Exploring Students' Beliefs about Autonomy in an EFL Setting

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Declaration

I hereby declare that my research report entitled:

Exploring Students' Beliefs about Autonomy in an EFL Setting

- is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;

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Abstract

The present study aims to explore the beliefs students hold about autonomy in reference to responsibility, ability and willingness to plan, motivate and evaluate learning. This study was carried out at Universidad Cooperativa de Colombia, Pasto campus, where English language courses require learners to approach learning from an autonomous perspective. However, no previous studies have been carried out to determine whether or not learners have the characteristics of autonomous learners. A total of 432 students participated in the study. They answered a 30 closed-item multiple choice format questionnaire created to elicit students' beliefs about autonomy. The results showed that learners consider learning to be a shared process in terms of responsibility. Nevertheless, conventional tasks are still observed as a responsibility for teachers. Results also showed that learners considered themselves to be able and felt willing to make decisions concerning planning, motivation and evaluation. The findings suggest that possible interventions might be developed to enhance students' autonomy by implementing negotiation, identifying strategies to promote intrinsic motivation and allowing learners to explicitly participate in the process. The results obtained are consequent with similar studies in this field.

Key words: Autonomy, students' beliefs, language teaching and learning

Resumen

El presente estudio intenta explorar las creencias de los estudiantes sobre autonomía relacionados con responsabilidad, habilidad y disposición para planear, motivar y evaluar su aprendizaje en inglés. Este estudio se desarrolló en la Universidad Cooperativa de Colombia, sede Pasto, donde los cursos de inglés requieren de los estudiantes una perspectiva autónoma. Sin embargo, ningún estudio previo ha sido realizado para determinar si los estudiantes poseen o no las características de aprendices autónomos. Un total de 432 estudiantes participaron respondiendo un cuestionario de 30 preguntas cerradas con opción múltiple sobre autonomía. Los resultados mostraron que los estudiantes consideran el aprendizaje un proceso compartido en términos de responsabilidad. Sin embargo, los profesores aún tienen mayor responsabilidad en tareas convencionales. Además, los estudiantes se consideran capaces y dispuestos a tomar decisiones concernientes a la planeación, la motivación y la evaluación. Los resultados sugieren que pueden desarrollarse posibles intervenciones para fortalecer la autonomía de los estudiantes a través de la implementación de la negociación, la identificación de estrategias para promover su motivación intrínseca y su participación explicita en el proceso. Los resultados son consecuentes con estudios similares en este campo.

Palabras claves: autonomía, creencias de los estudiantes, enseñanza y aprendizaje de idiomas.

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Chapter 1: Introduction

1.1 Introduction to the study

'*It is a miracle that curiosity survives formal education*'

Albert Einstein

Trends in education have shifted towards the idea of modernizing learning by making it more suitable for the learners of today. This has required a renewal of the role teachers and students should play in it. In fact, many institutions have adopted a variety of educational policies so that learners become active participants in learning.

In the reviews of the history and evolution of approaches and methods for language teaching and learning, celebrated scholars such as Richards and Rodgers (1987), Nunan (1999), Brown (2000) and Kumaravadivelu (2003) have all referred readers to the importance of the role of learners. Richards and Rodgers (1987) explain how "traditional approaches to language learning, such as the Audiolingual method, had received much criticism due to the limited roles available for learners" (p. 23). At the same time, they made readers aware that new methodologies exhibit more concern for students. Nunan (1999) compares traditional and experiential educational models to underline the humanistic perspective in constructivist experiential models. In these models, for example, learners' participation is emphasized on their roles for self-directed control. Brown (2000) discusses the rationale of different learning theories. According to Brown (2000), these theories regularly neglect the importance of learners, since they focus on teaching rather than in learning itself. In his view, a constructivist view of learning necessarily considers empowering learners and offers opportunities for them to learn how to learn (p. 91). Kumaravadivelu (2003) mentions that among language pedagogues and specialists there has been an increase search for alternatives to methods, which can be noticed in the quest

for having a pragmatic approach to language teaching and learning (p. 33). In his opinion, what he calls the 'post-method era', must account not only for pedagogical elements, but also for social, historical and psychological ones. From this perspective, the role of learners must be understood as crucial for learning to occur.

Bearing in mind the elements mentioned above, a shift during the last decades in reference to teaching can be perceived. Current trends in education appear to be influenced by these three significant elements: 1) the role of learners in learning; 2) the need of involving learners in learning; and 3) the acquisition of high levels of competence in both social and academic fields. In this respect, trends towards effective language programs should account for being learner-centered instead of teacher-centered, should promote autonomy to make learners to be actively involved in their own learning, and need to develop different competences. In this context, Kumaravadivelu (2003) is in favor of fostering autonomy in language programs. In his opinion, the development of autonomy among learners is a desirable goal since learners will be "willing and able to think independently and act responsibly" (p.131). In connection with Kumaravadivelu's ideas, Benson (2007, p. 26) comments on 'how technology has been used as a source for developing autonomy among learners' and mentions these terms as relevant in autonomous learning: self-instruction, self-direction, self-access and individualized instruction. In fact, these elements are the foundations of blended learning, which is according to Garrison and Kanuka (2004) "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (p. 96). Blended learning is expected to favor the development of autonomy among learners by offering opportunities for them to carry out the series of tasks associated to working without the direct control of a teacher (self-instruction); assuming responsibility for decisions in the learning process (self-direction); using materials available for

them (self-access) and adapting the learning process (individualized instruction) (Kumaravadivelu 2003, p.132).

Within this scenario, the implementation of a blended learning methodology is expected to help learners to develop autonomy. Still, it is necessary to know the needs and the characteristics of learners so the strategy selected results efficient. The setting in which this research was carried out has opted for the implementation of a blended learning methodology for language learning, and has suggested learners to approach learning from an autonomous perspective. However, in the particular setting the methodology is being used, no research has been addressed to determine whether students have the characteristics of autonomous learners or not. Neither have teachers been offered any guidance to foster the role of learners to contribute significantly to the development of autonomy. Taking into account these elements, the purpose of this research is that of describing students' beliefs about learning in reference to autonomy and, based on students' beliefs, to suggest possible resources to promote autonomy among them.

1.2. Problem statement

Three different aspects can be distinguished as being the basis of the concerns this research intends to focus on: autonomy, learners' beliefs about language learning and the needs of developing high levels of competence in English. An initial concern is that of determining what being an autonomous learner implies. Holec's (1981, p.3) vision about autonomy provides an idea of what being autonomous learners might represent: ability, responsibility and willingness to make decisions about planning, motivating and evaluating learning. Sinclair (2000, p.14) uses the words *capacity, willingness* and *responsibility* recurrently to refer to autonomous learners. Lengenhausen (2009, p. 387) profiles autonomous learners with the terms *awareness, initiative, management* and *evaluation*.

A second issue in this research is that of characterizing learners by exploring their own beliefs in reference to autonomy concerning foreign language learning. As Borg (2007, p.4) claims, the relevance of autonomy in foreign language teaching is associated to the improvement of language learning, and at the same time the development of democratic, social and life-long learning abilities which allow learners to improve their performance in a classroom.

Since the establishment of the National English Language program, first known as Colombia Bilingüe and now Colombia Very Well, the Colombian government has insisted on the importance of achieving high levels of competence in English. This program is considered by the Ministerio de Educación Nacional to be of much relevance for accomplishing national goals. (MEN, 2014 p. 25 -27). These goals are connected to competitiveness, having skilled labor, and reducing poverty among others. The policies adopted by the government concerning English language teaching and learning require learners to achieve different levels of proficiency according to the Common European Framework of Reference. Students in undergraduate programs are expected to achieve level B2. Many educational institutions have adopted different policies to respond to these requirements. In the case of Universidad Cooperativa de Colombia – where this research was carried out – since 2011, the university has adopted a blended learning methodology for the learning of English and requires learners to approach to learning from an autonomous perspective, understood as much independent work.

Once the importance of autonomy in language learning has been established, and the requirements for language learning in Colombia have been presented, it is time to present the focus of this research: This paper aims to answer these questions: What are the beliefs students hold about autonomous learning? Do these beliefs serve to classify learners as being autonomous learners? If so, do learners belief they are capable and feel willing to make decisions about their

own language learning process? How can the findings of the research serve to promote autonomy

for language learning?

1.2.2 Justification of problems' significance.

As it has already been stated, autonomous learning is fast becoming a key element in

language learning. Benson (2007, p. 27) claims that the amount of resources available for

learners thanks to the development of technology as well as the deconstruction of the traditional

idea of a classroom for language instruction have altogether motivated an impressive interest on

autonomy as it has gained much importance for teaching and learning in such a setting.

Moreover, understanding learners' beliefs about language learning is a topic which has been

studied by many researchers as Bernat & Gvozdenko (2005, p. 4) assert. Those studies proved

that beliefs might have a profound influence on:

> learning behavior (Bandura & Schunk, 1981; Como, 1986; Cotterall, 1995; McCombs, 1984;) and on learning outcomes (Martin & Ramsden, 1987; van Rossum & Schenk, 1984; Weinert & Kluwe, 1987). They are also central to the learner's overall experience and achievements (Ryan, 1984; Sakui & Gaies, 1999; Schommer, 1990; Weinert & Kluwe 1987). Furthermore, some note that successful learners develop insights into beliefs about the language learning processes, their own abilities, and the use of effective learning strategies (Anstey, 1988; Biggs, 1987; Ehrman & Oxford, 1989, 1990; Oxford, 1990; Zimmerman & Martinez-Pons, (1986). (Bernat & Gvozdenko 2005, p. 4)

The generalizability of much published research on the issue of autonomy is problematic

since previous studies in the area of learners' beliefs and autonomy have mostly been conducted

in eastern countries such as Japan (Benson, 2001), Turkey (Kocak, 2003), New Zeland

(Cotterall, 1995) and Malaysia (Januin, 2007); and in Asia, where much research in the area has

been carried out: Littlewood (1999), Palfreyman & Smith (2003); Pemberton (1996); Benson

(2007); Cotterall (2000); among others, have focused their efforts on understanding autonomy in

Asian cultures. Lengenhausen (2009, p. 389) suggests this tendency appears due to what he calls

'cultural relativity', since autonomy has been considered for many years as a western construct. In Colombia, Buendía Arias (2005) carried out a research in which she reports the differences between Chinese and Colombian university EFL students regarding autonomy. She concluded that Colombian students are more autonomous than Chinese, once she compared students' answers to a questionnaire which drew out learners' beliefs about autonomy. The data obtained in this research could possibly serve to establish a tendency in the direction of autonomy among Colombian EFL learners. Luna and Sánchez (2005) carried out a study in which they profile a group of students training to be teachers at Universidad de Pamplona in reference to the characteristics of autonomous learners. Their study placed the majority of participants under the profile of 'The wind up doll' which characterizes learners as not being autonomous and whose actions are oriented towards teachers' demands. Ariza and Viáfara (2009) present the results of a study in which they analyzed the role of peer tutoring at a university level and the development of Autonomous Learning among undergraduate students. The results obtained showed that offering tutors the chance of exercising their autonomy for tutoring was not only beneficial for them but also for tutees, who showed better attitudes towards the requirements of their undergraduate program and the needs of their future profession. Ariza (2008) also conducted a research in which she analyzed the conceptions learners had about autonomy in reference to learners' experiences regarding language learning both inside and outside the classroom. The results of her study showed that learners' conceptions about autonomy were linked to learning practices outside the classroom and those practices made learners experience feelings of dependence, uneasiness, control and frustration. Other studies in Colombia have been addressed to understand the need of promoting teacher and learner autonomy, and analyzing the role teachers have in contextual language teaching. Fandiño (2008) claims that teachers in the

Colombian context are expected to help learners to "become aware of and identify the strategies that they already use or could potentially use" to exercise much control over their own learning. Sánchez and Obando (2008) also mention that in Colombia it has become a requirement to move towards a learner-centered approach for language instruction to respond effectively to the objectives of developing high levels of communicative competence.

However, it is a 'must' to state what this research does not intend to achieve: 1) it is not an exhaustive search for correlations between blended learning and the development of autonomy; 2) it is not an inventory of strategies used for developing or privilege autonomous learning; 3) it is not an intervention to develop autonomous learning among learners and 4) it is not an intentional action to disqualify any of the subjects involved in the learning process.

Within this scenario, this research intends to offer reliable, valid, contextualized data, which could serve to know learners' beliefs referring to language learning and autonomy.

1.2.3 Strategy selected to address the problem.

In accordance with the aims of this research, a plan is designed to identify students' beliefs about responsibility, ability and willingness to plan, to evaluate and to motivate language learning. Firstly, an extensive review of the current literature is carried out to provide a wide framework for reference on which contemporary views of autonomy are taken into account. The literature reviewed made it possible to establish a definition for autonomous learning in language learning.

