

**The promotion of autonomous learning practices by Language Coeur tutors in general  
tutoring sessions**

**Sophia Valentina Herrera Figueroa**

**Daniel Felipe Villar Pardo**

**Pontificia Universidad Javeriana**

**School of Communication and Language**

**B.A in the teaching of Modern Languages**

**Bogotá, 2021**

**The promotion of autonomous learning practices by Language Coeur tutors in general  
tutoring sessions**

**Sophia Valentina Herrera Figueroa**

**Daniel Felipe Villar Pardo**

**Thesis director**

**Dario Paredes Restrepo**

**“A thesis submitted as a requirement to obtain the degree of B.A. in the teaching of  
Modern Languages”**

**Pontificia Universidad Javeriana**

**School of Communication and Language**

**B.A in the teaching of Modern Languages**

**Bogotá, 2021**

## **Agradecimientos**

*La vida está llena de ciclos y con la finalización de este trabajo de grado termina uno de ellos; el pregrado. No puedo dejar pasar la oportunidad de agradecerle a todas las personas que hicieron parte de este proceso y que, probablemente, sin su presencia este camino no hubiera sido tan enriquecedor, satisfactorio, alegre, gratificante y lleno de aprendizajes como lo fue.*

*Primero que todo quiero agradecer a mi familia, especialmente a mi mamá Paula y a mi papá Alexander por ser mi motor y mi apoyo incondicional a lo largo de estos casi cinco años de vida universitaria. A mis bisabuelos, por entender que su bisnieta tenía que estudiar y no podía visitarlos con la misma frecuencia que antes. A mi tía, por regalarme el computador con el que hoy escribo estas palabras y con el que pude llevar a cabo mi pregrado exitosamente.*

*En segundo lugar deseo agradecer a mis amigos, con los que tuve el privilegio de empezar este camino y terminarlo. A Ángela, Manuel, Daniel, Santiago y Andrea. Quedaré eternamente agradecida con ellos por hacer de estos casi cinco años los mejores de mi vida hasta ahora. Gracias por los consejos, las risas, el acompañamiento, el apoyo incondicional, las fiestas, los aprendizajes, el cuidado mutuo y por estar conmigo en mis mejores momentos y también en los peores.*

*También quiero agradecer al lugar que hizo todo esto posible; la Pontificia Universidad Javeriana. Gracias por darme la oportunidad de pertenecer a espacios de formación académica como el Centro de Escritura Javeriano, Language Coeur (programas que inspiraron el tema de este trabajo), ANCLA y el semillero de investigación lenguajes, discursos y prácticas educativas. También debo agradecer a los programas de formación personal como MAPA (maestros para la paz) y Meraki (equipo de inductores de la Facultad de Comunicación y Lenguaje), allí me cambió la vida.*

*Además, agradezco a mis profesores, sin ellos no sería ni la profesional ni la persona que soy hoy. Quiero agradecerles a todos (desde los que tuve en primer semestre hasta el final) por hacer parte de mi formación, especialmente, a los profesores Pedro Chala y Adriana Gómez, ya que en ellos vi reflejado el tipo de docente que algún día me gustaría ser.*

*Por último, quiero agradecer a Dario Paredes, el asesor de este trabajo, sin él este proyecto no sería lo que es hoy. Muchas gracias por siempre guiarnos, enseñarnos, acompañarnos, darnos aliento y apoyarnos. Siempre estaré agradecida por todo lo que aprendí en la escritura de este trabajo de grado y gran parte de esos aprendizajes fueron gracias a nuestro asesor.*

*El amor se ha de poner más en las obras que en las palabras. En todo amar y servir*

***Sophia Valentina Herrera Figueroa***

## **Agradecimientos**

*Luego de un largo proceso de aprendizaje, tantas horas de trabajo y muchísimas emociones conjuntas es casi obligatorio hacer un auto agradecimiento por el trabajo duro, por la resiliencia y por el amor con el que hizo este trabajo. Sí puede sonar un poco raro, pero este trabajo está lleno de dedicación y amor. Además, quiero agradecer a mi compañera de tesis y mejor amiga por ser mi bastón en los momentos de frustración más grandes en los que ella me daba la mano para seguir. Tantas horas de trabajo al fin tienen frutos y eso me deja muy feliz. Siento que este proceso nos unió más como amigos ya que logramos estar en la misma wavelength apoyándonos y en los momentos más difíciles logramos reírnos y librar así las tensiones.*

*Quiero agradecer también a nuestro asesor de tesis, Dario Paredes, por creer en este proyecto desde el primer minuto. También le quiero agradecer por su total entrega durante nuestro proceso de investigación, por compartir sus amplios conocimientos con nosotros. De igual forma, quiero agradecerle a la Pontificia Universidad Javeriana ya que sin su calidad de educación, sin la calidad de maestros y sin la inmensa cantidad de espacios y apoyos, nuestro proyecto no hubiera sido posible.*

*Quiero agradecer a mi madre, mi más grande apoyo. Sin ella no podría estar en esta institución de inmensa calidad a la que quise pertenecer desde que la conocí por allá en el año 2008. Ella cumplió su prometido y me regaló la oportunidad de estudiar en esta universidad. También me ha apoyado en mis momentos de frustración más grandes dándome apoyo y recordándome siempre que confiaba en mí. Por último, pero no menos importante, quiero agradecer a Tatiana por ser una gran inspiración en los momentos difíciles. También me dio consuelo en los momentos difíciles, confiando en mí como desde el primer momento que la conocí. Esto es invaluable y debía agradecerle.*

*En los momentos más difíciles de la vida sólo los más valientes o más capaces sacan lo mejor de sí mismos y logran su cometido. Por supuesto, esto no sería posible sin una buena compañía como la que tuve. **¡Buen viento y buena mar!***

***Daniel Felipe Villar Pardo***

### **Abstract**

This study aimed to describe how autonomous English language learning practices are promoted in the peer-tutoring sessions given by Language Coeur tutors to students in the bachelor's degree in Modern Languages at Pontificia Universidad Javeriana in Bogotá, Colombia. To collect the data, we exerted three instruments: planning reports on the tutoring sessions, observations (and the corresponding written reports) of the video recordings of the tutoring sessions, and interviews. After the coding process of the information gathered and an iterative comprehensive analysis, we found that many tutors bear in mind some strategies to promote autonomous learning practices, though they seem to do it in an unconscious way. Additionally, some tutors did not seem to consider strategies to foster autonomous learning in their planning reports, but they still did it in the sessions. Finally, tutors either claimed to consider some procedures to foster autonomous learning practices in their sessions or made it explicit that they would do it if they had the chance. All in all, we acknowledge that the length of the tutoring session has a crucial role in the promotion of autonomous learning practices. As this project covers a topic that has not been widely investigated in the bachelor, it could pave the way to further research on autonomy-related issues and their connection with peer-tutoring.

**Keywords:** Autonomous learning practices, tutoring sessions, peer-tutoring, EFL (English as a foreign language)

## Resumé

Cette étude visait à décrire comment les pratiques autonomes d'apprentissage de l'anglais sont promues dans les sessions de tutorat par les pairs données par les tuteurs de Language Coeur aux étudiants de la licence en langues modernes de la Pontificia Universidad Javeriana à Bogotá, en Colombie. Pour recueillir les données, nous avons utilisé trois instruments : des rapports de planification des sessions de tutorat, des observations (et les rapports écrits correspondants) des enregistrements vidéo des sessions de tutorat, et des entretiens. Après le processus de codage des informations recueillies et une analyse itérative complète, nous avons constaté que de nombreux tuteurs gardent à l'esprit certaines stratégies pour promouvoir les pratiques d'apprentissage autonome, bien qu'ils semblent le faire de manière inconsciente. De plus, certains tuteurs ne semblent pas considérer les stratégies de promotion de l'apprentissage autonome dans leurs rapports de planification, mais ils le font quand même pendant les sessions. Enfin, les tuteurs ont soit prétendu envisager certaines procédures pour favoriser les pratiques d'apprentissage autonome dans leurs sessions, soient indiqués explicitement qu'ils le feraient s'ils en avaient l'occasion. Dans l'ensemble, nous reconnaissons que la durée de la session de tutorat joue un rôle crucial dans la promotion des pratiques d'apprentissage autonome. Comme ce projet couvre un sujet qui n'a pas été largement étudié dans le baccalauréat, il pourrait ouvrir la voie à d'autres recherches sur les questions liées à l'autonomie et leur lien avec le tutorat par les pairs.

Mots-clés : Pratiques d'apprentissage autonomes, séances de tutorat, tutorat par les pairs, EFL (anglais langue étrangère).

## Resumen

Este estudio tiene como objetivo describir cómo se promueven las prácticas de aprendizaje autónomo de la lengua inglesa en las sesiones de tutoría entre pares impartidas por los tutores de Language Coeur a los estudiantes de la Licenciatura en Lenguas Modernas de la Pontificia Universidad Javeriana en Bogotá, Colombia. Para la recolección de datos se utilizaron tres instrumentos: informes de planeación de las sesiones de tutoría, observaciones (y los correspondientes informes escritos) de las grabaciones en vídeo de las sesiones de tutoría y entrevistas. Tras el proceso de codificación de la información recogida y un análisis iterativo exhaustivo, encontramos que muchos tutores tienen en cuenta algunas estrategias para promover las prácticas de aprendizaje autónomo, aunque parecen hacerlo de forma inconsciente. Además, algunos tutores parecían no tener en cuenta las estrategias para fomentar el aprendizaje autónomo en sus informes de planificación, pero sí lo hacían en las sesiones. Por último, los tutores afirmaron haber considerado algunos procedimientos para fomentar las prácticas de aprendizaje autónomo en sus sesiones o hicieron explícito que lo habrían hecho si tuvieran la oportunidad. En definitiva, reconocemos que la duración de la sesión de tutoría tiene un papel crucial en el fomento de las prácticas de aprendizaje autónomo. Dado que este proyecto abarca un tema que no ha sido ampliamente investigado en la Licenciatura, podría dar luz a nuevas investigaciones sobre cuestiones relacionadas con la autonomía y su conexión con la tutoría entre pares.

**Palabras clave:** Prácticas de aprendizaje autónomo, sesiones de tutoría, tutoría entre pares, ILE (inglés como lengua extranjera)

## Table of contents

1. Introduction .....	9
2. Statement of the problem.....	12
3. Objectives.....	16
3.1. General objective.....	16
3.2. Specific objective.....	16
4. Rationale.....	17
5. State of the art.....	19
6. Theoretical framework.....	27
6.1. English as a foreign language.....	27
6.1.1. Learning English as a foreign language.....	29
6.1.2. Teaching and learning English as a foreign language.....	31
6.2. Autonomy.....	32
6.3. Autonomous language learning.....	33
6.3.1. The role of the teacher .....	34
6.3.2. Learner independence.....	35
6.3.3. Learner confidence in study ability.....	36
6.4. Language teacher autonomy.....	36
6.4.1. Strategies to promote autonomy.....	37
6.4.2. Awareness.....	38
6.4.3. Involvement.....	39
6.4.4. Intervention.....	40
6.4.5. Creation.....	40
6.4.6. Transcendence.....	41
6.5. Tutorial in education.....	41
6.6. Peer-tutoring.....	42
6.7. Types of peer-tutoring.....	43
6.7.1. Traditional peer-tutoring.....	43
6.7.2. Online peer-tutoring.....	43
6.7.3. Reciprocal peer-tutoring.....	44
7. Methodological framework.....	45
7.1. Qualitative approach.....	45
7.1.1. Exploratory descriptive study.....	46
7.2. Participants.....	46



7.3. Instruments.....	47
7.3.1. Questionnaire.....	48
7.3.2. Interviews.....	49
7.3.3. Observations.....	50
7.3.4. Video recordings.....	50
7.4. Ethical considerations.....	51
7.5. Data collection schedule.....	51
8. Data analysis.....	52
8.1. Time issues when delivering tutoring sessions.....	54
8.2. Tutees' awareness and hypothetical involvement.....	60
8.3. Transcendence.....	65
9. Conclusions and final recommendations.....	74
10. Difficulties and limitations.....	77
11. References.....	78
12. Annexes.....	83

## 1. Introduction

In the Colombian educational context, English as a Foreign Language (EFL from now on) has been widely recognized as one of the bases of the nation's development due to its relationship with the modern globalized world. Unfortunately, the results are not exactly as expected. According to Plan Nacional de Inglés (2014), 59% of Colombian employees in the 500 biggest companies in the country have a low English proficiency level and, for this reason, 100,000 job vacancies cannot be occupied in those enterprises by a considerable percentage of Colombians. Within the same line of thought, English in Colombia is a compulsory subject in educational institutions since elementary schools; however, English teaching is not outstanding as teachers are not always level-accurate (González, 2010). As the author also mentions, English learning is mainly meaningful in private schools, universities, and language centres as opposed to a general lack of English proficiency in public school teachers, which affects reaching the expected outcomes and students' learning in English classes and students' learning.

According to the same author, the admission criteria for being an English teacher in both private and public Colombian educational institutions are not unified; this means that despite the preference for a teacher who holds a university teaching degree, a native speaker or a person who has a high score in an international English test such as IELTS or TOEFL can be an English teacher. Additionally, González claims that the requirements to be an English teacher in public schools do not even include an education degree. The author expresses the idea in the following way:

The requirements for teaching English in Colombia are diverse. Although employers prefer a candidate who holds a teacher university degree, there are many cases in which a native speaker (or someone who grew up or lived in an English-speaking country or has a good score in an international proficiency test) may be hired as an English teacher. The new recruitment policies for public education do not include an education degree as a requirement. Professionals from other academic fields may become English teachers if they pass the content examinations and obtain high scores in the language component (p. 338).

To counter this problem, the Colombian Ministry of Education proposed the national program of English in 2014 as a way of consolidating English as an educational state policy.

According to this program, English learning in Colombia is important for different types of development: personal development, since it helps learners access a huge variety of work opportunities; social development, because it fosters equity, inclusion, and homogeneity; and economic development, as it eases the increase of incomes (Plan Nacional de Inglés, 2014).

According to the previous document, a figure as low as 22% of students reach a level higher than B1 in university education yearly. This is in clear discordance with one of its main goals—to strengthen the bachelor’s programs in foreign languages in the country by requiring future EFL teachers to reach a C1 English proficiency level according to the Common European Framework of Reference (CEFR henceforth). One of the CEFR purposes is to provide a guide for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, among others. It expresses what language learners must learn to use a language effectively and what knowledge and skills they have to develop to do so (Cambridge University Press, 2001).

To form eligible future professionals that fulfil such expectations, a bachelor’s program in modern languages is offered by many public and private universities in Colombia. One of such programs is the Bachelor’s degree in Modern Languages (BML henceforward) from Pontificia Universidad Javeriana (PUJ from now on). That university is among the topmost recognized in Colombia, and it became the nest of this research project. As active students of such a major, we must demonstrate to reach a C1 proficiency English level as a requirement to graduate. According to CEFR, the C1 level is achieved if the learner can accomplish the following statements:

...good access to a broad range of language, which allows fluent, spontaneous communication, as illustrated by the following examples: Can express him/herself fluently and spontaneously, almost effortlessly. Has a good command of a broad lexical repertoire allowing gaps to be readily overcome with circumlocutions. There is little obvious searching for expressions or avoidance strategies; only a conceptually difficult subject can hinder a natural, smooth flow of language. (p.36)

This idea is legally stated in the official website (<https://www.javeriana.edu.co/carrera-licenciatura-en-lenguas-modernas>) of the BML: “graduated students are proficient in foreign languages and their mother tongue, and they can use and critically interpret the theories of language, learning and teaching a foreign language”. In this BML, students are expected to learn formal language-related content in their classes, and this is a process that takes time. In fact, due to the high number of students

who were failing the EFL courses of the program, almost 8 years ago a group of students and teachers had the idea of creating a peer-to-peer program called Language Coeur (LC hereafter). In it, students of higher English levels have the opportunity to help students of lower levels improve their EFL/FLE general skills through sessions called ‘tutoring sessions’. The group has official recognition from the Academic Dean of the University and therefore has all the support from it (Ruiz, Moreno & Rodríguez, 2017).

The idea of starting our research project emerged from one of us taking a class for students that wanted to be writing tutors at PUJ. In that course, one of us had to read about how to become a writing tutor in the Writing Centre of PUJ. The PUJ’s Writing Centre helps students revise the cohesion, coherence, grammar, spelling, wording, and any other necessary aspect of their written texts for all their classes

(<https://comunicacionylenguaje.javeriana.edu.co/centroescritura/>). In this centre, students who were previously trained in academic writing become tutors for other students that need such tutoring services. However, students cannot take more than a certain number of tutoring sessions during the semester. This is because PUJ’s writing centre tenet is to promote autonomy among students, so that the latter do not have the necessity of asking for tutoring services regularly. For this reason, tutors at the Writing Centre provide students with a set of learning-to-write strategies during the tutoring sessions for learners to be able to use them on their own without having to come back to other tutoring sessions.

After a thorough analysis of this issue during the Applied Linguistics Research class (and with the help of the teacher of that class), one of us started to consider the idea that (maybe) other-than-writing tutoring sessions could be helpful to develop autonomy in different areas of EFL. The same person discovered that it would be quite interesting to investigate whether autonomous learning is promoted in LC tutoring sessions. In other words, to see if the LC tutors fostered any sort of autonomous practices for students’ learning processes. Finally, the other of us was told about the idea, and we agreed on doing our research project about this topic together. This document provides evidence of our work during two semesters and becomes our starting point as novice researchers within the field of foreign languages teaching and learning. In the first chapter, we make a brief introduction to the topic of our research, state the problem and the rationale behind it, pose the research question and the corresponding research objectives. In the second chapter, we expand on the theoretical constructs that we considered for our research. In the third chapter, we explain the methodology used to carry out our project. In the fourth chapter, we analyse the data

collected, and in the fifth and sixth chapters, we will mention the conclusions of our study and the difficulties and limitations while doing the project.

## 2. Statement of the problem

The origin of our problem, as already mentioned in the previous section, is framed within the context of EFL in a private university in Bogotá, Colombia. Considering that background, Rosso (2018) states it is paramount to promote a high-quality education in Colombian Universities in which students' personalities might be routed by autonomous-guided characteristics (such as critical thinking and decision making) that promote their personal development. In the same line of thought, students in university are expected to be autonomous with their learning process (Pontificia Universidad Javeriana, 2003). For this reason, it is plausible to think that some students may ask or pay for personalized tutoring sessions that could help them enhance their studying habits as well as reach academic success. These sessions could be given by either teachers or peer students; when tutoring sessions are carried out by peers, the concept of peer-tutoring arises. Peer-tutoring emerges when near peers, or "people who might be 'near' to us in several ways: age, ethnicity, gender, interests, past or present experiences, and also in proximity and frequency of social contact" act as tutors for other peers (Murphey & Arao, 2001, para. 1). According to the authors, this tutoring style motivates students and enhances their learning process; indeed, peer-tutoring can benefit motivation, excitement, risk-taking among students, and the amount of English they use.

In this order of ideas, the research problem of our study revolves around the idea that some students who begin their studies at university are not aware of the responsibilities and commitment that they must face regarding their professional development (Rosso, 2018). Consequently, this lack of awareness may have a negative influence on students' academic performance. Since students might show some type of improvement in their academic achievement through peer-tutoring sessions, one might consider how (if it applies) such sessions could foster students' autonomy. Paraphrasing, since peer-tutoring motivates learners and engages them with their learning, it would be quite interesting to know how (during tutoring sessions) LC tutors may promote autonomous practices that could help students of any semester and any level reach higher levels of proficiency. The language peer-tutoring program LC has a guideline document whose main purpose is to describe how this program works. Besides, this document establishes a series of tenets for the proper development of the tutoring sessions. However, after a thorough reading of this file, we did not find any explicit evidence related to autonomous learning processes or the promotion of autonomy in the tutoring sessions.

To guide and narrow our statement of the problem, we decided to follow Nunan's five stages of learner-centeredness. According to Nunan (1995), there are five guiding principles that could help students take over their learning process and, consequently, become more autonomous. These principles areas follow: a) awareness, b) involvement, c) intervention, d) creation and e) transcendence.

1. **Awareness:** It is "sensitizing learners to the classroom tasks and to the type of learning strategies they may use in the lesson...by becoming more aware of what they are about to learn and how they might achieve this learning, the teacher is preparing learners for later, more demanding, roles in the lesson. (Penberton et al, 2009, p.114). For example, we can relate the topic of the lesson to students' personal experiences or likes and dislikes.
2. **Involvement:** It refers to students being able" to select a task or specify how it could be done." (Penberton et al, 2009, p.114) For instance, provide the students with a series of tasks for them to choose which they want to do first or which one they want to solve.
3. **Intervention:** Its purpose is to let the student "adapt or modify a task or the way a task is done during the lesson; in that way, we have the student intervention." (Penberton et al, 2009, p.115). To illustrate, the teacher has prepared a reading activity to be done individually, but students want to do it in pairs and the teacher accepts.
4. **Creation:** Through its implementation, students are invited "to decide their own goals and prepare their learning tasks during a lesson." (Penberton et al, 2009, p.115). In this way, the learners create their lessons. For example, the teacher has proposed a listening activity divided into three parts; pre-listening, while-listening, and post-listening, and the latter is proposed by the students.
5. **Transcendence:** It is the principle that "to let the students go beyond the classroom by becoming teachers of their peers." (Penberton et al, 2009, p.115). For example, at the end of the class, the students are going, to sum up, what they have done during the lesson.

Considering these concepts, we decided to design a questionnaire of six questions to ask the LC tutors about their practices during the tutoring session. We wanted to know whether tutors consider any of the previous principles during their tutorials to foster tutees' autonomous learning practices (annexe 1). To begin with, the questionnaire was carried out in the second academic semester of 2020; it was applied to 12 LC active tutors. It is important to

highlight that we did not take into account the time that tutors have belonged to LC since there is a huge variety in the time they have been in the program.

Based on the results of this questionnaire (annexe 2), 11 out of 12 of tutors take into account the students' likes and dislikes when they are giving permanent tutoring sessions (tutorials given once or twice a week during the academic semester). Nonetheless, 5 out of 12 tutors claim that it is not possible to bear in mind students' interests when they are teaching general tutorials (sessions given to students sporadically). Additionally, 8 out of 12 tutors affirm that they choose the tasks for every tutorial by checking the English course syllabus. Normally, tutees neither have the opportunity to choose the task nor have the chance to choose the topic for the tutoring session, but they can select the language skill they want to work on when they are taking a general tutoring session (as stated by 6 tutors). On the contrary, students who are taking permanent tutorials do have the opportunity to choose their tasks, according to 6 tutors.

Also, 6 tutors do not let their students modify the tasks proposed for the tutoring sessions because of time constraints and to avoid changes in the planning previously designed. However, all the tutors (12 tutors) consider their tutees' opinion when planning tutorials. As a matter of fact, 3 of the 12 tutors interviewed take into account their tutees' opinions when they are taking permanent tutoring sessions or triage sessions (tutorials are given twice or three times during the academic semester). Besides, 3 of the tutors bear in mind students' opinions to improve their tutoring sessions.

