders.	February to June 2013 Every six cycles with sessions were registered in the field notes
Interviews	November 2012: The first interview was piloted with a focal group, and a short part of it was transcribed.	April 2013: The first interview was conducted with a focal group of five students June 2013: The second interview was

	May 2013: The second interview was piloted with another focal group.	conducted with a focal group of eight students.
--	--	---

This chapter explained the methodological framework of the research study. Thus, information about the type of the study, setting, participants, role of the researcher, instruments used for data collection, and data collection procedures were described.

The following chapter presents an explanation of the instructional design which includes the vision of curriculum, vision of language, vision of learning, and vision of classroom. Additionally, the chapter includes the learning objectives and activities proposed for the implementation.

CHAPTER 4

Instructional Design

This research was developed at a small public school called Bosanova, located in Bosa, Zone 7 in Bogotá, Colombia. It offers preschool, primary, and secondary education. It is one of the eight schools of Bogotá where The Pilot Plan toward bilingualism has been implemented 2007. A group of English teachers presented a proposal to the Secretary of Education in order to take part in the project Bogotá Bilingue, which had started in 2003 in agreement with the Ministry of Education. The purpose of this project is to reach a higher school enrollment in the English subject to make a more competitive city. Thus, the goals set by the Pilot Plan were determined for a period of ten years, 2004-2014. The school has approximately 600 students per shift and its PEI is focused on communication. The school aims to be bilingual ten years from now (Bosanova PEI, 2009).

The students who graduate from Bosanova School will be able to communicate properly in their mother tongue and in the foreign language. This fact implies literary processes development, problem solving, interaction with ICT, and values instruction. All of these factors will contribute to future citizen's integral development (Bosanova PEI, 2009).

Curricular Platform

The following curricular platform presents the visions of curriculum, language, learning, and classroom which supported this instructional design. Moreover, some considerations are presented about the learning and teaching process, and the relationship with the proposed approach of self-regulation.

Vision of curriculum.

Since the purpose of the present study was to identify the metacognitive skills students develop when implementing self-regulated learning, the vision of curriculum that best suited was the emancipation approach from Grundy's perspective. Firstly, it allows learners to make decisions autonomously. Secondly, it consists of a reflective action that promoted responsibility of the participants. Lastly, and very important, the learners were active participants in the learning process, and it was directed towards critical thinking and self-reflection (Grundy, 1987).

In that sense, regarding the EFL learning, students had the opportunity to set their goals, implement the strategies to reach them, and monitor and evaluate their own process to make further decisions. Hence, students' interests and responsibility played an important role, as did the teacher's constant motivation to support learners. In so doing, the teacher became a learner at the same time.

From the emancipation's curricular approach, learners participated in decision-making on aspects they were interested in, the level they wanted to attain, the most suitable strategies according to their level of confidence, and the improvement plan after the reflection stage.

Vision of language. According to Tudor (2001), the vision of language in the present study is seen as a self-expression in the sense that learners could define their learning goals according to what they wanted and were able to express. This vision took into account students' needs and both the teacher and students participated in the design of the program goals. In this way, language worked as a means of communication of feelings, thoughts, and ideas of students' own world. Since the basis of the study was the identification of metacognitive skills related to study habits through self-regulated learning, students had the opportunity to set their own goals according to their interests, knowledge, and performance skills which obeyed a cyclic model of constant monitoring.

In this perspective, the language teacher's main interest was to enhance students' language skills in order to use their knowledge in real life situations. For instance, the students of Bosanova were asked to solve a questionnaire regarding the main aspects of self-regulated learning and in the statement "students should study the topics they are interested in, and not the ones proposed by the teacher" most expressed agreement. Therefore, the teacher's role was very important in showing them different perspectives so they could make agreements on the learning-teaching process.

Language as self-expression from the humanistic perspective creates a good classroom environment for students to feel free to express themselves and share meaningful experiences (Tudor, 2001). It made sense when some students expressed they were interested in what their classmates thought of them. This claim showed the importance of developing a sense of identity in a group.

Vision of learning.

The vision of learning considered in the implementation of self-regulated learning followed the three pedagogical principles proposed by Little (1999) that identify the learner autonomy. The first is learner empowerment, where learners are responsible for their own learning process by deciding their goals and strategies to attain the expected outcomes. The second is learner reflection, which has to do with the identification of weaknesses and strengths after doing an intensive work of self-evaluation. This allows learners to incorporate the necessary changes in the next stages of the learning process. The last regards the appropriate target language use whereby the teacher must engage all learners in communicating in the foreign language constantly. The teacher can help students achieve a level of proficiency by promoting teamwork through different meaningful tasks

where students can support each other and are able to give effective feedback of their academic and personal process.

Thus, the pedagogical intervention aimed to make more independent learners with the capacity to take their knowledge beyond their expectations. In addition, other important ideas that concern autonomous learning had to do with students' personal interest, affectivity, and personal motivation when developing a communicative activity. Participants in this study created their own way of working and motivated themselves to improve their learning process. Therefore, they required mechanisms to work on self-confidence and motivation in order to have outstanding outcomes.

Regarding the use of communicative strategies in the target language, students were able to make connections between prior and new concepts and practice them in community, so they made language part of their lives. Finally, it was relevant to emphasize collaborative work among participants to carry out activities. Through this implementation students learned how to work as a team and be an active agent to in a group and attain their planned achievements. Most students supported each other and became more responsible because they felt a commitment to their classmates.

All the above factors are given in a classroom of autonomy where every student and the teacher play a determinant role in the English learning process under self-regulated learning conditions.

Vision of the classroom.

The vision of the classroom considered in this implementation was the classroom as a school of autonomy which involves learner autonomy, self-direction, and empowerment in the learning

process (Tudor, 2001). Through the implementation of self-regulated learning, concepts came to light such as the way students worked on their own, inside and outside the classroom and how they assessed their language progress by taking into account their level of effort and time management. The English classroom was a space of reflection and opportunities to increase language learning awareness.

Pedagogical Intervention

The present study considered pedagogical objectives and the timetable for the instructional design in which the main interests were to identify how EFL students fostered their metacognitive skills through the implementation of self-regulated learning, which study skills students developed during this process, and the level of self-efficacy they achieved when performing EFL tasks.

Throughout this implementation, questionnaires, field notes, and interviews were instruments of data collection.

General pedagogical objectives.

Pedagogical objectives were directly related to the research objectives of the present study:

- To engage students in EFL activities which require high levels of effort.
- To increase students' awareness of the importance of working on their own.
- To improve students' performance in EFL tasks by taking advantage of time in and out of school.
- To promote group work and effective feedback among the participants.

Timetable.

The present proposal consisted of six cycles of eight hours (45 minutes each). Every cycle developed four main steps for the development of self-regulated learning: planning, implementing, monitoring, and reflecting. First, students were given EFL topics (some proposed by themselves) through an explanation that aimed at one learning purpose per cycle. During this stage, the teacher presented different strategies as a guide so students could follow according to their language skills. After that, students set their own goals (either in pairs, groups, or alone) and chose the strategies they felt more confident with. Since they were given a period of time to reach the goal, time management at the school depended on them.

Self regulated learning cycles

The students had a lot of expectations for the new way of working in the English class. At the beginning of each cycle students were organized in pairs of similar English level. The first thing they had to do was to define their learning goal according to the given topic and strategies they would use to attain this goal. Even though the general topic was given, each group would decide on the specific way of developing it and the particular strategies to solve the tasks. In setting goals more than two sessions were necessary because students did not know how to write goals so a lot of examples were given.

After having clear goals, students designed a work plan to carry out the strategies they had decided on. In the next sessions they began to implement their strategies. They came to me to ask about everything, but throughout the sessions questions were less recurrent. The monitoring stage was very useful because students were able to understand the process of the study. Finally, all groups were ready for the performance stage where they presented their final work in different

groups. To finish this cycle, the work was evaluated (self-evaluation and co-evaluation) and students made further decisions for the next cycles. This stage was a reflection time using their mother tongue whereby every student talked about their experiences and self-evaluated their process.

The next cycles were developed in a similar way through the organization of different teams and different English levels. Students were becoming more confident when designing both goals and strategies. Almost every session were recorded as support for the field notes. Interviews with two focus groups were conducted in the middle of the process and at the end. Two questionnaires were conducted when the implementation was finished. The first was the same used at the beginning of the process, and the second included questions about the general model of self-regulated learning.

This curricular platform was composed of six cycles of eight hours each. Every cycle considered students' needs and interests and students were responsible for their own language learning involving the four communicative skills: reading, writing, listening, and speaking. Each cycle presented a general topic and students made decisions on how to work, what information they required, what material they needed, and how to perform their work to the class.

Linguistic contents

The following table presents in a general manner the six English language topics that were considered during the implementation of the self-regulated cycles (see Appendix 6 for further information).

TABLE 4

Main topics developed during each self-regulated learning cycle

Cycle	Topic	Main tasks
1	Giving Advices – Modal verbs	Writing productions-oral presentations
2	Reported speech	Written evaluation – reported statements
3	Reading strategies	Oral presentation
4	Free grammar topic	Oral explanation and workshop
5	Listening - pronunciation	Performance (songs and explanations)
6	Quantifiers	Written report – practice in context

CHAPTER 5

Data Analysis and Findings

In this chapter, I present the analysis of data carried out with the eleventh graders of Bosanova School during the implementation of self-regulated learning. I also present the procedures followed during data analysis and the findings. Finally, a priori categories and emerging subcategories from the data are conceptualized.

Data analysis procedure

Data collection was carried out during six cycles (eight hours each) bearing in mind the cyclic model of Self Regulated Learning (SRL), which involves four stages: planning, implementing, self-monitoring, and reflecting. Since the instruments were field notes, questionnaires, and interviews with focal groups, I first read and organized the raw data and began to identify the units of analysis. I looked for specific issues related to the SRL stages mentioned previously. After, I continued with the microanalysis where I analyzed information line by line in order to create initial categories.

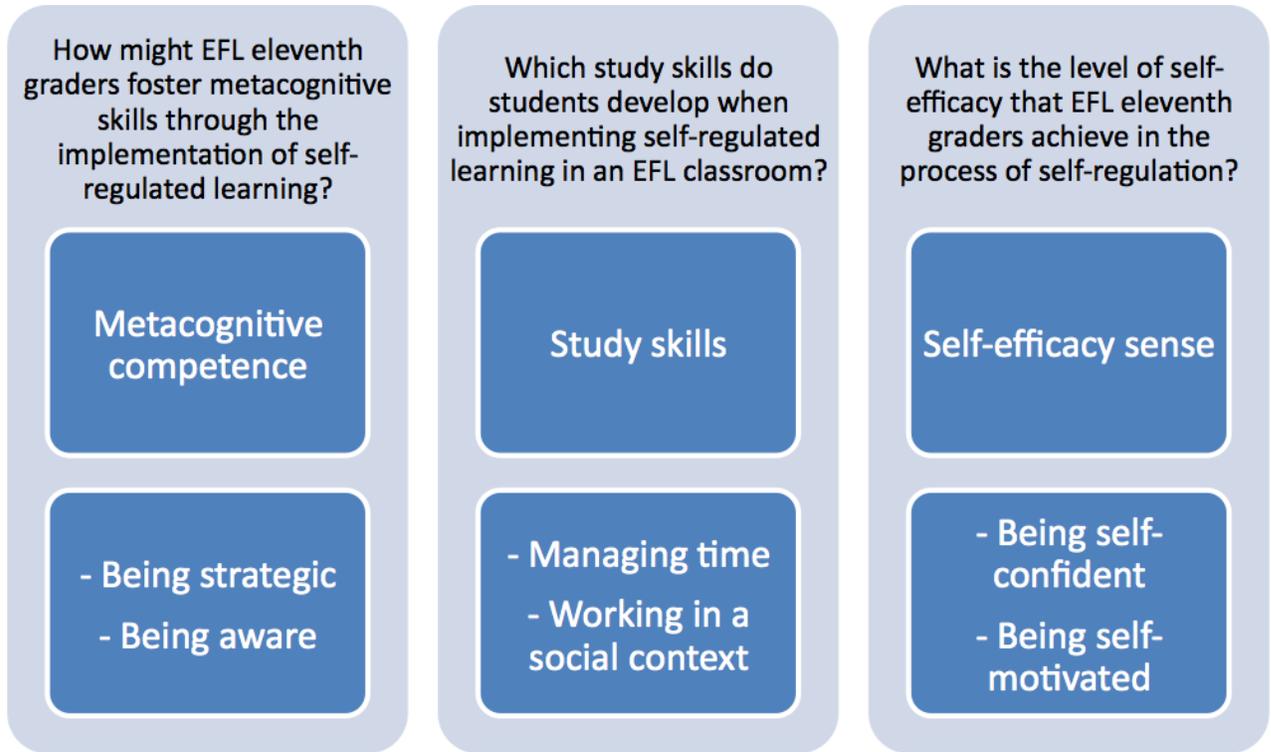
By following these steps, I searched for patterns and themes which were repeated in the different instruments. I took the three instruments and identified patterns that were related to metacognition, study skills, and self-efficacy. In order to find relationships among them, questions were asked. For instance, how could those patterns could help set categories which answer the research questions regarding metacognition? Colors were used to identify patterns and themes, and a name was given for each color. I began the analysis with field notes. I used three different colors that corresponded to the research questions: black for the first question, green for the second, and

purple for the third. After doing this, I continued with the questionnaires and interviews by following the same process with the same colors. When analyzing questionnaires' responses, frequency in answers were taken into account between the first and second questionnaire in order to compare them and explain the observed changes (see Appendix 2). In that way, concepts were identified and grouped into categories, recognizing their properties and dimensions. This is called *open coding* (Strauss & Corbin 1990). Information identified about students' views of the implementation of SRL in an EFL classroom had great relevance, because it was required to see its congruence when defining categories and subcategories.

Finally, in theory building, I looked for consistency among categories and made connections with the literature review presented in the theoretical framework.

A matrix display was designed to present the categories and subcategories which answer the research questions and shows how all the information is connected.

FIGURE 1. Visual representation of a priori categories and emerging subcategories



Findings

It is important to mention that the metacognitive skills that students developed are related to the stages of Self Regulated Learning (planning, implementing, self-monitoring, and reflecting); therefore, among those metacognitive skills there are the study skills: goal setting, strategic planning, self-monitoring learning process, adjusting strategies, and self-evaluation (Zimmerman, Bonner, & Kovach, 1996).

Since I focused on answering the research questions, categories attempted to explain how students fostered metacognitive skills, which study skills students developed, and what level of self-efficacy they achieved in the process of self-regulation.

Self-regulated learning is the process in which learners develop attitudes and awareness of responsibility of their own learning. In that sense, both teachers and students are involved in making possible learning environments that are based on autonomy and decision making. Through the implementation of this approach, students' metacognitive skills come to light when they are given opportunities to face different tasks. Therefore, three main a priori categories were identified from data analysis: *metacognitive competence*, *study skills*, and *self-efficacy sense*.

The subcategories regarding the first category are *being strategic* and *being aware*; the second category involves *managing time* and *working in a social context*; the last category includes *being self-confident* and *being self-motivated*. From the data analyzed it can be said that students developed metacognitive competence through strategic plans related to goal setting. Throughout the pedagogical intervention students were required to follow a work plan so they had clear steps they needed to accomplish to achieve a learning goal. In addition, as a complement to developing metacognitive competence, data showed that students created awareness towards the language learning process because they were able to work on their weaknesses and strengths, and recognized in this learning model a way of improving their lives.

Among the study skills students developed when implementing self-regulated learning are managing time and working in a social context. Since they had to follow a strategic plan it was necessary to take advantage of time, not only at school, but also at home. Working in groups was a relevant aspect during this intervention. They appreciated the teamwork because it helped them improve attitudes of responsibility and commitment, as well as improvement in the language learning progress.

Data showed that being self-confident allowed students to achieve high levels of performance because students like to face demanding challenges in which they can show their

capacities. Besides this aspect, motivation played an important role. Data showed that considering students' opinions on the topics they wanted to study promoted self-motivation in developing different tasks and allowed them to take risks during the language learning process.

The following will explain in detail each of the categories by taking examples from the different instruments mentioned.

Category 1: Metacognitive competence.

Since the beginning of this research study, how the implementation would work was explained to students. They were told they were going to be the ones who set their English learning goals, design a plan, and put into practice what they planned. The teacher presented general English topics and ideas (see Chapter 4 Linguistic topics), but they chose what and how to work depending on their interest and capacities. Every session was something different for them, and many doubts were evident. Hence, this category has to do with the mechanisms students used to deal with EFL tasks.

Metacognitive competence in this study is understood as the strategies implemented by students to carry out an English task in a better way while taking into account students' prior knowledge. Since the first session, thorough explanation was required on how this process would work and which aspects students had to consider for acquiring better study habits.

Being strategic

In this study, to be strategic means to make decisions about what to do and how to do it, in order to reach a learning goal. This can be illustrated by means of a group of strategies that students developed during the implementation. The most prominent were: 1) setting goals according to English level, 2) using topics of interest, and 3) monitoring achievement.

When the implementation of self-regulated learning started students had the opportunity to select both topics and strategies to attain their learning goals. During this process they looked for the best way to work during the different cycles and succeed. In doing so, students did appreciate the importance of taking into account one's own level of proficiency to set learning goals as this is the basis of the whole process of self-regulation.

The following excerpt shows how some students recognize the importance of the goal when developing a task. In this task, students were working on reading and writing strategies, and they were asked about their process so far:

Student 13 said “yo antes prefería hacer una tarea en traductor, pero ahora con lo de la meta yo quería relacionar las palabras desconocidas con la realidad, y si me ha servido mucho, ya puedo crear un diálogo o un texto corto con conectores, con palabras desconocidas, que son muy usuales pero que yo no tenía ni idea”

(Field notes, April 17th, 2013)

When students are aware of having a clear goal, they can address their learning in a better way by making connections with reality. They express their willingness to take their learning further and put into practice their capacities.

Another way in which some students developed strategic plans to reach their goals had to do with the selection of the topic. The more interesting the topic was, the more ways to develop the EFL activity. Actually, most were related to real contexts.

Student 2 said “yo busqué mucho, muchas lecturas y encontré una carta “suicida” de Kurt Cobain, qué tenía esa carta que me sirvió muchísimo?, yo veía eso tan difícil, pero entonces yo dije, bueno, se puede mediante oraciones. Pues habían cosas muy puntuales en la carta que él expresaba y lo más

importante fue que saqué unas pocas palabras de vocabulario nuevo y que tenían que ver con todo el texto y que yo perfectamente con esas palabras podía explicar lo que yo quería lograr”.

(Field notes, April 12th, 2013)

Self- regulation allows students to find their own strategic learning process, examine the learning task and follow steps to perform it. Throughout this process of self-regulation students experience different stages which make them face greater challenges every time.

In questionnaire 2A, most students’ responses to a question related to the main aspects they considered when developing assignments were: designing a work plan, following their strategies, choosing topics from real life, and evaluating their process constantly. According to the analysis, students were able to organize themselves to attain their goals.

5. ¿utilizó alguna estrategia para la presentación de evaluaciones escritas? Menciónelas según sea el caso.

Siempre b. Casi siempre c. Algunas veces d. Casi nunca e. Nunca

para las evaluaciones escritas, así como para las presentaciones orales, la principal estrategia fue estudiar, y escribir oraciones claves para recordar el tema.

6. ¿Siguió un plan de trabajo para el desarrollo de las actividades propuestas ?

Siempre b. Casi siempre c. Algunas veces d. Casi nunca e. Nunca

7. ¿Podría mencionar algunas estrategias que hayan funcionado durante el proceso? Si No

Cuáles?

- Investigación Individual.
 - Retroalimentación
 - Formación de oraciones
 - Trabajo en Grupo.

(Questionnaire 2A, June 7, 2013)

During the development of cycles students revised the strategies they were implementing and made decisions about their convenience. Monitoring stage allowed some students to control their progress and make possible changes according to their learning purposes. In the next example students expressed the impact of the implementation in the academic endeavors:

“he desarrollado como esa parte de que si hago algo mal puedo mejorarlo más o sea de ciclo en ciclo, por ejemplo en el segundo ciclo que no me gustaba absolutamente nada de lo que hice entonces intentar mejorarlo cada vez mas y todo eso”.

(Juan, from interview, April 24, 2013)

“Si, las otras materias si son así, que uno dice -¡no, esa es la nota y ya!, ya hice la tarea, en cambio en esto uno lo hace acorde a su plan, uno dice, si a uno no le gusto lo que hizo, uno puede borrar todo eso y volver a comenzar desde el principio, y cambia total el producto y lo que hizo”.

(Jorge, from interview, April 24, 2013)

Through self-monitoring students developed feelings of improving their performance and ability to select topics of study. They also developed metacognitive knowledge by adapting strategies which went with their learning expectations.

When doing the evaluation of one of the cycles, students talked about their strategies and their effectiveness. It was a reflective process where they were able to express themselves:

Student 20 said “en mi ruta de trabajo estaba practicar de forma interactiva, utilizar los comandos en diversas situaciones y hacer cada día una evaluación para analizar cómo voy con mi meta”.

(Field notes, March 21, 2013)

S10: “... yo hacía las actividades, revisaba y revisaba, volvía a mirar las veces que fuera necesario, si había que corregir algo lo corregía”.

(Ginna, from interview, June 7, 2013)

Being strategic fostered students' metacognitive skills through setting goals, using topics of interest, and monitoring learning processes. They were able to manage their own learning with specific purposes and strategies in which the quality and effectiveness of outcomes depended on the way students worked to attain them.

Being aware

In the data collected "being aware" refers to the high level of consciousness about what the implementation meant to them. This can be seen in various aspects: 1) in the way they express the learning process and 2) in recognition for their well-being.

Since the self-regulated learning implementation was a cyclic model developed in four cycles: planning, developing strategies, monitoring process, and assessing (reflection); awareness toward the learning process is pivotal in the stage of reflection. In the following example students expressed the changes this kind of work has had on their academic process:

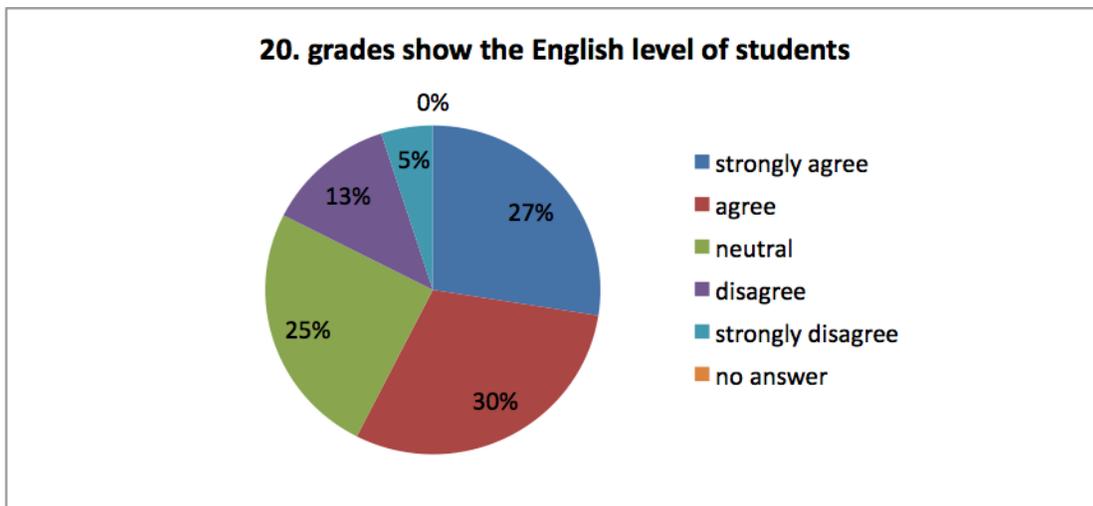
Student 3 said "este sistema lo ayuda a uno a pensar en uno mismo, y a la vez uno desarrolla aún más la capacidad de trabajar por voluntad propia y ponerle dinamismo a su método de trabajo".