Secondly, a questionnaire is created, piloted, reorganized, validated and used in order to collect the data from learners. The design of the questionnaire focuses on integrating three different factors: planning, evaluation and motivation in reference to the constructs of responsibility, ability and willingness, which are all major elements in autonomy.

Thirdly, the data gathered is analyzed. The analysis includes 1) major findings about each component and every single item; 2) inter-related correlations between aspects concerning single constructs, 3) correlations found among factors and constructs.

Fourthly, after having analyzed the data, major findings are brought into discussion in accordance with the objectives of this research. Possible issues for further research are also presented.

1.3 Research Questions and Objectives

The research question, which led the research, was stated as follows:

What are the beliefs students have about their own responsibility, ability and willingness in an English language program in terms of planning, evaluating and motivating learning at a university level?

The objectives that are intended to be met by carrying out this research are:

- To analyze students' beliefs to determine to what extent they consider being responsible for planning, evaluating and motivating their own learning process.

- To analyze students' beliefs to determine to what extent they consider being able to be in charge of planning, evaluating and motivating their learning process.

- To analyze students' beliefs to determine to what extent they would be willingly in charge of planning, evaluating and motivating their learning.

- To analyze the findings to present possible resources to foster autonomy to match the requirements of the university and the needs of learners.

1.4 Conclusions

This first chapter is devoted to prove the relevance of the research carried out. Researching about learners' beliefs in foreign language teaching and learning is a field which offers significant challenges for language teachers, and which has indeed received much attention by different specialists (see Cotterall (1995); Benson (2013); Bernat and Gvozdenko (2001) among others). Its importance is closely related to the role learners are expected to assume and how learning can be oriented towards matching contextualized needs as one of the principles of the post-method era explained by Kumaravarivelu (2003). It is also expected that the results obtained can contribute to a better understanding of the context where the research is carried out and, in such a way, provide reliable data for any possible interventions to be taken. Previous research has also shown the concern teachers have about students' roles in learning, but more research is required in different contextualized settings. Particularly in the setting this research was carried out, learners' engagement and motivation towards learning appears to be limited to coping with curriculum requirements. This research aims for being significant, consequent with current literature and thoughtfully organized. It is hoped that interpretations of the data and their relevance for making decisions are clearly presented.

The coming chapters in this paper present different visions about autonomy and autonomy in language learning, (Chapter 2); the methodology selected to collect the data (Chapter 3); its analysis (Chapter 4); and fields for further research concerning them (Chapter 5).

Chapter 2: Theoretical Framework and State of the Art

2.1 Introduction

In an attempt to present a coherent review of the literature, which allows readers to understand major elements supporting the foundations of this research, the review of the

literature section has an inductive organization. It presents: first, the basics of the concept of autonomy in education; second, key issues in autonomy associated with responsibility, ability and willingness; third, the relevance of taking into account learners' beliefs to bring to effect an autonomous learning methodology; and finally a series of pertinent studies carried out in similar circumstances which served to construct this research.

2.2 Defining Autonomy

It is important to understand that autonomy can be defined taking into account different perspectives, since the term itself groups a variety of concepts, all of them joined to what Benson (2001, p. 47) defines as a "multidimensional capacity" that turns particular in every individual.

Holec's (1981) definition of autonomy states it as a 'capacity to take charge of one's own learning' and it has vastly been discussed in education. Holec (1981) also provides a wide version of the concept in these terms:

> to have, and to hold, the responsibility for all the decisions concerning all
> aspects of 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.)
> – evaluating what has been acquired. (1981, p.3)

Benson (2001) suggested the term 'multidimensional' to refer to autonomy considering the varied social, political and psychological elements involved in it. Those dimensions are connected to other human facets. Legenhausen (2009, p. 374) presents the concept of autonomy from three different perspectives that could help us understand the importance of different features in the interpretation of this notion. In his *Autonomous Language Learning* article (2009), he presents a review of the theoretical and historical background of autonomy that dates the appearance of the concept of autonomous learning to the 20th century. In his reflection, educators

and psychologists such as John Dewey, Carl Rogers, Paulo Freire, Ivan Illich, George Kelly, and Lev Vygotsky were all promoters of autonomy in learning. Furthermore, it can be asserted then that the foundations of autonomy are grounded in different areas of human development: anthropological, sociopolitical, and psychological conceptions. Legenhausen (2009, p. 374) arguments, from an anthropological view, that autonomy is an essential trait humans develop in order to satisfy basic needs and assure their survival. From this point of view, Little (2009, p. 3) explains that experimentation constitutes a source for the development of autonomy. Nevertheless, he asserts that traditional education limits autonomy in different contexts. Legenhausen (2009, p. 375) also explains the relevance autonomy has concerning social and political arguments. He outlines the importance of promoting autonomy in a community to advocate for consciousness towards social values and having responsible members in the society. He also presents the psychological dimension of autonomy understood as a series of concepts derived from cognitive and motivational psychology.

2.2.1 Autonomy in educational contexts

Having considered some relevant basics to understand the foundations of autonomy in terms of human dimensions, it is necessary now to move forward to analyze its constituents in educational settings. Autonomy is one of the most widely discussed issues in language education. Since Holec (1981) introduced the term, it has received many insights from diverse angles: Benson (2001); Little (1991); Dam (1995); Thomsen and Gabrielsen (1991); Tassinari (2010); Cotterall (1995); Camillieri Grima (2007); Palfreyman (2003); Ushioda (2003); Pemberton (1993); Luzon and Ruiz-Madrid (2010) have all made significant contributions to the delimitation of this concept in education.

Benson's stated definition of autonomy introduces new interesting concepts. In his opinion, autonomy is defined as a 'systematic capacity for effective control over various aspects and levels of the learning process' (Benson, 2006, p. 24). It is relevant to make an effort to explain some major elements in this definition. Benson defines autonomy as a *'systematic capacity', which implies that by being systematic it comprises personal methods and schemes,* organized in a proper order; and by being a capacity, it requires training to be developed. Benson (2006) introduces the new concept of *control* to Holec's definition of autonomy; this new element advocates for exercising command of what he mentions to be three major aspects of learning: 1) learning management, 2) cognitive processing and 3) content of learning (p. 22). He characterizes control as being *"effective",* which suggests a functioning control of specific elements such us decision making processes, willingness and responsibility necessary in order for an individual to stick to the decisions made. He also mentions that control is exercised over various elements at various levels, which imply there is not an absolute level of autonomy in terms of language learning.

Additionally, more contributions have been made to define autonomy. Little (1994, p. 81) defines autonomy concerning language learning in reference to "the development and exercise of the capacity for detachment, critical reflection, decision making and independent action". Nation (2001, p. 394) introduces also the concept of *responsibility* when he references autonomous learners as those who "take control and responsibility of their own learning". Littlewood (1999, p. 73) considers autonomy as a "learners' ability and willingness to make choices independently". Benson (2001, p. 47) also presents an alternative definition of the concept which has been fostered by diverse studies. He claims that autonomy "must be defined as a composite of abilities, attitudes or dispositions".

Scharle and Szabó (2001, p.1) also present an approximation to the definition of this concept and introduce the idea of *freedom* as a relevant element in autonomy. They consider autonomy as "freedom and ability to manage one's own affairs, which entails the right to make decisions as well". Wall (2003) clearly states what must be considered for autonomy to occur:

> To realize autonomy, one needs several things. One needs at least (1) the capacity to form complex intentions and to sustain commitments, (2) the independence necessary to chart one's own course through life and to develop one's own understanding of what is valuable and worth doing, (3) the self-consciousness and vigor necessary to take control of one's affairs, and (4) access to an environment that provides one with a wide range of valuable options. Elements (1) and (3) refer to mental capacities and virtues. Element (2) refers to one's relations with other persons who could exercise power over one. Element (4) refers to the environment in which one lives. (Wall, 2003, p. 308)

All these insights have diverse effects on the conception of autonomy in language learning. However, there are points of congruence among them that match the principles under which this research is built, that require special attention: responsibility, ability and willingness concerning autonomy in learning.

2.3 Responsibility

Holec's conceptualization of autonomy suggests that learners should "*have and hold* the responsibility for *all* the decisions concerning *all* aspects of learning" (1981, p. 3). Such a definition implies that learners can decide what to do and assume the consequences of those decisions. Benson (2014, p. 22) builds up on Holec's definition to come up with a revised explanation that adds the word *control* to the general explanation offered. By including this construct, Benson (2014, p. 22) also clarifies the elements over which learners can exercise command in terms of decision-making processes. In his opinion, learners can engage in deciding on how to manage learning; learners can also control cognitive processes which involve the use of cognitive and metacognitive strategies for learning; and finally learners can control the content of learning which is, in Benson's words, fundamental to autonomy: 'if learners are self-

managing methodological aspects of the learning process, but not learning what they want to learn, their learning may not be authentically self-directed' (2001, p. 99).

Moreover, Scharle and Szabó (2000, p. 4) present a clear idea of what autonomy in terms of responsibility might imply:

> In theory, we may define autonomy as the freedom and ability to manage one's own affairs, which entails the right to make decisions as well. Responsibility may also be understood as being in charge of something but with the implication that one has to deal with the consequences of one's own actions. Autonomy and responsibility both require active involvement, and they are apparently very much interrelated ... We may conclude that, in order to foster learner autonomy, we clearly need to develop a sense of responsibility and also encourage learners to take an active part in making decisions about their learning.

Little (1994) presents responsibility as "the individuality of each learner as regards needs, purposes, capacities, and ultimate achievement" (p. 204). So thus, autonomous learners would probably understand the relevance of making decisions because they eventually would have to assume success or failure for what they have decided to do or not to do. The sense of whose responsibility it is to make certain decisions in the learning process significantly determines the perception learners have about their own commitment to learning. The sense of being involved in the process is what the research actually expects to find.

2.4 Ability

The extent to which one can make decisions and assume responsibility for them is limited to some internal and external constraints. For example, external factors are commonly attached to the limitations imposed by the school regulations. However, another barrier that prevents learners from making choices is their own sense of being capable of selecting appropriate alternatives for learning. Little's (1991) definition of autonomy, clarifies the relevance ability has in it:

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. (1991, p. 5)

If autonomy is a capacity, then it can be asserted that capacities – abilities – need to be developed to reach a higher level of competency. Probably, learners require less training in learning autonomously and more opportunities to exercise it.

2.5 Willingness

It is not only necessary then that a learner feels responsible for his or her own learning; and that considers being able to make appropriate choices for learning. It is also necessary that learners feel motivated to accomplish their own responsibilities. Ushioda (1996) claims that learner's own intrinsic motivation bases autonomous language learning (p. 40). In terms of Deci and Ryan (1985, p. 13) intrinsic motivation fosters autonomy when any action is observed as one occurring in an autonomous way. Trebbi (1990) also underlines the relation between motivation and autonomy:

Learner autonomy is characterized by a readiness to take charge of one's own learning in the service of one's needs and purposes. This entails a capacity and willingness to act independently and in co-operation with others, as a social, responsible person. An autonomous learner is an active participant in the social processes of learning, but also an active interpreter of new information in terms of what she/he already and uniquely knows. (Trebbi 1990, p.102)

Obviously, by asserting the relation between acting willingly to make decisions and committing to those decisions, specialists are specifying main characteristics possible to be encountered in autonomous learners that for the purposes of this research are intended to be searched. In order to sum up the elements that have been reviewed through this section concerning autonomy and some of its constructs, the characterization done by Sinclair (2000) would perfectly work to specify these elements:

1. Autonomy is a construct of capacity.
2. Autonomy involves a willingness on the part of the learner to take responsibility for his or her own learning.
3. The capacity and willingness of learners to take such responsibility is not necessarily innate.
4. Complete autonomy is an idealistic goal.
5. There are degrees of autonomy.
6. The degrees of autonomy are unstable and variable.
7. Autonomy is not simply a matter of placing learners in situations where they have to be independent.
8. Developing autonomy requires conscious awareness of the learning process – i.e. conscious reflection and decision-making.
9. Promoting autonomy is not simply a matter of teaching strategies.
10. Autonomy can take place both inside and outside the classroom.
11. Autonomy has a social as well as an individual dimension.
12. The promotion of autonomy has a political as well as psychological dimension.
13. Autonomy is interpreted differently by different cultures. (Sinclair, 2000, p.12)

Up to this point, some of the more relevant elements concerning the purpose of this research have been stated and intended to be clearly interrelated: since autonomy is characterized by being a capacity permeated by ability and willingness to make choices, all these constructs would probably manifest among learners with characteristics of autonomous learners. These traits necessarily need to be attached to planning, evaluating and motivating learning. The missing element so far is the role of students' beliefs in fostering autonomous learning.