In addition to the previous idea, 8 tutors claim that they ask their student's learning goals for the tutoring session. Nonetheless, 5 of those tutors query their tutees for their learning goals just in permanent tutoring sessions. On the other hand, 4 tutors state that they do not ask their tutees at all for their goals. Actually, 6 tutors affirm that they do not ask for students' learning goals since they have already asked for the topic of the tutoring, so tutors believe that they do not need to demand more. In connection with the final questions, all respondents (12) check their tutees' understanding of the lesson regardless of the type of tutorials (permanent, general, or triage). However, tutors check this comprehension in different ways: 7 tutors ask their tutees questions to verify their understanding while 4 tutors give tutees some practice exercises to check their comprehension.

The results of this questionnaire show one main issue regarding the promotion of autonomous practices in the tutoring sessions given by LC tutors at PUJ. In this regard, after analysing tutors' answers, we can say that there is a trend towards the promotion of autonomous practices exclusively in permanent tutoring sessions or triage, while in general



tutorials (taking into account Nunan's five stages of learner-centeredness) there is not much evidence of the promotion of these practices. After a comprehensive analysis of this problem, we came up with the following research question and objectives:

How do EFL LC tutors promote autonomous learning in general tutoring sessions among BML students?

### **3. Objectives**

#### **3.1. General objective**

- To determine how autonomous practices are promoted in the EFL general peer-tutoring sessions given by LC tutors at PUJ.

#### **3.2. Specific objectives**

- To describe how tutors plan their general tutoring sessions for the LC Program.
- To identify whether autonomous learning principles are born in mind when carrying out general tutoring sessions.
- To diagnose LC tutors' strategies to promote autonomous learning in general tutoring sessions.

#### 4. Rationale

There is a wide variety of EFL learning strategies that are always changing according to the specific needs of the learning population in different contexts. This is one of the reasons why our research wants to go in-depth in peer-tutoring strategies: we consider it fundamental that such strategies are up-to-date to fulfil current learning needs. There is not much research about peer-tutoring exclusively within the Javeriana University; however, we found some information related to the topic of peer-tutoring in national and international contexts at the university level. In this sense, our research is important for teachers and future tutors to gain more knowledge about peer-tutoring and its importance on their student's learning process: it can be crucial for students' development of autonomous practices (as it could foster group work, auto-guided learning processes, a more organized study routine, and some other evident extra benefits).

First, our study could make in-service and pre-service teachers more aware of the importance of working with peers in language learning. Undoubtedly, it is indispensable for teachers to apply different strategies to enhance students' learning through autonomy since English learning is not exclusively reduced to in-class work. For this reason, in our opinion, teachers might consider the potential influence of peer-tutoring on students' autonomous practices when planning their classes. In that way, the student-tutors can help their tutees enhance their sense of autonomy and can reinforce their knowledge while teaching other students.

Second, as already mentioned, some research related to peer-to-peer programs has been done, but there are no studies about the promotion of autonomous practices in peer-tutoring sessions at PUJ. As a result, our project can be the beginning of a deepening in the study of the field of peer-tutoring. Moreover, our study can promote the support for peer-tutoring programs in the BML. Since this degree does not have any other peer-tutoring programs apart from LC (and which only focuses on helping students improve the five basic language skills—reading, writing, speaking, listening, and grammar use—in English), it could be helpful to have peer-tutoring programs for other subjects, such as linguistics and pedagogy. Certainly, peer-tutoring is not only useful for learning languages but also helpful for improving the students' competencies in other areas (as proven by previous research).

In addition to the previous, our project might create a learning community that fosters this kind of autonomy-led learning environment at PUJ, more specifically in the bachelor's degree. Based on the previous idea, we state that our project is framed in the research line

labelled as *Lenguajes, aprendizajes y enseñanzas* of the Languages Department of the University. This, because one such research line's focal point is the mediation between the teaching and learning process of languages.

## 5. State of the art

In this chapter of our research, we will deep on some research projects that will be useful for our study. Since our project aims to identify how autonomous practices are promoted in the LC general peer-tutoring sessions at PUJ, we found some relevant research to our field of study that helps us both comprehend how research is done in our context and how our project might be developed. We looked for local, national, and international research to have a better understanding of our concepts and methodology.

To begin with, the first research paper taken into account was *Promoting Learner Autonomy Through Cooperative Learning* by Shi and Han (2019). This study was conducted in North China Electric Power University, Baoding, Hebei, China, with 118 participants that were first-year non-English major college students (ages 18 to 20) from three different classes. The purpose of this study was to find out how cooperative group learning promoted the development of learner autonomy by explaining the findings of the surveys made to the participants. The researchers of this project created a twenty-statement Likert scale with five points (1 = strongly disagree; 2 = disagree; 3 = unsure; 4 = agree; 5 = strongly agree) that considered three main components: learner attitude and motivation, learner capacity and strategies, and learning environment and resources. Also, they generated two open questions. After the data were collected, the authors analysed the results using the Statistical Package of Social Science (SPSS), statistical software used to process data.

Based on the results, the authors concluded that cooperative group learning can promote and improve learner autonomy. Moreover, they stated that language teachers should understand their role in encouraging autonomous practices since they are interlaced. One of the topics mentioned by the authors is the change from teacher-centeredness to learner-centeredness in education, which is one of the main achievements to promote self-directed learning. We consider that this matter is crucial for our research since, according to the authors, learners' autonomy has been pointed to as the ideal objective of foreign language education. In addition, the investigators stated that learner autonomy is a constructive process with three important characteristics. The first is motivation and attitude of learning; the second one is the capacity of learning, and the third is that learner autonomy cannot be developed without a supportive context.

In this sense, we contemplate these three previous aspects mentioned by the authors as extremely important. After all, they will help us identify whether autonomous learning is promoted by LC tutors taking into account those characteristics because they cover a huge

variety of concepts related to learners' autonomy and learning that will be explained below in our theoretical framework.

Secondly, another research carried out by Ariza and Viáfara (2009) was called *Interweaving Autonomous Learning and Peer-tutoring in Coaching EFL Student-Teachers*. This research was conducted with 23 female and 14 male English peer-tutors, 66 female and 19 male tutees, who were enrolled in the Modern Languages Program at a public university in Colombia. The investigation aimed at the understanding of the relationship among tutoring sessions, tutees' professional development and their autonomous practices. Additionally, the study wanted to determine the role that peer-tutoring had on tutees' language progress as well as the socio-affective and teaching concerns that the tutees' participation in the tutoring model previously proposed by the researchers revealed. Finally, the project examined the autonomous practices that the tutees' showed during their participation in the tutorial meetings.

To develop the study, researchers created an English tutoring model to be followed by tutors. This model aimed to foster independence among tutees. To collect data, the authors used primary and secondary instruments such as semi-structured interviews with a pre-established set of questions (that were conducted at the end of each academic term), 25 tutors' journals that had one entry per tutoring session, and 43 tutorial sessions recordings.

Considering the data gathered, in terms of autonomous learning, the students went from a basic autonomous level to a low intermediate one. Indeed, tutees moved along with what can be compared to a pyramidal road. To begin with, some students depended excessively on their tutors at the beginning of the procedure and though they seemed to gain awareness about their process, most of their decisions concerning their learning were made by their tutors. Then, tutees manifested a gradual acceptance of their tutor's initial support which moved them ahead into expanding what they could do by themselves. The tutorial spaces exhibited examples or models with which they discovered different learning options to follow later on their own. These situations involved tutees' understanding of why and how they had decided to work on certain aspects or in a specific way when learning English.

This article is very useful for our research since it directly shows not only the connection between peer-tutoring sessions and autonomy but also the influence, in this case positive, that such tutoring sessions among peers have on students' autonomous English learning. This result provides us with useful information for identifying how autonomous practices are promoted in EFL students' general peer-tutoring sessions given by LC. Furthermore, this research demonstrates it is possible to foster autonomous learning practices

by using a tutoring model design to fulfil that purpose; however, in our case, it would be absorbing to determine whether autonomy could be exclusively promoted without an established tutoring model. It would also be interesting to observe how some activities promoted by LC tutors help students raise awareness towards their learning process and, consequently, become more autonomous.

The third research that will be addressed in our project is *Online Peer-Tutoring: A Renewed Impetus for Autonomous English Learning* by Herrera, Largo, and Viáfara (2019). This article aimed to examine how a group of tutees' exposure to an online-based peer-tutoring model shapes their autonomy.

For doing the research, the authors followed the subsequent methodology. First, eight tutees (enrolled in two English teacher education undergraduate programs at a public university) were randomly selected. They came from Boyacá, Santander, Meta, and Cundinamarca and their ages ranged from 17 to 19 years old. Then, a previously designed face-to-face peer-tutoring model was adapted to integrate Internet resources in each of its stages. The platforms used for these tutoring sessions were WhatsApp, Facebook, and Skype. On the one hand, Facebook and WhatsApp were used as a means for providing online, immediate, and permanent feedback concerning the difficulties and doubts that tutees had about the target language. On the other hand, Skype was used to giving tutoring sessions through video conferences. The researchers collected the data through focus group interviews, tutees' logs, and records of their engagement with the model's internet resources.

Regarding autonomous learning, the data analysis showed a transformation in what the participants understood as autonomy concerning English language learning. The tutees constructed new perspectives related to autonomous learning, as tutees started to think differently about what autonomy encompasses. Besides, this virtual tutoring peer program had an impact on students' autonomous practices rooted in the immediacy, accessibility, comfort, and availability of resources that the online peer-tutoring model favours.

The online peer-tutoring model followed by the authors was composed of two purposes of addressing: 1) Immediate needs or 2) working on a personal improvement plan. In the first stage, immediate needs, social network resources such as WhatsApp chats and Facebook chats were used in their encounters. This resource allowed students to have immediate online feedback about their doubts and possible difficulties with the target language. We found this idea meaningful since, nowadays, social networks seem to be an important tool for students, especially during the COVID-19 pandemic, so taking advantage of this resource is a good idea in online peer-tutoring.

In the second and final stage, based on a personal improvement plan, online video chat tools such as Skype were used by tutors. This tool allowed tutees to meet different people such as other tutees to make language practise, reflect, and learn how-to-learn activities. The use of online video chat tools is also important for us because, during online peer-tutoring sessions given by LC, speaking, listening, and grammar skills can be developed with such tools (as students might have the opportunity to be in contact with different people through the conversational clubs and workshops that LC offers). Moreover, with online peer-tutoring sessions, apprentices will have immediate access to content like videos, web pages, and more interactive materials to work with such as virtual objects of learning (VOL, using the authors' words).

Another useful article that we found is called *Unveiling Students' Understanding of Autonomy: Puzzling Out a Path to Learning Beyond the EFL Classroom* by Ariza (2008). This study aimed to explore students' understanding of autonomy and the way those conceptualizations were shown in learners' experiences in and outside the classroom. This research was carried out with 21 students who attended a Basic I English course and were enrolled in the undergraduate program in Philology and Languages at a public university in Colombia. The ages of the participants ranged from 16 to 24.

To undertake this study, the researcher designed and implemented 10 autonomous workshops that were based on a previous survey to acknowledge students' former English learning experiences and autonomous practices, and on the following methodological principles: to use authentic and contextualised materials to perform communicative and cooperative tasks, to foster learner-centredness and group and pair work, to portray teacher's role as a guide, facilitator, and motivator in the learning process, to give students opportunities to share their language learning experiences with classmates, and to motivate learners to set their own goals. Considering this, every workshop included listening, reading, speaking, writing, functional grammar, and vocabulary tasks (which students were able to choose from). Learners were neither required to do all the activities nor to follow a specific order to do them. Once the time proposed to do the activity was set, students shared their learning experience with it orally in a plenary session. Then, written and oral peer-assessment was given, and the teacher provided students with learning suggestions for them to apply outside the classroom.

The method used to conduct this project was a case study as it gave the researcher the possibility to understand and analyse this phenomenon in depth. To collect the data needed, the researcher employed six instruments: field notes, (taken using a special format that



contained general information of the session and a section to write comments on what the participants did during the seance and what that meant considering the research focus). In total, 66 of these formats were filled; video recordings (six video cassettes were recorded to support the notes taken); an initial questionnaire which purpose was to explore students' experiences and beliefs regarding their process as English learners; semi-structured interviews with 11 open-ended questions that were intended to contrast the information collected through the initial questionnaire and field notes; students' logs that were written once a week and had a specific format (105 were collected throughout the research); finally, an audio recording of plenary sessions. As mentioned previously, once students finished their activity, they had to participate in plenary sessions to share their experiences.

After all the data were gathered, Ariza analysed them by using Strauss and Corbin's theory in which coding procedures allow data to be divided, conceptualized, and recombined in different ways. After the latter procedure was done, two main categories (Facing a dilemma: Dependence vs teacher dependence and Independent action for decision making) and four subcategories (Experiencing new learning possibilities and mixed feelings, Relying on guidance of another person, Taking position towards action beyond the classroom, and Engaging reflection leading to action) emerged.

Based on the aforementioned analysis, the researcher found that students were able to discover their conception of autonomy. Besides, a mixture of feelings popped up in specific moments, when learners felt happy or unhappy, confident or frustrated during the workshops. To handle these emotions, teachers were able to guide students in those moments. Finally, students' understanding of autonomy led them to make decisions towards their learning process.

This research leads us to observe whether LC tutors at PUJ use authentic and contextualised materials or act as guides and facilitators to promote learner-centredness and, therefore, autonomy. Additionally, this study reflects upon students' involvement (which is one of Nunan's five levels of tasks to foster learner autonomy that we mentioned in our statement of the problem) as students were able to choose the tasks for the autonomous workshops. We will look for this involvement (if any) in the LC peer-tutoring sessions.

Another project was oriented to determine how the implementation of three reading strategies (skimming, scanning, and making predictions) promotes autonomy in reading about topics chosen by learners. The study *Building up Autonomy Through Reading Strategies* was developed by Izquierdo and Jiménez (2014). It was carried out with three female and three male students from a rural agricultural school with low socio-economic background. The

participants were 14 or 15 years old. The method used to develop this study was action research as both authors did a pedagogical intervention to solve a problematic situation that had been previously identified.

To collect the data required, the researchers implemented a training program to promote the reading strategies mentioned. They gathered the information needed from five different sources. First, the authors created a checklist to identify the autonomous reading strategies that students had before the training program; then, the same checklist was applied at the end of the program to compare both answers. Second, one questionnaire per reading strategy was created to see whether learners had improved their reading skills and autonomy at the end of the implementation of each reading strategy. Then, teachers made a self-evaluation once the lesson finished reflecting upon the positive and negative aspects of the lesson as well as the lesson objectives. Next, students followed the same self-assessment process to see whether they had enhanced their insights in terms of autonomy and its relationship with the three reading strategies used. Finally, a reading achievement test was applied at the end of the study to see whether learners had improved the use of reading strategies. The complete program consisted of 11 sessions of two hours each. To interpret the data gathered, the authors used the grounded theory approach to elucidate the findings following open coding, axial coding, and selective coding. After the latter process, two principal categories (Fostering Autonomy Through the Use of Reading Strategies and Improving Reading Performance) and three subcategories (Decision Making for Learning and Doing Assigned Homework, Increasing Reading Awareness, and Promoting Motivation) emerged.

Once the foregoing analysis was done, the researchers established that the use of three reading strategies (scanning, skimming, and making predictions) fostered decision making for learning, which paved the way for autonomy. As a matter of fact, these strategies made learners aware of the control they had over their learning process; they were open-minded and reflective considering how to use these strategies to enhance their reading comprehension in English. Finally, students were considerably motivated when reading as they had chosen the topics of the readings. This study provides us with key ideas related to the promotion of autonomy in reading tasks. When it comes to reading LC tutoring sessions, it will be interesting to observe whether LC tutors teach those reading strategies (scanning, skimming, and making predictions) since this research evidences that these techniques foster learner autonomy.

Another useful research for our project is the one developed in Trinity College Dublin called *Using reciprocal peer teaching to develop learner autonomy: An action research project with a beginners' Chinese class* by Lui and Devitt (2014). The purpose of the study was to explore the impact of reciprocal peer-teaching (RPT henceforth) on students' learning in a beginners' Chinese course and how this contributed to their development of autonomous practices. This study was conducted in three different cycles, in which the first two lasted seven weeks and the third one five: the first took place in 2009, the second in 2010, and the third in 2011. In each cycle distinct participants were engaged; for example, in the first cycle, 15 students participated as well as in the second one while in the third and final cycle 16 people took part.

To carry out this study, the researchers followed the subsequent procedure that corresponded to an action research project. First, the learning outcomes for the course were negotiated with students in the first session of each cycle, whose focus was to make students able to participate in spoken interactions. The RPT model that was used by the researchers in the study was peer-teaching teams, which consisted of dividing the class into five teaching groups of three or four students. Then, each team was assigned to teach a topic to the class in a different week while the other groups acted as learners and the teacher as a facilitator. Finally, at the end of each cycle, some feedback was given to students. At the beginning of the study, the RPT model covered 80% of the class activities in the first cycle. However, due to time constraints, this model changed to a 20% covering in which each peer-teaching team did topic reviews.

To gather the data needed to fulfil the purpose of the study, the researchers used two instruments. Firstly, students' journals had to be completed weekly. In them, students were attempted to reflect upon their language learning process. Second, a final group report that learners were required to hand in as part of their assessment. It is important to highlight that both journals and reports were semi-structured. To analyse the data collected, a thematic analysis was carried out at the end of each cycle to redefine the research question and see whether students achieved the learning outcomes or not. After this analysis was done, the results showed that the implementation of RPT increased students' extrinsic motivation and autonomy levels. The relationship between motivation and learner autonomy was also demonstrated in the results since learners were motivated by different factors which developed their autonomy levels. Finally, the researchers commented that their study showed that RPT had a significant potential to enhance autonomous learning environments.

In line with our research project, this study shows us that when peer-tutors do topic reviews, they foster learner autonomy. LC peer-tutoring sessions are meant to review and practice the contents studied in EFL classes, so we want to observe whether autonomy is promoted in such sessions.

To conclude, the variety of contexts in which these studies were developed provides us with a wide perspective on how to carry out our research on autonomy and language learning. Furthermore, these projects mention key aspects that promote autonomous practices that we could observe in the LC general peer-tutoring sessions. As a matter of fact, we will deepen on those factors that might foster learning autonomy in the EFL context in the following chapter.

## 6. Theoretical framework

In this section, we will elaborate on the relevant theoretical concepts related to the issue of autonomous practices promoted in the EFL general peer-tutoring sessions given by LC tutors at PUJ. This will help the reader understand the topic by narrowing the field of study in which our research is framed. The three main theoretical constructs in which we will work on are the following (in parentheses, the corresponding subtopics as they will be found in the chapter): English as a Foreign Language (teaching and learning English as a foreign language); autonomy (autonomous language learning, teacher autonomy, and autonomy promotion strategies); and peer-tutoring (tutorial in education and types of peer-tutoring).

### 6.1. English as a foreign language

According to Broughton et al. (1980), English is one of the most broadly used languages in the world today. As a matter of fact, English has been widely spoken since the second half of the 20<sup>th</sup> century: “English is by far the most widely used [language]. As a mother tongue, it ranks second only to Chinese”. (p. 1). In fact, it is one of the official languages of the United Nations and the NATO. For this reason, this language acquires political, social, and economical importance since those organisations have a remarkable influence around the world.

Regarding such impact, the necessity for learning this language has increased in all the non-English speaking countries since this could pave the way to find a job at an international level. People who learn English in a non-English speaking country like Colombia are said to learn English as a foreign language (henceforth EFL). However, before considering EFL, we will have to explain what is understood as a first and a second language. We consider it pertinent to differentiate all three concepts for our study since it will be developed in an EFL context in a Colombian university. According to Punciatti (2013), there are three language status. The initial language status is the first language; the next one is the second language, and finally, we have the foreign language. The first language is also called ‘mother tongue’ since it is the first language that the learner acquires and uses on a regular daily basis within the context in which he/she was born. However, in this modern and globalised world, this idea has progressed beyond the concept of ‘mother tongue’ due to global migration and mixed marriages as children can select either their father’s native language or mother’s as their first language or both as their first languages. The same author affirms that the social setting may affect a child’s choice of the first language.

Beyond a child's home setting, his social setting could also play a considerable role in determining his first language: in the case of immigration, young children often adopt the language of their host country as their first language to the detriment of their parents' native tongues. In certain other cases where the child's parents underestimate their native language vis-à-vis another more widespread language, they may encourage their children to abandon the native tongue and adopt the more prestigious language as their first language (Ex. Children of native Sinhalese adopting English as their first language). (p.4)

Additionally, the author defines the second language as the language that the learner masters after his/her mother tongue. To explain, the second language is not always the one that the student learns immediately after the first language; actually, it is the language that the learner is most familiar with after the first language. For instance, a student learns English and French at school, but he or she feels more comfortable with French, so French is going to be his or her second language. In addition, the second language is usually used or valued by the learner's nearest social circle; nonetheless, as stated by the same author, a second language may not always comply with those requirements.

...if a learner in a monolingual country where students are not obliged to learn a second language decides, in an arbitrary manner, to learn any given language as his second language, that language, though is surely the 2nd language for him to learn, will not necessarily be his second language; this shows how, unlike a first language or even a foreign language, a second language of a learner has a socially marked existence than a personal one. (p.5)

In a great number of countries, children usually learn their second language at school. The second language, in this case, is usually another language used in the country (for example: German, French, or Italian for Swiss people) or an international language (for example: French for Moroccans), since it is considered relevant in the country that the learner resides. The author also states that "the designation of a non-native language as a second language in a given country depends on the close historical, geographical, socio-economic ties that that country shares with the country of origin of the non-native language." (p. 4). Nevertheless, there are other cases in which the second language is not selected by the country but by persons' immediate social context (such as family). In that context, the second language can be different from the one that the country proposes. For example, if the person comes from a multilingual home or belongs to a community in the country (e.g., the Wayuu,

an indigenous Colombian language), or if the learner migrated to a different country when he/she was a child or youngster speaking he/she would learn the language of the place in which he/she is living as his/her second language.

As a complement, we have the final category of what a foreign language is. As ascertained by Punciatti (2013), a foreign language is a language that has no direct connection with people's social immediate context. We will expand on this category in the following section of the chapter.

### ***6.1.1. Learning English as a foreign language***

As we mentioned before, EFL refers to the English that is taught in countries in which such language does not play a fundamental role in day-to-day communication. In some countries such as Chile, Peru, Argentina or Colombia, inhabitants do not normally use English neither for professional nor for social purposes. However, the situation has changed recently as companies are requiring the services of bilingual people. For that reason, people from those countries who decide to learn English will learn it as a foreign language.

