Metacognition and Learner Autonomy: a case study on the learning experiences of self-taught bilingual CSRs at a call center.

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Metacognition and Learner Autonomy: a case study on the learning experiences of self-taught bilingual CSRs at a call center.

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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.»

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Abstract.

This document presents a final report of the qualitative case study titled *"Metacognition and Learner Autonomy: a case study on the learning experiences of self-taught bilingual CSRs at a call center",* which was carried out with a group of 6 self-taught non-native English speakers who work as customer service representatives at a bilingual call center. The main objective of the study was to inquire about the role of metacognition and Learner Autonomy in the English Language Learning Experience of the participants. The methods for data collection were questionnaires and video-recordings in the shape of The Metacognitive Awareness Inventory (MAI) by Schraw, G. & Dennison, R.S. (1994)., The Strategy Inventory for Language Learning (SILL) by Oxford, R (1986), The Semi-structured Interview for self-taught non-native English Speakers designed by the researcher himself based on the MAI. The analysis and triangulation of the data showed that all of the participants had high levels of metacognitive awareness (LOMA), which means that they all were adept at deeply knowing themselves as learners metacognitively speaking. Besides, it was also found that among the different language learning strategies proposed by Oxford, Metacognitive Strategies were the most preferred ones by the participants. Furthermore, it was found that Metacognition and Learner Autonomy were mainly present in terms of a strong sense of commitment and responsibility for the learning process by making the participants taking control of their language learning process as knowers and regulators of it. On the other hand, it was found that regulation of the learning process in aspects of planning and evaluation was the most challenging aspect of the learning experience for most of the participants.

Keywords: Metacognition, Metacognitive Knowledge/Awareness, Metacognitive Strategies/Skillfulness, Learner Autonomy.

Resumen.

Este documento presenta el informe final del estudio de caso cualitativo titulado *"Metacognición y Autonomía del Alumno: un estudio de caso sobre las experiencias de aprendizaje de RSC bilingües autodidactas en un call center",* el cual se llevó a cabo con un grupo de 6 hablantes de inglés autodidactas no nativos que trabajan como representantes de servicio al cliente en un call center bilingüe. El principal objetivo del estudio fue indagar sobre el papel de la metacognición y la autonomía del alumno en la experiencia de aprendizaje del idioma inglés de los participantes. Los métodos para la recopilación de datos fueron cuestionarios y grabaciones de vídeo presentados en The Metacognitive Awareness Inventory (MAI) de Schraw, G. & Dennison, R.S. (1994)., The Strategy Inventory for Language Learning (SILL) de Oxford, R (1986), The Semi-structured Interview for self-taught non-native English Speakers diseñada por el investigador mismo basándose en el MAI. El análisis y la triangulación de los datos mostraron que todos los participantes tenían altos niveles de conciencia metacognitiva (LOMA), lo que significa que todos eran expertos en conocerse profundamente a sí mismos como estudiantes en términos metacognitivos. Además, también se encontró que, entre las diferentes estrategias de aprendizaje de idiomas propuestas por Oxford, las Estrategias Metacognitivas fueron las más preferidas por los participantes. Además, se encontró que la metacognición y la autonomía del alumno estaban presentes principalmente en términos de un fuerte sentido de compromiso y responsabilidad por el proceso de aprendizaje al hacer que los participantes tomaran el control de su proceso de aprendizaje de idiomas como conocedores y reguladores de este. Por otro lado, se encontró que la regulación del proceso de aprendizaje en aspectos de planificación y evaluación fue el más desafiante de la experiencia de aprendizaje para la mayoría de los participantes.

Palabras clave: Metacognición, Conocimiento/Conciencia Metacognitiva, Estrategias/Habilidad Metacognitiva, Autonomía del Alumno.

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2. Descripción
Tesis de grado de Maestría en Enseñanza de Lenguas Extranjeras (EFL) con un foque cualitativo de estudio de caso trabajado con 6 representantes de servicio al cliente de un call center bilingüe cuyas experiencias de aprendizaje del idioma inglés fueran mayormente autónomas y sin formación formal. En total se trabajó con 3 mujeres y 3 hombres, de nacionalidades colombianas y peruanas (4 agentes de Colombia y 2 de Perú) como modo de tomar una muestra realista de la población del call center en cuestión. La investigación tiene como objetivo indagar sobre las experiencias de aprendizaje del idioma inglés en hablantes no-nativos quienes aprendieron la lengua extranjera de manera autodidacta con el fin de comprender a cabalidad el papel de la metacognición y autonomía del aprendizaje para el análisis de dichas experiencias. Teniendo en cuenta el contexto global en el que el manejo del idioma inglés se hace cada vez más necesario, y partiendo de la experiencia docente del investigador al igual que la experiencia laboral en la industria BPO, se revela un interés por comprender el papel desempeñado por la metacognición y la autonomía del aprendiz al momento de enfrentarse a una experiencia autodidacta de aprendizaje de una lengua extranjera, particularmente al notar que mientras existen muchos casos de personas que a pesar de recibir educación y/o instrucción formal en la lengua tienden a fracasar, mientras que ejemplos como el de los participantes en cuestión, que sin necesidad de formalmente estudiar la lengua logran desarrollar su competencia comunicativa al punto en que se pueden desempeñar en un ambiente laboral con ella. Después de hacer una revisión literaria exhaustiva de los conceptos de metacognición, Conocimiento/Conciencia Metacognitiva, Estrategias/Habilidad Metacognitiva, Autonomía del Alumno al igual que un estudio del arte de casos nacionales e internacionales con referencia a la

metacognición y autonomía de los estudiantes, se procede a implementar una encuesta de la cual se busca obtener una muestra de agentes bilingües cuyo aprendizaje del inglés tomó lugar principalmente de manera autodidacta. Para ello se usó un Google Forms (Ver anexo X) y surgió un número de más de 30 asesores en total que podrían participar en el estudio de caso. Posteriormente, revisando sus indicadores de desempeño y su disponibilidad horaria se escogen a 6 participantes en total para el estudio. El planteamiento para la recolección de los datos se hace teniendo en cuenta dos de los cuestionarios más implementados en materia de metacognición y estrategias de aprendizaje de idiomas: The Metacognitive Awareness Inventory (MAI) de Schraw, G. & Dennison, R.S. (1994)., The Strategy Inventory for Language Learning (SILL) de Oxford, R (1986). El role de dichos cuestionarios es dar data que pueda ser cuantificable buscando tener objetividad para el análisis de la información. No obstante, con el fin de darle voz a los participantes del estudio, el investigador diseñó una entrevista semi-estructurada basada principalmente en el MAI para poder escuchar de primera mano las experiencias de aprendizaje del inglés de los participantes en cuestión.

Después de aplicar los tres instrumentos anteriormente mencionados (cabe resaltar que la aplicación de cada uno de ellos tomó lugar en tres sesiones distintas) se procedió con el análisis y triangulación de la información obtenida. De manera individual se observa que el MAI denota un alto nivel de conciencia cognitiva en todos los participantes del estudio, la cual muestra niveles altos de conocimiento de la cognición y regulación de la cognición, siendo esta última la más desafiante para los participantes en general con referencia a la planeación y evaluación de sus procesos de aprendizaje (ver anexo X). Por otra parte, el SILL denota que las estrategias de aprendizaje del idioma inglés predominantemente preferidas por los participantes fueron las metacognitivas seguidas por las cognitivas y las sociales. De igual modo, el análisis de la entrevista

corrobora los altos niveles de conciencia metacognitiva que los agentes tuvieron durante sus experiencias de aprendizaje del idioma inglés, al igual que otros elementos como la relevancia del input y la motivación durante el proceso de aprendizaje. Sin embargo, luego de una triangulación de la información obtenida a través de los distintos instrumentos implementados, se denota que el role principal de la metacognición y la autonomía en el aprendizaje se manifiesta en materia de conocimiento personal sobre el aprendizaje empalmado en la forma de conocimiento declarativo, procesal y condicional, lo cual en resumen se traduce en conocerse así mismo en temas de motivación, habilidades, uso de estrategias y conocer cuando se deben hacer ajustes; es decir tomar responsabilidad por el proceso de aprendizaje del idioma en modo general.

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Contenidos
El presente proyecto de investigación está dividido en 6 capítulos: En el capítulo 1 se da una introducción de lo que el estudio plantea en modo general. Se explica de modo conciso el contexto global que se tiene en cuenta para el estudio al igual que los justificantes que delegan relevancia al abordamiento de la experiencia investigativa en cuestión. De igual modo, se plantea la utilidad del estudio en materia de sus aportes al ámbito investigativo de la enseñanza y aprendizaje de las lenguas. En ese orden de ideas se plantean las preguntas y objetivos de investigación. En el capítulo 2 se presenta el marco teórico, buscando hacer un recuento literario de los conceptos de Metacognición, Conocimiento/Conciencia Metacognitiva, Estrategias/Habilidad Metacognitiva, Autonomía del Alumno para entender a cabalidad las implicaciones de cada una de ellas y tener en cuenta los elementos cognitivos que tomaron lugar en las experiencias de aprendizaje de los participantes en cuestión. El capítulo 3 abarca el estado del arte del tema de investigación abordado. Para ello se hace un recuento de tres estudios internacionales y tres estudios nacionales fundamentados en la implementación de la metacognición y la autonomía de los estudiantes como medios principales para obtener resultados positivos en la enseñanza y aprendizaje de lenguas extranjeras como el inglés.

El capítulo 4 describe la metodología y diseño metodológico implementado en la investigación explicando de modo muy detallado cada una de las fases e instrumentos utilizados para cubrir las experiencias de aprendizaje de los participantes del estudio.

En el capítulo 5, de igual modo se analizan los datos de modo exhaustivo cubriendo todos los detalles necesarios para tener datos cuantitativos y cualitativos que permitan la comprensión de los aspectos establecidos para la indagación de las experiencias de aprendizaje.

El capítulo 6 contiene una discusión de los resultados analizados, las conclusiones e implicaciones del estudio. Se procede a hacer una descripción de las categorías emergentes de la triangulación de la información y posteriormente se dan conclusiones generales de todos los resultados arrojados por el estudio, los cuales responden a las preguntas de investigación planteadas inicialmente.

Tabla de contenidos

Chapter 5.

Chapter 1.

Research Statement and Rational.

Introduction.

The present research has as main purpose to inquire about the extent to which metacognition played a role in the English language learning process of bilingual non-native-English-speaker customer service agents from a multinational call center who learned the language empirically and autonomously. The idea for this research project was conceived from two reasons: firstly, the relevance that the English language poses to the world, and secondly the difficulties that the teaching and learning practice of this language has been facing for decades in matters of learner's lack of autonomy and unsatisfying outcomes regarding teaching/learning processes.

Over the past century the world has experienced a social, economic, technological, and communicational process which has greatly transformed the way people behave and interact (Tsui & Tollefson, 2007. P. 54). Thanks to this process, a very deep need for communication emerged, which naturally gave global acceptance to one language as the main tool to solve this necessity. That language is English. English has become a pivotal tool for coping with the demands of a globalized world since the twentieth century (Phillipson, 1992. P. 15). Essential aspects of life, such as diplomacy, technology, science, economics, etc., have been and are predominately dealt with by using English. Thus, the teaching and learning of this language has increasingly become a top priority for all countries and people around the globe (Chang, 2006).

In fact, in Colombia the teaching and learning of the English language has almost become a mandatory right. In 2001, the MEN (Ministerio de Educación Nacional) proposed the "Programa Nacional de Bilingüismo", which firmly promotes the achievement of a Colombian English-speaking society when it mentions *"the improvement of the communicative competences of English as a foreign language in all educative sectors*" (el mejoramiento de las competencias comunicativas en Inglés como lengua extranjera en todos los sectores eductivos), including primary, secondary, and upper education. Likewise, it is stated in the official document of that proposal that the government attempts to "make the competence of Speaking English a competence for everybody" (convertir esta competencia en una competencia para todos"). Indeed, this Bilingualism program intended to help all Colombian school students get a B1 level when they finish school, and all college students achieve a B2 proficiency level in the English Language by the time they graduate. Clearly, this is a prove that the teaching and learning of the English is of paramount importance for the countries participating in a globalized context as it is the case of Colombia. Therefore, good quality in the practice of this is highly required.

Nonetheless, despite this outstanding relevance, it is easy to encounter instances in which the teaching and learning of English is not understood correctly, and thus the procedures to achieve a desired communicative competence are not the most convenient ones. Therefore, the present research project undertakes a case study in which the language learning experiences of six self-taught non-native English speakers are thoroughly analyzed in order to have more complete insights of how metacognition plays a role in the overall learning process of the participants. In this way, it is intended to have a better understanding of the

elements that should be taken into consideration to equip learners for a successful language learning practice.

Statement of the problem.

During many decades traditional approaches were used in the field of English language teaching and learning. Models like the Military based approach, in which the focus was placed on the teacher having students drilling hundreds of grammatical structures and making them imitate a native accent (without learners having any clue what was going on) was widely used and accepted. However, given the importance that this language posed to uncountable processes in society, a great deal of attention has been displayed towards the field of English language teaching and learning, especially in regard to research. Consequently, many modern views and methodologies have been developed and recognized as being more effective than the traditional ones.

One of the major changes that has taken place in the field of English language teaching and learning has been the focus shift from the teacher to the students. Modern theories about language teaching and learning emphasize the tremendous relevance of having learners directly involved in their own language learning process as the main agents of it (Nunan, 1999). This does not mean that teachers are totally displaced in the process or that their value has decreased. It rather implies changing the teacher's role as the focus of learning to an instructor and mediator of it. As a result, teachers and learners are expected to work in a cyclic cooperation to achieve the best possible outcomes during the teaching/learning process of the English language.

In fact, this aspect turns out to be of extreme importance given the constant and fast changes that the world is experiencing. Nowadays, more than ever before in history, it is

necessary to understand how to have students become the main agents actively working in their learning process to accomplish their learning goals. A clear example of this can be seen with the lockdown situation generated by the Covid-19 pandemic in 2020. Because of the quarantine, all educative institutions around the world, including language institutions, were forced to implement a virtual methodology in which students had to access their learning in an online fashion. This clearly implies that the assistance of their instructor is greatly reduced and therefore learners cannot solely rely on them to make progress in their learning. It is of absolute relevance for learners to become autonomous and independent regarding their learning process. Otherwise, the chances of success in learning English will most likely be minimal.

At first, this does not seem too complicated to do. As a matter of fact, many teachers prove to be eager to get students involved in their own learning by relying responsibilities on them and showing them the steps, they need to take so that they can accomplish their learning goals. It is learners, however, the ones that often do not know how to undergo their language learning without the teacher being their main source of progress in it (Brookfield, 1984). In other words, many learners are often unsuccessful at being autonomous and independent when learning a language, thus frequently delaying, and even failing to learn it at all (Brookfield, 1985).

Frustration in the English classroom has been heavily raised because of this. Many research studies, and even the researcher's own personal practice experience, show that when students are not capable of actively participating in their learning process their results are often not so satisfactory. This aspect raises frustration in both teachers and learners (Fang, H., Wan, C., Jin, J. et al, 2022). On the one hand, teachers feel as though students rely too

much their success on them and that learning goals are not being achieved. And on the other hand, students tend to feel that they are not competent enough to learn the language, resulting in learning blockage, negative criticism towards teachers as well as themselves, and preoccupant levels of dropouts (Brice, Alejandro; Roseberry-McKibben, Celeste, 1999).

Due to the emergence of this problematic, which has been pointed out since decades ago, a very important concept was developed: metacognition. Metacognition is often defined as *"thinking about one's own thinking*", i.e., it is the awareness and reflections individuals have about their own knowledge, experiences, emotions, and learning in the language teaching/learning context (Haukas, 2018. P. 1). Being able to raise and teach metacognitive knowledge and metacognitive strategies provides students with the opportunity of becoming actively involved in their learning process as the main agents that plan, monitor, regulate, and evaluate their learning experience (Zimmerman and Martinez-Ponsa, 1988). Thus, they can achieve positive and satisfying results more effectively. However, as previously stated, the problem lies in the fact that many learners often do not know how to be autonomous and independent, that is, they ignore the existence of metacognition.

Paradoxically, even though regular standardized language instruction acknowledges the role of the student as an active agent of the learning process, it frequently fails to provide students with the mechanisms necessary to gain independence and autonomy when learning a language. It focuses on teaching students' aspects of the language such as grammar, vocabulary, phonetics, pragmatics, etc., and it leaves aside the part of equipping them with metacognitive strategies (Nunan, 1996). This represents a great discrepancy since evidence steadily points out how students who possess and apply metacognitive abilities are usually

the ones that present the best performance at language learning due to the fact that metacognition is fundamental to learning (Tarricone, 2011).

Taking all the aforementioned aspects into account, the present research becomes of great value for different reasons:

- Firstly, it can provide insights on the language learning experiences of individuals from diverse socio-cultural contexts who developed communicative competence without the need of formal educative language instruction. In other words, it can take us through the insights of effective autonomous learning practices displayed by independent language learners.

- Secondly, it will provide insights on the role that metacognition and metacognitive strategies may or may have not played for the language learning process of the participants. This can enable the research to indagate on the strategies that are mainly used and those that are not.

- Thirdly, it will provide an insight into the learning experiences of bilingual non-native-English-speaker customer service agents from the Business Processing Outsourcing (BPO) industry, which although represent a high number of English speakers around the world, have hardly ever been considered for academic studies in the language learning/acquisition research field.

- Fourthly, it will validate previous studies and theories done in the field of metacognition applied to the teaching/learning of English. Because a thoroughly research review will be done, it will be possible to compare the results of this research with the ones of others previously done, thus either crediting or discrediting them.

- Finally, it will offer guidelines and recommendations about what to do and what not to do on future research about metacognitive strategies as a tool for English language teaching and learning.

Research Questions.

To have a specific focus to inquire about the language learning experiences of the participants for this project, the following research questions have emerged:

Main Research question:

> What has been the role of metacognition and learner autonomy in the language learning experiences of self-taught bilingual CSRs working for a call center?

Secondary questions:

1. What elements of metacognition were mainly present during the language learning experience of the participants?

2. What elements of learner autonomy were mainly present during the language learning experience of the participants?

Research Objectives.

Following the research questions, the present research study has the following objectives:

Main Objective:

- To describe the role of metacognition and learner autonomy in the language learning experiences of self-taught bilingual.

Secondary Objectives:

1. To outline the main elements of metacognition present during the language learning experiences of the participants.

2. To characterize the main elements of learner autonomy present during the language learning experiences of the participants.

Chapter 2.

Theoretical Framework

Metacognition.

The word metacognition is made up by two parts: *"meta"* which comes from Greek meaning *"after"* or *"beyond",* and *"cognition"* which refers *to "the process by which knowledge and understanding is developed in the mind"* (Oxford Learner's dictionary). In that vein, it could be said that metacognition directly means thinking after and/or beyond knowledge and understanding in the mind. Nevertheless, in the field of Language Teaching and Learning this concept can vary from author to author. In point of a fact, *"While there is consistent acknowledgement of the importance of metacognition, inconsistency marks the conceptualization of the construct"* (Veenman, Van Hout-Wolters and Afflerbach, 2006. P. 3). For instance, Metcalfe (2008) claims that the ability people have to reflect on their own thoughts (metacognition) is a somewhat recent outcome of evolutionary processes given the fact that unlike animals, which are driven by pure instinct and stimulus, humans do possess the ability to exert self-control and reflect over their own actions.

The concept of metacognition was first proposed by Flavell in 1976 to encompass learners' knowledge of their own cognition, and he defined it as: *"one's knowledge concerning one's own cognitive processes and products, or anything related to them" (P.232*). Thus, metacognition refers to the awareness that students have over their own thinking procedures as well as the control they exert over these procedures. In that fashion, metacognition has to do with individual's information and awareness of their own cognition (Flavell, 1979.). This concept encompasses the ability that individuals possess to become

aware of their own knowledge, to take control of it during their learning process, and to regulate it as needed. Flavell initially proposed three spheres that construct metacognition: metacognitive knowledge, metacognitive experiences, and metacognitive strategies. Nonetheless, in 1987 he broadened the definition of what metacognition entails by including not only cognitive but affective variables within the concept.

As the concept of metacognition became more and more known, several authors contributed their own definitions of what metacognition is and entails. Metcalfe & Shimamura (1994) mark that *"Metacognition is a bridge between areas such as thinking and memory, learning and motivations, and learning and cognitive development" (P. 29).* In that fashion, it can be understood that metacognition partakes of a higher order thinking which comprises the regulation and oversight of the cognitive processes required for learning (Livingston, 2003). Simply put, metacognition pertains to the knowledge people have of their own learning (Chamot, 2009) or "*thinking about one's own thinking"* (Haukas, 2018. P. 1), that is having thinking processes about the processes of thinking and their results in different learning situations. In fact, Haukas goes on to say that metacognition is "*an awareness of and reflections about one's knowledge, experiences, emotions, and learning in the contexts of language learning and teaching" (P. 3).*

It was most likely Wenden the first researcher to probably draw some attention of how important metacognition was for the field of language learning and teaching. According to her, metacognition can be conceptualized as broaden notion which consists of two separate and distinct components: Metacognitive Strategies and Metacognitive Knowledge (Wenden, 1998). Like Flavell, Wenden understands metacognition as knowledge about one's own learning. However, she makes a stronger distinction between the main components of it

pointing Metacognitive Knowledge and Metacognitive Skills as the most important features of what metacognition brings about.

The term metacognition is associated with knowledge about issues of a cognitive nature (Flavell, 1987). After his original definition, Flavell classified metacognition by creating a taxonomy made up by two key components, which are metacognitive knowledge and metacognitive regulation. Overall, as their respective names indicate, metacognitive knowledge has to do with the knowledge that the individual has about his cognitive /learning process, and metacognitive regulation has to do with the way in which the aforementioned knowledge is regulated to be applied in specific learning scenarios. Consequently, other authors deepened in the roots of the concept broadening the notion of what the main elements of metacognition correspond to. Veenman et Als' (1997), for instance, based their concepts of metacognitive knowledge and metacognitive skillfulness on Flavell's definition of Metacognitive Knowledge.

Similarly, according to Chamot (2009. P. 110) metacognition implies declarative and procedural knowledge. Declarative knowledge is an exclusive kind of information stored in long-term memory which covers knowledge about specific facts and things that we comprehend, such as interests, motivations, ways of learning, strengths and weaknesses for learning, preferences in the use of strategies, etc. In general terms, it refers to *"factual knowledge about oneself and one's own cognition, as well as to skills, tasks, strategies and affective factors."* (Haukas, 2018, P. 122). This type of information may be stored in the forms of propositions, schemata, and propositional networks as well as in separate fragments of information, temporal strings, and images. On the other hand, Procedural knowledge refers to knowledge about how to use declarative knowledge (Harris et al. 2009). Procedural

Knowledge determines the way in which complex cognitive skills will be executed, e.g., the things that we know how to do. This type of knowledge is also stored in long-term memory to be represented as production systems, that is, skills for problem solving, language reception and production, and employing learning strategies.

A very accurate definition of what metacognition comprises can be found in the Metacognitive Model of Strategic Learning (MMSL) proposed by Chamot, et al in 1995. The MMSL is based on wide research on learning strategies and has four metacognitive processes: planning, monitoring, problem solving, and evaluating. These processes are highly important for the understanding of metacognition and thus a precise comprehension of what they involve is required:

- **Planning:** it is related to procedures of advance organizing, directed attention, functional planning, selective attention, and self-management. To Anderson, *"it is a procedure for conflict resolution among competing action statements that applies to the conditional (IF) clause if the production system"* (Chamot et al, 1995. P. 47). Goals are very important elements for the planning process as well as input features that transmit the notion of most usefulness at the time of performing a certain task. Planning can also be understood as the process by which a learner previews the structural principle of a determined learning task *(advance organization),* and offers strategies to manage a future learning task, generates a plan for the segments and main ideas or language functions that will be utilized when having to handle a task *(organizational planning*) (Chamot et al, 1995. P. 137).
- **Monitoring:** it is the ability that individuals must analyze what the learning task is demanding and address those demands in an appropriate manner (Nisbet and

Schucksmith, 1986). In other words, it has to do with being able to recognize and manage learning situations. Subsequently, monitoring implies setting specific goals for learning and having the ability to react with alternative procedures when the goals are not being attained (Weinstein and Mayer, 1986). Therefore, monitoring involves opportunistic planning given the fact that the learner needs to analyze what the tasks demands to assess the difficulty of it, and so the pertinent top-down or bottom-up processes (Anderson, 1985).

- **Problem Solving/Regulation:** Problem solving, also known as regulation, is the set of strategies that serve the purpose of finding alternatives or solutions when facing obstacles or complications during the learning process. According to Montague (1992) in the metacognitive process, problem solving consists of 7 stages which are 1. Studying the problem to understand it, 2. Paraphrasing the problem, 3. Visualizing the problem, 4. Hypothesizing a potential program to solve the problem, 5. Estimating or predicting the problem, 6. Computing (computational operation), and 7. Checking or making sure that everything is right. Put in other words, the steps to problem solving can be classified in: the identification of the problem, the representation of the problem, formulation of strategies, organization of information, allocation of resources, supervision and evaluation (Sternberg, 2012).
- **Evaluating:** it is the process by which learners reflect on the way in which the specific learning tasks were developed throughout the learning undertaking. Evaluating includes strategies such as evaluating oneself, which means judging how well one has learned something; Cooperating, which is working with others to complete tasks, building confidence, and giving/receiving feedback; verifying

predictions and guesses, which has to do with checking whether the guesses and predictions one made were true or not; self-talking, which is related to attempting to reduce anxiety by reminding oneself of one's progress, resources available, and goals. (Barbosa S., 2011).

Metacognitive thinking is an important part of learning, and particularly, language learning. According to Georghiades (2004), metacognition has been given an important status as a feature that has characteristics of transferable learning skills, awareness of the process of learning, and a long-lasting benefit of metacognitive knowledge. When learners immerse themselves in the use of metacognition, they get to become more adept at reflecting on their own learning, which (after some training) may result in fostering learners' autonomy towards taking actions that are beneficial for their knowledge (Mariani, 1997). As a matter of fact, the aspects of *"reflective and strategic thinking"* offered by metacognition make of it an extremely valuable aspect of effective learning (Moseley et al S, 2005. P 314). Learners who possess the ability to reflect about their learning process tend to have success when planning their tasks, monitoring their comprehension, regulating their learning, and self-evaluating their overall learning experience. Thus, language learning is effective when metacognition is involved, as learners take control over it, and so the language performance is enhanced (O'Malley and Chamot, 1995). Consequently, *"students without metacognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future directions"* (O'Malley, J & Chamot, A. 1995. P. 8)

As it was mentioned at the beginning of this chapter, there are inconsistencies that mark the conceptualization of what metacognition is. Thus, *"Researchers should aim at providing a clear presentation of their understanding of the concept in their respective studies"* (Janicki, 2006. P. 13). Therefore, in this study metacognition will be understood as: The macro-ability resulting from the merging of metacognitive knowledge/Awareness and metacognitive Strategies/Skillfulness, which serves to plan, monitor, regulate, and assess one's own language learning process.

Metacognitive Knowledge/Awareness.

The terms Metacognitive Knowledge and Metacognitive Awareness are often interchanged by researchers (Huang, J. 2005, P. 413) as they refer to the same concept: *"The stable, statable, and sometimes fallible knowledge learners acquire about themselves as learners and the learning process"* (Wenden, 1995. P. 185). It is essentially the knowledge one has about one's own cognitive processes and those of others (Wenden, 1987. P. 204; Brown et al, 1995. P.105). It can also be understood as the learners' knowledge about their learning (Schraw et al, 2006). Metacognitive Knowledge/Awareness is stable as it can be retrieved when needed to be used for learning tasks; it is statable since it can be an object of reflection as well as of discussion with others; it is fallible in the sense that the beliefs one has about one's own cognitive processes may not be correct, e.g., believing that only by listening to music you can fully learn a language; it may also be late in development given the fact that the ability that learners have to reflect on their cognition often depends upon previous experiences of learning as a referential point.

Metacognitive Knowledge/Awareness can be understood as a high level of awareness of various factors that play a role in the language learning success. Those factors, as explained by Haukas (2018), are *"the intricacies of the target language, how it compares to the L1 and other Ls the learner knows, the challenges involved in the process, their own deep-seated beliefs about learning and teaching of additional languages, etc."* (P. 12). In the same vein, Metacognitive knowledge/awareness consists mainly of the conceptions and beliefs one has about task structures, and the interaction of the cognitive goals and abilities one has (Flavell, 1979; Schraw 1998; Schraw and Moshman, 1995). In other words, as Veenman et al (2005. put it, Metacognitive Knowledge/Awareness is the *"declarative knowledge one has about the interplay between personal characteristics, tasks characteristics and the available strategies in a learning situation"* (P. 124). In fact, being highly aware of one's emotions is very often found to be a key element of metacognition (Fischer, Hiver and Whitehead, Papaleontiou-Louca, 2008). As a result, Metacognitive Knowledge/Awareness implies being able to consciously analyze the knowledge one has about particular elements needed to realize the things that are still pending to be learned and planning how to learn them. (Haukas, 2018).

Similar to what Flavell proposes, Wenden draws three categories to classify Metacognitive Knowledge/Awareness: Firstly, Person Knowledge, Task Knowledge, and Strategy Knowledge. Person Knowledge refers to the knowledge one has about oneself and others as cognitive processors. It incorporates not only knowledge but also beliefs about the things people feel they can or cannot do well, how influential factors such as gender, natural talent, intelligence, age, personality, desires, motivations, and educational history may influence the outcomes of a learning undertaking (Flavell, 1979. p. 907). Secondly, Task Knowledge relates to the comprehension of the way in which a task should be approached as

well as *"how successful you are likely to be in achieving its goal"* (Flavell, 1979. p. 907). Finally, Strategy Knowledge appertains to the notion one has about the effectiveness of a particular strategy to attain a learning objective. (Flavell, 1979. P. 907).

Correspondingly, Jacobs and Paris' conception of Metacognitive Knowledge/Awareness includes three types of knowledge: Declarative, Procedural, and Conditional Knowledge. In the first place, Declarative Knowledge is related to the facts one knows about oneself in matters of cognition, skills, tasks, strategies, and affective factors (Harris et al, 2009). In the second place, Procedural Knowledge refers to the knowledge an individual has to use his/her declarative knowledge (Harris et al, 2009). Lastly, Conditional Knowledge means being able to recognize depending on the context when, where, how, and why to make use of declarative and procedural knowledge (Harris et al, 2009; Schraw, 1998; McCormick, 2003).