2.6 Eliciting Students' beliefs about learning

According to Zhong (2015, p. 43) the importance of researching about learners' beliefs in the field of Applied Linguistics can be traced back to the 1970s and 1980s when Elaine Horwitz first introduced the term into the field. Since then, different studies have been carried out to explore the relation existing between learners' beliefs and learners' performance in language courses. Zhong (2015, p. 42) also mentions that contemporary research in the field of learners' beliefs have moved towards identifying relationships between those beliefs and other factors:

It has been found that learner beliefs underlie learners' choice of learning strategies (Park, 1995; N. Yang, 1999; Zhong, 2008) and influence their levels of learning autonomy (Cotterall, 1995; Zhong, 2010; 2013a), their learning outcomes (Tanaka, 2004) and their oral participation in classrooms and language proficiency (Zhong, 2013b; Zhong 2015, p. 42)

Bernat (2008, p 8) explains the importance of eliciting learners' opinions towards language since perceptions and beliefs significantly govern human behavior. She also comments on how in the field of Second Language Acquisition those beliefs have been proved to potentially have an influence on cognitive and affective processes among learners in a classroom concerning their actions for learning. She points out how research has proven the relevance understanding learners' beliefs has in the learning process by noticing the crucial elements discovered in Harri-Augstein & Thomas (1983):

> These studies concluded that beliefs about learners' own capacity and personal models of their own processes were much more central to understanding the individuals' learning performances than more universally accepted theories of learning, and that these personal 'myths' explained much more about individual differences in learning than such psychometric measures as intelligence or aptitude (Thomas & Harri-Augstein, 1983, p. 338).

Knowing learners' beliefs about learning can then help teachers to 1) understand why learners perform in a particular way and, 2) promote learning through contextualized practices that take into account what learners consider is required for learning. Additionally, beliefs about learning are not always positive. Bernat (2008, p. 9) quotes Horwitz and Young (1990), to exemplify that learners holding negative perceptions can experience frustration, anxiety and the decrease of motivation to learn. Perhaps, it is evident that learners holding negative beliefs about language learning can eventually fail in the process if those beliefs command their behavior towards learning. The relevance identifying perceptions among language learners has, is that of allowing teachers to be more conscious of what to expect from their students.

The paragraphs above have shown how much attention this field of studying has received during the last decades. Similarly, the term belief has been a focus of interest. Its definition includes different elements from varied disciplines of knowledge. Some of these elements have been adopted principally from psychology. The varied definitions provided on the term 'belief' are commonly connected to whether they represent personal and cognitive constructs or social and cultural shaped ideas (Victori & Lockhart, 1995 p. 224). Richardson (2003, p.2) defines the term as the "psychologically held understandings, premises, or propositions about the world that are felt to be true". In an attempt to make a distinction among the varied terms associated to the word 'belief', Pajares (1992) first explains that many authors, such as Clandinin and Connelly (1987), have suggested that most of the words associated to the term -e.g. perceptions, assumptions, conceptions, etc.- appear to be different but correspond to the same thing. He also quotes Nespor (1987) with the purpose of presenting four characteristics of beliefs. These characteristics are: existential presumption, alternativity, affective and evaluating loading, and episodic structure. (Pajares, 1992). These characteristics have served researchers to analyze beliefs learners hold about the learning process. However, Ferreira Barcelos (2015, p.304) also comments on the need of exploring beliefs from a more dynamic view, which requires to analyze beliefs as a set of changing personal interpretations of what learners consider to be true. For the purposes of this research, the term 'beliefs' will be referred to those personal cognitive ideas corroborated by the assumptions learners participating in the study express to have about planning, evaluating and motivating learning in terms of responsibility, ability and willingness to make decisions. Even though it would be favorable for the study to examine them as the dynamic constructs they are, it has been decided to approach to them as fixed constructs among participants.

2.7 State of the Art

As documented by Benson (2007) there has been an increased interest on autonomy in language teaching:

> Aside from contributions to major journals, recent publications on autonomy in language education include: More than 20 book length publications on autonomy, including collaborative projects (Little, Ridley & Ushioda 2002, 2003; Barfield & Nix 2003; van Esch & St. John 2003), journal special issues (Victori 2000; Dam 2001), collections from conferences (Karlsson, Kjisik & Nordlund 2000; Ribe 2000; Sinclair, McGrath & Lamb 2000; Benson & Toogood 2002; Mackenzie & McCafferty 2002; Vieira et al. 2002; Reinders et al. 2004; Benson 2006b; Gardner 2006; Lamb & Reinders 2006; Miller 2006) and collections of commissioned papers (Mozzon-McPherson & Vismans 2001; Lewis & Walker 2003; Palfreyman & Smith 2003; Lamb & Reinders 2007). Short summary articles appearing in encyclopedias and handbooks (Little 2000a; Benson 2003, 2006a; Wright 2005) and on the web (Thanasoulas 2000; Little 2002a), including entries on learner autonomy in the online Macmillan English Dictionary (2002) and Wikipedia (2006b). Guides for teachers and learners focusing on autonomy and independent learning (Scharle & Szabó 2000; Fernandez-Toro & Jones 2001; Hurd & Murphy 2005). Chapters on autonomy in general guides to language teaching (Hedge 2000; Harmer 2001; Kumaravadivelu 2003) and in more specialized work, such as Nation (2001) on vocabulary, Thornbury (2005) on speaking, Dornyei (2001a) on motivation, White (2003) on distance learning and Littlemore & Low (2006) on figurative thinking. (Benson 2007, p.21)

A great movement towards understanding autonomous learning by assessing learners' beliefs towards autonomy has also been evident in contemporary research studies. In her study, Cotterall (1995) describes a group of 139 adult ESL learners enrolled in an intensive English for Academic Purposes course who were asked to answer a 26 point-questionnaire. The study intended to characterize the context before any intervention took place. The questionnaire was designed to find what she called 'clusters' of beliefs after being analyzed through a factor analysis procedure. She found that those clusters belonged to six different areas connected to the role of the teacher, the role of feedback, learner independence, learner confidence in study ability, experience of language learning and approach to studying (Cotterall 1995, p. 2). She then explored answers and compared the factors she found with theoretical references and established the relationship between these factors and students' readiness to be part of an autonomous learning environment. Her findings about factors such as that of the role of the teacher allowed

her to conclude that in that specific trait learners were not ready to face an autonomous learning environment: learners' answers characterized them as being dependent on their teachers. However, in the analysis carried out for learner independence; learners participating in the study showed a tendency to feel concerned about the purposes of learning a language, being willing to try new things by themselves and making a difference on what learning a language requires compared to other fields of knowledge. She also reports that even though learners appear to have a great sense of being independent in learning, other factors involved in the study prevent them of being entirely autonomous for learning. As Little (1994, p. 81) states, even though certain terms are used as interchangeably, independent learning does not equal autonomous learning. In the conclusions exposed by Cotterall (1995) she argues for continuing exploring learners' beliefs and claims for improving instruments to assess learner beliefs towards autonomy.

Tassinari (2012, p.26) presents a 'Dynamic Model for Learner Autonomy' under the principle that making any attempt to implement autonomous learning should start by determining autonomous learning competencies among learners. In her research, her model comprised three major dimensions: an action-oriented dimension in which decisions about learning in relation to planning, evaluating, monitoring, choosing materials, and some other are considered; a cognitive and metacognitive dimension in which knowledge is evaluated; and finally a motivational dimension. Those three dimensions are all permeated by a social dimension since as it was stated before, autonomy is not a process of isolation but a process of social built. Tassinari (2012) expresses that:

> The results of my investigation show that the self-assessment and the evaluation of the learners' competencies, attitudes and behaviors in an autonomous learning process are very useful both for learners and for advisors in order to reflect and to regulate the learning process itself. (Tassinari 2012, p. 38)

Negari and Solaymani (2013) conducted a research in which Iranian EFL learners' attitudes about autonomous learning were evaluated as well as their relation to learners' thinking styles and language learning strategy used. In his research, the results obtained from 92 participants showed a strong relationship between attitude and autonomy and learners' strategies to learn. The study correlated then the three variables. The correlations found demonstrated an outstanding correlation in reference to self-attitude to autonomy and metacognitive strategies explained as those that allow learners to hold the capacity for self-monitoring, self-evaluating, setting goals and objectives among others. Moreover, it was also found that those learners whose opinions did not reflect self-attitude and depend a lot more on teachers were less able to use varieties of language strategies compared to autonomous learners. This research marks the relevance of autonomy among learners to successfully manifest initiative to learn.

Üstünlüoğlu (2009) conducted a research among Turkish students at a university level to determine students' perceptions about responsibility and ability for language learning to identify variances related with motivational levels and gender. She also incorporated the opinion of 24 teachers to correlate their perspective about the issue. The responses of the 320 participants in the study showed that even though the vast majority of them considered themselves to have the ability for managing learning, the responsibility for making decisions about goals, materials and assessment was placed on teachers, and it was evident why since teachers' perspectives showed they considered learners' abilities as being insufficient to take those responsibilities. The study concludes on suggesting a training program in order to adopt autonomy as an approach for the curriculum with special interest in administrative factors.

Koçak (2003) carried out a research in which she claims for the need of evaluating students' readiness before the implementation of an autonomous learning environment

questioning four different areas associated to the construct: motivation, metacognitive strategies, responsibility and learners' practice of English outside the classroom. A total of 186 students participated in the study and the results proved to be similar to those obtained by Üstünlüoğlu (2009) since major responsibilities were placed on the teacher rather than on themselves.

Other studies in the field of learners' beliefs and autonomy have been carried out by specialists like Januim (2007), Marques (1999), Little (2005), Wagner (2005), Yagcioglu (2015), Snodin (2013), Littlewood (1996), Karagöl (2008), Gamble, Wilkins, Aliponga, Koshiyama, Yoshida, & Ando (2011) and Buendia Arias (2014).

All these studies suggest that exploring autonomy and learners' beliefs about it allow researchers to find elements to improve the learning of a foreign language. It can be said that understanding learners' interests and needs, as well as their expectations and ideas about learning, can serve teachers to promote autonomy with the purpose of developing higher communicative abilities to language learning. Previous studies have also shown the relevance of undertaking careful research about different contextual factors, which are the frame for the development of autonomy.

Chapter 3: Research Design

3.1 Introduction

In this section, varied elements will be examined in detail. First, the nature of the study will be presented in order to justify the selection of the instrument applied. Second, a close-up version of the context will be provided, so readers can have a better idea of the setting in which the research was carried out and, at the same time, explore the possibilities of using a similar design - or the same instrument - in their own setting to find, compare or contrast results concerning same research interests. Third, ethical considerations will be presented and how the

researcher dealt with them in order to avoid performing a research that could turn into a psychological harmful investigation for participants and decision makers in the setting it was conducted. Fourth, the entire process for the creation of the instrument will be presented in detail, so readers may have a clear idea of what to expect to read about in the coming section, Data Analysis and Results, and can understand to what extent they can be considered valid and reliable.

3.2 Type of Study

Quantitative data was gathered by means of an online questionnaire in this descriptive study. The main interest in the research is to analyze the answers of 432 university-level students who were part of the language courses at Universidad Cooperativa Pasto campus. Students' beliefs about autonomy were elicited in reference to three major constructs: responsibility, ability and willingness concerning planning, evaluating and motivating learning. The results of the study bring into discussion learners' readiness to be part of an autonomous learning environment for the learning of English, beneficial practices for them to become autonomous and required tasks to be fostered in relation to their beliefs. The study suggests it is necessary to know first which characteristics learners have to then plan any intervention in terms of administrative changes or teacher approaches to autonomous work. The researcher built the instrument used to collect the data and the data was analyzed using IBM Statistical Package for Social Sciences software: IBM SPSS.

3.3 Context

This research was carried out at Universidad Cooperativa de Colombia Pasto campus. At this campus, the university had a total number of 2155 students registered for the semester in which the research was carried out. A group of 832 students was registered in one of the five

levels of English offered by the time the research was conducted. There are four different schools at the university: Medicine, Dentistry, Law and Engineering. Medicine is the largest school and Engineering is the smallest. All students taking these courses attended a two-hour English class every week. An extra hour is part of the class but devoted to work on a platform. In general, courses are organized in a three-hour regular schedule time every week. Courses are planned for a period of 16 weeks, which means that students are expected to attend 48 face-to-face class hours and work independently for three more hours as presented in the syllabuses of the courses. This would eventually mean that a language course in the university is a 96-hour program for every semester, which also represents a 6-hour weekly course.

3.3.1 Participants.

Considering the number of students taking part in the courses, it was decided that in order to obtain a representative sample of learners' beliefs, a convenience opportunity sample procedure worked perfectly for the purposes of the study. This meant that the population selected was the available population able to fill out the questionnaire within the time the questionnaire was attainable. The characteristics of the participants in the research are presented in Table 1.

3.3.2 Researcher's Role

Concerning the nature of the research and the expected data to be gathered by the instrument, the researcher's role was that of leading the entire process of proposing, planning, and drafting, editing, presenting and correcting the research proposal to be implemented. Once the research was considered viable to be conducted, the researcher decided about the research design and the required instruments to collect the data as well as the methodology to evaluate the results obtained. The researcher designed and piloted the instrument before implementing it, and then collected the data using the questionnaire. Results were analyzed and organized in a

synthetic form to allow readers to focus on relevant information found about the quest of the research.

