

Promoting Autonomous Foreign Language Learning: An Experience with European Language

Portfolio (ELP)

By

Nancy Consuelo Prieto Bravo

Claudia Milena Pineda Pérez

Advisor: Dra. Imelda Zorro Rojas

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Thesis Director: \_\_\_\_\_

Jury: \_\_\_\_\_

Jury: \_\_\_\_\_

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To our parents for their support.

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## ABSTRACT

Key words: Learner autonomy, levels of autonomy, European Language Portfolio.

This study titled “Promoting Autonomous Foreign Language Learning: An Experience with European Language Portfolio (ELP)”, was carried out by Claudia Milena Pineda Pérez and Nancy Consuelo Prieto Bravo with eleventh graders at a public school in Bogotá.

The first chapter, Theoretical Framework, describes the main theoretical constructs that support this study: learner autonomy based on Benson (2011); autonomy levels of implementation according to Nunan (2000); learning styles following Harmer (2007), Pritchard (2014) and learning strategies with the direction of O’Malley & Chamot (1995), Oxford (1990), Macaro (2001); European Language Portfolio (ELP) by the Council of Europe (2015); and assessment in line with ARG (2002) and Boud (2005). These theories gave us the basis to adapt and apply the strategy to promote learner autonomy.

The second chapter, Methodological Framework, describes the research design, type of study, empirical methods, pedagogical strategy and data analysis. This research is a qualitative study from the perspectives of Flick Kardoff and Steinke (2004) and Nunan (1992). It is an action research study based on Kemmis and McTaggart’s theories (1988), and following the four phases provided by Burns (2010): act, plan, observe and reflect.

The European Language Portfolio (ELP), developed by the Council of Europe to support the development of learner autonomy (among other objectives), was used as a pedagogical strategy to help students plan, organize, monitor and evaluate their foreign language learning process. The ELP was adapted to the context. The implementation included two important issues: a continuous process of reflection and self-assessment, and the development of five units

oriented to foster the five levels of autonomy proposed by Nunan (2000) while doing language tasks.

Data was collected using different empirical methods that were combined and interrelated to triangulate information. It was contrasted three voices: Students' voice, taken from the Learning Plan, the Peer Assessment format and the Final Reflection Survey; Teacher's voice, taken from comments on the Portfolio Hetero Evaluation grid; and Portfolio's voice, taken from the Portfolio Hetero Evaluation grid too.

Two main conclusions are drawn from data analysis:

1. When students see themselves as foreign language learners, identifying their learning styles and choosing the resources or materials that would fit them; they are able to do work more aware and engaged.

2. ELP is an accurate tool to promote autonomy since it gives students the opportunity to plan, organize, monitor and evaluate their foreign language learning processes. It let students have criteria to make decisions, set their learning goals and define learning strategies to accomplish them, it means taking charge of their own learning process.

This study is a contribution to teachers who want to promote autonomy in their classroom. Using the levels of autonomy is a precise way to measure skills needed to become autonomous foreign language learners. For students the ELP strategy teaches them how to be organized and establish priorities to see a real progress in the language learning.



## INTRODUCTION

Researching in autonomous language learning is essential in the educational field since it contributes to the formation of integral humans. This study called “promoting autonomous foreign language learning: an experience with European Language Portfolio (ELP)” aims to foster learner autonomy from the English learning process, using the ELP as a strategy that benefits this process.

The interest in autonomous language learning came up when observing students excessive teacher dependence, caused by centuries of traditional education in which most of learners have been framed. The teacher researchers pretend to provide students a path where they play a leading role in their learning process and find their own ways to become effective language learners.

Studies were revised in order to find out what have been done in the autonomous language learning field and the use of the ELP. In the international domain numerous studies can be found, we analyzed a study entitled “The implementation of European Language Portfolio pedagogy in Czech primary and lower-secondary schools: beliefs and attitudes of pilot teachers and learners”, done by (Perclová, 2006). The purpose of this study was to determine how European Language Portfolio (ELP) pedagogy was reflected in the beliefs and attitudes of primary and lower-secondary school teachers and learners who piloted this project of the Council of Europe in the Czech Republic.

The conclusion was that the majority of the learners found their work with the ELP both interesting and useful, seemingly regardless of their school grades. The cooperation of teachers

proved extremely beneficial and the study suggests it to be the key to the success of further ELP implementation in the Czech Republic.

In the local domain a study called “Empowering Students for Successful Language Learning and Use: The Language Portfolio and Its Convenience as a Self-Assessment Mechanism in an English Course Aimed at Fostering Senior Students’ Autonomy” was revised. This study, done by Cárdenas (2010), aimed to prove if the language portfolio had the power to foster the manifestation of autonomous and responsible behaviors and attitudes among the students of the course that was subject of study in this research project.

On the basis of the evidence, the researcher concluded that the language portfolio really favors the manifestation of autonomous behaviors among students, although there can be many influencing factors, such as students’ previous experiences in language learning and students’ level of literacy, that can hinder or constraint the impact that the language portfolio may have in the attempt to promote autonomy.

These studies revision contributed to understand two things: there have been various studies about the use of portfolios aimed at strengthen or promoting different aspects of the language learning: writing processes, reading processes, critical thinking, decision-making, among others, but not using the ELP specifically; and, developing teenagers learner autonomy in Colombia has been researched through the use of diverse strategies but not with the use of the ELP. That is one of the reasons why this research is important, relevant and pertinent; the ELP allows promoting learners autonomy by setting learning goals, continuous self-reflection and self-assessment.

The motivation to study on learner autonomy emerged when talking with our peers about students' low performances in English classes, we raised the assumption that it could be improved if teachers empower students skills to be in charge of their learning process, changing their passive role which places them always in their chairs, waiting to be told what to do and how to do it. The idea is to guide students so they are able to set learning goals, use suitable learning strategies, organize knowledge and construct meaning; in this way they can become autonomous learners.

Through non participant observation, at a public school, it has been realized that students' attention level and ability to concentrate in working are diminished because they do not take over of their own learning process. Teachers have registered students who skip classes, students who do not do assignments, students with lack of quality in their assignments, and students who accomplish with tasks just to get a mark. (Appendix 1)

In order to find out students' beliefs and perceptions of autonomy a survey was applied in which they were asked about the concept of autonomy and learner autonomy, activities and time devoting to learn English out of the classroom, extracurricular activities, importance they give to homework and frequency they hand in it (Appendix 2). And to find out the students' learning styles, Willing's questionnaire (1988) was chosen as the instrument (Gardner & Lindsay, 1996). This questionnaire identifies four types of learners: communicative, authority oriented, concrete and analytical. (Appendix 3)

In relation to the concept of autonomy and learner autonomy, the 82.81% of students think they are autonomous because they know themselves; this enables them to make decisions and accept the consequences of their actions. Furthermore, as autonomous learners understand

the value of learning for life, but they understand learner autonomy as doing things by themselves without the teacher's help. It can be deduced that although students understand the concept and can give examples of an autonomous being, it is far from being applied in everyday life.

To reinforce their English learning process out of the classroom, the 40.62% of the students do not perform any extra activity, the 21 % only do homework while the 38.38% do other activities like watching TV, listening to music and surf the web. This indicates that most of students are not interested in learning English and some of them simply do what the teacher says. On the other hand, the time devoting to learn English out of the classroom is minimum: between 0 and 1 hour weekly.

Among the extracurricular activities learning English is not one of their big goals. As a matter of fact, the 75% of the students don't develop any and only the 25% use their free time to sports or religious activities. With respect to homework they think it is important because it reinforces what they learn in classroom and that is why they must do it. They say that sometimes or usually hand in homework; however the quality of work and the accomplishment of the learning goal are limited.

Regarding to students learning styles the questionnaire applied brought the following results: the style that predominates among them is Authority Oriented with a 58.62%, indicating that students prefer the teacher to guide them towards learning the language. By contrast, the less prevalent style is Analytical with a 3.44%, which refers to the joy of learning the language in detail, work for themselves and find a way to learn on their own.

Through these analyses, it was concluded that there is a contradiction between students' beliefs and teachers' perceptions in relation to the concept of autonomy; a vast majority of students think that act autonomously but teachers register the lack of some values and qualities to be autonomous, in the follow up reports. On the other hand, it is clearly deduced that students depend almost completely on teachers to develop their language learning processes. Given the foregoing considerations the scientific problem is stated as: the need to promote autonomous language learning in teenagers at a public school.

In order to have a legal framework, we studied the "Ley 115" Art. 13 (MEN, 1994) that has as main objective the integral education in all levels by means of structured activities aimed at: "Fomentar en la institución educativa, prácticas democráticas para el aprendizaje de los principios y valores de la participación y organización ciudadana y estimular la autonomía y la responsabilidad". It is evident that in the educational institutions, values such as autonomy must be promoted to form integral human beings. However, the educational system hardly gives the necessary conditions to achieve this goal.

The "PEI" of this public school states the importance of "Contribuir a la formación de seres autónomos y seguros, que sean capaces de aplicar los conocimientos en las situaciones reales, capaces de vivir armónicamente". Bearing in mind that the PEI, which guides the path of the school, has as one of its main goals the promotion of autonomous human beings, we find significant to work on this value from the teaching and learning process of the English language.

After reckoning the need of the study, the research question is stated as: How could the European Language Portfolio promote autonomous foreign language learning in teenagers? Having in mind students weaknesses with respect to planning, organizing, and monitoring their

English learning process, the teachers researchers opted by using the European Language Portfolio (ELP). According to Kuhn (2012), it represents a model for learner autonomy and constructivist pedagogy (Kühn & Pérez Cavana, 2012). The ELP is a very innovative learning tool based on self-assessment, self-reflection and self-directed learning and can be considered at the forefront of new approaches to learning and teaching.

The object of the study is: autonomous learning and the field of the study is: autonomous foreign language learning. The objective of the study is: to promote autonomous foreign language learning in teenagers. Finally the research tasks are stated: identify students perceptions about autonomy and their learning styles, this task corresponds to the diagnosis; revise literature about autonomous language learning, this task corresponds to chapter 1; and adapt the European Language Portfolio to teenagers in a public school in Bogota, apply and evaluate the use of European Language Portfolio as a strategy to promote autonomous foreign language learning; which corresponds to chapter 2.

The main theoretical constructs that support this study are: definitions of autonomy and learner autonomy, autonomy levels of implementation, learning strategies and learning styles, European Language Portfolio (ELP), and assessment. These theories gave us the basis to adapt and apply the strategy to promote learner autonomy.

In the second chapter which corresponds to the methodological framework the topics are: the research design, the type of the study, the general description of the pedagogical strategy, the empirical methods used, the data analysis and the evaluation of the proposal's process.

The type of research for the study is Action Research. Burns (2010), based on Kemmis and McTaggart's theories (1988), states the importance to act, plan, observe and reflect in a

spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop. . The spiral process of the action research will support the researchers in continuous reflections that let them take actions to improve the pedagogical strategy that is being implemented.

This project is carried out at a public school, located in Candelaria la Nueva neighborhood, zone 19 (Ciudad Bolívar) in Bogotá Colombia. The school has a population of nearly 3500 students spread in three shifts: the morning shift, the afternoon shift and the night shift. It covers from pre-school to high school education. The school bases work on its P.E.I. Democracy and Human Rights in Formal Education. The axes underlying the P.E.I. are four: knowledge, participation, fellowship and moral training.

English classes have an intensity of three hours per week. The groups are divided in two levels, Group A: students with high levels of performance and Group B: students with low levels of performance. The pedagogical intervention was carried out with group B, which has 28 eleventh graders, who are between 14 and 16.

Fifteen students from the whole group were chosen randomly as a representative sample of different language proficiency levels in the same group, to collect and analyze the data derived from the intervention by the researchers. There were 14 females and 1 male. Classes were 3 hours per week in the afternoon shift. Students showed a good and positive attitude during the intervention since the ELP as a tool to promote learner autonomy was innovative and encouraging for them. It is important to mention that students' parents signed a consent letter, accepting their children to participate in the research project. (Appendix 4)

The empirical methods used to gather data during the intervention were: a Questionnaire that was used to know students' learning style (communicative, authority oriented, concrete and analytical); two Surveys, the first one was applied as means for diagnosing the problem, and the Final Reflection survey, that was applied at the end of the intervention to know students perceptions about the implementation of the ELP and their levels of autonomy; the Learning Plan that was completed before each unit to plan their job; the Reflection that was done to check if their job had been fully completed; two Assessment Formats: the Portfolio Self-Assessment Checklist that was filled out to know the student's English level in the language, and a Peer Assessment Format to take into account each person's view. Finally the Portfolio Hetero-Evaluation Grid to measure each student's performance in the use of the ELP, this provides a space for doing teacher's feedback too.

The second chapter describes the proposal that aimed to promote autonomous foreign language learning through the use of the European Language Portfolio, the continuous reflection and self-assessment was decisive in the implementation because it let students use their own learning strategies to achieve learning goals. Finally the general conclusions, and limitations and suggestions for further research are given based on the results, theoretical references and annexes are found at the end of the document.



## **CHAPTER 1**

### **THEORETICAL FRAMEWORK**

In order to give an answer to the scientific problem of the research, ‘need to promote autonomous language learning in teenagers at a Public School’, specialized literature was studied to comprehend from the theory, what can be done in order to promote autonomy in the English learning process. We focused on the concept of autonomy from a pedagogical perspective that supplies strategies to lead autonomous learning processes.

In this regard, the methodological strategy that was adapted and implemented is sustained on the Council of Europe’s theory about the use of European Language Portfolio (ELP): a tool for learning English as a foreign language. Furthermore, perspectives about self-assessment and learning styles/strategies are analyzed in order to frame our study.

#### **Learner Autonomy**

Concerning to the educational field, autonomy is not only a buzzword. Many authors have put into words their ideas and studies about autonomy. Benson (2011) quotes Holec, who describes it as the ability to take charge of one’s own learning. To take charge of one’s own learning is to have, and to hold, the responsibility for all the decisions concerning all aspects of this learning, i.e.: determining the objectives; defining the contents and progressions; selecting methods and techniques to be used; monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc.) (Benson, 2011)

We observe that in this definition autonomy is described as the capacity to make decisions at every step of the learning process. All the significant decisions that the autonomous learner makes concerning planning and performing define the outcome of his/her learning.

Scharle & Szabo, (2000) associates autonomy with the concept of responsibility. They define autonomy as the freedom and ability to control one's own affairs, which also involves the right to make decisions. Responsibility may also be understood as being in charge of something, but keeping in view that one has to deal with the consequences of own actions. In accordance with Scharle and Szabo, autonomy and responsibility both require active involvement, and they are very interrelated. (Scharle & Szabó, 2000)

Responsible learners are those who believe that their actions are essential for successful learning, which are eager to interact with the teacher and other learners, who are willing to manage their own progress, and try to use all their opportunities to participate in the target language and learning activities (Scharle & Szabó, 2000)

Moreover, Little (1991), cited in Benson (2011), provides a psychological dimension, “Essentially, autonomy is a capacity – for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts.”

Nunan (2000) contends that autonomy is not an all-or-nothing concept, that all learners could be trained to develop a degree of autonomy, but that this is gradual, piecemeal, and we often only see the benefit of such a thing towards the end of the learning process. He summarizes five levels at which learner autonomy can be worked towards.

Autonomy: Levels of Implementation

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical and content of the materials that they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles /strategies
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer	Learners make choices among a range of options
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning programme	Learners modify/adapt tasks
4	Creation	Learners create their own goals and objectives	Learners create their own tasks
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond	Learners become teachers and researchers

(Nunan, Autonomy in language learning, 2000)

Benson (2011) agrees with Nunan (2000) on that autonomy has different levels when says autonomy refers to a capacity that learners possess and display to various degrees in different contexts. It is primarily an attribute of learners, although its development and display will be affected by factors in learning situations. Having this in mind, our study intends to affect the traditional learning situation of our subjects of study in order to foster their autonomy, through Nunan's levels of implementation.

Benson (2011) defines autonomy as the capacity to take control of one's own learning, largely because the construct of *control* appears to be more open to empirical investigation than the constructs of *charge* or *responsibility*. Benson (2011) argues that an adequate description of autonomy in language learning should at least recognise the importance of three dimensions at which learner control may be exercised: learning management (behaviours involved in the planning, organization and evaluation of learning; observable behaviour), cognitive processes (control over the cognitive processes through which learning management and content are controlled; *metacognitive skills*) and learning content (the *what* and *why* of language learning).

In this connection, this proposal is concerned with exercise control over the Learning Management, described by Benson (2011) in terms of behaviors involved in the planning, organization and evaluation of learning. We intend our students to engage directly in the planning of strategies and materials that help them achieve the goals set from their interests; in the organization of time and space required for the achievement of their goals; and evaluation of processes, attitudes and / or behaviors that led to the results.

Benson (2011) also declares that the main practices associated with the development of autonomy are the *learner-based approaches*. He asserts learner-based approaches directly attend

to learner development, or behavioral and psychological change within the learner. These approaches aim to enable learners to take greater control over their learning by directly providing them with the skills they need to take advantage of the opportunities for self-directed learning.

We integrated the learner centered approach by Nunan (1999). He states that in contrast to traditional education, the learner centered education redirect learning as the ability to memorize information to transform knowledge into meaningful learning. Knowledge is constructed by the teacher and the students, “the class acts as a learning community that constructs shared understanding” (Brophy, 1999 cited in Nunan 1999).

### **Learning Styles/Strategies**

Each person has different learning styles and uses different techniques when learning a language. One can have a dominant style or a mix of them that can be used in different situations. Thinking about how students learn best can help maximizing and saving time when studying because they can use a range of strategies that fit their preferred learning style. It is also important that the teacher knows his/her students’ different styles since it places the teacher in a position to try to organize activities which provide maximal advantage to the many different people in the class, offering activities which favor, at different times, students with different learning styles. (Harmer J. , 2007).