As indicated by Punciatti (2013), the learner can choose to learn the foreign language that he or she prefers. Nonetheless, in some cases, people are forced to learn a foreign language for academic or professional purposes. The author affirms that "foreign language education is a heterogeneous notion composed of different forms of learning. The underlying criteria for such diversity are linked, once again, with specific features of the learner and teacher profiles, and the given learning context" (p. 5). There is a distinction among language learners. To illustrate, first language learners are commonly toddlers and small children; second language learners are generally young children and adolescents, and foreign language learners are (most of the time) adults. Nevertheless, there are exceptions in each language status. As the author states,

Thus, interestingly, while first and second language learners are hardly represented by outsiders to their typically representative age groups, foreign language learners, despite being represented primarily by adult learners, also include a considerably large number of young children and adolescents. In this sense, foreign language learners are the group of language learners which includes the most varied range of learner age groups. (p.5)

When it comes to foreign language learners, they can be differentiated from each other due to the type of learning context. In this sense, there are three types of foreign language learning contexts. The first one is called endolingual, which occurs when the target language is available to learners in their outside-classroom context; the second one is called

semi-endolingual context, which happens when the target language is partially available in the learners' outside-classroom context; the last one is named exolingual, which takes place when the foreign language is not available whatsoever to learners in their outside-classroom context.

Considering the number of adults and children that are learning foreign languages in their own countries, there is a higher number of learners in exolingual contexts than in endolingual contexts (Punchietti, 2013). Nonetheless, there are some exceptions such as the case of immigrants learning their mother tongue. It is difficult for foreign language learners to move indefinitely to a country in which the target language is the first language or is officially recognised in the country. Referring to the learning contexts previously explained, the author proposes a chart in which he specifies the type of learners that adapt the most for the specific context.

Chart 1. *Types of learners that adapt easily to specific contexts (Punchietti, 2013, p. 6).*

	<b>Endolingual</b>	<b>Semi-endolingual</b>	<b>Exolingual</b>
<b>Typical First language learners</b>	<b>Children</b>	Adolescents	Adults
<b>Typical Second language learners</b>	Children	<b>Adolescents</b>	Adults
<b>Typical Foreign language learners</b>	Children	Adolescents	<b>Adults</b>

Taking into account the latter, we can frame our research project within the exolingual context: learners in Colombia are not (continuously and systematically) exposed to English outside the classroom. Acknowledging that students in the BML must learn English as one of their basic disciplinary components, we will explain below the particular route that this degree has to teach EFL.

To begin with, BML students must take and approve seven English courses during their degree to fulfil the requirements established for completing the English language component. Those courses are meant to take students to a C1 English proficiency level (considering the CEFR) at the end. The first English level offered by the BML is called *Elementary*; students at this level are expected to reach an A2 level according to CEFR. The second English level in this degree is *Basic I*, in which apprentices are expected to get to a B1.1 English proficiency. The third English course is *Basic II* and students are intended to achieve a B1.2 level. In the fourth English level, named *Intermediate I*, learners are awaited to arrive to a B2.1 proficiency level. In the fifth English course, called *Intermediate II*, students are to attain a B2.2. The sixth English level in the BML is *Advanced I*, after which learners are expected to reach a C1.1. Finally, the seventh English in the BML is *Advanced II* and students are to achieve a C1.2 proficiency. It is important to clarify that students do not



necessarily have to pass all these English levels since they take a diagnostic test at the beginning of the degree, from which they are located at an English level to start from.

In line with the English courses explained above, we will also explain the teaching of English as a foreign language as our research project is more related to English teaching practices than to specific English learning processes. Anyway, we consider it relevant to expound on both concepts since they are closely connected as teachers need to be aware of how English is learnt in a foreign context to successfully teach it (Broughton et al., 1980).

### ***6.1.2. Teaching and learning English as a foreign language***

Regarding the previously stated ideas about the English language status, Lake (2013) affirmed that there is a key difference between teaching EFL and teaching English as a second language, (henceforward ESL), since the scenarios may vary. On the one hand, in EFL, English is taught to students in a country in which the native language is not English; a Colombian student learning English in Colombia is the perfect example of it. On the other hand, in ESL, English is taught to students that are living in a country in which the native language is English; an Argentinean learning English in England would be an example of it. As mentioned before, teaching EFL is different from teaching ESL. Consequently, there are particular teaching aspects (as proposed by Nguyen and Terry, 2017) that should be born in mind by EFL teachers to make their students' learning more effective. For example, among others, we can mention the following: to use semantic mapping for reading classes using related words, skimming or scanning, and summaries; to make students write some texts or blogs in English to be read by his/her peers; to imitate a particular speaker in his or her pronunciation, stress, intonation, eye contact, etc. to improve speaking skills.

Considering the ideas expressed above, we contemplate them as a determinant factor in learning EFL. In fact, teachers' choice of learning strategies is prime for their students as not every student learns in the same way. According to Oxford (1990), once strategies are exposed and identified, teachers can train their students in the good use of those techniques. To select those strategies, teachers should consider some factors such as their students' personality traits, motivation level, learners' expectations and purpose for learning, task requirements, age, stage of learning, and students' cognitive style (Willing, 1987). These elements will be explained below.

At the outset, students' personality traits have a huge relevance on the choice of learning strategies since extrovert and active students will not learn in the same way as introvert and passive ones. In the same spirit, apprentices' motivation level influences their attitude towards English learning; for instance, highly motivated students embrace different

learning strategies than the low motivated ones. Moreover, the learners' expectations and purpose for learning English will determine their use of certain strategies depending on students' needs. In line with this point of view, in terms of the task requirement, students might use different strategies depending on how demanding the assignment is. Age and students' stage of learning also play an important role in the choice of learning techniques as adults with higher proficiency levels learn in a different way than children or adolescents with lower proficiency levels and vice versa. Finally, the learners' cognitive style (that is to say, the way the student approaches, assesses, and remembers linguistic information) impacts the selection of learning strategies.

Even though the (aforementioned) learning strategies can be taught, learners should also be able to select and create their own. Based on this information, we can say that both teachers and learners can take over their process as they decide upon the learning strategies that better fit their needs. With this freedom of choice, the concept of autonomy arises.

## **6.2. Autonomy**

Autonomy is essentially the capacity to reflect critically upon decision making and act independently (Dworkin, 2015). This concept will be addressed in this research since our goal is to determine how autonomous practices are promoted in the EFL general peer-tutoring sessions given by LC tutors at PUJ. Additionally, autonomy is directly related to the sense of freedom; nevertheless, according to Casas (2009), this freedom can be positive or negative depending on the perspective. On the one hand, the author refers to negative freedom as 'freedom of', which is considered the negation of dependence. On the other hand, the author names positive freedom as 'freedom to' which is also named as freedom of choice or freedom of arbitration. According to the author,

...the freedom that interrupts dependency relationships [is] often identified with the notion of autonomy. In terms of individual decisions concerning learning, if a learner is "freed", for example, from his or her dependence on the teacher in learning or using the foreign language, he or she is exercising a personal freedom...p.34.

This means that from the moment the student is no longer dependent on the teacher, the concept of 'freedom' may take two paths: the positive one or the negative one. The positive freedom refers to the capability of students to decide whether they will do something or not regarding their learning. On the contrary, the negative freedom alludes to the negation of dependence that students still have on the teacher. The latter means that students may think

that they do not need the teacher anymore, but it is not completely true since they still need teacher's help to do some tasks.

In the same way, the author affirmed that to acquire this 'freedom' or independence does not mean that you will automatically learn how to learn a language efficiently since it is a process, not an act. The same author also states that, in the pedagogical context, nowadays, autonomous practices are considered synonyms of effective learning. Nonetheless, these practices are addressed without adequate reflection, so it is needed to set the necessary conditions to reflect properly upon these practices to educate autonomous subjects. In regard to this reflection towards the promotion of autonomous practices, it will be intriguing for us to see whether LC tutors, when planning their tutoring sessions, reflect upon the autonomous practices they could promote in their sessions or how aware they are of their capacity of encouragement of such practices. Based on that, we consider it pertinent to deep on autonomous language learning and which practices make an autonomous learner. In other words, it is important to highlight the need to expand more on autonomous learning than on autonomy per se (as our research is framed within the context of English teaching and learning as a foreign language).

### **6.3. Autonomous language learning**

Autonomous language learning refers to the learners' ability to determine personal learning objectives, contents, methods, and techniques as well as the capacity to self-evaluate the knowledge they acquired (Holec, 1981; Benson & Voller, 2014). Holec (1981) defined learner autonomy as the "ability to take charge of one's own learning, which means that autonomy is to have the responsibility for all the decisions concerning all aspects of this learning" (p. 3) Also, he added that autonomy "is not inborn but must be acquired either by natural means or (as most often happens) by formal learning" (p. 4). According to the author, to achieve this level of autonomous language learning, learners must have the capacity to make decisions concerning their own learning along with having the proper scenario to control it. In view of the above mentioned, we can say that autonomous language learning is a critical approach to language pedagogy since it requires a shift from the traditional language teaching approaches—in which learners must be passive agents of learning as teachers must provide them with everything they have to learn—to an approach that fosters learners' decision making (Pierce 1989; Pennycook 1989; Benesch 1993; Benson, 1996). We can evidence this shift from traditional language pedagogies to contemporary ones in the LC program since peer-students assume the teachers' role to help other BML students, which changes the conventional teacher's portrayal.

Since we concur that the learners are solely responsible for their learning process and for choosing the direction of their learning, we consider it paramount to base our research on the previous definition, (Holec, 1981; Benson and Voller, 2014) since we cogitate that it will give us a more holistic perspective for our research within the context chosen: Language Coeur tutoring service for BML students at Pontificia Universidad Javeriana in Bogotá, Colombia.

In the same line of thought, some aspects are closely related to autonomous language learning that we consider relevant to develop this research. According to Cotterall (1995), there are six factors related to autonomous language learning: the role of the teacher, the role of feedback, learner independence, learner confidence in study ability, experience of language learning, and approach to studying. Notwithstanding, bearing in mind the scope of our research, we will only consider the following concepts: a) the role of the teacher, b) learner independence, and c) learner confidence in study ability. The role of the teacher as we consider that it is important to see how this role influences autonomous learning because this is the one that the LC tutors exercise during their tutoring sessions though they are not teachers themselves. Finally, learner independence and language confidence in study ability since we believe that it is important to highlight in which moment students become autonomous, and, consequently, confident in their learning since we want to identify how LC tutors promote this independence and confidence.

### ***6.3.1. The role of the teacher***

Teachers might be portrayed in a myriad of ways depending on the student and could play different roles within the English language classroom (Cotterall, 1995). However, there are two predominant conceptualizations regarding the teachers' roles in language learning: the teacher as an authority figure and the teacher as a facilitator of learning (Bergman, 1984; Haughton & Dickinson, 1988; Kumaravadivelu, 1991; Cotterall, 1995). Certain beliefs could show that learners see teachers as principal agents in their learning process; for instance, students that believe that their teachers must offer them help and tell them what to do (Haughton & Dickinson, 1988). Students who picture the teacher's role in language learning as dominant do not fit in the profile of an autonomous learner since they assign central tasks of autonomous learning such as diagnosing difficulties, allocating time, and establishing the purpose of activities to the teacher. Taking into account the latter, it is plausible to suggest that those traditional beliefs regarding the teacher role (such as seeing the teacher as an authoritative figure) could lead the students to be more autonomous learners when learning English from a peer-tutor rather than a teacher. Although LC tutors might be exercising a type

of teacher role while giving the sessions, they are not labelled as teachers yet, which means that tutees might not see them as authority figures. As a result, tutees might be able to put aside traditional teacher' portrayals to oversee their own learning, which could lead them to develop more autonomous learning practices.

### **6.3.2. Learner independence**

Cotterall (1995) affirmed that apprentices who acknowledge why they need to learn English for and that learning a language is very different from learning other subjects are expected to have girldle goals, to accept experimenting with new activities, and to be more independent, which is nearly related to the description of a “good language learner” (p. 199). In the same way, there are some crucial factors to have a good language learning process, such as the disposition to set goals and take risks. These tenets of learner independence are closely related to our research context since the BML students at PUJ have a common purpose for learning English: to graduate from the BML by reaching the C1 English proficiency level required.

Nonetheless, a variety of obstacles to learner independence have been identified by Knowles (as cited in Cotterall, 1995), who affirmed that learners adopt difficult-to-modify behaviours that encourage learner dependence rather than independence due to their experience with traditional education systems. For example, students only attend classes, read textbooks, and wait for teachers to be in control of what they learn (Tort-Moloney, 1997). As we stated before, to achieve autonomous language learning, it is prime to adopt different language learning pedagogies (such as peer-tutoring) that make students active agents in their own learning, and which could also lead them to be more independent. In the same thread of thought, Victori (as cited in Cotterall, 1995) declared that “the more experience in language learning the respondents had, the less likely they were to rely on teachers during the task of language learning” (p. 72). We understand this as the lack of experience in language learning that leads students to be highly dependent. Finally, considering the same author affirmed that autonomous learners are feasible to be individuals who have solved problems with their educational background, cultural norms and prior experiences, we can infer that reaching the desired levels of autonomy in EFL classes is a long process and might take a constant trial and error series of steps to be fully autonomous (if such expression fits into the context of EFL).

### **6.3.3. Learner confidence in study ability**

Cotterall (1995) defined learner confidence in study ability as “an individual’s assessment of his/her ability in relation to the study in general” (p. 200). This learning confidence has ordinarily been connected to the concept of ‘self-esteem’ and to the learners’ ability to self-assess their progress. Students that show confidence in study ability claim that they know how to study languages and other subjects properly, which means that they believe they can influence the outcome of their learning. As a result, how learners understand their language learning experiences and the opinions they have towards them is foremost to thrive their confidence and to develop autonomous approaches to learning (Harri-Augstein & Thomas, 1991; Weden, 1991; Cotterall, 1995). We can summarize the ideas above by stating that learner confidence is closely related to academic success and is the main characteristic of autonomous learners. Consequently, it is prime to explore the beliefs that learners have about themselves and their learning to promote reflection on their learning process.

In that order of ideas, it will be intriguing to see whether LC tutors foster learner confidence in study ability by encouraging tutees to reflect on their English learning process. Since the development of this confidence is a central characteristic of autonomous learners, the analysis of the promotion of it within the LC general peer-tutoring sessions is relevant for the purpose of our research.

### **6.4. Language teacher autonomy**

The notion of autonomy in language learning has been frequently pictured as a mainly learner-centred idea (Benson, 2008). Nonetheless, teachers also have a sense of autonomy within their own teaching practices, which could reflect in institutional and classroom learning arrangements that fit in the curricula. According to Frodden and Correa (2000), if language teachers want to foster autonomy among their students, they must be autonomous themselves. From this statement, the following question emerges: What makes a teacher autonomous?

Teacher autonomy in language teaching is related to teachers’ control over their own teaching practices, which means they need to take responsibility for their teaching as well as reflect on the acquisition of their teaching practices and pedagogical skills (Little, 1995; Tort-Moloney, 1997; Smith, 2000). As a result, teachers who are constantly overseeing their students’ progress and engaging with the reflection of their teacher learning, in other words, learning from themselves as teachers (by being aware of how, when, and where they acknowledge their teaching practices) are more likely to develop teacher autonomy and, consequently, foster learner autonomy (Fandiño, 2009).

For our project, it might be reasonable to suggest that LC peer-tutors that are aware of their teaching practices are prone to be more autonomous language learners and teachers (as they are exercising both roles) and to promote autonomous learning among their tutees. Along similar lines, Little (1995) proposed that “language teachers are more likely to succeed in promoting learner autonomy if their own education has encouraged them to be autonomous” (p. 180). This means that LC tutors that have learned to be autonomous may be inclined to foster learner autonomy and the ones who have not are less likely to do so. Bearing that in mind, it is foremost to know whether tutors have had any sort of training in the promotion of autonomous learning practices or whether they have been stimulated to be autonomous learners throughout the BML.

#### ***6.4.1 Strategies to promote autonomy***

Concerning the purpose of our investigation, it is prime to identify the strategies (if any) that LC tutors use in their tutoring sessions to foster autonomous learning among their tutees. To promote autonomy in the EFL contexts, teachers need not only to be autonomous themselves but also to have strategies to foster autonomy among their students. According to Gardner and Miller (1999), there are three possible reasons why teachers might want to foster language learner autonomy: it strengthens the personal characteristics of learners; it has political implications inside and outside the classroom, and it can be seen as an essential part of educational and pedagogical practices. However, based on our own experience as students of most of the EFL levels of the BML, we have observed that teachers are sometimes unaware of the promotion of autonomous learning within their classes, or they are unsure of how to foster it.

Regarding this idea, Nunan (1995) proposed that to achieve that learner autonomy, teachers need to implement a learner-centred classroom that leads students to make critical pedagogical decisions concerning their language learning. Nevertheless, not all learners are ready to take control over their own learning. This can be understood as the lack of awareness of what to learn, how to learn it, when to learn it, and how to assess what they have learnt. For this reason, the same author states that teachers need to be understanding regarding the application of learner-centredness since it needs to be a pathway to guide students through the development of the critical skills and knowledge that they need to raise a sense of power, control, and responsibility towards their language learning.

As mentioned in our statement of the problem, Nunan proposed five principles that could help students take over their learning process effectively by being more involved in their English class, and, consequently, leading them to become more autonomous. These

levels (that will be explained below) are: 1) awareness, 2) involvement, 3) intervention, 4) creation, and 5) transcendence. These tasks increase the level of participation of the learner from 1 to 5, being one the lowest extent of involvement and 5 the highest.

#### **6.4.2. Awareness**

The first action to take when implementing learner centredness is to explicitly make learners aware of the learning goals proposed, the content of the curriculum, and the pedagogical materials that will be used; however, raising awareness among learners is not only informing them but also making them part of the process (Nunan, 1995). Once students become more aware of what they will learn and how, the teacher can start giving them more active, demanding, and involved roles in the language lesson. In that way, the learners' interest and engagement towards the lesson will be enhanced (Brindley, 1984; Miller, 2009). Considering this, we will discern whether LC tutors make their tutees knowledgeable about the learning goals for the tutoring session, the content of the lesson, and the materials they will use for it as well as how tutors inform the students of these aspects.

This awareness could be achieved in the following ways: The teacher says explicitly the topic of the lesson and asks students to look in their material for examples of that topic, so learners can share them with the class and the teacher can write those examples on the board. This approach to raising awareness could be seen in the subsequent example given by Nunan:

Teacher: Today we're going to practice talking about likes and dislikes, and we're going to talk about music and movies and stuff. OK? OK Kenji? Now, I want you to open your books at page 22, that's where the unit starts, and [...] Now, I want you to look quickly through the unit and find one example, one example of someone saying they like something, and one example of someone saying they don't like something? OK? One example of each. And I'm going to put them here on the board (p. 137)

The foregoing example clearly shows how the teacher increases the students' involvement when presenting the topic of the lesson by asking them to look for information on that subject, so that topic can be presented in the class.

Another technique that could help raise awareness in the English language lesson is either adapting the material used or creating material in which the learning goals are mentioned expressly (Nunan, 1995). For example, teachers can design a unit to work on present simple and write objectives and goals of the unit on the first page of the material. Additionally, if teachers want to foster self-assessment, they could add a self-checking



exercise at the end of the lesson in which learners can review what they have learnt in the lesson as in the following example given by Nunan (1994):

Review the language skills you practised in this unit. Check [W] your answers.

CAN YOU?

- Make comparisons? [ ] yes [ ] a little [ ] not yet

Find or give an example:

- Ask for and give advice? [ ] yes [ ] a little [ ] not yet

Find or give an example:

(p. 108)

The example presented above evidently demonstrates how teachers could enhance students' awareness of their progress and achievements during the English lesson by asking them to answer short questions and provide examples.

### **6.4.3. Involvement**

In this task level, students can be involved in the selection of goals, content, tasks, and how they can be done during the lesson, so the teacher is not the only one who makes decisions concerning students' learning; as a result, at this level, the teacher acts more as a guide or monitor than as a figure that dictates how the student should undertake the lesson (Nunan, 1995; Miller, 2009). Since there are learners that are not ready to make choices regarding their learning process, the teacher must provide apprentices with options to choose from. Even so, young students can be actively involved in the choice of the content and process of their learning regardless of their skills and experiences in language learning (Dam & Gabrielsen, 1988). In view of that, we consider that it will be absorbing to see whether LC tutors let students choose the content, tasks, and how they will be developed during the tutoring session. Since a general tutoring session lasts one hour, we want to identify how tutors give room for such involvement (as time could be insufficient to let the students get actively involved with the session).

A way to achieve involvement in language learning could be expressed in the following example: The students are given a grammar worksheet and a listening exercise to work on; next, the teacher asks them which activity they want to do first and second; then, the teacher requires the students to justify their decision and start doing the worksheet. In this example, we can distinctly evidence the involvement of the students in the lesson as they can choose the order of the activities proposed and, therefore, how to learn the subject of the lesson.

#### **6.4.4. Intervention**

In this level of students' lesson involvement, learners can modify or adapt tasks, goals, and contents of their learning programs or lessons as well as how they are achieved (Nunan, 1995). To accomplish this, as stated by the author, teachers should embrace the role of negotiators because they need to consider both students' opinions towards the direction of their learning and the educational and curricular aspects that must be taught. In this type of task, the learners' involvement in the decisions made concerning the lesson increases considerably since the students can modify every aspect suggested in the teachers' lesson plan.

A means to execute this type of task without leaving behind the curriculum tenets and considering students' opinions is by changing tasks based on learners' suggestions (Miller, 2009). In that way, the teachers will make their students know that they could be involved and take control of prime decision-making processes regarding their learning. An example of how to achieve intervention in the English lesson, as claimed by the same author, is by asking students how they feel about the tasks proposed, the contents and the goals of the lesson so they can express their opinions. Once those thoughts are mentioned, teachers can start modifying or adapting their lesson planning.

Based on the intervention theory explained above, it is pertinent to mention that we will observe how LC tutors manage to let their tutees intervene during their lessons. We want to highlight that LC tutoring sessions are based on the BML curriculum, so students that ask for them must point out a specific topic that they learn in the program. In that order of ideas, it will be interesting to observe whether LC tutees ever ask to change the activity or topic proposed for the session. As we mentioned before, LC tutoring sessions last one hour; therefore, we want to see how tutors address these suggestions for changing the lesson plan for the tutorial.

#### **6.4.5. Creation**

This is the fourth level of students' involvement in their learning process and learners are acquiring even more control over it. In this type of tasks, learners are capable of creating and preparing their own goals, language learning objectives, and content. In this way, learners can 'create' their own lessons (Miller, 2009). This does not mean that students will be able to design their own language learning curriculum or create lesson plans for themselves; it rather implies that apprentices can choose and create different means of accomplishing a task. For that reason, the prime teachers' role to foster creation within the lesson is as motivators since

they have to encourage learners to be imaginative, creative, and reasonable to propose feasible tasks (Nunan, 1995).

A means to achieve creation in the LC peer-tutoring sessions could be expressed as follows: The tutor proposes a writing task about types of essays; next, the tutees may be requested to decide what type of essay they want to write, why they want to do it, and what the purpose of writing that type of essay is; then, the tutees can choose the topic of the essay and start writing. This example shows that LC tutees can create their own lessons and shape their content without leaving behind the goals proposed for the session.

#### **6.4.6. Transcendence**

In the fifth level of tasks for fostering learner-centredness, apprentices are in complete control over their learning process. In this variety of tasks, students go beyond their classrooms as they connect what they have learnt to the real world by working with authentic materials or becoming teachers to their peers (Nunan, 1995; Miller, 2009). Students that use English outside the classroom and link what they have learnt in classes to reality are more likely to succeed as language learners than the ones who do not (Nunan, 1989, 1991, 1995). As a matter of fact, successful language learners attribute their positive results to their use of English outside the classroom and they see this ability as the prime component of their success. We can say that, in this type of task, teachers are seen more as monitors or moderators while learners control most aspects of their language learning.