Table 1.

Demographic Information about Participants

Demographic Data		N	%
Gender	Male	185	42.8
	Female	247	57.2
Age Range	15 to 20	265	61.3
	21 to 30	145	33.6
	30 and up	22	5.1
Major Field	Medicine	240	55.6
	Dentistry	77	17.8
	Law	78	18.1
	Engineering	37	8.6
Current course	Level 1	124	28.7
	Level 2	73	16.9
	Level 3	110	25.5
	Level 4	79	18.3
	Level 5	46	10.6
Perceived level	Basic	261	60.6
of English	Intermediate	141	32.2
	Advanced	29	6.7

Assuming the role of researcher despite the fact of also being one of the teachers in the setting the research was carried out required a special care. Thus, within the time the research

was carried out, both responsibilities were maintained aside from each other to preserve authentic, real, trustful answers from learners. Since the study claimed to be a descriptive one, the researcher did not interfere with the quotidian development of classes, language practices, methods for assessing or planning language objectives or any other elements that would probably be investigated in the study. The researcher was merely an observer of the entire situation and did not comment or influence teachers' beliefs or practices to promote autonomy before learners were asked to answer the questionnaire.

3.3.3 Ethical Considerations

The researcher considered the following elements in order to avoid ethically damaging participants in the study: 1) The development of the study did not cause any damage to participants in terms of their physical or psychological condition; instead, it can probably develop positive attitudes towards learning by provoking awareness among learners about the need of being involved in the educational process; 2) The study did not promote discrimination among learners since it did not ask about specific personal situations to participants such as socioeconomic background, religious beliefs or sexual preferences to consider the level of autonomy learners could have; 3) Participants were not encouraged towards responding in one way or another in order to satisfy someone else's command, participants were free to respond to the questionnaire; 4) Participants were clearly informed about the motivations for the research in the questionnaire offered to them; 5) The questionnaire was created as general as possible in order to prevent learners from feeling motivated or demotivated to answer it influenced by their current situation in the course, their relation to the teacher, their expectations about the course or the methodology adopted by the university: it intended to elicit answers about autonomous learning as a general topic; 6) The questionnaire was presented in Spanish so learners did not

have any difficulties in the language; it was also presented in a simple format allowing learners

to manage it with no major difficulties; 7) The research intended to describe a situation and not

qualify the university, the language teaching at it, the administrative staff in charge of making

decisions, the participants' involvement in their learning process, or any other aspect that seemed

to be susceptible of being damaged by offering such a type of judgments.

3.4 Data Collection Instruments

In order to achieve the purposes of this research, a questionnaire was created based on

previous instruments used in other similar studies. Professor Sara Cotterall, for example, kindly

allowed the researcher to examine in detail the questionnaire she used in her study.

The instrument used in the study was planned in order to collect learners' beliefs about 1)

responsibility for planning, evaluating and motivating learning; 2) ability to plan, motivate and

evaluate learning; and 3) willingness to plan, motivate and evaluate learning.

3.4.1 Description and justification of the data collection instrument

Griffee (2012, p. 52) quotes Berends (2006), Smith and Davids (2003), Neuman (2000)

and Rea and Parker (1992) to exemplify how questionnaires can offer the possibility to include

various aspects of a similar topic at a time. The nature of questionnaires in terms of offering the

chance of establishing connections among items seemed attractive to achieve the objectives of

the research. Griffee (2012, p. 178) cites Myers to mention that questionnaires serve to obtain

specific information, making feasible to get data for a better appreciation of the problem. Gay

and Airasian (2000, p. 388) assert that these types of instruments can be familiar to respondents

and simple to be answered and also their purposes can be clear for participants since they have

an idea of what is expected from them. Another element that was taken into account was the fact

that these types of instruments are used to obtain quantitative data, which was the type of data expected to be analyzed to meet the goals of this research.

Besides the advantages mentioned previously, there were other relevant reasons for choosing a questionnaire to collect the data. As Gay and Airasian (2000, p. 389) also mention, questionnaires offer the possibility of obtaining data in a short period. Considering the number of people involved in the sample of the research, a questionnaire was the best option for dealing with responses from more than 400 people. Another relevant aspect in using a questionnaire is that of having a permanent adaptable instrument to be used with other groups at different settings.

3.4.1.1 Students' beliefs questionnaire about Autonomy.

The process followed to conduct the research was based on what Griffee (2012, p. 147-152) suggests being the commonly agreed components in the designing of a survey design. He describes a sixteen-step outline for having reliable questionnaires:

> … 1) define a construct, 2) research theory for the construct, 3) review similar questionnaires, 4) decide about requirements, 5) decide about the type of data, 6) brainstorm items, 7) ask colleagues for help about items, 8) decide about number of items, 9) asks colleagues for help in item writing, 10) analyze scoring procedures, 11) ask experts to review items, 12) pilot the questionnaire, 13) evaluate items, 14) consider a second pilot, 15) calculate reliability and finally 16) explore other types of validation. (Adapted from Griffee 2012, p. 147-152)

Taking into account the relevance the instrument has for achieving the objectives of the present study, it was designed with the following characteristics: 1) it contains four different sections; the first section is about demographics; the three remaining sections are organized to ask students about their beliefs concerning responsibility, ability and willingness for planning, evaluating and motivating learning; 2) it asks students about their beliefs in the three different sections already mentioned. The decision to use a multiple-choice format was based on what

Fowler (1993), quoted by Bourke, Kirby and Doran (2016, p. 19), deep down on "what Fowler claims are the advantages of using closed questions":

- Allow the respondent to more reliably respond to the question when suitable response alternatives are provided;
- Allow the researcher to more reliably interpret the meaning of the respondents' answers;
- Allow categories to be given to the respondent, if the researcher needs ordinal data;
- Are easier and faster to complete and are therefore likely to be associated with a higher response rate (Fowler 1993, p. 69-93 quoted by Bourke, Kirby, & Doran, 2016, p. 19)

3) Each section follows this parameter: In section number one, the 10 statements presented intend to elicit students' beliefs about whose responsibility it is to plan, motivate and evaluate learning; In section number two 10 statements ask students whether or not they believe they had the ability for planning, evaluating and motivating learning; and finally in the third section 10 more statements ask learners about their willingness to plan, motivate and evaluate their learning process; 4) these three constructs in reference to autonomy were selected due to its importance already explained in the Theoretical Framework and State of the Art section: responsibility, is assumed as the possibility of controlling learning, which is a definition presented by Holec (1981) and recurrent among others authors such as Nation (2001) and Benson (2004); Ability is according to Little (1991) a capacity to-among other elements-make decisions; and willingness defined by Ushioda (2003) concerns the motivation learners have to accomplish the decisions they have made. These three constructs are orientated to explore learners' beliefs about autonomy in reference to what Holec (1981) defines as the implications of the learning process:

– 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.)
– evaluating what has been acquired. (1981, p. 3)

From this perspective, the questionnaire asked learners about responsibility, ability and willingness – as major constructs – for planning, evaluating and motivating learning – major aspects in the learning process according to Holec (1981) – to explore what learners' beliefs are and how their beliefs can classify them as being autonomous learners; 5) for 'planning', the elements learners were asked about deal with: planning objectives for a course, planning goals for a class, planning minimal goals for learning, planning the topics of a class and designing a plan for learning; for 'evaluation' the elements are: determining how much has been learned, making decisions about improvement or not, determining students' needs and selecting appropriate materials in reference to learning objectives and students' needs; and finally for 'motivation' learners were asked about motivation responsibility for motivation and ability and willingness to motivate learning; 6) the questionnaire was administered online.

As it can be observed, the instrument designed for the study followed a careful revisited process in which literature in the field played a major role. The questionnaire can be observed in Table 2.

Table 2:

Students' Beliefs Questionnaire

Elements considered in the designing of the instrument			
Construct	**Opening Question / Statements**	**Elements of Learning**	**Response options**
Responsibility	In your opinion, whose responsibility it is to: - Establish the objectives to be reached in the language course - Determine what must be learned in a class - Establish minimal goals for learning - Define the topics to be learned in a course	Planning	The Student The Teacher Both

	- Design a work plan to reach the proposed goals		
	- Motivate learning	Motivation	
	- - Determine how much has been learned in reference to goals - Decide when it is possible to move from one topic to another - Determine the specific needs of learners - Decide on the materials required for a lesson	Evaluation	
Ability	In reference to the following learning elements, are you capable of deciding about: - the objectives of the course? - the necessary time to work on a specific topic? - the minimal requirements for learning? - the work plan for achieving learning? - the materials used for learning?	Planning	YES
	- the mechanisms to motivate learning?	Motivation	NO
	- the instruments used to demonstrate one has learned? - when to assess? - the needs of learners? - effective tasks for learning?	Evaluation	
Willingness	In reference to the following learning elements, would you be willing to make decisions about: - learning objectives? - the time devoted to work on a specific topic? - the minimal requisites for learning? - the materials used for a class? - the work plan to learn?	Planning	YES NO
	- the mechanisms used for motivating learning?	Motivation	
	- the tasks to demonstrate one has learned? - when to carry out assessment?	Evaluation	

	- the time necessary to learn? - useful tasks to learn?		

3.4.2 Validation and Piloting.

Before the questionnaire was presented to the learners, it was piloted to accomplish what Mackey and Gass (2005, p.60) mention is the purpose of piloting: to revise and finalize the materials and the methods to be used in the research. A first questionnaire draft was created and analyzed by teachers from the Linguistics and Language Department in a local university. It was decided that in order to obtain a higher level of content validity, experts in the field of TESOL and research could provide powerful insights about the elements that were required to be taken into account to have a better understanding of the instrument. This version of the questionnaire was written in Spanish since some of the teachers were experts in researching and linguistics but not necessarily teachers of English. Among the teachers who were asked to check this version of the questionnaire there were 6 professors with a PhD, 10 professors with a Master's degree in Language; 3-part time teachers holding an undergraduate diploma in languages and 1 teacher with a postdoctoral diploma. The format was emailed to the mentioned professors. At this point, the major interest of the researcher was to find a valid instrument in terms of content. Teachers were asked to submit any comments they considered relevant from their own perspective in reference to the purposes of the instrument. Although it was sent to approximately 20 teachers working in the Department of Linguistics and Languages at the mentioned university, only nine teachers answered the questionnaire and just four of them wrote comments suggesting simple changes. After the comments from experts were analyzed, and changes were introduced to the questionnaire, it was decided that a second draft of the questionnaire required to be piloted among students. This second version of the questionnaire was written in Spanish as well, since it was decided that in order to obtain more reliable responses from learners, their mother tongue

would probably offer less misinterpretations or conflicts for understanding compared to the use of English. A group of 70 students from Universidad Cooperativa Pasto campus belonging to three different groups at different levels of English was asked to answer to it. Students participating in the piloting of the questionnaire were mainly students from Medicine, Dentistry and Law school. The researcher was in charge of doing the piloting and by the same time observing and receiving any comments from the participants. The procedure described entails that before the target population of this research answered the questionnaire, it was tested twice to determine its reliability. In order to obtain the English version of the questionnaire, the Spanish version was translated to English and two teachers working in the university were asked to translate it back to Spanish. After observing some mismatches in those versions, a final version was created with the collaboration of the two teachers.

3.5 Conclusion

This section has outlined the process in which the questionnaire was developed and has also introduced major aspects concerning the reasons why it was constructed in the way it was and which rationale supported every single decision made in order to have a reliable instrument to collect the data which served to the purposes of the research. Not only was the questionnaire presented in this section, but also the reasons why the researcher selected this type of instrument to collect the data. Understanding clearly the nature of the research also means having a clear idea of which instrument is more suitable for the purposes of the study. The process followed guarantees a consistent instrument to collect data. It also tested the efficiency and the reliability of the questionnaire. One of the processes, which was satisfactory during the development of this research, was that of creating a useful instrument. It was not only pleasing to have created the questionnaire based on current literature and concerning major elements in autonomous learning;

but it was agreeable to have proved it was statistically reliable when considering the values obtained in this aspect. This specific trait means data analysis was based on valid and reliable data.

Chapter 4: Data Analysis and Results

4.1 Introduction

As it has already been presented in the Research Design section of this paper, the instrument used to collect the data was a questionnaire. The questionnaire created was based on three constructs: responsibility, ability and willingness for learning. Three different sections intended to elicit learners' assumptions about these constructs: planning, motivating and evaluating learning. Thus, the analysis presented in this section necessarily requires observing results from three different perspectives for each section: 1) first, an overall vision of the assumption students hold about each construct in learning; 2) second, a vision of each element in each construct; this is, the beliefs learners hold about planning, motivating and evaluating learning; 3) and third, the possible correlations found among statements in a same construct. Results are presented following the same structure, so readers are familiar with the way in which they can be read. The analysis of the data gathered through the questionnaire was carried out by the use of SPSS software, a statistical tool, used to present all descriptive statistics necessary to validate the results obtained. It is important to remember that the questionnaire was organized into three different sections containing each one ten items whose purpose was to elicit learners' beliefs about the constructs selected for this research in reference to the learning elements included.