The importance of having Metacognitive Knowledge/Awareness is highlighted by the several benefits that it brings about for learning. Several research studies have demonstrated the connection between Metacognitive Knowledge/Awareness and the effectiveness and quality of the learning process, the strategies a learner utilizes, self-regulated learning, growth in learner autonomy, and academic success (Yvonne, Kaospe, 2018). In point of a fact, the role of Metacognitive Knowledge/Awareness is decidedly emphasized by Wenden as she states that it is of the essence to foster learner autonomy since *"it informs planning decisions taken at the outset of learning and the monitoring processes that regulate the completion of a learning tasks…and the decisions to remediate: it also provides the criteria for evaluation made once a learning task is completed*" (Wenden, 1998. P. 528). What is more, Metacognitive Knowledge/Awareness is a very relevant parameter in the learning process given the fact that it underlies strategies for language learning (Chamot, 2001. P. 25). This is

caused because *"Metacognitive Knowledge helps learners and teachers benefit from positive transfer and identity features that are prone to negative transfer*" (Haukas, 2018. P. 37).

In this study, following Flavell (1979) and Wenden (1987), we'll state that metacognitive knowledge/awareness is the component of metacognition which is made up of three categories:

- Person Knowledge: Knowledge of oneself and others as cognitive processors.
- Task Knowledge: An understanding of how a task should be managed.
- Strategy Knowledge: Beliefs about which strategies are effective to achieve a goal.

Metacognitive Strategies/Skillfulness:

Chamot (2009) defines strategies as *"techniques students can use to facilitate understanding, remembering, and using both language and content" (*P. 51). In that vein, Metacognitive Strategies would be the this but including metacognition as the fundament of the strategies. As it is the case with Metacognitive Awareness and Metacognitive Knowledge, the terms Metacognitive Strategies and Metacognitive Skillfulness are often interchanged by researchers (Huang, J. 2005, p. 413) given the fact that they refer to the same concept: the deliberate and purposeful use of strategies to control one's own cognition (Flavell, 1979). Metacognitive Skills are the pieces of procedural knowledge needed for the regulation and control one exerts over one's own learning activities (Veenman and Elshout, 1999. P. 510). Those pieces of procedural knowledge include the process of reflecting on problems, attempting to predict the consequences of events and actions, planning and monitoring

activities that are taking place, monitoring the comprehension, reviewing the outcomes of one's actions, testing and reflecting on the learning performances one's had (Veenman et al. 1997). O'malley and Chamot (1999) define Metacognitive Strategies as those which imply engaging *in "thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation after the learning activity has been completed" (p. 8)*.

Several authors agree on the fact that Metacognitive Strategies/Skillfulness involve four main activities: planning, monitoring, regulating, and evaluating. While knowledge about cognition may implicate being able to apply thoughts about the cognitive processes one has, the regulation of cognition is directly related to being able to plan, monitor, and evaluate a learning or problem-solving activity (Brown and Palincsar, 1982; Brown et al. 1983, P. 109).

In fact, Brown et al (1983) claim that Metacognitive Strategies/Skillfulness entail planning, monitoring, and checking the outcomes of learning. O'Malley and Chamot (1990) state that Metacognitive Strategies are *"higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity" (P.109)*. Similarly, Wenden (1998) understands Metacognitive Strategies as *"general skills through which learners manage, direct, regulate, guide their learning, e.g., planning, monitoring, and evaluating" (P.519).* In the same vein, Chamot distinguishes planning, monitoring, problem solving, and evaluating as the stages which are covered by Metacognitive Strategies (Chamot, 2009). Correspondingly, Veenman (2016) asserts that Metacognitive Skills are process utilized to guide, monitor, control, and regulate cognition. In other words, Metacognitive Strategies/Skillfulness refers to *"learners' regulation and management of their learning,*

which encompasses a wide range of activities: selecting the most useful strategies for a particular task; planning; monitoring; regulation; evaluation" (Schraw et al, 2006. P. 214).

Metacognitive Strategies implicate a conscious process of monitoring cognitive undertakings as means to attain specific goals (Flavell, 1979). This means that the success of Metacognitive strategies is closely linked to both awareness about learning (Metacognitive Knowledge/Awareness) and regulation over learning (Metacognitive Strategies/Skillfulness) (Haukas, 2018. P. 105). As a matter of fact, *"The deliberate character of MS (Metacognitive Skills) entails that the person consciously and purposively applies strategies, which ensure that his/her thinking will be in the desired direction and will bring about the outcome defined by goal set"* (Efklides, 2009, P. 79). This implies that to fully develop Metacognitive Skillfulness it is quite imperative to have a strong understanding of relationships of cause as well as systematically inquire about what works and what does not work for an individual's learning experiences (Moseley et al, 2005, P. 314). This may be regarded as somewhat difficult, particularly for younger learners as Metacognitive Skills are thought to be raised by age ten or twelve (Kuhn, 1999). Nevertheless, unlike Metacognitive Knowledge/Awareness, Metacognitive Strategies/Skillfulness may be more task than age-dependent (Haukas, 2018). Metacognitive Strategies/Skillfulness has several benefits for language learning. Firstly, Metacognitive Strategies can be applied to a diversity of learning tasks (Nisbet and Schucksmith, 1986). This means that they can be used for a variety of learning situations targeting potential difficulties on the four main language abilities: listening, reading, writing, and speaking. What is more, research shows that explicitly teaching learning strategies to students helps them grow their metacognition and understanding of their own learning

undertakings (Chamot, 2009, P. 54). Consequently, this rises a reflection on the effectiveness of strategies. Finally, Pintrich (2002) asserts that:

> *"In the SLA literature, among different types of learning strategies, Metacognitive Strategies have been reported to play a more important role than other strategies in the successful language learning; these strategies help learners to regulate their own learning, and to accomplish different tasks in different contexts effectively" (p.219).*

Clearly, there is a strong implication that Metacognitive Strategies/Skillfulness is the complement of how Metacognitive Knowledge Awareness is used.

To sum up, in this study, we will understand Metacognitive Strategies/Skillfulness as the procedural application of the Metacognitive Knowledge/Awareness in the form of specific activities to achieve language learning goals: planning, monitoring, regulating, and evaluating.

Learner Autonomy.

Aside from Metacognition, Metacognitive Knowledge/Awareness, and Metacognitive Strategies/Skillfulness, Learner Autonomy is also an essential construct for this study as it helps understand the way in which the participants undertook their language learning experiences. As a point of a fact, *"interest in learner autonomy has been one of the main focal points of methodological reflection in recent decades"* (Tudor, 2001, P. 118). What is more, since the 1980s, autonomy has increasingly become a topic of ample discussion in the language learning field (Coterall, 2000; Littlewood, 1999). According to Tudor (2001), there are two main reasons why Learner Autonomy has gained interest among L1/L2/FL scholars:

firstly, the potential that language learners may have to become actively involved and co-author their learning (Pennycook, 1997); secondly, it becomes an enriching element for learners in the sense that makes them adept at developing learning skills of independent nature, which they are likely to transfer and apply for future learning instances (Tudor, 2001). Therefore, the general concept of Learner Autonomy will be covered, the specific meaning for language learning/teaching, its characteristics, its benefits, and the understanding that this research study will have of it.

To understand the concept of Learner Autonomy, it is important to understand first what autonomy entails. In 1977, Schwartz asserted that in the field of learning 'Autonomy' is the ability to accept responsibility for the affairs that one has. Gardner took a very similar position to what Schwartz said and stated that Autonomy is *"the ability to take charge of one's learning"* (Gardner, 1981, P. 3). Similarly, Littlewood explains that Autonomy can be considered as the capability a learner has to think and act in an independent way regardless of the learning situation (Littlewood, 1996). What is more, one of the main fundaments of Learner Autonomy is that the learner starts taking accountability for his or her learning (Little, 1995). So, it becomes a hard task to differentiate 'Autonomy' from 'Responsibility' as Autonomy can be regarded as *"the freedom and ability to manage one's own affairs, which entails the right to make decisions as well"* (Scharle and Szabó, 2000, P. 4). In view of this, Coterall (2008) thinks of Autonomy as the degree to which learners are able to take over their learning from both a psychological and methodological perspective.

Correspondingly, Autonomy can be defined from a psychological, methodological, and content perspective. Firstly, from a psychological perspective, Autonomy is one of the critical reflection, decision making, independent action, and detachment capacities a learner has

(Little et al, 2017). Secondly, from a methodological perspective, Autonomy is the ability the learner has to be in charge of his learning, and it comprises making choices about the learning process they desire to cover (Holec, 1979). Lastly, from a content perspective, Autonomy is the learner's election and selection of what, how, and when to learn, thus adding up to philosophies of social and political constitution.

In 1999, Usuki identified two main perspectives from which Learner Autonomy can be understood and interpreted: the psychological and the political perspective of learner autonomy. The psychological perspective of learner autonomy has as main focus the role of the learner in terms of, for instance, how involved they are in the process of language learning. Here the goal is to engage students in assuming an active as well as participatory role in their language study (Usuki, 1999; Tudor, 2001). For the achievement of this, it is quite relevant to have learner training (show learners an informed and self-directed path towards learning) and learner involvement (learners must be shown that they should not be passive agents in their learning process). Conversely, the political perspective of Learner Autonomy has to do with *"the competence to develop as a self-determined, socially responsible and critically aware participant in (and beyond) educational environments, within a vision of education as (inter) personal empowerment and social transformation"* (Raya et al, 2007. P. 7). Subsequently, there is a social and political implication as Learner Autonomy tends to result in learners becoming more critical not only of their learning context (criticizing content, syllabus, curriculum, etc.,), but the whole social spectrum as well, for which it can conflict with established social hierarchies at institutional and political levels (Tudor, 2001).

In the mid-1970s, because of multiple studies, the concept of 'The Good Language Learner' (GLL) emerged. With the support of authors such as Rubin (1975), the idea of a the GLL became very popular as it attempted to describe and spot the traits accountable for the success of some language learners where others tended to fail. Learning Autonomy and Metacognition are two of the main elements of the GLL as he/she is believed to be quite adept at taking ownership of his/her language learning process by monitoring, regulating, and assessing it (Little et al, 2017). In fact, it is often thought that to become autonomous, learners need to develop their metacognitive Awareness and Skillfulness (Victori & Lockhart, 1995). Consequently, in 1983, educational-psychologist Howard Gardner classified students into three categories: intuitive, traditional, and disciplinary expert. He goes on to say that the disciplinary expert, namely the autonomous learner and the GLL at the time, is *"an individual of any age who has mastered the concepts and skills of a discipline or domain and can apply such knowledge appropriately in new situations"* (Gardner, H. 1983, P. 3). Nevertheless, the notion of a GLL was exceedingly oversimplistic as it is more realistic to talk of the autonomous or self-directed learner.

For language learning the main goal of developing Learner Autonomy is to facilitate autonomy in the use of the target language for which both learning and communication strategies tend to rise. Autonomy enables learners to capitalize their aspirations for learning by means of persistence, consistency, and dedication; thus, playing a pivotal role when learning an L2 or FL (Holec, 1981). Therefore, the concept of Autonomy is not merely encapsulated in the ability that students must take over their own education, but it also involves being capable of feeling responsible for the language learning process as whole (Dand, 2010). Moreover, *"Learner Autonomy is characterized by the readiness to take*

charge of one's own learning in the service of one's needs and purposes" (Holec, 1981, P. 26). Thusly, the Autonomous Learner in the language learning process must have the capacity and willingness to work in an independent way and cooperating with others as socially responsible actor (Dam, 1995).

Clearly it is possible to see a strong relation between Learner Autonomy and motivation. Autonomous language learners have a tendency for high levels of motivation as they accomplish their learning goals, and the same happens the other way around when they must face unsuccessful outcomes (Dickinson, 1995). In such a way, the relevance of Learner Autonomy is often seen in the affirmative correlation between learning in the present and in the future given the fact that if a learner willingly accepts responsibility for his/her learning, he/she will most likely attain his/her learning goals, which in return helps maintain motivation. Furthermore*, "in formal educational contexts, genuinely successful learners have always been autonomous"* (Little, 1995, P. 47). Students who are motivated frequently make strong efforts, which ultimately leads to better results (Little, 2004). What is more, Little (2016) highlights that new language programs which are integrating telecollaborative language learning to attain higher proficiency levels in the target language have as main basis the construct of Learner Autonomy.

Taking all this into account, it becomes necessary to understand what Learner Autonomy in the field of language learning/teaching means. Holec (1981) understands Learner Autonomy as the ability that language learners possess to oversee their own learning making use of adequate strategies to achieve the language proficiency goals that are desired. Likewise, Benson (2007) defines Learner Autonomy as the ability not only for learning but for language purposes as well. Thus, it is possible to view autonomous learning as *"the*

capacity to become competent speakers of the target language who are able to exploit linguistic and other resources at their disposal effectively and creatively" (Little, 2004, P. 19). To sum up, in this study, Learner Autonomy will be understood as the level of commitment and responsibility the learner is willing to take to engage in their own language learning process.

Chapter 3.

State of the Art.

To understand the importance of metacognition and learner autonomy as relevant elements on the language learning process of self-taught learners, it is necessary to review the state of the art of this topic. Therefore, this section will have as main objective to review and discuss four international and four national research projects that directly correlate with the objectives and methodology of this research. Firstly, there will be a review of the international research projects conducted in countries like England, Canada, China, and Indonesia. Then, there will be a review of the national projects that have taken place in Colombia, namely in Bogotá.

International Studies:

In the year 2020, Richard Janosy & Michael Thomas, in a cooperation between the British Council and the University of Central Lancashire, conducted a research project titled ***"Self-Taught Language Learners in China and Their Learning Strategies: A Multiple, Instrumental Case Study of Approaches in Contextual Situations".*** In their study, they had as main goal to analyze the extent to which self-taught learners were self-directed as to go beyond the mandated school curriculum to learn English. To do this, they worked with 12 Chinese teachers of English who exercised their profession in Beijing and Panjing. The majority of the participants had majored in English language studies, and they were between 30 and 50 years old of age. The theoretical framework for the project was substantiated namely on the concepts of *Second Language Acquisition* (Ellis, 1993), *Individual Differences (IDs) amongst learners* (Dörnyei & Skehan, 2003), *Learning Styles, Learning Strategies, and*

Affective Variables (Ehrman, Leaver, & Oxford, 2003), and *The Self-directed learne*r (Rubin, 1975).

The idea was to have a multiple case-study in which through quantitative and correlational analysis of the adapted *Language Learning Strategies* questionnaire (LLS-Oxford, 1989) along with qualitative case studies arising from data gathered in an interview, the researchers could have a cross-examination of each of the participants for differences and similarities taking into account contextual situations for *Learners' Individual Differences* (Dörnyei & Skehan, 2003) and *Language Learning Strategy Use* (Oxford, 1989). Thanks to the quantitative analysis using descriptive statistics and the interview (used to build the learners' narrative) data via qualitative process, it was possible to identify themes which emerged from key words that were matched using the Oxford Strategy Taxonomy (Oxford, 2003).

The results of the study showed that *Individual Differences (IDs)* were pivotal in achieving higher results as well as the strategies used to level up their progress. An elemental ID found in all the participants was the eagerness to learn not only the language but the target culture as well. This caused motivation to be mainly intrinsic and thus self-regulation was not difficult. Regarding the use of *Language Learning Strategies,* cognitive and metacognitive strategies were found to be the ones most often used among participants. It is important to highlight that metacognitive Strategies played a decisive role in the language learning process of the participants, since it helped them plan and structure their learning path. Nonetheless, the results also showed that the path of progress of the learners was not as structured and perfectly planned as some other studies like to suggest. Instead, it was more of an experimental undertaking that was adjusted as possibilities adjusted as well.

In the same vein, in the year 2021 Professors Aam Ali Rahman, Anggi Angraeni, and Rizal Ahmad Fauzi from Universitas Pendidikan in Indonesia published a study in the Pegem Journal of Education and Instruction titled ***"The Activation of Learner's Metacognition to Promote Learning Autonomy of Good Language Learners".*** Their research had as main objective to provide a description of the relationship between the learning autonomy of good language learners and the activation of their metacognition. To reach their goal, they decided to work with 12 out of 26 students graduated from the program major in The English Education Department. The sample was chosen using purposive random sampling from the population due to the fact that the selected participants were considered to be autonomous good language learners as they meet the 5 criteria of *Autonomous Learner* by Holec (1981).

The theoretical framework base for this study had as main *concepts Learning Autonomy from a psychological* (Little et al., 2017), *methodological* (Holec, 1979), and *content* (Benson, 2013) perspective. Likewise, the concept of *Metacognition* as explained by authors such as Anderson, 2002., and Griffiths, 2008-2015., was also pivotal for the execution of the study, along with the concept of *Good Language Learners* (Le Ho, 2011; Kayaoglu, 2013; Griffiths, 2015).

The sample for the study was chosen using an online-based form in order to determine their levels of autonomy. Out of 26 potential subjects, 12 participants turned out to be considered viable subjects. After having selected the sample for the research, the 12 remaining participants were requested to answer five open-ended questions through online-based forms. The researchers used descriptive analysis to answer the research questions for the study (Silverman, 2013). This was taking as base the data collected from the survey,

which was analyzed using contextual coding (Bell, 2014; Birmingham & Wilkinson, 2003; Greany et al., 2012; Hamied, 2017; Silverman, 2013).

The results of the study demonstrate there is a strong correlational pattern between *Learning Autonomy* and *Metacognition.* It was found that 92% of the participants were able to activate their metacognition as part of their process to enhance their learning autonomy as good language learners. Generally speaking, the participants who were autonomous learners, were highly metacognitive aware. it is also necessary to mention that some autonomous learners did not show all the metacognitive criteria. However, that remaining 8% still showed 2 of the criteria for being metacognitive aware.

Similarly in the year 2019, Karin Laureen Wiebe wrote her thesis for the B.A in Anthropology at the University of British Columbia titled: ***"Self-taught: A Case study of Successful Self-directed Strategies, Practices, and Affordances used by Newcomers Engaged in English as an Additional Language Learning in the Work Place".*** The purpose of the research was to observe and analyzed the successful self-driven language learning strategies, practices, and tools used by newcomers as they were learning English as an Additional Language (EAL) in their work place. As means to do this, the researcher worked on a qualitative study with a population of three EAL learners working in British Columbia. Purposive sampling and snowball sampling methods (Emerson, 2015; Mills & Gray, 2016) were used in order to select the participants for the study, as they were located through community recruitment presentations.

The theoretical framework for this research project was made out of the following concepts: *Vygotsky's* (1978) *theories of social interaction, cultural mediation, and envisioning on additional language learning* (Lantolf, 2000*); Krashen's Comprehensive*

Input Theory (Krashen, 1982), *The Output Hypothesis* (Swain, 1985); *The reconstruction of the internal self* (Lantolf, 2000); *Negotiation* (Pica, 1994); *The Interaction Hypothesis* (Long, 1996); *Language Socialization Theory* (Duff, 2017); furthermore, this study was framed with an additional language socialization framework that *encompasses language learning as part of a socialization process into a group culture* (Duff & Talmy, 2011).

This qualitative research used 3 interviews and a focus group that lasted for over four months in order to layer the data that included changes and developments as far as participants' ideas go. The data collection instruments used by the researcher consisted of transcriptions, co-constructed language scaffolds, and the researcher's personal field notes. The way in which the data was analyzed was by using a thematic approach (Braun & Clarke, 2006) following an additional language socialization framework (Duff & Talmy, 2001).

The results of the analyzed data indicated that sympathetic interlocuters play a pivotal role in workplace language learning through direct and indirect support by correction and language learning synthesis. In this order of ideas, interlocuters first communicate within the scope of working communicational contexts, but later on it transcends to social group communication that fosters language learning. On the other hand, it was found that participants tend to employ metacognitive strategies as their main tool to organize their learning methods, to reflect on learning goals, and to determine who and how to ask for assistance. It was also found that participants engage in regular practices like meaning making and self-directed study to learn workplace English.

Finally, in the year 2017 Miss Napatida Prissananuntakul wrote an independent study called ***"The Survey of Language Learning Strategies of High Scoring and Low Scoring Students of an International Program in a University"*** as partial fulfillment for the degree

of Masters Arts in careers English for International Communication Language Institute at Thammasat University in Bangkok, Thailand. The purpose of the study was to find the difference on the usage of strategies for high and low scoring students in an international program in a university. For this goal, the researcher worked with a population of 15 low achiever and 14 high achiever students, for a total of 29 participants. The participants were first-year students in a Masters' degree program. The subjects were selected based on an English exam they took in order to be part of the Masters' program. They had to score a TU-GET of 550 in order to pass. Students with a TU-GET score above 650 were labeled as high achievers, and those below that, low achievers.

The study took as base concepts for the theoretical framework the concept of *Language Learning Strategies* first introduced by Rubin and Stern in 1975 who stated that "*students are the only ones who can actually do the learning".* The researcher also took as based the concepts provided by Wenden (1987) and Oxford (1990) about *Language Learning Strategies*. Oxford's theory (Oxford, 1990. P 14-15) was the one mainly used for this study, in which she *classified Language Learning Strategies* into 6 main categories*: memory, cognitive, compensation, metacognitive, affective, and social*. In addition, as part of the state of the art, the researcher made a detailed review of 7 studies (local and abroad) with similar nature. The results in all of the reviewed studies showed that metacognitive strategies were the ones more often preferred by high-achieving learners.

To gather the data needed for the study, the participants were asked to fill up an adapted version of the Strategy Inventory for Language Learning (SILL) originally designed by Oxford in 1989. From the original 50 items contained in the SILL, a total of 36 (6 items per category) items were left. The Statistical Package for the Social Sciences (SPSS) was used

to analyze the frequency, mean, and standard deviation of the data, thus calculating the descriptive statistics.

The results showed that the highest scoring students tended to use Metacognitive Strategies most frequently over the other strategies, followed by Cognitive, Social, Compensation, Memory, and Affective Strategies respectively. Regarding, lower achieving students, it was found that they also tended to prefer Metacognitive Strategies, followed by Compensation, Memory, Social, Cognitive, and Affective Strategies. In spite the fact that both, higher achieving and lower achieving students used Metacognitive Strategies as their main tools for Language Learning, the difference irradicated in the intensity and effectiveness which with those strategies were used. The numerical ranks difference was from 2 (in lower achievers) to 5 (in higher achievers).

National Studies:

In the year 2017, Claudia Alvarez, Cristina Barón, and Magda Martinez published a study on Íkala, Revista de Lenguaje y Cultura called ***"Promoting the Use of Metacognitive and Vocabulary Learning Strategies in Eight-graders".*** The main intention of the study was to identify the influence of developing metacognitive and vocabulary learning strategies on the performance of students regarding a vocabulary learning task and their levels of learning autonomy. The researchers worked with a population of thirty A1 students of eighth grade from two public schools in Colombia, one from Bogotá and one from Ibagué, respectively. Observations of the students' performance led to the conclusion that the students shared not only similar language levels but also similar linguistic needs: they often found it difficult to recall and retain new words in English, even though they were frequently encouraged to recycle them.

The theoretical framework for this study was made out of concepts related to students' autonomous and independent learning. Firstly, *Metacognitive Strategies* as defined by authors such as Anderson, 2002; Harris, 2003; Griffiths, 2008; Swartz, 2003; and Schraw, 1989, who in summary defined them as how learners take control over their learning processes and approach learning tasks by means of *"planning, monitoring, and evaluating both language use and language learning"* (Harris, 2003. P 28). Secondly, *Vocabulary Learning Strategies* which are classified as either determination or consolidation strategies (Cook and Mayer, 1983), are essentially divided into four groups: social, memory, cognitive, and metacognitive (Schmidt, 1997). Thirdly, *Learner Autonomy in Language Learning* which is defined as *"the learner's psychological relation to the process and content of learning; a capacity for detachment, critical reflection, decision-making and independent action"* (Little, 1991, p. 4). Finally, *Web-Based Technology* which is a set of inquiry-oriented activities that directly involve the use of the internet as means to gather information for language learning purposes (Rativa, Pedreros & Nuñez, 2012, p. 12; Barón & Martínez, 2012).

This was an action research study that used quantitative data to support qualitative appreciations. To determine the causes of the problems the students had, the researchers applied a pre-questionnaire and with that they determined that some of the difficulties found on students could be targeted and worked out by developing strategies and teaching vocabulary in an explicit manner. Thus, with the help of *Webquest Exploration Training*, several training sessions were provided to the students. Data were collected by using pre- and post-questionnaires, students learning logs, a semi-structured interview, self-assessment

checklists, and mind maps. The information was triangulated and analyzed with the use of grounded theory.

The results showed significant increases in the percentage of students using learning strategies, the adoption of metacognitive behavior, and levels of learner autonomy. It was possible to observe a correlation between an increase in the awareness of learning strategy use and the number of words that could be recalled. Furthermore, metacognitive behavior was more evidently observed when students reflected on the execution of vocabulary learning tasks. 53% of the participants claimed to have incorporated learning strategies 68% claimed to recall more words. There was, however, a small number of students (nine) who were unwilling to engage on the training activities, and due to that, found it very difficult to involve themselves consistently in the strategy development process. This was probably caused by lack of intrinsic motivation, which is considered a requirement for success in learning undertakings.

In the same vein, in the year 2020 Mercedes Velásquez Jaramillo published a study of similar nature ***called "Developing Aural and Oral Skills of Beginner Learners of English as a Foreign Language Through Explicit Metacognitive Strategies Training"***. The purpose of this study was to analyze the effects that an explicit training on metacognitive strategies can have on developing listening and speaking skills with A1 students of English. In order to do this, the researcher worked with 42 students of seventh grade from a public institution from Jamundí, Valle Del Cauca. The total sample consisted of 13 female and 29 male students who, generally speaking, shared a homogenous language level: they were ranked in a beginner level according to the Common European Framework of Reference for Languages (Council of Europe, 2001).

For the theoretical framework of this study, the researcher used namely two constructs*: Aural and Oral Skills, and Metacognitive Strategies. Aural and Oral skills* refer to the auditive (listening) and oral (speaking) communicational abilities that learners need in order to understand the incoming idea from an aural message and be able to orally respond by producing an understandable message (O'Malley & Valdez, 1996; Murphy, 1996; Bozorgian, 2012; Brown 1994*). Metacognitive Strategies* refer to the abilities of planning, monitoring, regulating, and evaluating one's own learning process, thus taking control and responsibility over it (Chamot et al, 1993; Cohen, 1996; Chamot, 2005; Mahdavi's, 2014).

This was a qualitative study framed under the principles of action researched defined by Nunan (1992) and Burns (2001). The participants took part in a six-workshop training cycle about the strategies for planning, monitoring, and evaluating learning tasks, following the model of the Cognitive Academic Language Learning Approach: CALLA (preparation, presentation, practice, evaluation, and expansion). The researcher used five different instruments and techniques as means of data collection: The researcher's diary, survey, interview, rubrics, and language test. Then, the information was triangulated using Grounded Theory to analyze the data.

The results of the study show that the application of the training led to better learning results as far as aural and oral skills go. Most learners enhanced their levels of understanding and producing messages, thus having a more effective use of both skills. Furthermore, most students showed an improvement on the expansion of their vocabulary repertoire, being able to recall and remember words in an easier way compared to their experience prior to the training. In addition to this, students bettered their self-confidence, feelings of success and self-efficacy mediated by the effective and aware use of Metacognitive Strategies. This has

a possible implication that Metacognitive Strategies should be considered for incorporation into regular language class practices to help students be more self-regulated learners.

Similarly, in the year 2017, Anderson Marcell Cardenas from Centro Colombo Americano, Bogotá, published an article named ***"Tackling Intermediate Students' fossilized Grammatical Errors in Speech through self-evaluation and self-monitoring strategies".*** The goal of this independent research was to help English language students work on grammatical errors (verb form, missing subject, and word choice) they had fossilized in their speech through the implementation of *self-evaluation* and *self-monitoring strategies.* In order to do this, the researcher worked with a population of 14 Intermediate English students who had been learning English for two years at Centro Colombo Americano in Bogotá for the purpose of presenting an international certification exam, which had become a job and/or academic requirement for the participants, who were mainly professionals with Bachelors, Masters', and doctoral degrees.

The constructs that were used for this study were *Fossilization, Accuracy, Strategies, Self-Evaluation*. *Fossilization* is defined as *"a permanent local cessation of development in a language system or subsystem"* which deters the accuracy of the interactions learners have by introducing already-known errors that the learner knows but continues to present in his/her speech (Selinker, 1972; Han & Odlin, 2006; Brown, 2001; Nunan, 2004). Similarly, the concept of *Accuracy* is understood as form-focused instruction particularly at the moment of activating output communicational skills to engage in an interaction, which is perceived as being essential for the success of a communicational situation (Spada, 1997; Ellis, 2002; Norris and Ortega, 2000; Brown, 2007). On the other hand, authors like O'Malley and Chamot (1990) argue that by using *Metacognitive Strategies* students are likely to raise

awareness about the things they are missing to perform better, due to the fact that these strategies have to do with *"thinking about one's own learning process"* (p.8), which goes in accordance with what Brown (2007) also states. Finally, *Self-Evaluation* as understood by authors such as O'Malley and Chamot (1990), Brown (2007), Schraeder (1996), and Min (2005), is the ability to check the results of one's own learning endeavors after these have been completed, thus having learners assessing their learning progress not only considering a specific learning tasks, but a communicative situation as well.

This research used a qualitative action research approach as defined by Burns (2010): *"taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts".* Through observations with field notes and recordings as well as a survey that the participants took, it was possible to identify some of the needs as far as fossilized errors go. Then, the researcher designed a training program using visual inputs (pictures and colored stickers) to foster self-monitoring skills, as well as self-evaluation charts so that participants could follow up on their process. Voice recordings and field notes served to keep track of students' progress and to collect data. Data was later triangulated for the purpose of drawing categories that lead to conclusions.

The results of the study showed that thanks to the implementation of *Self-Monitoring* and *Self-Evaluation,* participants became more aware and attentive of their fossilized mistakes, which resulted in a better oral production performance now of the implementation process. Metacognitive awareness was raised, and this helped students perform better by making them more conscious of the aspects they had to consider in order to overcome their fossilization errors.

Finally, in the year 2022 a research project titled ***"The Influence of Self-Assessment on the English Language Learning Process of Students from a Public University in Colombia"*** was published on the Colombian Applied Linguistic Journal by Carlos Cuesta, María Lucero, and Leonardo Herrera. In their project, they were interested in determining the way in which self-assessment influences the language learning process of a group of future language teachers. Therefore, they worked with a population of 19 undergraduate students that were enrolled in the pre-intermediate English Course of an ELT education program at a Colombian Public University. The researchers worked nine female and ten male students aging between 16 and 21 years old in total.

The theoretical framework for this study was based namely on two concepts: *Self-Assessment and Formative Assessment.* For this study, *Self-Assessment* refers to the learning and implementation of Metacognitive Strategies and Metacognitive Skills (as they complement each other) for the purpose of assessing and evaluating one's own learning processes (O'Malley and Valdez, 1996; Rodríguez-Ochoa, 2007). It is essentially "a *multidimensional activity in which learners observe and evaluate their own learning process"* (Kramp and Lee Humphreys,1993). On the other hand, *Formative Assessment (FA)* makes reference to the act of evaluating a continuing teaching and learning process for the purpose of looking for improvement (Brown, 2004; Brookhart and Moss, 2009). The relevance of the cooperation between teachers and students to accomplish successful learning outcomes is quite highlighted as a main aspect of FA (Moss and Brookhart, 2009).