A way to achieve transcendence is by encouraging learners to explore authentic language resources of topics they might find interesting. For example, English language newspapers, TV shows, podcasts, YouTube videos, series, movies, music, literature, apps, among others. Teachers can also use authentic resources to teach their lesson, so students start acknowledging these types of tools.

We believe that it is paramount for our research to consider these five levels of tasks to promote learner autonomy since we will observe whether LC tutors at PUJ consider any of the activities proposed by Nunan to design and give their tutoring sessions. In that way, we will be able to identify how LC tutors foster autonomous learning practises in the general tutoring sessions.

### **6.5. Tutorial in education**

Tutorials are defined as periods of study with a tutor involving one student or a small group (Online Cambridge Dictionary). Hence, group teaching emerges as an alternative for individual teaching since it is focused on large groups being taught with a low rate of expenditure. According to the Ability Grouping Training Module (n. d), group teaching is a

teaching approach widely applied in many educational programmes on an international level. “It takes various formats as a teaching method, such as ability grouping, mixed-ability grouping, mixed-age grouping, etc.” (p. 1).

Nevertheless, it is true that in group teaching, a teacher may not be able to solve every pupil’s “academic problem” because of time issues. For this reason, students are divided into small groups so that teachers can solve the personal “academic problems” that each student may have (Maheshwari, 2017). According to the definition [“a tutorial is a sub-part of the class in which a teacher tries to solve the problems of the small groups of the pupils through individual teaching.” (para. 2)], the author proposes some aims that tutorials are generally intended to. The first aim that he proposes is to develop critical thinking ability in students for their discipline. Second, to help students develop basic academic skills. The third aim that he proposes is to teach students how to teach. In this aim, he makes an emphasis on synthesis, formulate a thesis, and respond to questions, the next aim proposed is to follow students' individual academic interests. Finally, the last aim is to help students develop a deep understanding of the subject matter.

In view of the above, tutorials in language learning work under the same tenets that tutorials in other fields of study since learners with a higher proficiency level help other students (with a lower proficiency) overcome their difficulties when learning English. As a matter of fact, LC tutors must be in higher language courses or have a higher proficiency level in the languages they want to teach than tutored students. Consequently, tutors will be able to guide and advise tutees in a better way. During these mentoring sessions, tutors are expected to provide students with useful complementary tools to help them improve their understanding of certain language topics (Ruiz et al., 2017).

## **6.6. Peer-tutoring**

The concept of peer-tutoring has been defined in different ways by some authors. Goodlad and Hirst (1989), for example, define peer-tutoring as “a method of education where learners assist each other and study themselves” (p. 25). Besides, Khurum, Samson, and Shahzadi (2019) point out that in peer-tutoring “students tend to partake not only in the teaching practices but also tend to share information with the other students to enhance the progress of their peers” (p. 197). We acknowledge that both definitions are relevant for our research since they give us the possibility to cover a wider perspective of this concept. Also, peer-tutoring helps learners cultivate their accountability and develop communicative and linguistic skills, as well as foster cognitive, social, emotional-affective, social, and

professional growth (Kim 2015; Ahsan & Smith, 2016; Álvarez, 2002; Ariza & Viáfara, 2009).

Given the above, for us, peer-tutoring is a method of learning in which students with a higher understanding of a topic help other students to improve their comprehension of that topic. In that way, both groups of participants (the tutors and the tutees) can enhance their learning: the former by teaching and the latter by being taught. Peer-tutoring can also take place in autonomous language learning since it provides students with a space in which they can study and learn with a peer by practising any of the language skills.

### **6.7. Types of peer tutoring**

There are some types of peer tutoring that have been meaningful in diverse academic areas such as traditional peer tutoring, online peer tutoring and reciprocal peer tutoring.

#### **6.7.1. Traditional peer tutoring**

In this model of peer-tutoring, tutors used to be considered as replacements of teachers since they needed to have the same proficiency as the teacher to be in charge of the class (Topping, 2015). In the same line of thought, and according to Molina and Nempeque (2019), “the tutor is a student with a higher proficiency than tutees’, and the tutee is always the one who is learning from the tutor” (p. 13). It is evident to us (from the previous statements) that the tutors’ role has evolved through time as now they are not expected to be just guides but also to foster an ambience of reliability, rapport, and understanding not only of their tutee’s needs but also of their own. This is clearly related to the previously developed idea of autonomy on both learners and instructors.

#### **6.7.2. Online peer-tutoring**

This type of peer-tutoring takes place in an online environment mediated by Information and Communication technologies (henceforth ICT). A way of language learning with ICT is Computer-Mediated Communication, which prime objective is “to provide alternative contexts for social interaction; to facilitate access to existing discourse communities and the creation of new ones” (Kern & Warschauer, 2000, p. 13). For this reason, online peer-tutoring can promote learning efficiency, learning effectiveness, access to more resources and interaction, time and location convenience, and motivation (Herrera, Largo, & Viáfara, 2019).

Considering the advantages for tutors’ language learning, online peer-tutoring balances the interaction among peers since in online environments tutees feel more empowered to participate and communicate, this increases tutees’ motivation and engagement in learning (Jones et al., 2006; Dekhinet et al., 2008). Another benefit of online

peer-tutoring is that it fosters autonomous language learning as the use of modern technologies enhances the language learning processes since it promotes organization, self-monitoring, self-assessment, and the exercise of cognitive skills through online social interaction (Brooke, 2013; Liu, 2014).

This promotion of autonomous learning through online peer-tutoring is closely related to our research since we will explore how autonomous practices are promoted within the LC general peer-tutoring sessions. It is important to highlight that these tutorials are meant to be face-to-face sessions, but the coronavirus pandemic has changed how these tutoring sessions are delivered to a synchronous interaction. In simple words, an interaction mediated by a technological tool such as a computer, a cell phone, or a tablet.

### ***6.7.3. Reciprocal peer tutoring***

In this type of peer tutoring, the teacher assigns to the entire group the roles of tutors and tutees. In reciprocal peer tutoring, the teacher is responsible for monitoring tutees' job of providing feedback to their partners. Besides, this type of peer tutoring offers the high-need students the opportunity to learn English directly from a peer. According to Molina and Nempeque (2019),

This type of peer tutoring is suitable to tackle their difficulties and to gain much more than what is expected. So, it implies that they could make a big effort to collaborate when they perform their roles as tutor or tutee creating interdependence for mutual growth. (p. 21)

Additionally, according to Gartner & Reissman (1994), this type of tutoring is designed “to (1) give all students the opportunity to be tutors and thereby learn through teaching, (2) have all tutors experience the tutee role as part of a tutoring apprenticeship” (p. 58). Additionally, students can understand their peers in both roles (either tutee or tutor) since they have experienced both roles. Concerning the information given about reciprocal peer-tutoring, we consider it pertinent to clarify that LC peer-tutoring sessions are somehow reciprocal since they are given by peer-students. However, LC tutorials are taught by BML students with higher English level and not by peer-students in the same class (or with the teacher's constant monitoring).

To conclude this chapter, we acknowledge there exists a lot of theory about EFL teaching and learning, student and teacher autonomy, autonomy promotion strategies and peer-tutoring. We tried to synthesize such theoretical tenets together to provide the basis for developing our research project in how autonomous practises are promoted in the LC general peer-tutoring sessions. As the evidence in this chapter has shown, autonomy in English

language learning emerges due to a variety of factors; for that reason, it will be absorbing to explore if peer-tutoring can play a decisive role in promoting autonomous practices on tutees.

## 6. Methodological framework

In this section, we will elaborate on the methodology that we will use to develop our research project. Besides, we will explain our research approach, the instruments that we will use to collect data and the participants that will take part in our project.

### 7.1. Qualitative approach

To collect the information from the tutors and the tutees, we will follow the qualitative approach to research. According to Cropley (2019),

Qualitative research examines the way people make sense out of their own concrete real-life experiences in their minds and their own words. This information is usually expressed in everyday language using everyday concepts. Qualitative methods are regarded by many researchers nowadays as offering a legitimate method for gaining information about and understanding how human beings' function. (p. 5)

Expanding the previous idea, our research will be participant centred. That is to say, tutors' experiences and procedures within the LC peer-tutoring sessions are the most important factors since we will record and analyse a number of these seances, we will interview several tutors, and we will ask them to fill a planning report for the tutoring session that will be recorded.

The idea of "reality" is subjective for the qualitative method since it is considered that each human being has his/her individual and personal view of the world. As ascertained by the author, qualitative research points out in discovery, broadly defined goals, open research questions, and formulation of hypotheses. Consequently, this research method highlights the understanding of reality within a specific context.

Considering the latter, we decided that our study is qualitative since we will collect, compare, and analyse the information from tutors taking into account our stated goals. In other words, in the collection of data we will centre our attention on identifying how LC tutors foster autonomous practices within the tutoring sessions. Nonetheless, our research will not include the generation of hypotheses since we want to reach an overall comprehension of a specific phenomenon through the description of it in a determined moment and context instead of predicting what will happen with that phenomenon.

Furthermore, in line with Cropley (2019), there are five basic principles of qualitative research that relate to our research. First, the research question needs to ask the "Why?" "How?" and "What kind?". Paraphrasing the previous idea, that it demands the reason, the way, or the type of a phenomenon. For instance, in our research, we will find out the way in



which autonomous practices are promoted by LC tutors. Then, the philosophy of our qualitative research is focused on the participants' experience with the everyday world. Indeed, certain stages are followed in this type of research, which are aligned with our initial idea: "(a) recording participants' narratives, (b) description of what they say in terms of discipline-based concepts, and (c) explanation of what this means for theory in the particular discipline." (p. 43). Since our study is participant-centred, we will register tutors' experiences through interviews and questionnaires because those instruments allow us to explain the whole process in detail. After this procedure, we will analyse and compare the data using the theoretical concepts stated.

### ***7.1.1. Exploratory-descriptive study***

Our research is framed within the exploratory-descriptive type. According to (Hernández-Sampieri et al., 2014), exploratory studies examine topics or research problems that have not been deeply approached before. As a matter of fact, in our state of the art, we noticed that research on how peer-tutors promote autonomous learning practices among their tutees has not been done before in the context of the PUJ, so our project will contribute to strengthening such body of literature.

In the same line of thought, we also consider our research to be descriptive because we want to recount a phenomenon within a specific context. A descriptive study, as reported by the same authors, aims to describe characteristics of a specific group, community, processes, or any other phenomena that can be studied. For that reason, we state that our project is an exploratory-descriptive study as we want to do research on a topic that has not been widely studied before as well as describe this phenomenon within a specific context.

## **7.2. Participants**

The participants of this study are BML students who are giving tutoring sessions in Language Coeur (LC), whose age ranges from approximately 16 to 23 years old approximately. LC is a group whose main aim is to offer tutoring sessions to students that have difficulties with either the English or the French language taught in the BML (Ruiz, Moreno & Rodríguez, 2017). These sessions are delivered exclusively by students from the BML to other students of the same program. It is important to highlight that LC tutors must be in higher language courses than tutored students (or, at least, have a higher proficiency level than the language level they want to teach). Consequently, tutors will be able to guide and advise tutees in a better way. During these mentoring sessions, tutors are expected to provide students with useful complementary tools to help them improve their understanding of certain language topics (Ruiz et al., 2017).

There are two types of tutoring modalities in LC in both the English and the French language: general and permanent. For the purpose of our research, we will only go in-depth with the process in the English language. It is important to point out that one of us is an English tutor in LC, which enables us to have closer contact with the process. Now, regarding the type of tutoring mentioned above, on the one hand, general tutoring sessions consist of students requesting the tutorial by completing an online form in which they have to describe their condition as English language learners in the BML: students need to say which English level they are taking in the BML, who their teachers are, the skill they are having difficulties with (grammar and vocabulary, speaking, listening, reading, and writing) and the specific problem they have. For instance, a student asks, let us say, a tutoring session to work on speaking; then, he or she mentions fluency is his or her specific difficulty within that skill. Once students have completed this brief profile, they have to select a time for the tutoring session and a tutor available at that time will be assigned to the student.

On the other hand, to request permanent tutoring sessions, which take place during the whole academic semester, students need to talk to their teachers, academic counsellor, or program director, and explain why they want this sort of accompaniment. Since some students are at a high risk of being excluded from the program due to their low grades, they have priority in this type of tutoring assignment. Once this process has taken place, the LC English area coordinator assigns tutees to tutors. Depending on every tutee's academic situation and the available time they have, one or two tutors are assigned to them. Tutoring sessions last only one hour, so some students require more practice and ask for two tutorials per week with two different tutors. When this happens, tutors meet to decide the abilities that each of them will work with the student to organize the process, to avoid topic repetition, and to guarantee that tutees will practise all the skills during their semester-long process. In light of the above, we take LC tutors that give general tutoring sessions as participants (the chances to have access to this type of tutoring are much higher than the chances to access permanent tutoring—based on the numbers of the LC program during the last two semesters in which the pandemics changed every process).

### **7.3. Instruments**

Regarding the methods for gathering data, Cropley (2019) affirms that researchers can investigate people's perspectives of the world and their relationship by permitting them to describe these phenomena as they have experienced. Concerning participants' and researchers' roles, the author says that the respondents become partners with the researchers in the reconstruction of their experiences and the way they understand them. In our study, we

will have a close relationship with the participants since we will have a peer role that could make them feel more comfortable during the process. We chose three suitable instruments for our investigation project as video recordings' observations, interviews, and the tutoring session planning report, which will be designed as a questionnaire.

### **7.3.1. Questionnaire**

To begin with, we used a questionnaire as an instrument for gathering data. According to Grasso (2006), a questionnaire is a procedure that makes it possible to explore to obtain this information from a considerable number of people. Similarly, Mayntz et al. (1996) describe the questionnaire as a systematic search for information in which the researchers asked participants about the data they wish to obtain, and then they collect these individual data for the analysis. The questionnaire must contain a series of questions or items regarding one or more variables to be measured. In other words, two types of questions are considered: closed and open (Gómez, 2006).

On the one hand, closed questions have delimited response categories. The answers include two or more possibilities given by the researcher. As ascertained by the last previous author, this type of question facilitates the analysis of the participants' answers. On the other hand, open-ended questions have not delimited response categories. The same author claims that, when using this type of questions, it is more difficult to code the participants' answers since they are not determined.

Subsequently, the author also expresses that the questions in the questionnaire must meet certain requirements: a) they have to be clear and understandable to the respondent; b) the questionnaire must start with questions that are easy to answer; c) questions should not be uncomfortable; d) they should preferably refer to only one aspect; e) they should not induce responses; f) the questionnaire should not ask unnecessary questions. In addition to the previous, questions should not (ideally) refer to institutions or ideas that are socially endorsed or supported by proven evidence, and the questionnaire language should be appropriate to the characteristics of the respondent.

As we already mentioned in the statement of the problem, we employed an initial questionnaire to collect data since we wanted to build and shape a clear statement of the problem for our project. To do this, we designed a questionnaire that aimed to acknowledge LC tutors' procedures regarding autonomous practices within tutoring sessions. It is important to highlight that tutors were not aware of the topic of this study and the word autonomy was never mentioned in the questions to prevent biased answers. Based on the results of that questionnaire, we identified that there was not a distinct way in which LC

tutors promote autonomous learning practices in the LC general peer-tutoring sessions as the tutors' focus was on the permanent tutoring sessions (annexe 1). As a result, this questionnaire helped us shape our research question on how autonomy is promoted in the general tutoring sessions. Moreover, we will utilise a questionnaire on tutors planning on the LC tutoring sessions as we want to acknowledge whether tutors consider the tenets of autonomous learning when planning their lessons. It is paramount to highlight that this questionnaire will be applied before every tutoring session that we will observe.

### **7.3.2. Interviews**

Then, we used interviews as an instrument to collect data. Interviews are defined as meetings to converse and exchange information between one person and another, or others (Hernández-Sampieri et al., 2014). This instrument is characterised by its flexibility since the beginning and the end of the interview are not established, which means that the questions may be adapted, or others may emerge depending on the interviewed; either the first or the last question could be different considering the participant's answer. In interviews, questions are open and neutral as they want to collect detailed experiences, opinions, and perspectives from the participants. There are different types of questions for interviews proposed by Grinnell et al. (2009): general questions, questions to exemplify, structural questions, and contrast questions. About this study, we will consider and explain only the first two to develop our data collection instruments. First, general questions aim to ask for overall approaches related to the research topic. Second, questions to exemplify are intended to deepen on specific issues or topics since the interviewed is to provide examples as answers. We decided to choose those types of questions for our instruments because they allow the participants to widely answer the questions given and feel free to give examples that help complement their answers.

As there are different types of questions, there are also different types of interviews. According to Dunn (as cited in Hernández-Sampieri et al., 2014), there are three main types: structured, unstructured, and semi-structured. For the purpose of this project, we had semi-structured interviews as our data-gathering tool. A semi-structured interview is a verbal interaction in which the interviewer aims to obtain information from another person (Longhurst, 2010). As stated by the same author, this type of interview "is about talking with people but in ways that are self-conscious, orderly and partially structured" (p. 103). This means that the researcher has previously designed some questions to guide the interview; nevertheless, other questions may emerge during the interview considering the answers given by the interviewed. This type of interview is carried out in a semi-informal tone that allows

participants to provide open responses instead of short answers. We will use semi-structured interviews since we want to enable LC tutors to go beyond the questions proposed and expand on their answers if needed (annexe 3).

### **7.3.3. Observations**

Next, we used observations as a data-collection instrument. Observations are not only about contemplating the world and taking field notes; they rather require the observer to be extremely attentive and reflective towards details, events, and interactions within the context observed (Hernández-Sampieri et al., 2014). There are four main objectives of observations. First, observations are intended to: a) explore and describe specific aspects of life inside contexts by analysing their meanings and the actors involved; b) comprehend processes and links between people and experiences or situations that might occur during the observation exercise; c) identify social problems; and d) create hypotheses for future studies.

Additionally, there are six main situations to observe according to Lofland et al. (2005): Physical environment, social and human environment, individual and collective activities, artefacts used by the participants, relevant facts, and human portraits of the sample. We consider that the situation to observe in our study is individual and collective activities since it serves the purpose of answering questions such as what the participants do, what do they do, when and how they do it, and which is the purpose of each activity. The latter is relevant to our project as we want to observe and make a detailed report on the situations within the LC general tutoring sessions that could foster autonomous practices.

As stated above, we wrote a thorough report on the LC tutoring sessions. To do that we designed an observation format. Cuevas (as cited in Hernández-Sampieri et al., 2014) mentioned that observation formats can be a piece of paper divided in two: on one side descriptive notes are registered and on the other side interpretative notes. The former notes are meant to report the situations that happen during the observation while the latter aim to elucidate the circumstances observed based on the research topic. These formats were used in our study to take notes on the LC peer-tutoring sessions recordings as these seances are carried out in the TEAMS platform due to the coronavirus pandemic. However, our observation report had one column as we will descriptively report everything that happens in the tutoring session and the signification of it will be established later (annexe 4).

### **7.3.4. Video recordings**

Finally, we used video recordings as an instrument to collect data. As stated by Penn-Edwards (2004), video recordings “allow the researcher to record and replay the pictures and sound of an event” (p. 266). Normally, video recordings are carried out with a

camera or a recording device; however, in our study, we recorded the video call in the platform TEAMS (as the LC peer-tutoring sessions take place there). Undoubtedly, because of the COVID-19 pandemic, the only suitable way to observe a tutoring session offered by LC was a video recording. Video recordings enabled us to watch the tutoring as many times as needed to achieve a comprehensive analysis of it.

#### **7.4. Ethical considerations**

The participants of this study were given a consent form (annexe 6), for the interviews, the questionnaires, and the video recordings. In it, they were informed about the purpose of our study and that the information gathered through this instrument would be used as part of our research project. They were also told that their participation was voluntary and that they may refuse to take part in the research or stop answering/writing at any time without penalty. Additionally, the participants acknowledged that their responses would be completely anonymous and confidential. Finally, participants knew that the research outcome would not include the explicit reference to any of them (this, with the idea that no external reader could identify them or their answers).

#### **7.5. Data collection schedule**

To collect the data needed to develop our research project, we followed the subsequent schedule. First, from the first week of February until the first week of March 2021, we collected all the video recordings and planning questionnaires for the tutoring sessions. Then, within the same time span, we observed and took field notes on the recordings. Next, from the second week of March until the first week of April, we conducted the interviews with the tutors that took part in the study. Finally, from the second week of April until the second week of May 2021 we analysed all the data collected through triangulation, and we came up with the results and conclusion of our study.

<b>Data collection schedule</b>		
<b>1st February - 5th March</b>	<b>8th March - 8th April</b>	<b>9th April - 18th April</b>
We collected all the video recordings and planning questionnaires for the tutoring sessions. Furthermore, we observed and take field notes on the recordings.	We conducted interviews to the tutors that took part in the study.	We analysed all the data collected through triangulation.

Chart 2: *Data collection schedule*

## 8. Data analysis

In this chapter we will describe the data collection process, the analysis of the data gathered, and the results obtained. To begin with, we started collecting our data on the first week of February 2021, with the permission of the LC coordination already granted. Then, we contacted the tutors that had been assigned tutoring sessions (information given by the LC coordinator) to ask them whether they wanted to collaborate with our research project. We approached six tutors and all of them agreed with participating in our study. After doing so, tutors were requested to fulfil a format in which they had to describe the planning of the tutoring session that they would give. This was our first instrument, which objective was to acknowledge whether tutors consider the tenets of autonomous learning when planning their lessons. It is important to highlight that we did not have any information about tutors' pedagogical formation on autonomous learning practices and how to promote them, so we did not interfere with their filling out such formats at all. In addition, tutors signed the concern form in which they accepted their participation in this project (annexe 7).

Afterwards, we asked the tutors to record the tutoring session that they would teach. This session was the same that they had previously described in the planning report. It is important to feature that these tutoring sessions usually take place at Javeriana University campus; however, due to the COVID-19 pandemic, the tutoring sessions are carried out in a Microsoft platform called Teams. Subsequently, we requested the tutors to send us this recording to our emails. The aim of these recordings was to analyse them by elaborating a detailed report. Lastly, we scheduled an interview with the tutors in which, through seven questions, we wanted to know their thoughts related to Nunan's principles of the promotion of autonomous learning that we mentioned in our theoretical framework (**awareness, involvement, intervention, creation, transcendence**). Even though the interview was linked to these principles, we never mentioned them directly on the questions; instead, we formulated questions that implied the meaning of each of the tenets with the aim of analysing how much of every tutor's answer was related to the theoretical assumption previously mentioned. After this process, we transcribed the information collected through the interviews and video recordings to start systematising our data so we could analyse it ([annexe 8](#)). To organise our data, we decided to give each tutor a random number from 1 to 6; in that way, we would comply with the principle of anonymity and ethical consideration of each participant's right to be unidentified.