Concerning the concept of learning styles, there have been many definitions from authors, with different points of view, in consonance with their field of study. Pritchard (2014) says that learning style can be defined variously as a particular way in which individuals learn; a mode of learning, an individual’s preferred or best manner in which to think, process information and demonstrate learning; an individual’s preferred means of acquiring knowledge and skills; as

habits, strategies or mental behaviors concerning learning. What all these definitions have in common is that individuals can have a specific learning preference due to environmental, sociological and physical conditions that let them to learn better.

As teachers we see individual differences in the classrooms, for instance, some of our students are better at some things than others, or each one responds differently to the same stimuli. This indicates that there are variance in the way individual's brain work. The description of learning styles comes from human research namely Neuro-Linguistic Programming (NLP) and this is concerned with how we communicate and how this affects learning.

The NLP is based on the science of neurolinguistics. Neuro refers to beliefs about brain and how it functions, how we experience the world through our 5 senses and represent it in our minds through neurological processes; linguistic refers to a theory of communication and it is concerned with the way the language we use shapes, as well as reflects, our experience of the world; programming refers to observable patterns of thought and behavior and is concerned with training ourselves to think, speak and act in new and positive ways in order to release our potential and reach those achievements (Revell and Norman, 1997 cited in Pritchard 2014).

Over time and with many research projects of the way we communicate and according to practitioners of NLP we use a number of primary representational systems to experience the world. These systems are described in three particular learning styles: visual, auditory and kinesthetic (VAK) system (Harmer, 2007).

Pritchard (2014) defines the three mentioned learning styles. For instance, visual learners prefer to learn by seeing and they like information to be presented in the form of diagrams, graphs, maps, posters and displays; auditory learners prefer to learn by listening. They have good

auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audiotapes. They like sequence, repetition and summary; kinesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects.

It is common to see that students are not aware of how they learn best even they do not know each individual has different ways of learning, so there is a need to train students to recognize their own learning style and more important, to teach them to fit other styles. Teachers should attempt to make changes in their methodologies that benefit the diverse community, and let learners act actively in the planned learning activities. Otherwise, learning will not progress efficiently and students will not achieve their own learning goals.

A question arises in the way if teachers must adapt to learners or learners to teachers, the answer is both. When pupils are taught with approaches and resources that complement their particular learning style, their achievement is significantly increased (Pritchard, 2014). It is important to make teachers and students understand that they can see things from other people's points of view so they can communicate and interact effectively. It is clear that we cannot give an individual class to each other but we can promote activities for visual, auditory or kinesthetic learners where each one can learn from each other and cooperative learning can be promoted in classroom setting.

Having done the task of helping students discover their own learning styles, the next step should be to train them to learn by themselves, using learning strategies that fit their preferred learning or to a particular situation, need or interest. Even, train them to deal with strategies that

go beyond their learning style, so they become skilled and resourceful as concerns to learning a language.

In learning a second language we have developed activities such as watching movies, practicing song lyrics, speaking with native people, using flashcards, reading newspapers, drawing pictures of words, looking for new words in the dictionary, taking notes, writing summaries and so on. All of these activities have helped to improve in communicative skills. Some of them have been useful and others useless. These activities are some of the big amount of learning strategies that we can use to internalize concepts, select, organize or integrate new knowledge. Therefore, we have to know how we learn and what specific strategies fit our learning style or are suitable to learning situations we are facing. Although teacher training is important, learners are responsible for knowing, applying and adapting them inside or outside the classroom.

Research on the behaviors involved in autonomous language learning has to a large extent drawn upon research on learning strategies. Over the last years learning strategies have been defined from different perspectives, including behaviors, psychological factors, language skills or style of learner; all of them pointing to human dimensions. Wenden (1987), cited by O'Malley & Chamot (1995), says "learner strategies refer to language learning behaviors learners actually engage in to learn and regulate the learning of a second language...what they know about the strategies they use...what they know about aspects of their language learning other than the strategies they use" (O'Malley & Chamot, 1995). Oxford (1990), as cited in Macaro (2001), defines learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations (Macaro, 2001).



On the other hand, O' Malley and Chamot (1995) argue that "learning strategies are complex procedures that individuals apply to tasks; consequently, they may be represented as procedural knowledge which may be acquired through cognitive, associative, and autonomous stages of learning". What all these definitions have in common is that learners who use learning strategies strategically are encouraging their self-directed involvement, self-confidence, self-regulation aspects that enable them to become autonomous language learners and accomplish their own goals.

It is important to mention that a strategy is effective when the learner is able to use one or several strategies in line with the learning task he has to accomplish, thinking about his/her learning preferences but going beyond his/her comfort zone. That is what makes a good learner as described by Rubin and Thompson (1982) in Nunan (1989) "Good learners find their own way...organize information about language...are creative and experiment with language...make their own opportunities, and find strategies for getting in practice in using the language inside and outside the classroom...learn to live with uncertainty and develop strategies for making sense of the target language".

Therefore, since learning strategies have been studied all of them pointed to create good language learners and authors have looked at different aspects of the concept and its roles in language Learning. First at all, the study of strategies is linked to the theory of cognition "cognition is the way the brain holds information for shorts periods of time, stores information, selects and retrieves information and processes information" (Macaro, 2001).

That is why some authors as O' Malley and Chamot, (1990) classified the strategies into: cognitive strategies as organizing, inferencing, summarizing, deducing, imagery; and

metacognitive strategies as planning, monitoring and evaluation, that combined with social and affective strategies help to cooperation, questioning for clarification and self –talk in a language task. On the other hand, Oxford (1990) classified strategies into direct strategies as memorizing, cognitive processing, compensation and indirect strategies as metacognitive, social and affective. These authors with the idea of giving a coherent and comprehensive classification of learning strategies understand the learner from his intellectual, social, emotional and physical aspects.

For Cohen, cited by Benson, 2011, one goal of strategy training is to promote learner autonomy and learner self-direction by allowing students to choose their own strategies and to do so spontaneously, without continued prompting from the language teacher. Our main goal with this study was not to directly train students on the use of learning strategies but let them discover the best strategies for them to improve their learning process.

### **Assessment**

When learning a second language, it is important to have valid, reliable and objective instruments that let the learning community to assess accurately what have been their achievements and difficulties during the process. Assessment, as described by ARG (2002) cited by Gardner (2012) is ‘the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there’.

On the other hand, assessment can have many points of view from different people of the learning community as teacher’s view and student’s view. Their contributions in the assessment process are important to understand why their achievements or difficulties. Therefore, learning

process can be seen from multiple perspectives and assessment can have its validity and acceptance for all the people who are involved.

Self-assessment and peer-assessment by learners can be an important complement to the teacher assessment. “Learners need to assess their own progress, and also need to be encouraged to evaluate, from their own perspective, other elements within the curriculum including materials, activities and learning arrangements. Such learner-centered evaluation will assist in the development of a critical self-consciousness by learners of their own role as active agents within the learning process” (Nunan, 1996).

Boud (2005) explains self-assessment as the involvement of students in identifying standards and / or criteria to apply to their work and making judgments about the extent to which they have met this criteria and standards. Self-assessment means more than students grading their own work; it means involving them in the process of determining what good work in any given situation is. (Boud, 2005)

On the other hand, in peer-assessment student’s classmates are able to judge his/her performance in class; also they can give valuable reasons of his/her classmate’s strengths and weaknesses. That is because they live together and share many experiences inside and outside the classroom. Essentially, peer-assessment is the opportunity for a student to provide feedback of his/her classmate work. “Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining” (Falchikov 2007 cited in Boud 2005).

Finally, the teacher can see the learning process with objectivity and impartiality, because he/she knows the accurate criteria for assessing each of the components of the students' learning process, paying attention to standards in relation to the foreign language learning. The teacher criterion is crucial for the learner to make progress toward his/her personal goals. This is called teacher's feedback.

Therefore, the way we make comments about student's performance have to be careful and motivating for students to continue their process. Using this tool effectively can promote student self-confidence and prompt him to reflect constructively about areas that need improvement.

### **European Language Portfolio**

The European Language Portfolio (ELP) was developed by the Language Policy Division of the Council of Europe, piloted from 1998 to 2000, and launched in 2001, the European Year of Languages. The European Language Portfolio (ELP) was developed to support the development of learner autonomy, plurilingualism and intercultural awareness and competence; to allow users to record their language learning achievements and their experience of learning and using languages (Council of Europe, 2015). The European Language Portfolio is a personal document that has three parts:

#### **A Language Passport**

Here the language learner can summarize his/her linguistic and cultural identity, language qualifications, experience of using different languages and contacts with different cultures.

The skills referred to in the language passport are Understanding (Listening and Reading), Speaking (Spoken Interaction and Spoken Production), and Writing; while the levels, derived

from the Council of Europe's Common European Framework, are Basic User (A1: Breakthrough and A2: Waystage), Independent User (B1: Threshold and B2: Vantage), and Proficient User (C1: Effective Operational Proficiency and C2: Mastery). Note that the inclusion of self-assessment in the passport emphasizes that the ELP belongs to the individual learner, not to the issuing body or institution. (Little & Perclová, 2000)

### **A Language Biography**

The biography helps the learner to set learning targets, to record and reflect on language learning and on intercultural experiences and regularly assess progress. The Language Biography facilitates the learner's involvement in planning, reflecting upon and assessing his or her learning process and progress; it encourages the learner to state what he/she can do in each language and to include information on linguistic and cultural experiences gained in and outside formal educational contexts. (Little & Perclová, 2000)

### **A dossier**

In this part of the ELP the learner can keep samples of his/her work in the language(s) he/she has learnt or is learning. The Dossier offers the learner the opportunity to select materials to document and illustrate achievements or experiences recorded in the Language Biography or Passport.

The ELP has two functions: reporting and pedagogical.

Reporting function: like the artist's portfolio, the ELP displays the owner's capabilities, but in relation to foreign languages. Its purpose is not to replace the certificates and diplomas that are awarded on the basis of formal examinations, but to supplement them by presenting

additional information about the owner's experience and concrete evidence of his or her foreign language achievements.

Clearly, the importance of the ELP's reporting function will vary according to the age of the owner. It will usually be much less important for learners in the earlier stages of schooling than for those approaching the end of formal education or already in employment.

Pedagogical function: the ELP is also intended to be used as a means of making the language learning process more transparent to learners, helping them to develop their capacity for reflection and self-assessment, and thus enabling them gradually to assume more and more responsibility for their own learning. (Little & Perclová, 2000)

All these theories gave us the support to use the ELP as a tool that promotes autonomous foreign language learning, including in the process the opportunity for students to identify their learning styles, choose and adapt learning strategies, self-assess, peer-assess and receive teacher's feedback.

## **CHAPTER II**

### **METHODOLOGICAL FRAMEWORK**

#### **Research design**

This is a qualitative study. Qualitative research has been defined by many authors. For instance, Nunan (1992) assumes that this is discovery-oriented, exploratory and descriptive, there is a subjective element to all knowledge and research and it is closed to the data since the researcher is participant. On the other hand Flick, Kardoff and Steinke (2004) claim to describe life worlds “from the inside out” from the point of view of people who participate. By doing so, it seeks to contribute to a better understanding of social realities and to draw attention to processes meaning patterns and structural features.

These two points of view restate the researcher as the participant and the one who reflects, reconstruct and transform the social reality to become the starting point of the research. This is a qualitative research because the teacher is one of the main participants and the one who observes and lives the reality in the classroom. Also, it is pretended to generate a change in students learning processes through the use of the European Language Portfolio to promote autonomy as language learners.

#### **Type of study**

Action research was the best choice for our study since we intended to solve a problem concerning with our professional practices. According to Mills (2011), cited in Creswell (2012), action research is defined as a systematic procedure done by teachers to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning. It means Educators aim to improve the practice of education

by studying issues or problems they face, educators reflect about these problems, collect and analyze data, and implement changes based on their findings.

On the other hand, Kemmis and Mc Taggar (1988) cited in Nunan (1992), give defining characteristics of action research, they say it is carried out by practitioners rather than outside researchers; secondly, that is collaborative; and thirdly, that it is aimed at changing things. These definitions help to confirm the importance to change the system and to look for alternatives to solve situations in learning environments and specifically with the population we are working on.

We contemplated the four phases provided by Burns (2010) who presents a model with four phases that she calls planning, action, observation and reflection. In the first phase planning, you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. In this research, we made a diagnosis through observation of the students' behaviors and attitudes towards learning English as a foreign language at school, and using a survey to find out students perceptions about autonomy and learner autonomy; and questionnaire to find students' learning styles.

Having determined the need to promote autonomy in the foreign language learning process, we opted for using the European Language Portfolio as a tool to help students organizing, planning, monitoring and evaluating their own English learning process.

In the second phase, action, the plan is carefully considered, one which involves some deliberate interventions into the teaching situation that you put into action over an agreed period of time. In this phase, the European Language Portfolio was implemented with 5 units where the levels of autonomy proposed by Nunan (1997) were fostered through communicative learning



tasks. It was evaluated at the end of the implementation using a grid that included a range from 0 to 5 and a general comment of the student learning process.

We adapted a Module Pack, an instrument brought by our teacher advisor from Kanda University. It is aimed at helping students to become good autonomous language learners. The Module covers topics such as ‘Resources’, ‘Learning Strategies’ and ‘Making a Learning Plan’. We called it Learning Plan / Reflection; it provided a way for students to plan their work at the beginning of each unit and make conscious reflection at the end of the units.

When each unit was finished there was a session for portfolios socialization , in which students shared what they had done, how they had done their tasks, what materials they had used, what strategies they had implemented in accordance with their learning styles, what they did well and what they could have done better. This process included self-assessment and peer assessment. Finally, a survey was applied to know students perceptions about the use of the ELP. All of these activities supplied data to be analyzed.

In the third phase, observation, involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use “open-eyed” and “open-minded” tools to collect information about what is happening. The empirical methods used gave us the necessary information about students’ behaviors, attitudes and feelings about their experience using the ELP.

Finally reflection, at this point you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. We analyzed the collected data and had a more clear view of the findings about the experience with European Language Portfolio.

## **Empirical Methods**

With the purpose of ensuring the acquisition of relevant and valid information two surveys, a questionnaire, a learning plan and reflection format, some assessment instruments such as the Self-assessment checklist provided by the ELP and a peer assessment format; and a grid to evaluate the portfolio evidence which include a teacher feedback section, were used.

### **Surveys**

The first survey (Appendix 1) was applied in order to find out students' beliefs and perceptions of autonomy, as a tool to diagnose the problem. At the end of the implementation the second survey was implemented on November 2015. That survey was called Final Reflection, and had the purpose of finding out students perceptions about the implementation of the ELP in order to promote autonomous language learning. (Appendix 5)

### **Questionnaire**

The questionnaire was a version of the Willing's questionnaire (1988) "How do you learn best" which was applied to identify students' learning styles preferences. The four learner types identified by Willing is: communicative, authority oriented, concrete and analytical. The questionnaire consisted of 30 questions asking the students how they preferred to learn English. They were asked to indicate their preferences on a 4 point scale. The score that was the highest indicated what type of learner he/she belonged to. (Appendix 3)

### **Learning Plans/Reflection**

The Learning Plan and Reflection format was adapted from a model brought from Kanda University in Japan by our teacher advisor. The purpose of this instrument was to provide the students a tool for planning, monitoring and evaluating their learning process. At the beginning of each unit they filled the Learning Plan format which included: Big and Small goals, learning styles, materials, preferred learning strategies and evaluation. At the end of each unit they filled the Reflection format as a way to self-evaluate what they did/did not and how, from what they had planned. (Appendix 6)

#### **Assessment: Self-Assessment Checklist / Peer Assessment /**

There were two kinds of assessment, the first was the self-Assessment Checklist that measured the levels of language in terms of skills (listening, speaking and talking to someone, reading and writing) and which was developed at the end of the intervention (Appendix 7). The second was the Peer Assessment that was filled out by each of the students where they graded his/her classmate (Great, very good, good and could be better) and wrote some recommendations for next units (Appendix 8).

#### **Portfolio hetero evaluation grid**

We designed a grid to evaluate the student's' portfolio performance. It consisted of 0 to 5 levels of evaluation criteria, being 0 the lowest and 5 the highest. The Portfolio hetero evaluation grid was applied at the end of the intervention to check the work students presented in their portfolios in terms of quality, logical connection between goals, strategies, work completed, and evidences that they incorporated autonomous work. Moreover it included the teacher's feedback in terms of behaviors and attitudes towards the whole process of implementation of the ELP to promote autonomous foreign language learning. (Appendix 9)

## **Pedagogical Strategy**

### **Setting**

This project was carried out at a public school in Candelaria la Nueva neighborhood, zone 19 (Ciudad Bolívar) in Bogotá Colombia. The school has a population of nearly 3500 students spread in three shifts: the morning shift, the afternoon shift and the night shift. It covers from preschool to high school education. In the afternoon shift, the school has the seventh graders to eleventh graders; there are six courses per grade.

The school bases its work on its P.E.I. Democracy and Human Rights in Formal Education. The axes underlying the P.E.I. are four: knowledge, participation, fellowship and moral training. This PEI emerged as a response to the worrying social problems that existed around the school.

Aiming to strengthen the skills of students to work from high school, which provides them better opportunities for their future careers, the school has worked in partnership with SENA (National Learning Service) more than fifteen years in four programs: Industrial Automation, Electrical Maintenance, and Technical Documentation and Registration of Financial Operations.

In terms of physical resources, the school has a bilingual room with 25 laptops, which only have old software called English Discoveries; there is no internet connection there. The use of this room is rotating: one week per each one of the four English teachers. Each teacher has also its own classroom with a television set and a DVD player.

## **Participants**

English classes at this public school have an intensity of three hours per week. The groups are divided into two levels, Group A: students with high levels of performance and Group B: students with low levels of performance. The pedagogical intervention was carried out with one group B from eleventh grade, which had 28 eleventh graders, who were between 14 and 16. Fifteen students from the whole group were chosen as a representative sample of each language proficiency level, to collect and analyze the data derived from the intervention.

## **General Description**

The implementation was done adapting the European Language Portfolio (ELP) - Junior version (The council of Europe, 2006). This Junior version was initially created for Irish children of primary school whose English level starts from A1 (grade 1) and goes to B1 (grade 9) in each of the skills (Listening, speaking and talking to someone, reading and writing). This ELP fit to the population of this study because the starting language level was similar (A1), the presentation was remarkable and colorful, and the language was simple so students could understand the texts easily.