(Field notes, May 10, 2013)

Findings also display that students' perceptions about the relationship between grades and English level differed in Questionnaires 1 and 2. In the first questionnaire most students agreed that grades made evident the English level of students while in the second one almost 20% of students changed their perception after the implementation of self-regulated learning. For some students learning the language became more important than performance outcomes measured in terms of grades.

In questions 12 to 20 tick the column with the heading that best summarizes your reaction to each statement.

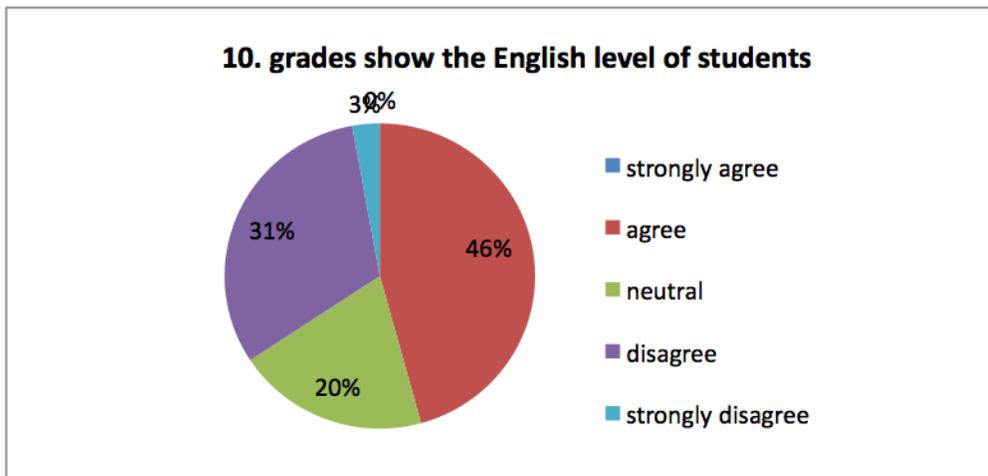
FIGURE 2



(Questionnaire 1, February 14, 2013)

In questions 2 to 10 tick the column with the heading that best summarizes your reaction to each statement.

FIGURE 3



(Questionnaire 2, June 4, 2013)

Students recognized in this approach a way of learning that contributed to their well-being. This came to be more to some than being well graded. Since students generated attitudes of self-regulation they appreciated the English learning as a means of regulating themselves at any stage of their lives, either in or out the class.

S10: “pues aprender porque uno quiere no? Porque a uno le nace hacer las cosas y no porque lo estén obligando, si no porque yo hago esto es porque yo quiero aprender de verdad y lo voy a necesitar en algún momento de mi vida”.

(Sebastian, from Interview, June 7, 2013)

S2: “Pues en otros campos aparte de la clase de Inglés como dijo Luisa yo en otras clases uno ya no es que copia para hacer la tarea sino que por lo menos por mi parte lo que es clase de Español, clase de Filosofía, yo ya me tomo el tiempo de leer las cosas antes de escribirlas, llegar a la clase con información, así como, como lo hago en la clase de Inglés, ya no es por la nota, o sea la nota ya es algo minucioso”.

(Lady, from Interview, April 24, 2013)

Self-regulated learning practices also allowed students to think of their role in society. This undertaking made them realize academics can be a way to improve their lives and face challenges stronger. As the participants were eleventh graders they wanted to take their responsibilities beyond the school and some of them took advantage of this implementation to test themselves in different situations.

S4: “Yo pienso que pues los cansones son porque no son responsables ni se preocupan por ellos mismos , por ejemplo los que no, es porque no les preocupa, o sea no les preocupa la hora, yo ahorita estoy con mi familia, ellos me dan todo, pero no tienen un más allá, un yo voy a crecer, voy a salir,

qué hago, o sea ellos ni siquiera se ponen a pensar en, porque hasta para conseguir trabajo se necesita tener empeño, en la personalidad, uno como se comporte, como usted hable, necesita saberlo hacer, entonces o sea es como la mentalidad de los que solo se preocupan por el ahora y no van más allá de lo que tienen, entonces pues no o sea (...) el método como tal {lol} es muy bueno, porque ya es su responsabilidad de cumplir con uno, si uno quiere salir adelante ya es su problema”.

(Luis, from interview, April 24, 2013)

Being aware of the learning process was a fundamental aspect in self-regulated learning because students recognized an opportunity to improve different aspects of their school life as well as their personal lives. They recognized how far they could go if they maintain persistence, and that learning the language should not be thought of in terms of scores, but in personal appraisals that can be used to measure success in any field, even those not necessarily academic.

Category 2: Study skills

Study skills are referred to as different ways students improve their learning and understanding to succeed in school. These skills will also be useful for learning throughout one's life. During this implementation students realized they could obtain better academic outcomes by improving attitudes that had prevented them from organizing their activities and taking best advantage of time. Data from this study showed that managing time and working in a social context were the study skills students developed most in order to obtain higher levels of responsibility and commitment towards their language learning process.

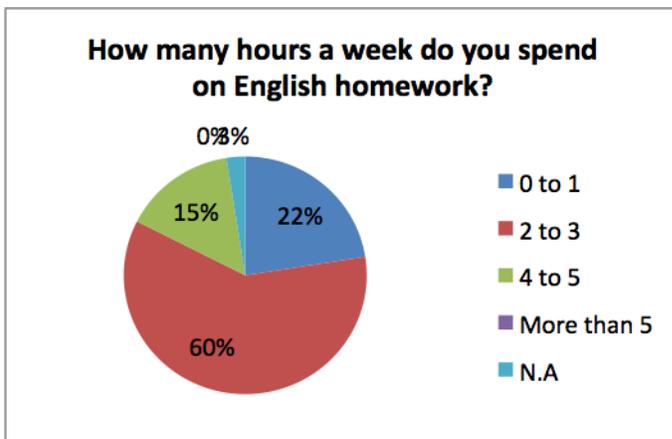
Managing time.

Managing time in this study is defined as the process of planning and getting conscious control over time spent on specific tasks with the purpose of obtaining the desired outcomes. Data showed that through time management students can improve their sense of responsibility, make and manage their own schedule, and be aware of their learning process.

Since self-regulated learning is an approach whereby students are responsible for their own process, they must deal with many factors, like time management. This aspect is crucial when developing tasks with quality. At the beginning of the study they did not consider this factor and at the end they recognized that they needed a lot of commitment to carry out tasks at specific lengths of time.

Responses in Questionnaire 1 show that some students spent very little time developing English assignments, for instance, 22% of them did not spend more than an hour per week.

FIGURE 4

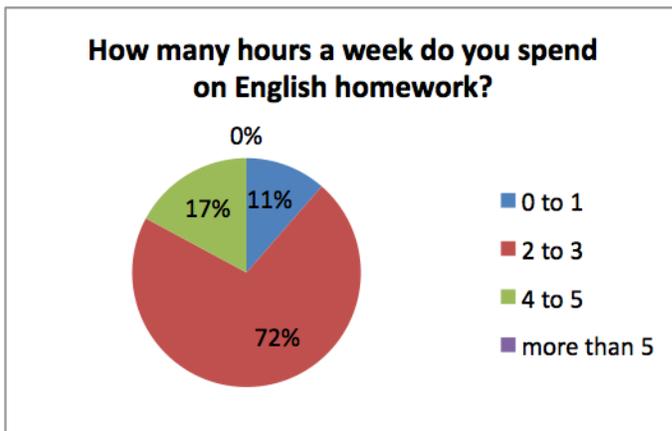


(Questionnaire 1, February 14, 2013)

After doing the implementation, responses from Questionnaire 2 showed students dedicated between 2 and 3 hours per week to their tasks from the study. More time was necessary to develop

English tasks autonomously. Having in mind that students proposed their goals and designed their own strategies they had to deal with time issues in and out the school according to their sense of responsibility and willingness to attain achievements successfully. Some of the students spent more time than required depending of the outcomes they were expected to obtain.

FIGURE 5



(Questionnaire 2, June 4, 2013)

According to the analysis of Questionnaire 2A, most students agreed that managing time has changed some aspects of their lives, such as being punctual in tasks delivery, being good listeners, and taking advantage of time in activities they considered important.

2. ¿Esta forma de trabajo promovió algún cambio en otros entornos de su vida? Si No

Por qué? Porque aprendí a manejar mucho mejor mi tiempo, no solo para realizar mis trabajos de inglés, sino para el resto de materias, Así como también aprovecho el tiempo, y aprendí a no desperdiciarlo en cosas que no valen la pena. También a ser más responsable en todo

(Questionnaire 2A, June 7, 2013)

Time management led to changes in study habits and attitudes towards learning. In the following excerpt students talk about how they valued self-regulatory practices in their academic duties. Creating proper environments, raising awareness towards the realization of assignments and prioritizing tasks were some of the factors which enabled students to manage their time.

Student 2 said “yo antes llegaba y me echaba a dormir, 3pm, y uno se levanta con esa manera, miro el face, todo ese tipo de cosas. Ahora qué hago, pues yo llego, así este cansada me cambio, y me pongo de una vez en el computador a hacer tareas, con esa berraquera que uno le mete a las cosas...”

(Field notes, April 17, 2013)

By managing time students also become aware of their learning process, gave themselves the opportunity to reflect how they did things, and the level of understanding they achieved. Students understood their individual role of time use and the conditions of the task in order to improve their knowledge. The more time students dedicated to academic issues, the better study habits they developed.

Student 9 said “he mejorado notoriamente porque ahora auto-regulo mi tiempo, me acuesto más temprano y hago las cosas rápido y bien, esta metodología me ha ayudado hasta a controlar el tiempo en facebook, también he mejorado en mi aprendizaje y he llenado poco a poco los vacíos que van surgiendo en mí”.

(Field notes, May 10, 2013)

“yo hago tareas pero a veces las hacia como a las 9 de la noche dejaba todo para lo último entonces pues no ahorita como que fraccio mi tiempo trato de no solo copiar sino

también entender las cosas como tratar de leerlas, de comprender, no solo transcriba y ya entregue no, trato de leer entender y si no, pregunto”.

(Luisa, from interview, April 24, 2013)

“Bueno pues si este ciclo me ha ayudado a organizar el tiempo de cierta forma y si más que todo eso al organizar el tiempo uno puede hacer las cosas mejor, puede saber cuándo las debe hacer y por qué las debe hacer”.

(Fabio, from interview, april 24, 2013)

In Questionnaire 2A some responses regarding student’s perceptions about self-regulated learning in English class showed a consensus that managing time allowed them to choose their own way of learning and work without being prompted. These two aspects helped them develop a better sense of responsibility.

1. ¿Cómo se sintió durante la implementación del aprendizaje auto-regulado en la clase de Inglés? Explique

Me senti bien, primero que todo es un proceso que toma en cuenta nuestros interes y gustos asi como tambien nuestras capacidades a la hora de Realizar un trabajo, ademas que no se esta a todo momento pendiente de una nota, sino que se hace es porque de Verdad se quiere aprender y tenemos la opcion de presentarlo como Queremos, no como manda el profesor

(Questionnaire 2A, June 7, 2013)

Time planning also guided students in understanding priorities. When students had many activities, they decided which ones needed to be done first. The following example showed that students considered time management one of the most important strategies that worked best throughout the cycles.

S14: “pues cada tema que dejaban uno como que miraba qué tiempo tenía, digamos este tiempo lo distribuyo para hacer esto, y después (...) como yo entiendo fácilmente eso pues yo decía, yo primero hago lo que más se me dificulte y después hago eso, pero (...) si es como el tiempo y saber

distribuir las cosas que uno tiene que hacer en el día e ir estudiando el tema que corresponda, si es fácil o difícil (...)"

(Laura, from interview, June 7, 2013)

In order to prioritize tasks Zimmerman, Bonner & Kovach (1996) mention that it is better to study difficult topics first and then the easy ones because of levels of attention.

Through this approach students realized how important it is to spend time on relevant things for them. Bearing in mind they were the owners of their language learning process, they had the opportunity to reflect on what they could achieve by managing time. In the following excerpt students talk about the main factors they highlighted.

S16: " Me di cuenta de que uno pierde demasiado tiempo y yo digo ¡como cinco horas pegado en un computador, perdiendo tiempo, tiempo, tiempo!. Ahora me doy cuenta que hasta el tiempo de descanso es tan valioso. Yo ahora me siento a hacer tareas en descanso y date cuenta a uno le alcanza el tiempo para tanto y una tarde me senté a hacer tareas a la una de la tarde y a las tres ya había hecho todo".

(Juan, from interview, June 7th , 2013)

Awareness toward time management enhanced study habits and made them more efficient in doing homework.

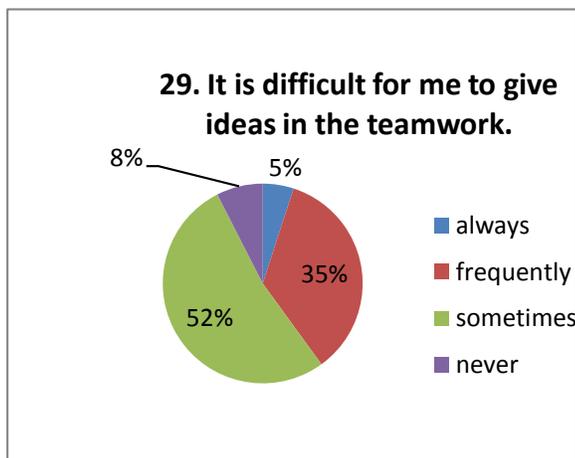
Managing time improved students' language learning process because it allowed them to be more organized when developing several EFL tasks, spend enough time on the required responsibilities, and design their own schedule to carry out strategies proposed by themselves in order to attain their goals. Since students increased ownership of their language learning, they had to manage time according to their outcome expectations.

Working in a social context.

Working in a social context is defined as the students' role of sharing their knowledge with others in order to improve language learning and social skills. During this implementation group work allowed students to develop communicative skills and learn the target language. They valued the use of English in different environments and became more confident when speaking.

In Questionnaire 1, students were asked if it was difficult for them to give ideas in the teamwork. Frequency in responses showed that most students had difficulties when working in groups. Having in mind that learning English was difficult for some of them, they did not feel the confidence to express their opinions in front of the others either for shyness, or target language limitations. Before doing the implementation most students preferred working individually.

FIGURE 6

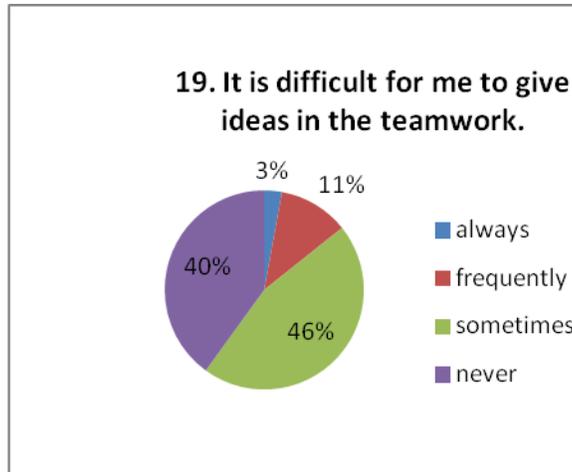


(Questionnaire 1, February 14, 2013)

Responses frequency in Questionnaire 2 showed that around 35% of students improved communication with their groups and were more involved in decision-making after the implementation. As a researcher I could realize that working with similar English levels peers presented some disadvantages when developing the cycles. The high ones performed better and

participated in communicative activities actively, but the low levels avoid speaking. Throughout the implementation making groups of different English levels was proposed in order to support and motivate students' participation.

FIGURE 7



(Questionnaire 2, June 4, 2013)

The evaluation stage was the moment in which students recognized advances in their process and shared with their classmates strategies that had worked for them to improve their communicative skills, as shown in the following examples.

Student 3 said “desde que comenzamos con este trabajo yo manejo más el Inglés que no sea dentro de la clase, digamos con mi compañero nos ponemos a pensar más en inglés para decirlo y me parece que he aprendido mucho así”

(Field notes, April 17, 2013)

S10 “yo creo el trabajo en grupo nos ayudó, además de aprender a trabajar en equipo, al aprendizaje de la lengua inglesa”

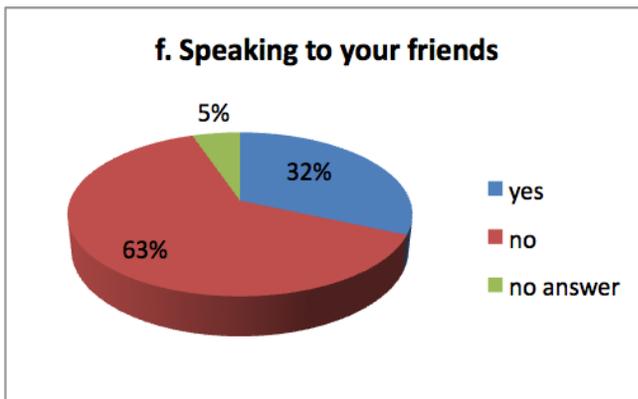
(Diana, from interview, June 7th, 2013)

Students carried out self-regulatory activities which promoted the use of English in different context. It was possible thanks to the social skills they took advantage of.

In Questionnaire 2, responses to a question related to activities students did on their own to improve their English level showed that the rate of students who practice orally with their friends in different contexts increased about 50 %. This aspect was very interesting because they did not do it before the implementation. Students were used to follow the English book and oral activities were the ones proposed by the teacher, therefore, some students did not feel the necessity to create other environments for practicing.

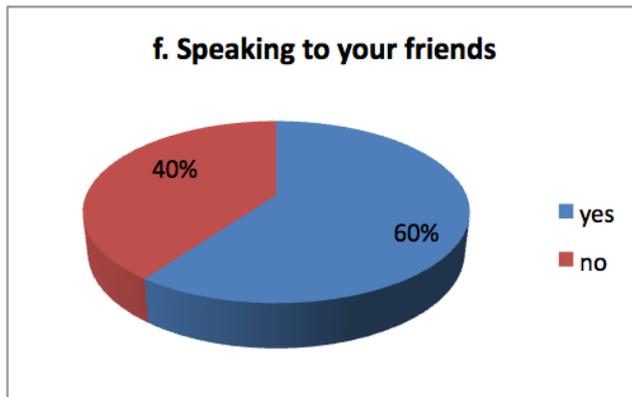
21. Which of the following activities do you do on your own to improve your English level?

FIGURE 8



(Questionnaire 1, February 14, 2013)

FIGURE 9



(Questionnaire 2, June 4, 2013)

As the topics and strategies were suggested by the students, they increased interest to speak in English about the issues they were interested in not only in the classroom, but also out of this.

Another important aspect was the support students gave one another, and the importance of their abilities when developing different tasks to obtain a final language product.

Student 23 said “el trabajo por parejas fue muy bueno, como mi compañero dibuja bien, yo iba profundizando en la información, nos ayudamos mucho”.

(field notes, February 27, 2013)

Other student’s modeling behavior was relevant when students wanted to perform a language task because it gave some of them more confidence when presenting their own work. When students observed others’ performances they made decisions on the way to do it, according to their partners’ proposals. The following example is from part of the observation stage done at the end of the first cycle when students had to present their final product.

Some peers felt motivated to present their work just when they saw their classmates doing first with such quality.

(field notes, February 27, 2013)

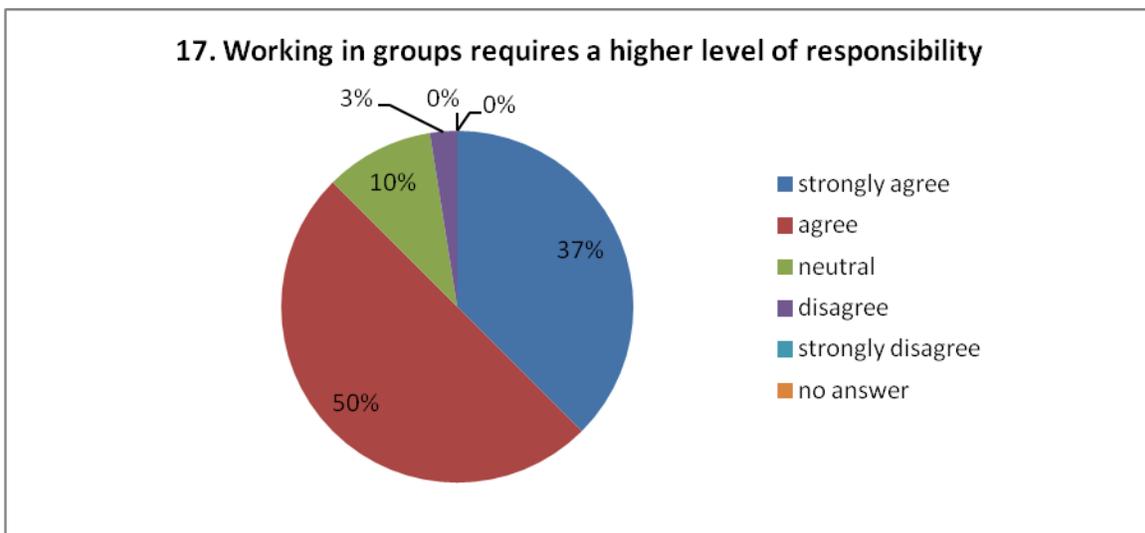
With respect to it, Bandura (1986) exemplifies the vicarious learning where environmental conditions generate self-regulated attitudes.

Students' sense of responsibility increased when they worked in peers. They showed more commitment to succeed in the language tasks. According to the analysis, most students presented higher levels of effort when preparing group activities.

In Questionnaire 2, 57% of students strongly agreed that working in groups required a higher level of responsibility than working alone. This means that they recognized the importance of supporting a group not only for learning the language, but also for strengthening their social skills. Students agreed with this statement in the first questionnaire, and were doubly convinced after the implementation.