4.2 Data Collection Procedures

The questionnaire was formatted in a friendly, online-based style. The questionnaire was presented in Spanish, and it was translated to English using the procedure Nunan (1999) presents as the one that can avoid major overlaps between what it was intended to be asked and what was really asked. The questionnaire was created and administered through Google Forms and a link to it was shared with the teachers in charge of the courses at the university. A record of the number of students answering the questionnaire was kept while the questionnaire was available with the support of teachers in charge of each group, preventing learners from answering to it more than once and stimulating learners to complete it with no pressure but with total honesty. Once the data was gathered, the Statistical Package for Social Sciences™ 'SPSS' from IBM was used to interpret the results using descriptive statistics.

The reliability of each section was analyzed. In section one in which learners were asked about their perceptions of responsibility, the Cronbachs' Alpha was 0.729; and in the same section the Cronbachs' Alpha based on standardized items was 0.727. Similarly, in section two concerning ability, these values corresponded to 0.761 and 0.768 respectively and in section three concerning willingness the results were 0.721 and 0.729. These values are representative since what they express is that the instrument was very reliable in terms of the scale used and in terms of the correspondence among items in each section. Then, the instrument can be said to be statistically valid and reliable.

4.3 Students' beliefs about responsibility

In the first part of the questionnaire, learners were asked about their perception of responsibility for planning, motivating and evaluating learning: statements 1 to 5 referred to planning; statement 6 to motivation; and statements 7 to 10 to evaluation.

The responses obtained about the construct of responsibility serve to establish a major finding in reference to the assumption participants hold about it: Responsibility for language learning is according to participants' vision a shared task. Detailed information about this particular is presented in the following paragraphs.

In terms of the responsibility for planning, learners were expected to express their beliefs about whose responsibility it is to: 1) plan the objectives of a course, 2) plan what it is going to be learned in a class, 3) establish minimal goals in order to learn, 4) define topics for a course, and 5) design a plan for learning. The options to answer to these items were: it's teacher's responsibility, it's student's responsibility and it's a shared responsibility. This last option served as a means to know if learners felt the need of being involved in their learning process.

The results showed that 48.19% of the students considered planning a shared task in learning and 37.04% observed this as being a teacher's responsibility. Only 14.81% of the respondents considered it as being a student's responsibility. However, results in detail also showed a traditional view among learners in specific aspects of planning. In sum, 61.6% of the learners considered that the teacher is responsible for defining the topics for a course and only 4.9% considered it being a student's responsibility. Moreover, 45.1% of the respondents considered a teacher's responsibility the designing of a plan to learn while only 5.6% observed it as being a student's responsibility. Even though students' general perception of planning is that of being a shared task, in three items the option 'teacher's responsibility' obtained higher scores than that of 'student's responsibility'. Items 1 and 3 obtained a slightly surpassing percentage when comparing teachers' and students' responsibility. In terms of planning the objectives of a course, 17.6% of respondents considered it was a students' responsibility while only 14.8% thought it was a teachers' one. In item 3, 28.2% of participants pondered students' responsibility

to establish minimal learning goals while 24.8% of students expressed it as being a teachers'
responsibility. Table 3 summarizes the information obtained for frequencies in this part of the
questionnaire. Table 4 offers a summary of the main aspects observed and presented in this first
section of the analysis.

Similarly, the results obtained in terms of responsibility for motivation showed
respondents believe it to be a shared duty. Approximately, half of the population, 49.5%
participating in the research held this belief. Other 47% of the population considered this task as
a teacher's obligation. Only 3.5% of the respondents considered themselves responsible for
motivating their own learning. These results can be observed in Table 5.

Table 3.

Frequencies for Responsibility Concerning Planning

		Item 1	Item 2	Item 3	Item 4	Item 5
N	**Valid**	432	432	432	432	432
	Missing	0	0	0	0	0
Mean		2.53	2.04	2.22	1.72	2.05
Median		3	2	2	1	2
Mode		3	3	3	1	3
Std. Deviation		0.739	0.906	0.818	0.935	0.971

Table 4.

Results about Learners' Beliefs in Reference to Responsibility for Planning

Item	Teacher	%	Student	%	Both	%	Cumulative %	N
1	64	14.8	76	17.6	292	67.6	100.0	
2	168	38.9	77	17.8	187	43.3	100.0	
3	107	24.8	122	28.2	203	47.0	100.0	
4	266	61.6	21	4.9	145	33.6	100.0	432
5	195	45.1	24	5.6	214	49.5	100.0	
Total %		**37.04**		**14.81**		**48.19**		

Table 5.

Results about Learners' Beliefs in Reference to Responsibility for Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Teacher	203	47	47	47
	Student	15	3.5	3.5	50.5
	Both	214	49.5	49.5	100
	Total	432	100	100	

Concerning students' answers towards the responsibility for evaluating learning, answers indicated that learners assumed it to be a shared task. Table 6 shows the Frequencies for Responsibility concerning evaluation.

Table 6.

Frequencies for Responsibility Concerning Evaluation

		Item 7	Item 8	Item 9	Item 10
N	Valid	432	432	432	432
	Missing	0	0	0	0
Mean		2,3	2.22	2.1	2.06
Median		3	3	2	2.5
Mode		3	3	3	3
Std. Deviation		0,814	0.895	0.871	0.966

In a detailed observation of the results obtained the total percentage of students who considered teachers are in charge of carrying out evaluative processes while learning constituted a 32.7% of the population. Only 17.48% of respondents believed it was a students' responsibility. Almost half of the sample, 49.83%, considered this factor to be a shared task.

With the purpose of exploring in depth the results obtained in this part of the survey, it is important to mention the four statements selected to elicit opinions about responsibility for

evaluation: statement 7: responsibility for determining how much has been learned in reference to goals, statement 8: responsibility for making decisions about whether or not there has been an improvement; statement 9: responsibility for determining students' needs, and statement 10: responsibility for selecting materials according to students' needs. Even though learners in general conceived the idea that evaluation in reference to these tasks was a shared responsibility, only in statement 7, there was a minimal variance in terms of assigning this task to teachers. It is interesting to observe that in the other items, the option of 'teachers' responsibility' had higher percentages compared to that of 'students' responsibility'. In Table 7 a summary of the information presented above can be read.

Table 7.

Results about Learners' Beliefs in Reference to Responsibility for Evaluating

Item	Teacher		Student	%	Both	%	Cumulative %	N
7	97	2.5	107	24.8	228	52.8	100.0	
8	136	1.5	66	15.3	230	53.2	100.0	432
9	144	3.3	101	23.4	187	43.3	100.0	
10	188	3.5	28	6.5	216	50.0	100.0	
Total %		2.7		17.48		49.83		

When analyzed, the data obtained showed there are no significant correlations among the statements observed. However, since there were not expectations to find casualty among items, this situation was foreseen happening: 1) there is a moderate correlation - 0,308 - between statements 7 and 8. Both items referred to evaluation of the learning process; 2) statements 9 and 10 showed also a moderate correlation, making evaluation an element that required special attention in its analysis concerning other elements.

Table 8.

Inter-Item Correlation Matrix for Responsibility

ITEMS	1	2	3	4	5	6	7	8	9	10
1	1	0.238	0.224	0.124	0.078	0.073	0.197	0.217	0.147	0.092
2	0.238	1	0.232	0.346	0.219	0.036	0.133	0.195	0.233	0.265
3	0.224	0.232	1	0.187	0.202	0.189	0.171	0.136	0.176	0.111
4	0.124	0.346	0.187	1	0.297	0.171	0.122	0.198	0.266	0.263
5	0.078	0.219	0.202	0.297	1	0.259	0.189	0.366	0.352	0.387
6	0.073	0.036	0.189	0.171	0.259	1	0.246	0.218	0.173	0.211
7	0.197	0.133	0.171	0.122	0.189	0.246	1	0.308	0.189	0.142
8	0.217	0.195	0.136	0.198	0.366	0.218	0.308	1	0.277	0.257
9	0.147	0.233	0.176	0.266	0.352	0.173	0.189	0.277	1	0.356
10	0.092	0.265	0.111	0.263	0.387	0.211	0.142	0.257	0.356	1

4.4 Students' beliefs about ability

Similarly, students' perceptions of ability were also intended to be elicited considering ability for planning, motivating and evaluating learning. Ten different items were used in reference to these elements. These items asked learners whether or not they considered they had the ability for planning, motivating and evaluating learning in terms of: 1) planning the objectives of a course, 2) planning what it is going to be learned in a class, 3) establishing minimal goals in order to learn, 4) defining topics for a course, 5) designing a plan for learning, 6) motivating learning, 7) determining how much has been learned in reference to goals, 8) making decisions about improvement or not; 9) determining students' needs and 10) selecting materials according to students' needs. Items 1 to 5 correspond to elements of planning, items 7 to 9 to elements of evaluation and item 6 to motivation.

Coinciding with the results obtained from the construct of responsibility, learners participating in the study hold the assumption that they have the ability for planning, evaluating

and motivating learning. Detailed information about these statements can be read in the following paragraphs.

Overall, in terms of planning, the majority of learners considered they had the ability to plan their learning. In each item, their answers showed they believed they had this skill, and when evaluating the general result, 78.43% of respondents answered positively to the five statements. Statement 1 obtained the lowest level of positive answers with 68.75% of respondents affirming they had the ability to plan the objectives of a course. Statement 4 obtained the highest percentage of positive answers in reference to the ability for defining the topics of a course. An outstanding number of 88.6% of participants answered positively to this statement. Table 9 summarizes the information obtained in this section.

Table 9.

Results about Learners' Beliefs in Reference to Ability for Planning

Item	Yes	%	No	%	Cumulative %	N
1	297	68.75	135	31.25	100	
2	311	71.99	121	28.01	100	
3	348	80.56	84	19.44	100	432
4	383	88.66	49	11.34	100	
5	355	82.18	77	17.82	100	
Total		78.43		21.57		

Results obtained for evaluation presented a similar perspective in terms of students' beliefs about their abilities for committing to these responsibilities. However, results in some items were lower than those obtained in the planning section. Statement 8 for example, was answered negatively by a third of the population. A total of 35.65% of respondents believed they do not have the ability for making decisions about whether or not there has been an improvement

in learning. This may be eventually connected to the idea of being approved by someone else, in this case probably by teachers. Table 10 offers a detailed revision of the results found in this section of the questionnaire.

Table 10.

Results about Learners' Beliefs in Reference to Ability for Evaluating

Item	Yes	%	No	%	Cumulative %	N
7	315	72.92	117	27.08	100.00	
8	278	64.35	154	35.65	100.00	
9	305	70.60	127	29.40	100.00	432
10	366	84.72	66	15.28	100.00	
Total		73.15		26.85		

Correspondingly, results in terms of the ability for motivating learning showed learners to have the perception they were able to motivate learning. However, in comparison to the planning and evaluating sections, the total percentage of learners answered negatively to this item was higher than in the other two elements mentioned.

Table 11.

Frequencies for Ability in Reference to Planning, Motivating and Evaluating Learning

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
N	**Valid**	432	432	432	432	432	432	432	432	432	432
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		1.31	1.28	1.19	1.11	1.18	1.32	1.27	1.36	1.29	1.15
Median		1	1	1	1	1	1	1	1	1	1
Mode		1	1	1	1	1	1	1	1	1	1
Std. Deviation		0.464	0.45	0.396	0.317	0.383	0.466	0.445	0.48	0.456	0.36

A total of 31.71% of respondents considered they did not have the capacity to motivate their own learning. This is consequent with the results obtained in the responsibility section in which 31.5% of the participants considered motivation a teacher's responsibility. Table 11 summarizes the frequencies analyzed in section 2 about ability.

In order to have a deeper analysis of the situation intended to be explored, an inter-item correlation was also carried out in this section. These results are presented in table 12.

Table 12.