In the data analysis procedure, we used a strategy called coding. According to Burns (2003), “coding is a process of attempting to reduce the large amount of data that may be collected to more manageable categories of concepts, themes or types” (p. 152). In addition, coding involves the systematisation of data to find patterns and well-grounded explanations (Friedman, 2012), with the intention of coming up with potential patterns that could help us start organizing the information to answer our research question. Firstly, we went over and started reading the data gathered to identify the useful pieces of information for our research project. While we were reading, we named these pieces of evidence after randomly assigning them coloured labels. This process is known as colour coding, which implies going in detail through the data and allocating visual markers with the purpose of identifying patterns or trends (p. 154). After an iterative process of going over the data and the initial codes over and over, we ended up with 9 different labels.










FINAL CODING LABELS	COLORS
TIME ISSUES	
RELATION BETWEEN NUMBER OF ACTIVITIES AND TOPIC OF THE LESSON	
<b>AWARENESS AND STUDENT’S PARTICIPATION</b>	
NO PROMOTION OF AUTONOMY	
<b>HYPOTHETICAL INVOLVEMENT OR INVOLVEMENT</b>	
<b>HYPOTHETICAL INTERVENTION / INTERVENTION</b>	
<b>HYPOTHETICAL TRANSCENDENCE/TRANSCENDENCE</b>	
CONDITIONED HYPOTHETICAL <b>CREATION</b>	
TUTOR’S TIPS OR RECOMMENDATIONS	

Chart 3: *Final coding labels*

Then, we followed a categorization method that refers to the systematic organization of data into similar or homogeneous pieces of information (Lankshear & Knobel, 2004). During this process, we grouped the information into four main categories of alike evidence collected in the procedure before mentioned. Subsequently, we used triangulation, which relates to “using more than one particular approach when doing research in order to get richer, fuller data and/or to help confirm the results of the research” (Wilson, 2014, p. 74). In other words, we used three different data collection instruments to assure the validity of our



project, and this procedure is called methodological triangulation. As reported by Turner and Turner (2009), methodological triangulation aims to improve the validity of a study by using more than one method to gather data. After we triangulated the information of the four categories aforementioned, we realised that only three of them were depicted in our three instruments, which showed patterns and trends. As a result of all the previous processes, we came up with the following matrix of categories of analysis. The information after the matrix constitutes the explanation of each category with its corresponding evidence from the data-gathering instruments and the theoretical support.

<b>Research question</b>	<b>Categories of analysis</b>	<b>Evidence (for triangulation purposes)</b>
How do EFL LC tutors promote autonomous learning in general tutoring sessions among BML students?	4.1 Time issues when delivering tutoring sessions	Interviews
		Planning reports
		Observation reports
	4.2 Tutees' <b>awareness</b> and hypothetical <b>involvement</b>	Interviews
		Planning reports
		Observation reports
	4. 3 <b>Transcendence</b>	Interviews
		Planning reports
		Observation reports

Chart 4: *Matrix of categories of analysis*

### **8.1. Time issues when delivering tutoring sessions**

In this category of analysis, we could identify that all the tutors that participated in this study had issues regarding the time for the tutoring session (which is supposed to take place during an hour). We decided to call this category like that because we evidenced that the length of the tutoring session was always a concern for tutors, and it directly affected the overall delivery of their sessions. It caught our attention that this category is directly related to some ideas we had expressed in our State of the Art chapter, in which some researchers had already discovered a similar issue with time. As a matter of fact, according to Britton and Tesser (1991), time management in every education-related task (in our case, peer-tutoring sessions) should play a role in educational achievement as it is closely related to intellectual accomplishment. Time management refers to “setting and prioritizing goals, planning tasks,

and monitoring progress” (Peteers & Rutee, 2005, p. 65). In this category, we could evidence that all tutors manifested having had time management problems due to the length of the tutoring session. For example, tutors 1 and 2 claimed the following (as an answer to the question: *Do you make your tutees aware of the learning goals for the tutoring session? If so, why and how do you do it? If not, why*):

Tutor 1: Like I think don't say the goals because in LC they already give us like the things that they need to work on. That's the reason why the students ask for the tutoring session, right? (...)

Tutor 1: As you know, we only have an hour. So, we need to give the best in that hour. Because sometimes you have a lot of things to cover and a lot of activities prepared, but sometimes you just look at the clock and you realize that it's already been like 30 minutes and we've done like nothing. So, I decide not to do that all the time because sometimes, it's not a waste of time, but is a time that I should invest in something else. In something that is gonna help.

**Tutor 1, interview 2, excerpt (SIC)**

Tutor 2: Ohh, ok, now I get. No, actually, well, I've decided not to because as it's just one hour is not like we have plenty of time to do it, and I've thought it was like a kind of a lose of time for me, so I remember when I started on Language Coeur, I tried to do it, I did like the agenda for the session, but now not really, I really don't do it.

**Tutor 2, interview 5, excerpt (SIC)**

From these excerpts, we could notice that these tutors do not make tutees aware of the learning goals for the tutoring session, as they believe that the time taken to do that should be invested in something else to help the tutee, or that it could be considered even a waste of time. Since the tutorial lasts an hour, these tutors said that it is important to give the best and cover a lot of things in that hour. Also, one of the tutors claimed that the learning goals are not stated in the sessions since the tutee is the one who previously selects what they want to learn or work on. However, a learning goal “is a description of what the learner must be able to do upon completion of an educational activity” (Chatterjee & Corral, 2017, p.1). This means that a learning goal is not (exclusively) determined by the topic of the lesson as mentioned by the tutor, which means that this person does not state the learning goal for the tutoring session due to time limitations, and most likely due to a lack of clarity of the differences between the topic of a tutoring session and the objective(s) of a tutoring session.

The question answered by these excerpts is related to **awareness**, the first principle of promotion of autonomy proposed by Nunan. **Awareness** refers to making students explicitly conscious of the learning goals for the session to make them part of their learning process (Nunan, 1995). With this mentioned, according to the evidence we gathered, it seems that the

connection between stating the objectives of the session and the time given for the tutoring is not certainly positive, and this is caused by the lack of time that the tutor has to deliver the session. Consequently, we consider it paramount to deem the possibility whether this tutor would state the learning goals if there were more time to do it.

As we mentioned above, five out of the six tutors also showed time management issues in the recordings of the tutoring sessions. For instance, this could be depicted in the transcription of the recording number 4 of the tutor number 4.

Tutor 4: That's basically in terms of difference of meaning between ING and infinitive form...se me va a descargar el compu..ya okey. So I know that we went out of time, but I don't know if you want to do some exercises they are really short

Tutee: Okey

**Tutor 4, video recording 4, excerpt (SIC)**

As it could be demonstrated by this excerpt, the tutor was not able to perform the practice exercises of the session due to lack of time. In fact, the tutor said this at minute 55 of the tutoring, which means that there were just five minutes left for the practice stage of the session. In this regard, we deem practice as an extremely important component of the learning process. According to Brabeck, Jeffrey and Fry (2010), practice is relevant in different ways. Firstly, student's practice increases the possibility of them to remember the information in the future and to reach a high level of proficiency (Ericsson, Krampe, & Clemens, 1993; Anderson, 2008). Afterwards, it also increases student's automaticity, which means learning the content without reflecting, since automaticity can only be reached by practising many times (Brown & Bennett, 2002; Moors & De Houwer, 2006).

As the foregoing stated, practice is essential for students' learning process, which means that not doing it during the tutoring session seems to affect students' understanding of the topic to a large extent. On this matter, the lack of time that some tutors experienced in the session led to leave the practice stage aside. As a matter of fact, the practice time of a lesson is where three out of the five principles of autonomy mentioned by Nunan are largely evidenced. For example, the principle of **involvement** lets students choose the tasks and how to do them during the session; the principle of intervention allows learners to modify or adapt tasks or contents during the class; and the principle of creation permits students to conceive their tasks for their lessons (Nunan, 1995).

In relation to all the previous information, the point that we are trying to make is that when practice is missed out, a big part of the autonomy promotion strategies are not

significantly addressed since the only way to foster intervention, **involvement**, and creation is during the practice of the lesson. To sum up, tutors' planning was affected by time as it could be shown in the previous (and the following) excerpts of the tutoring planning reports.

First, we will begin reviewing and confirming that the 2nd and 3rd conditional are clear so we can move on to mixed conditionals which include the previous two. After that, we will practice through exercises converting a sentence into a conditional to work on the preservation of meaning. Finally, feedback will be provided.

**Tutor 4, planning report 5, excerpt SIC**

This excerpt shows us that the tutor planned the session stages as the following: first, a grammar review on second and third conditional; then, an explanation of mixed conditionals; next, a practice activity on this topic was planned; finally, the tutor aimed to provide feedback to the tutee on the exercise done. Conversely, the tutor was not able to carry out this plan (more specifically, most of the practice and the feedback part). Despite the tutor had a power cut that ended the session at minute 47:36, the exercises started at minute 43:02, which means that during the session the tutor had 16:58 to practice and give feedback to the tutee. It is paramount to highlight that the tutee expressed the desire and necessity of practising as we can evidence in the following excerpt but making such assumption contradictory to what (actually) happened in the session.

Tutee: Do you have any examples about this conditional? I mean exercise

Tutor 4: It's just that it's so long, but it's okay. Because we are very short in time.

Tutee: I really need to practice for the exam.

**Tutor 4, video recording 5, excerpt (SIC)**

In this piece of evidence, the tutee's aspiration to practice for an exam was noticed and the tutor could neither practice a lot with the tutee nor give enough feedback to him/her. In this regard, as well as with a lack of enough and significant practice, not giving feedback may affect the learning process to a certain extent. Indeed, according to Weiler (2016), "a critical element to effective language learning is feedback. Without feedback, we just could not learn. We would not know the results of our actions and hence would not know if any adjustment was needed" (para. 1). As a result, mainly due to time issues, in this tutoring session the tutee was not able to consolidate what the tutor explained and get feedback about it, which affected the tutee's learning process.

Additionally, tutor number 2 and 3 also experienced time concerns while delivering their tutoring sessions as it could be shown in the following excerpts:

Tutor 2: Okey. So, I am gonna move quickly to the last one. So that we can do at least one exercise. Ehm. It is the past perfect continuous. Mostly, it's going to be the same porque acuerdate que esta es la familia de los perfect continuous. Acuérdate que los dos continuous funcionan igual, los dos simples funcionan igual, los dos perfectos funcionan igual y los dos perfectos continuos funcionan igual. So, we have subject, auxiliary verb que en este momento es "had" porque antes era have y has, el been que es como la clave de este tiempo verbal continuo y ing and complement. I am going to be quick about this one.

**Tutor 2, video recording 2, excerpt (SIC)**

Tutor: Bueno pues en esta sesión me voy enfocar en speaking porque pues obviamente no puedo hacerlo como todo solo en una y por eso al final te voy a proponer si quieres continuar y tener otras ya específicas, digamos en esta podemos hacer speaking y yo te asigno un triage y las próximas podemos hacer writing, reading y eso.

**Tutor 3, video recording 3, excerpt (SIC)**

In the first piece of evidence, tutor number 2 expresses the desire to finish the explanation as soon as possible to do a practice exercise before the end of the session. In this excerpt, the tutors' eagerness to start the practice is conspicuous as this person claims that he is going to be quick about that part of the explanation to do at least one exercise. When tutor number 2 mentioned this, it was already minute 40:37 of the tutoring session, which means that the tutor only had less than 20 minutes left to finish the explanation, to carry on the practice, and to provide feedback to the tutee. Therefore, the tutor continued with the explanation for one more minute (41:37) and then this person started with the practice as it is paramount to the learning process for the reasons previously mentioned.

On the same spirit, tutor number 3 also faced time constraints as this person stated that it was not possible to work on every ability in only one session, so it was better just to focus on speaking. Although the tutor developed a speaking-focused session, the tutoring lasted 1:17:00 minutes, which means that the tutor spent more of the allotted time for the tutoring session (1 hour). This shows that it is likely that the tutor considered that more time was needed to properly execute the tutoring session.

All in all, in this category of analysis we aimed to identify some problems that many tutors had regarding the time given by LC to deliver the tutoring session. We could distinguish in the interviews that all tutors disquieted about time as it is displayed below;

**Tutor 3:** No, hahaha, most of the times I don't tell them like "hey, you wanna do this one first or the other" like I have already prepared like this is first and this is second, but could happen that because of the time, we cannot cover some things, like we cannot do an activity because we are running out of time, so I modify it. I say to them "no, we are not gonna do this because we don't have time" and yeah.

**Tutor 3, interview 7, excerpt (SIC)**

**Tutor 4:** I don't really do it explicitly I just kind of introduce like you said the agenda, but then I just go from there. Usually I use visual aids. Let's say that if we're going to use a video. I don't say like at the beginning we're going to watch a video or something like that or we're going to do some exercises just like...it depends on how the session is proceeds because sometimes Something that happens to me that I'm not aware of the time. So I just go on doing what I had one and if it's if I'm short of time. I just we just try to see if I send to her the material that was left or if we do a triage in that case if it's necessary.

**Tutor 4, interview 6, excerpt (SIC)**

**Tutor 5:** The thing is it depends on the topic, I think, because I have...and first of all, in language Coeur, we only have one hour and a video always takes time because maybe with the first time you don't understand it like together. So, you have to watch it twice. Meanwhile in ANCLA, I have two hours and I have to take the time, the whole time, and to teach them and to explain them the topic.

Interviewer: Yes...so maybe it's because of time concerns?

**Tutor 5:** Yeah, probably yes.

**Tutor 5, interview 4, excerpt (SIC)**

**Tutor 6:** Yeah, but that's why I think it's very important to speak with them before, so that we have an idea of the time, because the time is really reduced

**Tutor 6, interview 3, excerpt (SIC)**

To sum up, we evidenced that tutors experienced time issues when delivering tutoring sessions, and such concerns affected the development of the session. Consequently, the promotion of a few principles related to autonomous learning practices was affected. In the following category, we will explain another important aspect of this data analysis that was how tutees participated during the session and how tutors promote other principles related to autonomy).

## 8.2. Tutees' awareness and hypothetical involvement

In this category of analysis, we evidenced that some tutors promoted the principle of **awareness** stated by Nunan and would encourage **involvement** if they had the chance to do

so; actually, some did. We made the decision to name this category in that way because we noticed that several tutors fostered a sense of appreciation of the learning process in their tutoring sessions through means that we will explain later on; in addition, some other tutors claimed in the interviews that they have not had the chance to encourage **involvement** yet, but they would do it. We decided to join both principles in this category because they are related to embracing tutees in the lesson and letting them participate actively in their learning process. **Involvement** refers to allowing the student to “select the task or specifying how a task can be done... or to choose which exercise they would like to do first, second, third” (Miller, 2009, p. 114). With respect to the latter, some tutors stated in the interviews that they would let their tutees modify the order of activities or tasks of the session, but tutees have never proposed that to them; for that reason, it is a purely hypothetical assertion.

To begin with, regarding the theory of promotion of **awareness** explained above, it may be fostered by letting students know what they are about to learn, how they are going to achieve it, and presenting the pedagogical materials that will be used (Brindley, 1984; Nunan, 1995; Miller 2009). With respect to the implementation of the interviews, some tutors manifested that, at the beginning of the session, they presented their planned agenda. To illustrate, tutors 2 and 6 answered the below ideas (as an answer to the question *Do you present or explain the material that you will use for the tutoring session to your tutees? If so, why and how do you do it? If not, why?*):

**Tutor 2:** Actually, I always do that because well, for sure I always do planning, I always do planning of my sessions hahah, so I like to tell them like “yeah, you know what? we are going to start, I’m going to start for example with a little bit of explanation of the general topic, and then we’re gonna move on with..., yeah, with some exercises or a game or whatever it is. (...)I think I do it because it’s like a good way to organise the time for the session and also for the student to be like aware of what we will be doing, I think that’s important. I never put in my sessions or I never put in a slide like the agenda or what we are going to do, but I always try to tell them what we are going to, so that they know they will be practising cause I think that, for example, it has happened to me, this is just like my own life experience. When I go to the class it’s all grammar, all explanation, all just the teacher speaking, it tends to be super, super hard and tedious...

**Tutor 2, interview 5, excerpt (SIC)**

**Tutor 6:** Ok, ammm, yeah, actually I first the first thing I start doing in a tutoring is ask how the tutee is going hahah, and then I share like my little plan of the session, so I usually say “we are going to work with some slangs and then we are going to make

some exercises in those pages, blah, blah, blah” so yeah, I kind of present everything before starting

**Tutor 6, interview 3, excerpt (SIC)**

These excerpts illustrate that tutors suggest their plan for the session to the tutee as well as what they are going to do. In this way, the tutee can acknowledge what will be learnt during the tutoring session. As a matter of fact, tutor 2 claimed that it is important for students to be aware of what they will do in the session. Tutors stated before fostered **awareness** in the same way; for example, that tutor said that he does not present the agenda of the session by using a slide, but he does it orally. The same happens with tutor number 6, who mentioned that she tells the tutee what they are going to do before starting. Summarizing, some tutors present the agenda of the tutoring session at the beginning of it as it could be shown in the following excerpts:

**Tutor 4:** Okey, so we are going to start by seeing first like the examples of verbs that we usually use with to in the infinitive form. Ehm...yeah. From there, we are going to see other examples and the situation when we use ehm most of the times, I don't wanna say always, I don't wanna generalize but most of the times we use with infinitive to, and then, we are going to move on by doing the same dynamic just by seeing the examples of ing. And finally, we are going to compare these two. That is was what you were saying that you don't know why sometimes they change meaning or sometimes they don't change meaning. So, we are going to also see that at the end. And finally, we are going to practice with some exercises.

**Tutor 4, video recording 4, excerpt (SIC)**

**Tutor 1:** What do you think is the most difficult thing for you when you are reading and you have to identify system-parts, class-members, and system ability?

**Tutee:** I don't know, because the last semester I thought that this topic was clear for me, but now when I'm trying to solve, I don't know, the text, it's so difficult for me to understand what is the system, and sometimes, the system and the ability because the system isn't, I don't know how do you say, like so common, because I don't know, I think that the previous levels was easier and you have a system, I don't know, like a computer, or something like that that could be an object that you can identify easier, but know you have like, I don't know, some concepts that I couldn't identify if it is a system or it is a class.

**Tutor 1:** Ok, yeah, I get it, so, what's most difficult for you and I totally get it because sometimes we can get confused between a system and a class because they are similar sometimes, so I understand. First of all, we're gonna work on the concept of system-parts, class-members, and then we're gonna do some activities, ok?

**Tutor 1, video recording 1, excerpt (SIC)**

As it could be demonstrated by the excerpts above, both tutor number 1 and tutor number 4 presented and explained the plan to follow during the tutoring session. Nevertheless, this was done in different ways. For example, tutor number 4 introduced the



agenda of the session by telling the tutee what they were going to do and at the same time giving short clarifications of the topic like *“from there, we are going to see other examples and the situation when we use ehm most of the times, I don't wanna say always, I don't wanna generalize but most of the times we use with infinitive to.”* On the contrary, tutor number 1 did this in a different way. This tutor asked the tutee for her weaknesses related to the topic to explain the plan for the session. When tutor number 1 inquired the tutee, she integrated her in the process of presentation of the session instead of directly saying the plan to the tutee without any interaction. According to Nunan (1995), raising **awareness** among students is not only about informing them of the agenda of the lesson, but also making them part of this procedure; by doing this the learners' attention will be captivated and their participation during the class will increase (Brindley, 1984; Miller, 2009). Moreover, tutors' planning was also permeated by **awareness**, one of the principles stated before.

To begin with, **I will present the agenda for the tutoring session.** Next, I will ask her what are the most difficult aspects of this reading practice. Then, I will explain each one of the elements and we will do some exercises regarding the topic of the session, she will have three different texts in which she will have to identify a system and its parts, a class and its members and a system and its ability. Finally, I will give her some tips to take into account when doing this type of exercises.

**Tutor 1, planning report 1, excerpt (SIC)**

**First, I will introduce her the topic by presenting a PowerPoint presentation.** In the presentation I have some tips to make her the topic easier. Then to practice, I will show her some web exercises.

**Tutor 5, planning report 4, excerpt (SIC)**

In these excerpts we could acknowledge that some tutors also have in mind the presentation of the agenda for the tutoring session when they are planning their lessons, which would probably mean that for those tutors informing their tutees about what they are going to do during the session is preponderant as they planned to do so. It is worth mentioning that presenting the agenda for the tutoring session involves students more in their learning process as they are conscious of what they will learn along with preparing them for more demanding and challenging roles throughout the lesson (Miller, 2009). The point that we are trying to make is that when tutors establish what they will do in the tutoring session, they promote the principle of **awareness** and, therefore, they could foster some type of autonomous learning practices.

As stated above, in this category we would also profound in the notion of **involvement** stated by Nunan. In this regard, this principle is hypothetical as three out of six

tutors claimed that they have not had the opportunity to foster it, but they would do it; some of them go even further and explain they would do so under certain conditions. This could be depicted in the subsequent pieces of evidence in which the tutors answered the following question: *Do you let your tutees modify the order of the activities/tasks that you propose for the tutoring session? For example, if you prepared two reading activities, would you let your tutees choose which one to do first?*

**Tutor 2:** ok, well, I mean I haven't had the opportunity like... they have never told me like "you know what, I would like to start with the other one because..." I don't know, it's just like... I mean the tutees are super, super good-behaved, so they just go and they do what you tell them to do, so if I show them an activity and...they, they have never told me like "you know what, I would like to haha, to do something else", but in case it happens I would be happy to, I would be open to change the... even the activity, even like the whole activity because the idea is for them to... is that we are a support for them, not that we do what we think is supposed to be done. So I would be open to it.

**Tutor 2, interview 5, excerpt (SIC)**

**Tutor 3:** I would consider it, yeah. I would say like, yes, if you wanna start with this one, yes, we can start with this one as long as it doesn't modify what I have planned, like... yes it's ok, if they are similar activities and doesn't matter the order, yes, I can do it.

**Tutor 3, interview 6, excerpt (SIC)**

**Tutor 6:** Ok, I think that when we as teachers are planning like which materials we are going to use we organise it because this organisation has a purpose, so for example, I usually put, if I have two activities, most of the cases the first one will be more easier than the second one, so if I have to change the order, then that would imply something.

**Interviewer:** Ok, and what if the task difficulty remains the same, would you let them choose which activity to do first? if the difficulty is the same?

**Tutor 6:** Ahh, ok, yeah I think, yeah. Sometimes we can have, for example, two videos proposed and one of them is about animals and the other one about movies, so I can ask the student "what topic do you prefer the most?" so in that case, I would ask for their opinion, yeah.

**Tutor 6, interview 3, excerpt (SIC)**

In these excerpts, we could notice that these tutors would allow students' **involvement** if they had the chance to do it. On the one hand, tutor number 2 said that he would let the tutee modify the order of the activities or tasks proposed for the session, but he has not had the opportunity to do so because any tutee has requested it until that moment. Also, tutor 2 added that he would even change the activity, if that it helped the tutee. On the other hand, tutor number 6 and 3 would permit tutees' **involvement** under certain conditions related to their planning of the session. For example, tutor number 6 claimed that she would

promote **involvement** provided the tasks' level of difficulty were the same; otherwise, she would not do it because she stated that the order of the activities had a purpose and making sudden changes in it would affect the development of the tutorial. In the same spirit, tutor number 3 mentioned that she would foster **involvement** provided that it did not interfere with what she had originally planned, and that the activities were somewhat similar; in simpler words, that their order was not important.