In questions 12 to 20 tick the column with the heading that best summarizes your reaction to each statement

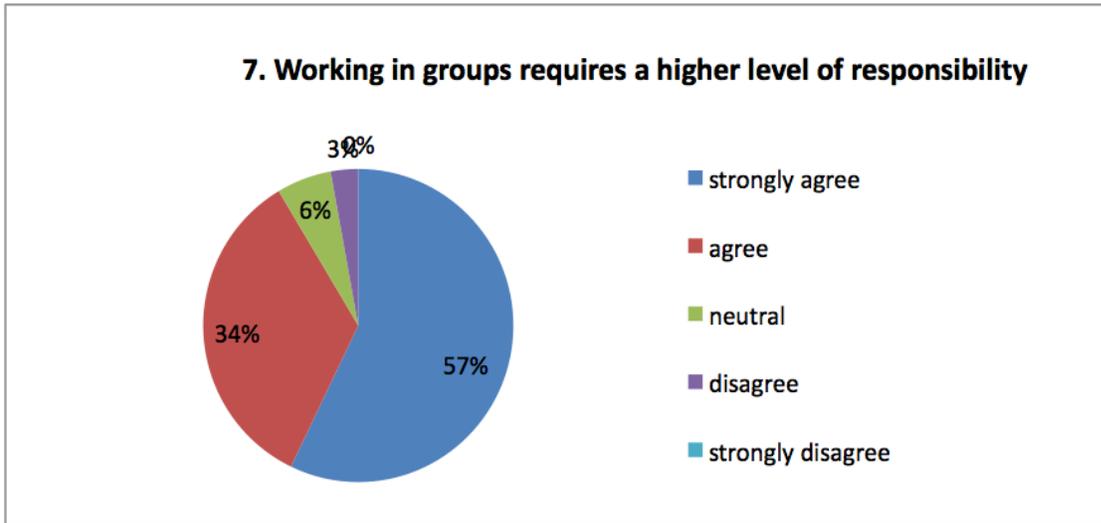
FIGURE 10



(Questionnaire 1, February 14, 2013)

In questions 2 to 10 tick the column with the heading that best summarizes your reaction to each statement

FIGURE 11



(Questionnaire 2, June 4 2013)

Working in a social context gave students the opportunity to be more active in the learning process. They were able to show their capacities and practice collaborative work. The example below is a student’s perception when he was asked about his role in this system.

S3: Yo creo que el papel de nosotros es como (...) el deee aprender y enseñar, por ejemplo mirando las exposiciones y los trabajos, nosotros vemos reflejado lo que hacemos, y estamos como ayudándole a las personas o enseñándoles lo que uno aprendió, en los grupos se ve esto por ejemplo, nos complementamos unos con otros.

(Fabian, from interview, April 24th, 2013)

Teamwork encouraged students to show their learning process, especially when they felt that others appreciated their work. In the following example, a student talks about their experience when presenting their project to the class.

Student 4 said “lo que más me gustó fue que los compañeros nos ponían atención y se mostraron muy interesados, eso nos motivó para continuar presentando en los demás grupos”.

(Field notes, February 27, 2013)

Working in a social context strengthened relationships among students. It brought about feelings of confidence, respect, responsibility and cooperation to develop language communicative activities. In doing so, some students were able to construct knowledge and developed social skills. Besides, they increased positive attitudes toward language learning such as taking part in decision-making, raising the sense of self in the group, increasing the level of commitment, and becoming more confident when performing English tasks in front of the class.

Category 3: Self-efficacy.

Self-efficacy means the recognition of one’s abilities and self-confidence to carry out different tasks with the purpose to succeed. In this context, it means believes about being able to learn the English language. Some evidence found during the study could lead to the conclusion that students improve their language learning self-efficacy. This could be seen during the stages of strategy implementation and reflection. Students realized they were able to meet demanding challenges if they persevered.

In the following example a student shows that learning a language might be much easier than they really think because everything depends on the confidence they have. It was at the end of the second cycle that they talked about their experience.

Student 4 said “pienso que uno va avanzando y este ciclo me gusto mucho más porque la verdad yo pensé que mi nivel era más bajo pero cuando me puse a hablar en Inglés... ¡ay!... es fácil, he aprendido harto, mejor”.

(Field notes, April 17, 2013)

When students are committed and want to take learning further, self-efficacy becomes essential for their process. In the following example a student evaluates the fourth cycle and talks about the work plan he/she followed to reach their goal.

Student 10 said “quería buscar en contexto la aplicación de las TagQuestions teniendo en cuenta mis conocimientos y lo que investigué para así practicar en forma escrita y luego oralmente. Creo que si funcionó porque logré más de lo que esperaba y me siento preparada para manejar fácilmente el tema”.

(Field notes, May 10, 2013)

Being self-confident.

Being self-confident has to do with the positive personal judgments students have about themselves when achieving high levels of self-efficacy. Through the pedagogical intervention students realized that having confidence in themselves allowed them to attain outstanding outcomes in the language learning process.

In the following example students talked about their performance in the second cycle.

Student 2 said “me sentí bien ya que sabía del tema y pues con el manejo y la actitud, aunque es un tema más o menos fácil para mí, pienso que aprendí más y me sentí segura de mi misma”.

(Field notes, March 21, 2013)

Task understanding in this example worked as a factor of confidence. When students used prior knowledge their beliefs of their capacities reassured positive attitudes to perform well.

When students recognize their own capacities they are able to overcome difficulties and therefore, make others feel more confident in the things they do. In the following example students

talk about self-beliefs and thoughts people must have to develop an assignment and the importance of having confidence in oneself.

S2: por mi parte a mí, yo sé las virtudes y los defectos que tengo, pero yo siempre lo he dicho “Dios no hace basura” o sea, así salgan las cosas mal, no importa, todos nos hemos caído. Pero yo siempre le digo a las personas ¡Ud. puede! con esa energía, tu le metes energía a las vainas, el Inglés no es lo mío, pero sí, tu le metes energía a las cosas. Yo me siento mucha confianza con lo que yo hago, no con lo que me atenga a la otra persona. Yo sé que cuando no le pongo vaina a las cosas, a mí no me salen bien, si no le dedico tiempo, no me sale bien, yo requiero mi esfuerzo.

(James, from interview, June 7, 2013)

Self-confidence was much related with self-efficacy sense. Furthermore, higher level of effort was most of the times rewarded with outstanding learning outcomes.

Taking into account students’ interests of their life plan increased students’ self-confidence because they made connections with their reality and managed the chosen topic with no difficulties. The following example shows part of the strategic stage during the third cycle which was about selecting a reading of students’ preference.

A lot of creativity! They seemed to be very confident with their work and tried to explain their reading as much as possible. I think the fact of giving them the opportunity to choose their own material makes them feel free and comfortable because they make connections with the prior knowledge. The quality came to light. They spoke in English all the time!

(Field notes, April 12th, 2013)

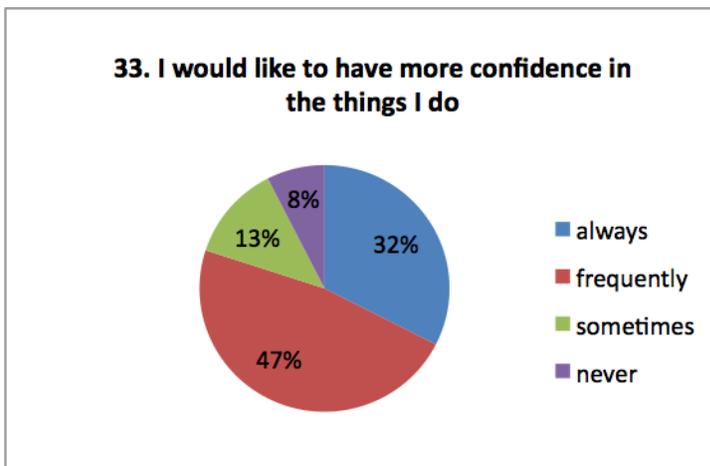
Other student’s modeling also helped raise levels of self-confidence; indeed, it encouraged some students whose process was not outstanding. The following example shows the influence that high English level students had over low ones at the time of presentation during the third cycle.

After appreciating those students' works, some others decided to present theirs in the small groups because they felt more relaxed. It called my attention that all students paid attention and listened with so much interest what their classmates were doing. They looked comfortable and interested. One student whose English level is very low and whose works have not been of quality, took the risk to present and I could see that he had made an effort to be better this time.

(field notes, April 12th, 2013)

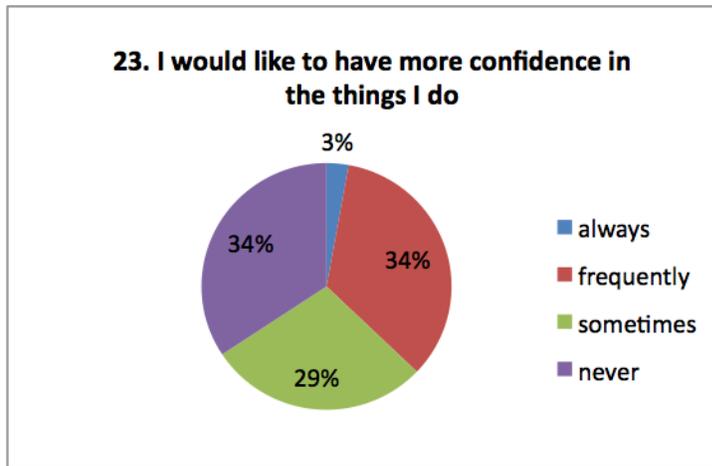
In Questionnaire 2, students were asked if they would have more confidence in the things they did. Responses allowed me to analyze that 42% of students increased their level of confidence in comparison to responses from the first questionnaire. This means that after the implementation students were able to develop skills that made them feel more confident and comfortable.

FIGURE 12



(Questionnaire 1, February 14, 2013)

FIGURE 13



(Questionnaire 2, June 4, 2013)

Self-confidence made students believe in their capacities and perform English tasks better. It also allowed them to find different strategies to show the best of themselves. For instance, using students' prior knowledge for the understanding of the task, recognizing their strengths, making greater efforts to carry out assignments, taking into account students' life plan and expectations, and performing from others' modeling. Students with high levels of self-efficacy influenced those on the low levels so they were able to face challenges and difficulties.

Being self-motivated.

Self-motivation means to give incentives to oneself in order to face different challenges. In self-regulated learning motivation plays a key role for the development of tasks. In that sense, students were motivated by their own interests and classmates' attitudes.

An important factor during this implementation was students' personal preferences. Every cycle took into account what they were interested in. This aspect allowed students to self-motivate in order to choose their own way of working to attain the language learning goal. In the following

examples students shared some ideas with their classmates when they were given the opportunity to select a text to work on reading and writing strategies.

Student 15 said “mi texto va a ser acerca del *black metal*, ya que me encanta”. Student 6 said “me gusta la música trabajaría algo de *Metallica o Ironmaden*”.

(Field notes, April 3, 2013)

When they were asked about the strategies they used to work on the selected texts, motivation because of the topic was always evident. Decision-making in the learning topics was important as they defined how much they wanted to achieve in the task.

Student 6 said “lo primero es colocarle interés, como el tema siempre es larguito pero como me gusta le puse interés y organización”

student 1 said “ pues yo investigué algo que me gusta mucho, y porque me gusta mucho y conozco muy bien el tema, investigué mucho más”.

(Field notes, April 17, 2013)

Students could appreciate motivation to learn the language as this example shows.

S2: “...hay que resaltar también el tema, o sea la manera en que se llevaron a cabo los temas, por ejemplo muchos temas permitían que uno pudiera expresar diversidad, digamos la música, distintos elementos, ves? O sea excelente porque le abre paso desde lo que es hablar, actuar, escribir, jugar, ¿si me entiendes? Uno se anima a aprender!”

(Luis, from interview, June 7, 2013)

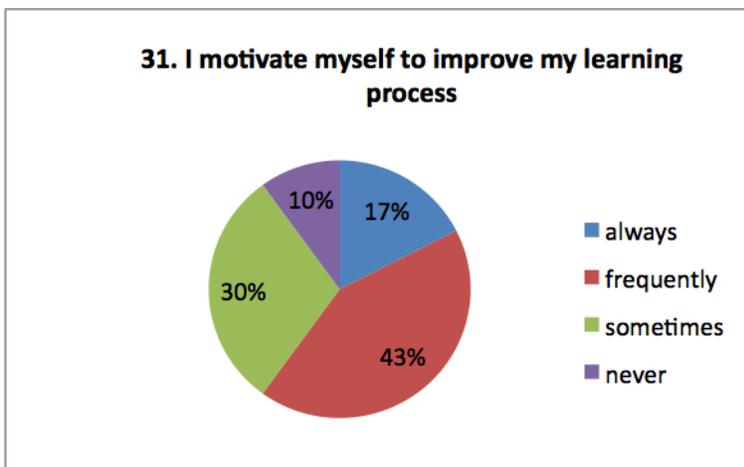
In this study students had the experience to work both alone and in groups. Students shared their strategies to self-motivate outside school when they had to perform individually, as the next example shows.

S2: Mira! Cuando es individual está en uno mismo, yo soy una de las que (...) algo que yo empleo para mí, es el hablar sola en mi cuarto, a mí nada se me queda así (...) no, yo hablo sola y yo con mis mismas palabras y preparaba sola, y me decía ¡excelente! y me felicitaba.

(Ginna, from interview, June 7th, 2013)

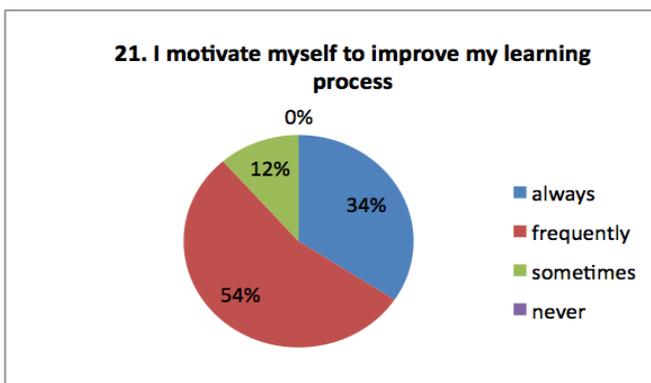
In Questionnaire 2, students were asked if they motivated themselves to improve their learning process. According to the analysis made, more students answered positively to this statement in comparison to the first questionnaire. Through personal incentives, students were able to empower themselves and improve their capacities.

FIGURE 14



(Questionnaire 1, February 14, 2013)

FIGURE 15



(Questionnaire 2, June 4, 2013)

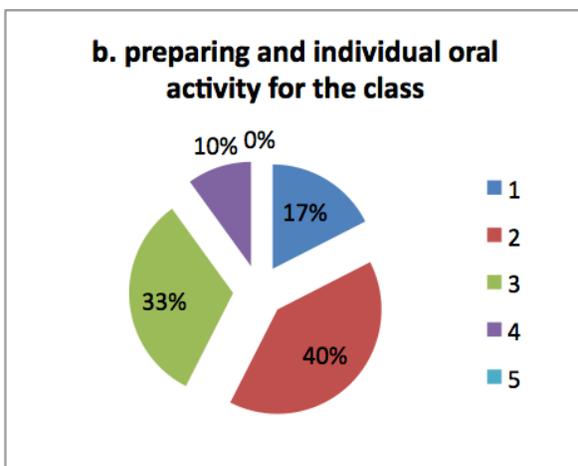
Topics of students' interest were the main factors that motivated them to perform in English and feel comfortable with the strategies they implemented. Having in mind that students selected most of the topics, they enjoyed what they did and self-motivated to present well done activities; indeed, they increased levels of self-efficacy because outcomes were better than they expected.

It should be said that not all students got involved in the activities, despite efforts to motivate them. It may be worth to say that this kind of learning (self-regulated learning) is a personal choice. So, it requires effort and responsibility, two qualities that play an essential role in this process. At least one third of the group had difficulties in taking the responsibility of their own language learning.

Questionnaire 2 shows that the rate of effort when working individually to perform in class decreased in comparison with the first questionnaire.

23. How much effort do you put when doing homework? Rate each one using the five point scale (1= most effective, 5 = least effective).

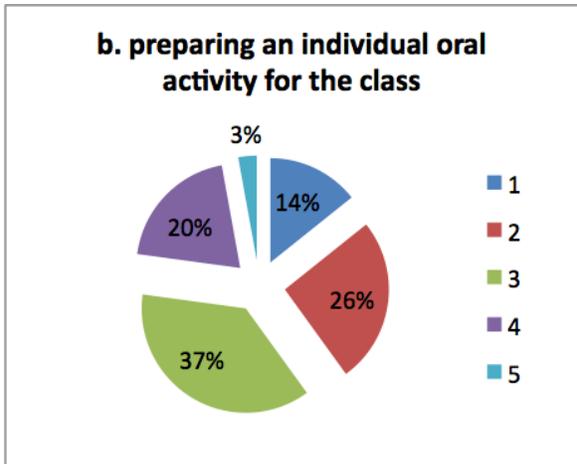
FIGURE 16



(Questionnaire 1, February 14, 2013)

13. How much effort do you put when doing homework? Rate each one using the five point scale (1= most effective, 5 = least effective).

FIGURE 17



(Questionnaire 2, June 4, 2013)

Some students in the comfort zone did not feel the necessity to give more unless they were graded. Thus, English is considered a subject matter, instead of tool for lifelong learning. In other words, students behaved as if they were in other classes in which presenting an activity and receiving a score is the most important. They do not give more because they are not asked to do it.

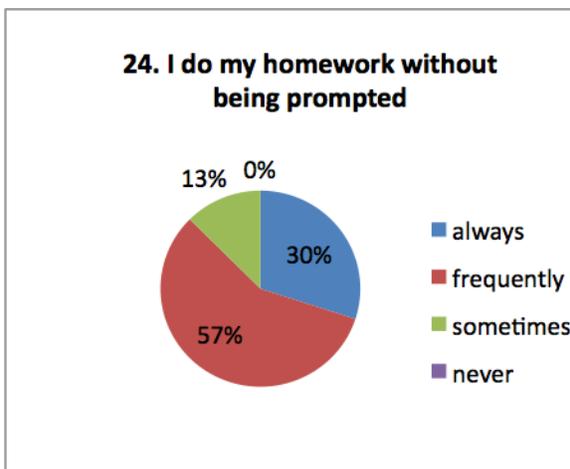
One group of girls told the class that they had worked together in a house to support each other, but what they found difficult was to prepare it orally. They said that since evaluation is not given with grades, they do not make greater efforts.

(Field notes, April 12, 2013)

Since the beginning to the end of the implementation some students kept working on their own because they recognized an opportunity for improving their English leaning; others developed tasks under pressure conditions, or simply did not do anything. It is necessary to mention the

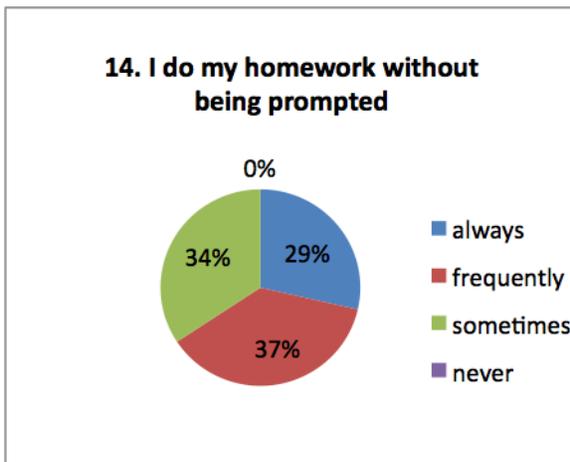
evaluation system in this part because students know the consequences for not doing homework, so they are given the opportunity to recover it and pass. In self-regulated learning, students did not work under pressure. They did and studied what they wanted according to their learning goals. Therefore, students' perceptions about homework might have changed. Questionnaires 1 and 2 show variation in responses frequency.

FIGURE 18



(Questionnaire 1, February 14, 2013)

FIGURE 19



(Questionnaire 2, June 4, 2013)

Dealing with negative attitudes toward the implementation was a constant matter, especially with a few students whose academic process was not outstanding. The process with them was quite difficult because they did not feel comfortable working on their own and were used to developing tasks by being prompted. According to different moments of the cycles where we had the opportunity to talk about this lack of participation, they said that they did not like this type of work, they preferred the teacher gave the class as usual, and they did not want to get complicated because self-regulated learning was very demanding and they were not responsible enough to take part in this process.

I asked another student whose process has not been outstanding; he said that he had not spent any time because of the laziness. I asked him for the causes of the lack of work and he recognized his lack of attitude, effort, interest and responsibility. I took the opportunity to remind them that they had to be aware of their process, and they had to reflect on how much they had reached so far.

(Field notes, April 12, 2013)

After having presented these data it can be said that not all students are ready to assume behaviors that a self-regulated learning approach demands. Most people's self-regulation depends on external factors such as family and social context. Different situations students have faced throughout their lives make them assume either an active or passive role in society, and even more in school life. Additionally, school conditions may influence students' lack of motivation to take part in this type of learning. For example, relationships among classmates, the role of the teacher as a guide, the characteristics of the implementation which were not attractive or meaningful for students, among others.

As a teacher and researcher I can say that implementing a self-regulated learning system in an EFL classroom requires more time to do ongoing monitoring of students' progress. In order to improve the effectiveness of the present implementation I would work differently with students of low academic level and would look for more sources of self-regulation that raise their autonomy and self-efficacy.

In this chapter I have presented the outcomes of analysis of the data collected. A priori and emerging categories were described and characterized in accordance with the theory presented in the theoretical framework, and supported with evidence of the interpretation of data collected through different instruments. Moreover, some problems and negative reactions of the process were presented with possible improvements of the current implementation.

In the next chapter, conclusions of the study are presented based on the interpretation and data analysis. The chapter also includes the pedagogical implications of these research findings.

Some remarks on linguistic development through self-regulated learning

Even though specific goals about language development were not considered in this study, some achievements can be highlighted by means of the data analysis:

1. It was evident for me as an observer that students increased their vocabulary related to the topic at hand. These improvements were registered in some personal field notes
2. Some students took advantage of the opportunities given to them and they improved their oral skills, specifically, fluency and pronunciation. (Field notes, informal recording sessions.)

3. Finally, reading abilities were enhanced among those students that spent long hours searching texts and topics of their interests and looking for activities to share with their peers in class.

CHAPTER 6

Conclusions and Implications

This chapter presents the conclusions of the research study based on the findings explained previously. In addition, implications for ELT community in Colombia, for the institution where I carried out the study, and for the participants are presented. This chapter also includes limitations encountered throughout the pedagogical intervention and gives recommendations for further research.

Conclusions

The purpose of this study was to describe the implementation of a self-regulated learning program with EFL eleventh grade students of Bosanova School. For that reason, six cycles of eight hours each were planned. Every cycle was composed of four stages of self-regulation: planning, implementing, monitoring, and evaluating in which continuous observation allowed the researcher to determine students' use of metacognitive skills, study skills development, and students' self-efficacy sense to achieve goals.

In relation to the first research objective, findings show that eleventh grades foster their metacognitive skills through the development of strategies that include setting goals according to their level, using topics of interest, and monitoring learning achievements. Additionally, they increased their awareness toward the language learning process. As students experience another way of learning English they recognized the importance of self-regulating different aspects of the school life.

Since students were given the opportunity to choose their own way of working, they defined learning objectives and strategies according to their capacities. In doing so, they were very careful in planning goals they were able to attain. Goal setting was the basis of this system because it made students focus on specific aspects of their language learning in such a way that they worked on them only.

Considering students' interests was another factor when developing strategies. In that sense, students tried to make connections between meaningful aspects of their lives and the English topic they had selected. It was very interesting to see how students used a variety of strategies to perform well while taking into account their prior knowledge. Among the strategies there were designing their own material, adapting songs, doing oral presentations by using a variety of resources, performing plays, etc.