Some adaptations were done consistent with the context of the population. On the one hand, pages 4, 5 and 6 were removed because they asked about intercultural experiences and other languages studied, having in mind that the population of the study only knew their mother tongue (Spanish) and were learning English as a foreign language. On the other hand, a working plan (Appendix 10) was developed, taking into consideration the scope and sequence for the whole 5 units (Appendix 11), resources and materials, as worksheets, that were given in each of the 5 units. They helped students to reinforce the topics so they could understand how to do the activities that must be included in the dossier section of the ELP. Finally we adapted the Module

Pack (Kanda University, 1992) to a Learning Plan (Appendix 6) which was developed at the beginning of each unit to set learning goals and at the end as a reflection to evaluate the accomplishment of the learning goal.

The ELP implementation was carried out from April to November 2015. We planned 5 units and each one was developed during 3 weeks, approximately. The purpose of the strategy was to foster learner autonomy when learning a foreign language. The ELP would help to plan, organize, monitor and evaluate students learning process.

To accomplish the purpose, first of all it was necessary to make students reflect on their own learning styles (unit 0), we presented a video where they could see what sensorial learning styles (auditory, visual, kinesthetic) are and which specific activities are done when learning. After that, they developed a workshop to compare what they had learned and which style would fit their way of learning (Appendix 12). Given their own learning styles, students would plan their learning tasks better and hopefully would have better results.

We trained students on the way the ELP works, explaining them the 3 sections (my language biography, my language dossier and my language passport) they could find. At the beginning of the intervention they developed “My Language Biography”, there they set their learning targets, reflected on language learning and assessed their progress. “My Language Dossier” was completed during the 5 units, there they kept samples of the work they have done in the language and. “My Language Passport” was done at the end of the intervention, there they registered their progress in learning English based on the levels and skills established by the Common European Framework.

This implementation followed the direction of the Learner centered approach which mean a collaborative effort between teachers and learners; making decisions about what goes in teaching and learning process will be influenced not only by learning goals set by the teacher but also by needs from students and by the evaluation feedback which emerged at the end of each unit. (Nunan, 1996)

We adapted Nunan's principles about curriculum development: Planning, Implementation and Evaluation with the Visibility Model proposed by Hattie and Timperley (2007). This model covers three questions: where am I going? associated to Planning stage; how am I going? associated to Implementation stage; and where to next? associated to Evaluation stage.

Planning: Where am I going?

The first question relates to goals and when students understand their goals and what success at those goals look like. At the beginning of each unit, we made explicit the learning goal in terms of the autonomy level that was pretended to be strengthened and reinforced, and how this strengthening of each level would help to accomplish learning goals in terms of language.

Each level of autonomy was worked in each of the 5 units, reinforcing the abilities they should have to become autonomous language learners as to be aware how they learn better, make choices from a range of options, modify and adapt tasks, create their own tasks and go beyond the classroom.

Bearing in mind that ELP would help to plan and organize their own learning process, students had to develop a learning plan at the beginning of each unit, they had to set their big and small goal, explain how they were going to accomplish their goals and what materials they would use in line with their learning style.

Implementation: How am I going?

The second question is more related to progress. This entails to understand about past, present or how to progress relative to the starting or finishing point and is often expressed in relation to some expected standard, to prior performance, and/or to success or failure on a specific part of the task.

In the previous stage students set their learning goals, so this stage would help them to monitor their own learning process and if the activities that they have done would contribute to see a progress toward the goal. Each unit proposed several language activities that must be done and included in “My Language Dossier” section of the portfolio. It is worth clarifying that the language activities for the portfolio were thought under the authority of Nunan’s levels of autonomy.

For instance, in unit 0 students were aware of their learning style, their learning goals, content and materials they were using (awareness), in unit 1 they made choices from a range of options (involvement), in unit 2 they modified and adapted their tasks (intervention), in unit 3, they created their own tasks (creation) and in unit 4 they became teachers (transcendence).

Although each level of autonomy was worked in each unit, the previous ones worked were reinforced throughout the 5 units. Combining the language tasks for the portfolio with the levels of autonomy proposed by Nunan helped students not only to develop skills in the language but also to make decisions about their own learning process and progressively becoming autonomous language learners.

Evaluation: Where to next?



This can assist in choosing the next most appropriate challenges, more self-regulation over the learning process, greater fluency and automaticity, different strategies and processes to work on the tasks, deeper understanding, and more information about what is and what is not understood. In order to make a better progress throughout the 5 units, at the end of each unit students made a reflection on their learning plan as what was their learning goal, how they studied, what materials they used and if all the activities done were useful or not to accomplish their goals.

Socialization in groups was developed. Each student explained orally to his/her classmates and the teacher, how was his/her progress in the unit. After that, a peer assessment format was filled out, conforming to what each student said in the socialization, he/she was given a performance grade (great, very good, good, could be better) and received feedback from classmates in the form of comments or suggestions to improve their tasks in next units.

*Peer Assessment (filled out by a student)*

10-06-15				
CO-EVALUATION UNIT 2				
Student's Name: <u>JEIMY STEFANY LOPEZ 1102</u>				
	GREAT (4.6-5.0)	VERY GOOD (4.0-4.5)	GOOD (3.4-3.9)	COULD BE BETTER (1.0-3.0)
My classmate achieved his/her small goal for this unit.	4.6			
He/she used a variety of materials, even more than planned.	5.0			
He/she chose activities that helped in his/her learning process.	4.8			
He/she showed a great progress in this unit.	5.0			
<b>TOTAL</b>	<b>4.8</b>			
<b>COMMENTS</b>				
<p>Se que Jeimy es muy capaz, y puede lograr todas sus metas y sus objetivos... Vi que mejoro mucho en esta unidad, y de esta forma logre progresar exitosamente. ¡felicitaciones!</p>				
EVALUATORS: <u>Paula Valentinia Ocasio Gomez</u>				


When the 5 units were finished students went to My Language Passport. They self-assessed using the Self-assessment checklist that is divided into the 4 language skills (listening, speaking/talking to someone, reading and writing) established by the Common European Framework. This let students know which language level they had reached during the intervention.


*Self-assessment Check List (filled out by a student)*

my language  
PASSPORT 

## LISTENING

Tick when  you can do these things.

Breakthrough		
<b>A1</b>	I can understand familiar words and very basic phrases when people speak slowly and clearly	 <input checked="" type="checkbox"/>
<b>Grade 1</b>	I can understand a few familiar spoken words and phrases <i>e.g. the teacher's instructions, a few words and phrases in a song or a rhyme, days of the week, colours or numbers ...</i>	<input checked="" type="checkbox"/>
<b>Grade 2</b>	I can understand a range of familiar spoken phrases <i>e.g. basic phrases concerning myself, my family and school ...</i>	<input checked="" type="checkbox"/>
<b>Grade 3</b>	I can understand the main point(s) from a short spoken passage <i>e.g. a short rhyme or song, a telephone message, announcement or weather forecast ...</i>	<input type="checkbox"/>

Preliminary		
<b>A2</b>	I can understand phrases and high frequency words relating to basic personal and everyday matters and the main points in short, clear, simple messages and announcements	 <input checked="" type="checkbox"/>
<b>Grade 4</b>	I can understand the main points and some of the detail from a short spoken passage <i>e.g. sentences describing what people are wearing, what they are doing, an announcement or message ...</i>	<input type="checkbox"/>
<b>Grade 5</b>	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer spoken passage <i>e.g. children talking about their likes and dislikes; descriptions of people and what they are wearing ...</i>	<input type="checkbox"/>
<b>Grade 6</b>	I can understand spoken passages referring to past or future events <i>e.g. someone giving details of what he or she did on holiday or at the weekend; a telephone conversation arranging to meet someone; a conversation in which people talk about what they are going to do at the weekend ...</i>	<input type="checkbox"/>

### **Objectives**

- Use the ELP as a tool to help students plan, organize, monitor and evaluate their foreign language learning process.
- Foster learner autonomy skills in the foreign language learning through continuous reflection about behavior and attitudes.

### **Methodology**

The ELP implementation was developed with 28 students whose English level was Basic. This was worked throughout 5 units where each one had a specific goal to be accomplished. Having explained students the 3 parts the portfolio contains and how they could use it during the implementation, we pointed on the importance to give evidence of their work in the dossier section since it would be sources for the researchers to get and analyze data. The activities proposed for the dossier were thought as communicative tasks where students had to use the language in simulated contexts. Besides, those activities were shown as tasks to develop learner autonomy, it means students had the opportunity to be aware of their learning styles, make choices, modify and adapt goals and become teachers in each unit.

The learning goals for each unit were addressed keeping in mind both language communicative goals and the 5 levels of autonomy proposed by Nunan (2000). Students made their work planning in the Learning Plan at the beginning of each unit, they set their big and small goals, stated learning styles, chose activities and resources that fit their style, and thought of ways to evaluate their work. Then, at the end of each unit, they self-reflected upon their behaviors and attitudes facing what they had planned in order to achieve their goals.

Benson states that reflection is evidently an important component of autonomous language learning at a number of levels. It may even be the case that the autonomous learner is essentially one who is capable of reflection at appropriate moments in the learning process and of acting upon the results (Benson, 2011). Reflection processes are one of the key points in this research study; we are convinced that as students are doing these reflections they are realizing their good decisions and failures in relation to the actions taken to strengthen the process of learning a foreign language. In this way they can make new decisions and take new actions that guarantee a better learning process.

*Learning Plan (filled out by a student)*

LEARNING PLAN	
Valentina Corio 1102 unit 2	
<b>BIG GOAL</b> What is your big goal for studying English? <u>My big goal is live in England</u>	
<b>SMALL GOAL</b> What is your small goal for this Unit? <u>Speak very good</u>	
<b>LEARNING STYLE</b> What is your preferred Learning Style? <u>visual and auditory.</u>	
<b>MATERIALS</b> What materials will help you reach your small goal? (Film/song/book titles, website, unit or page number) <u>Dictionary, books, computer, worksheets, pages web...</u>	
<b>STUDY / USE / REVIEW / ENJOY</b> How can you use the above materials to reach your small goal? What is your preferred Learning Strategy? <u>Vocabulary, reading.</u>	
<b>EVALUATION</b> What will you do to check your improvement? <u>Speak</u>	

## REFLECTION

What was your study goal for this Unit? (Write about what you wanted to learn in this Unit)

- Aprender a hablar muy bien Inglés
- Interpretar y entender perfecto cuando me hablan o leo y/o cuando escucho a alguien hablar. ☺

What materials did you use? (Give details such as titles of books, films, CD rooms, web pages, page or unit number from books)

- utilicé el libro que trabajamos el año pasado (POSTCARD)
- escuché muchas canciones, como: just give me a reason, losing my religion, November rain, y demás, porque literalmente escucho mucho este tipo de música.
- Vi varios videos en you tube sobre los temas que no me quedaban muy claros.
- utilicé el diccionario para buscar ciertas palabras que no sabía.

How did you study? Why? (Write down what you did **step by step** and give the reasons for what you did)

- estodio mucho y me es más fácil escuchando música, porque buscaba la canción y escuchaba la pronunciación, mientras leía y miraba como se escribía, trataba de interpretar la canción con palabras que conocía y luego buscaba la canción en español para saber todo su significado. Repetía varias veces la canción hasta aprendermela.

Do you think your study was useful for achieving your study goals? YES  NO   
Did you achieve your study goal in this Unit? What progress did you make towards achieving the study goals in your learning plan? What did you do well? What could you have done better?

- Si, pero no del todo, pues aún me falta un poco en la pronunciación de ciertas cosas.
- mi progreso fue bueno, pues mejoré la pronunciación y el comprender mejor textos, frases, canciones y demás.
- pregunté a varias personas sobre lo que no comprendía.
- Pude haber mejorado mi pronunciación, pues es mi objetivo, pero sé que no es tarde y aún lo puedo lograr.

In unit 0, students were aware of their learning style, so a video was presented to introduce the 3 sensorial learning styles (auditory, visual, kinesthetic). After seeing the video, it was socialized and students had the opportunity to give their opinions and reflect about themselves in order to be aware of how they learned best. Then, a workshop was done in groups where they had to give examples of each kind of learner and which one fit to his/her way of



learning. We highlighted the importance of continuous self-reflection to make decisions in regard to their learning process, also taking into account the teacher's suggestions and their classmates' opinions.

In unit 1 students would be involved in making choices from a range of goals, a selection of content and a variety of tasks. For instance, there were varieties of activities to include in the dossier so, they decided which communicative task they preferred to do and how they could do it to make it better. Having students the option to decide, gave them freedom to choose in agreement with their own interests, special needs or simply because the activity was attractive to their sensorial learning styles. (Appendix 13)

In unit 2 learners were involved in modifying and adapting goals, content and learning tasks. In this unit, we made students aware of how relevant were the tasks to their own needs. Therefore, we gave the students the opportunity to choose and modify one of the tasks so it became more relevant to them. As reported by students, some criteria to modify the tasks were: they had not done the task completely, there was not a good quality in their task, and they wanted to include more activities in order to reinforce the topic, or propose a new activity to make the task more dynamic and enjoyable to them keeping in view the topic. (Appendix 14)

In unit 3, learners created their own goals, content and learning tasks. We tested their skills to imagine, invent, produce, and design. We could see that they liked working in groups because they could listen to other people's opinions to make a good job. Most of them felt attracted by visual and auditory activities, so they proposed tasks full of pictures and colors like Pictionary, descriptions joined with images to make the task more understandable; they looked

for audios like tutorials in you tube, songs, and videos to reinforce their vocabulary or be in contact with native speakers. (Appendix 15)

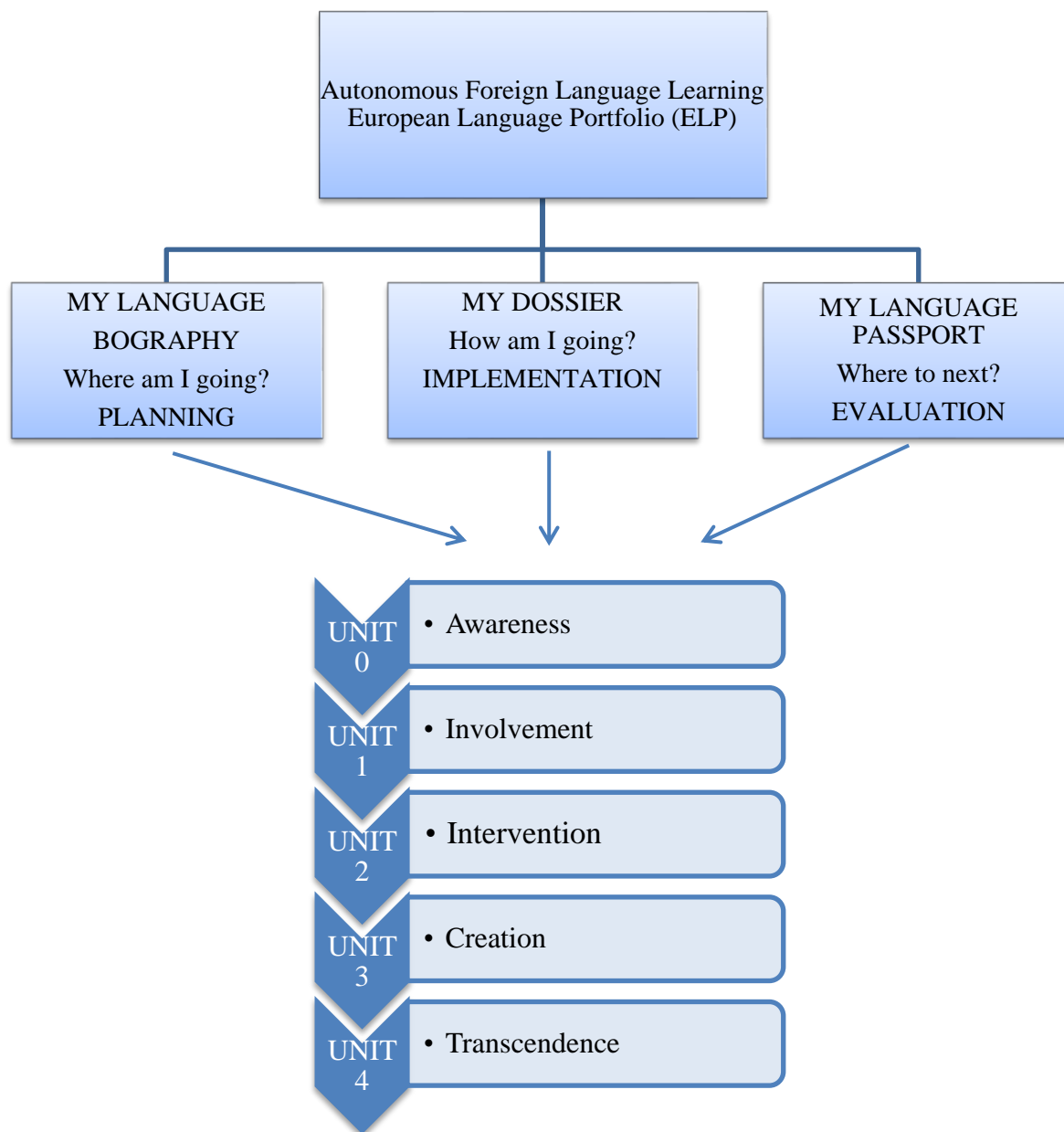
In unit 4 learners transcended the classroom, making links between the content of the classroom and the world beyond the classroom. We gave them support to become truly autonomous by utilizing in everyday life what they have learned in the formal learning context (classroom). For instance, we gave them the opportunity to choose a topic they would like to explain to other classmates from a lower grade (fifth grade). It means they were going to be teachers, so they had to plan a class, taking into account activities, materials and resources conforming to the students' level and age. We could observe some students facility to accomplish the task but others with more difficulty because they believed they did not have abilities to be good teachers. (Appendix 16)

At the end of each unit, there were socializations in groups where each student expressed his/her strengths and weaknesses throughout the unit, the materials used and which steps were followed to accomplish tasks. After socializations were done, some students had to fill out the co-evaluation format, grading his/her classmate (great, very good, good, could be better) and writing some recommendations for next units. Then the Reflection part of the Learning Plan was done as a way to self-assess the learning goal set at the beginning of the unit.