The latter examples of tutors number 3 and 6 show us that they consider something quite similar to that of 'scaffolding' when planning their tutoring sessions. As stated by Bruner (1978), scaffolding refers to "the steps taken to reduce the degrees of freedom in carrying out some tasks so that the [person] can concentrate on the difficult skill [that] is in the process of acquiring" (p .19). Formerly acknowledging the excerpts of tutors 3 and 6, we can evidence that they use scaffolding when planning their tutoring sessions because they claimed that changing the order of the activities would imply something as they are organised in an ascendant sense of difficulty, which means that the easier activities would go first, and the more difficult ones would go next.

Notwithstanding, there was a tutor that stated having experienced the tutees' request to modify the order of the tasks or activities proposed for the tutoring session. This could be evidenced in the excerpt below.

**Tutor 1:** Yeah, actually that's more often than I thought sometimes I have my activities prepared and I ask hey I know you are tired, I know you don't want another English regular lesson. So, I would like to ask you if you want to keep doing this. You want to do this grammar or you prefer to go to the next activity. I try to make like the tutoring more like a horizontal point of view. Like...I am your tutor but we are together. So, I ask them like do you want to do this first or you prefer to not to do it because sometimes they decide not to do an exercise sometimes there are tutees that are like I am not interested in doing this. I don't need this. So, I ask them. Mostly in activities. Not in the explanation, but in the activities. I do.

**Tutor 1, interview 2, excerpt (SIC)**

From this excerpt, we can attest that tutor 1 claimed to encourage tutees to reorganise the activities of her lesson as this tutor considers their tutees' learning preferences and willingness. Moreover, there was another tutor that stimulated **involvement** in the tutoring session. This affirmation is depicted in the next excerpt:

**Tutor 6:** (the tutor pointed at the chart) this one, ok, so you can start by doing this or by completing this concepts, whatever you want.

**Tutor 6, video recording 6, excerpt (SIC)**

This shows a way of drawing in the tutee with the tutoring session as the tutor is allowing her to choose the order of steps to complete the task suggested. Though the theory of **involvement** implies the students to propose the arrangement of the activities of the lesson, in this case the tutor is the one who is inciting the tutee to be actively involved in the process. In fact, when students appear not to be ready to make decisions related to their learning process, teachers could provide apprentices with options to choose from even if students neither have a high English level nor a broad experience in language learning (Dam & Gabrielsen, 1988).

Considering all the aspects presented in this category, we can say that the majority of observed tutors find it useful and meaningful to mention to the tutees what they are going to do in the tutoring session as tutors believe that in that way tutees could be aware of what they will learn. Additionally, one tutor not only mentioned the agenda for the session but also included the tutee in that discourse, which promotes **awareness** to a higher extent (Nunan, 1995)—in our view, at least compared to the cases in which such inclusion does not take place. One aspect to highlight is that two tutors took into account the presentation of their plan at the beginning of the tutoring session, which would probably mean that doing so is extremely important for them as they plan it.

In the same line of thought, when it comes to the promotion of **involvement** in the tutoring sessions, three out of the six tutors interviewed claimed that they would be prompt to foster this principle if they had the chance to do so; moreover, one tutor stated in the interview having done it in the session, but there was no evidence about it in her video recording of it. We find it worth mentioning that one tutor, despite saying in the interview that she had never had the opportunity to foster **involvement**, actually did it in her tutoring session. Finally, we want to point out that there was no evidence of this principle in the planning reports. This might have happened because, from our point of view, it is complex for tutors to predict whether a tutee will suggest modifying the order of the activities or not. In the ensuing category, we will illustrate how tutors incite tutees to go beyond the tutoring sessions and to link what they have learnt with their context.

### **8.3. Transcendence**

In this category of analysis, we could notice all of the six tutors that participated in this study either manifested using authentic language resources in their tutoring session or recommending them for their tutees to explore after the lesson. We chose this name for the category because **transcendence** implies learners to go beyond the English classroom and

take over their language learning process by exploring authentic materials or language resources, in this way apprentices can associate what they have learnt in their class with the real world (Nunan, 1995; Miller, 2009). In this regard, some tutors also gave their tutees some tips, recommendations, or pieces of advice during their tutoring sessions, which could have helped tutees connect what they learnt in the session with their own context.

As stated before, several tutors claimed to have used authentic language resources in their tutoring sessions. For instance, tutors answered the below ideas to the question *Considering that there are two types of materials: teaching based materials such as manuals, textbooks, grammar books, and like the ones that we have, Grammarway, Language Leader, and those, and authentic language resources such as English language newspapers, TV shows, series, movies, music, podcasts, and the like, do you ever use authentic language resources to teach your tutoring sessions? If so, which ones do you use and how do you use them? If not, why?*

**Tutor 4:** I have used songs. I can't recall any specific example, but yeah. I think I've used songs. Not recently. Now that you mention it, I should do it more often.

**Interviewer:** Okay, perfect. How important do you think that is?

**Tutor 4:** I think it's really important because in that way the tutee can find, let's say not unconscious, but indirect ways to approach that subject or yeah, you know like that so it's not like so academic and so formal, but they can also see let's say the fun way to or a different way to to see Yeah topic I guess.

**Tutor 4, interview 6, excerpt (SIC)**

**Tutor 3:** Ok, so, for some tutoring sessions I tend to take activities that I have already done with other teachers, like that I have done, and that they are prepared, of course I use the name of the teachers, but for other tutorings I do my own activities, I prepare them, and I use some original... how to say that? Like, for example, I pick a newspaper and I modify it for the activity or sometimes I pick a song and I do a listening activity.

**Interviewer:** Ok, ok, thanks. And what other authentic materials do you use? Besides the ones that you mentioned

**Tutor 3:** Newspapers, songs... sometimes I use YouTube videos, but I like to tell them to see them either for the session or for the next session if I have a permanent tutoring session with someone I already ask them like "hey, please watch this video for the next tutoring session, so we can discuss about it"

**Tutor 3, interview 7, excerpt (SIC)**

**Tutor 6:** Yeah, I think I've used both, so if the student needs an explanation about grammar I will use books or like pages that are experts on that, and then for the authentic material, I use authentic materials for the exercises, for the practice time of the session and I tend to use pages like, there's a page full of articles called "thought catalogue" that is full of articles. I use a lot of YouTube videos like yeah, YouTubers or yeah those channels. Asian boss too, that is a YouTube channel and yeah for practice I tend to choose myself very authentic material, yeah.

**Tutor 6, interview 3, excerpt (SIC)**

**Tutor 1:** I actually try to do it a lot because I think that those of them authentic materials give you like this type of authenticity like real language that you need to teach. I'm not saying that I have never used like teaching materials because I do I do it a lot but I think that using authentic materials gives you like more opportunity to teach a lot of things that go beyond the language because sometimes we... We think that like learning a language. It's only knowing the grammatics and the and the vocabulary and that's it. But when you go out to the real world, you realize that not everybody talks like the books like you go out and you go, for example to London, and you're gonna find multiple accents in multiple ways of speaking English.. So, you like you're really used to that but when you use authentic materials, you're going to find that there are multiple ways of speaking multiple ways of doing things...

**Tutor 1, interview 2, excerpt (SIC)**

The excerpts above give a comprehensive account of tutors' answers; four out of the six tutors interviewed agreed on using different authentic language resources in their tutoring sessions. For instance, they said to have used songs, newspapers, YouTube videos, and articles. Furthermore, two of these tutors expressed why they believed that utilising authentic language resources in their lessons was quite important. To illustrate, tutor number 4 claimed that these types of materials help the tutee approach the topic in an unconscious and fun way; in the same spirit, tutor number 1 remarked on the fact that using authentic resources is helpful for the tutee to deepen on the language in the real context. In the same line of thought, not everyone speaks English as people do in movies or books since there are multiple accents to know. In light of this, authentic materials “can provide [students] information about the target culture and provide that culture’s perspective on an issue or event. The rich language found in authentic materials provides a source of input language learners need for acquisition” (ACTFL language connects, para. 1).

In the same line of thought, all of the tutors that participated in this research affirmed stimulating students to use authentic materials after the tutoring sessions. For example, tutors responded the below ideas (as an answer to the question *Do you encourage your tutees to explore authentic language resources after the lesson? For example, English language newspapers, TV shows, series, movies, music, literature, among others. If so, how do you do it? If not, why?*):

**Tutor 4:** I think... I have done it a couple of times especially when the session has been about speaking they ask me like ways to try to practice on their own. So, I suggest a lot of of songs and artists that I personally... that they work for me. So, I try to you know, like like introduce them into that world too or just say pick an artist that you love and pick their songs like Google them and try to sing along and stuff like that.

**Interviewer:** But if they don't request them...they don't request extra material. Would you recommend it? Like they don't say "Hey I want to practice" Even if they don't do it...Would you recommend it?

**Tutor 4:** Yes, I would. I think it's important to their learning process

**Interviewer:** How important do you think that is? Like not in terms of percentage, you know like...but like do you think that is meaningful or do you think that just recommend it? Not the use because we know already that the use of authentic material is important, but just as a tutor to recommend your tutee extra practice just to promote this kind of activities...how important do you think that is? As a tutor.

**Tutor 4:** I think it's really important to always like push that autonomous side to them to to look for articles, newspapers, journals, to listen to podcasts. Yes, I would recommend it and I think that it's a big part of like it's really important to me like that those kinds of materials have made. Huge impact on my learning process.

**Tutor 4, interview 6, excerpt (SIC)**

**Tutor 3:** Ok, yes I tend to do that a lot like... I suggest them to watch a movie or some YouTube channels that I often recommend, like authentic native English language channels. I suggest them to listen to music, like to receive a lot of input.

**Interviewer:** Ok, and how do you recommend that? You tell them?

**Tutor 3:** Yes like, for example, we're talking about a specific topic, but then suddenly I remember a good movie about that, so I tell them like "hey, this movie is great, you should watch it" or for example, if we are talking about speaking I often suggest them to... like to watch TV shows of someone who's famous and they like and that they can copy like the way in which that person speaks, so that they can improve their speaking or for example they need to improve their listening, I ask them first like what type of music do they like and I recommend them like to listen a lot and to sing with the lyrics, I think that helps a lot, also with audiobooks, sometimes I recommend audiobooks. Well, of course it depends of the level because if I see that is an elementary student then I won't tell them like to read the book hahaha, no...

**Tutor 3, interview 7, excerpt (SIC)**

**Tutor 2:** Yeah, that's definitely something I do because... well I know that is super important to have contact with authentic language... I mean... well as teachers we don't have like a normal style of English, we have like an academic level, an academic proficiency, and also knowledge, you know? Like we know how to talk about academy, but it is not like we're actually native, but precisely the idea is that they can have contact with different, new, and real... yeah, like real contact with the language, so I definitely always do that. Like for example, if by any chance they're reading about Google, for example, and I saw a movie about Google, which is called, actually this is true, The Internship, so I tell them, like "you know what? If you want to see how, for example, are the headquarters in Google, you can see this movie or...emmm... remember to see this series. I also do it in French, I know that your thesis is in English, but I'm also a French tutor, so I also do it in French, like I recommend them, both for English and French, like types of newspapers, even Instagram users, like social media, which they can have direct contact with real language. Yeah, I do that, happy to say "yes" to something hahahah.

**Tutor 2, interview 5, excerpt (SIC)**

**Tutor 6:** Yeah, I always like to send them more material for practice, so I, well if it is specifically a grammar topic, I would send them pages where they can find exercises, that is not very authentic, but that's another material and if, for example, it's for listening or speaking I always recommend them like some strategies like "you should

watch this series or these movies or you should take the habit of watch a YouTuber, YouTubers and channels with English content, and yeah, things like that.

**Interviewer:** Okay and do you have any specific recommendations? For example, do you recommend them to watch I don't know, let's say Sex Education or Peaky Blinders? Do you have any special recommendations when it comes to movies, series, YouTubers?

**Tutor 6:** Yeah, I always like explain them that they should practice with both, formal and informal materials, so I tell them like, for example, for formal English you should watch The Crown, it's a series of the Queen Elizabeth, so it has is a very formal British English, and for informal you should watch ummm YouTubers, or for example this channel of Asian Boss, it has Indians speaking English or Australians, so that they can understand different accents.

**Interviewer:** Ok, so you recommend things that you consume

**Tutor 6:** Yeah, most of the time, yeah

### **Tutor 6, interview 3, excerpt (SIC)**

**Tutor 5:** I encourage them like...for example if it is about listening comprehension. I usually tell them that how when they watch a TV series or movies...if they watch it in English or in Spanish and if they use subtitles in English or in Spanish and they usually tell me that they watch the series or the movies in Spanish...And I tell them well to improve your listening and also your vocabulary because in movies and series you can learn a whole lot of vocabulary that it's amazing, watch it in English and probably for the beginning to watch it with the subtitles in Spanish and while you are watching and like other movies or series like...for example, the first week watched it with the subtitles in Spanish and this week with the subtitles in English. And when you feel that you can understand without reading them to take of the subtitles and that can improve your listening comprehension.

**Interviewer:** Okay basically you do it, but just for listening.

**Tutor 5:** Yeah.

**Interviewer:** Okay, perfect. Why not with reading?

**Tutor 5:** About reading I usually tell them like...look for articles. Like CNN news or BBC that on internet we can have it in two seconds. About any topic that you like.

**Interviewer:** Okay, perfect. You also recommend authentic material with listening and also reading. Yeah?

**Tutor 5:** Ujumm

### **Tutor 5, interview 4, excerpt (SIC)**

**Tutor 1:** I think that I always, this is an advise that I always gave not only to my tutees but also with my family my friends and it's something that I learned in the licenciatura, is that if you don't...like if you don't invest in your own learning a new language nobody will. You need to do that and you don't have to settle with everything that you see on the University like I get your classes you get your tutoring sessions, but you need to do something more and you go you need to go beyond. So, I always tell like hey, I learned English when I was like 10 and I've been learning for so many years and you know why? or you know how? because I watch movies I listen to music. I read books and sometimes it is really frustrating because sometimes I don't understand what they say or what I listen, but you need to keep doing it you need to keep practicing because if you don't do it nobody will. Because I am your to do to your tutor now, but I am not the one who's going to be sitting in the classroom filling a paper. I am not the one who's gonna to do it. You are the one, so I always do that like hey, I watch this movie last night last weekend. I and I think it's really helpful for your pronunciation or I listen to these artists. So, you should listen to the songs because they're going to help you or I give them a lot of readings. For example, I really like to



recommend a lot of stories short stories like The Tell-Tale Heart from Edgar Allan Poe. I always recommend that one because I really like it. I think it's really easy. I also recommend books and that's part of my job as a tutor and I think that he's got to be part of my job my job as a teacher. It is my duty to help them in the best in the multiple ways.

**Tutor 1, interview 2, excerpt (SIC)**

These excerpts exemplify that all tutors claimed to recommend as many authentic language resources (such as short stories, books, news, series, social media pages, English-speaking Instagram users, songs, articles, newspapers, journals, podcasts, movies, YouTube channels, TV shows, and audiobooks) as possible. Notwithstanding, tutors made these suggestions in different ways. Tutors number 2 and 3 stated relating their suggestions to the topics of their lessons; for example, both affirmed connecting the topic of the tutoring session with a movie, so they advised tutees to watch that movie. In the same breath, according to Albiladi, Abdeen and Lincoln (2018), using English movies to develop language proficiency could increase students' motivation to keep on learning on their own, as well as to keep on working on their oral and communication skills, and could help them expand their cultural **awareness**. As it can be clearly seen, this type of activity promotes one of the strategies to foster autonomous work.

Moreover, three out of six tutors affirmed that they recommended these authentic language resources based on their own experience as language learners, and they stated the importance of authentic materials in their personal learning experiences. To illustrate, tutor number 1 said that she advises the tutees to read short stories she likes, so they can go beyond the class. In addition, tutor number 4 stated that authentic language resources have severely helped her with her learning process; for instance, this tutor suggests her tutees to listen to songs and artists that have worked for her. Tutor number 6 claimed that most of the time she proposed her tutees to use authentic material she has experienced. According to Hadley and Reiken (1993) and Rogers and Medley (1988), it is paramount for teachers to create a language learning environment that makes students encounter the language of the real world in the classroom, because in that way learners could practice the language necessary to cope with everyday situations that they might experience outside the classroom. In other words, as we see it, teachers (or, in our case, tutors) could pave the way for students (tutees) to work with authentic materials in the future with much higher levels of confidence.

In addition to this, and as we previously stated, there were several tutors (5 out of 6) who, during their tutoring sessions, gave tutees pieces of advice, suggestions, recommendations, and the like regarding their experience as language learners. This could be

evidenced in the following excerpts:

**Tutor 1:** all the time you need to look for the words that are really close to the gap, those are words that are gonna help you to find out the right answer, and with this is something really similar because at the end of the day sancochos are readings, so you need to work on reading comprehension, with system-parts, class-members it is the exact same thing. Pay close attention to the topic and the things that are close to the main system of the reading.

**Tutor 1, video recording 1, excerpt (SIC)**

**Tutor 6:** we have to infer and another strategy is to actually... if I'm given... like in here only verbs, then you will know that it is something related to actions, to abilities of this big concept, and if I am given words like blue, white, yellow, I will know that we are talking about colours, or as with the example of colombian people, we are talking about... emmm, adjectives that describe someone.

**Tutor 6, video recording 6, excerpt (SIC)**

**Tutor 2:** So it's always super important that we review ehm different expressions. The thing is that time expressions are not always going to work in that way. So need to work and we need to be super super mindful about the context, as you are mentioning. Because if we are always going to have context and we need to know when some parts of the text start, which is in past and then where going to the present and we end in the future.

**Tutor 2, video recording 2, excerpt (SIC)**

**Tutor 5:** Entonces cuando tú estés resolviendo los ejercicios, pregúntate a ti misma, entonces, empieza a relacionar la teoría con la práctica: ¿este qué uso podría ser? entonces, ya la acción está terminada y me estoy enfocando en el resultado, ahhh, es presente perfecto ¿si? o no aquí se enfoca en la duración, durante todo este tiempo hizo tal cosa, entonces es el presente perfecto continuo, cosas por el estilo como para que también te vayas acostumbrando a ese tipo de análisis

**Tutor 5, video recording 5, excerpt (SIC)**

**Tutor 3:** I really recommend that, ummm bueno, record and listen back later to judge your performance, entonces lo que te pido aquí es que te grabes, respondiendo una pregunta o hablando de lo que sea, lo que tú quieras y luego lo escuchas otra vez y luego lo vuelves a escuchar y dices "mmm, aquí como que estoy fallando un poco, de pronto esta palabra no es adecuada, aquí podría decir otra cosa" entonces lo vuelves a hacer te vuelves a grabar, ya notando como esos errores y te vuelves a escuchar hasta que sientas que de verdad uff lo hiciste muy bien jajaj, esa uff ayuda muchísimo sobre todo cuando estás practicando para los speaking tests, entonces que te piden que hables por cierta cantidad de tiempo que respondas unas preguntas.

**Tutor 3, video recording 3, excerpt (SIC)**

From these excerpts, we could evidence how tutors were willing to give tutees some pieces of advice. Indeed, tutors number 1 and 6 provided their tutees with tips related to their experience in the bachelor's degree as language learners. For example, tutor number 1 advised her tutee on system-parts and class-members, which belong to a topic learnt in the

major as well as tutor number 6, who granted a learning strategy on the principle of classification, which also is a subject acknowledged in the bachelor. We are conscious of the latter because we both are students of the major. It is worth mentioning here that these recommendations cover different skills. For instance, tutors number 2 and 5 gave pieces of advice on grammar and how to complete mixed tenses exercises; tutors number 6 and 1 provided recommendations on reading (more specifically, on inferring and paying attention to the context given); and tutor number 3 presented suggestions on how to improve speaking skills.

Although the suggestion of authentic language learning resources is not evident in these excerpts, we consider that through these recommendations' tutors foster **transcendence** as tutees can connect those tips with their context, which could mean that they would link what they have learnt in the tutoring session with their reality. In this regard, one of the greatest factors to succeed in language learning is developing language skills outside the classroom by linking the knowledge acquired there with the real world (Fenner, 2011). Additionally, some tutors stated in their planning giving recommendations to tutees as it could be depicted in the following excerpts:

To begin with the session I'm going to ask her how is her week going and how does she feel. Next I will give her some tips for speaking and I will explain each one of them. Lastly, we are going to practice speaking and I will help and encourage her to continue practicing.

**Tutor 3, planning report 3, excerpt (SIC)**

First, I will introduce her the topic by presenting a PowerPoint presentation. In the presentation I have some tips to make her the topic easier. Then to practice, I will show her some web exercises.

**Tutor 5, planning report 4, excerpt (SIC)**

To begin with the session, I will review the definition of the three key elements of classifications (class, principle of classification, concept) by providing some examples. Then, I will provide the student with some strategies to complete these charts. Next, I will give the tutee two exercises in which he/she will complete a chart according to some short texts. Finally, according to the results, we will correct the charts together.

**Tutor 6, planning report 7, excerpt (SIC)**

To begin with, I will present the agenda for the tutoring session. Next, I will ask her what are the most difficult aspects of this reading practice. Then, I will explain each one of the elements and we will do some exercises regarding the topic of the session, she will have three different texts in which she will have to identify a system and its parts, a class and its members and a system and its ability. Finally, I will give her some tips to take into account when doing this type of exercises.

**Tutor 1, planning report 1, excerpt (SIC)**

The excerpts presented above show that four out of six tutors considered giving suggestions to their tutees in the planning of their sessions. In line with this, three of these tutors planned to provide their tutees with tips to ease their learning process. To illustrate, tutor number 5 claimed that she had some tips to make the topic easier for the tutee; likewise, tutor number 6 affirmed that she would give the tutee some strategies to complete the charts proposed for the tutoring session as well as tutor number 1, who granted her tutee with tips to do the type of exercises given in the lesson. Furthermore, tutor number 3 planned to present and explain to her tutee tips to improve speaking. We consider it important to point out that all the tutors that planned to give tips to their tutees in the sessions actually did it according to the video recording excerpts previously shown. Nonetheless, some tutors that had not planned to provide these recommendations also did it, which basically means that those tips were given spontaneously during the session.

In this category of analysis, we could notice that fostering **transcendence** might be a paramount aspect for LC tutors as all the tutors that participated in this study claimed encouraging tutees to use authentic language resources after the tutoring sessions, and, therefore, going beyond the superficial/evident linguistic-exclusive aspect of the lesson. Furthermore, some tutors used authentic language resources like texts for their tutoring sessions. We could also evidence that some tutors gave tutees tips and recommendations, so the tutees were able to perform the exercises easily (not only in the tutoring session but also outside of it, which could lead tutees to connect this knowledge to their own context). Finally, we acknowledged that **transcendence** seemed to be relevant for some tutors as they included it in their planning reports. In simpler words, this does not mean that they use the word of **transcendence** to suggest authentic language resources and some tips to improve their level.