Inter Item Correlation Matrix for Ability

Items	1	2	3	4	5	6	7	8	9	10
1	1	0.258	0.237	0.137	0.104	0.356	0.263	0.312	0.332	0.213
2	0.258	1	0.136	0.086	0.275	0.284	0.211	0.278	0.231	0.294
3	0.237	0.136	1	0.138	0.26	0.231	0.214	0.074	0.312	0.149
4	0.137	0.086	0.138	1	0.177	0.258	0.226	0.176	0.186	0.152
5	0.104	0.275	0.26	0.177	1	0.19	0.165	0.222	0.244	0.239
6	0.356	0.284	0.231	0.258	0.19	1	0.402	0.334	0.423	0.319
7	0.263	0.211	0.214	0.226	0.165	0.402	1	0.264	0.27	0.248
8	0.312	0.278	0.074	0.176	0.222	0.334	0.264	1	0.262	0.181
9	0.332	0.231	0.312	0.186	0.244	0.423	0.27	0.262	1	0.418
10	0.213	0.294	0.149	0.152	0.239	0.319	0.248	0.181	0.418	1

As it has already been stated, the purpose of presenting this matrix is not that of finding casualty in the items analyzed, but to find possible correlated elements that can allow the researcher to have different perspectives to interpret the results found. In this case, it can be observed that the coefficient of correlation of Pearson shows moderate correlations among items 6 and 7, 6 and 9, and 9 and 10. It can be said then that the ability for motivating learning, determining how much has been learned and determining students' needs have some relation

among them. Probably, learners' motivation towards specific learning elements such as evaluation requires special attention in this setting. Moreover, there existed a moderate correlation between the selection of materials and the determination of students' needs. Students' perceptions showed they held beliefs about having the ability to carry out these tasks and them being related with each other.

4.5 Students' beliefs about willingness

The results obtained in the research have so far presented a population with significant percentages of learners holding the belief of being able to make decisions about learning and assuming learning as a shared task. At this point, the panorama showed learners being conscious of responsibilities in the setting and also feeling able to deal with some tasks conventionally in charge of teachers. Then, it becomes necessary to explore learners' beliefs about their willingness to plan, motivate and evaluate learning.

The relevance of knowing the extent to which learners believe they can willingly take responsibility of their own learning considering their abilities, provide the researcher with sources for presenting alternatives to conventional teaching practices focused on the development of autonomous learning.

Table 13.

Frequencies for Willingness in Reference to Plan, Evaluate and Motivate Learning

		Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10
N	Valid	432	432	432	432	432	432	432	432	432	432
	Missing	0	0	0	0	0	0	0	0	0	0
	Mean	1,22	1.13	1.21	1.06	1.14	1.2	1.16	1.16	1.23	1.1
	Median	1	1	1	1	1	1	1	1	1	1
	Mode	1	1	1	1	1	1	1	1	1	1
	Std. Deviation	0,41	0.33	0.41	0.25	0.35	0.4	0.37	0.37	0.42	0.3

The question posed to participants in this section was: would you be willing to take charge of…? The analysis carried out in the planning section showed that 82.64% of respondents would willingly take charge of the tasks associated to this component presented in the questionnaire. The frequencies obtained for this section are presented in table 13.

Planning elements included: 1) the objectives of a course, 2) the required time for working on a specific topic, 3) the minimal goals in order to learn, and 5) the plan for learning. The results obtained present learners to be interested in taking charge of planning the objectives of the course – 87.27% - and in designing a plan for learning – 85.65% - mainly. Table 14 presents the results in this section.

Table 14.

Results about Learners' Willingness to Take Charge of Planning Tasks

Item	Yes	%	No	%	Cumulative %	N
1	338	78.24	94	21.76	100	
2	377	87.27	55	12.73	100	
3	343	79.40	89	20.60	100	432
5	370	85.65	62	14.35	100	
Total		82.64		17.36	100	

The results obtained in the evaluation section were similar to those of the planning. However, significant percentages were obtained when students were asked about their willingness to take charge of evaluation tasks. In item 4, which referred to students' readiness to decide on the ways to demonstrate one has learned, 93.52% of participants answered they were willing to carry out this task. Item 7 corresponded to the pace for carrying out assessment, item 8

to the required time to learn, item 9 to the materials used for learning and item 10 to the tasks that result effective for learning.

It is really interesting to observe that learners feel they would participate in the learning process by reflectively analyzing different elements in the learning of English in the setting this project was carried out. It is quite impressive to observe a large number of participants coinciding in their desire of being involved in the two previous referred elements. Results were also consistent among learners concerning motivation for learning. A 79,86% of participants considered they would willingly take charge and decide on the mechanisms used for motivating learning, even though it was considered as a teachers' responsibility instead of being students' one. Table 15 summarizes this information

Table 15.

Results about Learners' Willingness to Take Charge of Evaluation Tasks.

Item	Yes	%	No	%	Cumulative %	N
4	404	93.52	28	6.48	100	
7	361	83.56	71	16.44	100	
8	364	84.26	68	15.74	100	432
9	332	76.85	100	23.15	100	
10	390	90.28	42	9.72	100	
Total		85.69		14.31	100	

The Inter-item correlation matrix presented in Table 16 can also provide us with some important insights in the analysis carried out about this component. A similar situation to that observed in the other matrixes presented in this research can be seen in this one. Moderate correlations were found among items 5 and 8, 5 and 9 and, items 9 and 10. It is engaging to

observe that in this specific case, there is a statistical important result in terms of finding no correlation at all between items 8 and 4 although both corresponded to evaluative tasks.

Table 16.

Inter Item Correlation Matrix for Evaluation

ITEMS	1	2	3	4	5	6	7	8	9	10
1	1	0.169	0.245	0.043	0.216	0.197	0.235	0.219	0.362	0.168
2	0.169	1	0.183	0.125	0.319	0.137	0.168	0.254	0.202	0.156
3	0.245	0.183	1	0.168	0.232	0.072	0.253	0.188	0.277	0.2
4	0.043	0.125	0.168	1	0.187	0.219	0.086	-0.01	0.212	0.104
5	0.216	0.319	0.232	0.187	1	0.19	0.228	0.331	0.339	0.289
6	0.197	0.137	0.072	0.219	0.19	1	0.26	0.179	0.285	0.225
7	0.235	0.168	0.253	0.086	0.228	0.26	1	0.168	0.216	0.276
8	0.219	0.254	0.188	-0.01	0.331	0.179	0.168	1	0.124	0.116
9	0.362	0.202	0.277	0.212	0.339	0.285	0.216	0.124	1	0.357
10	0.168	0.156	0.2	0.104	0.289	0.225	0.276	0.116	0.357	1

4.6 Correlations among planning, evaluating and motivating learning

At this point we have a clear panorama of the beliefs students hold in the setting this research was carried out: 1) learners feel most of the tasks for planning, evaluating and motivating learning constitute a shared task between the teacher and the students; 2) the majority of learners feel they have the ability to make decisions about planning, motivating and evaluating learning; and 3) most students would act willingly to decide about planning, evaluating and motivating learning. At first sight, learners' responses can characterize them as being ready for the implementation of an autonomous methodology for teaching and learning. In order to have a better understanding of learners' beliefs, a Pearson correlation coefficient analysis was carried out with all items. In an effort to make this analysis comprehensible for readers, items listed in the previous sections were assigned consecutive numbers: items in responsibility section

maintained their numbers from 1 -10; items in ability section were assigned numbers from 11 to

20 maintaining their initial order; and items in the evaluation section were assigned numbers 21

to 30. In this section, the Cronbach's Alpha was .578, and the Cronbach's Alpha on standardized

items was .667, considering the 30 items. Evidently, the inter item reliability suffered a

decreased since, even though they all were intended to explore students' beliefs about

autonomous learning in order to implement an autonomous learning methodology, the three

sections were designed to focus on specific elements about autonomy. However, these statistics

present an acceptable level of confidence considering the nature of the research and the amount

of data required to be analyzed. This is the summary of the frequency statistics for the 30 items:

Table 17.

Frequencies for All Items Together

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	1.512	1.063	2.522	1.459	2.372	0.213	30
Item Variances	0.371	0.059	0.967	0.907	16.28	0.102	30

The correlation matrix obtained in the analysis of the thirty items, showed mostly

moderate correlations among items, and negative correlations. Surprisingly, there were also

results showing zero correlation which can be interpreted as factors not having a lineal

correlation among them. Results can be observed in Table 18.

Table 18.

Correlation Matrix for 30 Items

ITEMS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	0.24	0.22	0.12	0.08	0.07	0.2	0.22	0.15	0.09	0.02	-0.06	-0.08	-0.14	-0.09
2	0.24	1	0.23	0.35	0.22	0.04	0.13	0.2	0.23	0.27	-0.09	-0.17	-0.15	-0.11	-0.05

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
3	0.22	0.23	1	0.19	0.2	0.19	0.17	0.14	0.18	0.11	-0.02	-0.04	-0.11	-0.12	-0.05
4	0.12	0.35	0.19	1	0.3	0.17	0.12	0.2	0.27	0.26	-0.19	-0.14	-0.14	-0.1	-0.04
5	0.08	0.22	0.2	0.3	1	0.26	0.19	0.37	0.35	0.39	-0.1	-0.1	-0.11	-0.05	-0.09
6	0.07	0.04	0.19	0.17	0.26	1	0.25	0.22	0.17	0.21	-0.05	0.04	-0.1	-0.11	0.02
7	0.2	0.13	0.17	0.12	0.19	0.25	1	0.31	0.19	0.14	-0.02	-0.1	-0.15	-0.11	-0.15
8	0.22	0.2	0.14	0.2	0.37	0.22	0.31	1	0.28	0.26	-0.03	-0.13	-0.07	-0.14	-0.13
9	0.15	0.23	0.18	0.27	0.35	0.17	0.19	0.28	1	0.36	-0.1	-0.09	-0.14	-0.05	-0.03
10	0.09	0.27	0.11	0.26	0.39	0.21	0.14	0.26	0.36	1	-0.19	-0.12	-0.11	-0.08	-0.1
11	0.02	-0.09	-0.02	-0.19	-0.1	-0.05	-0.02	-0.03	-0.1	-0.19	1	0.26	0.23	0.14	0.09
12	-0.06	-0.17	-0.04	-0.14	-0.1	0.04	-0.1	-0.13	-0.09	-0.12	0.26	1	0.14	0.08	0.28
13	-0.08	-0.15	-0.11	-0.14	-0.11	-0.1	-0.15	-0.07	-0.14	-0.11	0.23	0.14	1	0.14	0.25
14	-0.14	-0.11	-0.12	-0.1	-0.05	-0.11	-0.11	-0.14	-0.05	-0.08	0.14	0.08	0.14	1	0.18
15	-0.09	-0.05	-0.05	-0.04	-0.09	0.02	-0.15	-0.13	-0.03	-0.1	0.09	0.28	0.25	0.18	1
16	-0.08	-0.14	-0.05	-0.16	-0.13	-0.1	-0.08	-0.07	-0.11	-0.19	0.35	0.28	0.22	0.26	0.18
17	-0.08	-0.1	-0.1	-0.13	-0.18	-0.21	-0.16	-0.11	-0.14	-0.16	0.26	0.21	0.21	0.23	0.16
18	-0.06	-0.13	-0.08	-0.13	-0.07	0.01	-0.16	-0.15	-0.11	-0.11	0.31	0.27	0.08	0.17	0.22
19	-0.07	-0.12	-0.08	-0.12	-0.1	-0.07	-0.17	-0.09	-0.13	-0.13	0.34	0.23	0.32	0.19	0.25
20	-0.13	-0.09	-0.08	-0.11	-0.09	-0.01	-0.09	-0.1	-0.11	-0.11	0.21	0.29	0.15	0.15	0.24
21	-0.03	-0.05	-0.03	-0.12	-0.11	-0.03	-0.05	-0.02	-0.08	-0.12	0.37	0.17	0.21	0.13	0.2
22	-0.02	-0.13	-0.08	-0.15	-0.1	-0.02	-0.05	-0.13	-0.06	-0.04	0.1	0.19	0.09	0.06	0.1
23	0.03	-0.01	-0.03	-0.17	-0.11	-0.11	-0.03	-0.07	-0.05	-0.08	0.25	0.05	0.25	0.14	0.07
24	-0.07	0.03	-0.12	0.02	-0.06	-0.08	0	-0.06	0	-0.1	0.01	0.05	0.14	0.21	0.13
25	-0.05	-0.06	-0.13	-0.11	-0.11	-0.05	-0.03	-0.11	-0.07	-0	0.19	0.17	0.1	0.11	0.18
26	-0	-0.09	-0.1	-0.15	-0.13	-0.07	-0.05	-0.11	-0.07	-0.12	0.13	0.08	0.05	0.04	0.14
27	-0.13	-0.07	-0.11	-0.12	-0.09	-0.17	-0.03	-0.1	-0.14	-0.12	0.19	0.1	0.21	0.18	0.14
28	0.03	-0.09	-0.09	-0.2	-0.01	0.03	-0.01	-0.11	-0.06	-0.07	0.13	0.14	-0.04	0.04	0.08
29	-0.07	-0.12	-0.02	-0.17	-0.13	-0.06	-0.02	-0.06	-0.08	-0.11	0.24	0.12	0.21	0.1	0.14
30	0	0.05	-0.06	-0.11	-0.09	-0.13	-0.04	-0.01	-0.07	-0.03	0.18	0.11	0.18	0.03	0.03