This research follows the features of a case study since it implies a detailed examination of experiences that take place in real contexts to study them, understand them, and seek solutions (Grandar, 2012). The students received instructions about what self-assessment

implied and how to apply it on themselves. The data was gathered with the use of journals, focus groups discussions, and an interview to keep track of students' process for self-assessment on their learning process. Later, the information was triangulated to draw categories to be further analyzed to draw conclusions.

The findings indicate that implementing self-assessment positively impacts students' learning process particularly on the aspect towards reflection. In fact, self-assessment helps evaluate deep elements of the self, such as autonomy, self-recognition, critical thinking, persistence, and self-efficacy. The development of Metacognition is something that leads to better learning results. However, it was also found that the reflection about metacognitive aspects results somewhat difficult for learners as it is not easy to be fully objective with oneself.

Chapter 4.

Methodological Framework.

This section describes the methodology that was implemented to conduct the present research project. Firstly, the type of research that was selected for the study (Qualitative research with some Quantitative features) will be explained. Secondly, the type of paradigm will be covered that this research falls into as well as the research approach. Subsequently, the setting, that is the context, participants, and sampling, will be explained. After that, there will be a discussion about the data collection instruments and procedures utilized to gather the necessary data for the study. Then, an amply discussion of the data collection and data analysis of this research will take place, thus having a sectionized analysis of the results encountered with each one of the instruments. Finally, there will be a section for the discussion with a detailed analysis of the categories that emerged after the revision of all the information and data found in the study.

Type of Research.

The present study falls mainly into the category of Qualitative Research. Qualitative Research, as defined by Denzin & Lincoln (2005) is a *"situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible"* (p. 3). This entails that the study researchers conduct must take place in the participants natural setting with the purpose of being able to interpret and comprehend circumstances, contexts, situations, and phenomena valuing the meaning that people bring to them. In other words, to study research problems effectively not only is it necessary to come

close with the natural setting of the participants, but it is of the upmost importance to work with the meaning that these individuals attribute to a social/human problem. In fact, qualitative research tends to be closely context-bound, which suggests that the researcher must immerse himself into the natural setting, as its focus happens to be the views and realities of the participants taking part in the research; the researcher and the researched share a relationship of equality as human beings, which makes the interaction and exchange of ideas very close (Hancock B. 2002). Therefore, at the end of the research, the researcher is left with a final report that includes the voices of participants, the reflections of the researcher, and a complex description as well as interpretation of the problem. Thus, the conclusions of a qualitative research study contribute to an extension of the literature review and/or draws the line for calling actions to be taken (Creswell, 2007. P. 37).

Qualitative Research happens to be a very useful approach for several reasons. Firstly, there are instances in which quantitative measures and numerical analysis with statistics are simply insufficient to cover the problem (Creswell, 2007. P. 39). This tends to be the case particularly with L2 and FL studies such as the one in question, given the fact that cognitive procedures are not easily observed, and because of that, most standard experimental designs fail to provide results that can cover a complex-detailed understanding of the issue. As a result, to fully grasp the elements that take place in the learning experience of individuals, it becomes pertinent to empower the participants to share their experiences, hear what they have to say from their own voices, and connect with them in a very human way letting them give meaning to the study (Corbin & Strauss. 1990). According to Taylor & Bogdan (1984), the main aim of a qualitative research study is to grant a methodology capable of helping understand the world and the complexity of it from the perspective of the people who live in

it. Therefore, the researcher must carry out the task of interacting closely with the participants to obtain sufficient data that provides knowledge emerging directly from it, focusing on the social experience that the participants had. As a matter of fact, this type of research is highly appropriate for describing the social context of L2 and FL acquisition/learning because it uses a person-centered approach instead of solely focusing on numerical data.

Nonetheless, certain features of Quantitative Research are also used for this study. Quantitative Research refers to the systematic and empirical investigation of phenomena that is observable by means of gathering data of quantifiable nature and execute computational, mathematical, numerical, and statistical techniques (WK Hoy, CM Adams. 2015). Quantitative Research assembles data by using sampling methods, thus allowing the researcher to make inferences about the phenomena in question by examining the part or parts of it. This entails that descriptive data is obtained, for which it becomes possible to arrive at an objective and valid understanding of the phenomena under investigation (SM Roni, MK Merga, JE Morris. 2020). This research approach makes use of questionnaires, online surveys, and online polls to obtain the data. The main objective of Quantitative Research is to have objective numerical data that serves as irrefutable evidence for the understanding of the problem in question. In the present study, there are data that was obtained from questionnaires and was analyzed numerically to support the understanding of the qualitative interpretations to be made.

Research Paradigm.

The present study was fundamentally motivated by the curiosity of the researcher about the language learning experience of self-taught English speakers considering the aspect of metacognition. Because cognitive and metacognitive processes are of intrinsic nature, it is highly complicated to be observed as it occurs. Therefore, there is a need to actively involve the participants of the project in an exhaustive reflection which will serve as a basis to co-construct knowledge and understanding about the phenomena to be studied. Since the intention of the study is to collectively (together with the participants) interpret and construct the social and psychological world of the specific socio-linguistic context in which the subjects of the study were involved, the paradigm chosen for this research project is Constructivism.

Constructivism or Interpretivism is a post-positivist paradigm that regards the knowledge about reality as being built in a conjunctive manner (Neuman, 2000). This entails that there is not just one single truth since the truth can be interpreted in different ways. Therefore, Constructivism asserts that the social world must be understood from the standpoint of the persons who are actively involved in the ongoing action that is being researched (Schwandt, 2001). Thus, the goal of the research has to do with confiding significatively on the participants' view of the situations, which means that the subjective meanings they have are negotiated socially and historically (Creswell, 2007. P. 20). For this, it is important to understand the necessity of generating or developing theory and/or pattern of meaning which does not necessarily come from a starting theoretical point, but it is based on critical reality, empirical evidence, and logical reasoning (Lincoln and Guba, 2000).

Constructivism is of Qualitative Research nature given the fact that to co-construct and interpret the realities of the participants, it is necessary to have open and broad general questions to give participants the possibility to forge discussions and interactions. That is why qualitative methods such as interviews and narratives are utilized, since the understanding of individual's interpretation of their realities must come from the inside, not the outside (Crotty, 1998). In fact, *"the more open-ended questioning, the better, as the researcher listens carefully to what people say or do in their life setting"* (Creswell, 2007. P. 21). The discussions and interactions that serve as basis to conjunctively build knowledge are founded also on the researchers own background, that is, personal, cultural, and historical experiences. These elements serve as basis to proceed with an interpretation of the reflections the participants offer for the focus of the research. That is why it is also known as Interpretivism (Creswell, 2007).

Research Approach.

The present research uses a Case Study approach to illustrate from a small sample of participants what the process of autonomous self-taught language learning is like for non-native English speakers at a call center. Nisbet and Watt (1984, p. 72) define a case study as *"the study of an instance in action",* that is, a case study is a specific instance designed with the purpose of illustrating a more general principle. In other words, case studies aim at portraying the most realistic notion of being in a particular situation, thus encapsulating the close-up reality and *"thick description"* of the experiences, thoughts, and feelings that participants have about a particular situation (Geertz, 1973. P 134). Typically, in a single instrumental case study the researcher puts his attention on a particular issue or situation and proceeds to select one bounded case to illustrate this issue (Stake, 1995). Case Study research

is considered a strategy that serves the purpose of doing social inquiry even though the elements that constitute the strategy are a matter of debate (Schawndt, 2007. P. 28). Dyer (1995: 48-9) states that it is of the nature of a case study to be *"very descriptive and detailed, with a narrow focus combining subjective and objective data"*. (P. 48) That is the reason why they imply taking a close look at a case or phenomenon while being directly involved in its genuine real-life context by means of employing different types of data (Robson. 2002. P 178).

Case studies tend to be confused with ethnographies, but there are key differences that must be considered. Firstly, ethnography covers a larger scope since it works with a larger population whereas case studies have a much more limited and focused scope due to the size of the sample (Yin, 2000). Secondly, unlike attempting to create definitions of the culture included in the study, case studies seek to analyze much more narrowly defined topic areas e.g., language development (Yin, 2003). Finally, *"a case study is an in-depth study of the cases under consideration"* (Hamel, 1993. P. 1), and because of that aside from qualitative data, case studies can also use quantitative data whereas ethnographies rely solely on qualitative sources. Therefore, it is quite relevant to understand what a case is: "*a case comprises people or programs, but not a problem, a theme, or a relationship because these are too abstract and lack boundaries"* (Stake, 1995, P. 260).

A case study needs to have three important elements included in it: data from multiple sources, examine something in real-life context, and use theory to generalize results (Creswell, 2007. P. 74). Subsequently, a case study design is recommended to be used when there is difficulty in drawing the line between the context and the object of the study. That is the reason why case studies suggest approaching the understanding of a culture or society by

thoughtfully studying a smaller unit of that group (Yin, 2003). When conducting a case study, it is quite relevant to allow situations and events speak for themselves and not just have them interpreted or judged by the researcher. That is the reason why some researchers consider case studies to be documentary-like depictions of phenomena (L, Cohen., L, Manion., K. Morrison. 2007, P. 253). On the other hand, Yin (2003) outlines five components that are essential for case studies:

- ***Questions:*** these are especially *how* and *why* questions, which tend to be part of the research question or questions.
- ***Propositions:*** these are the object of the study in the case. Propositions must state in an explicit manner what is to be studied and the standards to judge whether there was success or not.
- ***Analysis:*** the unit of analysis refers to the focus of what the research questions seek to answer, e.g., for a teacher the students.
- ***Linking of data to propositions:*** this is the statement of what could be considered as a successful outcome. This linking is what facilitates the metric for the reader to determine whether the study had success or not.
- ***Criteria for interpreting findings:*** Case studies are flexible in the sense that they can work with both qualitative and quantitative data. Some of the most common instruments for data collection found in a case study are interviews, participant observation, tests, textbooks, field logs, handouts, and homework assignment.

Consequently, there are several reasons why a case study design may be considered suitable to conduct a research project. Case studies can be used to specify and test rival theories because they are adept at working with *how* and *why* questions (Yin, 2000). Another

major strength of a case study is how suitable it can be for small-scale research, which is often the type conducted in educational fields (Nunan, 1992). As a matter of fact, case studies are teacher friendly as stated by Adelman (1991): *"Case Study Design is 'strong in reality', allows for generalizations about an instance, or from an instance to a class, recognizes the complexity of social truths and alternative interpretations…is a step toward action of staff or institutions development, and finally presents research in an accessible form"* (p.217). Finally, case studies happen to be a very viable option when there is little or no control over events and/or when events cannot be manipulated with experimentation (Yin, 1993. P. 39).

Setting.

This research project was conducted with 6 bilingual Customer Service Representatives who learned English mostly on their own and who work remotely for an international and highly renowned call center in the Business Process Outsourcing (BPO) industry. The agents were hired to work from home taking calls in English to provide customer service support for a real state campaign mainly located in The United States, Canada, and The United Kingdom. There are a total of over 500 agents in the campaign. All the agents are placed in the Latin-American middle class social strata with an average income of $600 USD per month. It is worth mentioning that since the company offers the opportunity to be a Work at Home Agent (WAHA), most of the work is done remotely for which not only there are employees located in Colombia but in Peru as well. However, there are more Colombian than Peruvian employees. The campaign for which they were hired has 24/7 customer support, but the agents selected for the study work mainly the "graveyard shift", which is at night; most of them work from 09:00 pm until 06:00 am. They all work under the supervision of a

team leader or supervisor and are constantly being monitored and evaluated based on certain metrics that measure their performance, and for which they receive monetary bonifications. The campaign (and the company itself) encourages professional and personal growth by offering courses to learn about the BPO business from other perspectives, thus having chances of being promoted depending on their level of performance.

Participants and Sampling.

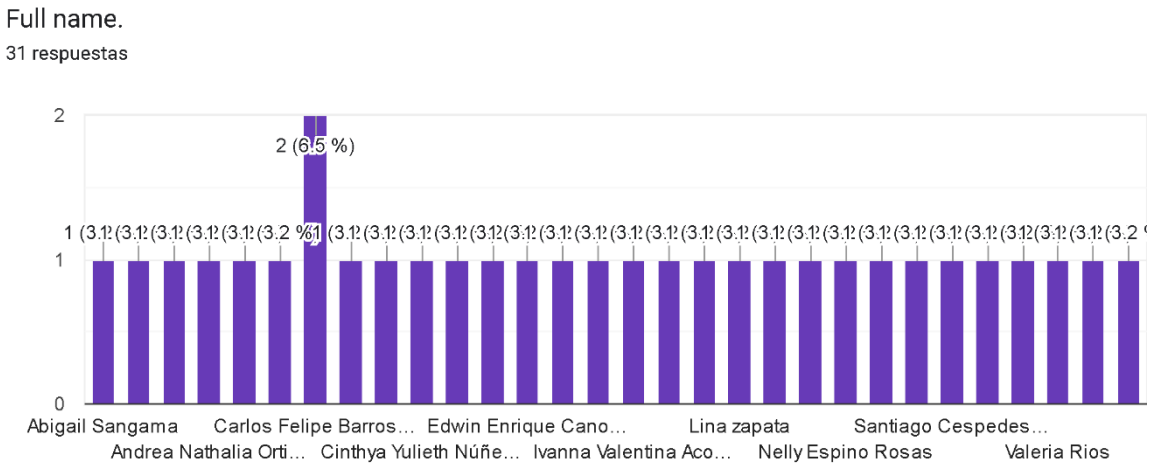
As it was previously stated, this case study has as participants 6 Customer Service Representatives who were self-taught in the process of learning English as a foreign language. Out of the 6 participants there are 3 males and 3 females with ages between 20 and 30 years old. Because there is a WAHA modality to work, it was decided to work with agents both from Colombia and Peru. Therefore, there are 4 Colombian and 2 Peruvian agents in total. The participants for the study were selected by means of purposeful-convenient sampling. That is, they had to share the same schedule of work as the researcher (working the graveyard shift) and have the disposition to work on the study. For this, the researcher (with the permission of the company) sent an online survey (powered by Google Forms) to a group of agents in the schedule. The questionnaire had a total of 6 questions which were:

- Full name
- Nationality
- Phone number
- Email Address
- How did you learn English? **A.** Mainly studying English at a language school/institution, university (with some sort of formal education/instruction) **B.**

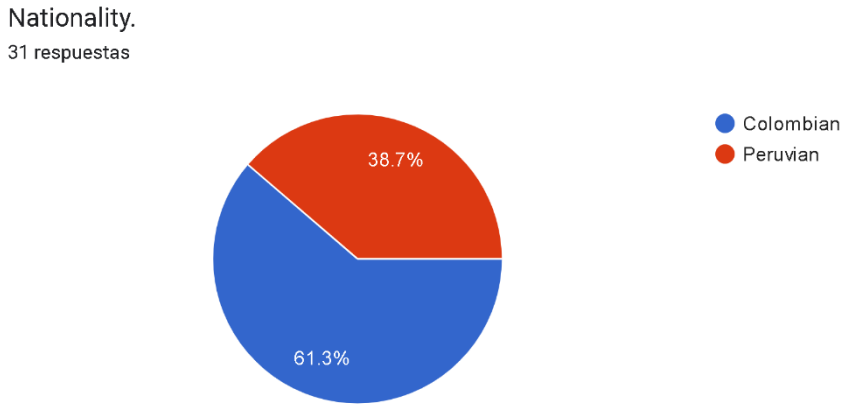
Mainly learning empirically on my own with music, movies, tv shows, podcasts, YouTube videos, Apps, friends, etc., (without formal education/instruction).

- Would you like to participate in a study about language learning for a Masters' degree research project? **A.** Yes, **B.** No.

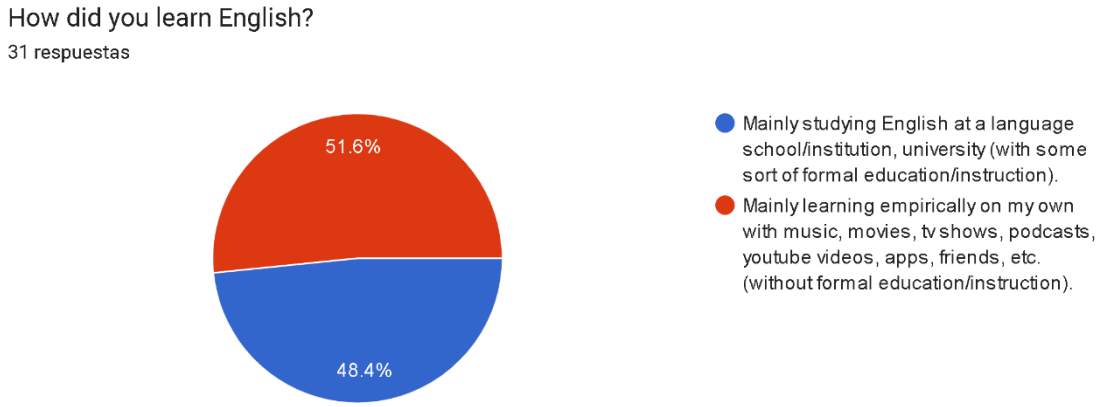
Aside from sharing the same schedule as the researcher, the requirements taken into account to select the potential participants for the sampling were: firstly, that they had to have tenure, meaning that they had to be in the company for at least 1 year; secondly, they had to have a good level of performance based on the indicators established by the campaign, so in that way it would be absolutely certain that their level of English was the one expected for the job and the study. In that sense, a total of 37 agents were sorted out and received the online survey. Out of those 37 agents, 31 filled it out.



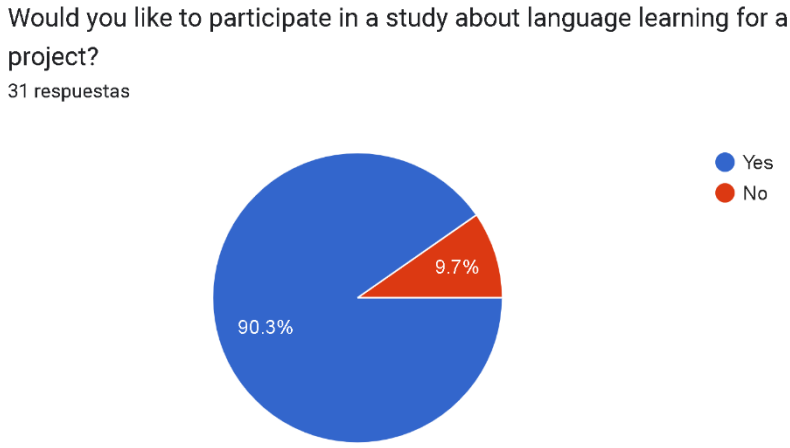
Out of the 31 responses received, 61.3% of the respondents were Colombian and 38.7% were Peruvian.



From the total 31 potential participants 51.6% responded that they had mainly learned English without formal education/instruction and 48.4% said they had done it by going to school/institution.



Out of the 31 participants, 90.3% expressed willingness to participate in the study. Therefore, out of the 15 participants who claimed to have learned English autonomously, there were 13 potential candidates for the study.



The researcher then contacted those 13 potential candidates. There were 9 Colombian and 4 Peruvian agents. The final step to select those 6 participants was to check on the time availability the agents had to meet with the researcher after working hours. The final 6 participants who were selected had the more availability as far as time goes, and also showed great disposition to participate in the study.

Data collection instruments and procedures.

Case studies have as main goal to study in detail particular situations taking a small sample of a larger unit as reference. Since the information to be analyzed must come from the participants as way of co-constructing knowledge, it is highly relevant to have the necessary tools to proceed with an extended inquiry of the issue in question. For this study, the instruments used were two questionnaires, video-recordings, and a semi-structured interview.

Questionnaires.

Questionnaires are highly common not only in real life, but also in the field of research for different areas such as communication, education, psychology, and sociology.

Questionnaires contain several questions related to a research topic to serve a Heuristic function, as they suggest relationships, issues, and questions about aspects that we would normally ignore (Gay & Airasiam, 2000). Therefore, they are generally instructive and help collect data in a significantly objective way (Vogt, 2005). According to Creswell (2002) In applied Linguistics, questionnaires tend to be used both for the purpose of conducting primary research, and to round off other types of research interest such as:

- Gather background data on test candidates.
- Supply data for needs analysis.
- Help with the improvement of tests for specific purposes.
- Assess the effectiveness of tests after their development.
- Grant information to validate tests.

There are several advantages for the use of questionnaires. As stated by (Wilson and McLean, 1994) *"The questionnaire is a widely used and useful instrument for collecting survey information, providing structured, often numerical data being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyze"* (P. 72). In that sense, it is understood that questionnaires provide self-reported data, e.g., collecting data on the thoughts and beliefs of one's students about issues. So, it can be considered as a *"data-gathering instrument for needs analysis*" (Creswell, 2002, P. 421). Likewise, a substantial amount of data can be gathered from a group of participants in a fairly short period of time, making it a practical tool to expedite procedures of data collection. Furthermore, in some instances questionnaires might be anonymous, thus helping lower down the tension that participants may sense when being exposed to the questions, which becomes helpful for collecting trueful data. Another advantage of questionnaires is that they

tend to be very flexible, for which not only do they allow other researchers to use them when measuring the same construct, but also, they serve well when working with other data collection instruments (L, Cohen., L, Manion., K. Morrison. 2007, P. 321).

Audio-video recordings.

Nowadays, technology facilitates both the gathering and preservation of information thanks to the use of audio and video recordings. Recordings have become an essential part of the observation process during a research study since they allow the preservation and recreation of interactive episodes both between the researcher and the participants as well as participants themselves. Therefore, recordings smoothly serve the purpose of helping explore narrative aspects of a discursive dialogue between the subject and object of a study (Burín et al, 2008, p. 2), thus contributing to the collection of qualitative data.

Audio-video recordings follow a process to be thoroughly analyzed, the recording moment and the transcription moment. Firstly, it is necessary to proceed with the recording of the session or sessions desired to be observed. Secondly, it is important to transcribe in an accurate manner the content of the recording. It is in fact this transcript what serves the finality of becoming data for the analysis of the study.

Semi-structured interviews.

An interview, as its name indicates, is essentially an *inter-view* in which internal views of the participants are explored highlighting the centrality of human interaction for the production of knowledge (Kvale, 1996. P. 14). An interview is a conversation which follows a formal pattern or structure, purpose, and form. It can be defined as a person-to-person structured conversation purposively designed to find and/or create data that is meaningful

and has to be collected, analyzed, and validated. Cohen, Manion, and Morrison (2000) state that an interview is *"a social interpersonal encounter, not merely a data collection exercise"* (P. 61). Therefore, it makes a distinction on traditional research models as it regards human subjects as simple beings to be manipulated, that is, regarding knowledge as being produced between humans (data is not external to individuals) often through conversations (Kvale, 1996, P. 16). This goes along with the idea that *"knowledge should be seen as constructed between participants generating data rather than capta"* (Laing, 1967. P. 53) instead of just being produced in a one-sided manner. That is why an interview is *"the elicitation of data by one person from another through person-to-person encounters"* (Nunan, 1996. P. 231)

The interview is a flexible tool for data collection as it allows for verbal, non-verbal, spoken, and heard channels to be utilized (Creswell, 2007. P. 132). Interviews avow participants to discuss their views of the world they live in as well as to express the way in which they notice situations standing from their own perspectives. In that sense, they become very useful to gather qualitative data directly from the source, which in the case of an interview, happens to be the interviewed or participant. Another positive point of the interview is that it tends to be easy to do and user friendly. This is because talking is natural and every-day human action, which becomes particularly easy to perform when there is little or nonstatistical training. Plus, the interview data is friendly and because of that it can easily be used along with other kinds of data (Bailey, 1994. P. 122).

Chapter 5.

Data Collection and Data Analysis.

Analysis segmented per method of data collection.

After having selected the 6 participants that took part in the study, three separate sessions were scheduled to apply the instruments for the data collection and data analysis. The instruments chosen for the purpose of inquiring about the role of metacognition in the English Language learning experience of the participants were: **A.** The Metacognitive Awareness Inventory (MAI) by Schraw, G. & Dennison, R.S. (1994)., **B.** The Strategy Inventory for Language Learning (SILL) by Oxford, R (1986), and **C.** The Semi-structured Interview for self-taught non-native English Speakers designed by the researcher himself based on the MAI. In this section, the dynamics of each tool will be explained along with the direct analysis of results that each one of them provided for the study in question.

The Metacognitive Awareness Inventory (MAI).

The Metacognitive Awareness Inventory (MAI) is a 52-item questionnaire that seeks help learners self-assess or measure their level of metacognitive awareness (LOMA). It was first developed for adults by Schraw and Dennison in 1994 for their famous study titled *Assessing Metacognitive Awareness*. The MAI is probably the most used inventory to assess metacognition in learners worldwide due to its reliability and the elements that compose it. As it seeks to assess the participants LOMA, the MAI considers the two main components of metacognition: Knowledge About Cognition and Regulation of Cognition. Each one of the components has subcomponents:

- ***Knowledge About Cognition:***

- Declarative Knowledge
- Procedural Knowledge
- Conditional Knowledge

- ***Regulation of Cognition:***

- Planning
- Information Management Strategies
- Comprehension Monitoring
- Debugging Strategies
- Evaluation

Knowledge About Cognition has a total of 17 items distributed as follows: Declarative knowledge (8), Procedural Knowledge (4), Conditional Knowledge (5). The remaining 35 items, which are part of Regulation of Cognition are distributed in the following order: Planning (7), Information Management Strategies (10), Comprehension Monitoring (7), Debugging Strategies (5), Evaluation (6). Nonetheless, it is important to highlight the fact that the questions (items) are presented in a disorganized way; the items being assessed are not sectioned. Thus, both elements of Knowledge About Cognition and Regulation of Cognition are spread out "unevenly" throughout the questionnaire. The questions (statements) are presented with a True or False Format. Each "True" answer counts as 1 point for the total score. The "False" ones do not count or count as 0.

To simplify the quantitative data provided by the MAI, the percentage scale of 0 to 100 was translated to a smaller scale of 1.0 to 5.0 (as suggested by Oxford, R. 1986). The scale goes as follows:

- 3.5 – 5.0 = High Level
- 2.5 – 3.49 = Medium Level
- – 2.49 = Low Level

Consequently, since the questionnaire has 52 questions, which represent a 100% of awareness, meaning a 5.0 score, participants must score 36.4 (37) out of 52 to get a 70% of awareness which directly translates into a 3.5 score. Therefore, if participants score less than 37 in the MAI, they do not have a high LOMA.

Explanatory Table:

52 questions ► 100% Metacognitive Awareness ► total score of 5.0 (LOMA)

37 questions ► 71.15% Metacognitive Awareness ► Total of 3.5 (LOMA)

In the same vein, to get the total score of LOMA we follow a simple rule of three in which we take the total number of "True" answers the participants had, multiply it by 100, and then divide the result by 52. The result obtained is the percentage of awareness the participant had. Finally, we divide the obtained percentage by 2 and with that we get the total score that tells if the participant has a low, medium, or high LOMA.

Explanatory Table:

"Participant X" total number of "True" answers = 40.

52 Q ► 100%

40 Q ►?

40 x 100 / 52 = 4000/52= 76.92%
76.92 / 2 = 38.46 ► 3.8 LOMA

*** "Q" = Questions; "%" = Percentage of Metacognitive Awareness; "?" = Unknown percentage of Metacognitive Awareness. ***

We follow the same logical procedure to calculate the levels of Knowledge About Cognition (KAC) and Regulation of Cognition (ROC). To have a 100% of KAC the participant must score 17 items with "True". Therefore, to have a 70% of KAC (to have the high level of KAC, which is 3.5), the learner must have a total number of "True" answers of 12. In the same way, to have a 100% of ROC the participant must score 35 items with "True". Therefore, to have a 70% of ROC (to have a high level of ROC, which is 3.5), the learner must have a total of true answers of 25. Likewise, it is the same procedure to calculate the scores of the subcomponents of KAC and ROC:

Knowledge About Cognition – Subcomponents results.

- *Declarative Knowledge* ► this subcomponent has a total of 8 items. Therefore, to get a 70%, the participants must score 6/8.
- *Procedural Knowledge* ► this subcomponent has a total of 4 items. Therefore, to get a 70%, the participants must score 3/4.
- *Conditional Knowledge* ► this subcomponent has a total of 5 items. Therefore, to get a 70%, the participants must score 4/5.

Regulation of Cognition – Subcomponents results.

- *Planning* ► this subcomponent has a total of 7 items. Therefore, to get a 70%, the participants must score 5/7.
- *Information Management* Strategies ► this subcomponent has a total of 10 items. Therefore, to get a 70%, the participants must score 7/10.
- *Comprehension Monitoring* ► this subcomponent has a total of 7 items. Therefore, to get a 70%, the participants must score 5/7.
- *Debugging Strategies* ► this subcomponent has a total of 5 items. Therefore, to get a 70%, the participants must score 4/5.
- *Evaluation* ► this subcomponent has a total of 6 items. Therefore, to get a 70%, the participants must score 5/6.

All in all, the implementation of the MAI for this study had the purpose of assessing the overall metacognitive awareness of the participants, not just for language learning, but for learning in general. In that way, it becomes possible to have a better understanding of the role that metacognition has played in a general sense on the language learning experiences of the participants and in their overall learning experience as well.

The Metacognitive Awareness Inventory (MAI). Global Results.