Students monitored their process continuously in order to make decisions on the best ways to work and achieve their goals. In the event that any strategy did not work, students made the necessary changes to overcome difficulties. The monitoring stage was proved to be the main process of self-regulated learning for this group of learners whereby outgoing observation and control of activities were carried out.

Another way in which students fostered their metacognitive skills involves the consciousness they acquired of their own learning process during the implementation. In the evaluation stage, students made reflections about their outcomes and had the capacity to recognize their weaknesses and strengths. Furthermore, they appreciated in this system a means of improving not only their English learning process, but also other aspects of their lives.

As it was presented in the previous research studies, Peterson (1996) established strategies from minimum to moderate learner autonomy profiles where self-monitoring and self-correction

were continuous processes. Results from his study agreed with mine in the sense that through the implementation of pedagogical strategies students were able to develop autonomous attitudes to succeed in the language learning process as well as carry out processes that improved metacognitive competences like self-monitoring. In this study this process was made part of the strategic plan students used.

In relation to the second question, students developed two main study skills: managing time and working in a social context. By managing time they were able to organize themselves, get their priorities straight, enhanced their level of understanding, spend time in important activities, increase language learning awareness, and develop values such as punctuality and responsibility.

Working in a social context allowed students to develop their communicative skills and learn the language. They appreciated the use of English in different environments and became more confident when speaking and making decisions. Group work enhanced students' sense of responsibility in English assignments and enabled them to assume different roles according to their abilities. Student's modeling good practices was relevant when students wanted to perform an activity because it gave some of them more confidence. Working in a social context also increased levels of respect among themselves and permitted each student to play an important part in the class. In so doing, they became better good listeners and attentive to others' interventions.

Results from the study presented by Ariza (2004) had similarities with my study in relation to the student's understandings of autonomy in their language learning experiences, not only inside the classroom, but also outside. Another aspect to highlight was the acquisition of tools to develop a reflective sense of lifelong learning and the importance of making decisions and taking an active role in the process.

In relation to the third research objective, students increased self-efficacy through self-confidence and self-motivation when implementing their own strategies. Students realized that having self-confidence allowed them to attain outstanding outcomes in the language learning process. When students recognized their own capacities they were able to overcome difficulties and, therefore, make others feel more confident. Students' interests increased self-confidence as well because they made connections with their reality and managed the English topic with few difficulties. Other's modeling also helped raise levels of self-confidence; indeed, it encouraged those students whose process was not outstanding.

Self-motivation was also related to student improvement because as long as they could work on the things they liked, outcomes were generally the expected ones, and incentives were more frequent. When students self-motivated they saw an opportunity to learn and perform through different enjoyable manners that raised their proficiency levels.

Studies made by Cooper, Horn, and Strahan (2005) and Siew and Wong (2005) agree that students who are highly motivated assume bigger challenges when developing a task and used English learning strategies more often than did low self-efficacy students. This data were also evident in this study.

Not all students respond in a positive and productive way to self-regulation. It may be given by different social, contextual and academic factors. Therefore, it is difficult to establish a particular EFL student profile for self-regulated learning.

Implications

The present research shows the influence of self-regulated learning on eleventh graders' metacognitive skills for English learning process at Bosanova School, the students' role in this

process, and the level of self-efficacy students achieved. After doing the analysis of data and examining findings, I identified different implications for the EFL community, for Bosanova School, for the participants of the study, and for me as a teacher-researcher.

To begin, for the EFL community it is necessary to open spaces for reflection among Colombian educators to consider self-regulated learning approaches when teaching a language. Additionally, teachers' development regarding this issue is needed in order to offer students techniques which help them behave more autonomously in accordance with their interests and needs. As Gonzalez (2007) claims, teachers' development is an opportunity to promote social change and could facilitate a great challenge for students to become actively involved in school decisions that respond to their context. It is an opportunity to convert English learning into a social practice in which assessment processes become contextualized (Canagarajah, 2006). In other words, our students should have the opportunity to be assessed on the basis of national standards according to their communicative needs.

In regards to implications for Bosanova School, the continuity of self-regulated learning with other grades is needed, due to the fact that this process was started with eleventh graders only. Findings show that this implementation is viable, but more time is required so students achieve high levels of self-regulation not only for English learning, but also for other school subjects. Zimmerman, Bonner, and Kovach (1996) state "by promoting students' awareness of their use of study time, a teacher sets the stage for them to assume a greater role in regulating other aspects of their learning" (p. 26). Thus, students make decisions on the what, how and how much time would be required to assume their responsibilities. In addition, some changes in the school program can be implemented bearing in mind that the school's principal supported this study and agreed with the

methodology as it incorporated students' needs and interests as well as motivation to learn the language.

Consequently, teachers of Bosanova School need to take part in this approach through the implementation of appropriate professional development plan, and most important, with the willingness and conviction that students are able to perform in English through self-regulatory processes.

As to the participants of this study, findings revealed that since self-regulated learning is a process whereby learners become the owners of their own learning process, this will not only help them succeed at school, but for life. Hence, the vision of learner is based on three principles as proposed by Little (1999) which govern the learner's autonomy in the language learning classroom. The first principle involves **learner empowerment**, demanding students be responsible for their own process. The amount of responsibilities they assume in language learning will be in accordance with their proficiency level and development of language skills. The second principle involves **learner reflection**, helping students self-evaluate their learning outcomes and recognize weaknesses and strengths. The third principle involves **appropriate target language use**. The teacher's role is to encourage students to carry out communicative tasks in which they face challenges in the target language.

Consequently, eleventh graders from this study will have the commitment to look for a better future which will demand a high level of responsibility in which they must use their metacognitive skills. According to this idea, White (2008) says "learners as active agents who evaluate the potential affordances within their environments" (p. 7). Hence, students will develop leadership skills in their own settings to promote well being. English will be one vehicle to connect

students with their reality and make them aware of the importance of transferring language knowledge to any field of study.

Finally, the implications for me as a teacher-researcher are profound. First, as a teacher, I have to continue considering students' needs and interests because this fact allowed them to work highly motivated and aware of the language. Students learned by and for themselves and not just to obtain a score. I need to continue looking for strategies which develop students' metacognitive skills so that little by little they acquire sufficient communicative competence. Second, as a researcher, I have to replicate the outcomes of this research for my EFL teachers -colleagues and try to involve the entire educational community in the self-regulated learning approach by making the necessary changes and leading the statement: Giving students the chance of learning on their own, makes people empower their lives.

In conclusion, the present research study taught me different facets of my students throughout the implementation of self-regulated learning. It also showed me how far our students can go when they are given big challenges. It made me more aware of my teaching practice and more sensible toward my students' limitations, because despite their difficulties, most of them always tried to do their best. Furthermore, students improved their study habits and language awareness because most reached their desired goals in the English learning process and realized that it is more than just a subject matter.

Limitations

Although the implementation of this research study was a meaningful experience for both my teaching practice and personal development, I faced some difficulties during the sessions which mainly involved lack of time.

At the beginning of the implementation the sessions were given in the normal schedule as they had been planned, but they began to be interrupted due to different activities coordinated by SED (Secretaría de Educación Distrital). This situation is usual at public schools and classes are continuously affected. For that reason, I had to talk to other teachers and ask for extra time with eleventh graders. However, these agreements were not enough because there were some days in which students did not have to attend school. I tried to deal with this issue by giving students more responsibilities outside of school, and when we met up in class they shared their advances and talked about the strategic plan they had followed.

Fortunately, with the help of some teachers I was able to complete all the cycles by implementing some changes in the schedule.

Further research

For further research, I would like to leave the idea of assessment up to English teachers when implementing self-regulated learning practices, in such a way that students can appreciate English learning as an opportunity to develop their creativity and prior knowledge without the pressure of being tested. In that sense, it is necessary to conduct more research on EFL assessment techniques which go hand in hand with encouraging self-regulated learning and raising proficiency levels.

References

- Afflerbach, P., Pearson, D., & Paris, S. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), 364–373. doi:10.1598/RT.61.5.1
- Akyol, Z. (2013). Metacognitive development within the community of inquiry. In Z. Akyol & D. Garrison (Eds.), *Educational communities of inquiry: Theoretical framework, research and practice* (pp. 30-44). Hershey, PA: Information Science Reference. doi:10.4018/978-1-4666-2110-7.ch003
- Alexander, P., Graham, S., & Harris, K. (1998). A perspective on strategy research: Prospects and progress. *Educational Psychology Review*, 10, 129-154.
- Ariza, J. (2004). *EFL undergraduate students' understanding of autonomy and their reflection in their learning process: Puzzling out a path to learning beyond the EFL classroom*. Universidad Nacional de Colombia, Bogotá, Colombia.
- Bandura, A. (1986). *Social foundations of thought and action*. New Jersey: Prentice Hall.
- Bell, J. (2005). *Doing your research project: A guide for first time researchers in education, health, and social science*. New York: University Press.
- Boekaerts, M., Pintrich, P., & Zeidner, M. (2005). *Handbook of self-regulation*. City, State: Academic Press.

- Bonilla, M. (2009). *Understanding self-direction and autonomy: Meditation of others and context in the students' learning process*. Universidad Distrital Francisco Jose de Caldas, Bogotá, Colombia.
- Bosanova,. (2009). Proyecto Educativo Institucional (PEI) Bogotá.
- Bosanova,. (2010). Proyecto Educativo Institucional (PEI) Bogotá.
- Burns, A. (2003). *Collaborative action research for English language teachers*. Cambridge: Cambrigde University Press.
- Cabrales., M, & Cáceres, J. (2013) The dynamics of curriculum and the evolution of autonomy in learning English as a Foreign Language. *Ikala, Revista de Lenguaje y Cultura*, 18(1), 45-60
- Canagarajah, S. (2006). Changing communicative needs, revised assessment objectives: Testing English as an international language. *Language Assessment Quarterly*, 3(3), 229–242.
- Carr, W., & Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research*, Lewes, Falmer.
- Cervone, D. (2004). The architecture of personality. *Psychological Review*, 111,183-204.
- Cooper, J., Horn, S., & Strahan, D. (2005). “If only they would do their homework:” Promoting self- regulation in high school English classes. *The High School Journal*, 88(3), 10-25.
- Corbin, J., & Strauss, A. (2008) *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Demetriou, A. (2000). Organization and development of self-understanding and self-regulation: Toward a general theory. In M. Boekaerts, P. R. Pintrich, & M. Zeidner. (Eds.), *Handbook of self-regulation* (pp. 209-251). London: Academic Press.
- Elliott, J. (1994). *Action research for educational change*. Buckingham, UK: Open Universit Press.

- Flavel, J. H. (1979). Metacognition and cognitive monitoring. *American Psychologist*, 34(10), 906-911.
- Flavell, J. H., (1987) Speculation about the nature and development of metacognition. In F. Weinert & R. Kluwe (Eds.), *Metacognition, motivation, and understanding* (pp.21-29). Hillsdale, NJ: Lawrence Erlbaum.
- Freeman, J. (1998). *The education of the very able: Current international research*. London: The Stationery Office.
- Fullan, M. (2000a). *Change forces: The sequel*. Philadelphia, PA: Falmer Press.
- Fullan, M. (2000b). Leadership for the twenty-first century: Breaking the bonds of dependency. In A.A. Editor & B.B. Editor (Eds.), *The Jossey-Bass reader on educational leadership* (pp. 156-163). San Francisco, CA: Jossey-Bass
- Gonzalez, A. (2007). Professional development of EFL teachers in Colombia: Between colonial and local practices. *Ikala, Revista de Lenguaje y Cultura*, 12(18), 309-332.
- Gourgey A. (2001) Metacognition in basic skills instruction. In H.J. Hartman (Ed.), *Metacognition in learning and instruction: Theory, research and practice*. Location: Kluwer Academic Publishers.
- Grundy, S. (1987). *Producto o praxis del curriculum*. Madrid, Spain: Ediciones Morata.
- Herrera, L. (2012). Self-access language learning: Students' perceptions of and experiences within this new mode of learning. *Profile*, 14 (1), 113-127
- Khonamri, F., Mahmoudi, E., (2011). Metacognitive awareness and comprehension monitoring in reading ability of Iranian EFL learners. *Profile*, 13 (2), 99-111
- Little, D. (1999). Developing learner autonomy in the foreign language classroom: A social-interactive view of learning and three fundamental pedagogical principles. *Revista Canaria de Estudios Ingleses*, 38, 77-88.

- Livingston, J. A. (1996). Effects of metacognitive instruction on strategy use of college students. (*Unpublished manuscript*). State University of New York, Buffalo, NY.
- Marshall, C., & Rossman, G. (1999). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.
- Merriam, S.B. (1998) *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass.
- Oxford, R. (2011). *Teaching and researching language learning strategies*. New Jersey, US: Longman.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, MA: Heinle.
- Patton, M. Q. (2002). *Qualitative research and education methods* (3rd ed.). Thousand Oaks, CA: Sage Public.
- Peterson, M. (1996). *Towards the development of a methodology to foment student autonomy while learning a foreign language*. (*Unpublished manuscript*). Universidad Distrital Francisco José de Caldas, Bogotá, Colombia.
- Picón, E. (2012). Promoting learner autonomy through teacher-student partnership assessment in an American high school: A cycle of action research. *Profile, Bogotá, 14 (2), 145-162*.
- Pintrich, P.R. & De Groot, E. (1990). Motivational and self-regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82, 33-40*.
- Pintrich, P.R. (2000). The role of goal orientation in self-regulated learning. In Initial. Boekaerts, P.R Pintrich, & M. Zeidner (Eds.), *Handbook of Self-regulation*. San Diego, CA: Academic Press
- Restrepo, B. (1996). *Investigación en Educación*. Location: CORCAS Editores Ltda.

- Sagor, R. (2000). *Guiding school improvement with action research*. Virginia, US: ASCD.
- Schunk, D. H. (1995). Self-efficacy and education and instruction. In J. E. Maddux (Ed.), *Self-efficacy, adaptation, and adjustment: Theory, research, and applications* (pp. 281-303). New York, NY: Plenum.
- Schunk, D. H. (1996). Self-efficacy for learning and performance. Paper presented at the Annual Conference of the American Educational Research Association. New York, USA.
- Schunk, Initial. & Pajares, Initial.(2005). Competence perceptions and academic functioning. In A. Elliot & C. Dweck (Eds.), *Handbook of competence and motivation*. (pp. 85-100). London, UK: The Guilford Press.
- Shawer, S. (2010). The influence of student teacher self-regulation of learning on their curricular content-knowledge and course-design skills. *The Curriculum Journal*, 21(2), 201-232.
- Siew, L., & Wong, M. (2005). Language learning strategies and language self-efficacy: Investigating the relationship in Malaysia. *Eric Journal*, 36(3), 245-269.
<http://dx.doi.org/10.1177/0033688205060050>.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Location: Publisher.
- Tudor, I. (2001) *The dynamics of the language classroom*. Cambridge, UK: Cambridge University Press.
- Victori, M. (2004). *Eliciting and fostering learners' metacognitive knowledge about language learning in self-directed learning programs: A review of data collection methods and procedures*. Barcelona, Spain: Autonomous University of Barcelona.
- Weinstein, C., Aceed, T., & Jung, J. (2011) New directions for teaching and learning. *Wiley Periodicals*, 126, 1-124. doi: 10.1002/tl.443.

- Wenden, A. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19(4), 515-537.
- Wenden, A. L. (1991). *Learner strategies for learner autonomy*. United Kingdom: Prentice Hall.
- White, C. (2008). Language learning strategies in independent language learning: An overview. In S. Hurd & T. Lewis (Eds.), *Language learning strategies in independent settings* (pp. 3-24). Bristol, UK: Multilingual Matters.
- Williams, M. (2000). The part which metacognition can play in raising standards in English at key stage 2. *Periodical Name*, 34, 3-8. doi: 10.1111/1467-9345.00127.
- Zimmerman, B. J. (1994). Dimensions of academic self-regulation: A conceptual framework for education. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance: Issues and educational applications* (pp. 3-21). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive prespective. In M. Boekaerts, P.R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp.13-39). San Diego, CA: Academi.
- Zimmerman, B., Bonner, S., Kovach, R. (1996). *Developing self-regulated learners: Beyond achievement to self-efficacy*. Washington, D.C.:American Psychological Association.

APPENDIX 1

INFORMED CONSENTS

Request for Permission

Bosanova School

Dear Principal,

Jorge Ovalle

This year I will be conducting some research on my own teaching. I am doing so to improve my teaching practice and provide my students a higher quality in education.

The purpose of my study is to describe the impact of implementing self-regulating learning with eleventh grade students of Bosanova School, in a foreign language classroom, which involves the level of responsibility on their own learning and, decision making for their lives.

I would like to develop my research project with the students mentioned above and use the data collected as the evidence of my work.

The data gathered will be confidential, and the results of this study may be published in scientific journals, or presented as professional events by caring your identity and right of privacy. Research records will be kept as confidential as possible, and only researchers will have access to them. Once records have been transcribed, they will be destroyed.

There will be no costs and students are free to participate in this study or to withdraw whenever they consider with no implications neither academic, nor personal. The benefits will be for their own learning process and life, and there are not any kind of risks.

If you have questions you may contact me at carmen_alicia71@hotmail.com or at Bosanova School 7839623.

Sincerely,

Alicia Galindo Martínez

Master in Foreign Language Teaching

Fourth Semester Student

Universidad Pedagógica Nacional

I grant my permission for the participation of Eleventh grade students of Colegio Bosanova in research conducted during the school year by the teacher Alicia Galindo Martínez.

Principal's signature _____ Date: _____

Request for Permission

Bosanova School

Dear Principal,

Jorge Ovalle

This year I will be conducting some research on my own teaching. I am doing so to improve my teaching practice and provide my students a higher quality in education.

The purpose of my study is to describe the impact of implementing self-regulating learning with eleventh grade students of Bosanova School, in a foreign language classroom, which involves the level of responsibility on their own learning and, decision making for their lives.

I would like to develop my research project with the students mentioned above and use the data collected as the evidence of my work.

The data gathered will be confidential, and the results of this study may be published in scientific journals, or presented as professional events by caring your identity and right of privacy. Research records will be kept as confidential as possible, and only researchers will have access to them. Once records have been transcribed, they will be destroyed.

There will be no costs and students are free to participate in this study or to withdraw whenever they consider with no implications neither academic, nor personal. The benefits will be for their own learning process and life, and there are not any kind of risks.

If you have questions you may contact me at carmen_alicia71@hotmail.com or at Bosanova School 7839623.

Sincerely,

Alicia Galindo Martínez

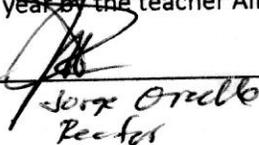
Master in Foreign Language Teaching

Fourth Semester Student

Universidad Pedagógica Nacional

I grant my permission for the participation of Eleventh grade students of Colegio Bosanova in research conducted during the school year by the teacher Alicia Galindo Martínez.

Principal's signature


Jorge Ovalle
Rector

Date: 22-01-13

Student Informed Consent Form

Self-regulated learning with FL Eleventh grade students

Dear student,

You are invited to participate in this research study. The following information is provided in order to help you make an informed decision whether or not participate.

The purpose of my study is to describe the impact of implementing self-regulated learning with eleventh grade students of Bosanova School, in a foreign language classroom, which involves the level of responsibility on their own learning, and decision making for their lives.

You may be asked to participate in a short interview at the beginning of the course, and again at the end of the study, as well as to develop some kind of activities proposed in class as you do normally. Video cameras may be used to record different activities, as well as continuous observation. Periodically, you may be given the opportunity to write your personal experience throughout this study.

The data gathered will be kept confidential, and results of this study may be published in scientific journals, or presented at professional events by caring your identity and right of privacy. Research records will be kept as confidential as possible, and only researchers will have access to them. Once records have been transcribed, they will be destroyed.

There will be no costs and you are free to participate in this study or to withdraw whenever you consider with no implications neither academic, nor personal. The benefits will be for your own learning process and life, and there are not any kind of risks.

If you have questions you may contact me at carmen_alicia71@hotmail.com or at Bosanova School 7839623.

Consent

I have read the above information and I have been given a copy of this consent form to keep. I consent to take part in the study.

Your signature _____ Date: _____

Your name (printed) _____

Sincerely,

Alicia Galindo Martínez

Master in Foreign Language Teaching

Fourth Semester Student

Universidad Pedagógica Nacional

Student Informed Consent Form

Self-regulated learning with FL Eleventh grade students

Dear student,

You are invited to participate in this research study. The following information is provided in order to help you make an informed decision whether or not participate.

The purpose of my study is to describe the impact of implementing self-regulated learning with eleventh grade students of Bosanova School, in a foreign language classroom, which involves the level of responsibility on their own learning, and decision making for their lives.

You may be asked to participate in a short interview at the beginning of the course, and again at the end of the study, as well as to develop some kind of activities proposed in class as you do normally. Video cameras may be used to record different activities, as well as continuous observation. Periodically, you may be given the opportunity to write your personal experience throughout this study.

The data gathered will be kept confidential, and results of this study may be published in scientific journals, or presented at professional events by caring your identity and right of privacy. Research records will be kept as confidential as possible, and only researchers will have access to them. Once records have been transcribed, they will be destroyed.

There will be no costs and you are free to participate in this study or to withdraw whenever you consider with no implications neither academic, nor personal. The benefits will be for your own learning process and life, and there are not any kind of risks.

If you have questions you may contact me at carmen_alicia71@hotmail.com or at Bosanova School 7839623.

Consent

I have read the above information and I have been given a copy of this consent form to keep. I consent to take part in the study.

Your signature Yulwa Bermudez Date: January 24, 2013

Your name (printed) Airen Yulwa Bermudez Tovar

Sincerely,

Alicia Galindo Martínez

Master in Foreign Language Teaching

Fourth Semester Student

Universidad Pedagógica Nacional

Carta de autorización de padres de familia para la participación de su hijo en un estudio de investigación

Colegio Bosanova

Apreciados padres de familia

El presente año estoy llevando a cabo un estudio de investigación que tiene como propósito describir el impacto de la implementación del aprendizaje auto-regulado en estudiantes de grado once, lo cual tiene que ver con el nivel de responsabilidad y toma de decisiones, tanto en su vida escolar, como personal para su futuro.

Los estudiantes estarán involucrados en una serie de actividades como: contestar entrevistas, diligenciar formatos con sus experiencias personales y participar en algunos videos durante su actividad escolar de rutina. Los datos recogidos; al igual que los videos, serán tratados con suma confidencialidad y los resultados del presente estudio podrían ser objeto de publicación en revistas de investigación o presentados en eventos profesionales, respetando la privacidad e identidad de sus hijos.

La participación no tiene ningún costo y sus hijos pueden retirarse del proceso en el momento que lo decidan sin que esto afecte de alguna manera sus resultados académicos o convivenciales.

Dicho estudio no presenta ninguna clase de riesgos y los beneficios serán para su desarrollo personal y académico.

Si tiene alguna inquietud, puede comunicarse conmigo personalmente en las instalaciones del colegio, al correo Carmen_alicia71@hotmail.com o al teléfono 7839623.

Cordialmente,

Alicia Galindo Martínez

Maestría en la Enseñanza de Lenguas Extranjeras

Estudiante de Cuarto Semestre

Universidad Pedagógica Nacional

AUTORIZACIÓN

He sido informado (a) del estudio de investigación que está llevando a cabo la profesora ALICIA GALINDO MARTINEZ, y doy la autorización para que mi hijo (a) _____ del grado _____ participe, siendo éste libre de retirarse cuando lo decida sin que esto afecte su desarrollo académico y personal durante su estadía en el colegio Bosanova.