ITEMS	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	-0.08	-0.08	-0.06	-0.07	-0.13	-0.03	-0.02	0.03	-0.07	-0.05	0.00	-0.13	0.03	-0.07	0.00
2	-0.14	-0.10	-0.13	-0.12	-0.09	-0.05	-0.13	-0.01	0.03	-0.06	-0.09	-0.07	-0.09	-0.12	0.05
3	-0.05	-0.10	-0.08	-0.08	-0.08	-0.03	-0.08	-0.03	-0.12	-0.13	-0.10	-0.11	-0.09	-0.02	-0.06
4	-0.16	-0.13	-0.13	-0.12	-0.11	-0.12	-0.15	-0.17	0.02	-0.11	-0.15	-0.12	-0.20	-0.17	-0.11
5	-0.13	-0.18	-0.07	-0.10	-0.09	-0.11	-0.10	-0.11	-0.06	-0.11	-0.13	-0.09	-0.01	-0.13	-0.09
6	-0.10	-0.21	0.01	-0.07	-0.01	-0.03	-0.02	-0.11	-0.08	-0.05	-0.07	-0.17	0.03	-0.06	-0.13
7	-0.08	-0.16	-0.16	-0.17	-0.09	-0.05	-0.05	-0.03	0.00	-0.03	-0.05	-0.03	-0.01	-0.02	-0.04
8	-0.07	-0.11	-0.15	-0.09	-0.10	-0.02	-0.13	-0.07	-0.06	-0.11	-0.11	-0.10	-0.11	-0.06	-0.01
9	-0.11	-0.14	-0.11	-0.13	-0.11	-0.08	-0.06	-0.05	0.00	-0.07	-0.07	-0.14	-0.06	-0.08	-0.07
10	-0.19	-0.16	-0.11	-0.13	-0.11	-0.12	-0.04	-0.08	-0.10	0.00	-0.12	-0.12	-0.07	-0.11	-0.03
11	0.35	0.26	0.31	0.34	0.21	0.37	0.10	0.25	0.01	0.19	0.13	0.19	0.13	0.24	0.18
12	0.28	0.21	0.27	0.23	0.29	0.17	0.19	0.05	0.05	0.17	0.08	0.10	0.14	0.12	0.11
13	0.22	0.21	0.08	0.32	0.15	0.21	0.09	0.25	0.14	0.10	0.05	0.21	-0.04	0.21	0.18
14	0.26	0.23	0.17	0.19	0.15	0.13	0.06	0.14	0.21	0.11	0.04	0.18	0.04	0.10	0.03
15	0.18	0.16	0.22	0.25	0.24	0.20	0.10	0.07	0.13	0.18	0.14	0.14	0.08	0.14	0.03
16	1	0.40	0.33	0.43	0.32	0.22	0.20	0.17	0.11	0.17	0.24	0.25	0.20	0.23	0.20
17	0.40	1	0.27	0.27	0.25	0.16	0.14	0.24	0.08	0.17	0.18	0.25	0.20	0.15	0.12
18	0.33	0.27	1	0.26	0.18	0.16	0.09	0.11	-0.02	0.17	0.11	0.18	0.33	0.17	0.08
19	0.43	0.27	0.26	1	0.42	0.22	0.09	0.19	0.09	0.13	0.17	0.29	0.04	0.36	0.24
20	0.32	0.25	0.18	0.42	1	0.18	0.15	0.07	0.05	0.10	0.10	0.21	0.12	0.26	0.23

21	0.22	0.16	0.16	0.22	0.18	1	0.17	0.24	0.03	0.21	0.19	0.24	0.22	0.36	0.17
22	0.20	0.14	0.09	0.09	0.15	0.17	1	0.18	0.13	0.32	0.14	0.17	0.25	0.20	0.16
23	0.17	0.24	0.11	0.19	0.07	0.24	0.18	1	0.15	0.22	0.07	0.26	0.19	0.27	0.20
24	0.11	0.08	-0.02	0.09	0.05	0.03	0.13	0.15	1	0.17	0.21	0.09	-0.01	0.20	0.11
25	0.17	0.17	0.17	0.13	0.10	0.21	0.32	0.22	0.17	1	0.18	0.23	0.33	0.33	0.29
26	0.24	0.18	0.11	0.17	0.10	0.19	0.14	0.07	0.21	0.18	1	0.27	0.18	0.28	0.23
27	0.25	0.25	0.18	0.29	0.21	0.24	0.17	0.26	0.09	0.23	0.27	1	0.17	0.22	0.28
28	0.20	0.20	0.33	0.04	0.12	0.22	0.25	0.19	-0.01	0.33	0.18	0.17	1	0.13	0.11
29	0.23	0.15	0.17	0.36	0.26	0.36	0.20	0.27	0.20	0.33	0.28	0.22	0.13	1	0.36
30	0.20	0.12	0.08	0.24	0.23	0.17	0.16	0.20	0.11	0.29	0.23	0.28	0.11	0.36	1

Finally, in order to check the variance of the responses offered by the respondents participating in the study, a Friedman's test was carried out, showing that significant differences in the responses offered by students participating in the research existed. Table 19 summarizes this information.

Table 19.

ANOVA with Friedman's Test for 30 Items

		Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig
Between People		357.89	426	0.84		
Within People	**Between Items**	2632.373[a]	29	90.771	4648.102	0
	Residual	4380.527	12354	0.355		
	Total	7012.9	12383	0.566		
Total		7370.79	12809	0.575		

Grand Mean = 1.51

a. Kendall's coefficient of concordance W = .357.

4.7 Conclusion

The results obtained in the research allowed the researcher to outline major important perceptions that were described in this section. The methodology selected to address, the problem presented as the basis for the development of this study, contributed significantly to obtain the expected outcomes and offered other perspectives, which were probably not

considered at the beginning of the research. In terms of responsibility, statements associated to planning, evaluating and motivating learning were considered mostly by respondents to be a shared task between learners and teachers. However, certain items showed an apparent tendency to delegate teachers' responsibility for what can be called 'conventional tasks' such us those of motivating learning and assess learners' performances by approving or disapproving them. Additionally, learners exhibited interest on planning which can probably be fostered to promote autonomy. Students' beliefs of ability and willingness to take charge of making decisions about the learning process were significantly positive. The vast majority of learners believe they are able and feel ready to make decisions.

Chapter 5: Conclusions and Pedagogical Implications

The results presented and analyzed in Chapter 4, allow the researcher to confirm a relevant principle Legenhausen (2009) presents as a major task for language teachers interested in developing autonomy among learners:

The essential role of the teacher when developing learner autonomy is to mediate between curricular requirements, on the one hand, and learner needs and interests, on the other. In this mediating role she has to strike a balance between, on the one hand, 'letting go' of control, while at the same time guiding learners through the various steps towards more autonomy. (Legenhausen 2009, p.386)

Since learners participating in this research consider the responsibility for learning to be a shared task, teachers should take advantage of this situation to implement more negotiation in the classroom. In this particular setting, learners hold the assumption of being capable and feel willing to make decisions about learning elements referring to planning, evaluating and motivating the process. Breen (1984) also comments about the feasibility of bringing learners' assumptions up to the designing of the syllabus:

> Although, as teachers, we may follow a predesigned syllabus, every teacher inevitably interprets and reconstructs that syllabus so that it becomes possible to implement it in his or her classroom. Similarly, learners create individual learning syllabuses from their own particular starting points and their own perceptions of the language, learning, and the classroom. [...] The classroom is therefore the meeting place or point of interaction between the predesigned syllabus and individual learner syllabuses. This interaction will generate the real syllabus. (Breen 1984, p.50)

Therefore, it is advisable for teachers, to take into account learners' beliefs about the elements, which have particularly been assessed in this study, to implement strategies that serve to the promotion of a more autonomous learning methodology towards the learning of English.

Although results are significant in terms of exploring learners' readiness for the implementation of an autonomous learning methodology, they cannot be considered conclusive. However, these results can serve as an approximation to understand what characteristics of autonomous learners participants in the study have. The following characteristics of an autonomous learner proposed by Legenhausen (2009) can serve to identify congruency in what was found in this research to what literature and research consider are outstanding traits in autonomous learners:

> – have developed a desire to learn the language …
> – have accepted that it is necessary to take charge of their own learning
> – have developed a metacognitive awareness of what the learning undertaking implies
> – ….actively seek opportunities for practicing the language…
> – have developed criteria for the evaluation of processes and procedures… (Legenhausen 2009, p. 387)

More research is necessary to cover all the areas Legenhausen (2009) presents as being relevant to characterize a learner as being an autonomous one. Nevertheless, the results of this research have served to identify certain traits that can benefit the adoption of an autonomous methodology in the setting it was carried out. Concerning the aspect of motivation, for instance, it is necessary for learners to feel motivated to learning and learners consider this a teachers' responsibility, according to the results of this research. This implies that teachers necessarily

need to consider elements to motivate their students to help them promote a desire for learning. Results have also shown that participants are aware of their role in learning, and contrary to what it could be predicted, they found learning to be a shared task. They may be involved in planning and evaluating learning, and those are elements that can be considered in order to promote autonomy among learners.

Taking into consideration the regulations of the university where this research was carried out, and the implementation of a blended learning methodology for language courses, it is necessary to report the results obtained in this research with colleagues to widespread the use of an autonomous methodology to approach to the learning of English within this learning environment. Although no references have been made about the use of a platform to develop autonomy, or the need of being autonomous to use it, it is necessary to say that learners showed positive beliefs towards making decisions about learning and felt willing to make these decisions. Nevertheless, as Benson (2007) explains, technology supports the development of autonomy. He asserts that technology has become of much importance in language learning and in such a way; it represents a source for autonomy to be fostered. (p. 6)

In terms of analyzing learners' beliefs towards learning, the benefits of carrying out this type of research can be summarized in what Simon and Taveniers (2001) assert. They mention that in the field of applied linguistics, researching about learners' beliefs is important since several studies have shown a connection between the beliefs learners hold and the strategies they use for learning, and in such a direction their relative positive result in learning. Moreover, they also mention the need of knowing learners' beliefs since frequently there is a mismatch between teachers' and learners' expectations about learning. (Simon & Taverniers 2011, p. 897)

By recognizing the beliefs learners in this particular setting hold about language learning in reference to autonomous learning, teachers can avoid having what Simon and Taverniers (2001) mention as being a 'mismatch' which might eventually have a negative influence in the learning process.

Similar studies exploring students' beliefs about learning in reference to autonomy have also shown that there is still an assumption of dependence on teachers. Coterall (1995) for example, identified in her study that the role of the teacher was found as being relevant and predominant among participants. This trait is in her opinion, a characteristic that does not correspond to that of autonomous learners. In fact, she mentions this element as a factor associated to teacher authority. Regarding these assertions, to have obtained results in which the role of the teacher is predominant would imply that learners prevent themselves being autonomous, as Coterall (1995) explains:

> Learner expectations of teacher authority can present an obstacle to teachers who wish to transfer responsibility to their learners. Haughton and Dickinson (1988), Kumaravadivelu (1991) and Bergman (1984) present illustrations of mismatch in the classroom due to differing perceptions of the roles of teacher and learner. All three studies recognize that learners often expect the teacher to function as an authority figure in the classroom. This view of the teacher's role is at odds with that held by proponents of autonomous learning. (Coterall 1995, p.197-198)

Again, in order to promote autonomy among learners, negotiation becomes a recurrent strategy for teachers. However, considering the results obtained in this research, the claim presented by Coterall (1995) suggests learners in this setting might be ready to participate in an autonomous learning environment. She mentions that in the case learners observe teaching to be a shared process in which the role of the teacher is being that of a facilitator, the plausibility of fostering autonomy is greater than in other contexts. (Coterall 1995, p.198)

In this respect, learners in this setting hold perceptions that classify them as being ready for an autonomous learning methodology. They consider learning to be a shared process that denotes they do not assign a dominant role for teachers. Eventually, it could be recommended to offer learners more possibilities for exercising control over certain aspects of their own learning they feel they can manage.

It is important to mention that the results obtained in the study varied in reference to similar studies carried out in the field of autonomous learning in reference to students' beliefs of responsibility, ability and willingness to take charge of the learning process. The literature reviewed as a reference for the study showed that results in similar studies addressed traditional responsibilities to teachers' from the perspective of learners. For example, Üstünlüoğlu (2009) reports that in her research, in which 320 learners and 20 teachers participated, although learners considered themselves being able to make decisions about learning, they still consider it a teachers' responsibility. She also recommended, as part of an initiative to promote autonomous learning that both teachers and learners consider the significance independence might have in achieving the final goal of learning a language. However, the results of the research carried out at Universidad Cooperativa showed that learners have mostly the idea that learning is a shared process in which they feel capable of acting and are willing to do it. In Üstünlüoğlu's (2009) research, one finding, which deserves much attention, is that of analyzing the beliefs they expressed toward the level of motivation learners have. Üstünlüoğlu (2009) found that learners with high levels of motivation were more likely to participate in activities that are more autonomous and scored a higher mean in terms of expressing their belief about their capability for autonomous learning. This finding was confirmed in the research carried out by Gamble et al. (2012) in which perceptions of responsibility and ability were explored in a group of 399

respondents attending language classes in seven different Japanese universities. According to the results of this research, it could be said that more research should be carried out in order to find the levels of motivation learners have since the majority of learners felt capable of making decisions about the learning process.