At the end of the whole 5 units students went to the Language Passport section in the ELP and assessed their language level with the Self-assessment Check-list, in consonance with the Common European framework. The teacher checked the complete portfolio, using the evaluation grid that measured: if the work was well documented, the learner had created his/her own learning tasks, if there was a logical connection between the goals set and the reflections on the

Learning Plan and evidence of autonomous work. Finally some recommendations were given in proportion to behaviors or attitudes seen during the process of the intervention. (Appendix 17)

The following chart shows a summary of the proposal:



Purpose Nunan's Autonomy Levels of implementation



## **Data Analysis**

In order to answer the research question, how could the European Language Portfolio promote autonomous foreign language learning in teenagers, we used different empirical instruments for collecting data that combined and interrelated would help to triangulate information. Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational field notes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research. (Creswell, 2012)


### **Autonomy Levels Analysis**

We analyzed the 3 parts of the European Language Portfolio together with the other empirical instruments to establish the level each student reached as following:

#### **Language Biography:**

Students used this part of portfolio to record and reflect on language learning. On page 7 they had to reflect about How I Learn Languages, by reporting issues like: things they like doing in language lessons, things they are good at, things they find difficult, and how they learn best. When we checked their reflections we found that it was not a completely conscious work because some of them just transcribed what their classmates had written and even some of them did not fill this activity out. Eight students out of fifteen, who did the conscious reflection referred that they learned best when singing, listening to music, watching movies, making role plays or playing games; and find difficult learning grammar and vocabulary, writing and listening activities and pronunciation. It means that they know themselves as learners in some way.

Language Biography Section

my language  
**BIOGRAPHY** 

## HOW I LEARN LANGUAGES

Things I like doing in language lessons  
singing in english

Things I am good at  
In the pronunciation

Things I find difficult  
Learn the verbs

I learn best when  
Singing in english  
Listen to music in english

I use a game or rhyme to help me remember words

I learn several words or phrases in a given time

I say words to a rap or a beat

I ask someone to speak more slowly

I use gesture or mime to show I understand

I think of something funny to remind me of a word

I work with a friend to make up a role play or sketch

I look at the face of the person speaking to me and listen attentively

I record myself to hear whether my pronunciation is good

I practise new words by saying them under my breath

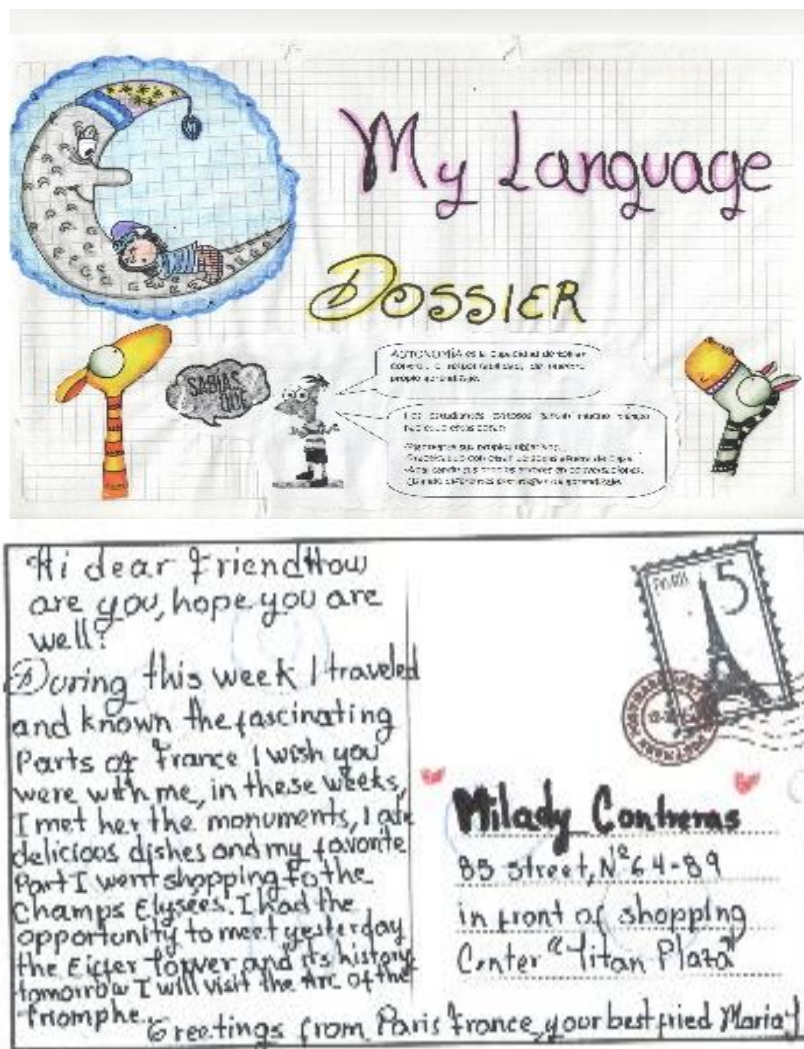
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Language Dossier:

In this part of portfolio students kept samples of their work in the language they are learning. This work was developed through five units with language contents and autonomy reinforcing activities.

*A student Language Dossier Cover and a Sample of her work*



Knowing their learning styles, students planned their learning process at the beginning of each unit in their Learning Plans, by setting goals, choosing activities and resources, and ways to evaluate their work. At the end of each unit they made a reflection, evaluating what they had planned. With the purpose of reinforcing students assessment process, they were given peer

assessment in terms of grading (great, very good, good, could be better) and comments about tasks performance. We used the Portfolio hetero evaluation grid aimed to measure from a 0-5 scale the students' performance in terms of autonomy. We made the teacher's feedback in the same grid to comment about students' general behaviors and attitudes along the implementation. Finally we applied the Final Reflection survey to know students' perceptions about the use of the ELP.

In the charts below, we present the analysis of the 15 subjects having as a main base Nunan's autonomy levels of implementation: awareness, involvement, intervention, creation and transcendence. We triangulated data contrasting students' voice, taken from the Learning Plan (Appendix 6), the Peer Assessment format (Appendix 8) and the Final Reflection Survey (Appendix 5); teacher's voice, taken from comments on the Portfolio Hetero Evaluation grid (Appendix 17); and Portfolio's voice (Appendix 9), taken from the Portfolio Hetero Evaluation grid too.

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 1)		
	Student's voice	Teacher's voice	Portfolio's Voice
<b>Awareness</b> *The student is able to identify his/her own preferred learning style. *The student is aware of the pedagogical goals and content of the programme.	Encuesta: Reflexión Final 4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés? <i>"Porque al determinar el estilo de aprendizaje, empecé a hacer las cosas de acuerdo a esto y me salían mejor."</i>	Se destacó por su responsabilidad, dedicación y compromiso. Cuando faltaba a clase siempre se ponía al día. Siempre estaba interesada por los temas y en aclarar las dudas. Se observa que la estudiante incorporó actividades extras a su portafolio. Realizó la planeación de su trabajo al inicio de cada unidad	Level 5 Work is well documented and shows that the learner has created his/her own learning tasks. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the
<b>Involvement</b>	Source: Encuesta Reflexión Final		

<p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>5. ¿Qué criterio tuvo en cuenta al tomar decisiones frente a la realización de las actividades propuestas en el portafolio? Explique detalladamente.  <i>“Realicé las actividades bien, porque si quiero aprender debo hacer las cosas por mí misma sin copiar de nadie y con esfuerzo.”</i></p>	<p>y tiene claridad sobre su objetivo personal.</p>	<p>reflections on the learning plan. And/or there is strong evidence that the learner has incorporated autonomous work.</p>
<p><b>Intervention</b>          *The student is able to modify and adapt her/his goals.          * The student is able to modify and adapt the learning tasks.          *The student is able to modify and adapt the established materials.</p>	<p>Source: Learning Plan          What is your small goal for this unit?          UNIT 1: <i>“Quiero aprender la mayoría de la unidad pero en especial las rutinas para describirlas.”</i>          UNIT 2: <i>“Aprender más de las comidas, frutas y comunicarme mejor.”</i>          UNIT 3: <i>“Si llego a viajar describirle los lugares a mi tía en inglés.”</i></p>		
<p><b>Creation</b>          *The student is able to create her/his own strategies to work on the learning tasks.</p>	<p>Source: Learning Plan          How did you study? Why? (Write down what you did step by step and give the reasons for what you did)          UNIT 1: <i>“Estuve en un curso de inglés del Sena. En el curso desarrollé las guías. Realicé quizzes en el curso. Lo realicé para obtener más conocimientos y habilidades.”</i>          UNIT 2: <i>“Busqué páginas en las cuales habían juegos y videos porque me considero una persona que jugando y viendo aprendo mejor.”</i>          UNIT 3: <i>“Lo que no entendí lo traduje, al igual que la mayoría de la página para comprender mejor. Le pregunté a mi familia en especial a mis tías para que me explicaran mejor. Los puntos de señales y eventos, en youtube hay como tutoriales y explican de una buena forma.”</i></p>		
<p><b>Transcendence</b></p>	<p>Source: Encuesta Reflexión</p>		

<p>* The student recognizes that she/he is able to use the language in a different context than as a learner.</p>	<p>Final 8. ¿Cuál fue su experiencia al diseñar una guía para enseñar el idioma a niños de primaria. Considera usted que podría enseñar lo que sabe a otros? ¿Por qué? <i>“Fue genial porque plantié en ella mi creatividad, y mi estilo de aprendizaje. Si podría porque es bueno compartir mi conocimiento con otros.”</i></p>		
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AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 2)		
	Student’s voice	Teacher’s voice	Portfolio’s Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style. *The student is aware of the pedagogical goals and content of the programme.</p>	<p>Source: Encuesta Reflexión Final 2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad? <i>“Con cada guía y actividad la realicé autónomamente aunque me faltaron algunas actividades por realizar.”</i></p>	<p>La estudiante cumplió con la mayoría de las actividades requeridas, aunque la calidad del trabajo es muy regular, tanto en su presentación como en el contenido. Mostraba una actitud de cumplir sólo por el requisito académico más que por mejorar en el aprendizaje de la lengua.</p>	<p>Level 2 The required activities are of a poor standard, and/or the quality of work is poor. And/or the connection between learning styles and learning strategies is not easily observable. And/or there is a little evidence that the learner has incorporated autonomous work.</p>
<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>Source: Co-Evaluation UNIT 3 <i>“Ponerte más empeño ser más responsables y realizar las cosas a conciencia.”</i> (Sujeto 7)</p> <p>Source: Encuesta Reflexión Final 6. ¿Qué actividad decidió modificar para su portafolio? ¿Por qué? <i>“No la realicé por falta de compromiso y tiempo”</i></p>		

AUTONOMY	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 3)
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LEVEL INDICATOR	Student's voice	Teacher's voice	Portfolio's Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is aware of the pedagogical goals and content of the programme.</p>	<p>Source: Encuesta Reflexión Final</p> <p>2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad?</p> <p><i>“Si, cada unidad fue enseñada de manera práctica para ser desarrollada por todos.”</i></p> <p>4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés?</p> <p><i>“Fue importante porque así sabía cómo era el método para aprender más y de una manera que me gustara.”</i></p>	<p>Siempre se había destacado por ser una buena estudiante, su nivel de manejo de lengua demostraba ser bueno. Sin embargo el trabajo que presenta es desordenado, incompleto y de muy baja calidad. Aunque su planeación y reflexión son positivas no son consecuentes con el producto final del portafolio.</p>	<p>Level 1</p> <p>There is almost no evidence of the required activities, and/or the quality of work is very poor. The connection between learning styles and learning strategies is not logical. And/or there is a minimal evidence that the learner has incorporated autonomous work.</p>
<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>Source: Co-Evaluation UNIT 4</p> <p><i>“Faltó más entrega o dedicación a las guías sin embargo tuvo un gran progreso en su meta de aprendizaje y aplicó materiales apropiados para esta unidad.”</i> (Sujeto 15)</p> <p>Source: Encuesta Reflexión Final</p> <p>5. ¿Qué criterio tuvo en cuenta al tomar decisiones frente a la realización de las actividades propuestas en el portafolio? Explique detalladamente</p> <p><i>“En cuestión a trabajos del portafolio no los realicé todos, porque a veces no me quedaba tiempo, o no le prestaba tanta atención.”</i></p>		

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 4)		
	Student's voice	Teacher's voice	Portfolio's Voice
<b>Awareness</b>	Source: Encuesta Reflexión Final	Es comprometido y	Level 3

<p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is aware of the pedagogical goals and content of the programme.</p>	<p>4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés?  <i>“Es importante ya que no todos aprendemos igual y existe distintas maneras de aprender para poder adaptarse.”</i></p>	<p>dedicado con su trabajo, aunque la calidad de los productos no es muy buena. Se le facilita la habilidad del speaking aunque es un poco aislado del grupo. Realizó la planeación de su trabajo y su objetivo personal es claro.</p>	<p>Work carried out is not documented fully or accurately enough to give a clear idea of whether the learner has made choices of learning activities that suit his/her learning style. The quality of work is standard. There is some evidence that the learner has incorporated autonomous work.</p>		
<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>Source: Learning Plan  How did you study?  UNIT 2 <i>“Para estudiar realicé las guías con diccionario y la ayuda de mi hermana y las páginas.”</i>  UNIT 3 <i>“Estudié usando el diccionario y mi lista de verbos para recordar y perfeccionar mi escritura en inglés. Y con ayuda del traductor revisaba la pronunciación y como estaba escrito.”</i></p>				
<p><b>Intervention</b></p> <p>*The student is able to modify and adapt her/his goals.</p> <p>* The student is able to modify and adapt the learning tasks.</p> <p>*The student is able to modify and adapt the established materials.</p>	<p>Source: Encuesta Reflexión Final  6. ¿Qué actividad decidió modificar para su portafolio?  ¿Por qué?  <i>“Comparativo y superlativo pensé que sería una mejor manera ya que la actividad propuesta no me llamaba la atención.”</i></p>				
<p><b>Creation</b></p> <p>*The student is able to create her/his own strategies to work on the learning tasks.</p>	<p>Source: Encuesta Reflexión Final  7. ¿Para usted que significa crear? De acuerdo con su definición, ¿cómo se puede ver plasmado esto en su proceso de aprendizaje?  <i>“Crear para mi es innovar proponer algo nuevo y en mi proceso siempre pensaba que la mejor manera para mi es hacer algo distinto.”</i></p>				



<p><b>Transcendence</b></p> <p>* The student recognizes that she/he is able to use the language in a different context than as a learner.</p>	<p>Source: Encuesta Reflexión Final</p> <p>8. ¿Cuál fue su experiencia al diseñar una guía para enseñar el idioma a niños de primaria. Considera usted que podría enseñar lo que sabe a otros? ¿Por qué?</p> <p><i>“Fue interesante ya que puso tanto mi concentración como mi conocimiento a prueba yo considero que aún me falta pero sería bueno enseñar lo que se.”</i></p>		
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AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 5)		
	Student’s voice	Teacher’s voice	Portfolio’s Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is aware of the pedagogical goals and content of the programme.</p>	<p>Source: Encuesta Reflexión Final</p> <p>2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad?</p> <p><i>“Sí, y me ayudó mucho para lograr mis metas y reforzar cada día más el mismo.”</i></p> <p>4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés?</p> <p><i>“Porque me facilitaba más entender qué actividades tenía que desarrollar.”</i></p>	<p>Es una estudiante muy responsable, dedicada y comprometida con su trabajo. Su portafolio está organizado y hay buena calidad en sus trabajos. Hay una buena planeación al inicio de cada unidad, su objetivo personal es claro y según sus reflexiones ha trabajado por lograrlo.</p>	<p>Level 4</p> <p>Work is well documented and shows that learner has adapted learning tasks to fit his/her learning style. There is good quality of work. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the reflections on the learning plan, although this may not be 100 % transparent. There is good evidence that the learner has incorporated autonomous work.</p>
<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>Encuesta: Reflexión Final</p> <p>5. ¿Qué criterio tuvo en cuenta al tomar decisiones frente a la realización de las actividades propuestas en el portafolio? Explique detalladamente.</p> <p><i>“Las realice porque adquiriría más vocabulario y era de suma importancia para mí.”</i></p>		
<p><b>Intervention</b></p> <p>*The student is able to modify and adapt her/his goals.</p>	<p>Source: Encuesta Reflexión Final</p> <p>6. ¿Qué actividad decidió modificar para su portafolio? ¿Por qué?</p>		

<p>* The student is able to modify and adapt the learning tasks.</p> <p>*The student is able to modify and adapt the established materials.</p>	<p><i>“Ninguna, porque con las actividades propuestas llenaban de alguna manera mis expectativas.”</i></p>		
<p><b>Creation</b></p> <p>*The student is able to create her/his own strategies to work on the learning tasks.</p>	<p>Source: Learning Plan How did you study? Unit 1: <i>“estudie desarrollando las actividades planteadas por la docente, el curso de inglés del sena y escuchando música lo hice porque quiero aprender el idioma.”</i> Unit 4: <i>“primero trate de entender lo que tenía que hacer, y luego traduje lo que no entendía. Así pude realizar mis actividades, lo hice porque considero que es una forma de adquirir vocabulario.”</i></p>		
<p><b>Transcendence</b></p> <p>* The student recognizes that she/he is able to use the language in a different context than as a learner.</p>	<p>Source: Encuesta Reflexión Final 8. ¿Cuál fue su experiencia al diseñar una guía para enseñar el idioma a niños de primaria. Considera usted que podría enseñar lo que sabe a otros? ¿Por qué? <i>“Fue difícil porque no estas seguro plenamente de lo que está allí, podría enseñar con el apoyo de un docente por si hay errores.”</i></p>		