To sum up, the data-gathering tools that we used to carry out our research project helped us relate some elements of autonomy promotion strategies among students to the practices of LC tutors. Nunan's principles of promotion of autonomy (**awareness, involvement, intervention, creation, and transcendence**) guided us through the design of our data collection instruments and facilitated us the narrowing of tutors' practices that we described in the previous paragraphs. Now that we have finished the data analysis process, in the next section, we will present the ideas that aim to answer our original research question (in other words, the conclusion).

## 9. Conclusions and final recommendations

In this chapter, we will attempt to answer the research question proposed for our project, which was aimed to identify how LC tutors foster autonomous learning in general peer-tutoring sessions. To begin with, based on the information collected and after a thorough analysis, we can say that some autonomous learning practices are promoted by LC tutors mainly through two specific actions: presenting the agenda or plan for the tutoring session and giving tutees recommendations on how to connect what was learnt in the tutoring session with their real context. However, this was done in an unconscious way as tutors are neither instructed to do so nor they are formed in the promotion of autonomous learning. As a matter of fact, tutors encourage **transcendence** based more on their experience as language learners in the bachelor's degree than on any other type of (non-existent) training to do it. This might happen due to the role of peers such tutors have since they do not have a huge amount of teaching experience (remember they are still students), so they may recommend what has worked for them throughout their learning process. It could be absorbing to explore how tutors' practices would be if they had more teaching experience. It is important to highlight that autonomy in language learning was not mentioned explicitly in the interviews, as well as the fact that in the video recordings of the tutoring sessions tutors rarely stated the word autonomy.

The previous discovery is aligned with the research carried out by Ariza and Viáfara (2009) that was discussed in our state of the art. In this study, the researchers found that in a process of several peer-tutoring sessions tutors led tutees to acknowledge different learning options or resources to use on their own after the tutoring session. Although we did not follow a process of tutoring sessions in our study, the latter discovery is closely linked to our research project as it relates to **transcendence**, in which tutors give tutees recommendations or suggest resources for them to use or apply them after the tutoring session. It is valid to distinguish that, according to the findings of both studies, it is not necessary to carry out a process of peer-tutoring sessions (several sessions delivered by the same tutor to the same tutee) to promote tutees' autonomy as we could evidence in our project, in which tutors fostered autonomous learning practices in general tutoring sessions.

Furthermore, another important aspect that we could notice was that time played a prime role in the tutoring sessions' performance. Coming back to one of the ideas mentioned in our initial chapters of this document, we could acknowledge that tutors struggled with time

as in some tutoring sessions they could not carry the sessions the way they had planned. This affected their development as certain parts of the tutorial (such as practice and feedback) were not done or were done partially (or in a rush). In addition, all the tutors that participated in this study claimed in the interviews having had problems with the time given by LC for the tutoring sessions (1 hour). In the same line of thought, tutors mentioned in the interviews that they decided not to do activities such as mentioning the objectives of the tutoring session to save time. It is valid to wonder what could have happened if tutors had more time for their tutoring sessions, as (maybe) more activities related to the promotion of autonomous learning practices could have been done.

Time issues have also been evidenced in other studies of peer-tutoring. To illustrate, the research project by Lui and Devitt (2014) experienced time constraints as the peer-tutoring model that they proposed to develop their project was aimed to cover 80% of the class activities. However, due to time constraints, this model changed to a 20% covering in which each peer-teaching team did only topic reviews, which means that those teams did not explain the topics, nor did they develop any activity to practice. The latter also happened to some of the tutors that we observed in our research project, as they were not able to perform their sessions as planned and they had to reduce the time expected for explaining either the topic of the session or the practice of what tutees learnt during the tutorial. In this sense, it is prime to highlight that time plays a crucial role in the development of peer-tutoring sessions as it restricts the activities that could be performed during this time, which could affect tutees' learning and the promotion of autonomous learning practices.

In reference to the current circumstances that the world is going through due to the COVID-19 pandemic, the peer-tutoring sessions delivered by LC take place in the platform Teams, which was never done before the pandemic. These online sessions have been carried out since March 2020. However, online peer-tutoring had been explored before the pandemic by using means like Skype, Facebook, and WhatsApp like in the study of Herrera, Largo, and Viáfara (2019). In that project, researchers found that the virtual tutoring peer-program proposed had an impact on students' autonomous practices related to the immediacy, accessibility, comfort, and availability of resources that the online peer-tutoring model favours. In light of this, it would be absorbing to explore whether the LC online tutoring sessions had a positive effect on tutees' autonomous practices as we already know that LC online tutors foster those habits.

Finally, we evidenced that the concept of autonomy seems to be permeated by a myriad of external aspects (this means, external to the tutoring session) as students have English classes with different teachers in the bachelor. Nonetheless, we are not able to say that autonomous learning practices are fully promoted in LC as this programme is not the only English learning context that tutees are in contact with. In simpler words, we did not observe every LC tutor's sessions carried out during the first semester of 2021; we only observed some of them.

To conclude, as we acknowledge that the relation between peer-tutoring and autonomous learning practices has not been widely investigated in this bachelor, we would like to propose different perspectives to do some future research regarding this topic:

- How autonomous learning practices are promoted in LC tutoring sessions among the different language skills (reading, writing, grammar, listening, speaking).
- How LC tutors' teaching experience could affect the promotion of autonomous learning practices in tutoring sessions.
- How LC tutors' promotion of autonomous learning practices affects tutees learning outside the tutoring sessions.
- How autonomous learning practices are influenced by the permanent tutoring sessions offered by LC.
- What is the effect of LC tutors' awareness towards the promotion of autonomous learning practices during tutoring sessions on tutees' later awareness of autonomy?
- How LC tutors promote autonomous learning practices in two-hour-long tutoring sessions.

## 10. Difficulties and limitations

Considering the world is going through difficult times (due to the COVID-19 pandemic), we underwent different situations that we had not initially planned and we had to change to carry out our research project.

To begin with, we had to change the focus of our research as it was initially aimed at tutees and not at tutors. In fact, at the beginning of our research project, we aimed to identify the effect of LC tutoring sessions on tutee's autonomous learning practices. However, due to the COVID-19, we realised that it was more plausible to follow tutor's procedures as they belong to LC and have responsibilities within the programme while tutees do not, and they can stop attending tutoring sessions without any academic consequences. Additionally, at the outset of our study, we wanted to follow the process of permanent tutoring sessions. Nonetheless, this objective changed for the sanitary situation before explained because the requests for permanent tutoring sessions decreased; as a result, we decided that it would be more beneficial to our project if we changed our focus to general tutoring sessions as they still were highly sought.

Moreover, at the beginning of this year (2021), students did not request a lot of tutoring sessions; for that reason, we could not collect as much information as we wanted. This happened because our research schedule was set to meet strict deadlines, which means that we were not able to extend the time for observing more tutoring sessions and we had to be attached to our initial schedule to avoid issues with the development of the rest of the project. Finally, the last constraint that we had while doing our research project was that many of the tutoring sessions that we wanted to observe were cancelled for personal reasons either by the tutees or by the tutors, which had a direct influence on the amount of data collected and, therefore, analysed for the study.



## 11. References

- ACTFL Language Connects (April, 2020). Use Authentic Texts.  
<https://www.actfl.org/resources/guiding-principles-language-learning/authentic-texts#:~:text=Authentic%20materials%20provide%20real%2Dlife.language%20in%20their%20everyday%20livesm>
- Ahsan, S. U. M. E. R. A., & Smith, W. C. (2016). Facilitating student learning: A comparison of classroom and accountability assessment. *The Global Testing Culture: Shaping Education Policy, Perceptions, and Practice*, 131-152.
- Albiladi, W., Abdeen, F., & Lincoln, F. (2018). Learning English through Movies: Adult English Language Learners' Perceptions. *Theory and Practice in Language Studies*. 8. doi: 1567. 10.17507/tpls.0812.01.
- Álvarez, p. (2002), *La función tutorial en la universidad*. Madrid:EOAlwi, S. K. K., Samson, A., & Shahzadi, S. (2019). ROLE OF PEER TUTORING AND METHODS TO BOOST READING SKILLS AT THE URBAN SECTOR PRIMARY SCHOOLS. *New Horizons (1992-4399)*, 13(1).
- Ariza, A. (2008). Unveiling Students' Understanding of Autonomy: Puzzling Out a Path to Learning Beyond the EFL Classroom. *Profile: Issues in Teachers' Professional Development*, 10 (1), 47-73.  
<https://revistas.unal.edu.co/index.php/profile/article/view/10591/11053>
- Ariza, A., & Viáfara, J.(2009). Interweaving Autonomous Learning and Peer-tutoring in Coaching EFL Student-Teachers. *Profile: Issues in Teachers' Professional Development*, 11(2),85-104.  
<https://search-ebSCOhost-com.ezproxy.javeriana.edu.co/login.aspx?direct=true&db=edb&AN=67274307&lang=es&site=eds-live>
- Ability Grouping Training Module. Ellinogermaniki Agogi. Recuperado de  
[https://www.ea.gr/ep/muse/data/training\\_programme.htm](https://www.ea.gr/ep/muse/data/training_programme.htm).
- Anderson, T. (Ed.). (2008). *The theory and practice of online learning*. Athabasca University Press.
- Benesch, Sarah. (1993). Critical Thinking: A Learning Process for Democracy. *TESOL Quarterly*. 27. doi: 10.2307/3587485.
- Benson, P. (1996). *Taking Control: Autonomy in Language Learning*. Hong Kong: Hong Kong University Press.
- Benson, P. (2008). Teachers' and learners' perspectives on autonomy. In T. Lamb, H. Reinders (eds.), *Learner and Teacher Autonomy: Concepts, realities, and responses* (pp. 15-32). John Benjamins Publishing Company.
- Benson, P., & Voller, P. (2014). *Autonomy and independence in language learning*. Routledge.
- Bergman, V. L. (1985). *English as a Foreign Language Instruction in the People's Republic of China: Student and Teacher Perspectives, Expectations and Perceptions*. [Ph.D. dissertation, PhD in Education]. Claremont Graduate University.
- Brabeck, M., & Jeffrey, J. (2010). Practice for knowledge acquisition (not drill and kill). American Psychological Association.  
<http://www.apa.org/education/k12/practice-acquisition>
- Brindley, G. P. (1984). *Needs analysis and objective setting in adult migrant education*. Adult Migrant Education Service.
- Britton, B. K., & Tesser, A. (1991). Effects of time-management practices on college grades. *Journal of educational psychology*, 83(3), 405.

- Brown, S., & Bennett, E. (2002). The role of practice and automaticity in temporal and nontemporal dual-task performance. *Psychological research*, *66*(1), 80-89.
- Brooke, M. (2013). Facilitating the development of the autonomous language learner using online virtual learning environments. *Theory and Practice in Language Studies*, *3*(4), 572-580. <http://doi.org/10.4304/tpls.3.4.572-580>
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., & Pincas, A. (1980). *Teaching English as a Foreign Language*. (2nd. Ed.). Routledge Education Books.
- Bruner, J. (1978). The Role of Dialogue in Language Acquisition. In A. Sinclair, R. J. Burns, A. (2003). Collaborative action research for English language teachers. Ernst Klett Sprachen.
- Casas, A. (2009). Autonomía y aprendizaje: alcance y límites de un concepto. Condiciones, decisiones y consecuencias del fomento de la autonomía. In M. Cárdenas (ed.), *Investigación en el aula en L1 y L2: Estudios, experiencias y reflexiones* (pp. 31-68). Centro Editorial, Facultad de Ciencias Humanas.
- Centro de Escritura. (2020). *Pontificia Universidad Javeriana*. Retrieved from <https://comunicacionylenguaje.javeriana.edu.co/centroescritura/>
- Chatterjee, D., & Corral, J. (2017). How to write well-defined learning objectives. *The journal of education in perioperative medicine: JEPM*, *19*(4).
- Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). *Common European Framework of Reference for Languages: learning, teaching, assessment*. Cambridge University Press.
- Cotterall, S. (1995). Readiness for autonomy: Investigating learner beliefs. *System*, *23*(2), 195-205.
- Cropley, A. J. (2019, 2<sup>nd</sup> updated, revised, and enlarged edition). *Qualitative research methods: A practice-oriented introduction for students of psychology and education*. Riga, Latvia: Zinātne. (open access – doi: 10.13140/RG.2.1.3095.6888)
- Dam, L., & Gabrielsen, G. (1988). Developing learner autonomy in a school context: A six-year experiment beginning in the learners' first year of English. In H. Holec (ed.), *Autonomy and self-directed learning: Present fields of application* (pp. 115-143). Council of Europe.
- Dworkin, G. (2015). The nature of autonomy. *NordSTEP*, *1*, 28479, doi: <http://dx.doi.org/10.3402/nstep.v1.28479>
- Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological review*, *100*(3), 363-406.
- Fandiño, Y. (2009). A Pathway to Teacher and Learner Autonomy: A Study on Socioaffective Language Learning Strategies. In M. Cárdenas (ed.), *Investigación en el aula en L1 y L2: Estudios, experiencias y reflexiones* (pp. 131-146). Centro Editorial, Facultad de Ciencias Humanas.
- Fenner, A. (2011). How to become a successful language learner. [https://www.reading.ac.uk/web/files/iwlp/how\\_to\\_become\\_a\\_successful\\_language\\_learner.pdf](https://www.reading.ac.uk/web/files/iwlp/how_to_become_a_successful_language_learner.pdf)
- Flavell, J. H. (1979) Metacognition and cognitive monitoring: A new era of cognitive-developmental inquiry. *American Psychologist*, *34*, 906-911.
- Friedman, D. A. (2012). 10 How to Collect and Analyze Qualitative Data. *Research methods in second language acquisition*, 180-200.
- Frodden, C., & Correa, D. (2000). La autonomía en el proceso de aprendizaje del inglés como lengua extranjera: un estudio de perfiles y prácticas de estudiantes y profesores. *Unpublished research report. Medellín, Colombia: Escuela de Idiomas, Universidad de Antioquia*.

- Gardner, D., & L. Miller. (1999). *Establishing Self-Access: Theory to practice*. Cambridge: Cambridge University Press.
- Gartner, A., & Reissman, F. (1994). Tutoring Helps Those Who Give, Those Who Receive. *Educational Leadership*, 52(3), 58-60.
- González, A. (2010). English and English teaching in Colombia Tensions and possibilities in the expanding circle. Retrieved from:  
[https://www.researchgate.net/publication/261146181\\_English\\_and\\_English\\_teaching\\_in\\_Colombia\\_Tensions\\_and\\_possibilities\\_in\\_the\\_expanding\\_circle](https://www.researchgate.net/publication/261146181_English_and_English_teaching_in_Colombia_Tensions_and_possibilities_in_the_expanding_circle)
- Gómez, M. M. (2006). *Introducción a la metodología de la investigación científica*. Editorial Brujas.
- Goodlad, S., & Hirst, B. (1989). *Peer Tutoring: A Guide to Learning by Teaching*. New York: Nichols Publishing.
- Grasso, L. (2006). *Encuestas. Elementos para su diseño y análisis*. Editorial Brujas.
- Hadley, A. O., & Reiken, E. (1993). *Teaching Language in Context, and Teaching Language in Context--Workbook*. Heinle & Heinle Publishers, International Thomson Publishing Book Distribution Center, 7625 Empire Drive, Florence, KY 41042.
- Harri-Augstein, E. S., & Thomas, L. F. (1991). *Learning conversations: The self-organized learning way to personal and organizational growth*. London: Routledge.
- Haughton, G., & Dickinson, L. (1988). Collaborative assessment by masters' candidates in a tutor-based system. *Language Testing*, 5(2), 233-246.
- Herrera, L., Largo, J., Viáfara, J. (2019). Online peer-tutoring: a renewed impetus for autonomous English learning. *HOW Journal*, 26(2), 12-31.  
<https://doi.org/10.19183/how.26.2.503>
- Hernández Sampieri, R., Fernández Collado, C., & Baptista Lucio, P. (2014). *Metodología de la investigación: Roberto Hernández Sampieri, Carlos Fernández Collado y Pilar Baptista Lucio* (6a. ed.). México D.F.: McGraw-Hill.
- Holec, H. (1981). *Autonomy in Foreign Language Learning*. Oxford: Pergamon.
- Horwitz, E. K. (1987). Surveying student beliefs about language learning. In Wenden A. and Rubin J. (eds.), *Learner Strategies in Language Learning* (pp. 119-129). London: Prentice-Hall.
- Izquierdo, A., Jiménez, S. (2014). Building up Autonomy Through Reading Strategies. *Profile: Issues in Teachers' Professional Development*, 16 (2), 67-85.  
<https://revistas.unal.edu.co/index.php/profile/article/view/39904/47721>
- Jones, R. H., Garralda, A., Li, D., (2006). Interactional dynamics in on-line and face-to-face peer-tutoring sessions for second language writers. *Journal of second Language Writing*, 15, 1-23.
- Kern, R., & Warschauer, M. (2000). Introduction: Theory and practice of network-based language teaching. In M. Warschauer & R. Kern (eds.), *Network-based language teaching: Concepts and practice* (pp.1-19). Cambridge: Cambridge University Press.
- Kim, M. M. (2015). Peer tutoring at colleges and universities. *College and University*, 90(4), 2.
- Kumaravadelu, B. (1991). Language-learning tasks: teacher intention and learner interpretation. *ELT Journal*. 45(2), 98–107. <https://doi.org/10.1093/elt/45.2.98>
- Lankshear, C., & Knobel, M. (2004). *A handbook for teacher research*. McGraw-Hill Education.
- Lake, W. (2013). *What Is EFL and How Does It Differ from ESL?*. Bright Hub Education. Retrieved 30 September 2020, from  
<https://www.brighthubeducation.com/esl-teaching-tips/127984-the-difference-between-esl-and-efl/>.

- Lennon, P. (1989). Introspection and intentionality in advanced second language acquisition. *Language Learning* 39, 375-396.
- Licenciatura en Lenguas Modernas con énfasis en inglés y francés. (2020). *Pontificia Universidad Javeriana*. Retrieved from <https://www.javeriana.edu.co/carrera-licenciatura-en-lenguas-modernas>
- Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik Language Learning Resources, Ltd.
- Little, D. (1995). Learning as dialogue: the dependence of learner autonomy on teacher autonomy. *System*, 23 (2), 175-182.
- Liu, X. (2014). Influence of motivation, autonomy and online environment on listening skills of elementary and intermediate learners of English. *International Education Studies*, 7 (7), 19-28.
- Liu, W., & Devitt, A. (2014). Using reciprocal peer teaching to develop learner autonomy: An action research project with a beginners' Chinese class. *Language Learning in Higher Education*, 4(2), 489-505. doi: <https://doi.org/10.1515/cercles-2014-0025>
- Longhurst, Robyn. (2010). Semi-structured Interviews and Focus Groups.
- Maheshwari, V. (2017). *Tutorial Strategy in Education*. Dr. V.K. Maheshwari, Ph.D. Retrieved 1 October 2020, from <http://www.vkmaheshwari.com/WP/?p=2427>.
- Mayntz, R., Holm, K., & Hübner, P. (1996). Introduction to empirical sociology.
- Miller, L. (2009). Reflective lesson planning: Promoting learner autonomy in the classroom. In R. Pemberton, S. Toogood & A. Barfield (eds.), *Maintaining Control Autonomy and Language Learning* (pp. 110-124). Hong Kong University Press.
- Molina Buitrago, A. Z., & Nempque Murcia, L. J. (2019). Speaking in english shoulder to shoulder: a reciprocal peer tutoring strategy. Retrieved from <http://repositorio.uptc.edu.co/handle/001/2874>
- Moors, A., & De Houwer, J. (2006). Automaticity: a theoretical and conceptual analysis. *Psychological bulletin*, 132(2), 297-326.
- Murphey, T. & Arao, H. (2001). Reported belief changes through near peer role modelling. *TESL-EJ* 5(3). Retrieved from: <http://tesl-ej.org/ej19/a1.html>
- Murphey, T. & Murakami, K. (1998). Teacher facilitated near peer role modeling for awareness raising within the Zone of Proximal Development. *Academia* 65: 1-29.
- Nguyen, H., & Terry, D. R. (2017). English Learning Strategies among EFL Learners: A Narrative Approach. *IAFOR Journal of Language Learning*, 3(1), 4-19.
- Nunan, D. (1989). *Understanding language classrooms*. London: Prentice
- Nunan, D. (1991). *Language teaching methodology*. London: Prentice
- Nunan, D. (1994). *ATLAS: Learning-centred communication*. Boston: Heinle & Heinle
- Nunan, D. (1995). Closing the gap between learning and instruction. *TESOL Quarterly* 29(1): 133-158.
- Oxford, R. (1990). *Language learning strategies What every teacher should know*. Heinle & Heinle Publishers.
- Peeters, M. A., & Rutte, C. G. (2005). Time management behavior as a moderator for the job demand-control interaction. *Journal of occupational health psychology*, 10(1), 64.
- Peirce, B. (1989). Toward a Pedagogy of Possibility in the Teaching of English Internationally: People's English in South Africa. *TESOL Quarterly*, 23(3), 401-420. doi:10.2307/3586918
- Penn-Edwards, S. (2004). Visual Evidence in Qualitative Research: The Role of Videorecording. *The Qualitative Report*, 9(2), 266-277. Retrieved from <https://nsuworks.nova.edu/tqr/vol9/iss2/5>
- Pemberton, R., Toogood, S., & Barfield, A. (Eds.). (2009). *Maintaining control: Autonomy and language learning* (Vol. 1). Hong Kong University Press.