The results obtained can be categorized as a favorable one for the implementation of an autonomous learning methodology. According to Legenhausen (2009, p.381) autonomy is a process that necessarily requires starting by raising awareness among learners of the intentional purpose of developing it among them. He explains that starting points to implement autonomy initially ask learners to take responsibility to make decisions. Later on, processes that are more complex are involved. Perhaps, the idea of incorporating more negotiation in the process would help learners to feel engaged in the task of learning a language and would meet the requirements of the university to have better levels of language proficiency among students.

The role of teachers in the process can also be examined considering learners' and teachers' perspectives. Borg and Al-Busaidi (2012, p. 6) report on different studies carried out among teachers to determine what their beliefs were concerning the development of autonomy among learners. An important element found in those studies is the tendency showed by teachers to observe positively the involvement of learners in certain aspects of learning but the limitation of instruments used in these types of research to efficiently establishing relations between what teachers' believed and what they finally did in their classrooms. They also mentioned that the relevance of understanding teachers' beliefs about autonomy is concerned with the changes required to be carried out to foster autonomy in their practices (Borg and Al-Busaidi, 2012, p.7). Apparently, the main task teachers would appear to have according to participants' opinions in this research are those of evaluating and motivating learning. Their answers showed a tendency

from learners to assume that extrinsic motivation, which comes from teachers, is crucial in the role a teachers play. Since motivation has an important role in learning, the strategies used by teachers to motivate learners necessarily need to be taken into account when intending any improvement. Moreover, learners' perceptions allowed the researcher to claim that learners consider important negotiation the instruments used to determine whether learners have achieved a goal. However, when considering other studies such us that of Borg and Al-Busaidi (2012) certain processes are, in teachers' opinions, desirable but not feasible to achieve. Those processes correspond principally to elements of planning such as objectives and materials, and assessment. (p. 20).

The objectives planned at the beginning of the research have clearly been reached and enriched by other findings in the study. The study portraits students' beliefs about learning and offers possible insights that can be studied in depth in order to improve learning concerning the results acquired.

5.1 Limitations of the Study

When the results were analyzed and obtained, certain doubts arose in reference to the responses provided by learners. The role of the methodology applied in the university was not examined in detail in order to know if it provides learners with opportunities to exercise autonomy or not, and in that scenario, to what extent it can be considered being useful or not in contrast to what learners believe. Probably, to have included these variables in the designing of the research, would have offer a better understanding of the field of study and would have offered better resources to interpret students' needs in reference to their learning setting.

The designing of the study included three different but interconnected elements in terms of autonomy: responsibility, ability and willingness. However, when results were analyzed,

responses became difficult to be interpreted as being part of one single component, and they necessarily required to be addressed one at a time. This situation presented the need to implement a more elaborated instrument to collect data, which could take years to be developed and validated, but since the instrument itself does not constitute the final purpose of the study, the reliability obtained in the results proved the instrument to be good enough to collect the necessary data to be analyzed.

Since the construct of autonomy is quite multifaceted and difficult to analyze from one single perspective, a final declaration about learners' readiness for implementing an autonomous learning environment for language learning cannot be reduced to a 'yes' or 'no' answer. Powerful insights have been presented and different institutions and programs would be advised to implement their own studies to determine certain practices that allow learners to become autonomous.

Another limitation deals with the instrument selected to collect the data. Questionnaires limit the responses to preconceived elements that have been unilaterally decided as relevant to determine the nature of the elements intending to be examined or explored. Zhong (2015, p.44) explains that beliefs are dynamic and change and evolve, and thus measuring them with one single instrument can be inadequate. The question of the stability of learners' beliefs through time is probably one element that could not be studied with the application of one single instrument. The instrument anyway proved being reliable for its purpose, but additional information could be collected to have a better understanding of learners' beliefs in the context the study was carried out. Nevertheless, the strategy selected is one of the most common strategies used for similar studies in this field of applied linguistics.

5.2 Further Research

Even though the outcomes of this research have offered a wide frame of learners' beliefs about autonomy, there are still questions that need more research once the results were analyzed. The studies carried out by Cotterall (1995), Little (1994), Tassinari (2012), Solaymani (2013), Üstünlüoğlu (2009), Koçak (2003), Januim (2007), Marques (1999), Little (2005), Wagner (2005), Yagcioglu (2015), Snodin (2013), Littlewood (1996), Karagöl (2008), Gamble et al. (2011) and Buendia Arias (2014); have all provided significant insights in the area of autonomy and learners' beliefs. However, it is advisable to mention that further research in the field of learners' beliefs is welcome in order to examine different variables that this research has not considered or described as being relevant in reference to autonomy. Provided that much of the research presented has been carried out in Asian countries and cultures, the following aspects can be replicable topics for researching in Colombian context. These aspects are:

1. Studies about students' beliefs concerning their level of autonomy and the role of blended learning in exercising autonomy

2. Studies about teachers' practices in the classroom and the level of autonomy learners can develop or exercise through these practices

3. Studies concerning the level of motivation learners have and the level of autonomy they express to have

4. Studies concerning students' beliefs about language learning in a blended learning environment compared to traditional classrooms and experienced level of autonomy

5. Cross-cultural studies to determine the influence of culture in terms of students' beliefs concerning responsibility, ability and willingness for language learning

The previous fields of research interest are only some possible sources to advise researchers to continue with the investigation of autonomy, language learning and students' beliefs.

Moreover, as it has already been stated as one of the limitations found in the research, the possibility of deciding about the use of varied instruments for collecting data appears to be reasonable for achieving the goal of analyzing learners' beliefs. It suggests a different methodological approach to the study in which not only learners' beliefs are explored, but also teachers' beliefs about their students and their needs; the decision of analyzing beliefs as dynamic elements in specific contexts and their connection to the development of autonomy, among others, these could be further elements to be researched taking into account different perspectives about the same issue.

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Appendix A. Consent letter

San Juan de Pasto, octubre 19 de 2016

ESPECIALISTA
JULY GUERRERO ESPINOSA
COORDINADORA MULTILINGÜISMO
UNIVERSIDAD COOPERATIVA DE COLOMBIA
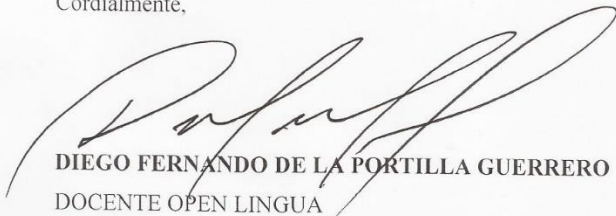**SEDE PASTO**

Cordial Saludo,

Como es de su conocimiento, estoy adelantado mis estudios en maestría con la Universidad de la Sabana en el campo de la Didáctica del Inglés para el Aprendizaje Autodirigido. Dentro de los aspectos más importantes en la maestría se encuentra el constructo de la autonomía como un elemento clave para el aprendizaje de los idiomas. Es por ello, que mi proyecto de grado está enfocado a caracterizar la población con la que trabajamos en nuestra sede universitaria para poder saber cuáles cualidades nuestros estudiantes creen han desarrollado frente al aprendizaje autónomo, y cuales necesitan ser desarrolladas, teniendo en cuenta que la metodología empleada en nuestra universidad es mixta. Este proyecto no se enfoca en evaluar la estrategia metodológica, o el desempeño de nuestros docentes frente a la enseñanza del Inglés. Por el contrario, intenta ser un punto de partida a través del cual se pueda conocer las creencias de los estudiantes frente al proceso de aprendizaje desde una perspectiva de aprendizaje autónomo.

Por ello, solicito permiso para poder adelantar la recolección de datos a través de un formulario online creado para tales fines. La participación por parte de los estudiantes será libre y se garantizará absoluta confidencialidad para ellos y sus opiniones.

Además, se garantizará que los datos obtenidos sean solamente usados con fines académicos y bajo los propósitos de este proyecto y en ningún momento se usarán de manera tal que perjudiquen la imagen de la universidad, o a sus docentes o a al programa Open Lingua. De ser necesario y si así lo desea la universidad, dichos resultados serán presentados a los docentes interesados una vez el proyecto esté culminado.

Agradezco de antemano la atención a la presente y espero poder contar con los respectivos permisos para adelantar mi proyecto.

Cordialmente,

DIEGO FERNANDO DE LA PORTILLA GUERRERO
DOCENTE OPEN LINGUA
UNIVERSIDAD COOPERATIVA DE COLOMBIA
SEDE PASTO

Appendix B. Online learners' questionnaire

Percepción sobre autonomía en el Aprendizaje de Inglés

La siguiente encuesta pregunta sobre la percepción de los estudiantes acerca de la responsabilidad, la habilidad y la disponibilidad para tomar decisiones sobre la planificación, la motivación y la evaluación del aprendizaje de Inglés.

Esta encuesta es de carácter anónimo e intenta recoger las opiniones de los participantes de manera libre y espontanea. Por favor, para cumplir con los propósitos de este estudio, se solicita a todos los participantes responder eligiendo la opción que mejor represente su opinión respecto a los enunciados presentados.

Se solicita enviar este formulario una vez concluido el proceso.

Caracterización de la población

Por favor marque las características que más lo identifican

Su género
Choose ▼

Su rango de edad
Choose ▼

Su programa
Choose ▼

El nivel de Inglés que cursa actualmente
Choose ▼

El nivel de Inglés que Usted considera tener es
Choose ▼

Percepción sobre autonomía en el Aprendizaje de Inglés

Responsabilidad para la toma de decisiones

En su opinión, ¿quién tiene la responsabilidad de...?

Establecer los objetivos a alcanzar en el curso de Inglés

- El estudiante
- El profesor
- Los dos

Determinar que se debe aprender durante una clase

- El estudiante
- El profesor
- Los dos

Establecer las metas mínimas para poder aprender

- El estudiante
- El profesor
- Los dos

Definir los temas que se abordan en un curso

- El estudiante

☐ El profesor

☐ Los dos

Diseñar un plan de trabajo para alcanzar las metas propuestas

☐ El estudiante

☐ El profesor

☐ Los dos

Motivar el aprendizaje

☐ El estudiante

☐ El profesor

☐ Los dos

Determinar que tanto se ha aprendido respecto a las metas propuestas

☐ El estudiante

☐ El profesor

☐ Los dos

Decidir cuándo es posible pasar de un tema a otro

☐ El estudiante

☐ El profesor

☐ Los dos

Determinar las necesidades específicas de quien aprende

Determinar que tanto se ha aprendido respecto a las metas propuestas

☐ El estudiante

☐ El profesor

☐ Los dos

Decidir cuándo es posible pasar de un tema a otro

☐ El estudiante

☐ El profesor

☐ Los dos

Determinar las necesidades específicas de quien aprende

☐ El estudiante

☐ El profesor

☐ Los dos

Escoger los recursos y materiales usados para una lección

☐ El estudiante

☐ El profesor

☐ Los dos

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Percepción sobre autonomía en el Aprendizaje de Inglés

Habilidad para la toma de decisiones

De los siguientes elementos del aprendizaje, cree usted tener la capacidad para decidir sobre:

	SI	No
Los objetivos del un curso	○	○
El tiempo requerido para trabajar sobre un tema en particular	○	○
Los requerimientos mínimos para aprender	○	○
Las maneras de demostrar que se ha aprendido	○	○
Los materiales que se usan para la clase	○	○
El plan de trabajo para lograr aprender	○	○
Los mecanismos para motivar al aprendizaje	○	○
Los momentos cuando evaluar	○	○
Las necesidades de quien aprende	○	○
Las actividades que resultan efectivas para aprender	○	○

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Percepción sobre autonomía en el Aprendizaje de Inglés

Disponibilidad para tomar decisiones

De los siguientes elementos del aprendizaje, ¿estaría usted en disponibilidad de tomar decisiones sobre ...?

Los objetivos del curso

- [ ] SI
- [ ] NO

El tiempo para trabajar sobre una temática o un tema en particular

- [ ] SI
- [ ] NO

Los requerimientos mínimos para aprender

- [ ] SI
- [ ] NO

Los materiales que se usan para la clase

- [ ] SI
- [ ] NO

El plan de trabajo para lograr aprender

☐ SI

☐ NO

Los mecanismos para motivar al aprendizaje

☐ SI

☐ NO

Las maneras de demostrar que se ha aprendido

☐ SI

☐ NO

Los momentos cuando evaluar

☐ SI

☐ NO

Los tiempos de estudio requeridos para aprender

☐ SI

☐ NO

Las actividades que resultan efectivas para aprender

☐ SI

☐ NO

BACK   SUBMIT   ▬▬▬▬▬▬▬▬▬ Page 4 of 4