After having taken the MAI, these are the total results obtained by the participants:

🇨🇴 ***Participant A: 49/52 (94.23% = 4.7 High Level)***

- ***Knowledge About Cognition. 16/17 (94.11% = 4.7 High Level)***
  - *Declarative Knowledge: 7/8 (87.5% = 4.3)*
  - *Procedural Knowledge: 4/4 (100% = 5.0)*
  - *Conditional Knowledge: 5/5 (100% = 5.0)*
- ***Regulation of Cognition. 33/35 (94.28% = 4.7 High Level)***
  - *Planning: 7/7 (100% = 5.0)*
  - *Information Management Strategies: 8/10 (80% =4.0)*
  - *Comprehension Monitoring: 7/7 (100% = 5.0)*
  - *Debugging Strategies: 5/5 (100% = 5.0)*
  - *Evaluation: 6/6 (100% = 5.0)*

🇨🇴 ***Participant B: 46/52 (88.46% = 4.4 High Level)***

- ***Knowledge About Cognition. 16/17 (94.11% = 4.7 High Level)***
  - *Declarative Knowledge: 8/8 (100% = 5.0)*
  - *Procedural Knowledge: 4/4 (100% = 5.0)*
  - *Conditional Knowledge: 4/5 (80% = 4.0)*
- ***Regulation of Cognition. 31/35 (88.57% = 4.4 High Level)***
  - *Planning: 6/7 (85.71% = 4.2)*
  - *Information Management Strategies: 8/10 (80% = 4.0)*

- *Comprehension Monitoring: 6/7 (85.71% = 4.2)*
- *Debugging Strategies: 5/5 (100% = 5.0)*
- *Evaluation: 5/6 (83.33% = 4.1)*

🇵🇪 ***Participant C: 42/52 (80.76% = 4.0 High Level)***

- ***Knowledge About Cognition. 14/17 (82.35% = 4.1 High Level)***
  - *Declarative Knowledge: 6/8 (75% = 3.7)*
  - *Procedural Knowledge: 4/4 (100% = 5.0)*
  - *Conditional Knowledge: 4/5 (80% = 4.0)*
- ***Regulation of Cognition. 28/35 (80% = 4.0 High Level)***
  - *Planning: 4/7 (57.14% = 2.8)*
  - *Information Management Strategies: 8/10 (80% = 4.0)*
  - *Comprehension Monitoring: 5/7 (71.42% = 3.5)*
  - *Debugging Strategies: 5/5 (100 % = 5.0)*
  - *Evaluation: 6/6 (100% = 5.0)*

🇨🇴 ***Participant D: 38/52 (73.07% = 3.6 High Level)***

- ***Knowledge About Cognition. 13/17 (76.47 % = 3.8High Level)***
  - *Declarative Knowledge: 6/8 (75% = 3.7)*
  - *Procedural Knowledge: 4/4 (100% = 5.0)*
  - *Conditional Knowledge: 3/5 (60% = 3.0)*
- ***Regulation of Cognition. 25/35 (71.42% = 3.5 High Level)***
  - *Planning: 6/7 (85.71 % = 4.2)*
  - *Information Management Strategies: 8/10 (80% = 4.0)*

- *Comprehension Monitoring: 5/7 (71.42% = 3.5)*
- *Debugging Strategies: 5/5 (100% = 5.0)*
- *Evaluation: 1/6 (16.66% = 0.8)*

🇨🇴 ***Participant E: 37/52 (71.15% = 3.5 High Level)***

- ***Knowledge About Cognition. 14/17 (82.35% = 4.1 High Level)***
  - *Declarative Knowledge: 7/8 (87.5% = 4.3)*
  - *Procedural Knowledge: 3/4 (75% = 3.7)*
  - *Conditional Knowledge: 4/5 (80% = 4.0)*
- ***Regulation of Cognition. 23/35 (65.71% = 3.2 Medium Level)***
  - *Planning: 4/7 (57.14 % = 2.8)*
  - *Information Management Strategies: 8/10 (80% = 4.0)*
  - *Comprehension Monitoring: 3/7 (42.85% = 2.1)*
  - *Debugging Strategies: 4/5 (80% = 4.0)*
  - *Evaluation: 4/6 (66.66% = 3.3)*

🇵🇪 ***Participant F: 37/52 (71.15% =3.5 High Level)***

- ***Knowledge About Cognition. 12/17 (70.58% = 3.5 High Level)***
  - *Declarative Knowledge: 6/8 (75% = 3.7)*
  - *Procedural Knowledge: 3/4 (75% = 3.7)*
  - *Conditional Knowledge: 3/5 (60% = 3.0)*
- ***Regulation of Cognition. 25/35 (71.42% = 3.5 High Level)***
  - *Planning: 3/7 (42.85% = 2.1)*
  - *Information Management Strategies: 10/10 (100% = 5.0)*

- *Comprehension Monitoring: 6/7 (85.71% = 4.2)*
- *Debugging Strategies: 3/5 (60% = 3.0)*
- *Evaluation: 3/6 (50% = 2.5)*

The first observation that can be drawn from a general look at the results is that all the participants scored over 3.5 in the overall MAI score, which means that they all happen to have a high LOMA. The following table illustrates this in a simplified fashion.

Metacognitive Awareness Inventory (MAI) RESULTS. Overall Ranking.
Participant A: 49/52 (94.23% = 4.7 High Level)
Participant B: 46/52 (88.46% = 4.4 High Level)
Participant C: 42/52 (80.76% = 4.0 High Level)
Participant D: 38/52 (73.07% = 3.6 High Level)
Participant E: 37/52 (71.15% = 3.5 High Level)
Participant F: 37/52 (71.15% =3.5 High Level)

In the same vein, it is possible to see that the participants in general presented high levels of Knowledge About Cognition (KAC) and Regulation of Cognition (ROC), being the latter significantly lower than the former, and having one participant with a medium level of ROC. The following tables illustrate this:

MAI RESULTS. Knowledge About Cognition
Participant A: 16/17 (94.11% = 4.7 High Level)
Participant B: 16/17 (94.11% = 4.7 High Level)
Participant C: 14/17 (82.35% = 4.1 High Level)
Participant D: 38/52 13/17 (76.47 % = 3.8High Level)
Participant E: 14/17 (82.35% = 4.1 High Level)
Participant F: 12/17 (70.58% = 3.5 High Level)

MAI RESULTS. Regulation Of Cognition
Participant A: 33/35 (94.28% = 4.7 High Level)
Participant B: 31/35 (88.57% = 4.4 High Level)
Participant C: 28/35 (80% = 4.0 High Level)
Participant D: 25/35 (71.42% = 3.5 High Level)
Participant E: 23/35 (65.71% = 3.2 Medium Level)
Participant F: 25/35 (71.42% = 3.5 High Level)

As previously mentioned, the participants showed a tendency for a higher level of KAC than ROC. the following tables show the scores obtained on each of the subcomponents of KAC and ROC, displaying in detail the specific subcomponents that contributed to the total KAC and ROC, as well as the general LOMA levels.

MAI RESULTS. Knowledge About Cognition – Subcomponents Results			
	Declarative Knowledge	**Procedural Knowledge**	**Conditional Knowledge**
Participant A	*7/8 (87.5% = 4.3)*	*4/4 (100% = 5.0)*	*5/5 (100% = 5.0)*
Participant B	*8/8 (100% = 5.0)*	*4/4 (100% = 5.0)*	*4/5 (80% = 4.0)*
Participant C	*6/8 (75% = 3.7)*	*4/4 (100% = 5.0)*	*4/5 (80% = 4.0)*
Participant D	*6/8 (75% = 3.7)*	*4/4 (100% = 5.0)*	*3/5 (60% = 3.0)*
Participant E	*7/8 (87.5% = 4.3)*	*3/4 (75% = 3.7)*	*4/5 (80% = 4.0)*
Participant F	*6/8 (75% = 3.7)*	*3/4 (75% = 3.7)*	*3/5 (60% = 3.0)*

MAI RESULTS. Regulation of Cognition – Subcomponents Results					
	Planning	**Information Management**	**Comprehension Monitoring**	**Debugging Strategies**	**Evaluation**
Participant A	*7/7 (100% = 5.0)*	*3/7 (42.85% = 2.1)*	*7/7 (100% = 5.0)*	*5/5 (100% = 5.0)*	*6/6 (100% = 5.0)*
Participant B	*6/7 (85.71% = 4.2)*	*8/10 (80% = 4.0)*	*6/7 (85.71% = 4.2)*	*5/5 (100% = 5.0)*	*5/6 (83.33% = 4.1)*
Participant C	*4/7 (57.14% = 2.8)*	*8/10 (80% = 4.0)*	*5/7 (71.42% = 3.5)*	*5/5 (100% = 5.0)*	*6/6 (100% = 5.0)*

Participant D	*6/7 (85.71 % = 4.2)*	*8/10 (80% = 4.0)*	*5/7 (71.42% = 3.5)*	*5/5 (100% = 5.0)*	*1/6 (16.66% = 0.8)*
Participant E	*4/7 (57.14 % = 2.8)*	*8/10 (80% = 4.0)*	*3/7 (42.85% = 2.1)*	*4/5 (80% = 4.0)*	*4/6 (66.66% = 3.3)*
Participant F	*3/7 (42.85% = 2.1)*	*10/10 (100% = 5.0)*	*6/7 (85.71% = 4.2)*	*3/5 (60% = 3.0)*	*3/6 (50% = 2.5)*

The following table portrays the different scores per subcomponent along with the number of participants who got that score, thus displaying clearly the differences in scores of the KAC and ROC elements by number of participants. Colors were used to highlight the differences in scores.

- ***Knowledge About Cognition.***

a. *Declarative Knowledge: 1 with 5.0, 2 with 4.2, 3 with 3.7.*

b. *Procedural Knowledge: 4 with 5.0, 2 with 3.7.*

c. *Conditional Knowledge: 1 with 5.0, 3 with 4.0, 2 with 3.0.*

- ***Regulation of Cognition.***

a. *Planning: 1 with 5.0, 2 with 4.2, 2 with 2.8, 1 with 2.1.*

b. *Information Management: 1 with 5.0, 5 with 4.0.*

c. *Comprehension Monitoring: 1 with 5.0, 2 with 4.2, 2 with 3.5, 1 with 2.1.*

d. *Debugging Strategies**:** 4 with 5.0, 1 with 4.0, 1 with 3.0.*

e. *Evaluation: 2 with 5.0, 1 with 4.1, 1 with 3.3, 1 with 2.5, and 1 with 0.8.*

Metacognitive Awareness Inventory (MAI) – Findings:

To sum up, after having thoroughly analyzed the data of the MAI presented by the participants the following findings are observed:

- *All the participants have a High **Level of Metacognitive Awareness (LOMA).** Out of the 6 participants, 3 present LOMA scores of 4.0 or above. The other 3 participants present scores that are either the minimum or close to the minimum average to be considered to have a high LOMA.*
- *All the participants have a High **Level of Knowledge About Cognition (KAC).** In fact, 4 of the participants have KAC scores above 4.0. The other 2 participants, while still having a high KAC, are close to the minimum score to have it. In other words, they have "the lowest high scores".*
- *All the participants have a High **Level of Regulation of Cognition (ROC**), except for the participant E who has a medium Level. Out of the 6 participants, 3 present ROC scores of 4.0 or above, 2 have the minimum score for a high level (3.5), and 1 presents a medium level of ROC (3.2).*
- *Almost all the participants present a higher **Level of Knowledge About Cognition (KAC)** than **Regulation of Cognition (ROC).** Out of the 6 participants, 4 present a higher level of KAC than ROC. The other 2 participants have the same score both in KAC and ROC.*

- *When it comes to KAC**, the subcomponents of Declarative Knowledge** and **Procedural Knowledge,** are all quite above the 3.5 umbrella, meaning that all 6 participants have a high level of them. As a matter of fact, **Procedural Knowledge presents** one of the highest score tendencies in the subcomponents with 4 participants having a 5.0 score. On the other hand, not all participants seem to have a high level of **Conditional Knowledge** as 2 of them have a 3.0 score (medium level), 3 of them have a 4.0, and only 1 a 5.0.*
- *When it comes to ROC, **Information Management** is the only subcomponent for which all 6 participants have a high level with 5 scores of 4.0 and 1 one 5.0. **Planning** and **Evaluation** are the most affected ones. **Planning** has 2 participants with a score of 2.8 (medium level), 1 with 2.1 (low level), and 3 participants with high level scoring 4.2 and 5.0 respectively. Similarly, **Evaluation** has 2 participants in medium level with scores of 3.3 and 2.5, 1 in low level with a score of 0.8, and 3 in high level with scores of 4.1 and 5.0. In the case of **Comprehension Monitoring**, we find that 5 of the participants have a high level (2 with 3.5, 2 with 4.2, and 1 with 5.0) and 1 with a low level (2.1). Finally, **Debugging strategy** shows a good tendency for participants being the only subcomponent, aside from Conditional Knowledge, in which 4 participants have a high level with scores of 5.0. Plus, another participant has a high level with a score of 4.0, and only 1 participant has a medium level with a score of 3.0.*
- *None of the participants show a low level in the subcomponents of KAC. Although, **Conditional knowledge** does show 2 participants with a medium level.*

- *Unlike in the KAC component, some participants show low levels in the subcomponents of Planning, Comprehension Monitoring, and Evaluation belonging to the ROC component.*

Strategy Inventory for Language Learning (SILL).

The Strategy Inventory for Language Learning (SILL) is a 50-item questionnaire developed by Rebecca Oxford (1986-1989) which seeks to assess the type of strategies learners use when they are in the process of learning a language, and in the present study, particularly English. The SILL is considered one of the most widely employed strategy scale in the world since it is highly reliable as it is based in a well-regarded language learning theory, Oxford's. Oxford classifies language learning strategies into two main categories, which are direct and indirect strategies. Memory, Cognitive, and Compensation strategies are considered the direct ones. Meanwhile, Metacognitive, Affective, and Social Strategies are considered the indirect ones. The questions the SILL presents are based on the set of strategies.

The SILL is divided in six parts: Part A corresponds to Memory Strategies, Part B to Cognitive Strategies, Part C to Compensation Strategies, Part D to Metacognitive Strategies, Part E to Affective Strategies, and Part F to Social Strategies. It is worth mentioning that all the statements are put in order to match the parts for each specific strategy. The total number of questions are distributed in the following way:

- Part A Memory Strategies: 9 questions.
- Part B Cognitive Strategies: 14 questions.
- Part C Compensation Strategies: 6 questions.
- Part D Metacognitive Strategies: 9 questions.
- Part E Affective Strategies: 9 questions.
- Part F Social Strategies: 6 questions.

The SILL presents statements or questions for each one of the parts and the participant must give a score of 1 to 5 depending on how well the statement describes him or her. 1 being *"never or almost never true of me*" and 5 *"being always or almost always true of me."* The following graphic depicts the instructions the SILL provides:

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)
© R. Oxford. 1989

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. On the separate worksheet, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

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

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

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

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

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

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

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

For the classification and scoring of each strategy, Oxford proposes a scale of 1.0 to 5.0, where 3.5 is the score minimum to consider that there is a high use of a strategy. The scale goes as follows:

- 3.5 – 5.0 = High Use
- 2.5 – 3.49 = Medium Use
- – 2.49 = Low Use

Since the number of statements vary per each Part/Strategy, the total score equivalent to a 100% (5.0 usage score) of use of the strategy also varies from Part to part/ Strategy to Strategy. For instance, Part A (Memory Strategies) has 9 questions, for which the maximum possible score is 45. That 45 score represents a 100% of Strategy use, which in the previously mentioned scale is a 5.0, that is, High Use. However, Part B, Cognitive Strategies, has 14 questions, for which the maximum possible score is 70. Subsequently, that 70 score represents a 100% of Strategy use, and thus, a score of 5.0.

The following table illustrates this:

- *Part A Memory Strategies:* 9 questions ► 9 x 5 = 45 ►100% of usage ►5.0 High Use of the Strategy.
- *Part B Cognitive Strategies*: 14 questions ► 14 x 5 = 70 ► 100% of usage ►5.0 High Use of the Strategy.
- *Part C Compensation Strategies*: 6 questions ►6 x 5 = 30 ► 100% of usage ►5.0 High Use of the Strategy.
- *Part D Metacognitive Strategies:* 9 questions ►9 x 5 = 45 ► 100% of usage ►5.0 High Use of the Strategy.

- *Part E Affective Strategies:* 9 questions ►9 x 5 = 45 ► 100% of usage ►5.0 High Use of the Strategy.
- *Part F Social Strategies:* 6 questions ►6 x 5 = 30 ► 100% of usage ►5.0 High Use of the Strategy.

In short, participants need to get a score equivalent to a 70% of strategy usage to get a 3.5 score which connotes a high use of that strategy. Consequently, to get the total score of Strategy Usage we follow a simple rule of three in which we take the total score of the participant had per strategy, multiply it by 100, and then divide the result by the maximum possible score corresponding to that strategy. The result obtained is the percentage of usage the participant had for that strategy. Finally, we divide the obtained percentage by 2 and with that we get the total score that tells if the participant has a low, medium, or high use of the strategy in question.

Explanatory Table:

"Participant X" total score for Part A = 40.

45 score ► 100%

40 score ►?

40 x 100 / 45 = 4000/45= 88.88%
88.88 / 2 = 44.44 ► 4.4 High Use

All in all, the implementation of the SILL for this study serves the purpose of helping understand aside of metacognition, what other elements and/or strategies have contributed to the language learning experience of the participants. Thus, it is possible to reduce any bias towards metacognition alone since other strategies aside from metacognitive ones are being taken into consideration.

Strategy Inventory for Language Learning (SILL) Results.

After having taken the MAI, these are the total results obtained by the participants:

SILL Results.

	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Participant A	*31/45 (68.88% = 3.4 Medium Use)*	*55/70 (78.57% = 3.9 High Use)*	*12/30 (40% = 2.0 Low Use)*	*42/45 (93.33% = 4.6 High Use)*	*22/30 (73.33% = 3.6 High Use)*	*29/30 (96.66% = 4.8 High Use)*
Participant B	*41/45 (91.11% = 4.5 High Use)*	*67/70 (95.71% = 4.7 High Use)*	*22/30 (73.33% = 3.6 High Use)*	*45/45 (100% = 5.0 High Use)*	*15/30 (50% = 2.5 Medium Use)*	*17/30 (56.66% = 2.8 Medum Use)*
Participant C	*41/45 (91.11% = 4.5 High Use)*	*56/70 (80% = 4.0 High Use)*	*30/30 (100% = 5.0 High Use)*	*43/45 (95.55% = 4.7 High Use)*	*18/30 (60% = 3.0 Medium Use)*	*24/30 (80% = 4.0 High Use)*
Participant D	*25/45 (55.55% = 2.7 Medium Use)*	*54/70 (77.14% = 3.8 High Use)*	*18/30 (60% = 3.0 Medium Use)*	*36/45 (80% = 4.0 High Use)*	*20/30 (66.66% = 3.3 Medium Use)*	*26/30 (86.66% = 4.3 High Use)*

Participant E	*35/45 (77.7% = 3.8 High Use)*	*62/70 (88.57% = 4.4 High Use)*	*22/30 (73.33% = 3.6 High Use)*	*36/45 (80% = 4.0 High Use)*	*18/30 (60% = 3.0 Medium Use)*	*28/30 (93% = 4.6 High Use)*
Participant F	*22/45(48.88% = 2.4 Low Use)*	*52/70 (74.28% = 3.7 High Use)*	*13/30 (43.33% = 2.1 Low Use)*	*35/45 (77.77% = 3.8 High Use)*	*15/30 (50% = 2.5 Medium Use)*	*17/30 (56.66% = 2.8 Medium Use)*

By taking a first glance, it is possible to see that there is a varied use of strategies and in general, all of them are utilized by the participants. Nonetheless, it is also possible to see that there is a difference in scores by strategy. Therefore, the researcher organized the strategies of each participant in a ranking from the most to the least used strategies. These are the organized rankings for each one of the participants:

Participant A:

The number 1 strategies used by Participant A are Social Strategies with a score of 4.8, followed by Metacognitive Strategies with a 4.6 score, then Cognitive Strategies with 3.9, after that Affective Strategies with 3.6, in the fifth place we have memory strategies with 3.4, and the least used strategies for this participant are Compensation Strategies with a score of 2.0.

#1 Social Strategies: *29/30 (96.66% = 4.8 High Use)*

#2 Metacognitive Strategies: *42/45 (93.33% = 4.6 High Use)*

#3Cognitive Strategies: *55/70 (78.57% = 3.9 High Use)*

#4Affective Strategies: *22/30 (73.33% = 3.6 High Use)*

#5 Memory Strategies: *31/45 (68.88% = 3.4 Medium Use)*

#6 Compensation Strategies: *12/30 (40% = 2.0 Low Use)*

🇨🇴 ***Participant B:***

The number 1 strategies used by Participant B are Metacognitive Strategies with a score of 5.0, followed by Cognitive Strategies with a 4.7 score, then Memory Strategies with 4.5, after that Compensation Strategies with 3.6, in the fifth place we have Social Strategies with 2.8, and the least used strategies for this participant are Affective Strategies with a score of 2.5.

#1 Metacognitive Strategies: *45/45 (100% = 5.0 High Use)*

#2 Cognitive Strategies: *67/70 (95.71% = 4.7 High Use)*

#3 Memory Strategies: *41/45 (91.11% = 4.5 High Use)*

#4 Compensation Strategies: *22/30 (73.33% = 3.6 High Use)*

#5 Social Strategies: *17/30 (56.66% = 2.8 Medum Use)*

#6 Affective Strategies: *15/30 (50% = 2.5 Medium Use)*

Participant C:

The number 1 strategies used by Participant C are Compensation Strategies with a score of 5.0, followed by Metacognitive Strategies with a 4.7 score, then Memory Strategies with 4.5, after that Cognitive Strategies and Social Strategies both with 4.0, and the least used strategies for this participant are Affective Strategies with a score of 3.0.

#1 Compensation Strategies: *30/30 (100% = 5.0 High Use)*

#2 Metacognitive Strategies: *43/45 (95.55% = 4.7 High Use)*

#3 Memory Strategies: *41/45 (91.11% = 4.5 High Use)*

#4 Cognitive Strategies: *56/70 (80% = 4.0 High Use)*

#4 Social Strategies: *24/30 (80% = 4.0 High Use)*

#6 Affective Strategies: *18/30 (60% = 3.0 Medium Use)*

Participant D:

The number 1 strategies used by Participant D are Social Strategies with a score of 4.3, followed by Cognitive Strategies with a 3.8 score, then Metacognitive Strategies with 3.3, after that Affective Strategies with 3.3, in the fifth place we have Compensation strategies with 3.0, and the least used strategies for this participant are Memory Strategies with a score of 2.7.

#1 Social Strategies: *26/30 (86.66% = 4.3 High Use)*

#2 Cognitive Strategies: *54/70 (77.14% = 3.8 High Use)*

#3 Metacognitive Strategies: *30/45 (66.66% = 3.3 Medium Use)*

#4 Affective Strategies: *20/30 (66.66% = 3.3 Medium Use)*

#5 Compensation Strategies: *18/30 (60% = 3.0 Medium Use)*

#6 Memory Strategies: *25/45 (55.55% = 2.7 Medium Use)*

Participant E:

The number 1 strategies used by Participant E are Social Strategies with a score of 4.6, followed by Cognitive Strategies with a 4.4 score, then Metacognitive Strategies with 4.0, after that Memory Strategies with 3.8, in the fifth place we have Compensation strategies with 3.6, and the least used strategies for this participant are Affective Strategies with a score of 3.0.

#1 Social Strategies: *28/30 (93% = 4.6 High Use)*

#2 Cognitive Strategies: *62/70 (88.57% = 4.4 High Use)*

#3 Metacognitive Strategies: *36/45 (80% = 4.0 High Use)*

#4 Memory Strategies: *35/45 (77.7% = 3.8 High Use)*

#5 Compensation Strategies: *22/30 (73.33% = 3.6 High Use)*

#6 Affective Strategies: *18/30 (60% = 3.0 Medium Use)*

Participant F:

The number 1 strategies used by Participant F are Metacognitive Strategies with a score of 3.8, followed by Cognitive Strategies with a 3.7 score, then Social Strategies with 4.5, after that Affective Strategies with 2.5, in the fifth place we have Memory strategies

with 2.4, and the least used strategies for this participant are Compensation Strategies with a score of 2.1.

#1 Metacognitive Strategies: *35/45 (77.77% = 3.8 High Use)*

#2 Cognitive Strategies: *52/70 (74.28% = 3.7 High Use)*

#3 Social Strategies: *17/30 (56.66% = 2.8 Medium Use)*

#4 Affective Strategies: *15/30 (50% = 2.5 Medium Use)*

#5 Memory Strategies: *22/45(48.88% = 2.4 Low Use)*

#6 Compensation Strategies: *13/30 (43.33% = 2.1 Low Use)*

Strategy Inventory for Language Learning (SILL) RESULTS; Ranking of participant's Strategies.

To have a better understanding of the levels of usage per strategy, it was decided to organize each strategy with the preference that participants have over their use. The rankings are shown as following:

A. Memory Strategies:

Two of the participants place Memory Strategies as their third favorite strategy, 1 participant has it as the fourth preferred strategy, 2 participants have them as the second to last, and 1 participant have them as the sixth or least used strategies.

#3 Strategy for Participant B (91.11% = 4.5) and Participant C (91.11% = 4.5)

#4 Strategy for Participant E (77.77% = 3.8)

#5 Strategy for Participant A (68.88% = 3.4) and Participant F (48.88% = 2.4)

#6 Strategy for Participant D (55.55% = 2.7)

- *The combined percentage of Memory Strategies is 433.3%, which divided by 6 (total number of participants) gives a total average of 72.21% of usage.*

B. Cognitive Strategies:

Four of the participants place Cognitive Strategies as the second favorite, 1 participant has it as the third favorite, and 1 participant has it as the fourth preferred one.

#2 Strategy for Participant B (95.71% = 4.7), Participant E (88.57% = 4.4), Participant F (74.28% = 3.7), and Participant D (71.14% = 3.5)

#3 Strategy for Participant A (78.57% = 3.9)

#4 Strategy for Participant C (80% = 4.0)

- *The combined percentage of Cognitive Strategies is 488.27%, which divided by 6 (total number of participants) gives a total average of 81.37% of usage.*

C. Compensation Strategies:

One of the participants place Compensation Strategies as the first one to be used, 1 participant has it as the fourth strategy, 2 participants regard them as second to last preferred strategy, and 2 participants have them as the sixth or least used strategy in their repertoire.

#1 Strategy for Participant C (100% = 5.0)

#4 Strategy for Participant B (73.33% = 3.6)

#5 Strategy for Participant E (73.33% = 3.6) and Malory (60% = 3.0)

#6 Strategy for Participant F (43.33% = 2.1) and Participant A (40% = 2.0)

- *The combined percentage of Compensation Strategies is 389.99%, which divided by 6 (total number of participants) gives a total average of 64.99% of usage.*

D. Metacognitive Strategies:

Metacognitive Strategies are the most preferred set of strategies by 2 participants, the second ones for 2 participants, and the third one for 2 other participants.

#1 Strategy for Participant B (100% = 5.0) and Participant F (77.77% = 3.8)

#2 Strategy for Participant C (95.55% = 4.7) and Participant A (93.33% = 4.6)

#3 Strategy for Participant E (80% = 4.0) and Participant D (66.66% = 3.3)

- *The combined percentage of Metacognitive Strategies is 513.31%, which divided by 6 (total number of participants) gives a total average of 85.55% of usage.*

E. Affective Strategies:

Affective Strategies are the fourth most approved strategies by 3 participants and the least favored by 3 other participants.

#4 Strategy for Participant A (73.33% = 3.6), Participant D (66.66% = 3.3), and Participant F (50% = 2.5)

#6 Strategy for Participant E (60% = 3.0), Participant C (60% = 3.0), and Participant B (50% = 2.5).

- *The combined percentage of Affective Strategies is 359.99%, which divided by 6 (total number of participants) gives a total average of 59.99% of usage.*

F. Social Strategies:

Social Strategies are the most opted for set of strategies for 3 participants, the third most adopted by 1 participant, the fourth one for 1 participant, and the second to last approved by 1 participant.

#1 Strategy for Participant A (96.66% = 4.8), Participant E (93% = 4.6), and Participant D (86.66% = 4.3)

#3 Strategy for Participant F (56.66% = 2.8)

#4 Strategy for Participant C (80% = 4.0)

#5 Strategy for Participant B (56.66% = 2.8)

- *The combined percentage of Social Strategies is 469.64%, which divided by 6 (total number of participants) gives a total average of 78.27% of usage.*

Strategy Inventory for Language Learning (SILL) RESULTS; Number Position of Strategies.

In the same vein, the number of preferences of the strategies was organized to understand the ranking in a much more explicit fashion.

1. ***#1 Strategies for participants:***

- *Social Strategies for 3 participants: Participant A (96.66% = 4.8), Participant B (93% = 4.6), and Participant D (86.66% = 4.3).*
- *Metacognitive Strategies for 2 participants: Participant B (100% 5.0) and Participant F (77.77% = 3.8).*
- *Compensation Strategies for 1 participant: Participant C (100% = 5.0).*

2. ***#2 Strategies for participants:***

- *Cognitive Strategies for 4 participants: Participant B (95.71% = 4.7), Participant E (88.57% = 4.4), Participant F (74.28% = 3.7), and Participant D (71.14% = 3.5).*
- *Metacognitive Strategies for 2 participants: Participant C (95.55% = 4.7) and Participant A (93.33% = 4.6).*

3. ***#3 Strategies for participants:***

- *Metacognitive Strategies for 2 participants: Participant E (80% = 4.0) and Participant D (66.66% = 3.3).*

- *Memory Strategies for 2 participants: for Participant B (91.11% = 4.5) and Participant C (91.11% = 4.5).*
- *Cognitive Strategies for 1 participant: Participant A (78.57% = 3.9).*
- *Social Strategies for 1 participant: Participant F (56.66% = 2.8).*

4. #4 Strategies for participants:

- *Affective Strategies for 3 participants: Participant A (73.33% = 3.6), Participant D (66.66% = 3.3), and Participant F (50% = 2.5).*
- *Memory Strategies for 1 participant: Participant E (77.77% = 3.8).*
- *Cognitive Strategies for 1 participant: Participant C (80% = 4.0).*
- *Compensation Strategies for 1 participant: Participant B (73.33% = 3.6).*
- *Social Strategies for 1 participant: Participant C (80% = 4.0).*

5. #5 Strategies for participants:

- *Memory Strategies for 2 participants: Participant A (68.88% = 3.4) and Participant F (48.88% = 4.4).*
- *Compensation Strategies for 2 participants: Participant E (73.33% = 3.6) and Participant D (60% = 3.0)*
- *Social Strategies for 1 participant: Participant B (56.66% = 2.8)*

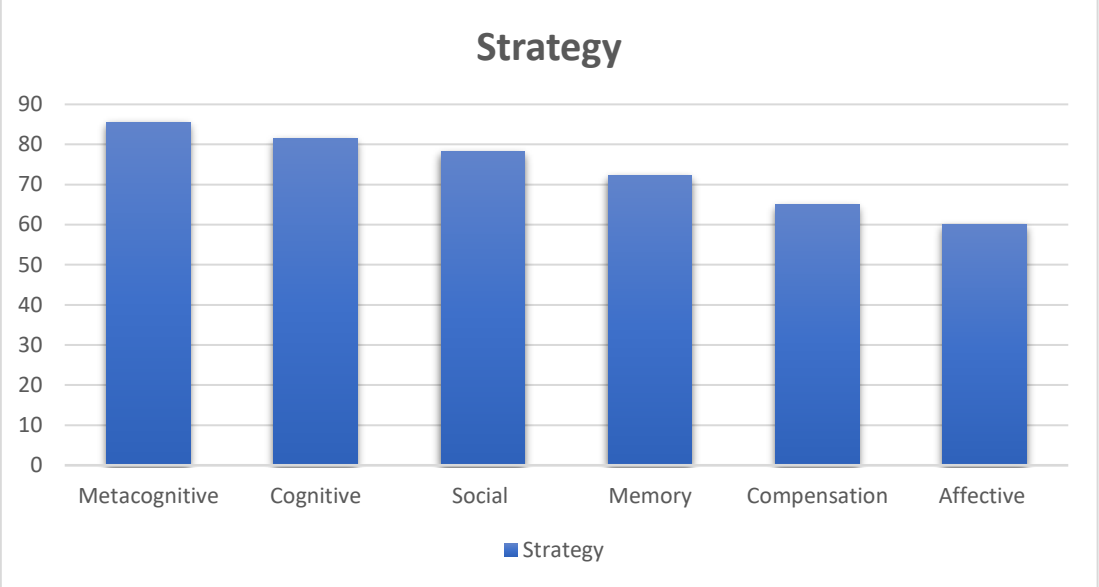
6. ***#6 Strategies for participants:***

- *Affective Strategies for 3 participants: Participant E (60% = 3.0), Participant C (60% = 3.0), and Participant B (50% = 2.5).*
- *Compensation Strategies for 2 participants: Participant F (43.33% = 2.1) and Participant A (40% = 2.0).*
- *Memory Strategies for 1 participant: Participant D (55.55% = 2.7).*

Strategy Inventory for Language Learning (SILL) RESULTS – Findings.