He recibido una copia de la presente carta con la información requerida.

Student's age: _____

Parent/Guardian: _____ Date: _____

Carta de autorización de padres de familia para la participación de su hijo en un estudio de investigación

Colegio Bosanova

Apreciados padres de familia

El presente año estoy llevando a cabo un estudio de investigación que tiene como propósito describir el impacto de la implementación del aprendizaje auto-regulado en estudiantes de grado once, lo cual tiene que ver con el nivel de responsabilidad y toma de decisiones, tanto en su vida escolar, como personal para su futuro.

Los estudiantes estarán involucrados en una serie de actividades como: contestar entrevistas, diligenciar formatos con sus experiencias personales y participar en algunos videos durante su actividad escolar de rutina. Los datos recogidos; al igual que los videos, serán tratados con suma confidencialidad y los resultados del presente estudio podrían ser objeto de publicación en revistas de investigación o presentados en eventos profesionales, respetando la privacidad e identidad de sus hijos.

La participación no tiene ningún costo y sus hijos pueden retirarse del proceso en el momento que lo decidan sin que esto afecte de alguna manera sus resultados académicos o convivenciales.

Dicho estudio no presenta ninguna clase de riesgos y los beneficios serán para su desarrollo personal y académico.

Si tiene alguna inquietud, puede comunicarse conmigo personalmente en las instalaciones del colegio, al correo Carmen_alicia71@hotmail.com o al teléfono 7839623.

Cordialmente,

Alicia Galindo Martínez

Maestría en la Enseñanza de Lenguas Extranjeras

Estudiante de Cuarto Semestre

Universidad Pedagógica Nacional

AUTORIZACIÓN

He sido informado (a) del estudio de investigación que está llevando a cabo la profesora ALICIA GALINDO MARTINEZ, y doy la autorización para que mi hijo (a) Fabian Antonio Cervera Velandia del grado 11-02 participe, siendo éste libre de retirarse cuando lo decida sin que esto afecte su desarrollo académico y personal durante su estadía en el colegio Bosanova.

He recibido una copia de la presente carta con la información requerida.

Student's age: 16 años

Parent/Guardian: myrian Velandia Cruz Date: Febrero 7/2013

APPENDIX 2

QUESTIONNAIRES

QUESTIONNAIRE ABOUT SELF-REGULATED LEARNING LEVEL AMONG ELEVENTH GRADE STUDENTS (1)

February 14, 2013

Dear student the purpose of this questionnaire is to identify the level of responsibility and self-regulation of students when learning English, therefore, I invite to answer it with sincerity. It is important to mention that this information will be confidential.

PROFILE

1. How old are you? (Check one box)

15 16 17 18 19

2. What is your gender?

() Male () Female

3. What is your social status? (Check one box)

1 2 3 4 5

4. What type of housing do you live in?

Rented Own

5. Who do you live with at home? (Please be specific)

6. Where are you from?

7. How long you been studying at Bosanova school? (Please check one box)

0-3 years 4-6 years 7-10 years more than 10 years

8. Do you have a part-time job after school? YES/NO

9. If your answer is YES, what kind of job do you have?

10. Which of the following activities do you enjoy most after school? (Choose as many as you want)

- Staying at home
- Visiting your friends
- Playing video games
- Doing your homework
- Chatting on the internet
- Practicing any sport
- Going out for a walk with your friends
- Doing parties
- Meeting with friends to study
- Watching T.V.
- Other. Please list: _____

SELF-REGULATED LEARNING

11. How many hours a week do you spend on English homework? (Please tick only one box)

- 0-1 2-3 4-5 More than 5

In questions 12 to 20 tick the column with the heading that best summarizes your reaction to each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. The English teacher should be the one who directs the class all time.					
13. Students always need the supervision of the teacher when developing a task.					
14. Students' learning level depends on their study habits.					

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

15. students' effort should be reflected on academic results.					
16. Students should spend a lot of time in solving difficult activities					
17. Working in groups requires a higher level of responsibility than working alone.					
18. Students should study the topics they are interested in, and not the ones proposed by the teacher.					
19. Students can evaluate their English learning process on their own.					
20. Grades show the English level of the students.					

21. Which of the following activities do you do on your own to improve your English level? Circle the appropriate answer.

- | | | |
|---------------------------------|-----|----|
| Reading short texts | Yes | No |
| Listening to music | Yes | No |
| Working on the text book | Yes | No |
| Chatting on the internet | Yes | No |
| Writing e-mails | Yes | No |
| Speaking to your friends | Yes | No |
| Watching movies and TV programs | Yes | No |
| Writing messages, poems, etc. | Yes | No |
| Translating songs | Yes | No |
| Studying on-line | Yes | No |

22. Are there any other activities you do on your own to improve your English, which were not mentioned in 22?

23. How much do you effort when doing homework? Rate each one using the five point scale (1= most effective, 5 = least effective).

- | | | | | | |
|--|---|---|---|---|---|
| a. Working on grammar and vocabulary with the text book. | 1 | 2 | 3 | 4 | 5 |
| b. Preparing and individual oral activity for the class. | 1 | 2 | 3 | 4 | 5 |

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

- c. Reading a text and explain it with your own words. 1 2 3 4 5
- d. Preparing a role play to perform in class. 1 2 3 4 5
- e. Learning a song and try to understand it. 1 2 3 4 5
- f. Writing compositions for reading in class. 1 2 3 4 5
- g. Looking for additional information to deepen the topic. 1 2 3 4 5
- h. Designing material according to the given topic. 1 2 3 4 5

Answer 24-33 indicating the frequency you do the following activities

	Always	Frequently	Sometimes	Never
24. I do my homework without being prompted.				
25. I am able to accomplish goals I propose for myself.				
26. I am interested in what my classmates think of me.				
27. I check and correct the activities given in class.				
28. I am interested in learning more than getting good grades.				
29. It is difficult for me to give ideas in the team work.				
30. I take advantage of the time when the teacher is not watching me.				
31. I motivate myself to improve my learning process.				
32. I help my group to do excellent activities.				
33. I would like to have more confidence in the things I do				

THANK YOU FOR YOUR HELP!



QUESTIONNAIRE ABOUT SELF-REGULATED LEARNING LEVEL AMONG ELEVENTH GRADE STUDENTS (1)
February 14, 2013

Dear student the purpose of this questionnaire is to identify the level of responsibility and self-regulation of students when learning English, therefore, I invite you to answer it with sincerity. It is important to mention that this information will be confidential.

PROFILE

1. How old are you? (Check one box)

- 15 16 17 18 19

2. What is your gender?

- Male () Female

3. What is your social status? (Check one box)

- 1 2 3 4 5

4. What type of housing do you live in?

- Rented Own

5. Who do you live with at home? (Please be specific)

MOM, DAD Little sister

6. Where are you from?

Bogota D.C

7. How long ^{have} you been studying at Bosanova school? (Please check one box)

- 0-3 years 4-6 years 7-10 years more than 10 years

8. Do you have a part-time job after school?

YES

9. If your answer is YES, what kind of job do you have?

10. Which of the following activities do you enjoy most after school? (Choose as many as you want)

- Staying at home
- Visiting your friends
- Playing video games
- Doing your homework
- Chatting on the internet
- Practicing any sport
- Going out for a walk with your friends
- Doing parties
- Meeting with friends to study
- Watching T.V.
- Other. Please list: Play the Guitar

SELF-REGULATED LEARNING

11. How many hours a week do you spend on English homework? (Please tick only one box)
 0-1 2-3 4-5 More than 5

In questions 12 to 20 tick the column with the heading that best summarizes your reaction to each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. The English teacher should be the one who directs the class all time.			X		
13. Students always need the supervision of the teacher when developing a task.				X	
14. Students' learning level depends on their study habits.		X			
15. students' effort should be reflected on academic results.		X			
16. Students should spend a lot of time in solving difficult activities			X		
17. Working in groups requires a higher level of responsibility than working alone.		X			
18. Students should study the topics they are interested in, and not the ones proposed by the teacher.				X	
19. Students can evaluate their English learning process on their own.		X			
20. Grades show the English level of the students.				X	

21. Which of the following activities do you do on your own to improve your English level? Circle the appropriate answer.

Reading short texts	Yes No
Listening to music	Yes No
Working on the text book	Yes No
Chatting on the internet	Yes No
Writing e-mails	Yes No
Speaking to your friends	Yes No
Watching movies and TV programs	Yes No
Writing messages, poems, etc.	Yes No
Translating songs	Yes No
Studying on-line	Yes No

22. Are there any other activities you do on your own to improve your English, which were not mentioned in 22?

23. How much do you effort when doing homework? Rate each one using the five point scale (1= most effective, 5 = least effective).

- a. Working on grammar and vocabulary with the text book. 1 2 **3** 4 5
- b. Preparing and individual oral activity for the class. 1 **2** 3 4 5
- c. Reading a text and explain it with your own words. 1 2 3 **4** 5
- d. Preparing a role play to perform in class. 1 2 **3** 4 5
- e. Learning a song and try to understand it. 1 2 3 **4** 5
- f. Writing compositions for reading in class. 1 2 3 **4** 5
- g. Looking for additional information to deepen the topic. **1** 2 3 4 5
- h. Designing material according to the given topic. 1 2 **3** 4 5

Answer 24-33 indicating the frequency you do the following activities

	Always	Frequently	Sometimes	Never
24. I do my homework without being prompted.		X		
25. I am able to accomplish goals I propose for myself.		X		
26. I am interested in what my classmates think of me.		X		
27. I check and correct the activities given in class.			X	
28. I am interested in learning more than getting good grades.		X		
29. It is difficult for me to give ideas in the team work.			X	
30. I take advantage of the time when the teacher is not watching me.				X
31. I motivate myself to improve my learning process.			X	
32. I help my group to do excellent activities.		X		
33. I would like to have more confidence in the things I do			X	

THANK YOU FOR YOUR HELP!

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

QUESTIONNAIRE ABOUT SELF-REGULATED LEARNING AMONG ELEVENTH GRADE STUDENTS (2)
June 4, 2013

Dear student the purpose of this questionnaire is to identify the level of responsibility and self-regulation of students when learning English, therefore, I invite you to answer it with sincerity. It is important to mention that this information will be confidential.

1. How many hours a week do you spend on English homework? (Please tick only one box)

0-1 2-3 4-5 More than 5

In questions 2 to 10 tick the column with the heading that best summarizes your reaction to each statement.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. The English teacher should be the one who directs the class all time.				X	
3. Students always need the supervision of the teacher when developing a task.				X	
4. Students' learning level depends on their study habits.	X				
5. students' effort should be reflected on academic results.	X				
6. Students should spend a lot of time in solving difficult activities			X		
7. Working in groups requires a higher level of responsibility than working alone.	X				
8. Students should study the topics they are interested in, and not the ones proposed by the teacher.		X	X		
9. Students can evaluate their English learning process on their own.	X				
10. Grades show the English level of the students.		X			

11. Which of the following activities do you do on your own to improve your English level? Circle the appropriate answer.

Reading short texts Yes ~~No~~

Listening to music ~~Yes~~ No

Working on the text book ~~Yes~~ No

Chatting on the internet ~~Yes~~ No

Writing e-mails Yes ~~No~~

Speaking to your friends ~~Yes~~ No

Watching movies and TV programs ~~Yes~~ No

Writing messages, poems, etc. Yes ~~No~~

Translating songs ~~Yes~~ No

Studying on-line Yes ~~No~~

CUESTIONARIO FINAL ACERCA DEL APRENDIZAJE AUTO-REGULADO EN CLASE DE INGLÉS (2A)

June 7, 2013

Apreciado estudiante, después de haber realizado la implementación pedagógica acerca del aprendizaje auto-regulado, lo invito a contestar el siguiente cuestionario. Siéntase libre de contestar con toda la sinceridad posible. La información aquí consignada quedará en absoluta reserva.

1. ¿Cómo se sintió durante la implementación del aprendizaje auto-regulado en la clase de Inglés? Explique

Me sentí bien, primero que todo es un proceso que toma en cuenta nuestros intereses y gustos así como también nuestras capacidades a la hora de realizar un trabajo, además que no se está a todo momento pendiente de una nota, sino que se hace es porque de verdad se quiere aprender y tenemos la opción de presentarlo como queremos, no como manda el profesor

2. ¿Esta forma de trabajo promovió algún cambio en otros entornos de su vida? Si No

Por qué? Porque aprendí a manejar mucho mejor mi tiempo, no solo para realizar mis trabajos de inglés, sino para el resto de materias, así como también aproveché el tiempo, y aprendí a no desperdiciarlo en cosas que no valen la pena. También a ser más responsable en todo

3. ¿Qué aspectos puede resaltar de este sistema? Por qué?

Resalto el hecho de partir desde los intereses de los estudiantes pues ayuda a que el aprendizaje sea más ameno y llama más la atención, rescato también, el hecho de no presionar con una nota, porque así uno aprende porque quiere y no porque le toca.

4. Las metas propuestas en los ciclos:

- a. Se cumplieron en su totalidad
 X Se cumplieron en gran medida
 c. Se cumplieron muy poco
 d. No se cumplieron

Explique:

De todos los ciclos que tuvimos, siempre trate de plantear

Una meta muy clara y De Acuerdo a mis Capacidades,
 sin embargo en un ciclo Creo Que La meta fue muy alta y
 no se logro el objetivo.

5. ¿utilizó alguna estrategia para la presentación de evaluaciones escritas? Mencínelas según sea el caso.

- Siempre b. Casi siempre c. Algunas veces d. Casi nunca e. Nunca

para las evaluaciones escritas, Así como para las presentaciones
 orales, la principal estrategia fue estudiar, y escribir oraciones
 claves para recordar el tema.

6. ¿Siguió un plan de trabajo para el desarrollo de las actividades propuestas ?

- Siempre b. Casi siempre c. Algunas veces d. Casi nunca e. Nunca

7. ¿Podría mencionar algunas estrategias que hayan funcionado durante el proceso? Si No

Cuáles?

- Investigación Individual.
- Retroalimentación
- Formación de oraciones
- Trabajo en Grupo.

8. En cuanto a su nivel de Inglés:

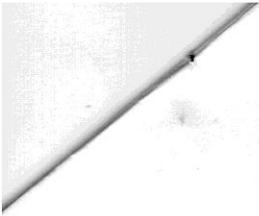
- Mejoró b. Desmejoró c. Se siente igual

Explique: Aprendí cosas que no sabía, que al principio parecían
 difíciles pero al final no era tan complicado como parecían,
 Ahora me siento más motivado a hacer las cosas en
 inglés.

9. ¿Cuál fue su nivel de esfuerzo en el desarrollo de las siguientes actividades? Indique en la escala de 1 a 5 (1= es la más efectiva, 5 = la menos efectiva).

- | | |
|---|---|
| a. Desarrollo de actividades de gramática y vocabulario | <input checked="" type="checkbox"/> 2 3 4 5 |
| b. Preparación de actividades orales individuales para la clase | <input checked="" type="checkbox"/> 2 3 4 5 |
| c. Preparación de actividades grupales para la clase | <input checked="" type="checkbox"/> 2 3 4 5 |
| d. Lectura de un texto y prepararlo con sus propias palabras | <input checked="" type="checkbox"/> 2 3 4 5 |

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS



- d. Preparación de una obra para representar en clase 2 3 4 5
- e. Aprender y practicar una canción 2 3 4 5
- f. Realizar composiciones escritas 2 3 4 5
- g. Buscar información adicional para profundizar en los temas 2 3 4 5
- h. Diseñar su propio material para la presentación de los temas 2 3 4 5
- Otra?Cuál? _____ 1 2 3 4 5
- _____ 1 2 3 4 5

Conteste de la 10-21 indicando la frecuencia.

	Siempre	Casi siempre	Algunas veces	Nunca
10. Prefiero las clases que representan retos para mí.	<input checked="" type="checkbox"/>			
11. Me gustan los temas que se proponen en clase.		<input checked="" type="checkbox"/>		
12. Comprendo lo que se enseña en la clase.	<input checked="" type="checkbox"/>			
13. Me siento seguro de lo que puedo lograr en clase		<input checked="" type="checkbox"/>		
14. Me siento inseguro cuando presento una evaluación.			<input checked="" type="checkbox"/>	
15. Cuando desarrollo actividades, trato de recordar las explicaciones anteriores del profesor.	<input checked="" type="checkbox"/>			
16. Me hago preguntas constantemente sobre lo que estudio para asegurarme de lo que estoy haciendo.		<input checked="" type="checkbox"/>		
17. Me gusta trabajar de manera autodidacta para mejorar mi proceso de aprendizaje.	<input checked="" type="checkbox"/>			
18. Siento que mis compañeros aprecian lo que hago en clase.		<input checked="" type="checkbox"/>		
19. Siento que mi trabajo en grupo es de calidad hacia el logro de los objetivos.	<input checked="" type="checkbox"/>			
20. Organizo mi tiempo para el desarrollo de las tareas y compromisos adquiridos en la clase.	<input checked="" type="checkbox"/>			
21. Trabajo constantemente hacia el logro de mis metas académicas.	<input checked="" type="checkbox"/>			

THANK YOU FOR YOUR HELP!

APPENDIX 3

ANALYSIS OF QUESTIONNAIRES

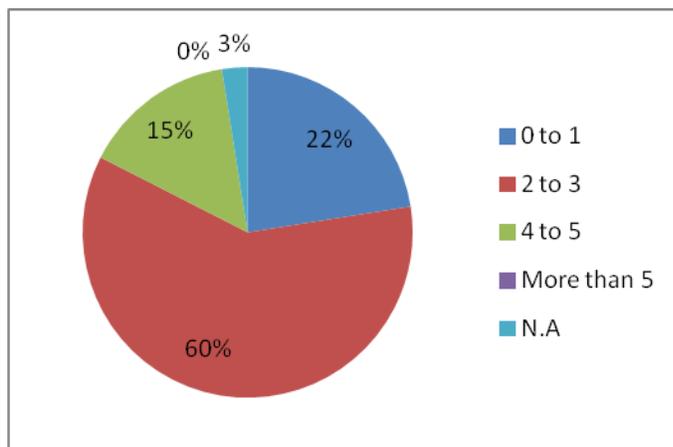
QUESTIONNAIRE N.1

ANALYSIS OF THE QUESTIONNAIRE ANSWERS ABOUT SELF-REGULATED LEARNING LEVEL AMONG ELEVENTH GRADE STUDENTS

An initial questionnaire was conducted with 40 eleventh grade students in order to identify their responsibility and self-regulation level when learning English. The questionnaire has two parts; the first one, includes some questions about their profile, and the second part, includes questions regarding aspects of self-regulated learning. Here are the answers.

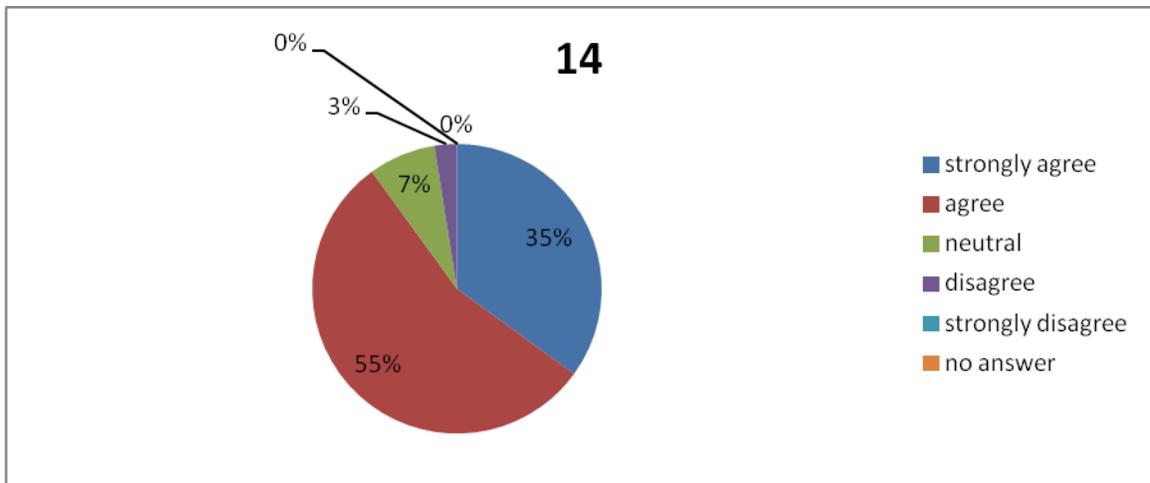
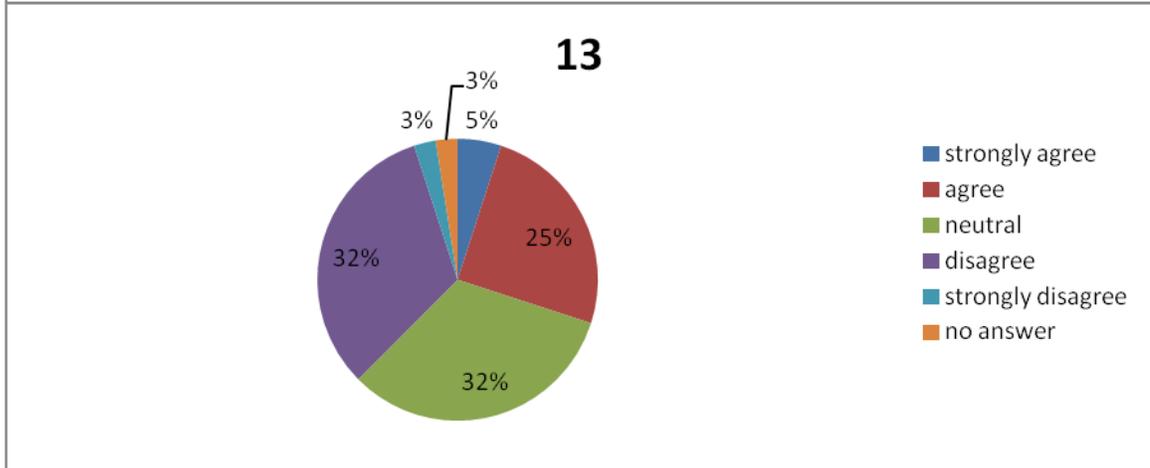
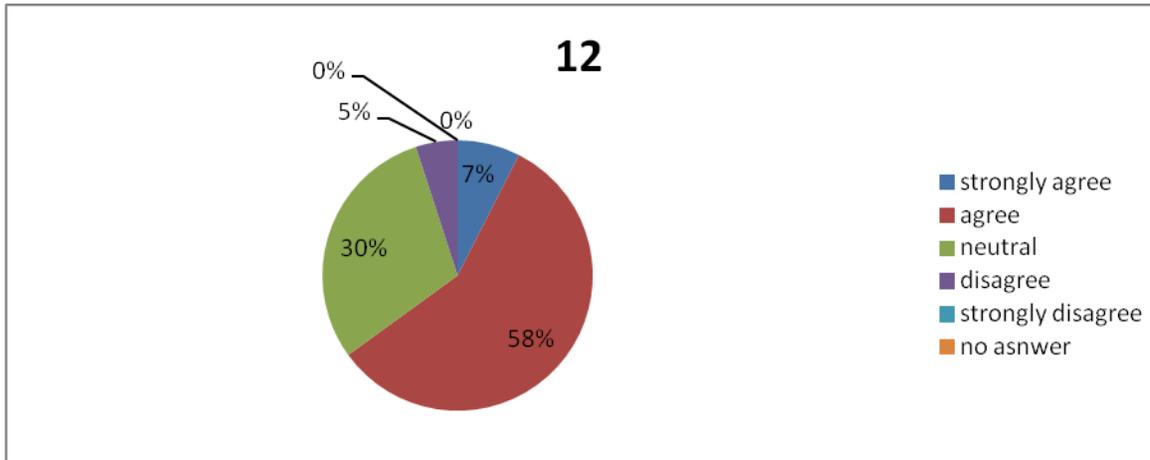
SELF-REGULATED LEARNING