- Pennycook, A. (1989). The concept of method, interested knowledge, and the politics of language teaching. *TESOL Quarterly*, 23, 589- 618. doi:10.2307/3587534
- Pontificia Universidad Javeriana. (2003, October 1). *Reglamento de Unidades Académicas*. Retrieved from <https://www.javeriana.edu.co/documents/10179/48161/ReglamentoUnidadesAcademicas.pdf/27887b4a-7ca1-41b8-af56-e1614d7b5129>
- Pontificia Universidad Javeriana. Departamento de Lenguas. (2020). *English courses* [course syllabus]. Bogotá, Colombia.
- Programa Nacional de Inglés 2015-2025 (2014). Ministerio de Educación Nacional.
- Punchihetti, S. (2013). First, second and foreign language learning: how distinctive are they from one another. In Unpublished Paper delivered at the European Conference on Language Learning. July, Sri Lanka.
- Rosso Londoño, G. I. (2018). Nivel de Autonomía en estudiantes de primer semestre de tres universidades privadas de Bogotá DC (Master's thesis). Retrieved from: <https://repository.ucatolica.edu.co/bitstream/10983/17616/1/NIVEL%20DE%20AUTONOMÍA%20EN%20ESTUDIANTES%20UNIVERSITARIOS.pdf>
- Rogers, C. V., & Medley Jr, F. W. (1988). Language with a purpose: Using authentic materials in the foreign language classroom. *Foreign Language Annals*, 21(5), 467-478.
- Ruiz, E., Moreno, R. & Rodríguez, L. (2017). Documento para la Orientación Administrativa Acompañamiento entre Pares: Programa de Acompañamiento entre Pares para el Aprendizaje de EFL & FLE – Language Coeur. Bogotá: Pontificia Universidad Javeriana.
- Shi, W., & Han, L. (2019). Promoting Learner Autonomy through Cooperative Learning. *English Language Teaching*, 12(8), 30-36. <https://files-eric-ed-gov.ezproxy.javeriana.edu.co/fulltext/EJ1221280.pdf>
- Smith, R. (2000). Starting with ourselves: Teacher-Learner Autonomy in Language Learning. In B. Sinclair, I. McGrath, T. Lamb, (eds.), *Learner Autonomy, Teacher Autonomy: Future Directions* (pp. 89-138). Pearson Education Limited. Retrieved from: [https://warwick.ac.uk/fac/soc/al/people/smith/smith\\_r/pre-2002/smith\\_2000.pdf](https://warwick.ac.uk/fac/soc/al/people/smith/smith_r/pre-2002/smith_2000.pdf)
- Tort-Moloney, D. (1997). Teacher Autonomy: A Vygotskian Theoretical Framework. CLCS Occasional Paper No. 48.
- Tutorial (2020). In Cambridge Online Dictionary.
- Turner, P., & Turner, S. (2009). Triangulation in practice. *Virtual reality*, 13(3), 171-181.
- Victori, R. M. (1992) *Investigating the Metacognitive Knowledge of Students of English as a Second Language*. [Master's Thesis]. Department of TESOL and Applied Linguistics. University of California.
- Weiler, A. (2016). *Feedback in Language Learning*. Strategies in Language Learning. <https://www.strategiesinlanguagelearning.com/feedback-in-language-learning/>
- Wenden, A. (1986) What do second-language learners know about their language learning? A second look at retrospective accounts. *Applied Linguistics* 7, 186-205.
- Wenden, A. (1991) *Learner Strategies for Learner Autonomy*. Prentice Hall.
- Willing, K. (1987). Learning strategies as information management. *Prospect, The Journal of the Adult Migrant Education Program*, 2(3), 273-291.
- Wilson, V. (2014). Research methods: triangulation. *Evidence based library and information practice*, 9(1), 74-75
- Yule, G. (1988) Highly confident wrong answering--and how to detect it. *ELT Journal* 42 (2), 84-88. <https://doi.org/10.1093/elt/42.2.84>

## ANNEXES

### Annexe 1.

#### **Initial questionnaire to identify tutor's practices during the LC tutoring sessions.**

The information gathered through this questionnaire will be used as part of a research project. This study is conducted for the completion of undergraduate research. Your participation in this questionnaire is voluntary. You may refuse to take part in the research or stop answering the questionnaire at any time without penalty. Besides, you are free to decline to answer any particular question for any reason.

#### **Confidentiality**

Please note that the responses you provide are completely anonymous and confidential. The research outcome will not include the reference to any individuals. Consequently, no one will be able to identify you or your answer, and no one will know whether you participated or not in this study.

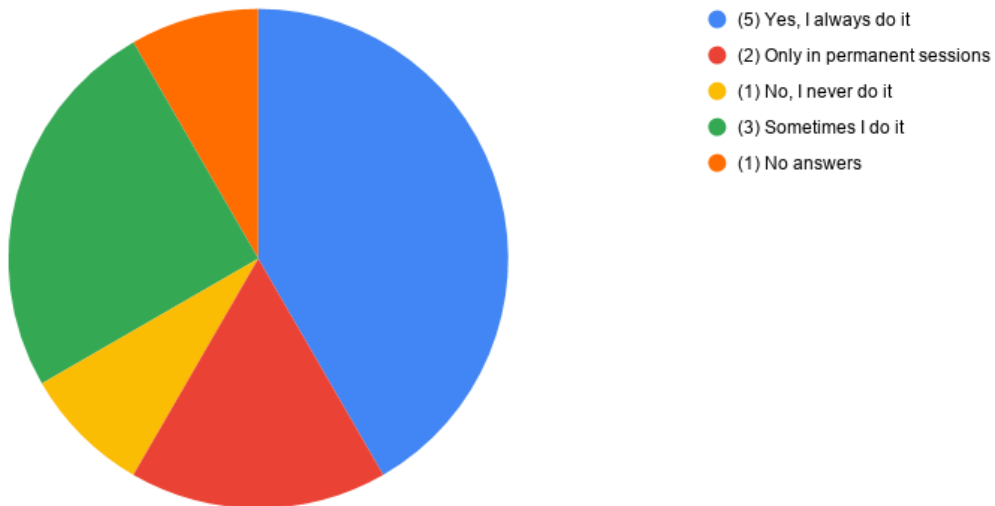
By answering the questionnaire below, you are indicating that you have read and understood the facts exposed above and that you agree to participate in this research project.

1. Do you draw your tutees' attention by relating the topic of the lesson with their likes and dislikes? If so, how? If not, why?
2. How do you choose the task for every tutoring session? Do tutees have the opportunity to choose the task? How?
3. Do you let your tutees modify the task that you propose in the tutoring session? If so, how? If not, why?
4. Do you consider your tutees' opinion to plan future tutoring sessions? If so, how does such opinion affect your planning of the session?
5. Do you ask your tutees about their learning goals for the tutoring session? If so, how? If not, why?
6. Do you check your tutees' understanding of the lesson? If so, how? If not, why?

## Annexe 2.

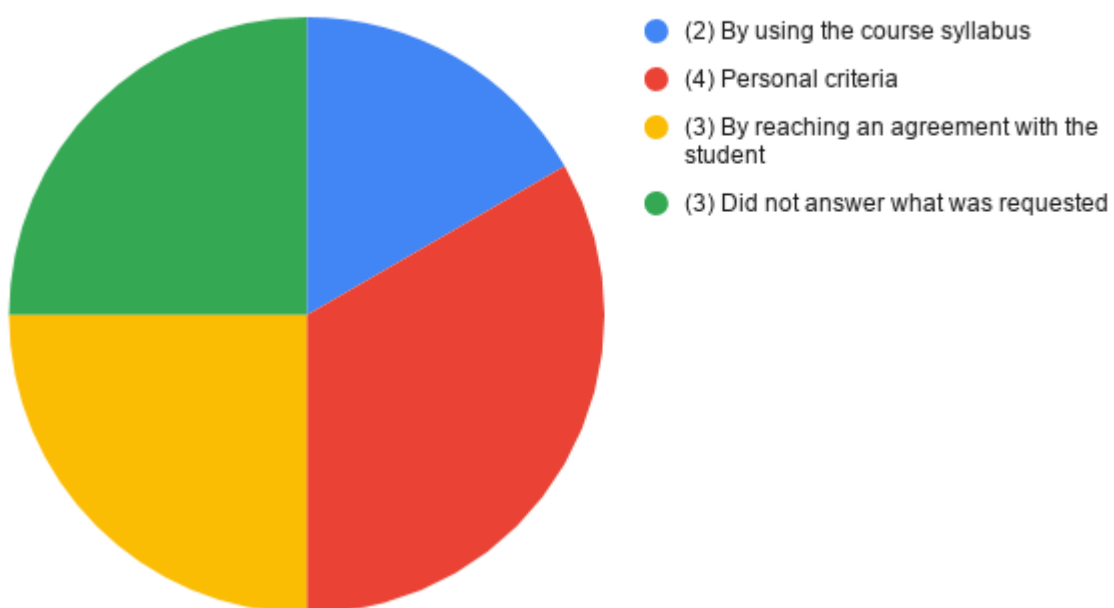
### Answers to the statement of the problem questionnaire

First question: Do you draw your tutees' attention by relating the topic of the lesson with their likes and dislikes? If so, how? If not, why?

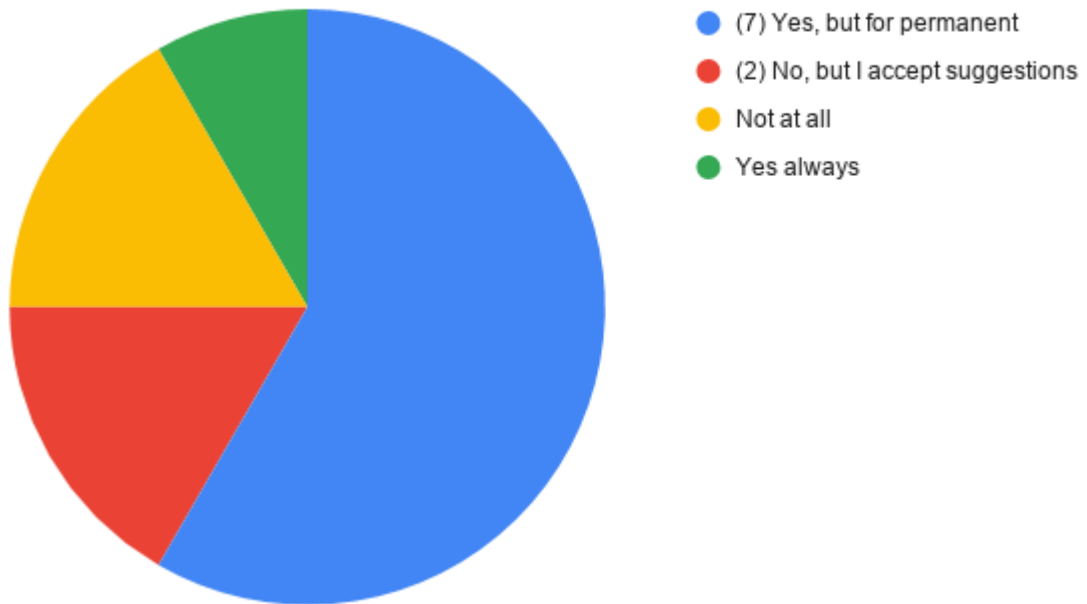


Second question: How do you choose the task for every tutoring session? Do tutees have the opportunity to choose the task? How?

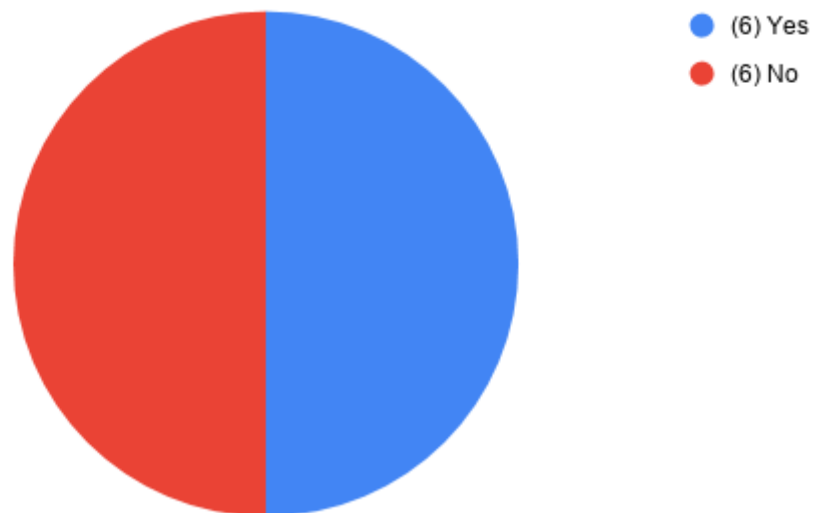
#### 2.1 How do you choose the task for every tutoring session?



## 2.2 Do tutees have the opportunity to choose the task?



Third question: Do you let your tutees modify the task that you propose in the tutoring session? If so, how? If not, why?



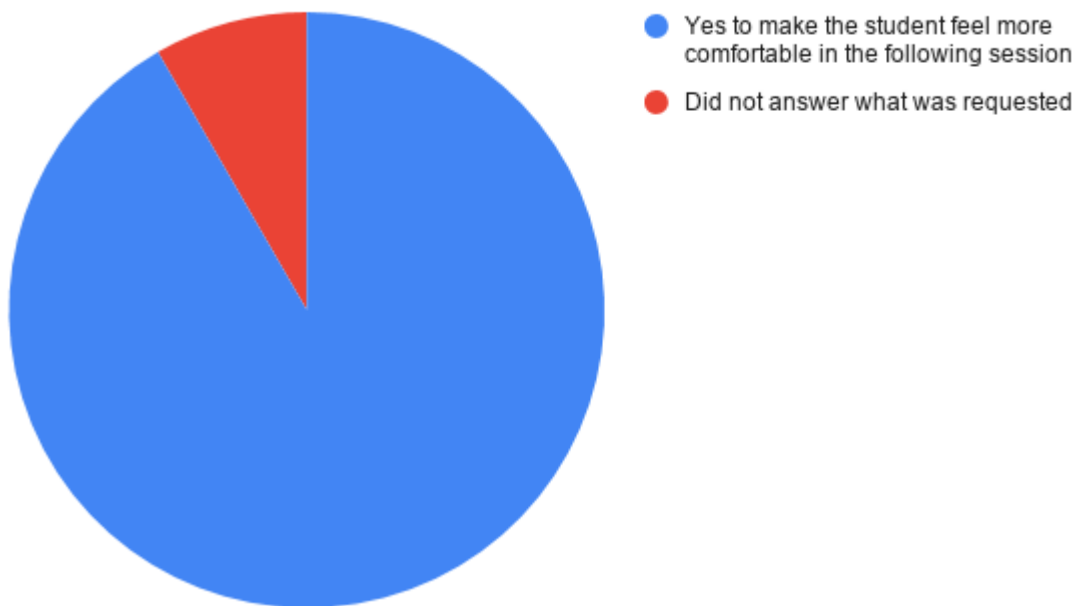


Fourth question: Do you consider your tutees' opinion to plan future tutoring sessions? If so, how does such opinion affect your planning of the session?

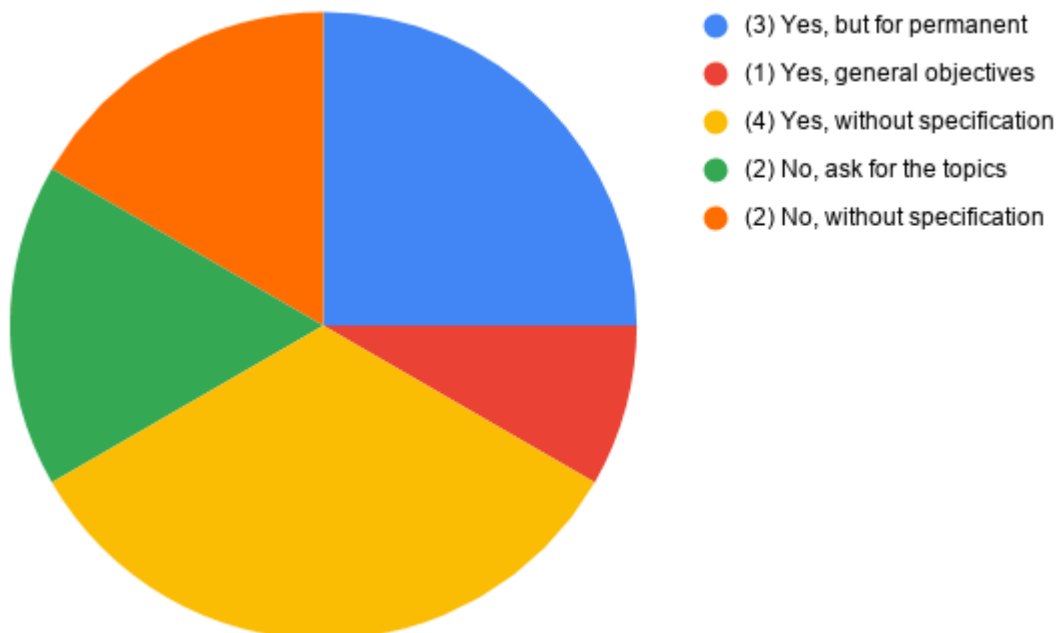
#### 4.1 Do you consider your tutees' opinion to plan future tutoring sessions?



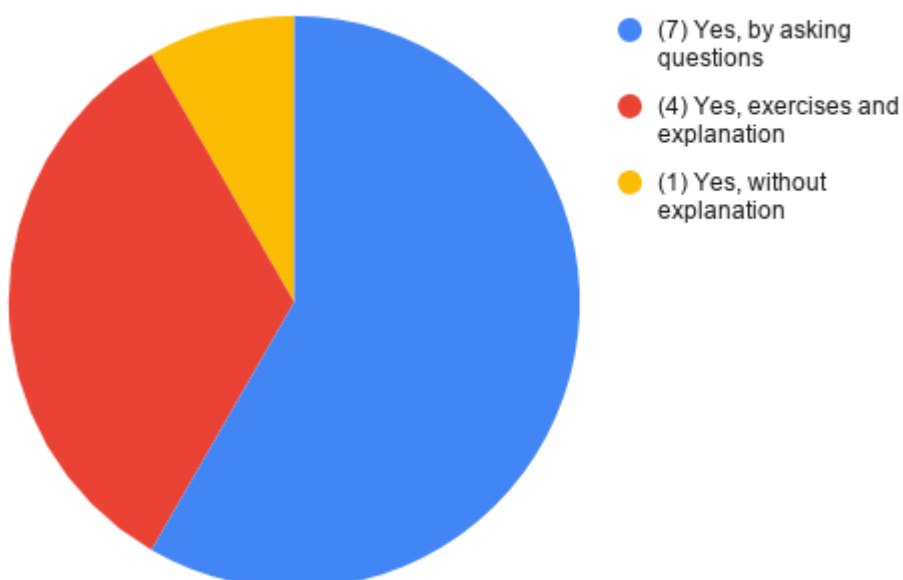
#### 4.2 How does such opinion affect your planning if the session?



Fifth question: Do you consider your tutees' opinion to plan future tutoring sessions? If so, how does such opinion affect your planning of the session?



Sixth question: Do you check your tutees' understanding of the lesson? If so, how? If not, why?



**Annexe 3.**  
**Semi-structured interview**

- Do you make your tutees aware of the learning goals for the tutoring session? If so, why and how do you do it? If not, why?
- Do you present/explain the material that you will use for the tutoring session to your tutees? If so, why and how do you do it? If not, why?
- Do you let your tutees modify the order of the activities/tasks that you propose for the tutoring session? For example, if you prepared two reading activities, would you let your tutees choose which one to do first?
- If your tutee has requested a reading tutoring session and you prepared an exercise for it, would you let him or her propose an alternative activity? For example, the English teacher of your tutee gave her/him a reading exercise that is difficult to be done as homework, so your tutee wants to do it in the tutoring session. Would you allow that? If so, why? If not, why?
- Do you let your tutee shape the content of the lesson? For example, you propose a reported speech exercise for the tutoring session and your tutee finishes it, but then he or she wants to do another exercise that he or she found on the internet related to another grammar topic. Would you allow that? If so, why? If not, why?
- Considering that there are two types of materials: teaching based materials such as manuals, text books, grammar books or the like, and authentic language resources such as English language newspapers, TV shows, series, movies, music and the like, do you ever use authentic language resources to teach your tutoring sessions? If so, which ones and how? If not, why?
- Do you encourage your tutees to explore authentic language resources after the lesson? For example, English language newspapers, TV shows, series, movies, music, literature, among others. If so, how? If not, why?

**Annexe 4.****Video recordings' format**

Video number: \_\_\_\_\_

Skill reviewed: \_\_\_\_\_

Duration: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_

Tutor's number: \_\_\_\_\_

Tutoring session procedure
Comments:

Adapted from: Ariza (2008). *Unveiling Students' Understanding of Autonomy: Puzzling Out a Path to Learning Beyond the EFL Classroom*.

**Annexe 5.**  
**Tutoring planning report (google forms)**

Tutor's name: \_\_\_\_\_

Date and hour of the tutoring session: \_\_\_\_\_

**1. Which of the following resources and materials will you use for the tutoring session?**

- ◆ Computer/Laptop
- ◆ Video beam / TV
- ◆ Whiteboard
- ◆ Games (board games, goose game, videogame, cards, chess, online games, etc.)
- ◆ Videos
- ◆ Texts
- ◆ Books
- ◆ Audios
- ◆ Dictionary
- ◆ Exercises (conjugation, vocabulary, fill-in-the-gap, etc)
- ◆ Power point/prezi/powtoon presentation
- ◆ Otros:

**2. What will be reviewed in the tutoring session? \***

Mention the topic you will explain to the tutee and the ability or abilities you will cover. Eg: We will review System parts/Class members. Additionally, we will work on Listening and Speaking.

**3. Description**

Write a detailed description of what you planned for the tutoring session. Eg: To begin with the session, I will do a warm up activity in which the tutee had to memorize some verbs in past. Next, I will explain to the tutee the conjugation rules for the verbs in that tense. Then, I will give the tutee an exercise in which he/she needs to properly conjugate the verb in past. Finally, I will give her/him feedback on the exercise.

## **Annexe 6.**

### **Consent form to participate in the research project for all three instruments**

The information gathered through this questionnaire will be used as part of a research project. This study is conducted for the completion of undergraduate research. Your participation in this questionnaire is voluntary. You may refuse to take part in the research or stop answering the questionnaire at any time without penalty. Besides, you are free to decline to answer any particular question for any reason.

#### **Confidentiality**

Please note that the responses you provide are completely anonymous and confidential. The research outcome will not include reference to any individuals. Consequently, no one will be able to identify you or your answer, and no one will know whether you participated or not in this study. Finally, by allowing us to have access to all the information gathered through the different instruments, you are indicating that you have read and understood the facts exposed above and that you agree to participate in this research project.

## Annexe 7. Consent form for tutors

# Consent form to participate in the research project for all three instruments

This study is conducted for the completion of undergraduate research. Your participation in this research is voluntary. You may refuse to take part in the research or stop answering at any time without penalty. Besides, you are free to decline to answer any particular question for any reason.

### CONFIDENTIALITY

Please note that the responses you provide are completely anonymous and confidential. The research outcome will not include reference to any individuals. Consequently, no one will be able to identify you or your answer, and no one will know whether you participated or not in this study.

Finally, by allowing us to have access to all the information gathered through the different instruments, you are indicating that you have read and understood the facts exposed above and that you agree to participate in this research project.

1. Do you accept the terms exposed above? \*

- Yes, I accept
- No, I do not accept

1. Do you accept the terms exposed above?

7 Respuestas

Id. ↑	Nombre	Respuestas
1	tutor 1	["Yes, I accept"]
2	tutor 2	["Yes, I accept"]
3	tutor 3	["Yes, I accept"]
4	tutor 5	["Yes, I accept"]
5	tutor 4	["Yes, I accept"]
6	tutor 6	["Yes, I accept"]

**Annexe 8.****Link transcriptions of interviews, video recordings and planning reports**

Click the following link if you want to access to the information gathered

[https://livejaverianaedu-my.sharepoint.com/:f/g/personal/sophia\\_herrera\\_javeriana\\_edu\\_co/EqYnqZ7SEPNNrxFv9rIdowwBECozIMDZmx3Np4tWKBaPsg?e=pES27G](https://livejaverianaedu-my.sharepoint.com/:f/g/personal/sophia_herrera_javeriana_edu_co/EqYnqZ7SEPNNrxFv9rIdowwBECozIMDZmx3Np4tWKBaPsg?e=pES27G)