After having thoroughly and extensively analyzed the data provided by the results of the SILL, the following findings are observed:

- *Comparing results by an overall percentage ranking we find the usage of strategies ranked as follows: #1 Metacognitive Strategies 85.55 % = 4.2 High Use, #2 Cognitive Strategies 81.37% = 4.0 High Use, #3 Social Strategies 78.27% = 3.9 High Use, #4 Memory Strategies 72.21% = 3.6 High Use, #5 Compensation Strategies 64.99% = 3.2 Medium Use, #6 Affective Strategies 59.99% = 2.9 Medium Use.*



- *Regarding preference of the usage of a strategy over another one, we find that the most preferred strategies chosen as the #1 Strategy are Social Strategies (3 participants), Metacognitive Strategies (2 participants), and Compensation Strategies (1 participant).*
- *Subsequently, the #2 strategies chosen by participants are Cognitive Strategies (4 participants) and Metacognitive Strategies (2 participants).*
- *Similarly, the #3 strategies preferred by participants are Metacognitive Strategies (2 participants), Memory Strategies (2 participants), Cognitive Strategies (1 participant), and Social Strategies (1 participant)*
- *In the same vein, the #4 strategies used by participants are Affective Strategies (3 participants), Memory Strategies (1 participant), Compensation Strategies (1 participant), and Cognitive and Social Strategies (1 participant who had the same score in both strategies thus having them as his preferred #4).*

- *Likewise, the #5 strategies used by participants are Memory Strategies (2 participants), Compensation Strategies (2 participants), and Social Strategies (1 participant).*
- *Finally, the #6 and least preferred strategies used by participants are Affective Strategies (3 participants), Compensation Strategies (2 participants), and Memory Strategies (1 participant).*
- *Metacognitive and Cognitive Strategies are the only strategies in which all the participants scored high levels of usage. Aside from these 2 strategies, all the other ones have either medium or low use for one participant or more.*

It seems like Metacognitive Strategies are the most preferred strategies by participants given the fact that 2 participants have it as #1 strategy, 2 participants as #2, and 2 participants as #3. Even though Social Strategies were preferred as #1 by 3 participants, Metacognitive Strategies never go below the third place on the ranking unlike all the other strategies. In addition to this, Metacognitive Strategies and Cognitive Strategies are the only set of strategies in which all the participants without exception scored high levels of usage. However, when comparing the levels of usage between Metacognitive Strategies and Cognitive Strategies, we can see that all the participants presented higher scores of Metacognitive Strategies usage than Cognitive Strategies usage, with the only exception of participant E. Furthermore, if we calculate the overall percentages per strategy, we find that Metacognitive Strategies have the highest in-total percentage with an 85.55% followed by Cognitive Strategies with 81.37%.

Semi-Structured Interview for Self-taught non-native English Speakers.

To further explore the experiences of the participants regarding their English Language Learning, it was considered of the upmost importance to give them the opportunity to speak for themselves through a semi-structured interview. The interview consists of two parts, which are Part 1 and Part 2.

Part 1 is intended to encourage participants to tell their stories about their experience becoming fluent speakers of English. Since the idea is to hear out their narratives, the questions in this part are very open, so that participants can approach them in an open way, thus narrating their stories, experiences, opinions, and beliefs regarding their learning/acquisition of English. In total, there are 5 open questions, but follow-up questions are asked to keep the conversation as fluent as possible. It is important to mark the fact that all the questions are formulated in past tense as the idea is to inquire about their past experiences approaching the learning of English. However, participants were encouraged to answer the questions in an open way, for which other tenses are welcome for the answers.

Questions for Part 1:
1-How did you learn English?
2-What were your motivations to learn English?
3-Did you Study English Before?
4-What were your main strategies to learn English?
5- What does one need to speak English Fluently?

Part 2 of the interview is a little more complex regarding the type of questions that are presented. Here the questions are not as open as in Part 1, as they were adapted from the MAI

to inquire particularly about the role of metacognition during their learning time. In total 21 questions were formulated considering the main components, along with the subcomponents, presented in the MAI. So, in total there were 3 questions for *Declarative Knowledge*, 3 questions for *procedural Knowledge*, and 3 questions for *Conditional Knowledge* **(Knowledge About Cognition**). Likewise, there were 3 questions for *Planning,* 3 questions for *Information Management Strategies,* 3 questions for *Comprehension Monitoring,* and 3 questions for *Evaluation* **(Regulation of Cognition).** As well as in Part 1, all the questions were formulated in the past tense, but participants were advised to not limit their answers to the past if they felt that those strategies were still being used in the present. Furthermore, follow up questions were asked as needed.

Semi-Structured Interview for Self-taught non-native English Speakers.	
Interview Questions	***MAI Questions***
1. *Were you aware of what your intellectual/learning strengths and weaknesses were? If so, mention them.*	*I understand my intellectual strengths and weaknesses. (#5)*
2. *Do you feel you had control over how successful you could be at*	*I have control over how well I learn. (#20)*

learning something? If so, elaborate.	
3. *Did you know how to prioritize what things to learn? In other words, was it easy for you to identify what things were most important for your learning and what things were not?*	*I know what kind of information is most important to learn (#10)*
4. *When you learned something, did you frequently use strategies that you knew had worked for you in the past?*	*I try to use strategies that have worked in the past. (#3)*
5. *Were you aware of what strategies you use when you were in the process of learning something?*	*I am aware of what strategies I use when I study. (#27)*
6. *Did you have a specific purpose for the strategies you used?*	*I have a specific purpose for each strategy I use (#14)*

7. *Did you know how to motivate yourself when you were learning something?*	*I can motivate myself to learn when I need to. (#26)*
8. *Depending on the situation, did you know which strategy would work best for you?*	*I know when each strategy I use will be most effective. (#35)*
9. *Did you use your learning strengths to compensate for your weaknesses?*	*I use my intellectual strengths to compensate for my weaknesses. (#29)*
10. *Did you regularly set specific goals when you were learning something?*	*I set specific goals before I begin a task. (#8)*
11. *Did you analyze problem situations and think of several ways of solving them trying to choose the best one?*	*I think of several ways to solve a problem and choose the best one. (#23)*
12. *Did you know how to organize your time in the best possible way in order to accomplish your goals?*	*I organize my time to best accomplish my goals. (#45)*
13. *Did you consciously make an effort to focus your attention on important information?*	*I consciously focus my attention on important information. (#13)*

14. Did you manage to create your own examples in order to make information more meaningful to you?	*I create my own examples to make information more meaningful. (#31)*
15. Did you break studying into smaller steps in order to make it easy to cover?	*I try to break studying down into smaller steps. (#47)*
16. Did you assess your learning in a periodical way to check if you were meeting your goals?	*I ask myself periodically if I am meeting my goals. (#1)*
17. Did you think about how useful the strategies you were using were in reference to a problem/learning situation?	*I find myself analyzing the usefulness of strategies while I study. (#28)*
18. Did you ask yourself how well you were doing when you were learning something new?	*I ask myself questions about how well I am doing while learning something new. (#49)*
19. Did you ask yourself whether there was a better way to do things once you had finished a task?	*I ask myself if there was an easier way to do things after I finish a task. (#19)*

20. Did you ask yourself whether you learned as much as you could once you had finished a task?	*I ask myself if I learned as much as I could have once I finish a task. (#50)*
21. Did you summarize what you had learned after you finished a task?	*I summarize what I've learned after I finish. (#24)*

Semi-Structured Interview for Self-taught non-native English Speakers - Results.

Part 1.

After having analyzed the transcripts of the interviews the participants took, it was possible to identify certain patterns in the answers they provided. In this section there will be a review of the answers the participants provided analyzing points in common in them.

1. **Question #1: How did you learn English?**

Participant A: The participant learned English mainly by exposing herself to available input through music, videos, movies. Also, she has family abroad and had the chance to actively practice her English with them. Then, she consciously started studying grammar:

"…I used to be paying a lot of attention to that English subject in high school, and then I started to watching videos, watching movies, listening to music, and uh… yes that's it. I also have some aunts and uncles in Netherlands, so they used to come to Colombia, so, since I'm the younger family, I used to take the roll as interpreter, so that's how I learned English."

Participant B: The participant studied English with a friend who took the role of a mentor. He exposed himself to input mainly through reading, and try to use a lot of repetition in order not to forget what he learned:

"…Well, I was in my 16s and a good friend that worked with me for one and half year at his home. He was at an institution and… the way to learn this…this language was writing it down, reading, and speaking… We did it with him all. That's the way that I learned; my system."

Participant C: The participant learned English mainly by using the dictionary to complete videogames in English and also by exposing himself to input on movies, which he watched over and over again, as well as tv shows. In short, he exposed himself to the language as much as he could:

"...I learned it by videogames, as I said, I was 4 or 5 years old. I learned it by videogames and as I couldn't understand them, I encouraged myself to try to understand them when I was younger... I completed the game by using the dictionary trying to understand what to do... That would be one of my strategies: watch first the movie in Spanish and then in English."

Participant D: The participant learned English by exposing herself to available input through music and reading things on social media. Then, she consciously started studying grammar:

"...I learned English by listening to music, by watching shows and a minimum of reading books, or narratives that I saw on the social media.... that's kind of how I learned... I just think I learned English by the hearing, repeating the same words...I was not a grammatic, like I knew how the grammatic was, Mm... but it was right like I knew how was it, but not because I studied the grammatic first and then I would do it or speak it, it was more like afterwards, I went to the Colombo and they gave us some exercises."

Participant E: The participant learned English by exposing herself to available input through music, movies, videos, and reading things on social media. Then, she consciously started paying attention to grammar:

"...watching series with subtitles, and also trying to Mm...listen to music with the lyrics on the screen, so in that way you will match what you hear with what you see so, in that way I

will connect all the information, and that's how I learned it, basically and I'm still doing that process, so I'm still learning how to pronounce certain things when I hear the songs, or when people are having a conversation…. I was exposed to the language multiple times. Mm…and I didn't know how to use past tense…"

Participant F: The participant learned English by exposing himself to available input on a popular tv show he liked. He also received input on videogames that he played online, on which he had the opportunity to interact in English with other players as well. Later, the participant intentionally and purposively decided to immerse himself in an environment in which English was his main input:

"…And…I liked that show so much that I started watching it from season 1 to season 10, and the first, the couple first times that I watched the…that tv show was Mm…on English but with captions on Spanish… And…then, after I…my listening was…at the time I thought that my listening was perfect, I…I changed the captions from Spanish to English so I can…and…from that point I started to…at the same time that I was watching that tv show with the captions on English, so I can learn the grammatic, I…I also played a lot of videogames of MOH, Tera, Final Fantasy 14, and a lot of similar games like that… that's when I changed my phone to English, my computer, my tv… to obligate myself not see Spanish words written in my room, besides school, right?"

2. **Question #2: what were your motivations to learn English?**

Participant A: Mainly to interact with her family that was abroad as she took the role of interpreter between her European and Colombian families. Also, she had some interest in the

language when she was at school. Finally, she knew English could give her good job opportunities (mainly extrinsic motivations):

"To help my family with the communication between Netherlands relatives and we as the Colombian relatives, uh…because you know our grandparents are seniors, are in zero in English, so they cannot communicate easily with them, so helping with the communication between my families… And, to also, like open doors to myself in the labor environment, and also in the academic one…I used to be paying a lot of attention to that English subject in high school"

Participant B: The participant always liked the language and was interested in learning it. (Interest in the culture; Intrinsic motivations).

"…Really, I'd always liked to know this language… in this beautiful language".

Participant C: To pass his videogames and for fun just to learn something new. He discovered he liked the language (Intrinsic motivation mainly):

"…I'd say there was…uh…yeah, I will say it again: the videogames… Yes, as I said, the tv shows and the series are a good motivator to learn something and that's what I do for the most part of my free time, so yeah."

Participant D: Mainly to understand the meaning of the songs that she liked and being able to sing them (interest in the culture) as well as to understand the stories that she saw on Facebook and social media, for fun. In a minimal way she also got motivated for a relative that lived abroad, and she partially wanted to leave the country. Mainly intrinsic motivations.

"…in part it was because I wanted to travel in Colombia, but the other part it was because I… kinda wanted to know, to know the meaning that I was listening uh; because I really think music is a big part of my day, like, I'm constantly listening to music. Maybe that, because I wanted to know the meaning and I wanted to get out of Colombia, but yeah"

Participant E: Mainly to understand the meaning of the songs that she liked and being able to sing them (interest in the culture) as well as to understand the stories that she saw on Facebook and social media (For fun; it was mainly for fun, according to her own words; Intrinsic motivation):

*"…when I did it, I did it by myself just for fun… *** Ok, so your motivation at the time was like… you wanted to know music and you wanted to understand movies and all of that and that's kind of like what motivated you to pay attention to it? *** … Exactly."*

Participant F: To understand the series and videogames that he was exposed to, but also to interact with other gamers around the world as he also liked the language (Intrinsic motivation mainly).

"…Well, I think that the first motivation was to try to connect with other players when I was…when I was uh…playing those games that I told you before… most of the time, I…we can connect on the game and laugh and speak to each other, and try to have a party where we can do the missions together, and everything like that. That's when I started to use discord and we…we all connect to discord, and when we played the game, we were bounding, like making friends, right? Yeah, that's my first motivation… after I realized that I was starting to like that language…I asked my mom to, to, to send me to a school."

3. Question #3: did you study English before?

Participant A: Aside from school, for a brief period, she studied at an institution which intended to focus on the pronunciation. However, the experience was not meaningful at all; the participant barely recalls a single lesson she had.

"…Actually, I used to be in an Academy, what's the name? ***"Accent".*** *But now, it is now… kind of closed… this academy was only, only, to improve my accent… They were not focused on grammar or that vocabulary, they were just focused on the accent. They teach me about the schwa accent or vocal, or something like that. But the only thing I remember is schwa. I don't know if it is vocal or if it is like what? I don't know what."*

Participant B: Just regular school.

"…No, I have never been to an English institute. Just studying with my friend, one and half year at his home. Nothing else."

Participant C: Just regular school.

"…Well…just the English lessons in the school. But yeah…like paying a…an institution that only teaches English? Mm no. I just had the normal English lessons at school. That was the most that I had."

Participant D: Aside from school, she went to Colombo Americano. However, she feels that all she did there was to get people to speak with. She already knew the language.

"I went to the Colombo Institution. Mm…However, I never felt that much of a great experience, maybe because they were not Mm… teachers. They were just people who knew how to speak English and that's it. And they just put it there into classes with students"

Participant E: Just regular school.

"Not at all, only at school That's like 2-3 hours per week."

Participant F: Aside from school, the participant asked his mom to pay for a language course. However, since he already knew how to speak, he got bored of the lessons they tried to teach him, and he dropped out as he felt he was not making any progress there.

"…Yeah, I…after I…after I realized that I was starting to like that language…I asked my mom to, to, to send me to a school. It's called "E-cultural", "Igna" I think it is. I studied there for 5 months? Yeah, 5 months. Basic 1 through 5. When I started the basic 6, well…all of those basics I got really bored actually… Right. That´s why I dropped out of, of, of that study center and…and…and…and got back to my room and started doing the same thing that I did every day in the past."

4. **Question #4: what were your main strategies to learn English?**

Participant A: Getting input from music, movies, serries, and social media, trying to pay attention to check things with subtitles both in English and in Spanish. Also, to try to place herself in an environment where she was "forced" to speak English: with her European family.

"…Okay, as I was saying before listening music, watching some videos, I used to do in thing that was watching movies or searching for music on YouTube, but with subtitles in English and Spanish so I could see what word was in English was the translation in Spanish in real time…, I think that was my

best strategy, to place yourself in an environment where you have to learn English or you will not be able to communicate."

Participant B: Getting input through reading, then writing and repeating the process as much as possible. Repetition was essential in his process.

*"…Yeah, read, write, and repeat… Read, write, and repeat. *** Like…a lot of repetition but also being exposed to the language. *** That is correct. I even have part of this little book in my mind… So, I remember this book in my mind. This method, I think it's the best one: reading and writing at the same time, so your mind is taking it, you know?*

Participant C: Getting input through videogames and movies, and also watch a movie or series in Spanish and then in English with subtitles in English.

*"…***So basically, you exposed yourself to English through videogames and then you started looking up the words that you didn't know. *** Uhum…I completed the game by using the dictionary trying to understand what to do… That would be one of my strategies: watch first the movie in Spanish and then in English… So, yeah. I uh…I think that that's one of my strategies. Watch something in English or a series, so while I'm having fun watching the tv show, I'm learning. So, that's a strategy that I…that I use…. it was from watching movies that…I think that's the best strategy that anyone can use to learn a language."*

Participant D: Getting input through music and reading, trying to pay attention to learn vocabulary and identify words and sounds.

"My strategies were very basic, I would say. I think I had two uh…for learning English. The first was, it was just to listen even if I had not any idea of what I was and I was listening to, or the meaning of it, uh…but that helped me to… recognize certain words, like music, like…things like "I would love to be with you", like that… then I would read the meaning and that meaning get me through it, and then

I would kind of make a connection with other words and the whole aspect of the sentence. That was like the main one. The second one, it was to uh… read, kind of reading. When I was reading, Uh… because it was like short narratives that I used to read in social media. Uh… it was more of a… Because I learned before words that kinda sounded because I never like… write anything, the same as the word written, I kinda knew how uh… to relate to that word, so, it was kind of the opposite meanings, I was listening verbs and then, I was like, "Oh this is how the word means or sounds", and then the opposite, I had to read it listen to something in a sentence or in a song."

Participant E: Getting input through music and reading, trying to pay attention to learn vocabulary and identify words and sounds. Also, trying to use English in her every-day life by thinking in English as much as possible.

"…watching series with subtitles, and also trying to Mm…listen to music with the lyrics on the screen, so in that way you will match what you hear with what you see so, in that way I will connect all the information, and that's how I learned it… The main strategies that I used, and I keep using, is uh… matching words with what I do on a daily basis... that's how you connect words with the physical things. But on a daily basis, you don't know how to say ***"Ok, I'm eating with a fork, or with a spoon, or with a knife".*** *So, I'm just trying to switch my mind and think about the normal things… Basically, I'm trying to connect everything, what I'm seeing, trying to Mm… learn new words."*

Participant F: Getting as much input as possible through movies and series, putting subtitles in English, and trying to create an artificial environment in which English was the main language.

"…Main strategies...I don't know, I think that the ones that I told you that I…with the tv show. First, I focused on the listening, and after I managed to understand everything on the listening, changed

the captions to English so I can learn the…how to write and the, the grammatic. I think that's the main one."

5. Question #5: what does one need to speak English fluently?

Participant A: Trying not to be afraid of speaking the language, and basically removing any affective filter that can negatively impact the production in English.

"…To be able to just produce orally. Yes, yes, to speak. You know, I don't know if it's a lot of people, but we feel so scared about talking with others, especially with native people. So, when you're scared of talking with someone in English or you are scared of your knowledge, and you are scared of what you learned, you are not able to speak fluently because you are always thinking in your mind: "oh, what if I make a mistake" or "what if I say something wrong", "what if they don't understand", "what if I have Sofia Vergara's accent", so you're always thinking about that, and that kind of lack of motivation to speak with someone in English can make you like struggle when you are speaking fluently."

Participant B: Practice as much as possible (through input and repetition) and you must like the language, or in other words, be motivated to learn the language.

"…Just practice…just practice. And they must love it, of course, because if you don't love speaking English of course you'll never learn. So, it's something that you have to… from your inside. If you have to do something "lifelessly" for sure it will not work."

Participant C: Practice as much as possible (through input and repetition). Try to pay attention to the way in which words are pronounced and emulate as accurately as possible.

"…I think that the only thing that they need is: 1. Practice. I don't know how I got my…my…my way of talk, the way I talk. I don't know how I got that, but I just remember that I learned that when I was young. I was trying to say the same word in the same tone, in the same way, so I think that I…the most people when I talk at work, they say that I don't have like a…a ***"dejo"*** *…a way to talk. It's weird they say my…my way of talk is weird, but I just remember that I tried to do it on the way that I learned. The first time that I heard a word, that's the way that I tried to do it."*

Participant D: Practice as much as possible (through input and repetition) trying to emulate the accents as accurately as it can be, and talking with others as much as possible.

"…I think it would be two things. One, it would be limiting the accent, I would say, repeating yourself over and over again, and the second thing is to practicing with someone who that has nothing to do with you, like not a friend, or for example, when I was at the Colombo, I had one teacher that had totally…had disagreement with me in certain aspects of what I was studying…"

Participant E: Practice as much as possible (through input and repetition). Try to pay attention to the way in which words are pronounced and emulate as accurately as possible.

"…Your listening is very important… in that way, once you got listening, you will be able to Mm…make your accent better, make the pronunciation better… You understand what you will hear Mm…what you hear on the conversations. So, listening is very important if you got listening, you'll be able to get the reading and then you will have the speaker… So, that's how I learned it. I needed to be exposed in order for me to understand it."

Participant F: The most important thing is motivation, but based on the other answers he gave, input and repetition is the key to his success.

"Well…well I guess that the most important part is uh…you have to like the language, because if you don't like the language… it's pointless because I see…a lot of friends on college struggling with

learning English and they, they only study that language because they have to graduate and everything like that but it's not because they like it. So…yeah, you need…you have to like the language because if you don't, it's going to become more difficult in the process."

Summary of findings for Part 1:

After having analyzed the answers, the participants had for the questions in Part 1 of the interview, it was possible to draw the following observations:

- All of the students learned English by means of exposing themselves as much as possible to available input presented in the form of music, movies, series, texts, and videogames. In fact, they all highlighted the importance of being exposed to the language as much as possible to become adept users of it.
- Almost all the participants started their English learning process unconsciously, as their main intention was not to learn the language but to approach the culture and elements of it. Just one participant started his process by actively and consciously trying to learn English.
- The English Language Learning experience the participants had was mainly motivated intrinsically. All the participants expressed eagerness and appealing for aspects or situations involving the English language such as music, movies, tv series, and videogames. This highlights the fact that there was not an imposition in the process.
- There were also minor-extrinsic motivations present in the process for some participants. For instance, in the case of participant A her main motivation was to be an interpreter between her English-speaking her non-English-speaking

families, as well as to have better opportunities in life with the English language. Similarly, participant E expressed how she recently got aware of the opportunities that English gives for her life and that motivates her as well. Besides, participant D expressed how she would like to go to Canada and that was in a way part of what motivated her to like the language.

- 3 of the participants did not study English in a formal institution or academy other than regular school. The other 3 participants were engaged in formal language schooling, but their experiences were not meaningful to them and did not actively contribute to the development of their communicative competence in the language.
- Aside from being actively exposed to input, participants highlighted the importance of repetition and emulation of the language as being an important strategy to learn English. In other words, they considered that as a learner you must repeat and emulate the language as much as possible to actually learn it.
- Most of the participants acknowledge the fact that motivation is key for the process of learning English. They consider it to be essential to have success in the process of learning and point out the risk of failure when the levels of motivation are not ideal. In this sense, Participant A emphasizes the importance of removing affective filters that can result in lack of motivation.

Part 2.

As it was said, Part 2 of the interview consisted of 21 questions that were formulated as an adaptation of the MAI questions to focus the main elements of metacognition on the English learning process of the participants. The analysis of this part will be begun by checking the results the participants had in both Interview and the MAI, to see the pattern of match in the responses. Then again, it is important to stress out the fact that the MAI and the interview were not applied on the same date. There was a week in between for the application of both instruments.

- ***Participant A's Comparative table of results.***

Interview Questions	***MAI Questions***
22. Yes	*5-True*
23. Yes	*20- True*
24. Yes	*10- False*
25. Yes	*3- True*
26. Yes	*27- True*
27. Yes	*14- True*
28. Yes	*26- True*
29. Yes	*35- True*
30. Yes	*29- True*
31. Yes	*8- True*

32. Yes	*23- True*
33. Yes	*45- True*
34. Yes	*13-True*
35. Yes	*31- True*
36. Yes	*47- True*
37. Yes	*1-True*
38. Yes	*28- True*
39. Yes	*49- True*
40. Yes	*19- True*
41. Yes	*50- True*
42. Yes	*24- True*

Total: 20/21 = 95.23% Match in the responses.

For Participant A it is possible to see that there was a high level of correspondence in the responses she gave for the MAI and the interview: 20 out of 21 answers were the same both for the MAI and the interview, thus having a 95.23% match. Consequently, the LOMA are highly similar for both tools having a 4.7 score in the MAI and 5.0 in the interview. Similarly, the components of Knowledge About Cognition and Regulation of Cognition present high scores in both the MAI and the interview. This indicates that the level of Metacognition the participant had during her English learning process was very high.

Comparative chart between MAI and Interview Results.			
	Overall LOMA	**KAC Level**	**ROC Level**
MAI	*49/52 (94.23% = 4.7 High Level)*	*16/17 (94.11% = 4.7 High Level)*	*33/35 (94.28% = 4.7 High Level)*
Interview	*21/21 (100% = 5.0 High Level)*	*9/9 = 100% (5.0 High Level)*	*12/12 = 100% (5.0 High Level)*

- ***Participant B's Comparative table of results.***

Interview Questions	***MAI Questions***
1. No	*5-True*
2. Yes	*20- True*
3. Yes	*10- True*
4. Yes	*3- True*
5. Yes	*27- True*
6. No	*14- True*
7. Yes	*26- True*
8. Yes	*35- True*
9. Yes	*29- True*
10. Yes	*8- True*
11. Yes	*23- True*

12. Yes	*45- True*
13. Yes	*13-True*
14. Yes	*31- True*
15. No	*47- True*
16. Yes	*1-True*
17. Yes	*28- True*
18. Yes	*49- True*
19. Yes	*19- True*
20. Yes	*50- True*
21. Yes	*24- True*

Total: 18/21 = 85.71% Match in the responses.

For Participant B it can be observed that there was a high level of correspondence in the responses he gave for the MAI and the interview: 18 out of 21 answers were the same both for the MAI and the interview, thus having an 85.71% match. Consequently, the LOMA are highly similar for both tools having a 4.4 score in the MAI and 4.2 in the interview. Similarly, the components of Knowledge About Cognition and Regulation of Cognition present high scores in both the MAI and the interview, although the latter is significantly lower than the former. This indicates that the level of Metacognition the participant had during her English learning process was very high.

Comparative chart between MAI and Interview Results.			
	Overall LOMA	**KAC Level**	**ROC Level**
MAI	*46/52 (88.46% = 4.4 High Level)*	*16/17 (94.11% = 4.7 High Level)*	*31/35 (88.57% = 4.4 High Level)*
Interview	*18/21 (85.71% = 4.2 High Level)*	*7/9 = 77.77% (3.8 High Level)*	*11/12 = 91.66% (4.5 High Level)*

- ***Participant C's Comparative table of results.***

Interview Questions	***MAI Questions***
1. Yes	*5-True*
2. No	*20- False*
3. Yes	*10- True*
4. Yes	*3- True*
5. Yes	*27- True*
6. Yes	*14- True*
7. Yes	*26- True*
8. Yes	*35- False*
9. Yes	*29- True*
10. Yes	*8- True*
11. Yes	*23- True*

12. No	*45- False*
13. No	*13-False*
14. Yes	*31- True*
15. No	*47- True*
16. No	*1-False*
17. Yes	*28- True*
18. Yes	*49- True*
19. Yes	*19- True*
20. Yes	*50- True*
21. Yes	*24- True*

Total: 19/21 = 90.47% Match in the responses.

For Participant C it is possible to see that there was a high level of correspondence in the responses he gave for the MAI and the interview: 19 out of 21 answers were the same both for the MAI and the interview, thus having a 90.47% match. Consequently, the LOMA are highly similar, in fact the same, for both tools having a 4.0 score in the MAI and 4.0 in the interview. Similarly, the component of Knowledge About Cognition present a high level in both tools with a score of 4.1 for the MAI and 4.4 for the interview. Nonetheless, the ROC levels differ as there was a medium level found in the interview (3.3) and a high level in the MAI (4.0).

Comparative chart between MAI and Interview Results.			
	Overall LOMA	**KAC Level**	**ROC Level**
MAI	*42/52 (80.76% = 4.0 High Level)*	*14/17 (82.35% = 4.1 High Level)*	*28/35 (80 % = 4.0 High Level)*
Interview	*17/21 (80.95% = 4.0 High Level)*	*8/9 = 88.88% (4.4 High Level)*	*8/12 = 66.66% (3.3 Medium Level)*

- ***Participant D's Comparative table of results.***

Interview Questions	***MAI Questions***
1. Yes	*5-True*
2. Yes	*20- True*
3. No	*10- True*
4. Yes	*3- True*
5. Yes	*27- True*
6. Yes	*14- True*
7. No	*26- False*
8. Yes	*35- False*
9. Yes	*29- True*
10. Yes	*8- True*
11. Yes	*23- True*

12. No	*45- False*
13. Yes	*13-True*
14. Yes	*31- True*
15. Yes	*47- True*
16. Yes	*1-True*
17. No	*28- False*
18. No	*49- False*
19. No	*19- False*
20. Yes	*50- False*
21. Yes	*24- True*

Total: 18/21 = 85.71% Match in the responses.

For Participant D it is possible to assert that there was a high level of correspondence in the responses she gave for the MAI and the interview: 18 out of 21 answers were the same both for the MAI and the interview, thus having an 85.71% match. Consequently, the LOMA are highly similar for both tools having a 3.6 score in the MAI and 4.0 in the interview. Similarly, the components of Knowledge About Cognition present high scores, in fact the same, in both the MAI and the interview. However, there is a little difference in the levels of Regulation of Cognition reported in the MAI in the interview as the MAI has it in high level with a score of 3.5 and the Interview has it in medium level with a score of 3.3.