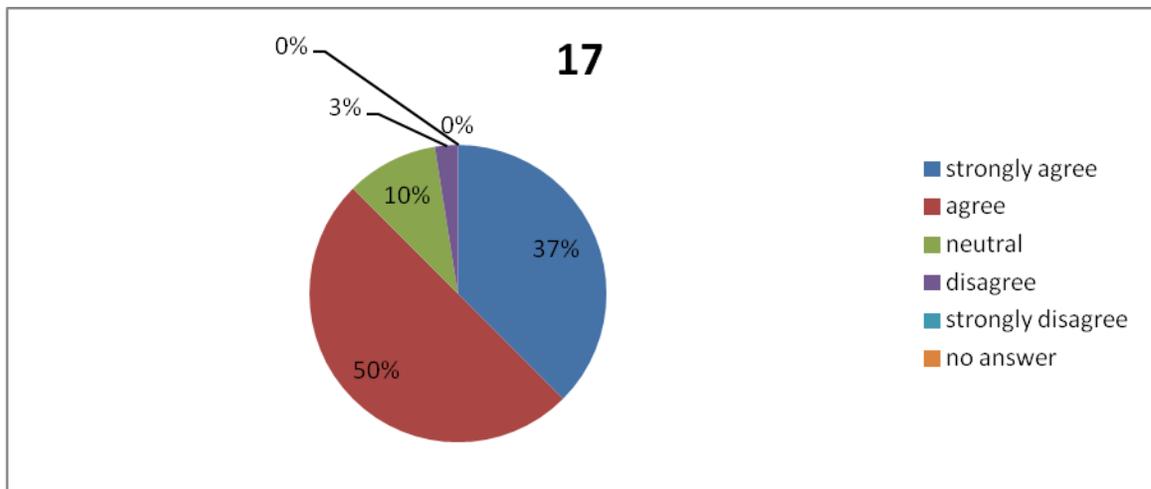
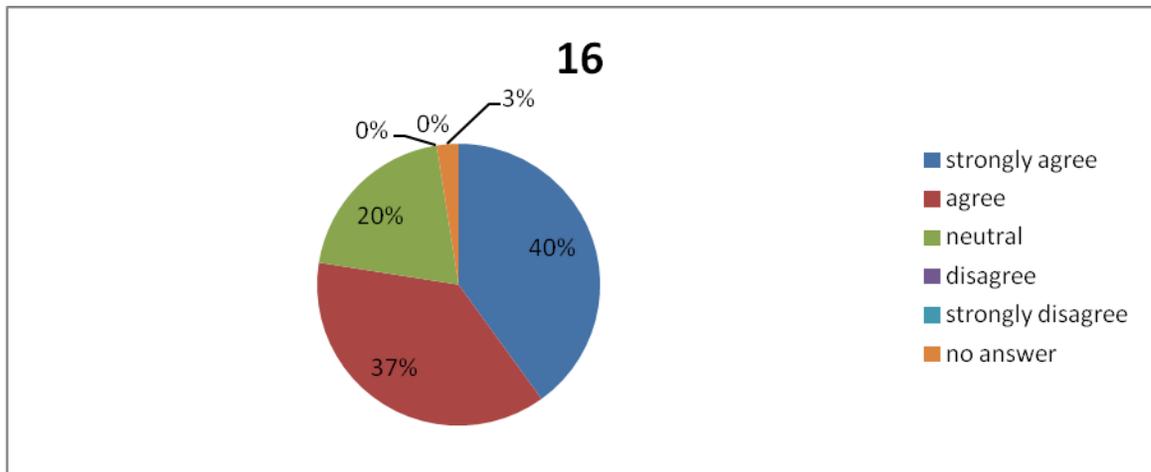
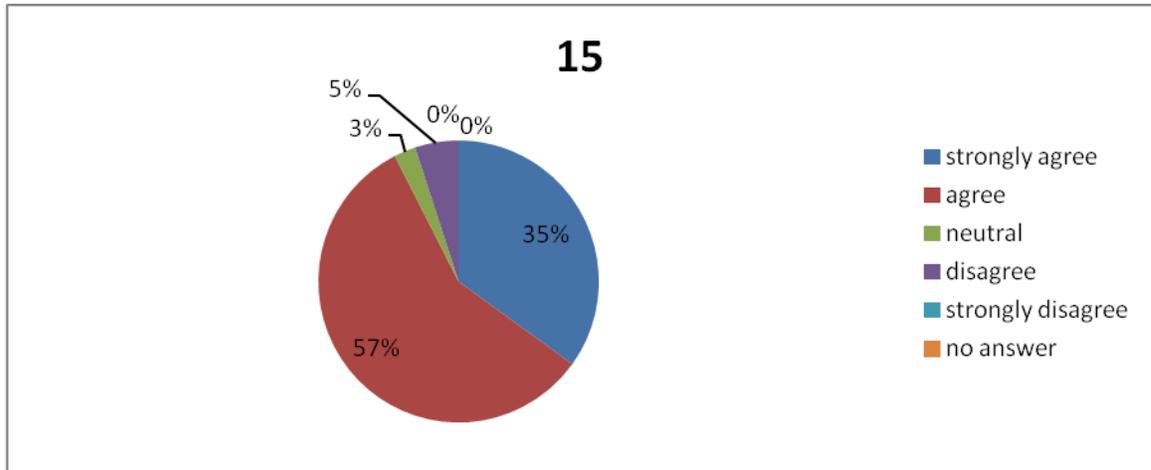
1. How many hours a week do you spend on English homework?

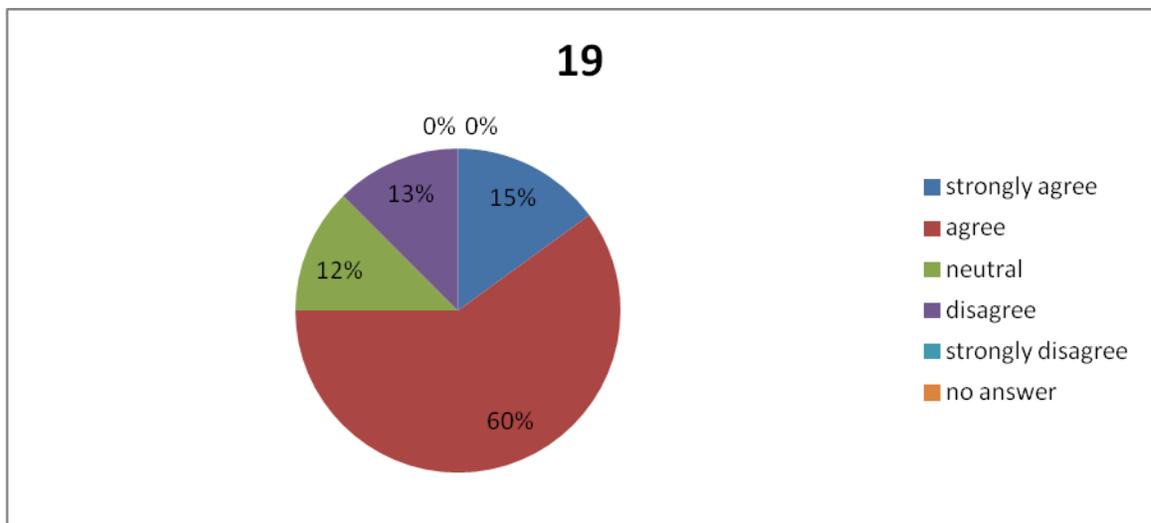
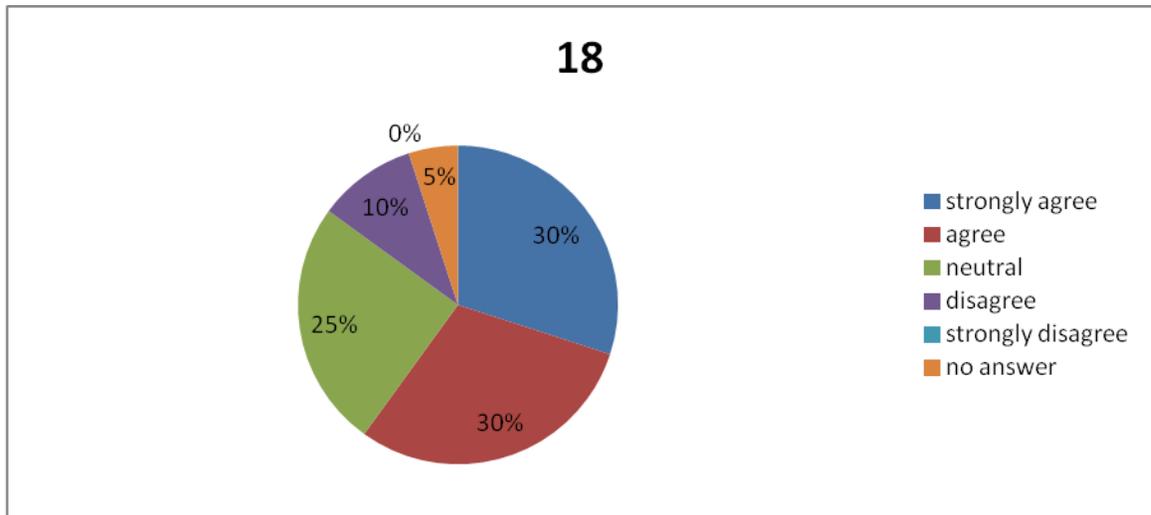


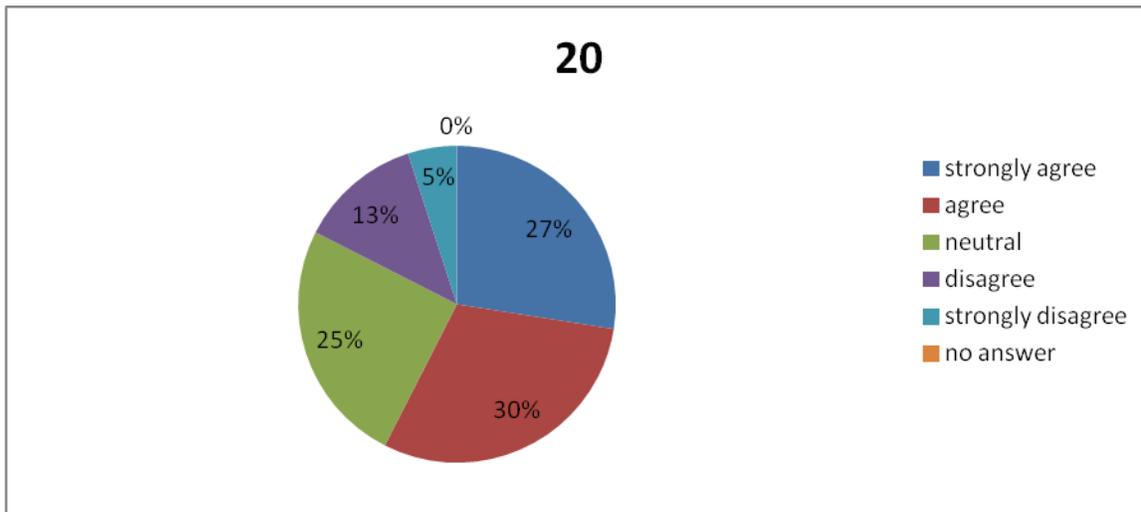
Results show that the majority of the students spend around 2-3 hours a week on doing their English homework. This information is very relevant because they will require more time to develop their tasks in order to improve their English learning skills.

In questions 12 to 20 tick the column with the heading that best summarizes your reaction to each statement.









	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Answer
12. The English teacher should be the one who directs the class all time.	3	23	12	2	0	0
13. Students always need the supervision of the teacher when developing a task.	2	10	13	13	1	1
14. Students' learning level depends on their study habits.	14	22	3	1	0	0
15. students' effort should be reflected on academic results.	14	23	1	2	0	0
16. Students should spend a lot of time in solving difficult activities	16	15	8	0	0	1
17. Working in groups requires a higher level of responsibility than working alone.	15	20	4	1	0	0
18. Students should study the topics they are interested in, and not the ones proposed by the teacher.	12	12	10	4	0	2

19. Students can evaluate their English learning process on their own.	6	24	5	5	0	0
20. Grades show the English level of the students.	11	12	10	5	2	0

Results in question 12 show that most students agree on the statement that the teacher should be the one who directs the class all time. It means that they have been used to work in that way, therefore developing students' autonomy and decision-making in an EFL classroom are needed.

Results in question 14 show that the majority of students agree on the statement that students' learning level depends on their study habits. It is very important they recognize it because one of the main purposes of this implementation is that they develop study habits and improve their learning process.

Results in question 15 show that the majority of them agree on the statement that students' effort should be reflected on academic results. It means that they are aware on what they need to reach their goals. They will have the opportunity to give the best of themselves.

Question 16 is related to the previous one and results also indicate that the time management will be a basic aspect when developing demanding tasks.

Results in question 17 show that students agree that working in groups requires a higher level of responsibility than working alone. This means that they recognize that group work success depends on the attitude and commitment of each integrant. This aspect is very important because team work will be required.

Results in question 18 show that most students agree on the statement that students should study the topics they are interested in. since schools are always regulated by National

policies, students rarely have the chance to take part in the syllabus design. During the implantation of self-regulated learning they will select the topics to be studied according to their interests.

Results in question 19 indicate that students agree on the statement that they can evaluate their English learning process on their own. It will make true because self-evaluation will be done during the whole process and grades will not be as important as the learning process. For this reason, they will change their mind about grades taking into account results given in question 20, where the majority of them think that grades show their English level.

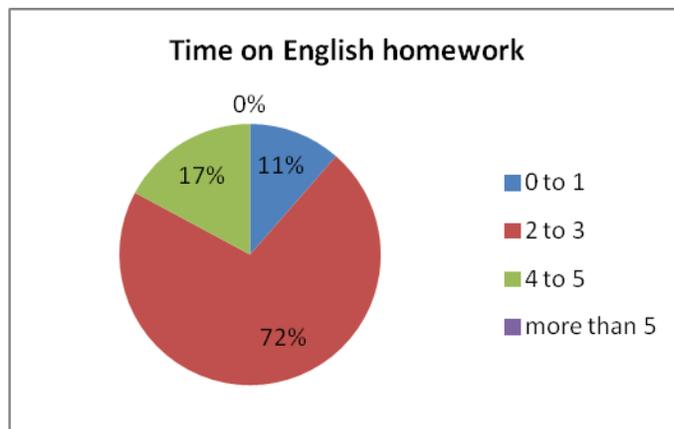
21. Which of the following activities do you do on your own to improve your English level?

QUESTIONNAIRE 2

The same questionnaire conducted at the beginning of the process was used at the end, in order to establish a comparison among them before and after the pedagogical intervention.

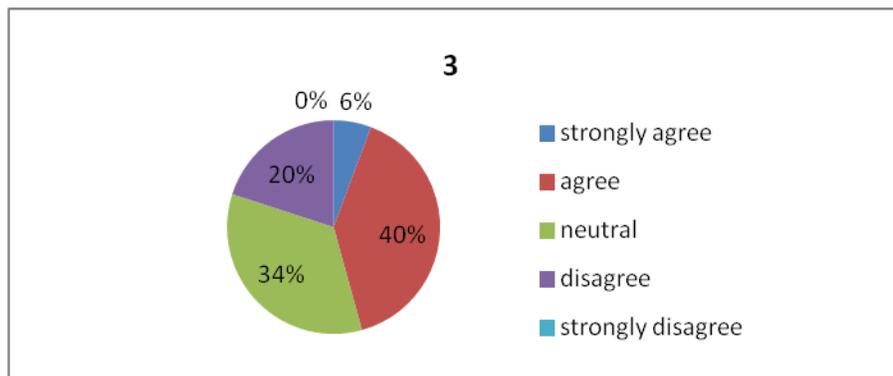
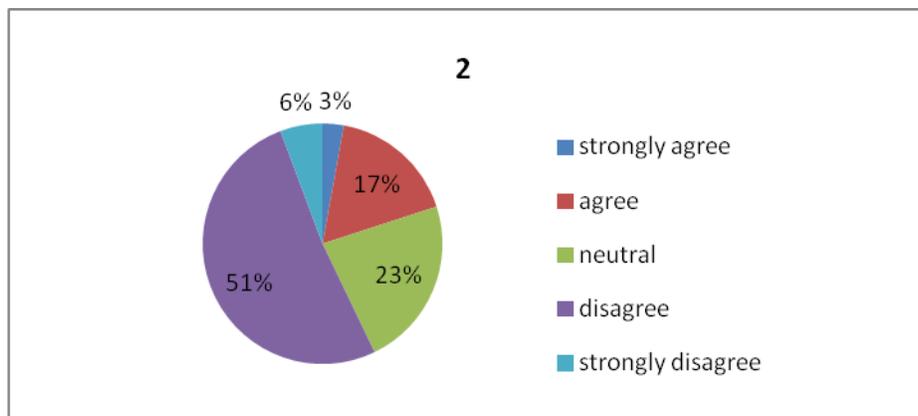
SELF-REGULATED LEARNING

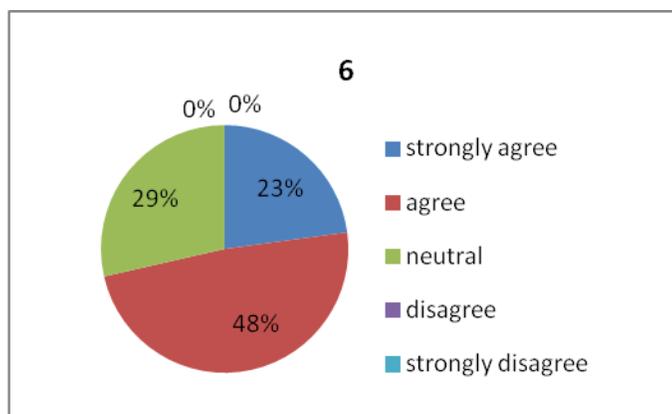
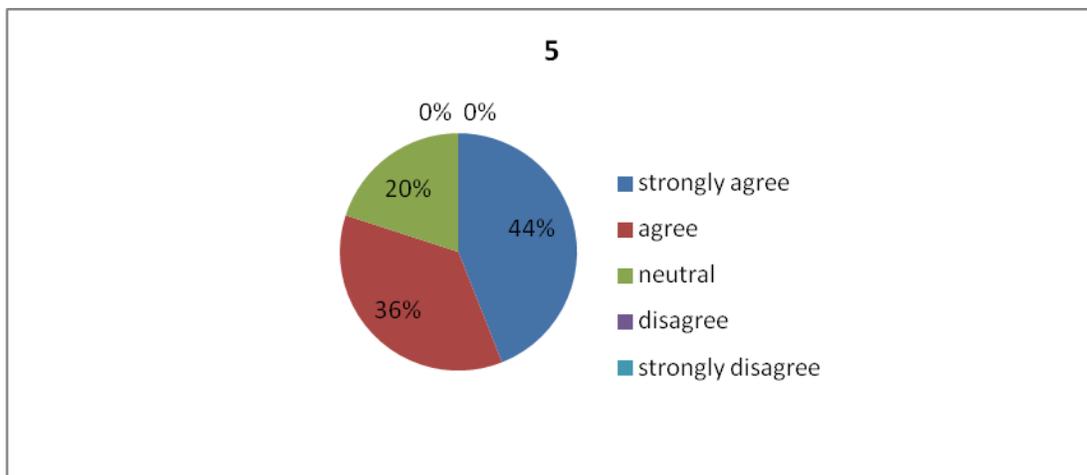
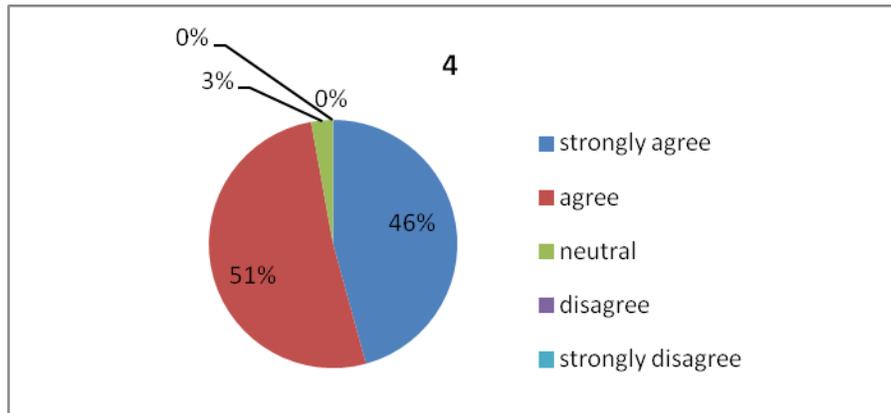
1. How many hours a week do you spend on English homework?