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 6)		
	Student’s voice	Teacher’s voice	Portfolio’s Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is aware of the</p>	<p>Source: Encuesta Reflexión final 4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés? <i>“Fue importante porque su nombre lo dice “estilo” la manera, forma que entiendo inglés.”</i></p>	<p>Se observe que la estudiante cumplió con las actividades requeridas aunque no en un 100%. Tiene gran facilidad para seguir instrucciones y completar tareas. Sin</p>	<p>Level 3 Work carried out is not documented fully or accurately enough to give a clear idea of whether the learner has made choices of learning activities that</p>

pedagogical goals and content of the programme.		embargo la calidad de estas no es la mejor. Es muy pasiva, se le dificulta la interacción con los demás y ello no permite evidenciar su progreso real.	suit his/her learning style. The quality of work is standard. There is some evidence that the learner has incorporated autonomous work.
<b>Involvement</b>  *The student is involved in making choices from a range of tasks according to her/his own particular interest.	Source: Encuesta Reflexión final 5. ¿Qué criterio tuvo en cuenta al tomar decisiones frente a la realización de las actividades propuestas en el portafolio? Explique detalladamente. <i>“Tuve como criterio primero interesarme más sobre este tema.”</i>		

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 7)		
	Student's voice	Teacher's voice	Portfolio's Voice
<b>Awareness</b>  *The student is able to identify his/her own preferred learning style. *The student is aware of the pedagogical goals and content of the programme.	Source: Encuesta Reflexión final 4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés? <i>“Porque ere en lo que más me gustaba y con ellos me podía guiar bien por lo cual podía desarrollar las unidades.”</i>	Su nivel de manejo de lengua es bueno y se puede evidenciar en algunos de los trabajos que presenta. Su objetivo personal está direccionado hacia temas específicos de las unidades. Aunque cumplió con la mayoría del trabajo, en muchas ocasiones su actitud denotaba poco interés y falta de disposición.	Level 3 Work carried out is not documented fully or accurately enough to give a clear idea of whether the learner has made choices of learning activities that suit his/her learning style. The quality of work is standard. There is some evidence that the learner has incorporated autonomous work.
<b>Involvement</b>  *The student is involved in making choices from a range of tasks according to her/his own particular interest.	Source: Encuesta Reflexión final 5. ¿Qué criterio tuvo en cuenta al tomar decisiones frente a la realización de las actividades propuestas en el portafolio? Explique detalladamente. <i>“La mayoría si las realicé porque eran como el de la reseta, nos hacían meter en el pale de lo que estábamos viendo lo cual ayudaba mucho.”</i>		

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 8)		
	Student's voice	Teacher's voice	Portfolio's Voice
<b>Awareness</b>	Source: Encuesta Reflexión Final	El trabajo de la	Level 3

<p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is aware of the pedagogical goals and content of the programme.</p>	<p>4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés?  <i>“Porque de ésta manera me iba a ser mucho mas fácil realizar las actividades por mi misma y de manera que yo aprendiera y entendiera perfecto.”</i></p>	<p>estudianyte mostraba compromiso aunque no fue desarrollado al 100% y no profundizó en el uso de más estrategias acordes a su estilo. Tiene claridad frente a su objetivo personal y trata de realizar actividades que le ayuden a alcanzarlo.</p>	<p>Work carried out is not documented fully or accurately enough to give a clear idea of whether the learner has made choices of learning activities that suit his/her learning style. The quality of work is standard. There is some evidence that the learner has incorporated autonomous work.</p>
<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>Source: Learning Plan  How did you study? Why?  (Write down what you did step by step and give the reasons for what you did)  <i>“Desarrollando guías, con el curso de inglés de la mañana, repasando el libro que usamos el año pasado, leyendo un poco sobre los temas y preguntando a otras personas sobre lo que no entendía, porque me interesa mucho aprender inglés y me gusta mucho.”</i></p>		

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 9)		
	Student's voice	Teacher's voice	Portfolio's Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is aware of the pedagogical goals and content of the programme.</p>	<p>Source: Encuesta Reflexión final  2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad?  <i>“Si. Ya que al iniciar una guía ella se encargaba de explicarnos el tema y la actividad para desarrollarla”</i>  4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés?  <i>“Es muy importante ya que teniendo claro el estilo de aprendizaje se buscan ejemplos de acuerdo al estilo de aprendizaje sobre el tema.”</i></p>	<p>Su trabajo es bueno, se observa responsabilidad e interés por desarrollar las actividades aunque su progreso no es muy evidente; se esfuerza pero el idioma no se le facilita. Tiene dificultad al establecer su motivación para aprender el idioma pues su objetivo personal varía en cada unidad.</p>	<p>Level 3  Work carried out is not documented fully or accurately enough to give a clear idea of whether the learner has made choices of learning activities that suit his/her learning style. The quality of work is standard. There is some evidence that the learner has incorporated autonomous work.</p>
<p><b>Involvement</b></p> <p>*The student is</p>	<p>Source: Learning Plan  How did you study? Why?  (Write down what you did step</p>		

involved in making choices from a range of tasks according to her/his own particular interest.	<p>by step and give the reasons for what you did)</p> <p>Unit 1: <i>“Estudie complementando mis trabajos en internet, haciendo el curso de ingles del sena porque quiero superarme a si misma.”</i></p> <p>Unit 2: <i>“Escuche canciones, de ellas busque la letra y significado con ellas reforse mi pronunciacion cantandolas y evaluandome al momento de pronunciarlo y mejorarlo.”</i></p> <p>Unit 3: <i>“estudie con compañeros apoyando mis conocimientos es decir explicándoles y ellos explicándome.”</i></p> <p>Unit 4: <i>“las formas de hacer una biografía, viendo diferentes ejemplos y textos utilizando el internet y ejemplos de las guias.”</i></p>		
<p><b>Intervention</b></p> <p>*The student is able to modify and adapt her/his goals.</p> <p>* The student is able to modify and adapt the learning tasks.</p> <p>*The student is able to modify and adapt the established materials.</p>	<p>Source: Co-Evaluation</p> <p>Unit 1: <i>“Se noto el esfuerzo que hizo al desarrollar, las actividades cumplio con su trabajo. Desarrollo las actividades a conciencia. Felicitaciones.”</i> (Sujeto 1)</p> <p>Unit 2: <i>“tiene un excelente proceso, a pesar que se le dificulta un poco el manejo de algunas palabras en el diccionario. Se que ella es muy capaz y puede lograr esta y muchas metas mas. Felicitaciones.”</i> (Sujeto 8)</p>		

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 10)		
	Student’s voice	Teacher’s voice	Portfolio’s Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is</p>	<p>Source: Encuesta Reflexión final</p> <p>2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad?</p> <p><i>“Sí fui consiente de estos objetivos.”</i></p> <p>3. ¿Estuvo de acuerdo con ellos,</p>	<p>Realizó la gran mayoría de las actividades la cuales mostraron un buen desempeño. Tuvo grandes dificultades con la planeación de su</p>	<p>Level 2</p> <p>The required activities are of a poor standard, and/or the quality of work is poor. And/or the connection between learning styles and</p>

aware of the pedagogical goals and content of the programme.	si o no y por qué? <i>“Sí ya que fueron contenidos que nos pueden servir para nuestro diario vivir.”</i> 4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés? <i>“Para facilitar mi comprensión y aprendizaje en los temas que se desarrollaron.”</i>	trabajo y no le dio la importancia suficiente al proceso de fijarse metas claras de aprendizaje.	learning strategies is not easily observable. And/or there is a little evidence that the learner has incorporated autonomous work.
<b>Involvement</b>  *The student is involved in making choices from a range of tasks according to her/his own particular interest.	Source: Encuesta Reflexión final 5. ¿Qué criterio tuvo en cuenta al tomar decisiones frente a la realización de las actividades propuestas en el portafolio? Explique detalladamente. <i>“Mi criterio fueron los temas, algunas unidades me parecieron interesantes y las realice completas pero otras no.”</i>		

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 11)		
	Student’s voice	Teacher’s voice	Portfolio’s Voice
<b>Awareness</b>  *The student is able to identify his/her own preferred learning style. *The student is aware of the pedagogical goals and content of the programme.	Source: Encuesta Reflexión final 2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad? <i>“Si, porque los objetivos eran enseñarnos más y los contenidos siempre eran entendibles.”</i> 4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés? <i>“Porque la verdad no aprendía, pero ya que lo supe me concentre más en lo visual y auditivo.”</i>	Se evidencia un buen desempeño en el desarrollo de las actividades, además de un alto sentido de responsabilidad pues siempre presentó su trabajo a tiempo. Se planteó un objetivo personal claro durante todo el proceso. Se notó gran creatividad en la presentación de algunos de sus trabajos.	Level 4 Work is well documented and shows that learner has adapted learning tasks to fit his/her learning style. There is good quality of work. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the reflections on the learning plan, although this may not be 100 % transparent. There is good evidence that the learner has incorporated autonomous work.
<b>Involvement</b>  *The student is involved in making choices from a range of tasks according to	Source: Learning Plan How did you study? Why? (Write down what you did step by step and give the reasons for what you did) Unit 1: <i>“Tomando unos cursos de ingles en el sena y</i>		

<p>her/his own particular interest.</p>	<p><i>desarrollando guias en las clases tomadas etc. Y lo estudie porque el tema me llama la atención.”</i></p> <p>Unit 4: “<i>Visualmente :</i> -<i>Mirando juegos</i> <i>Auditivo:</i> -<i>Musica en Ingles</i> <i>Mirando las palabras que no comprendi las buscaba en el traductor y asi podía aprender mas del tema.”</i></p>		
<p><b>Intervention</b> *The student is able to modify and adapt her/his goals. * The student is able to modify and adapt the learning tasks. *The student is able to modify and adapt the established materials.</p>	<p>Source: Co-Evaluation Unit 2: <i>Debe investigar más sobre lo que no entienda para no dejar vacios en el trayecto del aprendizaje para poder lograr su objetivo.”</i> Unit 2: “<i>Felicito a Angie por que mejoro mostro mas interés en esta unidad, le falta es mejorar el tono de voz pero la felicito mucho nunca la había visto tan interesada por un trabajo lo hizo con mucha dedcación”</i> (Sujeto 2)</p>		

AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 12)		
	Student’s voice	Teacher’s voice	Portfolio’s Voice
<p><b>Awareness</b> *The student is able to identify his/her own preferred learning style. *The student is aware of the pedagogical goals and content of the programme.</p>	<p>Source: Encuesta Reflexión final 2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad? “<i>fui conciente ya que la docente exponía el tema y en otros entornos se complementaba por medio de las actividades.”</i> 4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés? “<i>Fue importante por que de esta manera se facilitaba el aprendizaje y el desarrollo de este.”</i></p>	<p>Se observa que la estudiante tiene facilidad para el dominio de la lengua. Sin embargo su trabajo es demasiado escaso y se denota falta de interés y compromiso con sus responsabilidades académicas. No realizó la planeación de su trabajo y no se evidencia qué hizo frente a su objetivo personal.</p>	<p>Level 1 There is almost no evidence of the required activities, and/or the quality of work is very poor. The connection between learning styles and learning strategies is not logical. And/or there is a minimal evidence that the learner has incorporated autonomous work.</p>

<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>Source: Learning Plan How did you study? Why? (Write down what you did step by step and give the reasons for what you did) Unit 1: <i>“Curso del sena, porque los aprendizajes me fueron útiles.”</i> Unit 2: - <i>“Cuando vi las películas asociaba las palabras que conocía y buscaba las que no reconocía.”</i> - <i>“Cuando oigo las canciones tomo las palabras que no se el significado, busco su pronunciación y lo practico. Lo hago porque así se me facilita más el aprendizaje.”</i></p>		
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AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 13)		
	Student's voice	Teacher's voice	Portfolio's Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style. *The student is aware of the pedagogical goals and content of the programme.</p>	<p>Source: Encuesta Reflexión final 2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad? <i>“Si todo lo hice a conciencia y porque me gustaban todas las actividades y la profe nos aclaro mis objetivos y todo.”</i> 4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés? <i>“Fue realmente importante porque hay me daba cuenta si aprendía o no.”</i></p>	<p>La estudiante desarrolló todas las actividades requeridas. Se denotó un gran sentido de responsabilidad y compromiso por presentar sus trabajos con calidad. Tiene claro como aprende mejor y lo hace evidente en las actividades aunque al definir su estilo no lo tiene claro.</p>	<p>Level 5 Work is well documented and shows that the learner has created his/her own learning tasks. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the reflections on the learning plan. And/or there is strong evidence that the learner has incorporated autonomous work.</p>
<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to</p>	<p>Source: Learning Plan How did you study? Why? (Write down what you did step by step and give the reasons for what you did) Unit 2: <i>“Desarrolle mis trabajos en clase, busque lo que</i></p>		



<p>her/his own particular interest.</p>	<p><i>no entendía, vocabulario, todos los días escucho esas canciones y las canto y las repito mucho, veo programas en ingles para la pronunciacion y pues ir entendiendo lo que están hablando, también para aprender como se escribe hago planas y hay también voy memorizando.”</i></p> <p>Unit 3: <i>“Mi paso fue traducir la unidad para poder saber lo que preguntan y si entendia o no, mis razones fueron mis planes para mi futuro es viajar y conocer muchas partes del mundo y me parece interesante aprender todos estos temas de la unidad 3”.</i></p>		
<p><b>Intervention</b></p> <p>*The student is able to modify and adapt her/his goals.</p> <p>* The student is able to modify and adapt the learning tasks.</p> <p>*The student is able to modify and adapt the established materials.</p>	<p>Source: Co-Evaluation</p> <p>Unit 2: <i>“Note que se ha esforzado mucho esta unidad y que hizo todo el trabajo juiciosa.”</i></p> <p>Unit 3: <i>“debe seguir con sus procesos para tener un buen desempeño y procedimiento para sus metas.”</i> (Sujeto 3)</p>		
<p><b>Creation</b></p> <p>*The student is able to create her/his own strategies to work on the learning tasks.</p>	<p>Source: Encuesta Reflexión Final</p> <p>7. ¿Para usted qué significa crear? De acuerdo con su definición, ¿cómo se puede ver plasmado esto en su proceso de aprendizaje?</p> <p><i>“Utilice los medios de aprendizaje de siempre pero a la medida que veía los temas me gustaban mas y buscaba otros medios para aprender.”</i></p> <p>Source: Learning Plan</p> <p>Unit 4: How did you study? Why? (write down what you did step by step and give the reasons for what you did)</p>		

	<p><i>“aprendo auditivo, visual y escrito esos tres son muy esenciales para mi aprendizaje, traduzco todo y lo que no entiendo lo busco haber si en otro lado puedo aprender mejor y haci realizar los puntos de las guías.”</i></p>		
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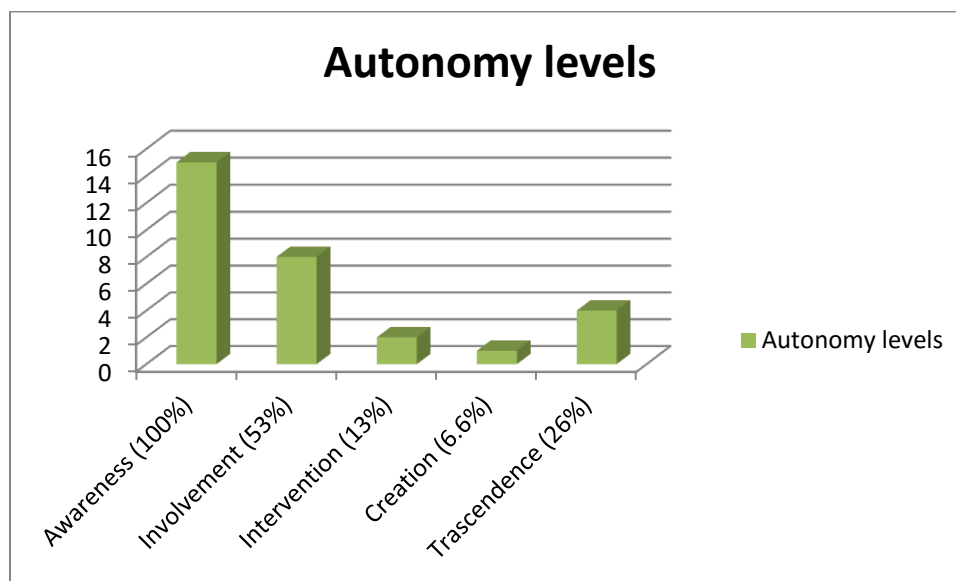
AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 14)		
	Student’s voice	Teacher’s voice	Portfolio’s Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is aware of the pedagogical goals and content of the programme.</p>	<p>Source: Encuesta Reflexión final</p> <p>2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad?</p> <p><i>“Si fui conciente de todo lo que el docente nos proponía para trabajar en cada unidad.”</i></p> <p>4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés?</p> <p><i>“Fue importante debido a que me pude dar cuenta de como percibi y respondí de acuerdo al estilo de aprendizaje escogido.”</i></p>	<p>La estudiante cumplió con las actividades requeridas. Se observa compromiso frente a sus responsabilidades ya que a pesar de haber faltado a varias clases, siempre estuvo atenta a responder con sus trabajos. Las actividades desarrolladas no fueron en pro de alcanzar su meta personal sino de cumplir con requerimientos académicos.</p>	<p>Level 3</p> <p>Work carried out is not documented fully or accurately enough to give a clear idea of whether the learner has made choices of learning activities that suit his/her learning style. The quality of work is standard. There is some evidence that the learner has incorporated autonomous work.</p>
<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>Source: Learning Plan</p> <p>How did you study? Why?</p> <p>(Write down what you did step by step and give the reasons for what you did)</p> <p>Unit 1: <i>“Desarrollar las guías propuestas por el docente de manera completa y aprendiendo lo que había en ellas, el caso del sena me ayudó mucho debido a que aprendi y reforze cosas que no entendia”</i></p> <p>Unit 2: <i>“Yo tomé clases de ingles aparte porque asi pude lograr mejorar mi pronunciacion y aprendizaje acerca de esta unidad, también vi videos repitiéndolos una y otra vez para poder memorizar</i></p>		