Comparative chart between MAI and Interview Results.			
	Overall LOMA	**KAC Level**	**ROC Level**
MAI	*38/52 (73.07% = 3.6 High Level)*	*13/17 (76.47% = 3.8 High Level)*	*25/35 (71.42% = 3.5 High Level)*
Interview	*17/21 (80.95% = 4.0 High Level)*	*7/9 = 77.77% (3.8 High Level)*	*8/12 = 66.66% (3.3 Medium Level)*

- ***Participant E's Comparative table of results.***

Interview Questions	***MAI Questions***
1. Yes	*5-True*
2. No	*20- False*
3. No	*10- True*
4. Yes	*3- True*
5. Yes	*27- True*
6. No	*14- False*
7. Yes	*26- True*
8. Yes	*35- True*
9. Yes	*29- True*
10. No	*8- False*
11. Yes	*23- True*

12. No	*45- False*
13. Yes	*13-True*
14. Yes	*31- True*
15. No	*47- True*
16. Yes	*1-True*
17. No	*28- False*
18. Yes	*49- True*
19. Yes	*19- True*
20. No	*50- True*
21. Yes	*24- True*

18/21 = 85.71% Match in the responses.

For Participant E it is possible to say that there was a high level of correspondence in the responses she gave for the MAI and the interview: 18 out of 21 answers were the same both for the MAI and the interview, thus having an 85.71% match. Consequently, the LOMA are very similar for both tools having a 3.5 score in the MAI and 3.3 in the interview. Nonetheless, it is important to point out that the MAI's LOMA was high while the Interview's was not. Similarly, there was a difference in the Knowledge About Cognition in both tools as the score for the MAI was high with 4.1 while the score in the interview was medium with a 3.3 score. The Level of Regulation of Cognition was medium for both the MAI and the interview.

Comparative chart between MAI and Interview Results.			
	Overall LOMA	**KAC Level**	**ROC Level**
MAI	*37/52 (71.15% = 3.5 High Level)*	*14/17 (82.35% = 4.1 High Level)*	*23/35 (65.71% = 3.2 Medium Level)*
Interview	*14/21 (66.66% = 3.3 Medium Level)*	*6/9 = 66.66% (3.3 Medium Level)*	*7/12 = 58.33% (2.9 Medium Level)*

- ***Participant F's Comparative table of results.***

Interview Questions	***MAI Questions***
1. No	*5-False*
2. Yes	*20- True*
3. No	*10- False*
4. Yes	*3- True*
5. No	*27- False*
6. Yes	*14- True*
7. Yes	*26- True*
8. No	*35- False*
9. Yes	*29- True*
10. No	*8- True*
11. Yes	*23- True*
12. No	*45- False*

13. Yes	*13-True*
14. No	*31- True*
15. No	*47- True*
16. No	*1-True*
17. No	*28- False*
18. No	*49- True*
19. No	*19- False*
20. Yes	*50- False*
21. No	*24- True*

For Participant F it is possible to see that the level of correspondence in the responses he gave for the MAI and the interview was not so high: 15 out of 21 answers were the same both for the MAI and the interview, thus having a 71.42% match. There was a significant difference between the LOMA in the MAI and the Interview as the MAI reported a high level with a score of 3.5 whereas the Interview reported a low level with a score of 2.1. Subsequently, there were denoting differences in the levels of Knowledge About Cognition and Regulation of Cognition. The MAI reported a high level of KAC with a score of 3.5 while the interview reported a medium level with a score of 2.7. The most striking difference was found in the ROC levels as the MAI reported a high level with a score of 3.5 whereas the Interview reported a Low Level with a score of 1.2.

Comparative chart between MAI and Interview Results.			
	Overall LOMA	**KAC Level**	**ROC Level**
MAI	*37/52 (71.15% = 3.5 High Level)*	*12/17 (70.58% = 3.5 High Level)*	*25/35 (71.42% = 3.5 High Level)*
Interview	*9/21 (42.85% = 2.1 Low Level)*	*5/9 = 55.55% (2.7 Medium Level)*	*3/12 = 25% (1.2 Low Level)*

15/21 = 71.42% Match in the responses.

Summary of findings for Part 2:

After having analyzed the answers, the participants had for the questions in Part 2 of the interview, it was possible to draw the following observations:

- *There is a high percentage of matching between the answers given in the survey and the MAI, which reaffirms the argument that metacognition was highly present in the process. On average there is an 85.70% match between the answers in the interview and the MAI.*
- *According to the interview, 4 participants presented a high percentage of Metacognitive Awareness during their English learning process with ranks of 4.0. (2 participants), 4.2 (1 participant), and 5.0 (1 participant). Only 2 participants did not have the High LOMA as they had medium and low levels with scores of 3.3 and 2.1 respectively.*

- *Similar to what was found with the MAI, the participants tended to show a higher level of KAC than ROC with the exemptions of participants A and B.*
- *The Subcomponents of ROC that show a negative tendency are Planning and Evaluation as they did in the MAI.*

Participants individual learning experiences - Overall English Learning Experience per individual.

Participant A.

Participant A is a 23-year-old Colombian woman who has a degree in industrial Engineering. She lives in Bello, Antioquia with her husband and grandparents. She has been working in the company/campaign for over 2 years.

Her English language experience starts when she was around 14-15 years old, as she always liked the English subject at school and had an appeal for music and movies in English. She started watching musical videos in English with subtitles both in Spanish and English, consciously trying to get herself exposed to the language; that became her main strategy for learning. However, her main motivation to learn English came from her European family established in Netherlands. Since her Colombian and European family had a language barrier (the Colombians did not know English and the Europeans did not know Spanish very well), she took on the role of an interpreter. She highlights the meaningfulness of this experience as she, in a way, was placed in an environment in which she had to speak the language:

- *"...as I was saying before listening music, watching some videos, I used to do in thing that was watching movies or searching for music on YouTube, but with subtitles in English and Spanish so I could see what word was in English was the translation in Spanish in real time... So, I think that*

was my best strategy, to place yourself in an environment where you have to learn English or you will not be able to communicate."

This, although a challenge for her, motivated her to learn to communicate as much as possible, also facing her emotions and fears by having to remove her affective filters:

- *"…you are not able to speak fluently because you are always thinking in your mind:* ***"oh, what if I make a mistake"*** *or* ***"what if I say something wrong****",* ***"what if they don't understand", "what if I have Sofia Vergara's accent",*** *so you're always thinking about that, and that kind of lack of motivation to speak with someone in English can make you like struggle when you are speaking fluently. I used to have that lack of motivation with my European family because I was aware that my English was not as good as their English, so I used to think:* ***"they are not going to understand and they are going to judge me",*** *but it wasn't that way, they were so willing to explain me new words and the real way to say…to say… the words, like the correct way to say a sentence."*

In terms of Metacognition, Participant A has the highest LOMA scores both in the MAI and the interview with 4.7 and 5.0 respectively. Plus, Metacognitive Strategies are her second preferred set of strategies after Social Strategies according to the SILL. This entails that the role of Metacognition in her English Learning Experience was very strong. However, the awareness for learning was developed over time:

- *"… ***were you aware of what your intellectual/learning strengths and weaknesses were? ****
- *No. When I was learning no. At the beginning, at the very beginning I was like, I guess, fourteen or fifteen years old, I was pretty young… and I used to have the… opinion or the teaching of that European family, so I knew what were my weaknesses when, when learning. One of my biggest weaknesses was to think that I wasn't going to be able to have a fluent English, to think that as I was born in Latin America, I wasn't that privileged. So, I think I found that in internet gives you lot of opportunities to learn. So, yes, that's how I kind of…it could be one of my weaknesses."*

In the interview it is possible to see how metacognitively aware she is both in English and in her daily life as she talks about the way in which she discovered the type of learner she is, the learning method she applies, and how she continues to organize herself for English learning purposes:

- *"… *** were you aware of what strategies you used when you were in the process of learning something? ****
- *Yes, I did long research about that I knew that when writing a word or when I'm taking notes in class of something "the Cornell method" is the one that is so successful for me, but I had to…uff...I did a long research on that… I have a kinesthetic intelligence, so my emotions and what I smell, what I see, what I hear, what I feel is what helps me to…to…to learn English or any other subject."*

Here it is possible to see how actively involved with her learning process she was in general as she consciously did "long research" on the Cornell Method to decide that was the best one for her. The participant A is currently planning to take the IELTS Exam for study purposes abroad and she continues to show high levels of Metacognitive Awareness and Metacognitive Skillfulness:

- *"…*** next question is: did you regularly set specific goals when you were learning something? ****
- *Yes, for that I used a…like a timeline. It is a…how's it called? …It is like a chart in which you place uh…the dates in which you want to complete some set of goals… and you put your tasks in the top left hand and the other part of your sheet, or your google sheet or you're a…word sheet, you place the completion percentage. It is like…it is a grand! Gannt chart! I don't know if you've heard of something like that and…that's what I use…to…to do that. Nowadays, I'm doing that uh…for IETLS purposes, so…I know that I have 100% of listening complete and the…80% of the uh…reading complete and I know, yeah…that."*

In short, the participant learned English due to both intrinsic and extrinsic motivations provided by her family, possibilities to get good working positions, and interest for the culture presented in music and movies. When it comes to learning procedures, the role of Metacognition in the Language Learning Experience of this participant was, and continues to be, extremely relevant. She deeply knows herself as a learner and is highly adept at identifying the strategies, methods, and times that work best for her language learning experience. Furthermore, she is quite accomplished at organizing and regulating her learning process not only in English but in other learning experiences as well. However, it is worth mentioning that this awareness and skillfulness has progressively grown in time.

Participant B.

Participant B is a 35-year-old Colombian man who has a degree in hotel management and tourism. he lives in Palmira, Valle del Cauca with his wife and two children. He has been working for the company/campaign in question for 2 years, but he also has a small business of his own doing online trading.

His English learning experience started taking place by the time he was 16 years old. The participant had always liked the language and the culture and had a friend who was studying English and who was willing to help him. As he had a strong intrinsic motivation, he started studying with his friend in the afternoon a couple times a week by using a textbook designed to teach English. The strategies that the participant employed were basically exposing himself to the language by reading, then writing, and then repeating as much as he could:

- *"…Well, I was in my 16s and a good friend that worked with me for one and half year at his home. He was at an institution and… the way to learn this…this language was writing it down, reading,*

and speaking. We did it with him all. That's the way that I learned; my system… It was one and a half year of pushing. Monday and Wednesday."

The participant's learning process seems to have been marked substantially by the role of exposure to input of the language and repeating as much as he could. He emphasized this as his main game plan to cover his learning process:

- *"… ***what were your main strategies to learn English? ****
- *Yeah, read, write, and repeat. Read, write, and repeat.*
- ****Like…a lot of repetition but also being exposed to the language. ****
- *That is correct. I even have part of this little book in my mind… Yeah! I remember! Uh… "**Chapter one: The Taylors begin the day. It's a hot day in town. Mrs. Taylor gets up early. She prepares breakfast for the family. The baby looks for his fishbowl. Mary goes to take care of the neighbors' children".** So, I remember this book in my mind. This method, I think it's the best one: reading and writing at the same time, so your mind is taking it, you know?"*

The participant's goal was to learn English in general, meaning he did not have specific goals when he began. In fact, he stated that the awareness about different elements of his learning process came with time as he started gaining more experience about what work and did not work for him:

- *"…it's something that I was just learning during the path, you know? It's something new that you…of course, it's a good experience this…this way, but it's something that you just hit and you didn't know that it would happen… Some better many strategies, that is correct, but sometimes we don't know what is a strategy, you know? So, sometimes is like natural. Sometimes it's natural, so maybe you are aware, maybe you are not aware of this kind of thing that you are doing at the moment. You can recognize at the end of that process… Uh, the purpose is to learn…learn new things.*
- *** So, it was a general purpose. Not too specific. ***

- *No, that is correct."*

In terms of Metacognition, Participant B has the second highest LOMA score in the MAI and the interview with 4.4 and 4.2 respectively. Plus, Metacognitive Strategies are his first preferred set of strategies followed by Cognitive Strategies according to the SILL. This signifies that the role of Metacognition in his English Learning Experience was undeniably strong. As a matter of fact, in the interview it is possible to see how metacognitively aware he is in general, particularly showing a great level of Metacognitive Knowledge as he knows himself very well as a learner:

- *"Yeah, actually I'm a disciple…disciplined person and I really like to learn new things, so I think my motivation is inside of me. I read book of course of motivation, but I don't think I need to be motivated. I think so it's better to be like uh…what's the word? I forget it. It's better to be, instead of motivation, it's better to be uh…I forgot that little word… Disciplined! That is correct. That is the word. It's better to have discipline instead of motivation because one day you can just wake up uh…let's say…low! Correct? But motivation is something that goes up and down, but if you have discipline, you have a normal average of that period for that time, so it's better to have it"*

Also, Metacognitive Regulation seems to be one of his strengths as he knows how to organize himself and plan what he needs to do:

- *"… That is correct. Uh…I take uh…I have many notebooks really. I'm an entrepreneur and I take notes of my specific target, no? "I want to learn this because of this". And I work on it the time that is necessary to achieve it. I do it thanks to that… I had already my schedule in my mind even without writing it down, I know what to do. My work time, my leisure time, my family time, and my entrepreneur time. It's right."*

Summarily, Participant B's English learning experience was motivated intrinsically by his interest in the language and the culture. He praises exposure to input as being necessary

for the learning process as well as using repetition in an intense manner to guarantee learning success. Regarding the role of Metacognition, we can say that it is a strong element in the life of the learner in general and when it comes to his language learning experience with English. The agent is highly adept at knowing himself as a learner (learning preferences, strategies, motivations, etc.) and knowing how to regulate his learning process.

Participant C.

Participant C is a 22-year-old Peruvian man who is in the process of learning new languages and trying to grow in the company/campaign. The participant lives with his parents and sibling in Lima, Perú and has been working for the company for 1 year.

His English language experience began when he was around 4-5 years old caused by the necessity of understanding the instructions in a videogame that was in English. The learner made use of a dictionary to understand the game and without realizing it he started learning the language:

- *"...I learned English when I was around 4-5 years (old). I remember that that was the time when I first learned a word in English. I couldn't understand. I thought that it was a word in Spanish that was wrongly written, but at the end I was told that that was another language. I learned it by videogames, as I said, I was 4 or 5 years old. I learned it by videogames and as I couldn't understand them, I encouraged myself to try to understand them when I was younger... I completed the game by using the dictionary trying to understand what to do."*

It could be said that his motivations were sort of extrinsic at first, although intrinsic in the sense that he liked his videogames, but he did not have the explicit intention of learning English when he started:

- *"…Mm…I don't think there was like a motivation. I'd say there was…uh…yeah, I will say it again: the videogames. But by myself? I never said like* ***"Oh I want to learn English".*** *I'd say I learned English by mistake."*

As he became older, the participant started growing a taste for the language as well as awareness about the strategies that he liked to use to learn English. His main strategies involve extensive exposure to input in the form of movies or series, trying to watch them several times, preferably first in Spanish and then in English to assimilate all of the information in a much easier way:

- *"…When I was a kid as well, I used to watch a movie named* ***"Ice Age" …*** *I used to look it like 3 or 5 times a day… Mm…I learned it in Spanish. I learned all of the…the script in Spanish and then I changed it to English, because I wanted to see what was new in there. I found some new scenes and also, well I learned that…I knew what the character was saying, but because I remembered in Spanish, and yeah…in English after. That would be one of my strategies: watch first the movie in Spanish and then in English… I think that that's one of my strategies. Watch something in English or a series, so while I'm having fun watching the tv show, I'm learning. So, that's a strategy that I…that I use… I think that's the best strategy that anyone can use to learn a language."*

In the same way, the participant consistently tried to repeat and emulate the way of talking of the native speakers he saw in films. His intention was to sound just like them without any type of accent:

- *"…I think that the only thing that they need is: 1. Practice. I don't know how I got my…my…my way of talk, the way I talk. I don't know how I got that, but I just remember that I learned that when I was young. I was trying to say the same word in the same tone, in the same way, so I think that I…the most people when I talk at work, they say that I don't have like a…a* ***"dejo"*** *…a way to*

talk. It's weird they say my…my way of talk is weird, but I just remember that I tried to do it on the way that I learned. The first time that I heard a word, that's the way that I tried to do it."

In terms of Metacognition, Participant C has the third highest LOMA score in the MAI and the interview (along with Participant D) with 4.0 in both. Plus, Metacognitive Strategies are his second preferred set of strategies only surpassed by Compensation Strategies according to the SILL. This means that the role of Metacognition in his English Learning Experience was indeed quite relevant. Nonetheless, it is important to mention that the awareness over the language learning process was developed over time as the participant did not initially have the intention of learning English.

What can be observed is that the agent had a high level of metacognitive knowledge as he is quite familiar with the methods that work for him, the way in which he learns best, how to motivate himself, what his strengths and weaknesses are, and when to apply his knowledge. In fact, he continues to apply those elements as he is now learning Japanese:

- *"…I…I always uh…well, now that I'm learning another language, I have a book where I write the words, so yeah…I think that one of my weaknesses would be not remembering something, for the most part. That's why I have that book and I note it there… When I'm learning new words, I try to like…Mm…I try to like find another word that looks similar to it, and that's how I try to…obviously…see the difference between them so I don't need to mix them up. That's one of the weaknesses I have in the language, that some words like…mix up in my head."*
- *"… *** Did you break studying into smaller steps in order to make it easy to cover? *** I was just doing everything simultaneously, but…for example, Mm…when I was stuck in a mission on the videogame, I knew that I had to understand the things in English little by little, so then…I would…uh…like…break the mission into different parts, understanding in English the different parts of what I was doing, so I would complete it all. Also, like…when watching movies, I tried to*

watch it in Spanish first, and then in English, so it was like…a…Mm…a split process, I think? Yeah, something like that."

Nevertheless, it is also important to indicate that in terms of metacognitive skillfulness, the participant had difficulties with the aspect of regulation. Participant C showed in the MAI as well as in the interview that he had problems organizing his time and goals for learning as well as evaluating it. Since he tried to do it for fun, he does not regulate himself when it comes to his English learning:

- *"… I don't think that I'm a good person like to organize the time. It's something that comes up for me when I have nothing to do, it's like sometimes it comes to me* ***"Oh, I want to learn some English words or I want to watch a tv show"*** *and as I said, using that strategy…that's how I learned new words in a language or in English… So, yeah. I don't want to say like I have control. It's something that comes to me. It's like I don't plan to do that."*
- *"… *** did you consciously make an effort to focus your attention on important information? *** For the most part…I don't think so. It's like always…as I said, I learned from, when I was growing up, unconsciously. So, yes. I don't think that I…I make an effort to focus my attention. It's something that I need to work on… *** Did you assess or evaluate your learning in a periodical way to check if you were meeting your goals? *** as I said I have a book. I…sometimes I review it. Mm…but periodically? If it's something that I learned, it's like oh…it keeps there in my mind. But it's not like I review it again… But, yeah. I don't review my lessons like, one time is written there, it's because I've learned it… it's like I try to not push myself because if you push yourself, you like…start to hate the learning, yeah…that's something I could see. You start hating something."*

To sum up, the agent learned English encouraged mainly by intrinsic motivations as he liked videogames and movies and used the input that these materials had to start learning the language. The agent stresses the point that exposure to the language plays in becoming

acquainted with it and being able to learn it by means of getting exposed to it and repeating what is being observed. Metacognition played a very relevant role in the English learning experience of the participant in matters of Metacognitive Awareness as the participant became very adept at knowing his strengths and weaknesses in learning, what strategies worked for him and when to use them, as well to motivate himself. However, regarding the regulation of his learning, the participant showed lack of planning and evaluation over his learning process. Also, the awareness for learning became more and more evident with the pass of time.

Participant D.

Participant D is a 23-year-old Colombian woman who is in the process of getting her degree in anthropology from a public university in the Caribbean Coast. The participant lives with her parents, her younger brother, and dogs in Cienaga, Magdalena., and has been working for the company for 2 years.

Her English Learning Experience came about when she was very young as she always had a strong appeal for music in English as well as stories online on social media. She also liked the idea of going to Canada, as one of her aunts did, to live there and knew English was necessary to migrate. Nonetheless, her motivations were mainly intrinsic as her main interest to learn English was to understand the culture and language displayed in the songs that she constantly listened to daily:

- *"…I learned English by listening to music, by watching shows and a minimum of reading books, or narratives that I saw on the social media…. that's kind of how I learned… I just think I learned English by the hearing, repeating the same words… So, in part it was because I wanted to travel in Colombia, but the other part it was because I… kinda wanted to know, to know the meaning*

that I was listening uh; because I really think music is a big part of my day, like, I'm constantly listening to music. Maybe that, because I wanted to know the meaning and I wanted to get out of Colombia, but yeah."

The participant's learning experience was based mainly on being exposed to the language through the input presented in songs as well as readings on social media. She also mentions having gone to a language institution in order to complement her learning, but her experience there was not so fulfilling as she did not feel she had proper instruction:

- *"…I went to the Colombo Institution. Mm…However, I never felt that much of a great experience, maybe because they were not Mm… teachers. They were just people who knew how to speak English and that's it. And they just put it there into classes with students… I went to the Colombo and they gave us some exercises, and what I basically did it was just to become more fluent because I was like talking to people who knew English."*

The participant in general kept on using the same strategies as she understood they had worked for her. She emphasizes the importance of having exposure to the language by means of listening and reading trying to pay close attention to the details in meaning, structure, and use. It seems that she consistently grew a strong awareness of how her method should be exercised for it to work on her:

- *"…My strategies were very basic, I would say. I think I had two uh…for learning English. The first was, it was just to listen even if I had not any idea of what it was and I was listening to, or the meaning of it, uh…but that helped me to… recognize certain words, like music, like…things like* ***"I would love to be with you",*** *like that… then I would read the meaning and that meaning get me through it, and then I would kind of make a connection with other words and the whole aspect of the sentence. That was like the main one. The second one, it was to uh… read, kind of reading. When I was reading, Uh… because it was like short narratives that I used to read in*

social media. Uh… it was more of a… Because I learned before words that kinda sounded because I never like… write anything, the same as the word written, I kinda knew how uh… to relate to that word, so, it was kind of the opposite meanings, I was listening verbs and then, I was like, ***"Oh this is how the word means or sounds"****, and then the opposite, I had to read it listen to something in a sentence or in a song."*

Although very aware of how to use her strategies, the agent did not seem to have a particular interest at first for learning the language but rather understanding the samples of language she exposed herself to for hobby:

- *"… ***So, you were consciously paying attention to those things that you were doing? ****
- *Emm, not all the time, it was just to, because I wanted to read a story or a novel, but it was not, I had this little thing called* ***"Wattpad",*** *that it was basically like stories that like, some romantic stories, kind of what I basically…the motivation for that. But I was not like* ***"I'm going to do this, so I can learn it."****, it was more the... I did it because I wanted to know meaning of the word so I can like know the whole story of what I was reading."*

In terms of Metacognition, Participant D has the fourth highest LOMA score in the MAI and the third one in interview (along with Participant C) with 3.6 in the former and 4.0 in the latter. According to the SILL, Metacognitive Strategies are her third most preferred set of strategies only surpassed by Cognitive and Social strategies as her second and first most preferred, respectively. This means that the role of Metacognition in her English Learning Experience was in fact important. However, the awareness for learning increasingly came with time as she got closely involved with her learning process:

- *"… ***was it easy for you to identify what things were the most important for your learning and what things were not? ****

- *To identify, I think... it wasn't easy, it was like a part answer, because at the beginning I just wanted to… like… get out of the country, so, the incentive I had to learn English, I had to speak English because I had no idea that I have to try so hard to know how to speak English. So, at the beginning it was hard to identify what was important for me to me to learn English, Mm… but then when I kind of investigating a little more in that point to learn English by myself, it was easy in terms of… Ok,* ***"I kinda have the listening now, I kinda have the speech now, the most important thing for me this moment is the grammar".***

Regarding her metacognitive knowledge, the participant shows a high level of awareness about her strengths and weaknesses as an overall learner, what works best for her and what does not, as well as how to apply strategies effectively for the purpose of learning. It seems, however, that her biggest point of firmness is knowing herself for learning:

- *"…I'm more of that kind of person, I don't like visual things, I don't think I could feel comfortable with that, I don't know, so yeah… I used them and if it's working, I would not interfere for the work or anything in that matter."*
- *"…I don't really learn by visual things, so that's why reading is like is on the second part, so yeah, I had to, because… I'm more like listening kind of learner… how kind of person I am when I'm learning, not just English but everything in life… that was my purpose that I'm more a listening learner, I think… I'm like a…I learn better by listening."*
- *"…I'm a disciplined learner. I read and then I write, I think that's one of my…the things to learn the best."*

On the other hand, when it comes to the regulation of her cognition and her learning, as she expressed also in the MAI, she has opportunities for improvement. In fact, in the interview she scored a medium level for ROC (3.2). This can be seen particularly in the elements of planning and evaluation:

- *"… ***did you know how to organize your time in the best possible way in order to accomplish your goals? ****
- *Uh, no. I don't think so. Uh…as you can see, it took me like…high school and then…uh…very, very early years of my…university. I did not have it. If I had been more organized with my time, I would have learned English faster, instead of 5 or 6 years. So, I did not. I did not know how to organize my time."*
- *"… ***did you assess your learning in a periodical way to check if you were meeting your goals? ****
- *Mm…I did not Mm…I did not. But maybe because it was like an informal thing, it was more of a… **"I do it by myself"** thing…and I wasn't…I didn't have like a proper thing for uh…recognize uh…or a reassurance of **"Ok, you've learned it"**. It was more like **"Ok, I get it. And maybe the next time I will get it or maybe I will not".** But…if I do, it's when…then I get to the Colombo. Mm…I had to do this; I will not say task. But in my mind, I would say like **"Ok, check, check, check, this, this, this".** I had this on my mind if I got it, if I did not."*
- *"… ***did you ask yourself how well you were doing when you were learning something new? ****
- *No, I don't. I usually don't stop and think about that. I just uh…go, because I tend to be hard on myself, most of the time. So, I don't get rewards for myself. The reward is that I oh…kind of like a… **"I learned this thing".** So, yeah."*

Summarily, the English Learning Experience of Participant D was mainly intrinsically motivated by aspects of the culture that she was exposed to in music and texts in social media. The leading intention of the participant was to approach the culture in music as she considered it essential for her life; meaning that the participant, at first, did not have the explicit intention of learning English. Nevertheless, the awareness about her learning grew and became stronger over time as she started understanding the relevance of being exposed to the language, which she highlights as her main strategy. Metacognition played a very

relevant role in the English learning experience of the participant in matters of Metacognitive Awareness. The participant became very adept at knowing herself as a learner and what worked best for her English learning experience. However, regarding the regulation of her learning, the participant showed lack of planning and evaluation over her learning process.

Participant E.

Participant E is a 21-year-old Colombian woman who has plans of migrating to Jamaica to follow her dream of living in a Caribbean country. The participant lives in the south of Bogotá, D.C with her mother, younger brothers, and dogs. She has been working for the company for 3 years.

Her English Learning Experience had its beginnings when she was a teenager motivated by wanting to have fun learning the lyrics of songs in English, watching series, and reading books. The Participant had a strong appeal for the cultures that were portrayed in the samples of language she exposed herself, and thus started learning the language in that way:

- *"…Well, I started learning English with multiple things, such as reading…Uh… when I was in school…Mm…watching series with subtitles, and also trying to Mm…listen to music with the lyrics on the screen… when I did it, I did it by myself just for fun".*
- *"…So, that was one of the motivations. I want to learn about the culture, so I need to know what they're talking about. For that reason, I need to learn the language."*

As she mentions it, her main strategies to learn English involve being exposed to different samples of input in the language paying close attention to the details to grasp elements such as vocabulary, grammar, and pronunciation in an efficient way:

- *"… ***So, you would say that your learning took place mainly by exposing yourself to the language. ****

- *basically, having a full posture with the language… I'm aware of what I'm seeing and what I'm hearing, so in the way I will learn."*
- *"…The main strategies that I used, and I keep using, is uh… matching words with what I do on a daily basis. Most of the times you will hear basic things like,* ***"Okay I'm writing on a book on a table".*** *that's how you connect words with the physical things. But on a daily basis, you don't know how to say* ***"Ok, I'm eating with a fork, or with a spoon, or with a knife".*** *So, I'm just trying to switch my mind and think about the normal things…*
- **** So, you would say that your mind is like constantly switched up. Instead of Spanish, you'd be thinking in English? ****
- *Basically. I'm trying to connect everything, what I'm seeing, trying to Mm… learn new words."*

The participant also emphasizes the importance of involving yourself in an environment where English is used all the time making emphasis on the relevance of constant exposure to the language:

- *"… ***in your opinion, what does one need to speak English fluently? ****
- *Your listening is very important. In that way, once you got listening, you will be able to Mm…make your accent better, make the pronunciation better… You understand what you will hear Mm…what you hear on the conversations. So, listening is very important if you got listening, you'll be able to get the reading and then you will have the speaker.*
- ****All right. So, you would connect something like… first you need to be exposed to the language, and then you're going to be able to produce. ****
- *Exactly. If you're not exposed, you barely understand what is happening on the conversation or with language. So, that's how I learned it. I needed to be exposed in order for me to understand it."*

In terms of Metacognition, Participant E has the fifth and last highest LOMA score in the MAI (along with participant F) and the fifth one in interview with 3.5 in the former and

3.2 in the latter. According to the SILL, Metacognitive Strategies are her third most preferred set of strategies only surpassed by Cognitive and Social strategies as her second and first most preferred, respectively. This means that the role of Metacognition in her English Learning Experience was significant. Nevertheless, the awareness over the use of strategies as well as motivations came over time. The participant increasingly became aware of her learning process as time passed by and as she continues to feel that she is still in the process of learning:

- *"… I'm still doing that process, so I'm still learning how to pronounce certain things when I hear the songs, or when people are having a conversation."*
- *"… ***And you knew this when you were learning? ****
- *No, I just became aware of this recently, but when I did it, I did it by myself just for fun."*
- *"… *** So, was there a specific thing that you wanted to do with one strategy? ****
- *Right. Ok, yes, there was the purpose arrived in the road, say like that? I would learn the English, but my purpose was like* ***"okay, I want to understand what the people are saying".*** *…I could say yes okay, I was putting my effort in something that I wanted to learn… but I just gained, I just gained or obtained a consciousness with time… not at the moment when I was learning."*

The participant shows a higher tendency for Metacognitive Awareness than Metacognitive Regulation. This can be seen in the fact that her main strengths, when it comes to her language learning experience, have to with knowing herself as a learner, knowing the strategies that work for her, knowing how to motivate herself, and when to apply knowledge for learning:

- *"… ***were you aware of what strategies you used when you were in the process of learning something? ****

- *Yes, I was. Uh…it's something like, I had already used the same strategies before, so I knew what worked and what didn't work for me. For example, if I wanted to learn new words, I knew that music was going to be more useful than just taking a list of vocabulary and try to memorize it, you know?*

On the contrary, when it came to regulating and assessing her learning process, the participant expressed the difficulties she had:

- *"… ***did you know how to organize your time in the best possible way in order to accomplish your goals? ****
- *No, no. I was putting so much time in English or the learning process that I didn't organize myself so I was spending as much time as possible throughout the day…, I'm not that kind of girl that will, for example, "**okay I got two hours of learning English. let's do it."** No. I was just doing it all the time… by having DVD shows with subtitles or music with lyrics on the screen… in that way I would just constantly feed my brain with new words Mm… making better the listening process. So, I was just putting it in."*
- *"Goals? To be honest, no. I didn't have any goal when I learned… I just wanted to learn for fun. I had too much time."*
- *"… ***did you break studying into smaller steps in order to make easy to cover? ****
- *No, I was trying to gather the information as much as I can, so I was not breaking it."*

To recap, Participant's E English learning experience was motivated by intrinsic factors that were related to the samples of the culture that she encountered in music, movies, series, and books. She started learning for fun at first and increasingly became aware of her learning process in the language. Metacognition played a very relevant role in the English learning experience of the participant in matters of Metacognitive Awareness. The participant became very adept at knowing herself as a learner and what worked best for her English learning

experience. However, regarding the regulation of his learning, the participant showed lack of planning and evaluation over her learning process.