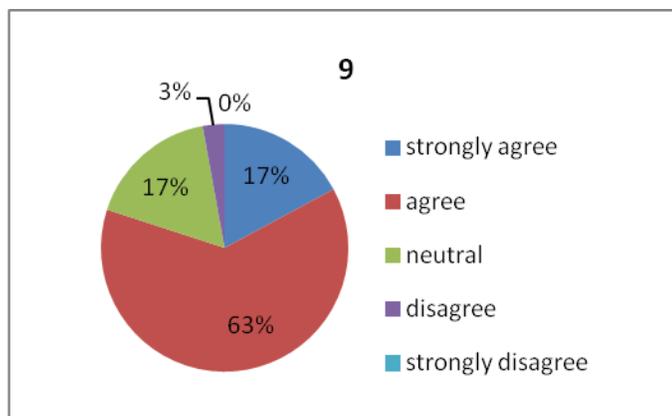
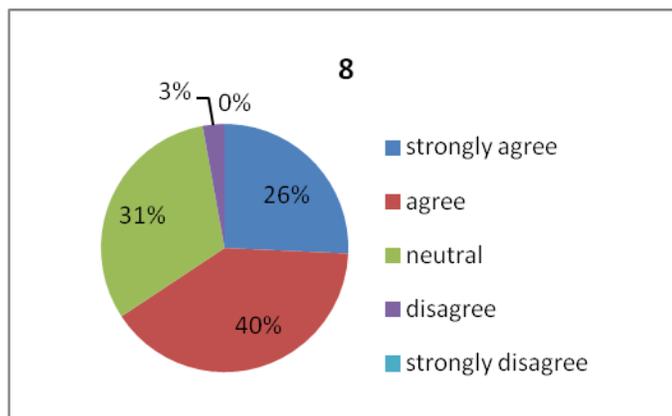
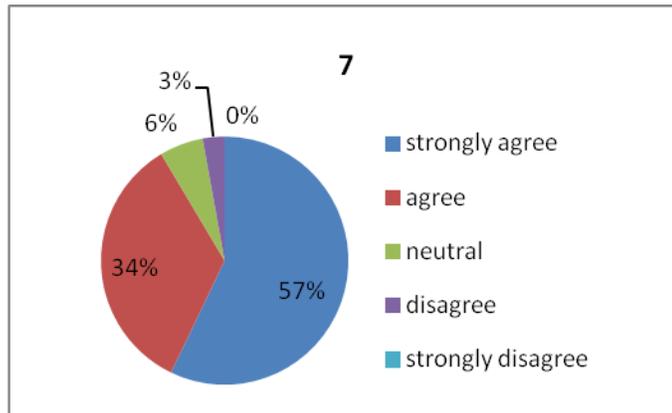


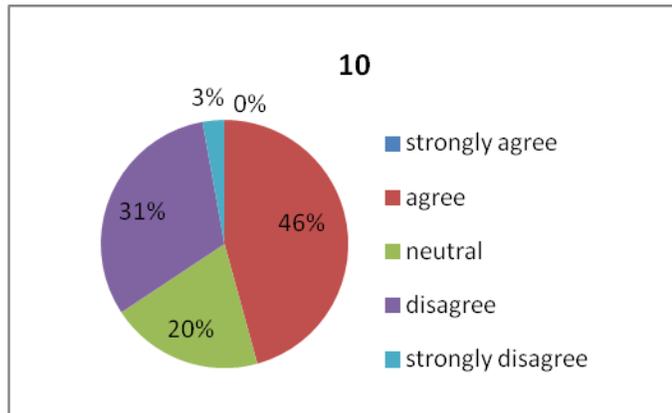
Results show that the majority of the students spend around 2-3 hours a week on doing their English homework. In relation to the first questionnaire, a few students increased time for doing homework and the majority remained the same.

In questions 2 to 10 tick the column with the heading that best summarizes your reaction to each statement.







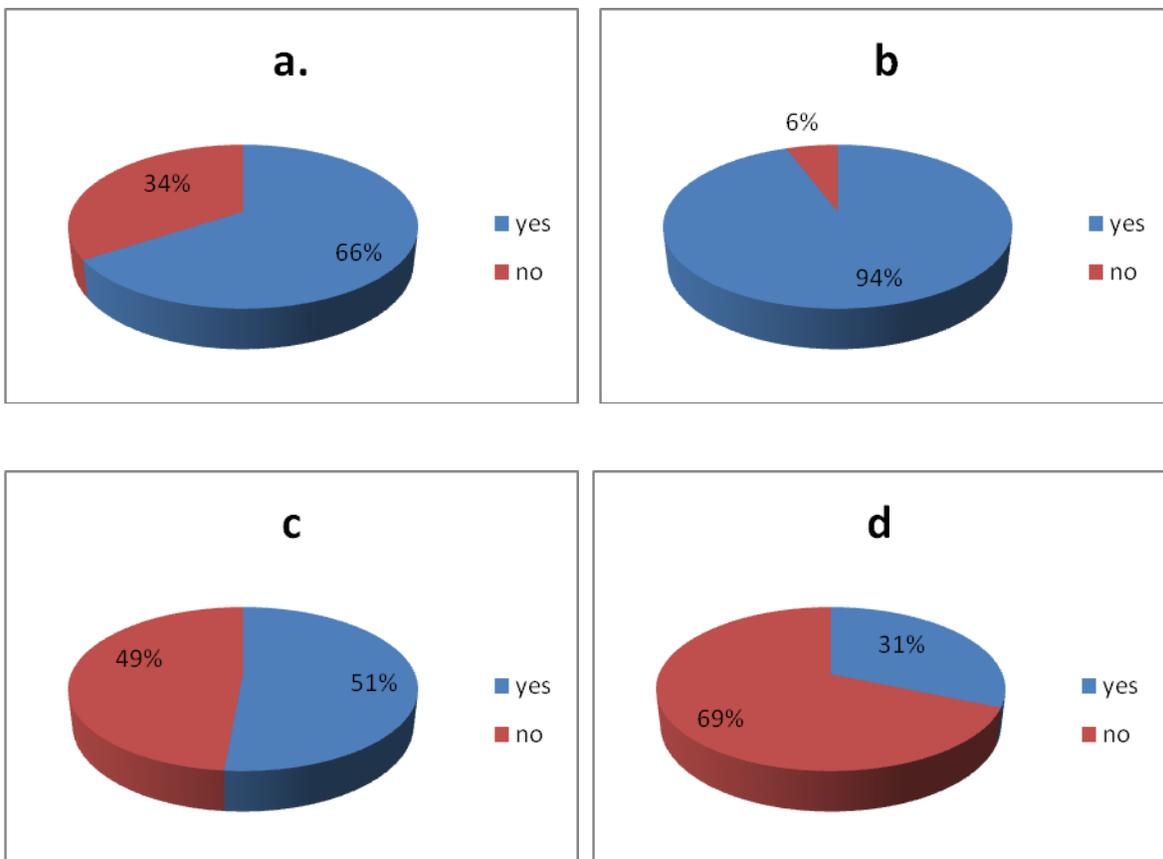


	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. The English teacher should be the one who directs the class all time.	1	6	8	18	2
3. Students always need the supervision of the teacher when developing a task.	2	14	12	7	0
4. Students' learning level depends on their study habits.	16	18	1	0	0
5. students' effort should be reflected on academic results.	11	19	5	0	0
6. Students should spend a lot of time in solving difficult activities	8	17	10	0	0
7. Working in groups requires a higher level of responsibility than working alone.	20	12	2	1	0
8. Students should study the topics they are interested in, and not the ones proposed by the teacher.	9	14	11	1	0
9. Students can evaluate their English learning process on their own.	6	22	6	1	0
10. Grades show the English level of the students.	0	16	7	11	1

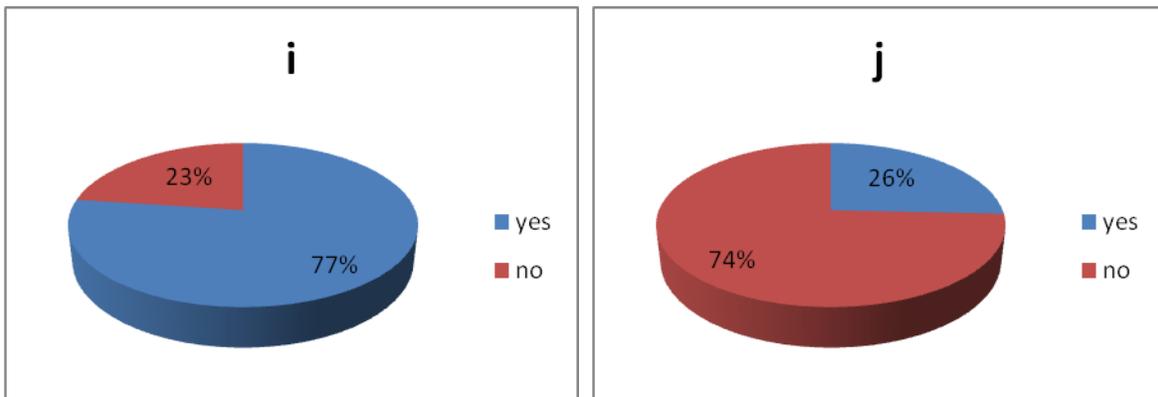
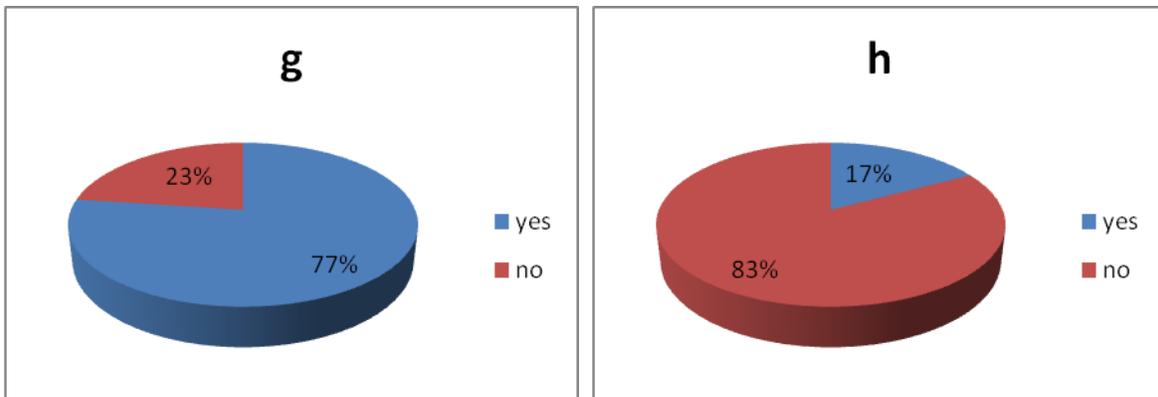
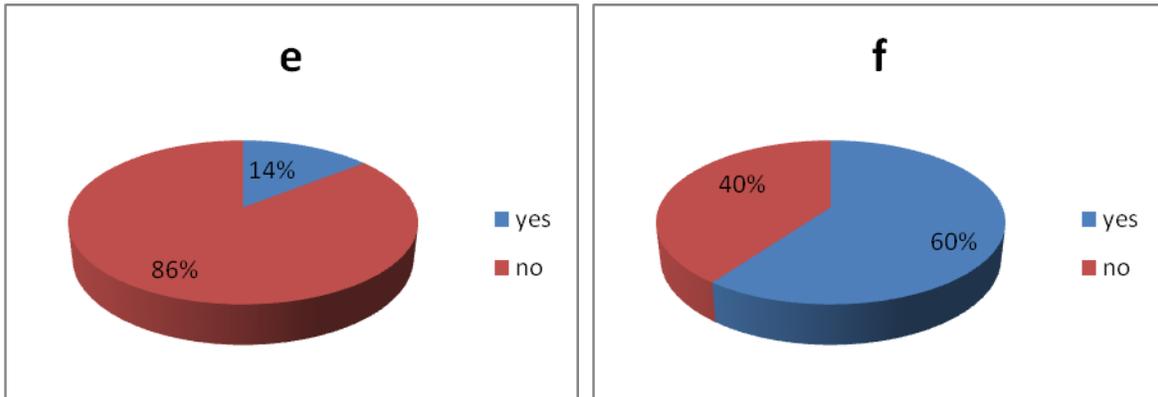
Results in question 2 show that most students changed their perception about the teacher’s role in the class, whose direction is not necessary all time. It means that they developed more autonomy and decision-making in the EFL classroom.

Results in question 10 show that most students changed their perceptions about grades as a reference of the English level. This means that learning the language may have another sense for students where results are not always measured in terms of grades.

11. Which of the following activities do you do on your own to improve your English level?



DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS



	YES	NO
a. Reading short texts	23	12

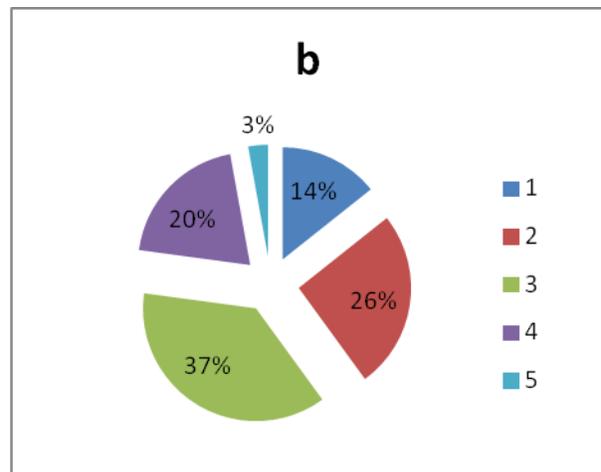
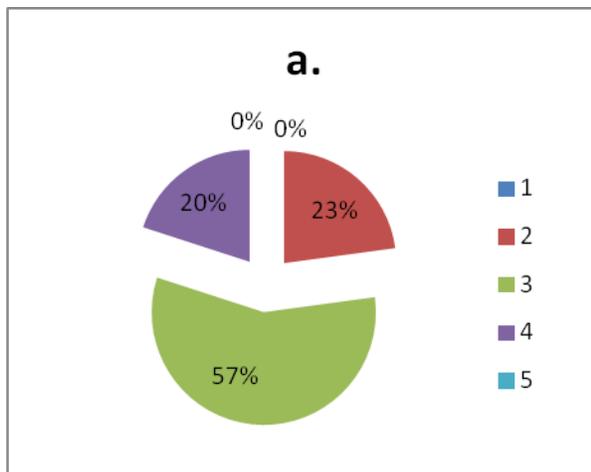
b. Listening to music	33	2
c. Working on the text book	18	17
d. Chatting on the internet	11	24
e. Writing e-mails	5	30
f. Speaking to your friends	21	14
g. Watching movies and TV programs	27	8
h. Writing messages, poems, etc.	6	29
i. Translating songs	27	8
j. Studying on-line	9	26

Results in question 11 show that among the activities they do on their own to improve their English level are speaking to their friends, and translating songs. In comparison with the first questionnaire these two aspects showed a significant improvement, especially the former because most of them did not use to practice the language with others before the implementation. This means that through self-regulated learning students can make English as part of their lives.

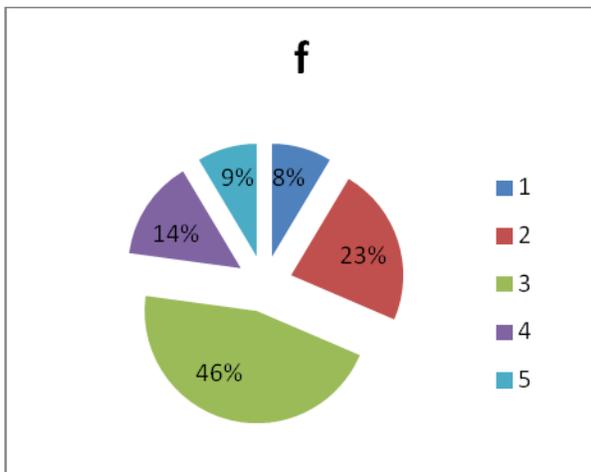
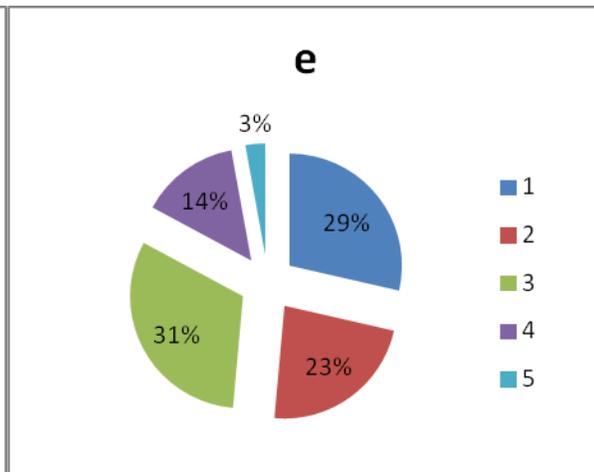
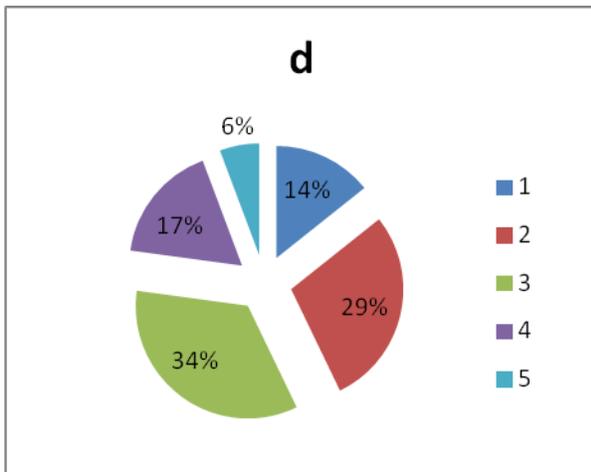
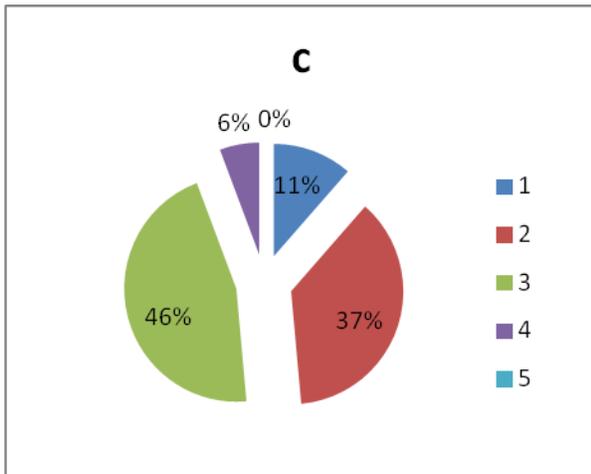
12. Are there any other activities you do on your own to improve your English, which were not mentioned in 11?

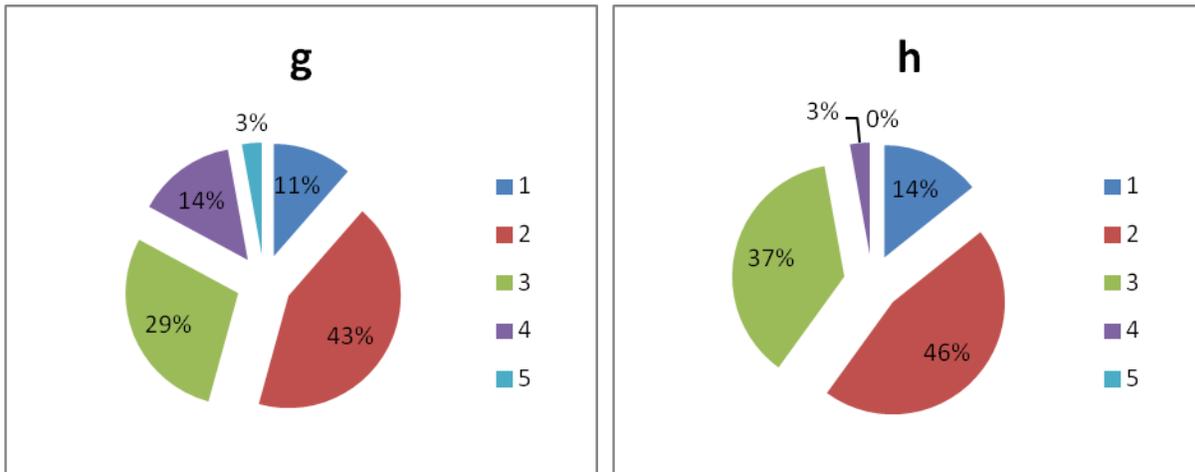
None of them mentioned another different activity.

13. How much do you effort when doing homework? Rate each one using the five point scale (1= most effective, 5 = least effective).



DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS





	1	2	3	4	5
a. Working on grammar and vocabulary with the text book.	0	8	20	7	0
b. Preparing and individual oral activity for the class.	5	9	13	7	1
c. Reading a text and explain it with your own words.	4	13	16	2	0
d. Preparing a role play to perform in class.	5	10	12	6	2
e. Learning a song and try to understand it.	10	8	11	5	1
f. Writing compositions for reading in class.	3	8	16	5	3
g. Looking for additional information to deepen the topic.	4	15	10	5	1
h. Designing material according to the given topic.	5	16	13	1	0

Results in question 13 show that level of effort when preparing an individual oral activity for the class decreased in comparison with the first questionnaire, whereas preparing a role play for the class and looking for additional information presented a slight increase. In relation to the first item,

some students could have not felt confidence to perform orally, either for shyness, or lack of preparation. Regarding the second and third items, since students had the choice to work on their interests, they felt free to perform different activities in class as well as looking for the necessary information on their own to succeed in the assignments.

QUESTIONNAIRE 2A

A final questionnaire was conducted with 40 eleventh graders after the implementation of self-regulated learning in the EFL classroom. The purpose was to find out students' perceptions about this learning system. Here are the answers.

For the question 1 ¿Cómo se sintió durante la implementación del aprendizaje auto-regulado en la clase de Inglés? Some answers were:

Topics were relevant to motivate students	<p>“en algunos ciclos no cumplí mis metas pero si he aprendido sobre los temas escogidos”</p> <p>Muy bien porque los temas eran interesantes</p>
Students developed attitudes such as time management, organization, and responsibility	<p>“utilicé el tiempo como yo quería y también utilizaba mis propios métodos para aprender”</p> <p>Hubo cambios en la forma de controlar el tiempo</p> <p>“el el aprendizaje auto-regulado trabajé mucho más de lo que habitualmente estudio”</p> <p>“Muy bien porque los trabajos se hacían por cuenta propia para aprender”</p> <p>se trabaja por voluntad propia</p> <p>Ayudo a ser mas ordenados</p> <p>“Aprendimos a ser más responsables y hacer las cosas</p>

	<p>sin que nadie nos empuje”</p> <p>Ponía a prueba nuestro nivel de responsabilidad</p> <p>“me sentí muy bien y cómodo porque pude regularme con mis hábitos de estudio, no necesitaba presionarme tanto y salí adelante”</p>
They recognized the importance of the system for their lives	<p>Este método sirve tanto para la clase como fuera de ella</p> <p>Es más fácil aprender sin la presión de las notas</p> <p>“Más que una clase es un aprendizaje para la vida”</p>
They increased their English learning process	<p>“me sentí muy cómodo ya que podía mejorar todas las inquietudes que tenía respecto al Inglés”</p> <p>“he subido mi nivel de inglés”</p> <p>“me sentí bien porque en cada actividad aprendía algo nuevo y también aprendía de mis compañeros”</p> <p>Se aprendieron muchas cosas nuevas en Inglés</p>
Considering students’ own interests makes learning process more meaningful for them	<p>“es un proceso que toma en cuenta nuestros intereses y gustos así como nuestras capacidades a la hora de realizar un trabajo, además se hace porque de verdad se quiere aprender y tenemos la opción de presentarlo como queremos, no como manda el profesor”.</p> <p>“me gustó bastante el hecho de escoger los temas de mi interés, practicar por uno mismo y mostrar un producto final”</p>
Students developed self-efficacy	<p>“la verdad al comienzo me sentí cómodo al momento</p>

<p>sense</p>	<p>de presentarlo a mis compañeros, pero ya después me comenzó a dar timidez ya que ellos presentaban cosas de muy buena calidad. En sí, me pareció muy chévere la forma en que se hizo este proceso porque uno va dejando la pena y coge más confianza en sí mismo”</p> <p>“me sentí muy bien ya que trabajé como yo quería aprender y pues lo logré, el esfuerzo y el empeño eran notorios ya que uno aprendía a su ritmo”</p> <p>“en el trabajo individual no me sentía seguro de mí mismo, pero cuando era en grupo sentía que debía sacar todo mi esfuerzo por mis compañeros y para mí mismo”</p> <p>“Me sentí con mayor responsabilidad ya que no había una nota, sino que me ayudaba para la vida y demostrarme a mí mismo que puedo hacer las cosas”</p>
<p>Understanding of the topic and strategic plan make Ss. feel comfortable in the process.</p>	<p>“me sentí bien porque hay cosas que uno no sabe y empieza a aprender o a recordar, y así mismo el esfuerzo de uno puede mejorar o bajar de acuerdo a la responsabilidad”</p> <p>Se tiene la libertad para trazar sus metas y hacer lo posible para desarrollarla.</p> <p>“Era complicada la explicación en Inglés, pero me sentía bien cuando la actividad si la entendía”</p>

In question 2 ¿Esta forma de trabajo promovió algún cambio en otros entornos de su vida?