	<i>las diferentes comidas”</i>		
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AUTONOMY LEVEL INDICATOR	PORTFOLIO ANALYSIS EVIDENCE (SUBJECT 15)		
	Student’s voice	Teacher’s voice	Portfolio’s Voice
<p><b>Awareness</b></p> <p>*The student is able to identify his/her own preferred learning style.</p> <p>*The student is aware of the pedagogical goals and content of the programme.</p>	<p>Source: Encuesta Reflexión final</p> <p>2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad?  <i>“Si, si lo fui teniendo en cuenta la estructura de cada guía me comencé a volver mas consciente de que tenia que aprender para lograr la meta de cada unidad.”</i></p> <p>4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés?  <i>“Porque fue lo que me ayudo a lograr mis objetivos con más facilidad realizando actividades que se acoplaran a mi forma de aprender.”</i></p>	<p>Durante el año se observe un gran nivel de responsabilidad y compromiso frente a su proceso de aprendizaje del inglés. Fue evidente que trabajó arduamente por el logro de sus objetivos personales. Constantemente preguntaba y solicitaba asesoría de cómo mejorar su trabajo y que recursos le serían útiles para complementar sus actividades. Además la calidad de sus trabajos siempre fue excelente.</p>	<p>Level 5</p> <p>Work is well documented and shows that the learner has created his/her own learning tasks. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the reflections on the learning plan. And/or there is strong evidence that the learner has incorporated autonomous work.</p>
<p><b>Involvement</b></p> <p>*The student is involved in making choices from a range of tasks according to her/his own particular interest.</p>	<p>Source: Learning Plan</p> <p>How did you study? Why?          (Write down what you did step by step and give the reasons for what you did)</p> <p>Unit 2: <i>“Primero todos los días en los que tenia tiempo libre escuchaba las canciones en ingles, luego realizaba una practica interactiva en el portal sena sofia plus y los fines de semana miré películas en ingles así durante las semanas.”</i></p> <p>Unit 3:</p> <p>1. <i>“Encontraba un lugar para realizar mis tareas y concentrarme”</i></p> <p>2. <i>“Con la ayuda de mi cuadernos de preicfes y los sitios web me apoye y lo que no entendia lo buscaba en internet o en mi cuaderno.”</i></p> <p>3. <i>“repase varias vez algunos</i></p>		

	<p><i>conceptos que no entendía”</i></p> <p>4. <i>“verifique podía y que no podía aprender”</i></p> <p>unit 4:</p> <p>1. <i>”Asignar un horario de estudio que se acople a mis horas libres.”</i></p> <p>2. <i>”En el tiempo libre miraba películas en ingles con subtítulos en ingles”</i></p> <p>3. <i>”Realizaba las guías a conciencia usando el diccionario”</i></p>		
<p><b>Intervention</b></p> <p>*The student is able to modify and adapt her/his goals.</p> <p>* The student is able to modify and adapt the learning tasks.</p> <p>*The student is able to modify and adapt the established materials.</p>	<p>Source: Encuesta Reflexión Final</p> <p>6. ¿Qué actividad decidió modificar para su portafolio ¿Por qué? <i>“Las actividades que modifique en mi portafolio fueron algunas de realizar posters o carteles como las modifique pues ponerle mi creatividad mi motivación y cambiar la forma de aprender, con música etc.”</i></p>		
<p><b>Creation</b></p> <p>*The student is able to create her/his own strategies to work on the learning tasks.</p>	<p>Source: Encuesta Reflexión Final</p> <p>7. ¿Para usted que significa crear? De acuerdo con su definición ¿Cómo se puede ver plasmado esto en su proceso de aprendizaje? <i>“Para mi crear significa en mi portafolio buscar nuevas estrategias de aprendizaje en mi vida cotidiana para realizar las actividades propuestas”</i></p>		
<p><b>Transcendence</b></p> <p>* The student recognizes that she/he is able to use the language in a different context than as a learner.</p>	<p>8. ¿Cuál fue su experiencia al diseñar una guía para enseñar el idioma a niños de primaria? ¿Considera usted que podría enseñar lo que sabe a otros ¿Por qué? <i>“Considero que si podría ya que fue una experiencia que me permitio definir lo que yo se y aplicarlo a los demás de una manera creativa”</i></p>		

This chart shows a summary of students' percentage reaching each one of Nunan's autonomy levels.



We observe that all subjects reached the level of awareness. Involvement is the next level with 53% of subjects reaching it. Then we find Intervention that was reached in a 13%. The least reached level is Creation with only a 6.6% from the whole group. And surprisingly there were 26% of the subjects that reached the Transcendence level which is the highest.

Respecting the first level of autonomy, Awareness, which Nunan states as the most superficial level, students had the opportunity to know the programme and the pedagogical and content goals for the 5 units at the beginning of the implementation. They were encouraged to identify their preferred learning styles and based on that they were able to plan, to establish learner goals and to choose the best strategies and resources in order to get better results.

Students understand the importance of identifying their learning styles for doing a good process of planning and using different strategies for studying. Although they found difficult to

understand what the Learning Plan was asking because their language level is too low, they asked the teacher or found the vocabulary in their dictionaries. Some of them even tried to use the foreign language to write their big and small goals, the materials they were going to use and some other stuff mixing foreign language with mother tongue.

### *Two Learning Plans filled out in English*

The image shows two hand-drawn learning plans. The left one is titled 'LEARNING PLAN 4' and the right one is 'LEARNING PLAN Unidad 1'. Both forms have sections for Big Goal, Small Goal, Learning Style, Materials, Study/Use/Review/Enjoy, and Evaluation.

**Left Learning Plan (Unit 4):**

- BIG GOAL:** What is your big goal for studying English? *SPEAK*
- SMALL GOAL:** What is your small goal for this Unit? *LEARN VOCABULARY*
- LEARNING STYLE:** What is your preferred Learning Style? *VISUAL AND AUDITORY*
- MATERIALS:** What materials will help you reach your small goal? (Film/song/book titles, website, unit or page number) *BOOKS, PAGES, WEB, WORKSHEETS.*
- STUDY / USE / REVIEW / ENJOY:** How can you use the above materials to reach your small goal? What is your preferred Learning Strategy? *VOCABULARY WRITE*
- EVALUATION:** What will you do to check your improvement? *EXERCISE WITH ANOTHER PERSON.*

**Right Learning Plan (Unidad 1):**

- BIG GOAL:** What is your big goal for studying English? *Travel and work in England*
- SMALL GOAL:** What is your small goal for this Unit? *Write a story or learn a story basic aprender vocabulario*
- LEARNING STYLE:** What is your preferred Learning Style? *visual Audio Kinesthetic*
- MATERIALS:** What materials will help you reach your small goal? (Film/song/book titles, website, unit or page number) *dictionary, website, books*
- STUDY / USE / REVIEW / ENJOY:** How can you use the above materials to reach your small goal? What is your preferred Learning Strategy? *Buscar palabras para mejorar mi vocabulario y aprender*
- EVALUATION:** What will you do to check your improvement? *haciendo evaluaciones o viendo o teniendo conversaciones en ingles*

Related to Involvement, eight students (53%) reached this level and remain there while the others moved toward higher levels. It means that they, aside from being aware of their learning styles and of the contents, tasks and goals for each unit, were involved in making choices such as what to do when listening a song of their preference or watching a movie, what games or videos use from the web, what activities from the worksheets do first, or last, or not to do. Those attitudes reflect that they were exercising skills of autonomous learners, but perhaps their interest in learning English was not as significant as to try to go deeper and try to do more

actions in favor of their foreign language learning process, or maybe they were only interested in meeting academic requirements.

Only two students (13%) reached the level of Intervention, they modified one or more activities because the ones assigned did not catch their attention, or adapted the contents to set particular goals such as “si llego a viajar describirle los lugares a mi tía en ingles (subject 1)”.

*A student who adapted the contents to set particular goals.*

Legly Bonilla 11-02.

LEARNING PLAN Unit 3

BIG GOAL  
What is your big goal for studying English?  
mejorar mi escritura y pronunciación para viajar a ortando y comunicarme mejor.

SMALL GOAL  
What is your small goal for this Unit?  
si llego a viajar describirle los lugares a mi tía en ingles.

The level of Creation was reached by one student (6.6%), this subject knew itself as a foreign language learner, created his/her own way for studying, and modified and adapted the materials and strategies to improve his/her learning process.

*Creation level evidence*

Diea Sabmorca Aguirre 11-07.

REFLECTION

What was your study goal for this Unit? (Write about what you wanted to learn in this Unit)

Con este tema volví a recordar los alimentos que ya se me habían olvidado me parece muy bueno recordar lo que ya hemos visto.

What materials did you use? (Give details such as titles of books, films, CD rooms, web pages, page or unit number from books)

Películas Juegos.  
Internet.  
Libros.  
Diccionarios  
Canciones (muchas).

How did you study? Why? (Write down what you did **step by step** and give the reasons for what you did)

Desarrolle mis trabajos en clase, busque lo que no entendía, vocabulario, todos los días escucho esas canciones y las canto y las veo mucho, veo programas en inglés para la pronunciación y para entender lo que están hablando, también bien para aprender como se escribe hago frases y hay tan bien voy memorizando.

Do you think your study was useful for achieving your study goals? YES \_\_\_ NO \_\_\_  
Did you achieve your study goal in this Unit? What progress did you make towards achieving the study goals in your learning plan? What did you do well? What could you have done better?

- Si fue muy útil volver a recordar cosas que ya se me habían olvidado.
- Logre mi meta de aprendizaje.
- Mejorar la calidad de mis trabajos, ser más responsable con mis únicos deberes.
- Me gusta mi forma de aprendizaje.
- Puedo mejorar más mis trabajos la calidad y dedicar más tiempo a lo que me gusta.

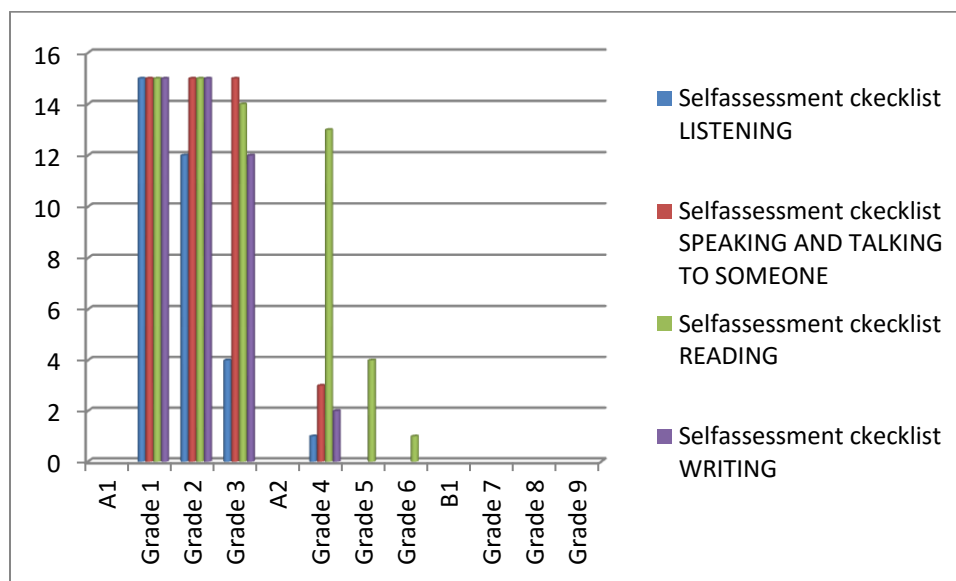
There were four students (26%) that reached the level of Transcendence. They excelled all the time. They went through the previous four levels of autonomy: Awareness, Involvement, Intervention and Creation; and their work were always the best, they always found the way to complete the tasks on time and with the specific characteristics they were asked, sometimes with



their modifications or adaptations or creations. They were always asking to clarify doubts and used the most different and varied strategies to learn. (Appendix 18)

### Language Analysis:

#### Language Passport



In the Language Passport, they used the Self-assessment Checklist to self-assess their language level from A1 to B1 in consonance with the Common European Framework; each level is divided into 3 different grades of performance. This chart provides a summary of the learner's proficiency in the English Language in terms of skills (listening, speaking/talking to someone, reading and writing).

As concerns A1 level in grade 1, fifteen students ticked their performance in the four skills, showing "I can understand a few familiar spoken words and phrases" in listening. "I can say/repeat a few words and short simple phrases speaking and talking to someone". "I can recognize and read out a few familiar words and phrases in reading. "I can write or copy simple words or symbols in writing".

In grade 2 it is seen that the listening bar goes down to 12 out of 15 students “I can understand a range of familiar spoken phrases”, while the other three skills maintain their high performance. In grade 3 the only skill that maintains its high performance is speaking and talking to someone “I can ask and answer simple questions and talk about my interests” while reading goes down to 14 students, writing to 12 students and the lowest listening with 4 students “I can understand the main point(s) from a short spoken passage”. It means that in A1 11 students that refer to the majority expressed their great difficulty in the listening skill.

On the other hand the A2 level performance in the 4 skills tends to go down more. Although reading was seen in the highest performance in A1 level in A2 13 students maintained in grade 4, in grade 5 just 4 students and in grade 6 at least 1 student. The skill speaking and talking to someone also maintained high performance in A1 but goes down to just 3 students in grade 4. Writing seen in level A2 with 2 students in grade 4 and the lowest in A2 listening with just 1 student in grade 4 “I can understand the main points and some of the detail from a short spoken passage”.

It is seen that the greatest difficulty that students express in terms of skills is in Listening (A1) “I can understand familiar words and very basic phrases when people speak slowly and clearly”, they find hard to understand the language from the teacher and even more from a native. This happens because the school in which they study is not bilingual, the number of hours for the English subject is 3 hours a week, listening activities are quite few and outside the school there is a little possibility to practice the language.

The skill that excelled was Reading (A1: “I can understand familiar names, words and very simple sentences”) (A2 “I can read very short, simple texts and find information I need in

longer texts such as simple messages, stories or Internet texts”) because it is mainly worked in class, short texts are read and activities are simple to develop.

Writing (A1: “I can write a short, simple postcard or e-mail message. I can write simple information about myself”) and Talking and Speaking to someone (A1: “I can use simple phrases and sentences and I can also talk someone in a simple way, asking and answering questions”) just maintained their high performance in A1. For students, it is quite easy to write simple and short texts and express simple commands in English because the majority of them have been in the same school since Primary school.

## CONCLUSIONS, LIMITATIONS AND SUGGESTIONS

### Conclusions

After implemented the pedagogical strategy to give an answer to the research question: how could the European Language Portfolio promote autonomous foreign language learning in teenagers? we can draw the following conclusions:

When students do the exercise of seeing themselves as foreign language learners, identifying their preferences as to how better process the information they receive, choosing the resources or materials would fit their learning styles; they are able to do work more aware and engaged. This enables them to get involved in more autonomous foreign language learning processes.

ELP is an accurate tool to promote autonomy since it gave students the opportunity to plan, organize, monitor and evaluate their foreign language learning processes. It let students have criteria to make decisions, keeping in view that their actions could bring positive or negative consequences. This tool gave students the opportunity to take charge of their own learning process, have the responsibility to set their learning goals and define learning strategies to accomplish their own achievements.

The European Language Portfolio helped students in planning, organizing, monitoring and evaluating their work; hence students' responsibility was empowered and strengthened during their learning process. They could go forward and backward at every time they wanted to remember, reinforce or retake previous tasks to the current ones. Continuously they had the opportunity to self-assess and look for new strategies to accomplish their own learning goals.

The language biography aims to build up conscious reflection about the process as language learners and motivates to strengthen skills and work hard in weakness. The opportunity to self-assess the language gave students a greater view about the path that they should take to become proficient language learners.

The language passport let students self-assess their proficiency in the English Language in consonance with the Common European Framework. They discovered their strengths and weaknesses in terms of language skills, so the next step for students will be to focus on looking for learning strategies to become proficient language users.

The Dossier offered students the opportunity to organize their learning tasks; they documented and illustrated their achievements in a creative and comprehensive manner. We could see how some students more than the tasks assigned, they included their own activities that helped them to reinforce in topics they had difficulty. Also in this part of the portfolio it was evident the students learning styles and how they helped to develop tasks better.

Using the Levels of autonomy proposed by Nunan (2000) as a way to measure learner autonomy helped students not only to know the level they reached but also to make decisions in keeping with behaviors, attitudes and learning processes they have to modify to become autonomous foreign language learners. For teachers researchers the autonomy levels were helpful to identify students' strengths and weaknesses in the language and give them an accurate feedback.

The ELP is a good tool to promote autonomous language learners since it self-asks the student every time, telling him/her what specific aspects in the language he/she needs to improve during the process. This tool more than asking for results looks for and supervises student's

learning processes. It is the student task to set his/her goals and accomplishes them and the portfolio will be a guide to plan organize and evaluate the autonomous foreign language learning.

Although ELP is an individual tool that shows single learning processes, it is empowered and encouraged by classmates since they have been together and have seen progress in their peers. So they can give comments or observations and propose some strategies that have worked for them and hopefully work for their classmates. On the other hand, teacher's feedback is crucial for student's progress since he/she can give recommendations to improve in the language, for instance, what specific resources can be used, what learning strategies could work, or talk about what behaviors or attitudes are disrupting the student's process.

Every subject reached the awareness level. They learned to reflect every time and it gave them a sense of responsibility in their tasks. In their learning plans they expressed how they did to accomplish their small and big goals and what difficulties they had during the process in terms of responsibility and language. Taking into account their self-assessment they gave solutions as what learning strategies would help to improve in language skills or what behaviors or habits they would modify to see a real improvement in the language.

When students had the opportunity to know their own learning style they started by themselves to look for learning strategies that helped them to learn better. This encouraged their motivation to give their best and also their creativity to develop tasks. Teachers researchers highlight the importance to promote an environment where students know themselves so they can make good decisions to become proficient and autonomous language learners.