Participant F.

Participant F is a 26-year-old Peruvian man who is in the process of getting enrolled in the university seeking to pursue a degree in Systems Engineering. The participant lives with his mother in Lima, Perú and has been working for the company for 1 year.

The participant's English Language Learning Experience started when he was a teenager as he developed a strong appeal for the tv series *"Friends"* and decided to watch it all in English with subtitles in Spanish and then in English. His experience was also marked by wanting to interact with gamers online as he was playing online videogames in English and required to use the language to communicate:

- *"…Well, I guess I will have to say Mm…Highschool, around first grade. No…yeah, around first grade of Highschool, and after that well…I started, I started…Uh…by watching the tv show* ***"Friends****". And…I liked that show so much that I started watching it from season 1 to season 10, and the first, the couple first times that I watched the…that tv show was Mm…on English but with captions on Spanish. So, I can relate whatever they were saying with, with the captions and start relating with how to, how to write and how to…how is every sentence, how's every sentence written, right? And…then, after I…my listening was…at the time I thought that my listening was perfect, I…I changed the captions from Spanish to English so I can…and…from that point I started to…at the same time that I was watching that tv show with the captions on English, so I can learn the grammatic, I…I also played a lot of videogames of MOH, Tera, Final Fantasy 14, and a lot of similar games like that."*
- *"…Well, I think that the first motivation was to try to connect with other players when I was…when I was uh…playing those games that I told you before… Yeah, most of the time, I…we can connect on the game and laugh and speak to each other, and try to have a party where we can do the*

missions together, and everything like that. That's when I started to use discord and we…we all connect to discord, and when we played the game, we were bounding, like making friends, right? Yeah, that's my first motivation."

The participant's main approach to learn the language was greatly pronounced by having extensive exposure to different sources of input in the language. Essentially, he tried to immerse himself in an artificial environment where English would be the main language:

- *"… *** So basically, you got yourself exposed to the language and you absorbed what you could. ****
- *Yeah, that's when I changed my phone to English, my computer, my tv. Everything…*
- ****Ok, we could say that you created an artificial environment where the first language, or the main language was English. ****
- *yeah, kind of…to…to obligate myself not see Spanish words written in my room, besides school, right?"*

Since he developed a taste for the language, the participant mentions having studied English at a language institute for 5 months approximately. However, he was disappointed in the method which did not motivate him to learn. So, he decided to go back to what was originally working for him:

- *"…after I…after I realized that I was starting to like that language…I asked my mom to, to, to send me to a school. It's called* ***"E-cultural", "Igna"*** *I think it is. I studied there for 5 months? Yeah, 5 months. Basic 1 through 5. When I started the basic 6, well…all of those basics I got really bored actually…. That´s why I dropped out of, of, of that study center and…and…and…and got back to my room and started doing the same thing that I did every day in the past."*

Participant F greatly emphasizes the importance of being exposed to the language as much as possible to learn as his main strategy. He considers all sources of input as being

extremely valuable for the learning process of the English language and accentuates the fact that having exposure to the language is indispensable to become adept in it:

- *"...Main strategies...I don't know, I think that the ones that I told you that I...with the tv show. First, I focused on the listening, and after I managed to understand everything on the listening, changed the captions to English so I can learn the...how to write and the, the grammatic. I think that's the main one...*
- **** Ok, ok. So, it was basically an "exposition" to the language. ****
- *that's correct."*
- *"...I felt like...all the topics that had to involve English...were...were important to me... I felt like every word, every sentence, everything that involves English...uh...was important to me at the time."*
- *I felt like, 3 of the things that I always did the most was uh...watch a series or, or a tv show or movie or play videogames, specifically in English or listening to, to songs, to new bands, new artists, new albums...and even by, even when I...I went out for a walk and...just to stress out myself, was always with a song in English.*
- *"... ***Depending on the situation did you know which strategy would work best for you? ****
- *It was always the same strategy... Yeah...being exposed, yeah. All my environment I had to turn it into an English one, so...yeah, the same strategy.*

In terms of Metacognition, Participant F has the fifth and last highest LOMA score in the MAI (along with participant E) and the last one in interview with 3.5 in the former and 2.1 in the latter. This means that he scored a low LOMA in the interview, although paradoxically according to the SILL, Metacognitive Strategies are his most preferred set of strategies followed by Cognitive and Social strategies respectively. This means that the role of Metacognition in his English Learning Experience was significant. Nevertheless, the

awareness over the use of strategies was raised through time as he mostly felt he was learning English for fun and not as an obligation:

- *"… ***where you aware of what your intellectual/learning strengths and weaknesses were? ****
- *No, never. I…I felt like I was doing all by… Yeah, instinct. Subconsciously. Like it was a game for me or something like that. I never felt like it was an imposition or something that I have to do."*
- *"… ***where you aware of what strategies you used when you were in the process of learning something new? ****
- *No, never. Like I told you before, it was like a, like a game for me. It was something fun. Yeah, I never realized until a couple of years ago, maybe when, when a friend asked me how did I manage to learn English by myself on my room…and everything like that. That's when I started looking back and wondering how I did it, because until that day…"*
- *"…I started, I start investigating or reading all about it, so…how can I use the meaning of every sentence or word on different context, and so…yeah, I think that yeah, I have, I have the control like you said."*

The participant seemed to have a higher level of metacognitive awareness than regulation of metacognition. This can be seen in the fact that he knew in detail the strategies that worked for him and how to apply them (as it has been previously mentioned in the extracts), but he did not know how to regulate his learning process in matters of planning and evaluating:

- *"… ***did you regularly set specific goals when you were learning something? ****
- *No, never. Like I told you before, it was like, it was like a game for me. Just…right?"*
- *"… ***did you know how to organize your time in the best possible way in order to accomplish your goals? ****
- *In English specifically, no... No, it was whenever I had the chance… You would do it.*
- *"***did you break studying into smaller steps in order to make it easy for you to cover? ****

- *That actually makes it more difficult because…yeah…"*
- *"… ***did you assess or evaluate your learning a periodical way to check if you were meeting your goals? ****
- *I don't think so. Like I told you, everything for me was a game back at the time, so I never…the only thing that I did in the past was…if I didn't remember well what was the meaning of a specific word or, or sentence maybe I'd look it up on Google, and remember…and…yeah, that was the only thing, yeah."*
- *"… ***did you summarize what you had learned after you finished a task? ****
- *No, never. I was too lazy to do it, to take any notes, to summarize. Everything was uh…on practice."*

Summarily, the English Language Learning Experience of Participant F was mainly intrinsic as he felt a strong appeal for aspects of entertainment that involved the language. The participant stresses the significant importance of not only liking the language, but also being constantly exposed to input of it. He considers exposure to the language as being the most important part of the process of learning. On the other hand, Metacognition played a very relevant role in the English learning experience of the participant in matters of Metacognitive Awareness. The participant became very adept at knowing himself as a learner in the sense of being aware of what method worked for him. It was an awareness that grew and became stronger over time. However, regarding the regulation of his learning, the participant showed lack of planning and evaluation over his learning process.

Chapter 6.

Discussion and Conclusions.

After having thoroughly and exhaustively analyzed the data gathered from the Metacognitive Awareness Inventory (MAI), The Strategic Inventory for Language Learning (SILL), and the Semi-Structured Interview for Self-taught non-native English Speakers, a set of categories emerged: *Metacognition and Learner Autonomy, Metacognition for Language Learning, and Input and Self-awareness.* This section aims at discussing the categories to have a better understanding of the elements that took place in the language learning experiences of the self-taught English speakers participating in this research study.

Metacognition and Learner Autonomy.

Metacognition and Learner Autonomy are two elements that are deeply intertwined in the language learning process of the participants. Thusly, it is important to understand how these two elements played a role in the development of the communicative competence of the participants by means of a sense of commitment and responsibility for the success of the language learning process as well as constant growth of awareness of their learning.

Metacognition as the main structural construct of the study is steadily manifested in the experiences of the participants not just for language learning, but as a whole spectrum in their lives along with Autonomy for learning. Metacognition is understood as the convergence of Metacognitive Knowledge/Awareness and Metacognitive Strategies/Skillfulness, which in the overall picture directly translates into taking control of one's learning process by means of not only knowing oneself as a learner, but also taking the actions of planning, monitoring, regulating, and evaluating one's learning process, thus being in charge of it (Flavell, 1979;

O'Malley and Chamot, 1990; Wenden, 1998; Livingston, 2003; Moseley et al's, 2005; Chamot, 2009; Haukas, 2018) . Consequently, this aspect relates to Learner Autonomy as it is understood that being autonomous undeviatingly implies taking responsibility for one's learning affairs and outcomes (Gardner, 1981; Wenden, 1991; Littlewood, 1996; Tudor, 2001; Coterall, 2008; LightBrown and Spada, 2013; Little et al 2017). In such order of ideas, aside from the analysis of the Metacognitive Awareness Inventory (MAI), which shows that all the participants have high levels of Metacognitive Awareness (LOMA) as an overall element of their learning undertakings in life. The analysis of the Semi-Structured Interview for Self-taught non-native English Speakers portrays that being autonomous learners is a constant condition they lay in. Thus, the aspect of having a sense of commitment and responsibility for learning is fundamentally present in the participants of the study. The following exerts from the interviews exemplify the proposition:

- *"I find out that that wasn't the best strategy for me, so that's why I did the research and found out that the best method for me was the Cornell one… Yes, I did long research about that I knew that when writing a word or when I'm taking notes in class of something "the Cornell method" is the one that is so successful for me, but I had to…uff...I did a long research on that".* ***From Participant A***
- *"Yes, for that I used a…like a timeline. It is a…how's it called? I don't know if you have seen anything like that. It is like a chart in which you place uh…the dates in which you want to complete some set of goals… It is like…it is a grand! Gannt chart! …Yes, using the Gantt chart that I have! …5 years! Yes, 5 years ago. And…I'm an industrial engineer, what can you expect from me? I'm like…I behave like a square."* ***From Participant A***

- *"Yeah, actually I'm a disciple…disciplined person and I really like to learn new things, so I think my motivation is inside of me… motivation is something that goes up and down, but if you have discipline,*

you have a normal average of that period for that time, so it's better to have it.". ***From Participant B.***

- *"I'm an entrepreneur and I take notes of my specific target, no? "I want to learn this because of this" ... And I work on it the time that is necessary to achieve it. I do it thanks to that".* ***From Participant B.***

- *"I encouraged myself to try to understand them when I was younger… I completed the game by using the dictionary trying to understand what to do."* ***From Participant C.***
- *"I think that one of my weaknesses would be not remembering something, for the most part. That's why I have that book and I note it there."* ***From Participant C***.

- *"…but then when I kind of investigating a little more in that point to learn English by myself, it was easy in terms of..."* ***From Participant D.***
- *"I don't really learn by visual things, so that's why reading is like is on the second part, so yeah, I had to, because… I'm more like listening kind of learner… how kind of person I am when I'm learning, not just English but everything in life."* ***From Participant D.***

- *"Mm…most of the times I'm trying to organize what will be the best action to take and just make the Mm… problem be resolved in the best way as possible."* ***From Participant E.***
- *"***did you ask yourself how well do we're doing when do we're learning something new? *** yes, most of the times and I'm still doing it."* ***From Participant E.***

As it can be observed, most of the participants show a strong sense of commitment and responsibility exemplified in different ways. Some participants show strong signs of having discipline for their learning. This signifies a positive acknowledgement of accountability on

the part of the learner for accepting that the outcome of the learning process relies mainly on factors controllable by him or her. Similarly, they seek for learning methods that adapt to their learning needs. Instead of simply remaining still not taking actions to comprehend what works best for their learning and what does not, the participants tend to investigate with an academic intention of pursuing effectiveness while they undergo learning situations. Furthermore, they display being resourceful by utilizing materials and resources when facing challenges. As they encounter obstacles for their learning, they search for materials, tools, and mechanisms that serve the purpose of helping overcome those difficulties, e.g., a dictionary to understand the language in a videogame. In addition to this, they also inquire and attempt to understand their best learning practices and techniques. They show a trend for wanting to understand the type of learning actions that give them the best results, for instance, knowing that they are auditory or kinesthetic learners, and so getting exposed to content that fits their learning styles. Finally, there is an orientation towards reflecting on the usefulness and effectiveness of the methods employed to cover learning situations. After getting involved with a particular learning method or technique, the participants give due consideration to how well they did based on that method or technique and what can be done differently to continue improving.

Another important point to cover for Metacognition and Learner Autonomy is the constant growth of awareness the participants experienced along their language learning enterprises. It has been argued that skills for metacognition only start appearing at the age of ten or twelve years old (Kuhn, 1999), but this does not mean that they are stuck with a limited amount of knowledge. Instead, it continues to progress and grow as they encounter themselves in new learning situations. As a result, they benefit from new experiences in the

sense that they get to nourish their learning repertoire with new elements and equipment for learning as time passes:

- *"*** were you aware of what your intellectual/learning strengths and weaknesses were? *** ... No. When I was learning no. At the beginning, at the very beginning I was like, I guess, fourteen or fifteen years old, I was pretty young… and I used to have the… opinion or the teaching of that European family, so I knew what were my weaknesses when, when learning. ***Okay, alright. So, I understood that at the beginning you were not so aware of that but as you progressed then you started learning that yeah, there were things you could do…to compensate, so to speak. *** Yes, yes."* ***From Participant A.***
- *"… Yes, I did long research about that I knew that when writing a word or when I'm taking notes in class of something "the Cornell method" is the one that is so successful for me, but I had to…uff...I did a long research on that*." ***From Participant A.***
- *"… No…it's something that I was just learning during the path, you know? It's something new that you…of course, it's a good experience this…this way, but it's something that you just hit and you didn't know that it would happen. ***Ok, so you would say that when you were learning at first you didn't know what your strengths were, but as you moved forward then you started discovering. *** I discovered it just like that. That is correct."* ***From Participant B.***
- *"Mm…really…Mm…because if we think about that, yes. Some better many strategies, that is correct, but sometimes we don't know what is a strategy, you know? So, sometimes is like natural. Sometimes it's natural, so maybe you are aware, maybe you are not aware of this kind of thing that you are doing at the moment. You can recognize at the end of that process."* ***From Participant B.***
- *"Mm…I saw that…well, yeah…as I said when I was younger I…I noticed that I knew a lot of words in English, but yeah…when I said "Oh, I know English" and I didn't know how learned that. But yeah, I was aware of that."* ***From Participant C.***
- *"…as I said, I learned from, when I was growing up, unconsciously. So, yes. I don't think that I…I make an effort to focus my attention. It's something that I need to work on. But yes, I do my best when*

I'm trying to understand something, because yeah…it takes me a bit to like…retain information from something that I'm learning." ***From Participant C.***

- *"So, at the beginning it was hard to identify what was important for me to me to learn English, Mm… but then when I kind of investigating a little more in that point to learn English by myself, it was easy in terms of… Ok, "I kinda have the listening now, I kinda have the speech now, the most important thing for me this moment is the grammar"".* ***From Participant D.***
- *"…but at the beginning I wasn't like aware of that… but then I was going alone leaning English, I knew that…it was working what I was doing, so, afterwards I identified, like I was listening it, I was reading it. So, let's say: at the beginning not but then, as I was moving along, I did."* ***From Participant D.***
- *"…Consciously… I could say yes okay, I was putting my effort in something that I wanted to learn… but I just gained, I just gained or obtained a consciousness with time… not at the moment when I was learning."* ***From Participant E.***
- *"Ok, yes, there was the purpose arrived in the road, say like that? I would learn the English, but my purpose was like "okay, I want to understand what the people are saying……Mm…Not all the time, but sometimes… I got like the Uh…I was aware that these strategies were working to solutions, but that awareness came with the time…"* ***From Participant E.***
- *"Yeah, I never realized until a couple of years ago, maybe when, when a friend asked me how did I manage to learn English by myself on my room…and everything like that. That's when I started looking back and wondering how I did it, because until that day…"* ***From Participant F.***
- *"Yeah, I think I do. Because the more I read, the more new words I learn, the more, the more uh…the more slang I learn as well, is like…I started, I start investigating or reading all about it, so…how can I use the meaning of every sentence or word on different context, and so…yeah, I think that yeah, I have, I have the control like you said."* ***From Participant F.***

As it can be evidenced in the exerts taken from the interviews of each one of the participants, they all gained awareness of their learning process as time progressed. They all state that at the beginning their level of awareness was not as high as it is now, but instead it was a process of growing that started taking place according as they faced challenges while learning. This constant growth of awareness came about namely in the discovery and understanding of their learning strengths and weaknesses as well as how to work on them accordingly. The evidence indicates that the main course of action taken by the participants was to seek for more information about the methods that could work for them, the tools that could be used to pursue learning, and management of resources for solutions.

On the other hand, it is noteworthy to point out that there is a stronger sense of learning awareness than regulation of learning. Both the results of the MAI and the interview demonstrate that while the participants are quite adept at knowing themselves as learners in terms of understanding their strengths and weaknesses, preferences in the use of strategies, and adapting their learning depending on the situation, they lack skills for planning and evaluating their learning process. This, in terms of Learner Autonomy, translates into a predominance of reactive autonomy over proactive autonomy. In other words, the participants show a positive tendency for understanding themselves as learners, but not such positive performance regarding the administration of their learning when required. The following exerts from the interviews exemplify the proposition:

- *"Uh, the purpose is to learn… Learn new things. *** So, it was a general purpose. Not too specific. *** No, that is correct."* ***From Participant B regarding planning.***
- *"Mm…I don't think that I'm a good person like to organize the time."* From ***Participant C regarding planning.***

- *"…***did you know how to organize your time in the best possible way in order to accomplish your goals? *** If I had been more organized with my time, I would have learned English faster, instead of 5 or 6 years. So, I did not. I did not know how to organize my time."* ***From Participant D regarding planning.***
- *"No, I don't. I usually don't stop and think about that. I just uh…go, because I tend to be hard on myself, most of the time."* ***From Participant D regarding evaluation.***
- *"***did you know how to organize your time in the best possible way in order to accomplish your goals? *** No, no. I was putting so much time in English or the learning process that I didn't organize myself so I was spending as much time as possible throughout the day…"* ***From Participant E regarding planning.***
- *"Sometimes I do. I'm not trying to do all the time, but sometimes I'm trying to get that own feedback if I learned the right thing, but yes, sometimes I do."* ***From Participant E regarding evaluation.***
- *"***did you regularly set specific goals when you were learning something? *** No, never. Like I told you before, it was like, it was like a game for me. Just…right?"* ***From Participant F regarding planning.***
- *"…No, never. I was too lazy to do it, to take any notes, to summarize. Everything was uh…on practice."* ***From Participant F regarding Evaluation.***

Evidently, there is lack of regulation in term of planning and evaluation in the learning process of participants. This is demonstrated in the fact that they seldom set specific goals for learning, time management, and assessing their results. This can be explained by considering that as empiric learners, they were undertaking their learning process as something enjoyable rather than an imposition, and because of that the seriousness of the process, in certain aspects, was not as evident as one would expect.

Metacognition for Language Learning.

The use of Metacognition was distinctly present in the language learning experiences of the participants. Aside from the MAI, which shows that all participants had high levels of LOMA, the Strategic Inventory for Language Learning (SILL) shows that Metacognitive Strategies were the overall most preferred strategies by the participants when approaching the learning of the English language. Furthermore, the Semi-Structured Interview for Self-taught non-native English Speakers (which is based on the MAI focus on language learning) corroborates the presence of Metacognitive Knowledge/Awareness and Metacognitive Strategies/Skillfulness during the English learning process of the self-taught participants for this study. Thusly, the role of Metacognition was manifested namely in a high level of personal learning awareness, that is, knowing oneself as a learner in terms of motivation, skills, strategies, and regulation. This section will discuss these aspects in detail.

The aspect of motivation was the starting point to engine the English language learning experience of the participants. Metacognitive Knowledge/Awareness has to do with person or declarative knowledge, which means, having knowledge of oneself not only in terms of cognition but affective factors as well. Those factors include knowledge and beliefs about the skills one has, personality traits, intelligence, and motivation. Hence, all the participants of this study began their journey to learn English by having steady intrinsic or extrinsic motivations. Those motivations were fundamentally the factors that compelled them to pursue developing their communicative competence in the English Language as they all felt the necessity to fulfill that desire element that drove them to take actions. Most of the participants were always conscious of the reasons why they wanted to learn the language and

that was mainly the reason why they did not desist. So, the motivation to learn was a constant element always present during their language learning undertakings.

It is worth mentioning that even though all the participants showed signs of both intrinsic and extrinsic motivations, they were mainly driven by one of the two, which in most cases happened to be intrinsic. As a matter of fact, aside from Participant A, all the other participants had intrinsic motivations related to an appeal for the American/English culture, a liking for the language, and wanting to have fun with series, movies, music, and videogames Hence, the encounter of motivation included as a metacognitive factor in the language learning experiences of the participants supports the idea that motivation is a pivotal element for the success or failure of a language learning process. This goes in line with what several authors in the field of language learning/acquisition suggest: without motivation the entire endeavor of language learning/teaching is at risk of failing. Thus, understanding the motivational factors that one has for wanting to learn a new language becomes of essence to facilitate such learning process.

Metacognition was also present in the language learning processes of the participants in the shape of a strong sense of self-awareness regarding skills, capabilities, and learning preferences. Although they were not initially fully aware, as time passed the participants were able to identify what their learning strengths and weaknesses were. This helped them make learning choices based on what would work best for them. For instance, some participants discovered the type of learners they were based on the model of the multiple intelligences, and chose to take a learning method that fit their description:

- *"I have a kinesthetic intelligence, so my emotions and what I smell, what I see, what I hear, what I feel is what helps me to…to…to learn English or any other subject."* ***From Participant A.***

- *"I don't really learn by visual things, so that's why reading is like is on the second part, so yeah, I had to, because… I'm more like listening kind of learner…"* ***From Participant D.***
- *"…But I don't want to learn "the Mm… old way" that it's reading from a book because you will not understand better what is happening in real life. The book will not give you Mm… the accent that you have in real life."* ***From Participant E.***

As a result of understanding the type of learning that suits them better, participants developed a firm tendency not to change the strategies they used. It was encountered a strong belief that the strategies they opted for using were the main -if not the only- ones that could provide positive results. Thus, once they found that a strategy was giving them the results they were expecting, in terms of having a sense of progress and growth in the language, the participants mainly stuck to those strategies not really considering others as adequate for them:

- *"I know that I'm so trapped on this, but the Gantt chart was my best friend on this! And…you can think in the past, you can analyze "Hey, what did I learn? what were the…the…heavier parts of this text? Why didn't I understand? What was I struggling with?"""* ***From Participant A.***
- *"…the way to learn this…this language was writing it down, reading, and speaking… We did it with him all. That's the way that I learned; my system…***what were your main strategies to learn English? *** Yeah, read, write, and repeat… Read, write, and repeat… I even have part of this little book in my mind…"* ***From Participant B.***
- *"…Yes. Yes…when I'm learning something, I try to learn the…the last thing that I tried to learn in English was medical…medical definitions, like medical symptoms or illnesses… So, I started looking a series a…a tv show, as I told you… So, yeah. I uh…I think that that's one of my strategies. Watch something in English or a series, so while I'm having fun watching the tv show, I'm learning. So, that's*

a strategy that I…that I use… As I said, it was from watching movies that…I think that's the best strategy that anyone can use to learn a language…" ***From Participant C.***

- *"…My strategies were very basic, I would say. I think I had two uh…for learning English… The first was, it was just to listen even if I had not any idea of what I was and I was listening to… The second one, it was to uh… read, kind of reading…Yes, usually I tend to be repetitive over that because it's what has worked the most and if it hadn't work what would I think to do, right? … I don't know, so yeah… I used them and if it's working, I would not interfere for the work or anything in that matter."* ***From Participant D.***
- *"The main strategies that I used, and I keep using, is uh… matching words with what I do on a daily basis… Uh…it's something like, I had already used the same strategies before, so I knew what worked and what didn't work for me."* ***From Participant E.***
- *"Mm…yeah, yeah. I felt like, 3 of the things that I always did the most was uh…watch a series or, or a tv show or movie or play videogames, specifically in English or listening to, to songs, to new bands, new artists, new albums…and even by, even when I…I went out for a walk and…just to stress out myself, was always with a song in English."* ***From Participant F.***

It is worth mentioning that the main metacognitive strategies which are planning, monitoring, regulating, and evaluating are all present in certain degrees for the participants. In the case of Participant A, for instance, she tends to plan her activities using the Gannt Chart so that she can regulate the time and progress she is having for a particular tasks, e.g., the IELTS exam, which she plans to take. In the case of Monitoring, we find that Participant C pays very close attention to his pronunciation and intonation trying to sound as similar as he can to the native English speakers whom he listens to in TV shows and movies. Participant D explained that one of the ways in which she regulates her learning is by making sure to utilize new words and expressions she learns in songs or movies, so ensuring that they are

fully learned and her disposal to be used whenever she saw fit. As for Evaluation, which was one of the strategies less favored by the Participants, it is still possible that they sometimes use it to validate their learning as it is the case of Participant B: *"if I tried to memorize words and I couldn't remember them after I finished studying, I went back to review the lesson or the words, and I made sure I repeated them enough times in order not to forget them."*.

It is also worth mentioning that the strategies mainly used by the participants to cover language learning itself were exposition to input samples of the language, trying to get immersed in the FL culture, a lot of repetition, and seeking for opportunities to speak with natives. This will be thoroughly discussed in the category of *Input and Self-Awareness.*

On the other hand, this tendency to keep on using the same strategies over the course of the learning process does not imply an inability for adjustments when needed. As a matter of fact, all the learners showed signs of being adept at compensating their learning weaknesses with their strengths to overcome difficulties that appear on their learning paths. Thus, the regulation of their learning was also present in the shape of making changes when necessary:

Question#9: did you use your learning strengths to compensate for your weaknesses?

Participant A: *"Yeah. Especially when I used to be a customer representative at Teleperformance, because I knew…I…I was really new talking with native speakers and…! So, you cannot make that…many mistakes… As you, as you do with your family, but…uh…my biggest strength is the…honesty. So, I used to tell the people, to tell the customer: "Hey, this is my first call and I'm so nervous. I'm so sorry if I'm speaking so fast or if I'm struggling with my English, but you have to know that I'm here to help and that I will do my best"".*

Participant B: *"Mm... that is correct, I think so. That compensated me for my weaknesses. I will say yes to that question… let's say: sometimes when I'm speaking uh…I just like uh…I have traffic light in my mouth uh…traffic jam in my mouth. I want to say many words, and sometimes I'm struggling…in this. So, this kind of*

uh…way that I have in English, in this beautiful language, helps me to speak better, even in my own language; even in Spanish."

Participant C: *"Oh, yes. I…I always uh…well, now that I'm learning another language, I have a book where I write the words, so yeah…I think that one of my weaknesses would be not remembering something, for the most part. That's why I have that book and I note it there… when I'm having issues to learn something, I write it in a book."*

Participant D: *"All the time, all the time. At least uh…at the beginning, I think it was easier for me to learn that way, and then as I moved along with the Colombo there were things that uh…I went there at a very young age, like expressing grammar. I was not good at grammar, so I had to use my listening, my…like, my speech to compensate that…to have like…that social acceptance in that matter, so yeah…I think I did that a lot."*

Participant E: *"Yes, I did. I did Mm… by reading. I did it by…Mm… understanding better what I'm reading. You know like sometimes people will be reading a book just because it will Uh… beat your brain with information, but in real life, you're not understanding. So, my goal is to read and understand at the same time, so everything will be connected."*

Participant F: ***"****for example, if, if…if someone is talking to me and I'm doing anything, and I'm doing something on the computer, that interests me the most is like…I don´t, I don't pay attention to that part, right? It's like…even if the person is right next to me. But in the terms of studying, yeah…uh…my weakness in the terms of studying was Instagram, Whatsapp, anything that I would have on my computer that could distract me from anything that has to be from learning English. So, yeah…because when I was watching a movie or something like that, I disconnect my phone or…or…I mute my phone actually. Or, or turn on…turn off the, the computer and just focus, and start focusing on the tv and everything. Yes, things like that."*

It can be noted that the participants employed different mechanisms to regulate their learning by adjusting when necessary. Participant A tended to use traits in her personality such as being honest and kind to face challenges when communicating with native speakers.

Participant B used the FL to regulate his way of talking which in his L1 can be too accelerated and hard to comprehend. Similarly, Participant C was able to acknowledge the difficulties he had to recall words, and so he used notebooks to make sure that certain pieces of vocabulary are remembered. In the same way, Participant D knew that there were difficulties in the accuracy of her grammar and to gain social acceptance when communicating, she attempted to use their strengths in listening and speaking to compensate for it. In a similar fashion, Participant E paid very close attention to the things she was reading to make sure everything was being understood as there was awareness this could be difficult to do. Finally, when knowing that he can get distracted easily, Participant F consciously seeks to minimize any potential distracting factors so that he can fully focus on what he is intending to learn.

Input and Self-Awareness.

The participants of this study tended to show a strong sense of awareness reflected on how well they knew themselves as learners. Nevertheless, an interesting aspect that surfaced from analyzing the Semi-Structured Interview for Self-taught non-native English Speakers was the relevance that all the participants rendered to input of the FL. This importance was highlighted mainly in a persistent desire and actions to be exposed to samples of the language, to the culture of the language, to use repetition to perfect their communicative competence particularly in aspects of grammar structure and understanding the role of motivation.