SI	NO
31	4

Some of the responses were:

<p>This way of working changed students' perceptions about learning.</p>	<p>“en mí despertó ese sentido de organización, investigación y lo más importante, el aprendizaje que por medio de éste adquirí”</p> <p>“aprendí a hacer las cosas, no por una nota, sino para aprender algo más”</p> <p>“yo estoy acostumbrado a trabajar con notas, y esta manera de trabajar cambió la manera de ver el estudio”</p>
<p>Students learnt how to manage time and recognized the importance of it.</p>	<p>“aprendí a manejar mi tiempo mejor y así cumplir con lo que tenía que cumplir, a ser más responsable y mejorar en la actitud de escucha”</p> <p>“aprendí a aprovechar el tiempo y no desperdiciarlo en cosas que no valen la pena”</p> <p>“me ayudó a organizar mi tiempo, a colocar unos horarios, a tener más compromiso y responsabilidad”.</p> <p>“gracias a este tipo de trabajo he mejorado en cuanto al qué hacer, en manejar mi tiempo para otras cosas”</p>
<p>They appreciate the application of the system in other contexts and fields of</p>	<p>“Me ayudó a controlar mi tiempo y así poder aprender mejor, no solamente en Inglés, si no en</p>

<p>study.</p>	<p>otras materias y en el trabajo”.</p> <p>“porque en mi casa me he comportado mejor ya que no me da pereza y ayudo a hacer oficio en mi casa, también le dedico más tiempo de estudio al Inglés y no sólo en esta materia sino en todas”.</p> <p>“regulo mi tiempo, mis hábitos de estudio, tal vez aumentó mi nivel de responsabilidad y en mi casa ya no espero a que me manden a hacer alguna labor , yo la hago por voluntad propia ¡me autoregulo”</p> <p>“porque se acomoda mucho para la vida, no sólo para esta clase y ayuda mucho a las actitudes que tomamos”</p> <p>“Aprendí a auto-regularme en otras áreas del conocimiento, además mejoré mis hábitos de estudio”</p>
<p>Through this system students recognize elements for their well-being</p>	<p>“yo digo que si porque esto me ha quitado un poco la pereza y esto me alegra ya que es por el bienestar para mí mismo”</p> <p>“porque a la hora de hacer algo lo hago por mí mismo sin esperar nada a cambio”</p>

In question 3 ¿Qué aspectos puede resaltar de este sistema? Por qué?

Some responses were:

<p>Some elements students highlighted from this system are time management, organization, autonomy, self-confidence, respect, responsibility, effort, own interests, team work, teacher’s support, learning style, goal setting and strategic plan, and students’ own interests,</p>	<p>“El manejo del tiempo, porque te ayuda a realizar diferentes tareas y puedes lograr muchas cosas tanto a nivel personal como intelectual”</p> <p>Exposiciones con temas de interés</p> <p>Las actividades realizadas como canciones,</p>
--	---

	<p>dibujos. Etc.</p> <p>“La ayuda del docente en este tipo de aprendizaje también es algo para resaltar, ya que a pesar del trabajo por sí mismo, el docente es una parte muy importante”</p> <p>“mira la capacidad de aprendizaje”</p> <p>“La autonomía porque muchos de nosotros que vivíamos presionados por una nota y que por eso trabajábamos, ya no, ahora hacemos las cosas porque nos nace hacerlas”</p> <p>“regulación para plantear metas y rutas para lograr un objetivo”</p> <p>El trabajo al ritmo de cada uno</p> <p>“este sistema ayudó a resaltar que algunos pueden aprender más de lo que piensan sin necesidad de que el profesor nos lo diga”</p> <p>“Resalto el hecho de partir de los intereses de los estudiantes pues ayuda a que el aprendizaje sea más ameno y llama más la atención”</p>
--	--

In question 4. Las metas propuestas en los ciclos:

- a. Se cumplieron en su totalidad
- b. Se cumplieron en gran medida
- c. Se cumplieron muy poco
- d. No se cumplieron

		COMMENTS
--	--	----------

a	0	
b	20	Students reached almost all their goals because they made an effort and commitment, there were clear goals, there was understanding of the topics, they developed a strategic plan, they looked for additional information from other sources, they increased their English level, they developed self-confidence, and they worked on their interests.
c	13	Some students did not achieve the majority of their goals because they did not make an effort, and there was a lack of confidence and responsibility
d	2	

In question 5. ¿utilizó alguna estrategia para la presentación de evaluaciones escritas? Mencíonelas según sea el caso.

- a. Siempre b. Casi siempre c. Algunas veces d. Casi nunca e. Nunca

a	b	c	d	e
3	10	11	4	7
Some strategies mentioned				
Using list of verbs, internet and dictionary to study, organize time, practice through exercises, ask for help, spend extra time to study, do self-evaluations constantly,				

learn verbs and their conjugation, write key sentences to remember the topic, write sentences, repeat what is not clearly understood, make a great effort, study what was learnt in class.

In question 6. ¿Siguió un plan de trabajo para el desarrollo de las actividades propuestas ?

- a. Siempre b. Casi siempre c. Algunas veces d. Casi nunca e. Nunca

a	b	c	d	e
11	13	9	2	0

Results in this question show that most of the students followed a work plan for the development of activities. This means that that were able to organize themselves in the search of their goals.

In question 7. ¿Podría mencionar algunas estrategias que hayan funcionado durante el proceso?

Si No

Some of the aspects they mentioned were:

Select and study verbs, ask for help, spend a lot of time and effort, practice dictations, practice songs and learn new vocabulary, practice in front of the mirror the oral presentations, write sentences, evaluate their process constantly, working a lot at home, manage time, choose topics of real life, watch videos, study pronunciation, design a work plan and follow the strategies, practice English with other people, watch t.v. programs and identify topics and vocabulary, read English texts, design games to practice, set goals

according to their English level and capacities, take advantage of free time, design a personal schedule

In question 8. En cuanto a su nivel de Inglés:

- a. Mejoró b. Desmejoró c. Se siente igual

a	b	c
25	3	7

Some comments were:

<p>Ss. Increased self-confidence and decisión-making</p>	<p>“porque es la confianza en uno mismo e hice cosas por mí misma”</p> <p>“porque me arriesgué a hacer cosas diferentes para soltarme más a la hora de explicar algo”</p> <p>“me daba pena pasar al frente a explicar, en este caso uno aprende a confiar en uno mismo”</p> <p>Hubo esfuerzo y empeño</p>
<p>Ss. Recognized improvements in the language learning, especially topics related to verbs, and vocabulary</p>	<p>Se profundizó en temas</p> <p>Se adquirió mayor habilidad de comunicación durante el proceso</p> <p>“me siento con nuevas bases, miré otras formas de implementar el Inglés en mi vida”</p> <p>“aprendí más cosas que se me dificultaban; aprendí a cómo manejar los tiempos verbales y de nuevos verbos que no conocía”</p> <p>“mejoró tanto en la parte escrita como en la de pronunciación y entendimiento. Antes no escribía tanto en Inglés como ahora y mucho</p>

	<p>menos me expresaba a la hora de hablar”</p> <p>Se aprendió mucho vocabulario y verbos</p> <p>“mejoró muchísimo porque pude aprender cosas que se me dificultaban y las pude tener claras, además aprendí muchas cosas nuevas e interesantes”</p> <p>“me ayudó a prender de una manera diferente”</p> <p>“aprendí cosa que no sabía, que al principio parecían difíciles pero al final no era tan complicado como parecía, ahora me siento más motivado a hacer las cosas en Inglés”</p>
--	--

In question 9. ¿Cuál fue su nivel de esfuerzo en el desarrollo de las siguientes actividades? Indique en la escala de 1 a 5 (1= es la más efectiva, 5 = la menos efectiva).

	1	2	3	4	5
a. Desarrollo de actividades de gramática y vocabulario	2	12	14	6	1
b. Preparación de actividades orales individuales para la clase	9	10	3	8	5
c. Preparación de actividades grupales para la clase	6	13	10	4	2
d. Lectura de un texto y prepararlo con sus propias palabras	5	11	8	9	2
d. Preparación de una obra para representar en clase	6	10	10	5	4
e. Aprender y practicar una canción	5	11	11	7	1
f. Realizar composiciones escritas	5	7	11	10	2
g. Buscar información adicional para profundizar en los temas	11	10	10	3	1
h. Diseñar su propio material para la presentación de los temas	9	9	9	6	2
Otra?Cuál?					

Results show that among the activities that represent the highest scale of effort were Looking for additional information to deepen in the topics, followed by Preparing group activities for the class, and the activities that represent the lowest scale of effort were Preparing individual oral activities, followed by Writing compositions. This means that during the implementation of self-regulated learning, students studied on their own and increased their knowledge in order to perform better activities. On the other hand, working in groups seemed to be a demanding aspect in the searching of the goals.

APPENDIX 4

FIELD NOTES

	CLASS OBSERVATION FIELD NOTES	
	SITE: BOSANOVA SCHOOL DATE: March 13, 2013 GRADE: 1102 SHIFT: Morning TIME: 8:55 a.m TEACHER: Alicia Galindo CYCLE: 2 Page # 1	
	RESEARCH QUESTIONS: How might EFL eleventh graders foster metacognitive skills through the implementation of self-regulated learning? SUB-QUESTIONS Which study skills do students develop when implementing self-regulated learning in an EFL classroom? What is the level of self-efficacy that EFL eleventh grade students achieve in the process of self-regulation?	
	TOPIC: REPORTED SPEECH	
	OBSERVATIONS	COMMENTS
1 2 3 4 5 6	Today; I can see students working on the grammar part, they look up the dictionary, search material in different sources like magazines and books. Some of them are trying to deal it the topic on their own without asking me. I see a group where two of them are not doing too much, they are very distracted and are not helping her group. Another pair is working almost individually, do not talk too much one another, they only look at the book and write sentences. There are some	There is not evident the team work Similar levels may either

<p>7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</p>	<p>girls who seem to be very excited with their activity, they speak loudly, they rehearse a song; their classmates look at them continuously. The groups of low English level seem to work, they are writing examples in their notebooks. There is a person in each group who is trying to lead the activity, but I realize that the reported speech is kind of difficult for some of them and they are not very motivated. I see again the two students who are not working, just wasting time looking at the others' work. The group of the dynamic girls wants to be observed and listened by the rest of the class. The majority of the group is quite relaxed and calm. There is more work in the written part than in the oral one. Some of the boys seem to be tired, they do not talk too much about the topic or the strategies they are following. They work as if it was just a group work but not with the interest that should be required to attain a personal goal, they actually do not bring any additional material or information to make their work of quality. Others speak about different issues and take their time to work from time to time. Another group of girls ask one another about one aspect of the topic to know how they could include it in their activity. Two girls ask me about grammar and the organization they have. One of the good students gets closer to a group of the boys who is wasting time in order to help them and give some ideas for their activity, he explains them by taking a list of verbs. Meanwhile, his peer is really concentrated and committed with the advances of his work. Other two students ask me about grammar, this part is very dense for them and they get like bored and tired. It is evident that students are having too much time to develop their activities because not everyone is working since they are behaving as if everything was already done.</p>	<p>increase, or decrease level of motivation Strategies in the team work seem not to be clear There is not awareness about the time The help of the teacher is important to develop students' strategies.</p>
---	---	--

APPENDIX 5

INTERVIEWS

	TRANSCRIPTION OF VIDEO-RECORDED INTERVIEW	
	<p>SITE: BOSANOVA SCHOOL</p> <p>DATE: , 2013 GRADE: 1102 SHIFT: Morning TIME: a.m TEACHER: Alicia Galindo</p> <p>ACTIVITY: Casual Unstructured Interview Page # 1</p> <p>INTERVIEWEE:</p>	
	<p>RESEARCH QUESTIONS: How might EFL eleventh graders foster metacognitive skills through the implementation of self- regulated learning?</p> <p>SUB-QUESTIONS</p> <ul style="list-style-type: none"> • Which attitudes do students develop when implementing self-regulated learning in an EFL classroom? • What is the level of self-efficacy that EFL eleventh grade students achieve in the process of self-regulation? 	
	TRANSCRIPTION	COMMENTS
	<p>T: Bueno chicos, vamos a hacer la evaluación de los ciclos que hemos hecho del sistema de auto-regulación, la idea es que ustedes expresen cuáles son sus percepciones acerca de este aprendizaje auto-regulado, y pues obviamente que sean lo más sincero posible, la primera pregunta: ¿cómo se han sentido con este sistema de aprendizaje?</p> <p>S1: Bueno pues personalmente me he sentido bien porque hemos manejado cosas que nos gustan, o sea me he sentido bien en la forma que aprendo a mi modo y sé que debo hacer algo y cuándo lo debo hacer por mi propia cuenta.</p> <p>T: Listo ¿Te gusta?</p>	<p>Student's own interests motivate the self-regulated learning.</p>

<p>S1: si</p> <p>T: Bueno.</p> <p>S2: pues opino muy parecido a Fabián, o sea últimamente el trabajo así auto -regulado pues, es mucho mejor, de trabajar al gusto de uno y lo que uno le gusta, los temas que uno quiera trabajar (...) o sea es mejor porque uno aprende por uno mismo o sea (..) no sólo para la clase de Inglés así como así {lol}</p> <p>T: ¿Te has sentido cómodo?</p> <p>S2: Bastante!</p> <p>S3: Yo {lol}. yo opino lo mismo que Jeisson, me parece que sí (...) uno aprende a, a su forma a su (?) de acuerdo a como uno, uno hace las cosas uno aprende, entonces eso, eso más nos sirve para la vida cotidiana y para todas las materias me ha servido mucho, ya uno se (?) como hace las cosas ya (...) es mejor! {lol}</p> <p>S4: No pues yo digo que es chévere trabajar algo que uno le gusta o sea algo que uno le interese, porque uno aprende es lo que le interese, entonces es más fácil como eso, expresarse y estudiar lo que a uno le gusta es chévere, porque a usted le va a servir no sólo, no solo para cada clase sino para su vida personal o sea para la social, es muy bacano.</p> <p>S5: Y {lol} pues por mi parte también me he sentido súper cómoda porque pues este método es como bueno ¿sí? porque eee no solo me ayuda en la clase de Inglés porque pues he avanzado mucho en ingles eee, sino en las demás materias como ya lo he dicho, y pues, no si es súper cómodo porque tu escoges lo que vas a hacer, el tema que quieres aprender y todo eso y pues es (...) súper</p>	<p>Students recognize that this system can be applied in other fields of their lives</p>
---	--

APPENDIX 6

INSTRUCTIONAL DESIGN – WORKING PLAN 2013						
STAGE	SESSION	TOPIC	LINGUISTIC TOPIC	METACOGNITIVE OBJECTIVE	ACTIVITY	COLLECTED DATA
CYCLE 1	1-2 PLANNING Modeling strategies and goal setting	Giving advices	<p>Writing: To give advices in different contexts of their interest through written productions.</p> <p>Speaking: To make an oral presentation related to the prior selected topic by showing the use of modals</p>	<p>To explore students' ability to identify their own needs and goals.</p> <p>To examine students' ability to organize own strategies and procedures to pursue these</p>	<p>In this stage, the topic will be explained first. Students need to have very clear the use of modals in context, so oral and written practice will be necessary through some readings and exercises from the text.</p> <p>They will have to look for deeper information for a better understanding.</p> <p>After that, it is very important to explain very widely the goal setting, They must be well oriented because they will think of their own skills and capacities to set real goals. That is why, in this first cycle students will work in pairs of similar English level. In</p>	In these sessions I want to see how students understand and design a learning goal and a working plan to reach their goal

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

				goals in accordance with their English level.	addition, different strategies will be presented as a model so that students have an idea to design their own.	
	3-4 IMPLEMENTING Development of the strategies			To identify the understanding of the task purpose.	In this stage, students will begin to work on what they have planned and with the communicative skills they feel more comfortable. Some activities are proposed, but they can change them according to their interests. They will choose the way to reach their goal, and will be free to use different kind of sources as well as methodology. For instance, they can only select one communicative skills and include the modals they consider according to their learning goal. In that way some of them will write an article, others will make up a poster to do an oral presentation, etc...	In these stages I will be focused on how well students understood the task purpose and how they support one another in the team work while implementing their strategies in order to use modals.

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

	<p>5-6</p> <p>MONITORING</p> <p>Revision of the strategies and possible changes</p>			<p>To observe the effectiveness of pair and group work.</p>	<p>In this session, students will revise their strategies and advances they have had in order to make the necessary improvements.</p> <p>Students will analyze if the task they are developing goes with their purposes and if they have worked enough to get a final product.</p>	<p>Here, I would like to get insights on students' strategies to develop a task related to their capacities.</p>

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

	<p>7-8</p> <p>REFLECTION</p> <p>Students and teacher´ feedback</p>			<p>To recognize the students´ ability to organise their own strategies and procedures to achieve their goals, in accordance with their interests and capacities</p>	<p>Students will perform their final product in the different groups.</p> <p>After doing this, they will have the opportunity to talk about their own work and others, how they felt, the level of achievement they reached, limitations they faced, etc. This first cycle is very important because from here students self-evaluate to make the necessary changes for the next ones</p>	<p>I want to perceive how much they make an effort to face the task.</p>
--	--	--	--	---	---	--

INSTRUCTIONAL DESIGN – WORKING PLAN 2013

INSTRUCTIONAL DESIGN – WORKING PLAN 2013						
STAGE	SESSION	TOPIC	LINGUISTIC TOPIC	METACOGNITIVE OBJECTIVE	ACTIVITY	COLLECTED DATA

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

<p>CYCLE 2</p>	<p>1-2</p> <p>PLANNING</p> <p>Modeling strategies and goal setting</p>	<p>Reported Speech</p>	<p>Writing:</p> <p>To report statements, questions and commands.</p> <p>Grammar:</p> <p>To report in different tenses and statements and identify its rules.</p>	<p>To explore students' ability to identify their own needs and goals.</p> <p>To examine students' ability to organize own strategies and procedures to pursue these goals, in accordance with their English level.</p>	<p>In this stage, the topic will be given as a generalization and students will work on their own for a better understanding and practice. This time they will work with four people for the complexity of the topic and the role it plays in communication.</p> <p>As in the first cycle, it is necessary to explain the goal setting, by using as many examples as possible so that students are getting more practice in doing so.</p> <p>Different strategies will be presented as a model so that students have an idea to design their own. They will have to look for the contexts where the reported speech is commonly used as well as the tenses they will work with, according to their level.</p>	<p>In these sessions I want to see how well students design a learning goal related to reported speech and a working plan to reach their goal by taking into account the feedback of the first cycle.</p>
	<p>3-4</p>			<p>To find out students' ability to learn effectively in</p>	<p>In this stage, students will look for deeper information related to</p>	<p>In these stages I will be focused on how well students</p>

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

	<p>IMPLEMENTING</p> <p>Development of the strategies</p>			<p>activities which require high levels of effort</p>	<p>reported speech and prepare both, the oral and written activities. They will develop their strategies and the working plan.</p>	<p>understood the task purpose and how they support one another in the team work while implementing their strategies to manage the reported speech.</p>
	<p>5-6</p> <p>MONITORING</p> <p>Revision of the strategies and possible changes</p>			<p>To identify students' awareness of their own strengths and weaknesses as learners.</p>	<p>Students will check their progress, they will make final decisions on the way they are working, they will analyze if they are achieving the goal and what they have to improve and implement to overcome possible difficulties</p>	<p>Here, I would like to appreciate if they are communicating in English more frequently and how effective they are learning the reported speech by taking advantage of the time.</p>

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

	<p>7-8</p> <p>REFLECTION</p> <p>Students and teacher' feedback.</p> <p>Self-evaluation</p>			<p>To determine students' ability to learn effectively (both linguistically and socioculturally).</p>	<p>Students will perform their final product with the whole class.</p> <p>After doing this, they will present a written evaluation where they will have the opportunity to work on the topics they have studied. This part will be individually.</p> <p>Finally the will talk about their own work and others, how they felt, the level of achievement they reached, limitations and difficulties they faced, etc. Since this second cycle will consider the individual and group work, the reflection will contain the two parts</p>	<p>In this session I want to figure out the resiliency towards failure, and to check the effectiveness of the strategies to learn the language.</p>
--	--	--	--	---	---	---

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

SESSION	STAGE	TOPIC	LINGUISTIC TOPIC	METACOGNITIVE OBJECTIVE	ACTIVITY	COLLECTED DATA
Cycle 4	1-2 PLANNING Modeling strategies and goal setting	Topic of interest	Reading: To read authentic material Speaking: To talk about the selected topic.	-To identify students' ability to identify their own needs and goals.	In this stage, students will be given the possibility to choose one topic which has represented a certain level of difficulty during their learning process, and they will have to select the strategies to overcome this difficulty. With the chosen topic they will prepare a final product to be shared with the class in which they will show evidences of the utility of this in real contexts. The goal setting must be very specific so that they are able to attain it.	In these sessions students might test their capacity to face challenges regarding their needs, so I might get insights of how they self-regulate to reach their goals.

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

	<p>3-4</p> <p>IMPLEMENTING</p> <p>Development of the strategies</p>			<p>To examine students's ability to organize own strategies and procedures to pursue these goals, in accordance with their English level and interests.</p>	<p>Students will develop their strategies which must be oriented to the better understanding of the topic. All communicative skills are possible to use depending on students' work plan.</p>	<p>It is important to find out which strategies students might develop when something calls their attention and when they can express themselves in English.</p>
	<p>5-6</p> <p>MONITORING</p> <p>Revision of the strategies and possible changes</p>			<p>To explore the level of understanding of the task purpose.</p> <p>To identify the ability to design and use suitable materials for self-directed learning</p>	<p>Students will realize how they go and how much they have reached according to their goal. They will evaluate the selected strategies and determine if they are appropriate to their capacities. They will consider, either the implementation of new strategies, or the selection of a new topic.</p>	<p>Through a creative presentation of the topic, I want to see how much they have advanced, which different proposals might emerge from their own English learning process.</p>

DEVELOPING SELF-REGULATED LEARNING WITH EFL ELEVENTH GRADE STUDENTS

	<p>7-8</p> <p>REFLECTION</p> <p>Students and teacher´ feedback.</p> <p>Self-evaluation</p>			<p>To determine students´ ability to learn effectively (both linguistically and socioculturally).</p>	<p>Students will make a promotion of their topic (as if it was a commercial product) they will feel free to use variety of resources to support their work.</p> <p>After doing this, they will talk about their own work and others´, how they felt, the level of achievement and then effectiveness they reached, limitations they faced, the experience of working alone, the usefulness of the task, etc.</p>	<p>Here, I would like to get insights on students´ language learning effectiveness by taking into account time management and effort, through the use of materials.</p>
--	--	--	--	---	--	---