Language tasks in each of the units were thought taking into account the autonomy levels. So, in each unit they could develop different activities to promote their autonomy. For instance they were aware of their learning styles, content or materials, they chose what activities to do consistent with their own interests or necessities, they modified tasks because they had not done their best or they wanted to go beyond the classroom, they created original, innovative and inspiring material to show the language in context and transcended the classroom when they could teach other classmates of the school what they have already learnt. Giving students entire responsibility helped them to work by themselves and they saw their teacher as the one who guided their learning process and who is able to assist or give resources when need it.

It is important to keep in mind that the ELP does not work by itself. Teachers are considered the guide who assist the students when they are not able to do things by themselves but it is students' task to have their Portfolio organized and with evidences of their learning tasks. So if in the future they want to continue their process in other school, city or country they could carry and show as Curriculum Vitae as language learners and for teachers would be helpful to see a real evidence of student's weaknesses and strengths in terms of language.

It was noticed that Learning Plans done by students were improved unit by unit. It means each time their learning goals were more focused on their real necessities as language learners, they looked for more and varied learning strategies that worked for themselves or that were recommended by their peers or teacher, and at the end of their process they could see that doing their Learning Plans helped to develop more realistic reflections according to their special needs.

### **Limitations and Suggestions for Further Research**

Developing ELP strategy in the language classroom is a task that involves a great amount of time. The population of the study had 3 hours per week and it was really hard to see individual progress in class. On the other hand, filling out the learning plan, reflection or peer-assessment took a long time and when introducing new units, time was very short. For future implementations teachers need to have enough time with their students to develop a continuous and more effective process.

Teacher's feedback implies a continuous process and seeing learners individually. It must be kept in mind that in classrooms with a great number of students it is hard for a teacher to give individual feedbacks. We propose to apply the ELP strategy with small classrooms so we can recognize each student and give accurate and continuous feedbacks.

The level of language is important when facing ELP, although the junior version chosen was pretty easy to understand, the population of the study had great difficulties when expressing their ideas in English. They had to use their mother tongue to be able to say what their feelings or perceptions were so for the teacher was understandable too.

This study is a contribution to teachers who want to promote autonomy in their classroom. Using the levels of autonomy is a precise way to measure skills needed to become autonomous foreign language learners. For students the ELP strategy teaches them how to be organized and establish priorities to see a real progress in the language learning.



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ALCALDÍA MAYOR DE BOGOTÁ, D.C.  
SECRETARÍA DE EDUCACIÓN

**“COLEGIO RODRIGO LARA BONILLA”  
INSTITUCIÓN EDUCATIVA DISTRITAL**

Aprobación Oficial de Preescolar y Primaria por la Resolución N° 756124 de Noviembre 16 de 1998,  
Resolución N° 2852 de Septiembre 16 de 2002 y Resolución N° 3649 de Noviembre 15 de 2002  
por la cual se adopta el nombre definitivo de la institución.  
Inscripción ante el S.E.D. N° 3239      Inscripción DANE N° 111001036785

**ACTA ACADEMICA**

Bogotá 12 de abril de 20 13 PERIODO ACADEMICO I

ACTA ACADEMICA colocada por:  COMISION DE EVALUACION ( ) COORDINACION

ESTUDIANTE Brayan Salamanca CURSO 904

**CAUSAS**

1.  Falta responsabilidad general en sus deberes como estudiante
2.  No presenta tareas, trabajos y actividades que se dejan para nivelar los conocimientos
3.  El trabajo en clase es escaso
4.  Evidencia una actitud de pereza y desinterés hacia el trabajo académico propuesto
5. ( ) Sus procesos de atención son bajos
6. ( ) No atiende a las explicaciones dadas por el docente
7. ( ) Sus trabajos demuestran poco esfuerzo y un nivel bajo o deficiente
8. ( ) El desarrollo y análisis de la competencia argumentativa, interpretativa es bajo
9. ( ) Falta a clase y no presenta las justificaciones para nivelarse en sus compromisos académicos
10. ( ) No presenta actividades de superación
11. ( ) Aunque presenta las actividades de superación estas muestran un nivel bajo o deficiente
12. ( ) Otros (Especificar) \_\_\_\_\_

Esta ACTA hace parte del debido proceso con los estudiantes y corresponde al procedimiento para las FALTAS LEVES contempladas en el Manual de Convivencia, será anexada al observador del estudiante como parte del proceso de acompañamiento de la institución.

El estudiante se compromete junto con su acudiente a mejorar las dificultades señaladas, por tanto solicitamos a Ud. respetado acudiente, asesorar y apoyar constantemente al estudiante para que reflexione y cambie su actitud hacia el trabajo académico con el fin de superar tales deficiencias

De continuar con estas dificultades el estudiante se hará acreedor a un COMPROMISO DISCIPLINARIO, tipificado como FALTA GRAVE

98042260563  
Brayan Salamanca  
FIRMA y T.I. ESTUDIANTE

Hugo Salamanca B  
NOMBRE ACUDIENTE

Harry Jerez / J. Jerez  
NOMBRE Y FIRMA DEL DIREC. CURSO

[Firma]  
FIRMA Y C.C. ACUDIENTE.  
TELÉFONOS 724 34 41

[Firma]  
NOMBRE Y FIRMA COORDINADOR(A)  
12 ABR 2013

## Appendix 2 Autonomy Perceptions (Survey)

Cordial saludo queridos estudiantes. Con el fin de recolectar algunos datos necesarios para nuestro proyecto de investigación acerca de **Autonomous Language Learning**, les pedimos por favor nos respondan de manera muy honesta las siguientes preguntas.

Colegio \_\_\_\_\_  
 Estudiante \_\_\_\_\_ Fecha \_\_\_\_\_  
 Sexo: M \_\_\_\_\_ F \_\_\_\_\_ Edad: \_\_\_\_\_ Grado: \_\_\_\_\_

I. ¿Te consideras una persona autónoma? SI\_\_ NO\_\_ ¿Por qué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

II. ¿Te consideras un aprendiz autónomo? SI\_\_ NO\_\_ ¿Por qué? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

III. Marca con 3 las características que te identifican mucho, con 2 las que medianamente te identifican y con 1 las que no te identifican.

- \_\_\_\_ Demuestra compromiso y cumplimiento con sus deberes como aprendiz.  
 \_\_\_\_ Para usted el docente es un facilitador de su aprendizaje.  
 \_\_\_\_ Tiene objetivos claros de aprendizaje.  
 \_\_\_\_ Administra su tiempo para la ejecución de las tareas.  
 \_\_\_\_ Interactúa con otras personas y fomenta el trabajo en equipo.  
 \_\_\_\_ Busca solución a problemas relacionados con el aprendizaje.  
 \_\_\_\_ Sólo estudia si el docente lo motiva.  
 \_\_\_\_ No necesita supervisión por parte del docente, es responsable de su deber y sólo pide una asesoría básica en el tema.

IV. Lee las siguientes situaciones, escribe cuáles de ellas corresponden a una situación que demuestre AUTONOMÍA y cuáles no.

### SITUACIONES

Como está de moda usar minifalda, todas las niñas del curso deciden ir a la fiesta de Juliana usando minifalda, pero Susanita prefiere ir usando su falda larga con la cual se siente muy cómoda. \_\_\_\_\_

Carlos decide romper con su novia de la cual está muy enamorado, porque en su grupo de amigos se estableció la condición de que ninguno de ellos podría durar más de tres meses con la misma chica. \_\_\_\_\_

La mamá le indica la Juanito que lave la loza del almuerzo tres veces a la semana y saque la basura para que el camión la recoja todos los lunes por la noche. Juanito que es un niño muy juicioso cumple sus tareas sin ninguna objeción. \_\_\_\_\_

En el trabajo del papá de Felipe les han asignado el desarrollo de un proyecto en el cual deben seguir una serie de pasos estrictamente ordenados; sin embargo, después de analizar cuidadosamente estos pasos él decide cambiar el orden por uno que considera más efectivo para optimizar el tiempo de ejecución del proyecto.  
 \_\_\_\_\_

V. Fuera del colegio perteneces a grupos:

Deportivos ( ) Artísticos ( ) Religiosos ( ) Académicos ( ) Ninguno ( )  
 Otros ( ) ¿Cuáles? \_\_\_\_\_



## Appendix 3 Willing's Questionnaire

### ENCUESTA: ¿CUÁL ES MI ESTILO?

(Adaptada de *Tasks for Independent Language Learning*, pp 3-5, por Teachers of English to Speakers of Other Languages, Inc. (TESOL), 1996, Illinois USA)

Cordial saludo queridos estudiantes. Con el fin de recolectar algunos datos necesarios para nuestro proyecto de investigación acerca de **Autonomous Language Learning**, les pedimos por favor nos respondan de manera muy honesta las siguientes preguntas.

Colegio: \_\_\_\_\_

Nombre: \_\_\_\_\_ Curso: \_\_\_\_\_ Fecha: \_\_\_\_\_

#### ¿Cómo le gusta aprender Inglés?

Califique la frecuencia con que realiza estas actividades para aprender Inglés. Agradecemos responder con la mayor sinceridad.

0= no

1= ocasionalmente

2= usualmente

3= si

#### Tipo 1

Me gusta aprender mirando y escuchando a hablantes nativos. ( )

Me gusta aprender hablando con mis amigos en Inglés. ( )

En casa, me gusta aprender mirando TV y/o videos en Inglés. ( )

Me gusta aprender usando el Inglés fuera de la clase. ( )

Me gusta aprender palabras en Inglés escuchándolas. ( )

Me gusta aprender teniendo conversaciones. ( )

**TOTAL** ( )

#### Tipo 2

Me gusta que el profesor nos explique absolutamente todo. ( )

Me gusta escribir todo en mi cuaderno. ( )

Me gusta tener mi propio libro de texto. ( )

En clase, me gusta aprender leyendo. ( )

Me gusta aprender gramática. ( )

Me gusta aprender palabras en Inglés viéndolas. ( )

**TOTAL** ( )

#### Tipo 3

En clase, me gusta aprender jugando. ( )

En clase, me gusta aprender mirando dibujos, películas y videos. ( )

Me gusta aprender Inglés hablando en parejas. ( )

En casa, me gusta aprender usando actividades de audio. ( )

En clase, me gusta escuchar y hacer actividades de audio. ( )

Me gusta salir con mis compañeros y practicar Inglés. ( )

**TOTAL** ( )

#### Tipo 4

Me gusta estudiar gramática. ( )

En casa, me gusta aprender con libros en Inglés. ( )

Me gusta estudiar Inglés por mi mismo y solo. ( )

Me gusta que el profesor me deje encontrar los errores por mí mismo. ( )

Me gusta que el profesor nos plantee problemas a los que debemos darle alguna solución. ( )

En casa, me gusta aprender leyendo el periódico. ( )

**TOTAL** ( )

El puntaje más alto muestra qué tipo de aprendiente es.

Tipo 1: Si tiene un puntaje alto en esta sección, usted es probablemente un buen comunicador. Disfruta interactuando con las personas y usando el inglés que ha aprendido de una manera natural.

Tipo 2: Si tiene un puntaje alto en esta sección, usted probablemente disfruta aprendiendo Inglés en clase. Le gusta que el profesor lo guíe hacia el aprendizaje de la lengua.

Tipo 3: Si tiene un puntaje alto en esta sección, usted probablemente disfruta aprendiendo Inglés por medio de ejemplos. Le gusta aprender con otras personas y ve el aprendizaje de la lengua como algo divertido.

Tipo 4: Si tiene un puntaje alto en esta sección, usted probablemente le gusta aprender Inglés estudiando la lengua en detalle. Le gusta trabajar por sí mismo y buscar la forma de aprenderla por sus propios medios.

Es posible que ninguna de las categorías anteriores se ajuste perfectamente al tipo de aprendiente que usted es. Si es así, escriba lo que lo identifica más en el aprendizaje del Inglés y descríbase como estudiante del idioma.

CATEGORÍAS QUE ME IDENTIFICAN	MI PERFIL



## Appendix 4 Consent Letter

### COLEGIO RODRIGO LARA BONILLA I.E.D. ÁREA DE INGLÉS

#### FORMATO DE AUTORIZACIÓN

#### Estimados padres de familia

Por este medio solicitamos autorización para que su hijo/a \_\_\_\_\_ del curso \_\_\_\_\_ forme parte del proyecto de investigación titulado: *Promoting Autonomous Language Learning: An Experience with European Language Portfolio*; implementado por las docentes NANCY CONSUELO PRIETO BRAVO y CLAUDIA MILENA PINEDA PEREZ.

Estamos intentando determinar cómo podría el Portafolio Europeo de Lenguas promover el aprendizaje autónomo del Inglés en los adolescentes. La participación de su hijo en el proyecto es voluntaria. Su decisión de participar no afectará la relación de usted ni de su hijo con el colegio de ninguna manera. El resultado de esta investigación se presentará a la Universidad Libre como requerimiento de grado para la Maestría en Educación de las docentes anteriormente mencionadas. Este proyecto se desarrollará en el horario normal de clases y llevará a cabo los objetivos y las temáticas propuestas en el año.

Es así como solicito de manera cordial su permiso para recolectar la información requerida y posteriormente analizarla y presentarla a la comunidad académica. Cabe resaltar que la información recolectada solo será de carácter académico.

Agradecemos de antemano su autorización para contar con sus hijos como participante en este proyecto.

Atentamente  
Nancy Consuelo Prieto Bravo  
Claudia Milena Pineda Pérez  
Docentes de Inglés

Yo \_\_\_\_\_ identificado con CC # \_\_\_\_\_ de \_\_\_\_\_, acudiente del/la estudiante \_\_\_\_\_, autorizo a mi hijo/a para participar en el proyecto de investigación *Promoting Autonomous Language Learning: an Experience with European Language Portfolio*.

FIRMA ACUDIEN TE: \_\_\_\_\_

FIRMA ESTUDIANTE: \_\_\_\_\_

## Appendix 5 Final reflexion (Survey)

COLEGIO RODRIGO LARA BONILLA I.E.D

### Encuesta: Reflexión final

Querido estudiante: Después de haber utilizado el Portafolio Europeo de Lenguas como herramienta para promover el aprendizaje autónomo del Inglés, queremos conocer su percepción frente a algunos aspectos relacionados con este trabajo. Conteste cada pregunta con total sinceridad, dando argumentos que sustenten cada una de sus respuestas.

1. ¿Tuvo algún objetivo en particular que lo haya motivado a aprender Inglés? ¿Cuál?

---

---

---

2. ¿Usted fue consciente de los objetivos y los contenidos que le propuso la docente trabajar en cada unidad?

---

---

---

3. ¿Estuvo de acuerdo con ellos, si o no y por qué?

---

---

---

4. ¿Por qué fue para usted importante determinar su estilo de aprendizaje en su proceso de aprendizaje del Inglés?

---

---

---

5. ¿Qué criterio tuvo en cuenta al tomar decisiones frente a la realización de las actividades propuestas en el portafolio? Explique detalladamente.

---

---

---

6. ¿Qué actividad decidió modificar para su portafolio? ¿Por qué?

---



---

7. ¿Para usted que significa crear? De acuerdo con su definición, ¿cómo se puede ver plasmado esto en su proceso de aprendizaje?

---



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8. ¿Cuál fue su experiencia al diseñar una guía para enseñar el idioma a niños de primaria. Considera usted que podría enseñar lo que sabe a otros? ¿Por qué?

---



---



---

9. ¿Cuáles fueron los beneficios de trabajar usando el Portafolio Europeo de Lenguas? Mencione **3 fortalezas 3 debilidades** de usar el portafolio como herramienta para el aprendizaje del inglés.

Fortalezas	Debilidades

10. ¿De qué manera el portafolio promovió su aprendizaje autónomo del inglés?

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---



---

**Appendix 6 Learning Plan**

## LEARNING PLAN

## BIG GOAL

What is your big goal for studying English?

---

## SMALL GOAL

What is your small goal for this Unit?

---

## LEARNING STYLE

What is your preferred Learning Style?

## MATERIALS

What materials will help you reach your small goal?  
(Film/song/book titles, website, unit or page number)

## STUDY / USE / REVIEW / ENJOY

How can you use the above materials to reach your small goal?  
What is your preferred Learning Strategy?

## EVALUATION

What will you do to check your improvement?

## REFLECTION


What was your study goal for this Unit? (Write about what you wanted to learn in this Unit)

What materials did you use? (Give details such as titles of books, films, CD rooms, web pages, page or unit number from books)

How did you study? Why? (Write down what you did **step by step** and give the **reasons** for what you did)


Do you think your study was useful for achieving your study goals? YES\_\_\_ NO\_\_\_  
Did you achieve your study goal in this Unit? What progress did you make towards achieving the study goals in your learning plan? What did you do well? What could you have done better?

## Appendix 7 Self-Assessment Check List


my language  
**PASSPORT** 

## READING

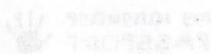
Tick when you can do these things.