One of the main aspects that influenced the learning of the English language for the participants was a constant exposure to available input. All the participants highlighted how pivotal input was for acquiring elements of communication in English that they would later incorporate for their own language usage. In their views, ensuring extensive exposure to the language was the main resource to analyze the elements (grammar, lexis, phonology, social

cues, etc.,) needed to be able to communicate in English. Some participants even went as far as to trying to create an artificial environment in which the main input was English:

- *"***What were your main strategies to learn English? *** as I was saying before listening music, watching some videos, I used to do in thing that was watching movies or searching for music on YouTube, but with subtitles in English and Spanish so I could see what word was in English was the translation in Spanish… I think that was my best strategy, to place yourself in an environment where you have to learn English or you will not be able to communicate."* ***From Participant A.***
- *"***what were your main strategies to learn English? *** Yeah, read, write, and repeat… read, write, and repeat… So, I remember this book in my mind. This method, I think it's the best one: reading and writing at the same time, so your mind is taking it, you know… Like keep reading, keep writing down new words trying to repeat as much as I can new words in order to achieve it. That's it."* ***From Participant B.***
- *"…I learned it by videogames, as I said, I was 4 or 5 years old. I learned it by videogames and as I couldn't understand them, I encouraged myself to try to understand them when I was younger. ******So basically, you exposed yourself to English through videogames and then you started looking up the words that you didn't know. *** Uhum…I completed the game by using the dictionary trying to understand what to do… I think that that's one of my strategies. Watch something in English or a series, so while I'm having fun watching the tv show, I'm learning. So, that's a strategy that I…that I use."* *From Participant C.*
- *"I learned English by listening to music, by watching shows and a minimum of reading books, or narratives that I saw on the social media…. that's kind of how I learned… My strategies were very basic, I would say. I think I had two uh…for learning English. The first was, it was just to listen even if I had not any idea of what I was and I was listening to, or the meaning of it, uh…but that helped me to… recognize certain words… That was like the main one… The second one, it was to uh… read, kind of reading. When I was reading, Uh… because it was like short narratives that I used to read in*

social media… I knew that…it was working what I was doing, so, afterwards I identified, like I was listening it, I was reading it". From Participant D.

- *"***How did you learn English? *** Mm…watching series with subtitles, and also trying to Mm…listen to music with the lyrics on the screen, so in that way you will match what you hear with what you see so, in that way I will connect all the information, and that's how I learned it…***So, you would say that your learning took place mainly by exposing yourself to the language. *** basically, having a full exposure with the language. If you're not exposed, you barely understand what is happening on the conversation or with language. So, that's how I learned it. I needed to be exposed in order for me to understand it."* From Participant E.
- *"***How did you learn English? *** I started, I started…Uh…by watching the tv show "Friends" … And…I liked that show so much that I started watching it from season 1 to season 10, and the first, the couple first times that I watched the…that tv show was Mm…on English but with captions on Spanish… and…from that point I started to…at the same time that I was watching that tv show with the captions on English, so I can learn the grammatic, I…I also played a lot of videogames…***So basically, you got yourself exposed to the language and you absorbed what you could. *** Yeah, that's when I changed my phone to English, my computer, my tv…, kind of…to…to obligate myself not see Spanish words written in my room, besides school, right?... Yeah…being exposed, yeah. All my environment I had to turn it into an English one, so…yeah, the same strategy."* *From Participant F.*

All participants showed a very strong tendency for getting highly exposed to the language. They opted for getting input from music, movies, tv shows and from content in social media and books as they understood that without this exposure, trying to make progress in the language was going to be futile. As a point of a fact, this goes directly in alliance with Krashen's input theory (1985) which states that languages are learned based on the quantity and quality of input learners receive to process its linguistic features via mental processing.

According to Krashen, the process of language acquisition for human beings takes place in a subconscious manner while being exposed to comprehensible input in an environment where levels of anxiety are low or inexistent. In this way, learners of the language may be able to spontaneously and effortlessly retrieve samples of the language they subconsciously acquired to use them as necessary. In Krashen's (1989) words:

> *"The best methods of language learning are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production."* (p.22).

Krashen's proposition seems to have been exactly the case for the participants as they all opted to get exposed to input of their choice, which was mainly presented in the format of entertainment thus maintaining their levels of interest high and their levels of anxiety low. In other words, there is also an important emphasis on the role of the Affective Filter understanding that the way one feels about the learning process dictates the tone of the actions that decide the success or failure of it. In the case of the participants of the study, they all emphasized the role of motivation and emotions for language learning by stating that without it learning a language is just going to be implausible:

- *"To be able to just produce orally. Yes, yes, to speak. You know, I don't know if it's a lot of people, but we feel so scared about talking with others, especially with native people. So, when you're scared of*

talking with someone in English or you are scared of your knowledge, and you are scared of what you learned, you are not able to speak fluently because you are always thinking in your mind: "oh, what if I make a mistake" or "what if I say something wrong", "what if they don't understand", "what if I have Sofia Vergara's accent", so you're always thinking about that, and that kind of lack of motivation to speak with someone in English can make you like struggle when you are speaking fluently. I used to have that lack of motivation with my European family because I was aware that my English was not as good as their English, so I used to think: "they are not going to understand and they are going to judge me", but it wasn't that way, they were so willing to explain me new words and the real way to say…to say… the words, like the correct way to say a sentence." From Participant A.

- *"…Just practice…just practice. And they must love it, of course, because if you don't love speaking English of course you'll never learn. So, it's something that you have to… from your inside. If you have to do something "lifelessly" for sure it will not work."* From Participant B
- *"…you also need to be interested in that language or in the things that you want to do, because uh…the most part of people like tv shows and…uh…everything, so…yeah. So, if you want to learn something it has to be involving something that you like.…No, it's like I try to not push myself because if you push yourself, you like…start to hate the learning, yeah…that's something I could see. You start hating something. *** You'd lose your motivation, basically. *** Uhum. Exactly."* From Participant C.
- *"Well…well I guess that the most important part is uh…you have to like the language, because if you don't like the language… Yeah, it's pointless because I see…a lot of friends on college struggling with learning English and they, they only study that language because they have to graduate and everything like that but it's not because they like it. So…yeah, you need…you have to like the language because if you don't, it's going to become more difficult in the process".* From Participant F.

Clearly, the participants understood the role of their emotions reflected on their levels of motivation. In simple words, their motivations were mainly intrinsic. However, something

noteworthy is the aspect that culture played as a motivator. In general, all the participants had a strong appeal for the language as means to approach the target culture and be somehow participants of it either by being receptors of the content that could be found in it or by seeking the ability to interact with members of the culture. This goes in line with Wenger's theory of imagination for L2/FL learning in which he states that imagination is *"a process of expanding our self by transcending our time and space and creating new images of the world and ourselves"* (Wenger, 1998, P. 176). In such way, learners envision (using the words 'imagination' and 'envision' because they did not have immediate access to the language in their contexts; it had to be sought for) their L2 selves as language users capable of engaging in situations that typically emerge in the L2 or FL culture, thus being adept at participating in such interactional contexts:

- *"To help my family with the communication between Netherlands relatives and we as the Colombian relatives, uh…because you know our grandparents are seniors, are in zero in English, so they cannot communicate easily with them, so helping with the communication between my families, with my, my…families, yes because I have a…a European family and a Colombian one. And, to also, like open doors to myself in the labor environment, and also in the academic one."* ***From Participant A.***
- *"…Really, I'd always liked to know this language… So, I really want to speak English… So, this kind of uh…way that I have in English, in this beautiful language, helps me to speak better."* ***From Participant B.***
- *"Uh…" how to motivate myself when I'm learning something?" Yes, as I said, the tv shows and the series are a good motivator to learn something and that's what I do for the most part of my free time, so yeah."* ***From Participant C.***
- *"…because I wanted to read a story or a novel, but it was not, I had this little thing called "Wattpad", that it was basically like stories that like, some romantic stories, kind of what I basically…the*

motivation for that… Yeah, like a general motivation about it, and then when…you know daily, if I wanted to read a story, if I wanted to know the meaning of a song, it was like…that was my motivation: the knowledge!" ***From Participant D.***

- *"…the motivation was regarding uh… most of the times regarding the uh…most of the time you got the cultural faces that the countries will provide… So, that was one of the motivations. I want to learn about the culture, so I need to know what they're talking about. For that reason, I need to learn the language."* ***From Participant E.***
- *"Well, I think that the first motivation was to try to connect with other players when I was…when I was uh…playing those games that I told you before… That's when I started to use discord and we…we all connect to discord, and when we played the game, we were bounding, like making friends, right? Yeah, that's my first motivation."* ***From Participant F.***

As a result of the set of motivations, in an attempt to complement the continual exposure to input, there was a strong element of emulation or repetition to the language. To get acquainted with the way of communicating in English, participants saw fit to try to emulate native speakers as much as possible by means of trying to repeat through mirroring and shadowing what the native speakers were saying exactly, or simply repeating an exercise of language learning until it was fully acquired:

- *"***what were your main strategies to learn English? *** Yeah, read, write, and repeat… read, write, and repeat…***Like…a lot of repetition but also being exposed to the language. *** That is correct. I even have part of this little book in my mind… Yeah! I remember! Uh… "Chapter one: The Taylors begin the day. It's a hot day in town. Mrs. Taylor gets up early. She prepares breakfast for the family. The baby looks for his fishbowl. Mary goes to take care of the neighbors' children". So, I remember this book in my mind. This method, I think it's the best one: reading and writing at the same time, so your mind is taking it, you know?... That is correct. I used it. Like keep reading, keep*

writing down new words trying to repeat as much as I can new words in order to achieve it. That's it." From Participant B.

- *"I don't know how I got that, but I just remember that I learned that when I was young. I was trying to say the same word in the same tone, in the same way, so I think that I…the most people when I talk at work, they say that I don't have like a…a "dejo" …a way to talk. It's weird they say my…my way of talk is weird, but I just remember that I tried to do it on the way that I learned. The first time that I heard a word, that's the way that I tried to do it…***you would try to repeat it just like he said the word? *** Exactly. Exactly… ***With the same intonation, same everything. *** That's right! I tried to do it the same way…without a…without any kind of "dejo".* From Participant C.
- *"…I think it would be two things. One, it would be limiting the accent, I would say, repeating yourself over and over again… Yes, usually I tend to be repetitive over that because it's what has worked the most and if it hadn't work what would I think to do, right?"* From Participant D.
- *"…Yes, repeating sentences or repeating words. So…for example, I'm not sure if that's one of the strategies, but the…uh… sentence "as much as" … That's one of my strategies: repeat words…Mm… or using the verb to be."* From Participant E.

Finally, as part of their continuous learning process and growth of awareness, the participants wanted to ensure accuracy in communicating as much as possible. Thusly, they paid close attention to the grammar of the language and noticed that without formal instruction, the structural part of the English language was somewhat challenging as it made them struggle to communicate in a fluent and precise way:

- *"…because I used to struggle a lot with grammar Uh… because as you know, Spanish grammar is so different than English one, so… when… I was talking I used to use Spanish grammar. So, I understood that what I had to focused on was on that grammar. Not even on the vocabulary because nowadays we*

have translators... but… yes, I knew that grammar was the most important thing to, to, to really understand in English." ***From Participant A.***

- *"…Yeah, I knew that my grammar was not the best, because I never really emphasized into it that much… If you would say something like "can you please tell me what is the past tense of whatever thing of grammatic?", I would not know how to tell you that, but in a conversation, I would have to use the past tense…I don't know…continuous…I would use it like unconsciously… but then when I kind of investigating a little more in that point to learn English by myself, it was easy in terms of… Ok, "I kinda have the listening now, I kinda have the speech now, the most important thing for me this moment is the grammar".* ***From Participant C****.*
- *"Yes, I was pretty aware. I was exposed to the language multiple times. Mm…and I didn't know how to use past tense…On a regular conversation. So, I was talking all the time in present, but I didn't know how to switch things. And I… "Okay, let's do a story. So, I…Mm… I'm going to give you a sneak peek of what happened last night", but I don't know how to use the past tense."* ***From Participant E.***

Conclusions.

Metacognition in language learning and teaching has been a topic of broad acceptance and discussion for the past decades. As a result, interest in the topic has been increasingly widened, for which several researchers have developed an appeal for understanding its role and implications in the language learning experiences of learners. Due to that, this research study had as main question *"What has been the role of metacognition and learner autonomy in the language learning experiences of self-taught bilingual CSRs working for a call center?"* to which the answer is:

The role of metacognition and learner autonomy was mainly as tools the self-taught learners used to take control of their learning process by means of knowing themselves as learners, thus understanding their strengths and weaknesses as well as the strategies, techniques that served them best for their language learning inquiry. This also implied being able to regulate as best as possible the things that needed to be regulated, although difficulties in planning and evaluation were found among most of the participants. Metacognition was found to be the main tool the participants used for reflecting on their learning process and consequently taking active involvement in it, not being just passive receivers of information, but seeking to build knowledge of their own using the available resources for them. Thusly, Learner Autonomy happened to be the factor that made them take accountability of their process not relying on others but understanding that if the whole quest for learning fails, the responsibility for it lies on the learner himself.

In the same fashion, to answer the subsidiary questions, which were 1. *"What elements of metacognition were mainly present during the language learning experience of the participants?"* and *2. "What elements of learner autonomy were mainly present during the*

language learning experience of the participants?", it is possible to conclude that the main elements of metacognition that were present during the language learning experiences of the self-taught non-native speakers participating in the study were Metacognitive Knowledge/Awareness and Metacognitive Strategies/Skillfulness. On the one hand, Metacognitive Knowledge/Awareness was found to be of absolute value as it predominantly helped the participants know themselves as language learners giving them the necessary elements to understand what their motivations were, what worked and did not work for their learning in terms of strategies and techniques, and when to make adjustments to enhance the scope of learning. In other words, declarative, procedural, and conditional knowledge were constant factors of their overall learning experience. On the other hand, Metacognitive Strategies/Skillfulness were evident mainly in terms of the participants being able to organize, summarize, and select relevant information for their learning. That is, the participants were adept at checking what conditions were required for them to make progress in their language quest, making sure that the tools and elements needed for their learning were present. However, it was found that most of the participants had difficulties setting specific goals, managing their time, and assessing their learning. In other words, the aspects of information management strategies, comprehension monitoring, and debugging strategies were fine, but planning and evaluation were particularly hard for the participants.

Additionally, the main element of Learner Autonomy that was present during the language learning experiences of the self-taught non-native speakers participating in the study was a sense of responsibility for the learning process itself. The participants showed a tendency for feeling responsible for their learning which in effect translated into them taking control of it and taking active actions to achieve success. Instead of passively waiting for

knowledge to come to them, the participants sought for ways in which they could acquire and build their own knowledge about the language by pursuing being exposed to the language as much as possible, understanding their motivations, making sure to check their weak points. In conclusion, their Learner Autonomy was present in their strong sense of commitment towards becoming adept users of the English language by any means necessary.

Pedagogical Implications.

Although this study did not take place in a formal language teaching/learning setting, the implications that it has for pedagogy in such settings are quite evident. Those implications can be understood in terms of how Metacognition and the fomentation of Learner autonomy are determining factors that tend to ensure the success of learners when undertaking a new language. Taking as example the language learning experiences of the participants in this study, it is possible to see that by having high levels of metacognitive awareness/knowledge and implementing metacognitive strategies, which means they were actively autonomous, and without much formal pedagogical instructions, they were able to become adept users of the English language which nowadays use their communicative competence in this FL to make a living. Thus, it is important to understand the implications of the results of this study for both students and teachers.

Understanding the role of metacognition and Learner Autonomy can enhance the level of success students have when learning a language. As it was observed in the participants of the study, to learn a language such as English it is not indispensable to have formal instruction or guidance. Instead, the participants of the study were able to achieve a formally acceptable communicative competence in English, which they use on a daily basis at their jobs, by being

highly metacognitively aware and being autonomous on their learning. This leads us to think that having Metacognitive Knowledge/Awareness, Metacognitive Strategies/Skillfulness, and subsequently Learner Autonomy, students can develop their communicative competence in English and most likely other languages very effectively, potentially reducing the levels of frustration for not seeing results. Thusly, by knowing themselves as learners and being able to regulate and take control of their learning, process it is highly probable that students will achieve success in their endeavors to learn English as well as any other language. Therefore, people who are in the process of learning a language either in a formal academic setting or by empirical means, should consider incorporating elements of metacognition and Learner Autonomy as fundamental parts of their learning process.

English teachers and language teachers in general would find it interesting to aim at equipping their students with metacognitive tools to foment Learner Autonomy. This means that the role of the language teacher could be reconsidered from a teacher-focused perspective to a student-focused one, which entails actions to teach ways of acquiring knowledge in the language in an independent fashion as opposed to depending solely on the teacher to make progress in the language. Teachers should not only facilitate information and training about the language itself, but about the language learning process to allow and encourage students to take active participation in their learning. In this way, the teaching-learning process of the language can be negotiated between the teacher and the student in order not only to make it more appealing but more effective as well. Clearly, this implies that the teacher must be fully equipped about the use of metacognition and its features for language learning, which in an overall sense requires language teachers' programs to include metacognitive

Knowledge/Awareness and Metacognitive Strategies/Skills as an important part of their curriculum.

Limitations and recommendations for further research.

After having carried out the entire process of research for this study, some limitations and recommendations for future research can be considered. Firstly, one of the limitations of this study was the number of people for the sample. The participants were carefully and conveniently selected based on variables such as performance and time availability. However, it could be argued that the results should not be generalized as only six people took part in it. While this is true to some extent, the purpose of a case study is precisely to study cases that serve as samples of a general phenomenon to understand it in a very close and personalized way. Nevertheless, it would be interesting to see how a similar study plays out with a much bigger sample. This, of course, would require much more time to be spent on data collection and analysis, which as a matter of fact was another limiting aspect of the study. Even though an interview was implemented to complement the results of the widely accepted MAI and SILL, it can be considered somewhat complicated to gather all the personal experiences participants can share in just one interview.

As a recommendation for future studies, instead of one only interview, a series of interviews could be performed to gather more insightful data; even implementing the writing of essays or reports can give the participants more time to thoroughly think about their answers and share them in a much more elaborate and eloquent fashion. Finally, it would be interesting to conduct a study in which new or novice learners of English are separated into two groups: 1 for people who will be instructed in a regular-standard manner and 1 for people

who will take metacognition and learner autonomy as the basis of their teaching-learning process and then compare the results to see the performance between both groups.

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Annexes.

Metacognitive Awareness Inventory (MAI)

Think of yourself as a **learner**. Read each statement carefully. Consider if the statement is true or false as it generally applies to you when you are in the role of a learner (student, attending classes, university etc.)
Check (✓) True or False as appropriate. When finished all statements, apply your responses to the Scoring Guide.

		True	False
1.	I ask myself periodically if I am meeting my goals.		
2.	I consider several alternatives to a problem before I answer.		
3.	I try to use strategies that have worked in the past.		
4.	I pace myself while learning in order to have enough time.		
5.	I understand my intellectual strengths and weaknesses.		
6.	I think about what I really need to learn before I begin a task		
7.	I know how well I did once I finish a test.		
8.	I set specific goals before I begin a task.		
9.	I slow down when I encounter important information.		
10.	I know what kind of information is most important to learn.		
11.	I ask myself if I have considered all options when solving a problem.		
12.	I am good at organizing information.		
13.	I consciously focus my attention on important information.		
14.	I have a specific purpose for each strategy I use.		
15.	I learn best when I know something about the topic.		
16.	I know what the teacher expects me to learn.		
17.	I am good at remembering information.		
18.	I use different learning strategies depending on the situation.		
19.	I ask myself if there was an easier way to do things after I finish a task.		
20.	I have control over how well I learn.		

21.	I periodically review to help me understand important relationships.		
22.	I ask myself questions about the material before I begin.		
23.	I think of several ways to solve a problem and choose the best one.		
24.	I summarize what I've learned after I finish.		

		True	False
25.	I ask others for help when I don't understand something.		
26.	I can motivate myself to learn when I need to		
27.	I am aware of what strategies I use when I study.		
28.	I find myself analyzing the usefulness of strategies while I study.		
29.	I use my intellectual strengths to compensate for my weaknesses.		
30.	I focus on the meaning and significance of new information.		
31.	I create my own examples to make information more meaningful.		
32.	I am a good judge of how well I understand something.		
33.	I find myself using helpful learning strategies automatically.		
34.	I find myself pausing regularly to check my comprehension.		
35.	I know when each strategy I use will be most effective.		
36.	I ask myself how well I accomplish my goals once I'm finished.		
37.	I draw pictures or diagrams to help me understand while learning.		
38.	I ask myself if I have considered all options after I solve a problem.		
39.	I try to translate new information into my own words.		
40.	I change strategies when I fail to understand.		
41.	I use the organizational structure of the text to help me learn.		
42.	I read instructions carefully before I begin a task.		
43.	I ask myself if what I'm reading is related to what I already know.		
44.	I reevaluate my assumptions when I get confused.		

45.	I organize my time to best accomplish my goals.		
46.	I learn more when I am interested in the topic.		
47.	I try to break studying down into smaller steps.		
48.	I focus on overall meaning rather than specifics.		
49.	I ask myself questions about how well I am doing while I am learningsomething new.		
50.	I ask myself if I learned as much as I could have once I finish a task.		
51.	I stop and go back over new information that is not clear.		
52.	I stop and reread when I get confused.		

This survey and scoring guide are attributed to Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 19,* 460-475.

Metacognitive Awareness Inventory (MAI) Scoring Guide

Directions
For each **True**, give yourself **1 point** in the Score column.
For each **False**, give yourself **0 points** in the Score column.
Total the score of each category and place in box. **Read** the descriptions relating to each section.

KNOWLEDGE ABOUT COGNITION

DECLARATIVE KNOWLEDGE
- The factual knowledge the learner needs before being able to process or use critical thinking related to the topic
- Knowing *about, what, or that*
- Knowledge of one's skills, intellectual resources, and abilities as a learner
- Students can obtain knowledge through presentations, demonstrations, discussions

PROCEDURAL KNOWLEDGE
- The application of knowledge for the purposes of completing a procedure or process
- Knowledge about *how* to implement learning procedures (e.g., strategies)
- Requires students know the process as well as when to apply process in various situations
- Students can obtain knowledge through discovery, cooperative learning, and problem solving

CONDITIONAL KNOWLEDGE
- The determination under what circumstances specific processes or skills should transfer
- Knowledge about *when* and *why* to use learning procedures
- Application of declarative and procedural knowledge with certain conditions presented
- Students can obtain knowledge through simulation

DECLARATIVE KNOWLEDGE	SCORE
5. I understand my intellectual strengths and weaknesses.	
10. I know what kind of information is most important to learn.	
12. I am good at organizing information.	
16. I know what the teacher expects me to learn.	
17. I am good at remembering information.	
20. I have control over how well I learn.	
32. I am a good judge of how well I understand something.	
46. I learn more when I am interested in the topic.	
TOTAL	8

PROCEDURAL KNOWLEDGE	SCORE
3. I try to use strategies that have worked in the past.	
14. I have a specific purpose for each strategy I use.	
27. I am aware of what strategies I use when I study.	
33. I find myself using helpful learning strategies automatically.	

CONDITIONAL KNOWLEDGE	SCORE
15. I learn best when I know something about the topic.	
18. I use different learning strategies depending on the situation.	
26. I can motivate myself to learn when I need to.	
29. I use my intellectual strengths to compensate for my weaknesses.	

		35. I know when each strategy I use will be most effective.	
TOTAL	**4**	TOTAL	**5**

This survey and scoring guide are attributed to Schraw, G. & Dennison, R.S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 19,* 460-475.

REGULATION OF COGNITION

PLANNING
- Planning, goal setting, and allocating resources *prior* to learning

INFORMATION MANAGEMENT STRATEGIES
- Skills and strategy sequences used to process information more efficiently (e.g., organizing, elaborating, summarizing, selective focusing)

COMPREHENSION MONITORING
- Assessment of one's learning or strategy use

DEBUGGING STRATEGIES
- Strategies to correct comprehension and performance errors

EVALUATION
- Analysis of performance and strategy effectiveness after a learning episode

PLANNING	SCORE
4. I pace myself while learning in order to have enough time.	
6. I think about what I really need to learn before I begin a task.	
8. I set specific goals before I begin a task.	
22. I ask myself questions about the material before I begin.	
23. I think of several ways to solve a problem and choose the best one.	
42. I read instructions carefully before I begin a task.	
45. I organize my time to best accomplish my goals.	
TOTAL	7

INFORMATION MANAGEMENT STRATEGIES	SCORE
9. I slow down when I encounter important information.	
13. I consciously focus my attention on important information.	
30. I focus on the meaning and significance of new information.	
31. I create my own examples to make information more meaningful.	
37. I draw pictures or diagrams to help me understand while learning.	
39. I try to translate new information into my own words.	
41. I use the organizational structure of the text to help me learn	
43. I ask myself if what I'm reading is related to what I already know.	
47. I try to break studying down into smaller steps.	
48. I focus on overall meaning rather than specifics.	
TOTAL	10

COMPREHENSION MONITORING	SCORE
1. I ask myself periodically if I am meeting my goals.	
2. I consider several alternatives to a problem before I answer.	
11. I ask myself if I have considered all options when solving a problem.	
21. I periodically review to help me understand important relationships.	
28. I find myself analyzing the usefulness of strategies while I study.	
34. I find myself pausing regularly to check my comprehension.	
49. I ask myself questions about how well I am doing while learning something new.	
TOTAL	7

DEBUGGING STRATEGIES	SCORE
25. I ask others for help when I don't understand something.	
40. I change strategies when I fail to understand.	
44. I re-evaluate my assumptions when I get confused.	
51. I stop and go back over new information that is not clear.	

EVALUATION	SCORE
7. I know how well I did once I finish a test.	
19. I ask myself if there was an easier way to do things after I finish a task.	
24. I summarize what I've learned after I finish.	
36. I ask myself how well I accomplish my goals once I'm finished.	

52. I stop and reread when I get confused.		38. I ask myself if I have considered all options after I solve a problem.	
		50. I ask myself if I learned as much as I could have once I finish a task.	
TOTAL	**5**	TOTAL	**6**

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. On the separate worksheet, write the response (l, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

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

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

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

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

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

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

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

EXAMPLE

I actively seek out opportunities to talk with native speakers in English.

On this page, put an "X" in the blank underneath the statement that best describes what you actually do in regard to English now. Do not make any marks on the Worksheet yet.

Never or Almost Never	Generally Not True of Me	Somewhat True of Me	Generally True of Me	Always or Almost Always True of me
1	2	3	4	5
_____	_____	_____	_____	_____

If you have answered the question above, you have just completed the example item.

Now wait for the teacher to give you the signal to go on to the other items. When you answer the questions, work carefully but quickly. Mark the rest of your answers on the Worksheet, starting with item 1.

Strategy Inventory for Language Learning

Version 7.0 (ESL/EFL)

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

(Write answers on Worksheet)

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.

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

(Write answers on Worksheet)

14. I start conversations in English.

15. I watch English language TV shows spoken in English or go to movies spoken in English.

16. I read for pleasure in English.

17. I write notes, messages, letters, or reports in English.

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.

19. I look for words in my own language that are similar to new words in English.

20. I try to find patterns in English.

21. I find the meaning of an English word by dividing it into parts that I understand.

22. I try not to translate word-for-word.

23. I make summaries of information that I hear or read in English.

Part C

24. To understand unfamiliar English words, I make guesses.

25. When I can' t think of a word during a conversation in English, I use gestures.

26. I make up new words if I do not know the right ones in English.

27. I read English without looking up every new word.

28. I try to guess what the other person will say next in English.

29. If I can' t think of an English word, I use a word or phrase that means the same thing.

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

(Write answers on Worksheet)

Part D

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

Part E

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

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

(Write answers on Worksheet)

Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.

46. I ask English speakers to correct me when I talk.

47. I practice English with other students.

48. I ask for help from English speakers.

49. I ask questions in English.

50. I try to learn about the culture of English speakers.

Semi-structured interview for self-taught non-native English Speakers

Note to self: *All these questions are related to the language learning experience of the participants.*

Part 1:

1. How did you learn English?
2. What were your motivations to learn English?
3. Did you study English before?
4. In your opinion, what are the elements needed to be able to fluently speak English?
5. In your opinion, what did you personally need to learn English?

Part 2:

I. Knowledge about cognition:

- ***Declarative Knowledge:***
    1. Were you aware of what your intellectual/learning strengths and weaknesses were? If so, mention them.
    2. Do you feel you had control over how successful you could be at learning something? If so, elaborate.
    3. Did you know how to prioritize what things to learn? In other words, was it easy for you to identify what things were most important for your learning and what things were not?
- ***Procedural Knowledge***:
    4. When you learned something, did you frequently use strategies that you knew had worked for you in the past? Give examples.
    5. Were you aware of what strategies you use when you were in the process of learning something? Give examples.
    6. Did you have a specific purpose for the strategies you used? Give examples.

- ***Conditional Knowledge:***
    7. Did you know how to motivate yourself when you were learning something? If so, how did you do it?
    8. Depending on the situation, did you know which strategy would work best for you? Give Examples.
    9. Did you use your learning strengths to compensate for your weaknesses? Give examples.

II. Regulation of Cognition.

- ***Planning:***
  10. Did you regularly set specific goals when you were learning something?
  11. Did you analyze problem situations and think of several ways of solving them trying to choose the best one?
  12. Did you know how to organize your time in the best possible way in order to accomplish your goals? Give examples.
- ***Information Management Strategies***.
  13. Did you consciously make an effort to focus your attention on important information? Give an example.
  14. Did you manage to create your own examples in order to make information more meaningful to you? Give an example.
  15. Did you break studying into smaller steps in order to make it easy to cover?
- ***Comprehension Monitoring:***
  16. Did you assess your learning in a periodical way to check if you were meeting your goals?
  17. Did you think about how useful the strategies you were using were in reference to a problem/learning situation?
  18. Did you ask yourself how well you were doing when you were learning something new?
- ***Evaluation:***
  19. Did you ask yourself whether there was a better way to do things once you had finished a task?
  20. Did you ask yourself whether you learned as much as you could once you had finished a task?
  21. Did you summarize what you had learned after you finished a task?

Consentimiento Informado

Yo, _____, con cédula _____, declaro que he sido informado e invitado a participar en una investigación de maestría denominada "**Metacognition and Learner Autonomy: a case study on the learning experiences of self-taught bilingual CSRs at a Call Center**. Entiendo que este estudio busca describir el rol de la metacognición y la autonomía las experiencias de aprendizaje de la lengua extranjera inglés en autodidactas bilingües; y sé que mi participación se llevará a cabo de manera virtual en el horario de las 4 p.m. y consistirá en responder preguntas a través de la plataforma Zoom que demorará alrededor de 60 minutos. Me han explicado que la información registrada será confidencial, esto significa que las respuestas no podrán ser conocidas por otras personas ni tampoco ser identificadas en la fase de publicación de resultados. Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución por la participación en este estudio, sí que esta información podrá beneficiar de manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación que se está llevando a cabo. En ese sentido, acepto voluntariamente participar en este estudio.

09/07/2023

Firma **Fecha**