<b>Breakthrough</b>		
<b>A1</b>	I can understand familiar names, words and very simple sentences	 <small>           CONSEIL DE L'EUROPE            OF EUROPE            European Language Portfolio            Portfolio européen des langues         </small>
<b>Grade 1</b>	I can recognise and read out a few familiar words and phrases <i>e.g. from stories and rhymes, labels on familiar objects, the date, the weather ...</i>	<input checked="" type="checkbox"/>
<b>Grade 2</b>	I can understand familiar written phrases <i>e.g. simple phrases, weather phrases, simple description of objects, someone writing about their pet ...</i>	<input type="checkbox"/>
<b>Grade 3</b>	I can understand the main point(s) from a short written passage in clear printed script <i>e.g. very simple messages on a postcard or in an e-mail ...</i>	<input type="checkbox"/>


  

<b>Preliminary</b>		
<b>A2</b>	I can read very short, simple texts and find information I need in longer texts such as simple messages, stories or Internet texts	 <small>           CONSEIL DE L'EUROPE            OF EUROPE            European Language Portfolio            Portfolio européen des langues         </small>
<b>Grade 4</b>	I can understand the main points and some of the detail from a short written passage <i>e.g. three to four sentences of information about my e-pal; a description of someone's school day ...</i>	<input checked="" type="checkbox"/>
<b>Grade 5</b>	I can understand the main points and simple opinions (e.g. likes and dislikes) of a longer written passage <i>e.g. a postcard or letter from a penpal; a written account of school life, a poem or part of a story ...</i>	<input type="checkbox"/>
<b>Grade 6</b>	I can understand longer passages and distinguish present and past or future events <i>e.g. a short story; a description of someone's day; a letter in which someone describes a person or place, an excursion</i>	<input type="checkbox"/>

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### Intermediate

<b>B1</b>	I can understand authentic texts on topics of interest to me and the description of events, feelings and wishes in personal letters or e-mails		✓
<b>Grade 7</b>	I can understand longer passages and recognise people's points of view <i>e.g. a longer e-mail message or letter ...</i>		
<b>Grade 8</b>	I can understand passages including some unfamiliar material from which I can recognise attitudes and emotions <i>e.g. texts about everyday life in another country, a letter from a magazine ...</i>		
<b>Grade 9</b>	I can understand a wide range of authentic texts. I can produce an oral or written summary or translation of a given text <i>e.g. Internet texts on topics I am learning about in other subjects, a story or magazine article ...</i>		

I can also

---



---



---

My favourite activity is

---



---

I like it because

---




---



---

### Appendix 8 Peer-assessment

CO-EVALUATION UNIT ____				
Student's Name: _____				
	GREAT (4.6-5.0)	VERY GOOD (4.0-4.5)	GOOD (3.1-3.9)	COULD BE BETTER (1.0-3.0)
My classmate achieved his/her small goal for this unit.				
He/she used a variety of materials, even more than planned.				
He/she chose activities that helped in his/her learning process.				
He/she showed a great progress in this unit.				
<b>TOTAL</b>				
 <b>COMMENTS</b>				
<b>EVALUATORS:</b> _____ _____				



## Appendix 9 Portfolio Hetero-evaluation grid and Teacher's Feedback

### COLEGIO RODRIGO LARA BONILLA I.E.D. PORTFOLIO HETEROEVALUATION GRID

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

5	Work is well documented and shows that the learner has created his/her own learning tasks. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the reflections on the learning plan. And/or there is strong evidence that the learner has incorporated autonomous work.
4	Work is well documented and shows that learner has adapted learning tasks to fit his/her learning style. There is good quality of work. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the reflections on the learning plan, although this may not be 100 % transparent. There is good evidence that the learner has incorporated autonomous work.
3	Work carried out is not documented fully or accurately enough to give a clear idea of whether the learner has made choices of learning activities that suit his/her learning style. The quality of work is standard. There is some evidence that the learner has incorporated autonomous work.
2	The required activities are of a poor standard, and/or the quality of work is poor. And/or the connection between learning styles and learning strategies is not easily observable. And/or there is a little evidence that the learner has incorporated autonomous work.
1	There is almost no evidence of the required activities, and/or the quality of work is very poor. The connection between learning styles and learning strategies is not logical. And/or there is a minimal evidence that the learner has incorporated autonomous work.
0	The learner has produced almost no work. And/or there is no evidence that the learner has done autonomous work.


## Appendix 10 Lesson Plan Unit 2

### COLEGIO RODRIGO LARA BONILLA I.E.D. LESSON PLAN UNIT 2

Date: May 27th	Level: Basic	Age group: 14-16 years	Time: 6 hours
----------------	--------------	------------------------	---------------

Unit 2 : Food and Shopping
Language Focus: Count and Noncount Nouns, Some/Any, How much/How many
Communicative Objectives: Ask about prices and buy things in a supermarket
Autonomy Level: <b>Intervention</b> <i>Learners are involved in modifying and adapting goals, content and learning tasks.</i>

<b>PLANNING</b>
<p>Students are given the worksheets with the language contents and autonomy purposes. These contents are socialized. Then, the teacher explains what <b>intervention</b> means. After that, students fill out their learning plan for Unit 2 (Big Goal, Small Goal, Learning Style, Materials, Learning Strategies, Evaluation)</p> <p>Materials and equipment needed for the class.</p> <ul style="list-style-type: none"> <li>-Video beam</li> <li>-Cd player</li> <li>-Food items</li> <li>-Food containers</li> <li>-Photocopies</li> </ul>
<b>IMPLEMENTATION</b>
<p>Here students prepare their activities for the portfolio and decide what activity to change.</p> <p>Procedures</p> <p><b>Opening</b> (Warming up)</p> <ul style="list-style-type: none"> <li>-Students watch some videos in order to remember food vocabulary.</li> <li>-Matching pictures to words.</li> <li>-Worksheets are worked.</li> </ul> <p><b>Set of activities</b></p> <ul style="list-style-type: none"> <li>*Write your grocery list for this week.</li> <li>* Imagine you are the owner of a restaurant. Write a menu for it.</li> <li>*Make a Picture Dictionary (Containers, Quantities – Food )</li> <li>*Prepare a meal, following a recipe you choose. Record a video, showing the steps. Show it to your classmates and explain what you did, include: Ingredients you used and the steps you followed.</li> </ul>

**\*Autonomy Level Activity: (Intervention)** How relevant are the tasks to your needs? Choose and modify one the tasks so that it becomes more relevant to your needs.

**Closure**

Role play activity: students chose a place (restaurant, cafe, grocery shop, fast food restaurant), a situation and a role to play by groups of four.

**EVALUATION**

When unit work is done students make the reflection process and write their thoughts in the Reflection part of the Learning Plan, then, they socialize what they did and how they did the work for this unit. Finally they give the peer assessment.

**Assessment**

- Teacher circulates and monitors constantly students work to observe informally whether they have accomplished the objectives.
- Students help each other in all the tasks and peers correction is allowed.
- Students self assess his or her own progress and give suggestions to improve in her or his difficulties or weaknesses.

**Extra-class work**

- A resources list is given to go deeper into topics.
- Lessons are intended to foster students' autonomy; they will have the opportunity to develop any activity they want to improve their learning.

## Appendix 11 Scope and Sequence

Scope and Sequence					
UNIT	TOPICS	FUNCTIONS	GRAMMAR	COMMUNICATION SKILLS	
				Listening and Speaking	Reading and Writing
1	<b>Daily Routines</b> Daily Routines The Calendar Weather and Clothes	*Talking about routines *Negotiating schedules *Talking about holidays	*Simple present tense *Affirmative and negative statements with do / does *Adverbs of frequency *Present Continuous	*Talk about daily routines *Talk about holidays	*Read for details *Write about daily routines *Write a short paragraph
2	<b>Food and Food Shopping</b> Quantities The supermarket Recipes	*Talking about availability of things *Following a recipe	*Count and noncount nouns (containers, quantities) *Some and any *How much and how many	*Complete a grocery list * Buy things in a supermarket *Ask about prices *Order food *	*Read advertisements *Follow directions in a recipe *Write a grocery list *Write a menu
3	<b>Let's Have Fun</b> Accommodation Signs Vacation Activities Means of Transportation Festivals and Celebrations Parties	*Interpreting signs *Comparing places / means of transportation *Conducting a tour *Making Predictions *Describing Festivals / Celebrations *Making Plans *Making/declining/accepting invitations	*Must (n't) / Can (n't) *Going to *Comparative forms *Present Continuous Vs. Going to	*Talk about vacation accommodation *Talk about vacation activities *Giving a guided tour	*Compare two places *Making invitations, accepting - declining *Write an ad about a celebration in your country *Write a short text about a historic city in your country.
4	<b>Our Great Past</b> Famous People Dates from the Past Disasters Biographies Ancient Civilizations Experiences and memories	*Talking about past activities *Talking about your year of birth *Narrate events *Make comments about something *Compare more than two places	*To Be (Past Tense) *Simple Past (Regular and Irregular Verbs) *Had – Could *Question Words *Superlative Forms	*Talk about past activities *Talk about the sequence of events *Ask about past activities *Ask personal information	*Read a poster of famous people in history *Create a personal time line *Make up a story talking about the past *Write a biography *Write an article about an ancient civilization

## Appendix 12 Unit 0

COLEGIO RODRIGO LARA BONILLA I.E.D.

My name is: \_\_\_\_\_ Today is \_\_\_\_\_

### UNIT 0

PROMOTING AUTONOMOUS LANGUAGE LEARNING: AN EXPERIENCE WITH EUROPEAN LANGUAGE PORTFOLIO (ELP)

OBJECTIVE: To promote autonomous foreign language learning in teenagers.



**LEARNER AUTONOMY** is the capacity to take control of one's own learning. Autonomy has five different levels: awareness, involvement, intervention, creation and transcendence.



1.Awareness	2.Involvement	3.Intervention	4.Creation	5.Transcendence
Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles /strategies	Learners make choices among a range of options	Learners modify/adapt tasks	Learners create their own tasks	Learners become teachers and researchers

### The European Language Portfolio (ELP)

We pretend to use The European Language Portfolio to promote autonomy language learning. It is a personal document that has three parts:

- ✓ **A language passport**
- ✓ **A language biography**
- ✓ **A dossier**

### LEARNING STYLES ACTIVITIES

\*Watch the following videos about learning styles in YouTube.

- Reflexión: estilos de aprendizaje (SritaPatitatuntun)
- Estilos de aprendizaje (Rene Bautista Castillo)
- Estrategias y técnicas de aprendizaje (IDEAD Universidad del Tolima)
- Different types of learners (Norizia Jinelle Onchengco)
- Learning styles (free2care)

\*Workshop: Work in pairs and share what you learnt from the videos. Based on the information try to determine your preferred learning style.

\*Go to this website <http://vark-learn.com/el-cuestionario-vark/> and take the test. VARK tells you something about yourself that you may or may not know.

## Appendix 13 Unit 1

COLEGIO RODRIGO LARA BONILLA I.E.D.

My name is: \_\_\_\_\_ Today is \_\_\_\_\_

### UNIT 1

#### LEARNING GOALS

##### VOCABULARY

Activities  
Daily Routines  
The Calendar  
Weather and Clothes

##### COMMUNICATION

\*Talk about daily routines  
\*Talk about holidays  
\*Read for details  
\*Write about daily routines  
\*Write a short paragraph

##### GRAMMAR

\*Present Continuous  
\*Simple present tense  
-Affirmative and negative statements with do / does  
-Adverbs of frequency

1.Awareness

2.**Involvement**

3.Intervention

4. Creation

5.Transcendence

**Involvement:** *In this stage learners will be involved in making choices from a range of goals, a selection of content and a variety of tasks.*



### PORTFOLIO

You choose: Do **A** or **B**.

1.) **A.** Imagine you are on vacation. Write a postcard to a friend. Write where you are and what you are doing. **B.** You have received a postcard from a friend telling you about his/her vacation. Answer the postcard and telling him/her what you and your family are doing.

2.) **A.** Write a short article for an international school magazine about the clothes most young people in your country like/don't like to wear. Write about: type of clothes they prefer, when they wear them, where they buy them, how often they go shopping for clothes. **B.** Make a brochure where you inform about the clothes most adults in your country like/don't like to wear. Write about: type of clothes they prefer, when they wear them, where they buy them, how often they go shopping for clothes.

## Appendix 14 Unit 2

COLEGIO RODRIGO LARA BONILLA I.E.D.

My name is: \_\_\_\_\_ Today is \_\_\_\_\_

### UNIT 2

#### LEARNING GOALS

##### VOCABULARY

Food and Shopping  
Quantities  
The supermarket  
Recipes

##### COMMUNICATION

\*Follow directions in a recipe  
\*Write a grocery list  
\*Write a menu  
\*Complete a grocery list  
\* Buy things in a supermarket  
\*Ask about prices  
\*Order food

##### GRAMMAR

\*Count and noncount nouns  
(containers, units of measure)  
\*Some and any  
\*How much and how many

1.Awareness

2.Involvement

3.Intervention

4. Creation

5.Trascendence

**Intervention:** *Learners are involved in modifying and adapting goals, content and learning tasks.*



#### PORTFOLIO

\*Prepare a meal, following a recipe you choose. Record a video, showing the steps. Show it to your classmates and explain what you did, include: Ingredients you used and the steps you followed.

\* Imagine you are the owner of a restaurant. Write a menu for it.

\*Write your grocery list for this week.

\*Make a Picture Dictionary (Containers, Quantities – Food – Picture Dictionary)

**Intervention:** *How relevant are the tasks to your needs? Choose and modify one the tasks so that it becomes more relevant to your needs.*

## Appendix 15 Unit 3

COLEGIO RODRIGO LARA BONILLA I.E.D.

My name is: \_\_\_\_\_ Today is \_\_\_\_\_

### UNIT 3

#### LEARNING GOALS

##### VOCABULARY

Accommodation  
Signs  
Vacation Activities  
Means of Transportation  
Festivals and Celebrations  
Parties

##### COMMUNICATION

\*Interpreting signs  
\*Comparing places / means of transportation  
\*Conducting a tour  
\*Describing Festivals/Celebrations  
\*Making Plans  
\*Making/declining/accepting invitations

##### GRAMMAR

\*Must (n't) / Can (n't)  
\*Going to  
\*Comparative forms  
\*Present Continuous Vs. Going to

1.Awareness

2.Involvement

3.Intervention

4. Creation

5.Trascendence

**Creation:** Learners create their own goals, content and learning tasks.



#### PORTFOLIO

1. Draw at least ten signs that you can find in your city; then write sentences using *can/can't*, *must/mustn't*.
2. Write a short description of a historic city in your country. Include these adjectives: big, quiet, noisy, busy, peaceful, crowded, clean, dirty, small, old, exciting, boring, and good.
3. Create an ad for an important celebration in your country and present it to the class. Include: invitation, date, activities, and pictures. Use the ads in exercise 1 on page 124 as models.
4. In groups of four read the text provided by the teacher and create at least five questions to be answered by other group. You have to answer other group's questions.



## Appendix 16 Unit 4

### COLEGIO RODRIGO LARA BONILLA I.E.D.

My name is: \_\_\_\_\_ Today is \_\_\_\_\_

#### UNIT 4

#### LEARNING GOALS

##### VOCABULARY

Famous People  
Dates from the Past  
Biographies  
Ancient Civilizations  
Experiences  
and memories

##### COMMUNICATION

\*Create a personal time line  
\*Ask and Talk about past activities  
\*Talk about a sequence of events  
\*Read/Write a poster of famous people  
in history  
\*Write a biography  
\*Make up a story talking about the past

##### GRAMMAR

\*To Be (Past Tense)  
\*Simple Past (Regular and  
Irregular Verbs)  
\*Had – Could  
\*Question Words  
\*Superlative Forms

1.Awareness

2.Involvement

3.Intervention

4. Creation

5.Transcendence

**Transcendence:** *Learners transcend the classroom, making links between the content of the classroom and the world beyond the classroom. Learners begin to become truly autonomous by utilizing in everyday life what they have learned in formal learning contexts.*



#### PORTFOLIO

1. Make a poster of famous people from your country. Write their full names, year of birth / death and why they were famous for. Use pictures to illustrate.  
\*Read the sketch: “A Peasant Boy and the Dragon”. In groups make a video performing the play.
2. Find information about an ancient civilization and write a short article about it.
3. Your teacher has asked you to write a story. Your story’s title is “*The Worst Vacation of my Life*”. (80 – 100 words)
4. Choose one topic from the previous units studied. This time you are going to be the teacher, so plan a class taking into account a topic explanation and a practical activity to be developed by the rest of students. (Work in groups of three)

### Appendix 17 Hetero evaluation grid and teacher's feedback (filled out by the teacher)

**COLEGIO RODRIGO LARA BONILLA I.E.D  
PORTFOLIO HETEROEVALUATION GRID**

NAME: Jeimy Stefany López DATE: Nov 4<sup>th</sup>/2015

5	Work is well documented and shows that the learner has created his/her own learning tasks. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the reflections on the learning plan. And/or there is strong evidence that the learner has incorporated autonomous work.
4	✓ Work is well documented and shows that learner has adapted learning tasks to fit his/her learning style. There is good quality of work. There is a logical connection between the goals set at the planning stage and the work completed; and a logical connection between the work carried out and the reflections on the learning plan, although this may not be 100 % transparent. There is good evidence that the learner has incorporated autonomous work.
3	Work carried out is not documented fully or accurately enough to give a clear idea of whether the learner has made choices of learning activities that suit his/her learning style. The quality of work is standard. There is some evidence that the learner has incorporated autonomous work.
2	The required activities are of a poor standard, and/or the quality of work is poor. And/or the connection between learning styles and learning strategies is not easily observable. And/or there is a little evidence that the learner has incorporated autonomous work.
1	There is almost no evidence of the required activities, and/or the quality of work is very poor. The connection between learning styles and learning strategies is not logical. And/or there is a minimal evidence that the learner has incorporated autonomous work.
0	The learner has produced almost no work. And/or there is no evidence that the learner has done autonomous work.

Es una estudiante muy responsable, dedicada y comprometida con su trabajo. Su portafolio está organizado y hay buena calidad en sus trabajos. Hay una buena planeación de su trabajo en el inicio de cada unidad. Su objetivo personal es claro y según sus reflexiones ha trabajado por lograrlo.

## Appendix 18 Worksheet (done by a student)


My name is \_\_\_\_\_ . Today is \_\_\_\_\_

**LEARNING GOALS :** Learning to Identify body parts , months of the year and farm animals

VOCABULARY	MATERIALS	GRAMMAR
<ul style="list-style-type: none"> <li>• The verb to be</li> <li>• Body parts</li> <li>• Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>• Colors</li> <li>• Pencil</li> <li>• Scissors</li> <li>• English Dictionary</li> </ul>	<ul style="list-style-type: none"> <li>• To be</li> <li>• Description</li> </ul>


**THE VERB TO BE**

He




Pedro

She



Maria


it



The mountain  
The dog  
Paris

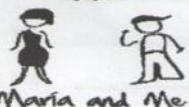
is...

They



Pedro Betty and Anna

We



Maria and Me

are...

**PORTFOLIO**

- 👉 You paste a picture of a favorite character and identify the parts of your body.
- 👉 Draw five farm animals and writes his name
- 👉 Draw the months of the year in different colored leaf